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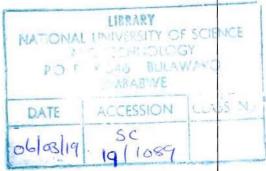
FACULTY OF COMMUNICATION AND INFORMATION SCIENCE

DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE

FACTORS INFLUENCING THE TRANSFER OF TRAINING IN INTERNAL TRAINING PROGRAMMES: CASE OF NATIONAL UNIVERSITY OF SCIENCE AND TECHNOLOGY (NUST) LIBRARY

BY

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A RESEARCH PROJECT SUBMITTED TO THE NATIONAL UNIVERSITY OF SCIENCE AND TECHNOLOGY IN PARTIAL FULLFILMENT OT THE REQUIREMENTS OF THE MASTER OF SCIENCE DEGREE

IN

LIBRARY AND INFORMATION SCIENCE

ACADEMIC SUPERVISOR   **MR L. R. FUSIRE**

BULAWAYO, ZIMBABWE

YEAR: 2018

ABSTRACT

Academic librarians' knowledge, skills and attitudes (KSAs) need to constantly updated through training to meet professional demands in the field. Such training should be transferred to the job for improved job performance. However, lack of transfer of training to the job is a major problem. Similarly, NUST Library carries out internal training programmes to update staffs' KSAs but there is little evidence of transfer of training to the job. The study therefore sought to identify factors affecting the transfer of training in internal training programmes. The Baldwin and Ford's (1988) Training Transfer Model was modified to come up with conceptual framework to guide the study. A mixed methods research design was employed. To enhance validity, both methodological and data source triangulation were employed as data were collected by administering questionnaires to trainers, and trainees and senior library management were interviewed. Data from 33 responses were presented and analysed using Microsoft Excel software. In addition, study objectives guided the construction of data collection instruments. Trainee characteristics, training design and delivery, the work environment, and trainer characteristics were the major factors that affect the transfer of training to the job. Trainees had high cognitive ability although they were not highly motivated to train and transfer trained KSAs. Training design did not include trainees fully and training content was decided by library management. The work environment lacked relevant equipment and technological infrastructure as computers were found to be dated. Training methods in place are sufficient although the need to utilise blended learning approach incorporating online tutorials was realised. Trainers were experienced in delivery of training although their pedagogical, presentation, interpersonal and communication skills need honing. The importance of training transfer should be emphasised before, during and after training. Supply of adequate equipment as well sending trainers for training of trainers courses targeting deficient areas were recommended.