

Analysis of The Effect of Individual Characteristics and Supervisor Support on Motivation and Learning Transfer

ABSTRACT: The purpose of this study is: (1) To determine and analyze the effect of individual characteristics on employee's motivation to transfer of employees, (2) To determine and analyze the effect individual characteristics on learning transfer, (3) To determine and analyze the effect supervisor support on employee's motivation to transfer, (4) To determine and analyze the effect of supervisor support on learning transfer, (5) To determine and analyze the effect of motivation to transfer on learning transfer. This type of study is explanatory research while collecting primary data through questionnaires distribution to 185 employees in a tuna processing company in Indonesia. Sampling technique used is stratified sampling method. In this case there are two independent variables are analyzed, individual characteristics and supervisor support, as well as an intervening variable that is motivation to transfer; while the dependent variable is the learning transfer. The collected data then analyzed by using analysis of PLS (Partial Least Square). The results obtained are (1) Individual characteristics has significant effect on employee's motivation to transfer, (2) Individual characteristics has an effect to learning transfer that is not significant, (3) Supervisor support significantly effects to the employee's motivation to transfer, (4) Supervisor support has not significant effect on learning transfer, (5) Motivation to transfer has an effect that is not significant to learning transfer. From the focus group discussion it can be suggested that the management should establish a tool to measure and evaluate the learning transfer of a soft-skills training in order to better capture the success of a training transfer. The management should also integrate the training program to the personnel system, for example using the training record for determining the promotion and / or the bonuses distribution, etc.

Keywords: *individual characteristics, supervisor support, motivation to transfer, learning transfer, partial least square.*

INTRODUCTIONS

Training and development has a unique role in the history of Human Resource Development (HRD) profession (Swanson, 2009). Eventhough the reason in giving training almost the same all over the world, the number of training done is different from nation to nation. For example, in Asia excluding Japan, the training expense per employee starts from \$241 to \$359 in Japan and \$724 in United States. The total number of training hours also vary from 26 hours in Asia to more than 49 hours per employee per year in Europe (Dessler, 2009). Then, the failure in transferring the knowledge and skills learned in the training room to workplace is a serious problem costs billions dollars per year (Baldwin and Ford, 1998).

The success in transferring skills and knowledge from training room to workplace is one of key challenges facing by the instructors and organizations (McGuire, 2011). The research done by Georgenson (1982) states that only ten percent of these training expenditures result in transfer of training to the job. Most of organizations all over the world have a problem with transfer of training in the workplace and whatever the actual level of training, when training does not transfer; it is likely that employees waste theirs and their organization's time (Seyler *et al*, in Saleh 2011).

One of the most prominent tuna processing company in Indonesia, that is a joint venture company between a leading tuna brand owner in Japan- and one other foreign firm that has as many as 1920 employees faces this challenge. The

employees training record in 2013 states that this company spent as much as Rp. 185,524,264.00 and \$ 534.00 with total training hours in 2013 as many as 575 hours. However, the learning transfer from the training room to workplace is still questionable.

Table 1
Job Performance Evaluation
2012 – 2013

Section	Average Score 2012	Average Score 2013
Cold Storage	65.0	69.0
Raw Material	67.0	75.0
Cleaning	69.0	68.0
Packing	72.0	72.0
Seamer	65.6	69.8
Seasoning	73.9	74.6
Empty Can	70.0	68.0
Ware House	65.8	67.0
PPIC	77.0	78.6
QC	76.0	74.0
R&D	83.0	72.8
Maintenance	78.0	67.0
Boiler & WT	73.0	77.5
Fish Meal	72.8	74.0
Fish Juice	68.0	74.8
Office	76.7	77.0

LEARNING TRANSFER, INDIVIDUAL CHARACTERISTICS, SUPERVISOR SUPPORT AND MOTIVATION

Learning transfer is defined as the application of knowledge, skills and attitudes learned from training on-the-job and subsequent maintenance of them over a period of time (Baldwin dan Ford, 1998). To understand the transfer of training process, one needs to understand the all factors affecting trainees during the training process and after training when they return to the workplace (Nikandrou, *et al.*, 2008).

Baldwin dan Ford (1998), in their seminal model identify trainee / individual characteristics, training design and work environment as factors affecting the transfer of training process. In this study, the individual characteristics refers to Robbins (1996) that suggest (1) biographic characteristics (2) ability characteristics (3) personality characteristics. The learning characteristics as the fourth part of Robbin's theory is not being discussed in this study since this variable will be part of motivation variable.

Biographic characteristics consists of age, sex, marital status and length of service. Age is considered to have relation with the ability in learning. The older an employee, the lower job performance learning ability he has. Male and female is also believed results to different ability. Marital status also seen to be an aspect that may affect to the attitude of an employee toward their job.

Length of service is also considered to reflect to the job performance.

Ability characteristics refer to an individual capacity to accomplish any assignments in the work place. This ability comprises intellectual ability and physical ability. The third part of individual characteristics is personality ability which concerns on the behaviour of an individual when interacting with others.

Baldwin, Ford, dan Naquin (2000) define supervisor support as an active participation, meaning that supervisor needs to do more than state the importance of learning. Rather, they should actively participate in and lead training and on-the-job application training. Xiao (1996) found supervisory behaviour affected training transfer more than any other organizational variables. Supportive supervisor behaviors include emotional support, Instrumental support, Role Modelling-behavior, and Creativity work-life management (Hammer, Kossek, ragui, Bodner, & Hanson, 2009).

Emotional support appears when the supervisor listen and show their subordinates the care about their work-life demands. When a supervisor reacts to employee's work-life demand on a daily basis or whenever it is needed, they are engaging in the second dimension of support, instrumental support. Role modelling behavior occurs when supervisors actively demonstrate how to balance their work-life behaviors on the job. Creative work-life management takes place when a supervisor rearranges a work day in order to enhance employee effectiveness on the job and off the job.

Motivation in this research refers to motivation to transfer that is a willing possessed by employees (trainees) to use the knowledge and skills learned from the training program (Noe & Schmitt, 1986). To measure the effect of motivation on learning transfer, this study uses the indicators suggested by expectancy theory proposed by Victor Vroom. The expectancy theory argues that the strength of a tendency to act in a certain way depends on the strength of an expectation that the act will be followed by a given outcome and on the attractiveness of that outcome to the individual (Robbins, 1993).

Expectancy is the strength of a person's belief about whether a particular outcome is possible. In his theory, Vroom suggests that motivation is determined by three factors: expectancy, instrumentality and valence. Vroom states that an outcome is positively valent if the person believes that it holds high instrumentality for the acquisition of positively valent consequences and the avoidance of negatively valent outcomes. People will be motivated when they believe that effort will lead to performance, they can see a clear link between

performance and certain results and the results are important for them.

METHODS

This is an explanatory research that explains the causal effect between researched variables through a hypotheses examination, using questionnaire as an instrument to provide inexpensive, efficient and accurate information. The population of the study are 313 workers consist of managers and title holder who had attended Leadership Development Program Training from 2013 to 2014. The sample consisted 185 workers defined using stratified sampling technique. To avoid biases, the data of learning transfer are obtained from different sources, i.e the supervisor of the employee (Podsakoff, 2003).

This study is using Partial least square (PLS) method – second order factor model with the variabels: the exogenous variables or independent: individual characteristics (X_1), Supervisor support (X_2); intervening variable: Motivation (Z); and endogenous variable or dependent variable: Learning transfer (Y). The steps in PLS method are as follow: Step (1) indicators elimination for first order variables construct, step (2) ifirst order construct elimination on the second order construct, and step (3) finding the T-Statistic between variables of second order construct.

The research hypotheses are the following (1) individual characteristics has significant effect on motivation, (2) supervisor support has significant effect on motivation, (3) individual characteristics has significant effect on learning transfer, (4) supervisor support has significant effect on learning transfer, and (5) motivation has significant effect on learning transfer.

The evaluation for model indicator is using the convergent validity. This measurement is employed to see if the indicators of a construct centralized or distributed evenly on variance proportion. The evaluation is based on the value of loading factor. Convergent validity will be valid when the loading factor > 0.7 . however, on the initial study, loading factor value 0.5 to 0.6 is acceptable (Chin, 1998).

Evaluation on the first order construct is measured from composite reliability. It will be acknowledged when the value of composite reliability > 0.7 (Chin, 1998). The evaluation on the first order construct is also evaluated using T-Statistic test.

Tabel 2
Composite Reliability Costruct Variables

Construct Variables	Composite Reliability
Ability Characteristics	0.876
Personality characteristics	0.808
Individual characteristics	0.763
Emotional support	0.939
Instrumental support	0.869
Role modelling behavior	0.941
Creative work-life management	0.913
Supervisor Support	0.951
Expectancy	0.928
Instrumentality	0.752
Valence	0.819
Motivation	0.879
Learning transfer	0.932
Skills transfer	0.918
Knowledge transfer	0.933
Biographic characteristis	1

The inner model evaluation is employed the T-statistic test and R-square test. The interpretation of R-square of PLS is similar to that of regression method. The R-square value describe the how the first order construct may explain the variance of second order construct.

RESULTS

The analysis results (1) individual characteristics has significant effect on motivation, (2) supervisor support has significant effect on motivation, (3) individual characteristics has no significant effect on learning transfer, (4) supervisor support has no significant effect on learning transfer, and (5) motivation has no significant effect on learning transfer. From the R-Square value, it is stated that variable of motivation is affected by individual characteristics and supervisor support as much as 51.6% and the other 48.4% affected by other variables.

Table 3
R-Square Construct Variables

Variables	T-Statistic	Significance	R-Square
Individual characteristics -> motivation	8.432	Significance	0,516
Supervisor support -> motivation	2.98	Significance	

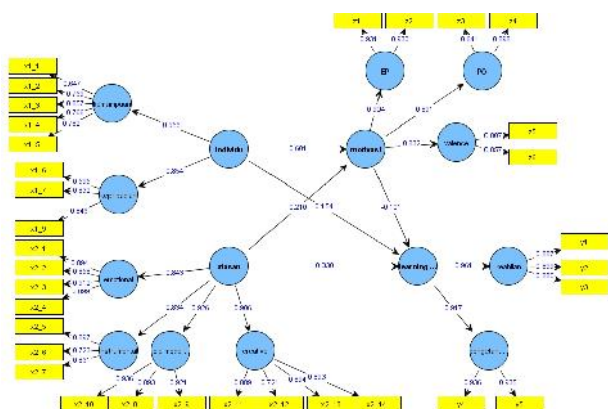
Individual characteristics -> learning transfer	1.134	Not significance	0,012
Supervisor support -> learning transfer	0.328	Not significance	
motivation -> learning transfer	0.803	Not significance	

From the focus group discussion that was held for deepening the study, it can be concluded that it is not only individual characteristics, supervisor support and motivation but also training method, integrated training achievement to reward and punishment system, and co-worker support have effect to learning transfer. The FGD also mentioned that the like-dislike factors happened within the company may also affect the analysis result.

DISCUSSIONS

From the composite reliability value of construct variables, it can be determined that from 37 items or questions given in the questionnaire, only 32 items are significance to measure the variables of the study. The individual characteristics variables used that consists of 3 dimension has finally only 2 dimensions valid to measure the variables, i.e the ability characteristics and the personality characteristics with T-statistics test > 1.96 and composite reliability > 0.7 .

Figure 1
PLS Model



The biographic characteristics can not be used in this study, since the most of sample of the population have similar biographic characteristics. Therefore, this indicator viewed as not valid indicator by the statistic test to measure the variables. The other variables, supervisor support; motivation and learning transfer with their indicator construct have

value of T-statistics test > 1.96 and composite reliability > 0.7 , so they are all valid to measure the respective variables.

The statistics test of the effect of individual characteristics to motivation shows a significance result with T-Statistics more than 1.96, it is 8.432. this results support the study result of Suswati (2012) that suggest individual characteristics has positive and significance relation to motivation. Those who have good ability characteristics will have better motivation to transfer skills and knowledge obtained from the training. Those who have good personality characteristics will be easier in having so good relationship with supervisor, subordinates and co-worker that help them to implement the skills and knowledge learned from the training.

The statistics test of the effect of supervisor support to motivation also shows a significance result. The T-statistics value 2.98 that is more than 1.96 indicates a significance effect. A study done by Fakteau *et al.* (1995) also shows a direct positive relationship between supervisor support and motivation to transfer. Jones (1995) states that the direct superior of an employee has the biggest effect to the behavior of trainees in implementing what is learned in the training.

The statistics test of the effect of individual characteristics to learning transfer shows not significance effect with T-statistics value less than 1.96, that is 1.134. This result is different from the result study done by Burke and Hutchins (2007) that states individual characteristics has an important role in learning transfer process.

The effect of supervisor support also found has not significance effect in this T-statistics test, i.e 0.328. This results is different from a study done by Xiao (1996) that suggest the behavior of the supervisor has bigger effect to learning transfer that any other organization variables.

The effect of motivation to learning transfer is found not significance as well. The t-statistics value 0.803 indicates that the effect is not significance since it is less than 1.96. however, Tziner *et al.* (2007) states that motivation is the most powerful contributor for training results.

These differences (the effect of individual characteristics, supervisor support and motivation to learning transfer) may happen since the data obtained in this study are from different sources. The individual characteristics, supervisor support and motivation are obtained from the employees, while the learning transfer data are obtained from the employees' supervisors.

From the group discussion it can be concluded that when the data are obtained from the different source some conditions may influence the analysis result. Among others: the like-and-dislike factors that occur among the supervisor and the employee

within the organization, the different perception in filling the questionnaire, the standard in evaluating the learning transfer since the training program taken as the object of the study was a soft skills training and no two-way communication in filling the questionnaire between the supervisor and the employee.

CONCLUSION AND RECCOMENDATIONS

The degree of suport and encouragement offered to trainees will affect the rate of training transfer. Clark and Dobbins (1993) found that trainees were more motivated to learn when they perceived that their training related to performance in their current job or would provide them with an opportunity for future advancement.

From the result of the study it can be suggested that the management should establish a tool to measure and evaluate the learning transfer of a soft-skills training in order to better capture the success of a training transfer. The management should also relate or integrate the training program to the personnel system, for example using the training record for determining the promotion and / or the bonuses distribution, etc.

The result of this study that states that the individual characteristics, supervisor support and motivation has no significance effect to learning transfer may only applicable in micro scale that is the object of the study. Based on the theory that is applicable in macro skale, the conditions may be opposing.

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