E-ISSN: 1115 - 8530 P-ISSN: 3026-8958
MPRI-JFRBD | INTERNATIONAL JOURNAL OF FINANCIAL RES. AND BUSINESS DEVELOPMENT
VOL. 10 NO. 7 – OCTOBER, 2025

THE EFFECT OF WORK ENVIRONMENT ON TRAINING TRANSFER AMONG HEALTHCARE WORKERS IN GOVERNMENT-OWNED HEALTH FACILITIES IN NIGER STATE, NIGERIA

MOHAMMED ABDULLAHI; PROF. A. H. GORON DUTSE; & PROF. M. S. MAGAJI

School of post graduate studies, Maryam Abacha American University, Niger.

DOI: https://doi.org/10.70382/mejfrbd.v10i7.065

Abstract

This study attempts to examine the degree to which training transfer is influenced by work environment among healthcare workers in public health facilities in Niger State, Nigeria. The research adopted a survey design and collected primary data through self-administered questionnaires distributed to 436 nurses in Niger State using a simple random sampling technique. The data were analyzed using Partial Least Squares Structural Equation Modelling (PLS-SEM) to test the effect of work environment alongside other factors on training transfer. Contrary to expectations, the work environment had a very small and non-significant effect on training transfer in the healthcare sector in Nigeria ($\beta = 0.05$, $p = 0.39$, $f^2 = 0.00$). The model explained 68% of the variance in training transfer ($R^2 = 0.68$), indicating high explanatory power. On the other hand, trainer characteristics, trainee characteristics, and cultural context showed significant positive effects on transfer. These results suggest that in the studied Nigerian healthcare context, factors such as trainer quality and trainee readiness play a more immediate role in applying training than do environmental supports. To this end, policymakers are advised to lay more emphasis on trainer effectiveness and aligning training design with workers' cultural context, while also striving to maintain a supportive workplace climate for sustained professional development.

Keywords: work environment, training transfer, healthcare workers, Niger State, Nigeria, PLS-SEM

EDITOR-IN-CHIEF
Prof. R. Rena [South Africa]

Introduction

Training transfer has been a contentious issue in recent time. The use of acquired knowledge and skills on the job is critical to healthcare settings, where workforce competence directly impacts patient outcomes. However, in Nigeria's public health sector, training transfer remains an unsolved issue. Healthcare workers often leave the country in search of greener pastures abroad (Adepoju, 2018), thereby making public hospitals suffer from skill gaps and systemic challenges. In Niger State and other North-Central regions of Nigeria, public health facilities struggle with rising medical errors and inadequate patient care, despite substantial training investments. Researces have shown that training programs often fail to yield desired improvements because contextual factors are not addressed (Baldwin & Ford, 1988). In particular, the workplace environment including managerial support, resources, and climate has been theorized to reinforce or inhibit the use of new skills. Yet few studies have examined this link in Nigerian healthcare sector. This study investigates the effect of the work environment on training transfer among nurses in government-owned hospitals in Niger State. By isolating this factor within a broader model of transfer determinants, we aim to clarify its role and provide evidence to guide training policies in the Nigerian health sector.

Significance

The significance of training transfer has been thoroughly acknowledged as crucial for enhancing performance and achieving a greater return on investment for an organisation (Hua & Ahmad, 2011). Therefore, training transfer is recognised as a multidimensional construct within the context of training. The transfer of training refers to the extent to which an individual employee can replicate the behaviours acquired during a training session in different contexts (Kia & Ismail, 2013). The study of Agustianet al (2023) emphasised that contemporary organisations allocate substantial resources towards the development of their human resources, making it crucial for these organisations, which encounter a broader spectrum of competition, to improve their employees' knowledge, skills, and abilities. Consequently, experts in training and analysis have focused on the factors that affect the transfer of training to the workplace. For instance, factors such as self-efficacy, content validity, transfer design, training transfer motivation, and the employee's reaction to training are discussed in the literature (de Jonget al., 2023; Na-Nan& Sanamthong, 2020; Trang,2024). While numerous features and concepts related to training transfer have been outlined in existing literature, the majority of theories and ideas share a common foundational belief: that the effectiveness of training transfer must be clearly evidenced to enhance employees' workplace competence.

EDITOR-IN-CHIEF
Prof. R. Rena [South Africa]

Statement of problem

The primary issue with transfer of training is that formal training programs frequently result in participants acquiring abilities that they do not or cannot effectively utilise in their job environment. It is presumed that these participants frequently do not effectively apply what they have acquired during training to their daily work practices (Lacerenzaet al., 2017). Expert literature frequently includes estimates concerning decreased transfer rates. Numerous scholars (Lattuca, et al., 2014; De Leeuwet al., 2019; Twase et al., 2022; Yang & Watson (2022; Wang, et al. (2023) posit that hardly 10-20% of instructional content is utilised in professional settings. Nonetheless, the empirical findings of Wlodkowski& Ginsberg (2017) validate elevated transfer rates. This study indicates that immediately following training, 62% of the knowledge is utilised in the job, decreasing to 44% after six months and 34% after one year. Variations in transfer rates can be ascribed to alterable personal and environment factors. Consequently, an investigation of the factors influencing the transfer of training is essential.They present research about the determinants that significantly affect the success of learning transfer, whether favourably or adversely.

Training and its subsequent transfer have demonstrated considerable significance in enhancing health service workers' assessment of overall organisational resources; thus, professional training can be regarded as an effective strategy for improving system quality (Alharbi& Aloyuni,2023). The factors of training and training transfer significantly influence motivation and subsequent job satisfaction, as they pertain to the ongoing advancement of medical knowledge and technology. It is crucial for hospitals and medical centres to ensure their personnel remains informed about the latest scientific advancements, as this enhances psychological well-being by augmenting health professionals' control over their work and promoting social support from peers and supervisors.Training transfer enables professionals to enhance their knowledge and abilities, hence augmenting self-confidence and motivation to provide high-quality treatment.

In the healthcare sector, ongoing training and its application in the workplace can serve as a catalyst for organisational transformation and advancement for two reasons: (i) it enhances job satisfaction; and (ii) it is integral to a process of professional competence enhancement that encompasses ‘doing’ (acquiring essential knowledge for effective task execution), ‘knowing’ (analysing and interpreting ‘doing’), and ‘demonstrating’ (applying acquired knowledge) (Gacia-Perez & Gil-Lacruz, 2018, p. 5). Professional satisfaction is not solely linked to the acquisition of information and skills; it also includes the application of that knowledge and skills, as well as the enhancement of competence and quality of care, as perceived by the professional (Gil-Lacruz et al., 2019).

EDITOR-IN-CHIEF
Prof. R. Rena [South Africa]

The "transfer problem" in organisational training is increasingly recognised, as noted by Ford et al. (2018), due to worries that most of the knowledge conveyed fails to translate to the workplace. Investments in training methodologies are deemed beneficial solely when the transfer of knowledge to practical applications is continuously effective (Tonhäuser & Büker, 2016). This has incited numerous investigations over the years to ascertain why transfer has not been realised. Researchers who examined the transfer of training include Zhuang, et al. (2020);Huang et al., (2016); Tonhäuser & Büker (2016); This study indicates that organisations are inadequately transferring training both effectively and efficiently. Despite the discovery that human resources aspire to enhance their skills, they often lack support from their employers (Christiana et al., 2021). The training environment significantly influences the efficacy of training transfer (Sulaiman et al., 2020).Organisations may struggle to identify the most critical criterion due to persistent uncertainty (Sharmaet al., 2022).

In African context and particularly in Nigeria, engaging in training and training transfer specifically among healthcare workers are yet to reflect what is being practice in developed countries due to globalization and its challenges attributes (Out, et al., 2021). This is because, the contributions of healthcare professionals to research and global discussion on training transfer to bridge the gap between knowledge acquire and long-term application in the workplace has been found to be abysmally low (Dele-Oluwu at el., 2020; Otu at el., 2021; El saeed & Sorour, 2022). Research on training transfer activities specifically among health workers in organizations still lack the opportunity to generate unique stands in most African literatures (Otu, et al., 2021).

Facilitating the transfer of training among healthcare personnel is crucial for sustaining high-quality care and effective health service delivery (David et al., 2020). The healthcare system in Nigeria is severely deteriorated, impeding effective transfer training in the workplace. If the current rate of human capacity loss persists, there may soon be no healthcare practitioners remaining in Nigeria (Asongu, 2015 p.4). The exodus of several Nigerian healthcare practitioners abroad, coupled with the insecurity in Nigeria, has rendered it nearly hard for many healthcare personnel to voluntarily return and apply the "transfer of training" derived from their foreign education. This dynamic has compelled several individuals to stay in developed countries despite their dissatisfaction with conditions in Nigeria (Adepoju, 2018).

This paper examines an instance inside Nigeria's healthcare industry. This research serves as a resource to assist health institutions and healthcare professionals in reflecting on the knowledge acquired during medical school. This research will elucidate the principal elements influencing training transfer among healthcare professionals. While contemplating the existing practices, experiences, difficulties, expectations, and

EDITOR-IN-CHIEF
Prof. R. Rena [South Africa]

opportunities related to training and development in Human Resource Development (HRD). The research question, specific objectives and hypothesis are as follows:

Research Questions

In line with the objective of the study, the following research question is raised to guide the conduct of the study.

i. To what extent does religion affect training transfer among healthcare workers in Government owned health facilities in Niger State, Nigeria?

Objectives of the Study

The general objective of this research is to determine the factors that influence training transfer among healthcare workers in Government owned health facilities, and specifically among nurses in Niger State, Nigeria. While the specific objective is:

i. To determine the effect of work environment on training transfer among healthcare workers in Government owned health facilities in Niger State, Nigeria.

Research Hypothesis

H_{01}: work environment does not affect training transfer among healthcare workers in Government owned health facilities in Niger State, Nigeria.

Concept of Training:

In this study, training is a planned and systematic process of impacting knowledge, skills and attitude through a learning experience to achieve effective performance in an activity or a range of activities. Also made up of structured learning experiences provided primarily by employers for employees and designed to develop new skills and knowledge for use on the job (Jacksonet al., 2022). Training can be described as a structured educational experience aimed at fostering enduring transformations in a person's knowledge, attitudes, or skills (Jacksonet al., 2022). A significant aspect of development encompasses training initiatives sponsored by organisations. With knowledge emerging as a crucial economic asset and a vital source of competitive edge, the significance of effective training in imparting knowledge cannot be overstated (Drucker 1995). Training represents a significant financial commitment for many organisations. It is reasonable to assert that employers strive to guarantee that their investments in training yield optimal returns(Strine & Smith, 2020). It is recognised that the fields of business and technology, particularly in medical technology, are undergoing swift transformations. Furthermore,

EDITOR-IN-CHIEF
Prof. R. Rena [South Africa]

individuals must possess the ability to adjust to these changes to achieve organisational goals and objectives (Montreuil, 2023).The development of human resources plays a vital role in the success of organisations in reaching their goals and objectives (Rustiawanet al., 2023). Training serves as the primary instrument for equipping individuals to tackle these challenges (Miguel A. Quinones).Organisations and employees can reach their objectives when the knowledge and skills acquired from training are effectively applied in the workplace. The financial resources designated for the health sector in Nigeria's 2024 budget amount to 3 trillion Naira, constituting 4.6% of the total fiscal budget. Additionally, allocations for training within the health sector are roughly 15% of the annual budget (Adindu & Asuquo, 2013). In summary, organisations must prioritise sufficient training and guarantee that this training results in the intended work outcomes, including enhancements in job performance. Raquel Velada, 2007 Research indicates that merely around 10 percent of training experiences are successfully applied from the training setting to the workplace (Baldwin & Ford, 1988). Wexley & Latham (2002) indicate that while this is a lower-bound estimate, around 40 percent of content is retained immediately after training. However, this retention decreases to 25 percent after 6 months and further declines to 15 percent after 1 year. This indicates that over time, trainees might struggle or feel less inclined to remember and apply the knowledge acquired during the training program. Consequently, there has been a heightened focus on comprehending the factors that precede and follow the training transfer process. Velada (2007) notes that a significant portion of the time and resources allocated to training often goes underutilised, as only a limited fraction of the training provided leads to lasting application in the workplace. The transfer problem has garnered attention, highlighting that a significant portion of training content fails to be utilised in the workplace. This ongoing issue leads to insufficient returns on investments in learning, positioning transfer as a fundamental concern for both those studying the field and those implementing practices.

Concept of Transfer of Training

A review of the existing literature on the concept of transfer of training has uncovered definitions provided by scholars that focus on the characteristics associated with this phenomenon. Salas et al. (2012) defined training as a meticulously organised activity aimed at enhancing job performance by imparting specific knowledge, skills, and attitudes. Implementing effective training can assist an organisation in tackling employee-related challenges, such as motivation levels, work commitment, morale, team spirit, work quality, productivity, and error rates. The concept of "transfer of training" refers to the utilisation of newly acquired knowledge, skills, and attitudes gained from

training in the context of job performance. A significant finding from the study indicates that training transfer refers to the extent to which individuals implement theiracquired knowledge in their professional environment (Tonhäuser& Büker, 2016). Transfer can be perceived in both a favourable and unfavourable light. The positive transfer of learning refers to how well trainees can utilise the knowledge, skills, and attitudes acquired during training in their job roles (Sahoo& Mishra, 2019; Yang et al., 2020; Yang & Watson (2022). Negative transfer happens when the acquisition of knowledge or skills in one situation adversely affects performance in a different context. Positive transfer involves leveraging new knowledge to improve outcomes, such as quality and productivity, whereas negative transfer arises when the ongoing application of new learning results in less favourable outcomes (Bardovi-Harlig & Sprouse, 2018; Zhanget al., 2022). Training transfer is refered to as the extent to which knowledge, skills and attitudes learned in work-related training are applied on the job and subsequent maintenance of them over a certain period of time. The concept of "transfer of training" refers to the utilisation of newly acquired knowledge, skills, and attitudes gained from training in the context of job performance. A significant finding from the study indicates that training transfer refers to the extent to which individuals implement their acquired knowledge in their professional environment (Pidd, 2003). For organisations to fully benefit from their investment in training programs, it is essential that the transfer of training fosters the development of new behaviours in trainees (Holton et al., 2000). The significance of training transfer is evident in Kirkpatrick's (1998) four-level taxonomy, where behavior—specifically, the extent to which learning is applied in the workplace—is identified as a crucial measure (third level) for assessing the effectiveness of training programs. The significance of training transfer has been thoroughly acknowledged as crucial for enhancing performance and achieving a greater return on investment for an organisation (Hua & Ahmad, 2011). Therefore, training transfer is recognised as a multidimensional construct within the context of training. The transfer of training refers to the extent to which an individual employee can replicate the behaviours acquired during a training session in different contexts (Kia & Ismail, 2013). Gegenfurtner, Festner, Gallenberger, Lehtinen, & Gruber (2009) emphasised that contemporary organisations allocate substantial resources towards the development of their human resources, making it crucial for these organisations, which encounter a broader spectrum of competition, to improve their employees' knowledge, skills, and abilities. Consequently, experts in training and analysis have focused on the factors that affect the transfer of training to the workplace. For instance, factors such as self-efficacy, content validity, transfer design, training transfer motivation, and the employee's reaction to training are discussed in the literature (Akhtar, Ali, Sadaqat & Hafeez, 2011; Bin & Yusof, 2012; Burke & Hutchins, 2007; Iqbal, 2011; Simosi, 2012;

EDITOR-IN-CHIEF
Prof. R. Rena [South Africa]

Wiechman & Gurland, 2009). While numerous features and concepts related to training transfer have been outlined in existing literature, the majority of theories and ideas share a common foundational belief: that the effectiveness of training transfer must be clearly evidenced to enhance employees' workplace competence. The foundation of human resource management (HRM) is the belief that human resources constitute an organization's most important asset, and their performance profoundly influences the organization's success (Phiri & Phiri, 2022). Human resource management techniques denote a set of procedures or systems that organisations employ to manage their most valuable assets, namely human resources, in order to achieve and sustain a distinct competitive advantage and provide exceptional outcomes (Mondejar & Asio, 2022).

Cheng (2016) recently investigated the role of trainee intention to transfer among in-service instructors utilising the comprehensive framework of the theory of planned behaviour. It was found that self-reported intentions for transfer maintenance had a positive correlation with teachers' attitudes towards the behaviour and perceived behavioural control ($\beta = .62$ and $\beta = .16$, respectively), but not with subjective norm. Furthermore, a significant association was established between maintenance behaviour and transfer maintenance intention ($\beta = .62$). As expected, they identified a direct association ($\beta = .28$) between maintenance behaviour and perceived behavioural control. Cheng et al. (2015) gathered self-reported data on attitudes towards behaviour, subjective norms, and perceived behavioural control to assess the intention to transfer in a study including 132 construction professionals. The desire to transfer was significantly correlated with transfer outcomes ($\beta = .62$), with relationships of $\beta = .41$, $\beta = .27$, and $\beta = .29$, respectively. These studies endorse the relevance of applied psychology motivation theories in the domain of training transfer.

Since training transfer is closely predicted by motivation to transfer, it would be advantageous to investigate the correlation between this variable and the actual extent of transfer within the context of robust motivation theories in applied psychology. Due to their predictive validity in elucidating human attitudes, objectives, and behaviours in training and workplace environments, it has been asserted that both planned behaviour and self-determination theories are relevant in the context of training transfer (Tafvelin& Stenling, 2021).

Given that motivation to transfer is identified as a proximal predictor of training transfer, it would be advantageous to investigate the correlation between this variable and the actual extent of transfer within the context of robust applied psychology motivation theories. Self-determination and planned behaviour theories are considered pertinent to training transfer due to their predictive validity in elucidating human attitudes, objectives, and behaviours within training and professional settings (Al Doghan., 2023; Quatrin et al.,

2024). The motivating aspects of the theories of planned behaviour and self-determination may act as immediate precursors to transfer behaviour, as suggested by the findings of this study. The work environment is believed to influence the motivation to transfer.

Work Environment

Work Environment Factors are factors in the workplace that may affect individual application and maintenance of new skills learned in training (Dodson, 2004). Kozlowski & Salas, (1997) discussed the interference from immediate (work) environments as obstacles (real or imagined) preventing trainees from applying skills and knowledge in the workplace. Raquel Velada, (2007) argued that many training transfer studies excluded environment factors such as continuous learning culture (e.g. Tracey et al., 1995).Research has demonstrated that training efforts are unlikely to result in positive changes in job performance unless the newly trained competencies are transferred to the work environment (Raquel Velada, 2007) In the current literature, work environment has been classified into two dimensions that have received attention with regard to transfer of training including organizational culture and climate (e.g. Baldwin & Ford, 1988;) stressed the importance of both transfer of training climate and continuos learning organization culture as work environment variables that have a significant impact on the post-training (Raquel Velada, 2007). Lim (2006) defined Organizational Climate as a climate that includes work and environment factors that inhibit, reduce, or promote training transfer. Baldwin & Ford (1988) emphasized that a Transfer Climate is a general construct that has been used to describe those features of the work environment that directly influence the generalization and maintenance of knowledge and skills learned during training (Baldwin & Ford, 1988).

Research has indicated that when employees perceive that the organizational climate is supportive, they are more likely to apply their new knowledge in the work environment (see Baldwin & Ford, 1988; Tracey et al., 1995). On other hand, as organization culture is considered to be the second dimension of work environment. Lim & Morris (2006) clarify that a Supportive Organizational Culture is the extent to which supervisors/management, work groups, and trainers behave in a way that optimizes trainees use of knowledge, skills, and attitudes gained in training on the job.

Supportive organizational culture includes the external environment, organization's structure, culture, job supervisor, and upper management of the firm (Broad & Newstrom, 1992). Supervisors have more influence than coworkers on the leaner s decision to implement training. They are responsible for encouraging and setting a model for desired work-related behaviors. Baldwin and Ford (1988) divided the work

environment factors into (a) a supportive organizational climate, (b) a pre-training discussion with the boss (supervisor or manager) (c) the opportunity to use knowledge and skills, and (d) post-training goal setting and feedback. Researchers have focused on different factors of this work environment. Previous studies indicate that practitioners examined the environment first when evaluating transfer problems,they suggest that the effort and success in the application of workplace learning is greater in environments characterized by high levels of supervisor and coworker support found that management trainees in supportive, compared to non-supportive, workplaces were more likely to demonstrate trained behaviors (Hicks, 2006). A number of subsequent studies have substantiated these findings and highlighted the importance of organizational support.
For example, Montesino (2002) found that there was a significant correlation between the variables "perceived presence of practices to support usage of training" and "perceived alignment of training with the strategic direction of the organization". Researchers have often cited organizational support as an important factor in the transfer process, but very little research has been done to find out how support mechanisms work to facilitate transfer. Ford et al., (1992) stressed three factors affecting transfer: supervisory attitude towards trainee, peer support, and pace of workflow.

Research Design

Research design is a plan for the systematic organisation, collection, and analysis of data (Bryman & Bell, 2007). This research is based on the quantitative approach. Quantitative research refers to the research approach that quantifies and interprets data through the application of statistical analysis techniques (Bhatti et al., 2012). Consequently, findings of quantitative data analysis are articulated in numerical form and solutions to a given problem can be derived from the basis of statistical patterns found. Therefore, this study employed cross-sectional survey approach to collect data using the self-structured questionnaire as earlier mentioned. Because the study time under consideration may not be sufficient for a longitudinal study, a cross-sectional research strategy is more suitable for the study than a longitudinal one. Other limitations include the time and expense required to gather data over an extended period of time, which naturally lead many researchers to favor cross-sectional research over longitudinal in the majority of cases (Sekaran & Bougie, 2013).

Population of the Study

Population refers to the total collection of humans, objects or events that share a similar trait and are the topic of the study (Ahmad, et al. 2023). To put it another way, it stands for the entire collection of components that the researcher hopes to examine and make

EDITOR-IN-CHIEF
Prof. R. Rena [South Africa]

inferences from (Sileyew, 2020). Therefore, the population for this study consists of two thousand six hundred and eleven (2,611) licensed nurses in government owned health facilities in Niger State, Nigeria (Nominal Rolls from MDAs, Niger State Bureau of Statistics, 2024).

Sample Size and Sampling Techniques

The Krejcie and Morgan (1970) table for sample size determination was used to calculate the sample size for this investigation.Based on the population oftwo thousand six hundred and eleven(2,611) in this study, has the sample size of three hundred and thirty-eight (335)health workers (mainly nurses). In order to take care of non-responses rate, 30% of the sample size will be added as suggested by Israel (2013). Therefore, the 30% of 335 is 101 and added with 335 gives 436 sample used in this study.

Unit of Analysis

The unit of analysis is the frame of what is being looked at in a study or the entity being studied as a whole (Babbie, 1975). In management science research, unit of analysis can take the form of individuals, organizations or groups (Kumar etal., 2013; Creswell, 2012). The present study used individuals as the unit of analysis and the respondents were nurses in public hospitals in Niger State, Nigeria.

Sources and Methods of Data Collection

Only the primary source was used as the data source for this investigation. Self-administered questionnaires were used by the primary source to gather the required data from public hospital nurses. Given that nurses in public hospitals are first responders in emergency circumstances and that it is crucial for them to apply the skills and information they have received in training to real-world situations, the selection of nurses as responders is considered suitable.Therefore, participants will be required to respond to the survey questionnaire and the empirical data were used to test the hypotheses proposed in the study.

Techniques of Data Analysis

This study utilised Statistical Package for Social Sciences (SPSS) Version 22, a foundational tool for preliminary analysis, including data coding, data screening, normality testing, missing value replacement, outlier detection and treatment, as well as running descriptive statistics for both demographic data and the study variables.The study also utilised Partial Least Square (PLS) path modelling, leveraging SmartPLS 3.0 software (Ringle et al., 2015) to evaluate the hypotheses presented in chapter one. The PLS path modelling was deemed a suitable method for data analysis for various reasons.

EDITOR-IN-CHIEF
Prof. R. Rena [South Africa]

Measurement of the Variables

In the analytical realm of study, measurement is the method used to symbolically describe certain features of reality. "Thus, training transfer was used as the dependent variable, while religion was the independent variables. Hence, 5-point Likert scale was used for measuring all the items of the study variable with responses ranging from 1 = "strongly disagree", 2 = "disagree", 3 = "neutral", 4 = "agree", and 5 = "strongly agree". Thus, Table 1 presents the summary of variables measurements of the study.

Table 1: Summary of Variables Measurements Used for the Study

Construct	Measurements
Work Environment	Work environment is measured by twenty-three (23) items adapted from the works of Chen, Holton III, and Bates (2005).
Training Transfer	Training transfer is measured by eight (8) items adapted from the works of Vickers, Thalheimer, and Windgate (2019).

Data Coding and Screening

The coded SPSS variable view page was updated with the 401 completed and returned questions. Every item or question was coded according to its serial position in relation to other items under the same latent construct, as well as its major variable initials.For example, items/questions measuring work environment were coded as WE1, WE2, WE3…..WE23; while Training Transfer was measured as TT1, TT2, TT3……TT7.Upon meticulously inputting all the responses, the subsequent step is to evaluate the data. Bhatti et al. (2012) indicate that data screening is conducted to identify missing values and outliers. In addition to checking and replacing missing values and detecting and treating outliers, this study also conducted preliminary analyses that include normality and multicollinearity tests, as recommended by Hair et al. (2017).

Pilot Test

To verify the validity and reliability of the measurement tool used in this study, the researcher ran a pilot test. Accordingly, validity is the degree to which the tools, procedures, or metrics employed in a study capture what it is intended to capture (Lancaster, 2005). Conversely, dependability is the degree to which a specific item modified for a study will provide the same outcomes on various times (Greener, 2008).However, 30 copies of questionnaire were randomly distributed to nurses in government owned health facilities in Niger State, Nigeria for the purpose of pilot test and 28 was return and found usable. The data collected was analysed using SmartPLS 3.0 software. In this regard, the reliability of the variables was assessed using composite reliability (CR) and 0.7 was recommended as acceptable threshold for CR for good

EDITOR-IN-CHIEF
Prof. R. Rena [South Africa]

reliability (Tenenhaus, Vinzi, Chatelin, & Lauro, 2005). On the other hand, construct validity was assessed using convergent validity in order to ensure that the questionnaire items are actually measuring what the study has been operationalized to measure. For achieving adequate convergence validity of the variables, the average variance extracted (AVE) value should be at least 0.50 (Hair, Tomas, Ringle & Sarstedt, 2017). Therefore, table 2 provide the summary of reliability and convergent validity result of the pilot test.

Table 2: Reliability and Convergent Validity for Pilot Test (n=30)

Construct	Composite Reliability	Average Variance Extracted
Cultural Belief	0.82	0.50
Trainer Characteristics	0.71	0.52
Trainee Characteristics	0.83	0.56
Training Design	0.81	0.52
Religion	0.76	0.58
Work Environment	0.79	0.64
Training Transfer	0.72	0.55

The data presented in table 2 demonstrates that the CR values for all variables exceed the recommended threshold of 0.70 (Hair et al., 2017; Tenenhaus et al., 2005). The assessment of convergent validity demonstrated that all variables—cultural belief, trainer characteristics, trainee characteristics, training design, religion, work environment, and training transfer—achieved validity, as each exhibited an AVE exceeding 0.50 (Hair et al., 2017).

Results

The analysis of the result as shown in table 3 below presents the PLS path coefficients and significance levels for all hypothesized relationships of the various determinant factors. Trainer characteristics ($\beta = 0.34$, $p < 0.001$), cultural belief ($\beta = 0.27$, $p < 0.001$), trainee characteristics ($\beta = 0.25$, $p < 0.001$), and training design ($\beta = 0.20$, $p < 0.001$) each had significant positive effects on training transfer. Contrarily, religion ($\beta = -0.05$, $p = 0.15$) and work environment ($\beta = 0.05$, $p = 0.39$) were not statistically significant. Notably, the specific hypothesis concerning work environment was not supported: work environment did not significantly predict training transfer ($\beta = 0.05$, $p = 0.39$). The small beta value indicates a negligible direct effect.

EDITOR-IN-CHIEF
Prof. R. Rena [South Africa]

Table 3. Path Coefficients for Training Transfer Model.

Predictor	B	p-value
Cultural Belief	0.27	0.000
Trainer Characteristics	0.34	0.000
Trainee Characteristics	0.25	0.000
Training Design	0.20	0.000
Religion	–0.05	0.150
Work Environment	0.05	0.390

The model's coefficient of determination for training transfer was $R^2 = 0.68$. This indicates that 68% of the variance in transfer outcomes is explained by the combined predictors, a strong explanatory power. Effect size (f^2) analyses showed that work environment's contribution was effectively zero ($f^2 = 0.00$), corroborating its non-significance. By contrast, trainer characteristics had the largest effect size ($f^2 = 0.19$, medium), and cultural belief ($f^2 = 0.11$) and trainee characteristics ($f^2 = 0.14$) had small effects. Overall, the results highlight that the work environment factor did not improve the model's explanatory power for training transfer, whereas other factors did.

Discussion

As against theoretical expectations, the empirical findings show that the workplace environment had no significant impact on transfer of training in this sample of Nigerian healthcare workers. The estimated beta for work environment was nearly zero (0.05) and statistically non-significant ($p = 0.39$), with a negligible f^2 effect size. This suggests that, in these settings, nurses' perceptions of their work climate did not significantly influence whether they employ what they learned in training situations in the work place. This is unexpected, as the broader literature generally finds that supportive climates and resources enhances training transfer (e.g., Holton, Bates, & Ruona, 2000; Baldwin & Ford, 1988. For instance, prior studies emphasize that management encouragement, autonomy, and feedback create an environment that motivates trainees to implement new skills.

One possible explanation is that **other factors dominated the transfer process in this context**. The Nigerian healthcare work environment may be uniformly challenging for nurses (e.g., resource constraints, systemic issues, etc), making relative differences in work environment less salient. Instead, more immediate training-related factors – such as the trainer's competence and the trainee's own motivation – were the critical drivers of transfer in this study. Basically, the study

EDITOR-IN-CHIEF
Prof. R. Rena [South Africa]

findings identified trainer characteristics as a more critical factor determining transfer of training. Thus, suggesting that even if the work environment is suboptimal, highly effective trainers may compensate by providing clear guidance, examples, and motivation.

Nevertheless, the finding does not imply that work environment is unimportant in absolute terms. A positive climate likely supports learning application over the longer term. Even if the statistical effect was low, maintaining adequate supervision, peer support, and resources remains best practice. For Nigerian policymakers and hospital managers, these results suggest prioritizing investments in **training quality** (e.g., trainer selection and preparation) and in fostering trainees' readiness (e.g., pre-training orientation and follow-ups) above short-term modifications of the work setting. At the same time, efforts to improve staff workload, facility infrastructure, and leadership engagement should continue, as they contribute to professional development and could yield transfer benefits that were not captured here. The unexpected null effect highlights the need for context-specific strategies: what works in transfer theories globally may not directly translate to every setting without adaptation.

Conclusion and Recommendations

This research investigated the effect of work environment on training transfer among healthcare workers in government owned health facilities in Niger state, Nigeria. The study revealed that, in the Nigerian context, **work environment had no significant impact on training transfer**. Therefore, healthcare policymakers and administrators should lay emphasis on the following key areas:

- **Emphasize trainer development.** The competence and engagement of trainers were shown to strongly affect transfer. Policy should ensure that in-service trainers are well-trained in pedagogy and cross-cultural communication. Certification or ongoing professional development programs for trainers can enhance their ability to coach and motivate trainees.
- **Align training with cultural context.** Cultural beliefs and values had a moderate effect on transfer. Health administrators should tailor training content to local norms and languages so that learners see its relevance to their work environment. This might involve using local examples in simulations and addressing cultural attitudes towards healthcare practices.
- **Prepare trainees for transfer.** Since individual readiness matters, programs should include pre-training modules on goal-setting and post-training follow-ups.

EDITOR-IN-CHIEF
Prof. R. Rena [South Africa]

Mentorship schemes, where more experienced nurses support novices in applying new skills, could boost motivation and confidence.

- **Maintain a supportive climate.** While not a significant predictor here, a positive work environment is still recommended for long-term gains. Policymakers should ensure adequate staffing, resources, and leadership encouragement. For example, hospitals could institute regular supervisory meetings to review training objectives and progress, and recognize staff who apply new practices.

References

Adepoju, H. F. (2018). *Visual-Based Training Method and Safe Production Practices in the Brewing Industry in Southwestern Nigeria* (Doctoral dissertation).

Agustian, K., Pohan, A., Zen, A., Wiwin, W., & Malik, A. J. (2023). Human resource management strategies in achieving competitive advantage in business administration. *Journal of Contemporary Administration and Management (ADMAN)*, *1*(2), 108-117.

Al Doghan, M. A. (2023). Prediction of sustainable environment training towards knowledge transfer through motivation to learn. *Journal of Law and Sustainable Development*, *11*(12), e2255-e2255.

Alharbi, K. M. S., & Aloyuni, S. A. S. (2023). The importance of training and development of employees in improving the quality of health services. *International journal of health sciences*, *7*(S1), 2190-2201.

Arora, R. (2016). Role of performance improvement and instructional design in strategic human resource management. *Journal of Strategic Human Resource Management*, *5*(1).

Asongu, S. A., & Nwachukwu, J. C. (2016). The role of lifelong learning on political stability and nonviolence: evidence from Africa. *Journal of Economic Studies*, *43*(1), 141-164.

Baldwin T, Ford K & Blume B. (2017): The state of transfer of training research: Moving toward more consumer-centric inquiry. *Journal of Human Resource Development Quarterly;* 28(1): 5. https://onlinelibrary.wiley.com/doi/10.1002/hrdq.21278

Bardovi-Harlig, K., & Sprouse, R. A. (2018). Negative versus positive transfer. *The TESOL encyclopedia of English language teaching*, 1-6.

Chen, J., Tang, T. L. P., & Wu, C. (2022). Holistic thinking and risk-taking perceptions reduce risk-taking intentions: ethical, financial, and health/safety risks across genders and cultures. *Asian Journal of Business Ethics*, *11*(2), 295-325.

Christiana, A. I., Toyin, K. C., Ayoriinde, A. M., & Awoniyi, S. O. M. (2021). Training and Development on Employee Productivity of Selected Beverage Companies in Southwest, Nigeria. *International Journal of Intellectual Discourse (IJID)*, *4*, 9-15.

Davids, E. L., Dawson-Squibb, J. J., Harrison, A. J., Molony, M. A., & de Vries, P. J. (2020). Parent education and training for autism spectrum disorders: Scoping the evidence. *Autism*, *24*(1), 7-25.

de Jong, B., Jansen in de Wal, J., Cornelissen, F., & Peetsma, T. (2023). Investigating transfer motivation profiles, Their antecedents and transfer of training. *Education Sciences*, *13*(12), 1232.

De Leeuw, J. A., Woltjer, H., & Kool, R. B. (2020). Identification of factors influencing the adoption of health information technology by nurses who are digitally lagging: in-depth interview study. *Journal of medical Internet research*, 22(8), e15630.

Doumanis, I., Economou, D., Sim, G. R., & Porter, S. (2019). The impact of multimodal collaborative virtual environments on learning: A gamified online debate. *Computers & Education*, *130*, 121-138.

Ford, J. K., Baldwin, T. T., & Prasad, J. (2018). Transfer of training: The known and the unknown. *Annual review of organizational psychology and organizational behavior*, *5*, 201-225.

Huang, J. L., Ford, J. K., & Ryan, A. M. (2016). Ignored No More: Within-Person Variability Enables Better Understanding of Training Transfer. *Personnel Psychology, 70,* 557-596. https://doi.org/10.1111/peps.12155 Indah,

Jackson, D., Shan, H., & Meek, S. (2022). Employer development of professional capabilities among early career workers and implications for the design of work-based learning. *The International Journal of Management Education*, *20*(3), 100692.

Ke, W., Kang, L., Tan, C. H., & Peng, C. H. (2021). User competence with enterprise systems: The effects of work environment factors. *Information Systems Research*, *32*(3), 860-875.

Lacerenza, C. N., Reyes, D. L., Marlow, S. L., Joseph, D. L., & Salas, E. (2017). Leadership training design, delivery, and implementation: A meta-analysis. *Journal of applied psychology*, *102*(12), 1686.

Lattuca, L. R., Bergom, I., & Knight, D. B. (2014). Professional development, departmental contexts, and use of instructional strategies. *Journal of Engineering Education*, *103*(4), 549-572.

Mburu, F. W., Kamau, A. W., & Macharia, S. M. (2021). Assessment of relationship between management policies and transfer of skills: A case of public secondary school heads in Nyeri County, Kenya. *International Journal of Research in Business and Social Science*, *10*(6), 355-368.

Montreuil, V. L. (2023). Organizational change capability: a scoping literature review and agenda for future research. *Management Decision*, *61*(5), 1183-1206.

Na-Nan, K., & Sanamthong, E. (2020). Self-efficacy and employee job performance: Mediating effects of perceived workplace support, motivation to transfer and transfer of training. *International Journal of Quality & Reliability Management*, *37*(1), 1-17.

Obaid, T. (2014). The role of key factors of training transfer on employee's job performance: A review. *European Scientific Journal June*.

Quatrin, D. R., Aguzzoli, R., & Lengler, J. (2024). A conceptual model of individuals' decision to engage in global mobility: integrating self-determination theory and theory of planned behavior. *Journal of Global Mobility: The Home of Expatriate Management Research*, *12*(2), 313-332.

Rustiawan, I., Gadzali, S. S., Suharyat, Y., Iswadi, U., & Ausat, A. M. A. (2023). The strategic role of human resource management in achieving organisational goals. *Innovative: Journal of Social Science Research*, *3*(2), 632-642.

Sahoo, M., & Mishra, S. (2019). Effects of trainee characteristics, training attitudes and training need analysis on motivation to transfer training. *Management Research Review*, *42*(2), 215-238.

Samir Sorour, M., & Zakaria El Saeed, Z. (2022). Effect of Training Transfer Program on Development of Nursing Trainees' Professional Competencies. *International Egyptian Journal of Nursing Sciences and Research*, *3*(1), 1-22.

Sharma, M., Luthra, S., Joshi, S., & Kumar, A. (2022). Developing a framework for enhancing survivability of sustainable supply chains during and post-COVID-19 pandemic. *International Journal of Logistics Research and Applications*, *25*(4-5), 433- 453.

Strine Jr, L. E., & Smith, K. M. (2020). Toward fair gainsharing and a quality workplace for employees: how a reconceived compensation committee might help make corporations more responsible employers and restore faith in American capitalism. *Bus. Law.*, *76*, 31.

EDITOR-IN-CHIEF
Prof. R. Rena [South Africa]

Starks, M. P. (2019). *The Impact of Transfer of Training within Organizations* (Doctoral dissertation, The Chicago School of Professional Psychology).

Sulaiman, I. F., Abdisamad, N. S., Oluwatosin, O. S., & Malik, A. A. (2020). Academic staff training transfer and its impact on organizational performance. *Humanities & Social Sciences Reviews*, *8*(2), 993-1001.

Sung, S. Y., & Choi, J. N. (2014). Do organizations spend wisely on employees? Effects of training and development investments on learning and innovation in organizations. *Journal of organizational behavior*, *35*(3), 393-412.

Tafvelin, S., & Stenling, A. (2021). A self-determination theory perspective on transfer of leadership training: The role of leader motivation. *Journal of Leadership & Organizational Studies*, *28*(1), 60-75.

Tonhäuser, C., & Büker, L. (2016). Determinants of transfer of training: A comprehensive literature review. *International journal for research in vocational education and training*, *3*(2), 127-165.

Trang, P. T. (2024). Training and continuous improvement: the moderation effect of transfer climate and the mediation influence of self-efficacy. *The TQM Journal*, *36*(4), 1212-1234.

Twase, I., Miiro, R. F., Matsiko, F., Ndaula, S., & Ssamula, M. (2022). Mediation of perceived content validity on motivation and training transfer among smallholder farmers in Central Uganda. *International journal of training and development*, *26*(1), 55-68.

Vredenburgh, A. G. (2002). Organizational safety: which management practices are most effective in reducing employee injury rates? *Journal of safety Research*, *33*(2), 259-276.

Wang, X., Fang, F., & Elyas, T. (2023). 'I have survived and become more confident': effects of in-service TKT-based training on primary school English teachers' professional beliefs and self-efficacy. *Cambridge Journal of Education*, *53*(4), 511-532.

Wlodkowski, R. J., & Ginsberg, M. B. (2017). *Enhancing adult motivation to learn: A comprehensive guide for teaching all adults*. John Wiley & Sons.

Xie, L. (2019). Leadership and organizational learning culture: a systematic literature review. *European journal of training and development*, *43*(1/2), 76-104.

Yaghi, A., & Bates, R. (2020). The role of supervisor and peer support in training transfer in institutions of higher education. *International Journal of Training and Development*, *24*(2), 89-104.

Yang, M., & Watson, S. L. (2022). Attitudinal influences on transfer of training: A systematic literature review. *Performance Improvement Quarterly*, *34*(4), 327-365.

Yang, M., Lowell, V. L., Talafha, A. M., & Harbor, J. (2020). Transfer of training, trainee attitudes and best practices in training design: A multiple-case study. *TechTrends*, *64*(2), 280-301.

Yaqub, Y., Singh, A. K., & Dutta, T. (2021). An empirical study of factors influencing training transfer in the management training intervention. *Journal of Workplace Learning*, *33*(5), 361-374.

Zhang, W., Deng, L., Zhang, L., & Wu, D. (2022). A survey on negative transfer. *IEEE/CAA Journal of Automatica Sinica*, *10*(2), 305-329.

Zhuang, F., Qi, Z., Duan, K., Xi, D., Zhu, Y., Zhu, H., & He, Q. (2020). A comprehensive survey on transfer learning. *Proceedings of the IEEE*, *109*(1), 43-76.

EDITOR-IN-CHIEF
Prof. R. Rena [South Africa]