

Predictors of Transfer of Learning from Education Management Training to the Workplace among Principals, Head Teachers and Deputy Head Teachers in Kiambu County, Kenya

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Abstract

Transfer of learning is critical to the success and relevance of management training programs. Despite the importance of transfer researchers indicates that significant transfer rarely occurs. There is also an increasing concern in identifying the key factors that influence positive transfer of learning. This study the learner characteristics, training program design and work environment factors influencing the transfer of learning from the Open Flexible Distance Learning Diploma in Education Management program to the work place. It developed a model on predictors of transfer of learning from the Diploma in Education Management program to the work place. The survey targeted 147 primary and 66 secondary public schools purposively selected from eight sub counties in the County Government of Kiambu, Questionnaires were administered to 213 respondents and 60 of them were randomly selected to participate in interviews. Simple random sampling was used to access 213 primary and secondary school principals, head teachers, deputy principals and deputy head teachers who were graduates of phase 1 of the Open Distance Flexible Learning diploma in education management training program conducted by the Kenya Education Management Institute. Quantitative data were analyzed using percentages, means, principal component analysis and principal regression analysis. Qualitative data was put under thematic areas that were consistent with the research objectives. The study established that the educational management training program was relevant with 74% the variance in transfer of learning being accounted for by variables four principal components, namely training program and workplace design, training delivery methods, quality of curriculum and motivation to transfer. The sequence, structure and quality of the training content were excellent; notifications for enrollment were done well in advance with a majority of the respondents joining to enhance knowledge, skills and competencies. However, training expectations were unclear and follow-up support after the training by was inadequate. The work environment provided opportunities to use knowledge but the rewards and recognition were inadequate. Coworker and organizational support as evident but supervisors support at the work place was inadequate. The key predictors of positive transfer were clear linkage between training and career progression; high quality of training material and joining to enhance knowledge. Improper program sequencing and structuring, low personal motivation to transfer and inadequate opportunities to use knowledge contributed to negative transfer. The study recommended that the training program was relevant but should be redesigned to incorporate learner characteristics, training program design and work environment factors which enhance positive transfer of learning to the workplace. Management training institutes should provide more follow up support to management trainees to increase positive transfer of learning.

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