



Training Transfer and  
Organizational  
Environment: Exploring  
the Perceptions of New  
Instructors

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# Introduction

- Training leverages individual performance and corporate performance
  - As the result, substantial expenses made on training programs to increase employee productivity
  - Transfer of training, however not taken seriously as the training itself
- Consequently, investments made by the organization fail to produce expected results
- Minimal occurrence of Training transfer consequently

# Study Context

- Council for Technical Education and Vocational Training (CTEVT) functional as the apex body of TVET in Nepal
- Technical education programs run across the country through its constituent schools, partner schools and affiliated schools
- In CTEVT's constituent schools, new instructors mandated to participate in instructional skills based training programs to enhance their pedagogical skills
  - prior to their enrolment, or
  - soon after their recruitment
- Trainings are provided for lab and workshops, and for classrooms

# Connecting the Context

- Well designed training packages and training contents
  - Support from International Consultants including Swiss Contact
- However, work environment influential in the overall training transfer process
- Knowledge yet to explored from the perspectives of fresh instructors, leading to the given research objective:
  - to understand how new instructors share their experiences of training transfer back to their workplace

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# Research Method

- Descriptive Qualitative Approach
- Seven contract based new instructors (youths) which experience of less than one year from seven constituent schools
- Purposive sampling: both urban and rural based schools selected
- In-depth Interviews to explore their experiences of training transfer
  - Lasting from 45 min to 1 hr 15 min
- Thematic Analysis: transcribing, translating, coding, thematizing and analyzing
- MAXQDA software
- Three themes and 10 sub-themes: 211 codes generated
- Ethical grounds strictly followed



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# Findings

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## Themes

## Sub-Themes

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Perspectives on Training  
Opportunities

- Confidence Building
- Opportunity to Connect with their Job
- Source of Motivation
- Transition in Career

Influence of External Environment  
in the Transfer Process

- Contextual Differences in Design
- Infrastructural Issues
- Role of Organizational Leaders
- Influential Role of Supervisors

Internalization of Career Path

- Towards 'Fit in' Strategy
  - Shift towards 'Move Out' Strategy
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# Perspectives on Training Opportunities

- Participants shared that the training on instructional skills during the initial phase was more helpful to them
  - with proper planning and organization, they were able to convey the students about the contents of the class and teaching methodology.
- Sulav (pseudonym) shared,

*“I was contented for getting the opportunity of taking the training within six months. If I had taken the training a year later, it would not have been effective at all.”*
- Immediately after their graduation, they opted for teaching as an ideal occupation and training was helpful in transition

# Influence of External Environment in the Transfer Process

## Contextual Difference

- Challenges on course of training design compared to the course of technical education leading to course completion

- According to Damodar:

*“We have barely four months to teach in a six month semester. On top, there are additional holidays. There is problem of electricity. In practical, we work on machines. They break down every now and then.”*

# Influence of External Environment in the Transfer Process

As per Bindya,

*“While going in accordance with what was taught in the training, I have to be aware that there are 48 students in a class. How much time can I give to 48 students individually in a period of 45 minutes?... There is the key problem. In theory based class, I try to involve everyone as learned in the training. In practical sessions, there are four instructors involved but there are not adequate machines. We cannot involve all of them. So they get distracted and cannot learn effectively.”*

# Influence of External Environment in the Transfer Process

- Influential Role of Supervisors
  - Though some were supportive, others were reluctant to change the existing pattern
  - Not supportive when asked for resources or professional support
  - They were found to exhibit insecurity during the effort of training transfer

# Internalization of Career Path

- Towards 'Fit in' Strategy

- In the experience of Bikash,

*"I reflected what I learned in the training for sometimes. But because of external environment, I convinced myself that it was time to change back to my convenience. Soon I realized that if the whole team is not committed, I only cannot bring changes in the quality of teaching."*

- Shift towards 'Move Out' Strategy

- Towards next job or abroad

- As per Darshan,

*"Why should I waste time on preparing all the flip-charts and designing PPT slides? I'd rather save that time to prepare for my IELTS"*

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# Discussions

- Training transfer process as a journey of an instructor career
- The dominance of external environment (workplace) over training design and trainees' attributes
- Studies from the lens of theory of Structure and Agency

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# Practical & Policy Implications

- School Leaders: A reflection on why new and young instructors cannot bring changes
- Training providers: reframe training designs as per the actual working environment
- Policy Implications: Curriculum Design and Pedagogy

- Research works on training design
- Studies from the perspectives of supervisors and organizational leaders

# **Research Implications**

Thank you