

Research Article

Bridging the Gap Between Training and Practice: An Empirical Study on Training Transfer and Employee Performance

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Abstract: Transfer of training—use of training acquired skills and knowledge in the workplace is focal with respect to enhancing employee performance and accomplishment of organizational goals (Burke & Hutchins, 2008; Ford & Weissbein, 1997). The research question of the paper is how transfer of training influences the performance of employees by exploring some of the major variables that influence its effectiveness which include the validity that of the training program, managerial support, organizational and individual factors as well as attitudes of employees. Using both theoretical models and empirical evidence, the study highlights that the successful transfer of training cannot be attributed only to the delivery of the material, but to the weaker mechanisms of supports after training and to the need to match training with the job (Rampun et al., 2020). Applying the quantitative research method two groups of 120 employees were used to achieve the findings that training transfer has a very high positive correlation with the employee performance, and that training transfer explained 78.2 percent of the variance in the performance-based outcomes. These results indicate the significance of developing comprehensive training programs which must combine organizational benefits, inspiration and job pertinence. The findings provide valuable practice to human resource managers who would like to improve the effectiveness of training and workforce productivity (Diamantidis & Chatzoglou, 2018).

Keywords: Training Transfer, Employee Performance, Managerial Support, Organizational Personal Facilitators, Personal Attitude, Validity of Training Program.

INTRODUCTION

Training transfer, the application of knowledge and skills acquired in training to real-world tasks, is essential for enhancing employee performance and organizational success. Successful transfer ensures that employees can effectively utilize newly acquired abilities in practical situations, leading to increased productivity and job satisfaction. However, organizations often face challenges such as aligning training objectives with strategic goals and providing adequate post-training support. To overcome these hurdles, organizations can implement strategies like aligning training with organizational objectives, fostering a supportive learning environment, and utilizing interactive learning methods. Leadership plays a pivotal role in creating a culture that values and reinforces learning, thereby maximizing the impact of training on individual and organizational performance. By addressing these factors, organizations can unlock the full potential of their workforce and achieve sustainable growth and competitiveness in the market.

This research aims to investigate the impact of training transfer on overall employee job performance by examining various contributing factors and potential barriers. It will explore how effectively knowledge and skills acquired in training are applied in practical work settings, considering elements such as managerial support,

organizational alignment of training programs with job requirements, personal attitudes towards training, and the perceived relevance of training to job roles. By delving into these dynamics, the study seeks to uncover insights into enhancing training effectiveness and improving employee performance outcomes. Understanding these factors will contribute to developing strategies that optimize training programs, foster a supportive learning environment, and ultimately boost organizational productivity and employee satisfaction.

Understanding how training transfer influences employee performance is crucial for organizations aiming to maximize the impact of their training investments. This study will explore factors that facilitate effective knowledge transfer, ensuring that employees can apply newly acquired skills to enhance their job performance. By analyzing various training methods—such as classroom sessions, online modules, workshops, and on-the-job training—the research aims to identify which approaches best support knowledge integration into daily tasks. Key factors like organizational culture, leadership support, and employee motivation will be examined to pinpoint strategies that enhance training effectiveness. Quantitative analysis will correlate training transfer with performance metrics like productivity and error rates, providing concrete insights into its impact. Additionally, the study will assess

the long-term sustainability of training outcomes, helping organizations adapt swiftly and maintain competitiveness in a dynamic business environment.

THEORETICAL REVIEW

Transfer of training has become an important point of concern in human resource development especially since it has a direct impact on performance of employees and effectiveness in the industry. One of the factors that can predict the successful transfer of the training is the managerial support. According to Eisenberger et al. (2002), the managerial support refers to how the employees feel that they are being valued and that their welfare is of concern to their supervisors. The reliable data indicate that this sense of support is an effective method of motivating the employees and stimulating the transfer of newly learned skills into the work environment.

Obaid (2018) examined training transfer and the effect on job performance in Palestinian universities in terms of higher education. The researchers defined important considerations throughout training lifecycle; pre-training, in-training, and post-training factors that influence the effectiveness with which training has been applied on real life activities. It is therefore emphasized the relevance of end-to-end approach within training design and implementation.

According to Elnaga and Imran (2012), training could be considered a form of investment in human capital since it is a modern form of strategy. They claimed that not only a good training can fill in the current gaps of skills, but it also helps to achieve competitive advantage over a long period

of time since it can synchronize the set of skills possessed by employees with the goals of the enterprises. Their work confirms the notion that training can be regarded as an ongoing process of improvement, otherwise, training cannot be considered as a thing that is impossible to do once.

Nassazi (2013) has analysed the relationship between training and employee performance in the telecommunications sector and his research highlighted the content of training programme, training delivery method and participation amongst other factors to be key to improving performance in the company. The result shows training based on a well-designed program with specific goals and an active participation of employees leads to performance outcomes which can be measured.

OBJECTIVES OF THE STUDY

Primary Objective

- To study the influence of training transfer on employee performance.

Secondary Objectives

- To analyze the managerial support among employees on employee performance.
- To measure the level of organizational and personal facilitators on employee performance.
- To predict the impact of the employee's personal attitude on employee performance.
- To examine the importance of validity of training program on employee performance.



RESEARCH METHODOLOGY

The researcher has adopted descriptive research design, descriptive research helps the researcher to interact with the participants, which may involve survey or interviews to understand the situation, at present. The sampling method used in this study is convenience sampling. The samples are collected from 120 employees. The researcher used questionnaire as an instrument for collecting primary data, which proves to be less expensive and yet elaborative, when compared to other methods. The questionnaire consists of a set of well formulated questions to probe and obtain responses from the respondents. Percentage Analysis, Regression Analysis and Correlation Analysis are used.

HYPOTHESES OF THE STUDY

- H1- There is a significant relationship between training transfer and employee performance.
H2 - There is a significant difference between the age group and employee performance.

DATA ANALYSIS OF THE STUDY

Reliability Test:

Independent Variable – Training Transfer Dependent Variable – Employee Performance

Table 1: Reliability Statistics

Variable	Cronbach's Alpha	N of Items
Independent Variable	.920	19
Dependent Variable	.763	5

INTERPERTATION:

From above table 1, it can be inferred that the Cronbach's Alpha value of the independent variable is 0.920 which is greater than 0.7 and the Cronbach's Alpha value of the dependent variable is 0.763 which is greater than 0.7. Thus, the Questionnaire and data set is valid.

CORRELATION ANALYSIS

H0: There is no significant relationship between training transfer and employee performance.

H1: There is a significant relationship between training transfer and employee performance.

Table 1: Correlation analysis between Training transfer and employee performance.

		Training transfer	Employee performance
Training transfer	Pearson Correlation	1	.877**
	Sig. (2-tailed)		.000
	N	120	120
Employee performance	Pearson Correlation	.877**	1
	Sig. (2-tailed)	.000	
	N	120	120

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

INTERPERTATION:

Pearson Correlation of 0.877 indicates a strong positive relationship between training transfer and employee performance. With a p-value of 0.000, which is below the 0.05 significance level, the analysis confirms a significant correlation, rejecting the null hypothesis and supporting the positive impact of training transfer on employee performance.

REGRESSION ANALYSIS

H0: There is no significant relationship between Training transfer and Employee performance.

H1: There is significant relationship between Training transfer and Employee performance.

Table 3.1 Model Summary

	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.884 ^a	.782	.774	1.23436	.782	102.296	4	114	.000

Table: 3.2 ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	623.448	4	155.862	102.296	.000 ^b
1 Residual	173.695	114	1.524		
Total	797.143	118			

Table 3.3 Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.370	.431		.858	.393
1 Managerial Support, Validity training, Personal attitude, Organizational and personal facilitators	.141	.076	.116	1.867	.064
	.307	.089	.291	3.454	.001
	.385	.087	.403	4.408	.000
	.140	.066	.162	2.116	.037

INTERPERTATION:

Regression analysis was employed to evaluate the strength of the relationship between the two variables. As evident from Tables 3.1, 3.2, and 3.3, the R-value is 0.884, with an associated R square of 0.782, indicating that emotional intelligence accounts for 78.2% of the variance in team relationships. The strong correlation denoted by an R-value of 0.884 signifies a robust relationship

between the variables. Moreover, the significant value, less than 0.001, is below the predetermined threshold of 0.05. Consequently, we accept the alternative hypothesis and reject the null hypothesis, providing robust evidence of a positive relationship between emotional intelligence and team relationships. This implies that as emotional intelligence increases, there is a corresponding positive impact on the quality of team relationships.

ANOVA TEST

H0: There is no significant relationship between age group and Employee performance

H2: There is significant relationship between age group and Employee performance

Table 4 ANOVA between age group and employee performance

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	74.419	3	24.806	3.918	.010
Within Groups	734.381	116	6.331		
Total	808.800	119			

INTERPRETATION

The above table 4 shows the significant difference between age group and employee performance. Through the analysis the P value 0.010 was found to be lesser than the significant value 0.05. Therefore, the null hypothesis is rejected and alternative hypothesis accepted. Hence there is significant difference between age group and employee performance

FINDINGS

The study reveals that the majority of employees are aged 18-24 years (51%), male (65%), and hold graduate degrees (71.7%), with most having 3-5 years of experience (32.57%). A moderate relationship exists between training transfer and employee performance, with Pearson correlation values indicating strong positive correlations: 0.877 between training transfer and performance, 0.650 between managerial support and performance, 0.823 between training validity and performance, 0.769 between organizational and personal facilitators and performance, and 0.848 between personal attitude and performance. The ANOVA test shows no significant age-related differences in performance. Training transfer influences employee performance by 78.2%, highlighting the importance of factors like managerial support, training validity, and personal attitude in enhancing performance.

SUGGESTION AND CONCLUSION

To enhance training transfer and improve employee performance, adopt a multifaceted approach: integrate practical exercises within the curriculum for real-world application, establish mentorship programs for ongoing support, and solicit regular feedback to refine training effectiveness. Incorporate gamification to boost engagement, ensure training aligns with job responsibilities, and conduct post-training assessments to measure impact. By implementing these strategies, organizations can create a robust framework that maximizes the transfer of training and positively influences employee performance. This validation study has developed a robust evaluation tool for training ethics, highlighting the critical role of managerial support, training validity, organizational and personal facilitators, and

personal attitude in ensuring effective training transfer. Successful application of training enhances employee performance, leading to increased productivity, higher work quality, and improved job satisfaction. Key factors for effective training transfer include content relevance, support from supervisors and peers, opportunities for practice and feedback, employee motivation, and a culture of continuous learning. Investing in training programs that prioritize these elements not only boosts individual performance but also drives overall organizational success. Incorporating practical exercises, fostering a supportive environment, and conducting post-training assessments can further optimize training outcomes.

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