Barriers Faced in Effective Training Transfer: A Research on Foreign Students

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Abstract

Training is one of the frequently used strategy for introducing change, developing human capital and improving organizational performances. However, the concern over training initiatives has been and still is the transfer and use of training content to the work environment as substantiated by literature from disciplines such as psychology, education and management. The training transfer (TT) environment where training is to be used is considered one of the most important determinant of TT as it either facilitate TT or inhibits it. Therefore, the trainee's positive perception of the TT climate has the potential to positively facilitate their transfer of training content to the work environment and vice versa. The purpose of this research study was to investigate the trainees' perception of the factors at the TT environment that facilitated or inhibited (barriers faced) the transfer of Turkish language learnt from Gazi TÖMER to the relevant environment. In the process, establishing the support that was received from the various Human Resource actors at the TT environment in enhancing the general TT outcomes. This was done with the believe that, the experience gained from this study would be used in bettering TT initiatives in underdeveloped African countries where training projects for poverty alleviation and sensitization of communities on development related concerns have in most cases failed to bear fruits partly due to TT environmental issues. In a semi-structured interview process, a total of forty former Gazi TÖMER foreign students who

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undertook a Turkish language proficiency training between the year 2014 and 2015 were individually interviewed. The findings suggested that, the trainees positively perceived the TT environment leading to the transfer of Turkish language mainly as a result of the support provided by the various Human Resource actors at the TT environment. Basing on the aims of the TÖMER training, there was a reported low transfer of academic Turkish mainly due to training design problem, trainees' characteristics and language transfer requiring time to fully be transferred to the environment.

Keywords: *Training Transfer, Work Environment.*

Eğitim Transferinde Karşılaşılan Güçlükler: Yabancı Öğrenciler Üzerinde Yapılan Bir Araştırma

Öz

Eğitim; insan sermayesinin geliştirilmesi, örgütsel performansın iyileştirilmesi ve değişimi getirmek için sıklıkla kullanılan stratejilerden birisidir. Bununla birlikte, eğitim inisiyatiflerinin odaklandığı konu eğitim içeriklerinin iş çevresine transferi ve kullanımı konusudur. Bu konuda eğitim psikolojisi ve yönetim disiplinleri alanyazını önemlidir. Eğitimin kullanılacağı eğitim transfer (ET) çevresi (öğrenme ortamı), ET'nin kolaylaştırıcılığı ya da sınırlayıcılığı yönüyle en önemli belirleyicilerden birisidir. Eğiticilerin (eğitimde görev alanların) ET iklimini olumlu algılamaları, eğitim içeriğinin iş çevresine aktarılmasına katkı sağlamaktadır ancak bunun tersi de mümkündür. Bu araştırmanın amacı, yabancı (Türkçe eğitimi alan) öğrencilerin Türkçeyi transferinde, öğrenme ortamında öğrenmeyi engelleyen veya kolaylaştıran faktörleri (karşılaşılan güçlükleri) nasıl algıladıklarını araştırmaktır. Bu süreçte, genel ET çıktılarının arttırılmasında ET ortamındaki farklı İnsan Kaynakları aktörlerinden alınan destek ön plana çıkmaktadır. Bu araştırmadan elde edilecek deneyimler gelişmekte olan Afrika ülkelerindeki eğitim transferi girişimlerinin iyileştirilebileceği umudunu taşımaktadır. Yoksulluğun azaltılması ve toplumların gelişmeye ilişkin duyarlılıkları adına eğitim projeleri önemlidir ancak ET çevresindeki koşullar

yüzünden bazen başarısızlıklar da yaşanmaktadır.2014-2015 yıllarında Gazi TÖMER'de Türkçe Dil eğitimini tamamlayan 40 yabancı öğrenciyle yarı-yapılandırılmış görüşme yöntemi kullanılarak bireysel görüşme gerçekleştirilmiştir. Bulgular göstermektedir ki, ET çevresindeki farklı İnsan Kaynakları aktörleri tarafından sağlanan desteğin bir sonucu olarak temel Türkçe öğreniminin kazanımında olumlu eğitim transfer çevresi önemli bir unsur olarak algılanmaktadır. TÖMER örneği ele alındığında katılımcılar, dilin çevrede tam olarak kullanılabilmesi için dil öğrenim zamanına daha fazla ihtiyaç duyduklarını, katılımcıların özellikleri açısından eğitim tasarım sorunu olduğu bu nedenle akademik Türkçe transferinin düşük düzeyde gerçekleştiğini ifade etmektedir.

Anahtar Kelimeler: *Eğitim Transferi, İş (Öğrenme) Çevresi.*

Introduction

It is no longer a secret that we live in an information rich epoch. Everything is changing and organizational environment is not an exception. The ability for one to survive the turbulent environment of this knowledge rich age is to constantly adapt; by renewing knowledge to fit the needs of the environment through training, re-training and knowledge sharing. This is true for individuals and organizations as well. As the nature of work changes, employees are increasingly required to develop a wide, mutable set of skills that are essential to the success of their organizations (Grossman and Salas, 2011:103). In the modern era, successful companies tend to be those that continually innovate, relying on new technologies, skills and knowledge of their employees. One of the best ways of coping with change, innovations and even forging a way forward for an organization is through training and learning. Therefore, the most important contribution managers and their organizations in modern times needs to make are simply to increase the productivity of knowledge work and the knowledge of workers.

The development of people as a crucial business strategy within organizations became more prominent in the 90s. When companies realized that in the global economy of today, leveraging the workforces' talents and skills is the chief means of staying competitive. This is because the importance once attached to concrete material assets such as; buildings, machines, equipment et cetera as was the case in industrial societies and economies has to a larger extent given way to abstract assets such as knowledge and communication skills. As organization are becoming learning organizations oriented and the economy is further becoming knowledge economy.

To Senge (1990:9), learning organizations are places where; people continually expand their capacity to create the results they truly desire, new and expansive patterns of thinking are nurtured, collective aspiration is set free, and people are continually learning how to learn together. In summary a learning organizations in this view involves the famous five disciplines of systemic thinking, personal mastery, mental models, shared vision and team learning. This in away portrays an organization as an open, holistic and systemic process of decision-making and management. In fact, it is an organizational adaptation mechanism of managing the volatile modern organizational environment. Therefore, in a learning organization, training is seen as one of the systemic design to create human capital (Noe, 2010:202). This makes training a critical, part and parcel of modern organizations.

Training is an eclectic subject that cut across many social science fields like Education, Psychology and Management (Leberman, 1999:12). The aspect of HRM that deals with training is called HRD. In HRD, training occupies a central role in equipping employees with new skills to easily adapt to the volatile modern organizational environment. Training can be considered as a systematic acquisition of knowledge, skills and attitudes that together lead to improved performance in a specific job area. This consists of what the employees need to know, do and feel in

order to successfully perform their jobs. In this sense, training focuses on producing permanent cognitive, behavioral changes and critical competencies for job performance (Grossman and Salas, 2011:104). What this actually means is training can be used as a medication to treating employees work related ailments by adding value to their intangible assets (knowledge workers) that all far-sighted companies have realized are an integral part of fully understanding the performance of their business. The critical role given to training of developing the Human Capital (HC) of organizations to meet the flexibility of the modern market has made training a multi-billion industry. As organizations in the United States of America spends over $125 billion on employee training and development annually (Grossman and Salas, 2011:103; Blume et al., 2010; Holton et al., 1997:95). In another report, 90 percent of private organizations offer some form of formal employee training costing more than $56 billion per year. If that is added to informal on-the-job training activities of the year, the investment on training can probably be around $200 billion annually (Hunter-Johnson, 2013:3; Bharti, 2007:24). In fact, on average, companies' recent expenditures on training stand at; $1,103 per employee for about 28 hours of training for every year (Dessler, 2013:247).

1. Importance of Effective Training

The huge expenditure on training demonstrates intent from companies or organizations to realize an acceptable Return on Investment (ROI) from training programs. These returns may include; the development of a high performance culture, productivity improvements, innovation and launch of new products or services, achieving better levels of service delivery to customers, or the extended use of Information Technology (IT) or other forms of technology. In short an improved overall performance of an organization.

Countries like Turkey are also investing heavily in training and Development; to increase their market share, export their culture and create avenues for knowledge sharing. The Turkish Government increased its spending on Education from 7.5 billion lira in 2002 to 34 billion lira in 2011. This was the highest share of the national budget given to a ministry. The number of universities in Turkey has since then nearly doubled, from 98 in 2002 to 186 in October 2012 (Hosein, 2016). As a result, in 2014 alone Turkey offered scholarship to over 13000 foreign Nationals to study in Turkey (https://www.turkiyeburslari.gov. tr/en/home-university/mevzuat/info@ turkiyeburslari.org) This number increases annually.

This high expenditure on training by organization and countries alike further strengthens the belief that training is an important aspect of today's organizational strategic goal of staying competitive. This is well elaborated by Kanu, (2003:1) and Broad and Newstrom, (1992:3) who stated that, "the foundation of national wealth is really people, the human capital represented by their knowledge, skills, organizations, and motivations . . . education and training are the primary systems by which the human capital of a nation is preserved and increased". This makes training one of the important avenues through which HRD can contribute to the sustainable development of a company and a nation at large.

Despite the strategic importance of training, a poorly trained workforce can lead to errors, injuries and even legal issues which can be extremely costly. For example, reports from the United States of America estimates that $183.0 billion are spent on employee injuries and deaths linked to deficient training practices every year (Grossman and Salas, 2011:104). Therefore, training as important as it is has to be tailor made towards improving a specific organizational objective and should be well executed putting in mind the necessary training transfer goals. Hence, no training should be undertaken without citing a business objective (Armstrong, 2006: 607). A business case for training and development programs

should clearly demonstrate how learning, training and development programs will meet business needs since it is the business needs that holds priority in majority training programs.

2.   Transfer of Training (TT)

The new knowledge and skills gained in the course of training is insufficient if the learnt capabilities are not used to improve performance of work. It is of primary importance to positively transfer and maintain training in the job context. Transfer of training or the extent to which the learning that results from training transfers to the job and leads to relevant changes in work performance (Grossman and Salas, 2011:103; Baharim 2008:2; Cheng and Ho, 2001:103; Baldwin and Ford, 1988:63; Foxon, 1993:131; Williams, 2008:3) is such an important aspect of training that without it, training is considered more or less useless in a business sense. Therefore, for any training to benefit an organization, the individual and the economy, there must be a positive transfer of training knowledge, skills and attitude to the work context.

Despite the importance of training transfer to the success of a training initiative, research from evaluation of training has consistently shown that, there is little impact of training on the job in terms of TT and ROI (Khan, Mufti and Nazir, 2015:198; Wen and Lin, 2014:84). With most researchers reporting that as low as 10-35% of knowledge learnt is transferred a year on after training (Hunters-Johnson, 2013:4; Grossman and Salas, 2011:103). Researchers have generally agreed that training fails to significantly impact on work performance because it is either lost with time or not transferred to the relevant work environment (Kanu, 2003:3). The explanation for this poor transfer of training knowledge, skills and behavior can be found in the Training Design, Trainees' Characteristic and the Work Environment as postulated in the 1988 Training Transfer study by Baldwin and Ford (1988:65) (Ford and Weissbein, 1997:22; Hunters-Johnson, 2013:4).

Broad and Newstrom in 1992 also postulated a similar model and many other training researchers agrees with them on this model. This training transfer model can figuratively be represented as below.
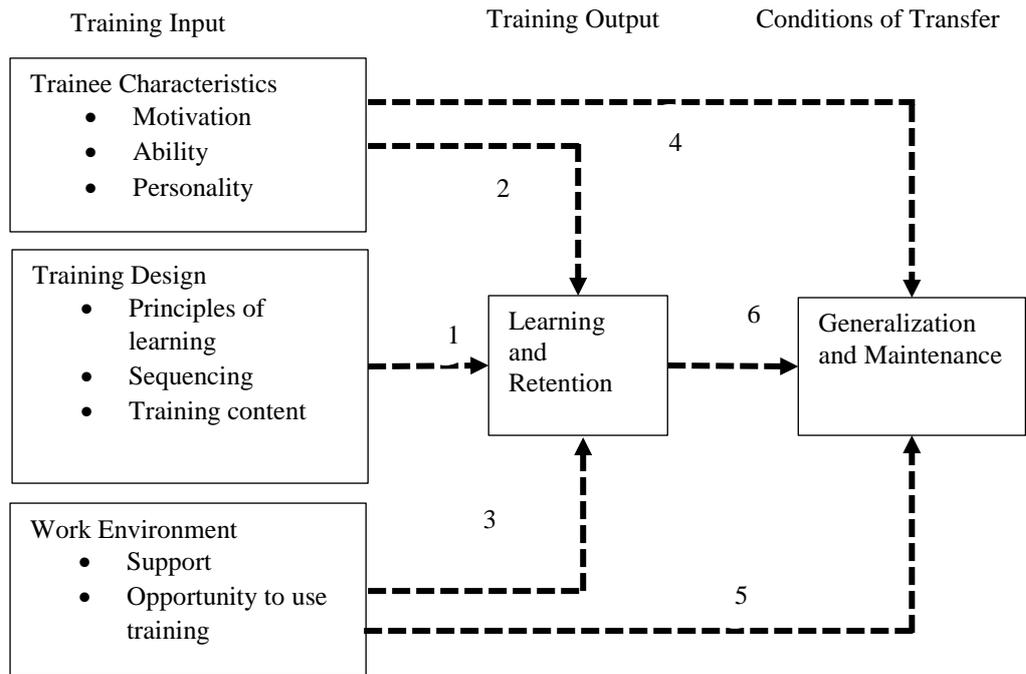
Training Input   Training Output   Conditions of Transfer

| Trainee Characteristics |
| Motivation |
| Ability |
| Personality |

| Training Design |
| Principles of learning |
| Sequencing |
| Training content |

| Work Environment |
| Support |
| Opportunity to use training |

Learning and Retention

Generalization and Maintenance

1   2   3   4   5   6

Figure 1. A model of training transfer process (Baldwin and Ford, 1988:65)

In order for any training program to gain success or transfer of training to take place, trainees must apply, generalize, and maintain new knowledge and skills across different situations, resulting in improved performance at the workplace (Bharti 2007:1, Baldwin and Ford, 1988:64; Ford and Weissbein, 1997:22). Hence the aforementioned element of Training Design, Trainees' Characteristic and the Work Environment have to be aligned to the training transfer objectives because they do influence training transfer. Attention should be given to every aspect as an oversight in one of the three elements can cause a malfunction in the training transfer process and lead to the failure of the training initiative. As the success of

any training program hinges on the amount of training transferred into the work reality through generalization and maintenance. To that effect, Laird (2003:207) and Ford and Weissbein (1997:22) notes that, without transfer of training knowledge, skills, behavior and attitude to the job context, training fails.

The Research Method

In this research, the intention was to understand in depth the perspectives of the former trainees of Gazi TÖMER in regard to the environmental support they perceived to have received or did not received while transferring the TÖMER training. At the same time, the research will explore the meaning they; trainees, gave to the support. This meant that, the research had to be approached in a qualitative manner in order to explore and understand the individual experiences of the former trainees without necessarily generalizing their experiences.

The Research Method Qualitative research method as employed in this study; is an empirical research technique where the data gathered is not likely to be numerical and often theories are generated from it. Qualitative research therefore is more interpretive in nature; it seeks to interpret the experiences of others in the context of the research rather than attempting to quantify their reaction to an experience (Dey, 1993:3; Babkina, 2014:62). In an ideal situation, a comprehensive investigation of the effect of support systems or training transfer climate (TTC) on TT outcomes, should include a separate examination of the conditions in the periods before, during and after training in an organizational setting. This is done in order to establish the varied individual contribution to TT outcomes in these stages. As the case for any research, there are always limiting factors to a fully-fledged research design. In this case, the purpose (an academic research), available logistics, time and organizational convenience dictated that only post training measures without equivalent be examined as the appropriate design.

Consequently, the approach used for data collection was a semi-structured interview. Which means that the nature of the research was qualitative. The semi-structured interview sought to gather information pertaining to the trainees experience with the TTC in the period after training. However, some retrospective probing questions on the conditions in the periods; before and during the training were incorporated. This was done to ascertain the effect of those stages to the general TT outcomes. A total of 45 participants where sampled for the interview. But only 40 turned up and were individually interviewed.

Population Sample

Samples as well as sampling strategy in qualitative research are chosen based on the nature of the research (Patton, 2002:45). However purposive sampling dominate most of qualitative research. The one for this research was not an exception as the nature dictated that purposive sampling be used. That is to say, participants were selected based on their ability to generate useful data in regard to the research study (Patton, 2002:46). The difficulty of determining sample size in qualitative research is well articulated in the literature (Babkina, 2014:67). In most cases the sample size in qualitative research is typically small but enough to get the most important ideas. To ensure that this sample was credible and covered the main interest groups, a maximum variation sample strategy was employed as seen in the grid table below. This involved selecting key demographic variables that were likely to have an impact on the participants' view of the topic at hand (Devers and Frankel, 2000:265).

As earlier stated, the sample for this research was drawn from the Gazi TÖMER's Turkish language proficiency grogram's former trainees who completed in the academic year 2014 and 2015. A sample population of 45 people were drafted for interviews for this research. This represented 30% of the total sample population of about 120 trainees. However, only 40 people responded positively

and were consequently individually interviewed. The remaining 5 people cancelled the interviews for varied personal reason which were respected by the researcher. Ideally it is advisable, in any qualitative research to keep interviewing until, in the analysis, nothing new comes from the data or one reaches a point of 'saturation'. However, just like in any other research, there are always limitations which makes doing that impossible. This particular research being an academic research and self-sponsored, was limited by time frame and logistics. In terms of response rate, it is suggested that, a response rate of less than 50% is always inadequate (Babkina, 2014:67). As for this research, the response rate was 90% (40 out 45 drafted participants).

Data Collection Procedure

The data collection technique or method utilized in a qualitative research study are either: an interview, observation or oral data among other techniques (Patton, 2002:342). However, the type of interview employed in this study was a semi-structured interview. This means that the interviews were conducted on the basis of a loose structure, with a topic guide. The questions asked were open-ended; defining the area to be explored (Patton, 2002:342; Babkina, 2014:65; Edwards, 2013:98). The aim of this method is to; allow the interviewer to probe more deeply into areas of interest and raise issues of concern to the interviewee that may not have been covered in the question guide but completely relevant to the topic. This ensures a deep exploration of the participants' individual experiences hence enabling the researcher to make a general assessment of TT phenomenon from the perspective of the trainee's experience (Patton, 2002:349).

Interview procedure and administration

The researcher made sure that the data that was to be generated was reliable and valid by adhering to the ethics of interviews. This means that both researchers and users of the findings can have confidence that the findings reflected what the research set out to answer, rather than reflecting the bias of the researcher or of a certain group. The process was documented making sure that the outcomes of the research were: reproducible; systematic; credible and transparent as explained below.

The participants were informed of the research design and purpose of the study prior to the interview day. They were also assured that, their participation was voluntary and any decline to participate had no repercussion at all. A consent form along with the interview guide were sent several days before the actual interview day. The actual interview was scheduled for 20 minutes to an hour depending on issues that spontaneously came up in the process of the interviews. The interviews were recorded with the consent of the interviewee. After each interviews session, the recording was replayed for the interviewee to make any clarification. To protect the identity of the interviewee, the recorded audio was coded without any information that would obviously link it to the identity of the interviewee. The audios were later on transcript by the researcher, ready for annotation, coding and theming. All respondents also were coded a code name (e.g. P-15F).

The researcher as always began the interview session by establishing a rapport with the interviewee before gradually introducing the topics of concern in the interview. The interview guide questions were structured in a logical manner, so that during the conversation the main objectives of the research appeared spontaneously. The questions of the interview were organized in accordance with the research questions sequence and the theoretical structure of the study. All the

questions were prepared in considerations of important elements such as; time for discussion of each question, expected area of analysis during and after the interview, measurement criteria and main theoretical findings. The complete interviewing exercise of the 40 participants took approximately three months; from March 2016 to June 2016. This was because of the busy school schedules of the various participants who happened to be full time students.

Instrumentation

In view of the interviews, the instrumentation was constructed around the factors influencing TT and the research assumptions as seen in below. This was with the aim of ensuring that, the interview sessions generated data that were related to the research question postulated earlier. The interview guide content was majorly constructed to measure the general work environmental factors of; Job autonomy and work load and TTC specific factors such as: Support systems provided by the management of YTB and university professors, peers, colleagues and social link within the community; opportunity to use training; sanction for not using training; personal outcomes for initial attempt to use training; accountability mechanism and acceptance to change or resistance. At the same time to establish the general TT factors at play like training design and trainee characteristics and how they combined to contribute to the general TT outcomes.

Table 1. Instrumentation of research question and research assumption to research concern.

Research question 1: Does the positive perception of the TTC by trainees enhances TT?

Assumption 1: Positive perception of TTC by trainees enhances TT.

- Supervisor/management support
- Peer support
- Technological support
- Opportunity to use training
- Supervisor/management sanctions
- Personal outcome positive
- Personal outcome negative
- Resistance and openness to change
- Accountability

Research question 2: In the perspective of the trainees (students), what do they perceive as support within the TT environment (University and places of residence) that has facilitated the TT (Turkish language) learnt from Gazi TÖMER?

Assumption 2: If trainees perceive availability of support within the TT environment, they would likely transfer the training. Support from:

- Management of YTB,
- Professors,
- Peer and colleagues or course mates or social links within the community
- Technology

Research question 3: What factors do the trainees (Students) perceive as inhibiting TT (Turkish Language) within the TT environment (University and places of residence)?

Assumption 3: If factors exist to encourage the application of training content within the TT environment then transfer of training would likely occur. Factors such as:

- Perceived opportunity to transfer,
- Early success experience; personal outcomes both positive,
- Availability of opportunities to use training content at the TT environment,
- The frequency of training content use in the environment
- Contribution of training to career and future job opportunities,
- After-training activities to support learning.

Research question 4: What do the trainees (students) think could be done by the various stakeholders: management of YTB, Professors, peers and colleagues and social links within the community to help them overcome the impediments that hinder the successful use of the new training content learnt from Gazi TÖMER training?

Assumption 4: If the trainees perceive availability of support within the TT environment from the various stakeholders: Colleagues, social links, management: YTB and university Professors, they would likely transfer the training. Support in terms of:

- Reduced pressures from work load,
- Time and resources management,
- Supportive organizational culture
- Organization preparation to embrace change,
- Reward systems that support training content usage and sanctions,
- Supportive social reaction to training application within the TT environment.

Data Analysis

The analysis of qualitative data is often seen as the most difficult part of the research exercise. This is because it entails reading and re-reading, annotation, theming and coding. More laborious indeed is the exercise of making meanings out of all the phrases and themes that come out of the above exercise. There are many different ways to analyze qualitative data. The most commonly used approaches are descriptive thematic approach and in-depth narrative methods. As for this particular research, a descriptive thematic analysis was employed.

Where the raw data transcripts were first read and then annotated. Then a second reading was done to identify common issues that recurred. After which themes were developed and then applied where applicable (Babkina, 2014:69; Edwards, 2013:100). A factor category was used as a guide for the choice of phrases for a theme. Where common themes appeared, a frequency count number was given for the number of respondents who identified with that theme. Flagging was used wherever there was opposing views to the identified themes. The theming was done in relation to the issues that emerged from the raw data, the literature reviewed and theoretical framework. This style is supported by Babkina (2014:70).

Research Findings

The study's assumed that: a positive perception of the TTC by the Trainees positively enhances TT. In relation to this assumption, a research question that:

Does the positive perception of the TTC by the trainees enhances TT? In order to get the required data, the following questions were focused on in the interview sessions.

1.   What is your view on the TÖMER training you attended at Gazi TÖMER in terms of?

        a.   Relevance to your stay in Turkey

        b.   Practicability in your area of study (Job)

        c.   The design of the training

        d.   The trainers

The above interview questions led to the emergence of the following themes:

Theme 1: *Basic verse academic Turkish*

From the perspective of all the interviewed participants (40, 100%), TÖMER training was very important for their entire time in Turkey and even after. As many said being able to freely converse with the natives gives them the freedom to socialize and do personal every day activities without inconveniencing any one for translation. It removed the language barrier that had hindered effective communication. As P-15F one noted,

"....the Arabs say, knowing one more language makes you an extra person".

However, a recurring theme among the participants was that; despite being able to communicate in Turkish, their ability to do the same in academic terms was limited. As what was taught to them in TÖMER was basic Turkish for every day communication. They still struggle to grasp the academic Turkish which is supposed to be the essence of the TÖMER training; to give the trainees ability to understand lectures in Turkish, write academic articles and thesis in Turkish as per their programs' language of instruction. Therefore, TÖMER training met the trainee's basic social aim of communicating with the natives but did not solve their academic communication aims fully. Hence relevant to social life but not fully applicable to their academic study (60% applicability).

Another area of concern to the interviewed participants was the design of the TÖMER training. A part from it being basic without preparing them for academic work, 70% (28 people) noted the long class hours did not give them time

to internalize what was learnt in the day. The TÖMER lesions would start at 9 O'clock in the morning to 4 O'clock in the evening. On reaching the dormitories or place of residence, they have assignments to complete. This was nonstop, from Monday to Friday with exception of public holidays. This according to them left them extremely exhausted with little time to reflect and digest what was taught in a day. As a result, 70% (28 people) said they only worked hard to pass the TÖMER examinations without learning much.

Within the design of the training, 24 people (60%) further noted that, the Trainers should have introduced the basics of Turkish language in English and gradually take them to full Turkish. This was not the case, as they were directly introduced to Turkish. As a result, the first three weeks of TÖMER to most participants (24, 60%) were a waste of time; for they did not understood anything and learnt little.

No interviewed participant showed any sign of dissatisfaction with the training environment. As 30 people (75%) were full of praise to their trainers from TÖMER. As P-15M noted,

"I extend my appreciation to the TÖMER trainers for the job well done. Despite the curriculum being basic for me to capture academic terminologies needed in my study department, I would say the trainers were excellent in doing their job. They were very supportive and friendly. They could take us out to socialize with the community outside the TÖMER environment. In fact I would say they are the best trainers I have ever met. Imagine even now I still keep in touch with them. They even urged me and my colleagues to always seek for assistance with them for our Turkish language related assignments.... I think I was in the best TÖMER in the whole of Ankara. If I am to rate the job done by the TÖMER trainers, I can give them 90 over one hundred."

2.   In terms of time, energy, self-assurance and opportunity to apply whatever knowledge and skills you learnt from Gazi TÖMER. What is your opinion?

Theme 2: *Time constraints and workload*

The theme of time constraint against workload emerged from most (30, 75%) interview sessions. The participants noted that, lack of time to practice Turkish was due to the workload they had to accomplish within a limited time frame. Although their academic works are supposed to be in Turkish language but due to the importance they attached to the classwork towards their personal career goals made them not to take the risk by doing them in Turkish. As M-14M noted,

> *"… the energy and self-assurance are there and they are what drives me the most. However I feel there is no time for practicing TÖMER training to the university environment. To me a language especially is an element of culture, so it requires time for one to develop a full understanding of how it works and completely gel with it. Time as a master's student is what I don't have because I am expected to finish my course work within a year and begin research the following year. This makes me prioritize my course work over any other thing. As it is my course work results from my various lessons that will determine my next level in education, so I take it more serious and try to do it in the language I understand better which is English since all of my professors do understand English."*

Theme 3: *TT opportunities*

From the perspective of the interviewed participants, the training transfer opportunity is plenty. Most (36, 90%) mentioned the fact that, being in the country where Turkish is the commonly spoken language by majority of the population is in itself a training transfer opportunity. In their study programs and places of

residence, the medium of communication is Turkish which gives them plenty of opportunity to practice and transfer. However the obstacle to transfer of TÖMER Turkish language is in the nature of their academic work which requires a well-grounded reading, writing, spoken and understanding skills and knowledge of Turkish language. However this was short in supply as the Turkish they learnt from TÖMER to them was basic and suitable for everyday conversation not academic. 40% of participants mostly PhD and Masters Students alluded to convincing their professors to allow them do their class works in English hence failing to use the opportunity to transfer Turkish language skills to their job appropriately. While the rest majority (60%) bachelor students conducted their academic work fully in Turkish.

4.   How do you feel using Turkish language you learnt from Gazi TÖMER? When and for what do you use it? What would happen if you do not use Turkish language skills you learnt from Gazi TÖMER?

Themes 4: *Sanctions and Punishment for none TT*

Using Turkish as a medium of communication is by default because one is in a Turkish speaking environment. However, the frequency of use is relative and dependent on the number of people one speaks with in a day. Only 20% acknowledged speaking Turkish throughout the day while the rest kept mixing Turkish and other languages. Of the mixing group, on average 60% of their daily speech was in Turkish.

There are no clear cut sanctions and punishment for none usage as noted by the participants. The only punishment relates to poor score in class work which may lead to stoppage of scholarship (by research time, none had been stop due to poor results). As P-14M notes,

"…. There are no direct sanctions for failure to use TÖMER training but the systems check us; for instance if you don't put effort in spoken or written, it impacts negatively on your

participation in class and final marks. The only direct sanction I can remember is that when you fail to graduate from TÖMER after a year of repeating, your scholarship is terminated as a penalty and this is so devastating. I feel YTB should not use TÖMER training as a prerequisite for scholarship but rather a part of the scholarship services package."

Summary to Research Question (one) Findings

All the three set of participants (PhD, Masters and Bachelor students) agreed that the Turkish language skills given to them at TÖMER was basic for their academic life at the university which partially affected its transfer to the environment. There was also a consensus on the inappropriate training design affecting TT. Despite the existence of opportunity for transfer, it was not taken full advantage of by mostly PhD and Masters Student trainees due to time constraints and fear for failure. The result of these themes gives the impression of a negative perception of the transfer environment. Hence agreeing with the first general null hypothesis one that: a positive perception of the TTC by the trainees enhances TT and the opposite is true. That is to say, a negative perception of the TTC by the trainees negatively affect the TT.

Research Question 2 Findings

Research question 2. In the perspective of the trainees (students), what do they perceive as support within the TT environment (University and places of residence) that has facilitated the TT content (Turkish language) learnt from Gazi TÖMER?

5.   In your view what nature of services do you get from: YTB, your professors at the university, the community, peers and colleagues or classmates that

are supportive to your practicing of Turkish language skills and knowledge learnt from Gazi TÖMER?

   Theme 5: *Professors' support through extra assignments*

67% (12 people) of Masters and PhD students who participated in the interview session perceived high level of support from their professors in relation to usage of TÖMER training skills and knowledge in the TT environment. Whereas only 41% (9 people) of Bachelor students reported receiving a positive support from their supervisor towards transfer of TÖMER training. As P-15F noted,

   "...my professor was so supportive and encouraged me to use Turkish language in my everyday communication. He kept giving me extra assignments not related to my subject of study and the class that he was teaching but more of Turkish literature. He would give me books and suggest movies and films that I should watch to improve my Turkish language and even promise to reward me if I show much improvement.... After reading the book or watching the Turkish film then I am tasked to explain the story and emerging themes from the books and films in Turkish to my fellow classmates. This gave me motivation to work harder despite the time constraints and work load. I felt that I was being treated well and this made me pass the professors lesson very well with good marks beyond my expectations."

However, a few participants who were majority bachelor students noted a lack of care and support from their professors majorly as a result of the class population which made it hard for a professor to keep a keen eye on each and every student. As 22% (4 people) of master and PhD students did also report a negative perspective as far as professor support towards TÖMER TT was concerned. The remaining 11% (2) maintained a neutral ground. A majority 45% (10 people) of

Bachelor students reported negative support or lack of care by their professors' towards TÖMER TT. Whereas 14% (3) were undecided on this matter.

Theme 6: *Availability of after training services by YTB through SETA, ADAM and Gazi TÖMER*

YTB as the management of the scholarship program under which the former trainees of Gazi TÖMER in this study population were sampled, came up with a range of service for former TÖMER trainees to benefit from and enhance their practice of Turkish language. YTB sponsored Turkish literature related programs at SETA, (ADAM) and YTB premises in Hamamünö where these trainees are given platforms to discuss and read Turkish literature books to sharpen their skills and avoid relapse. They also sponsor a support program code named support program at Gazi TÖMER for masters and PhD students or trainees to help them develop article and thesis writing skills using academic Turkish terminologies.

However, the problem with the approach as noted by 60% of the interviewees as being low attendance. As only 30% of the interviewed participants reported participating in one of the programs. The failure to join the program is due to the students being overwhelmed by their classwork at the university. M-15F notes,

> *"...I also join the SETA program sponsored by YTB where, we were given extra Turkish literature lessons every Saturday. I think a similar program are also done by ADAM in Hamamünö and Gazi TÖMER, although I have not yet gone to these other ones. I must confess that the programs is beneficial except that few students do attend."*

Theme 7: *Support from course mates in critical times*

75% of the participant in the semi-structured interviews noted a perceived support from their course mates at the university and roommates or friends at their

residence. However 7.5% (17%: 2 masters and a PhD) student did not perceived any support from course mates citing reasons that majority of their course mates were working class who had limited time for socialization but occasionally offer help on demand. B-14M had this to say,

> *"... my first week at the university was my worst days in my life. I was full of enthusiasm to begin my lectures but all that motivation and self believe disappeared like the morning dew after the sun rise and was replaced with frustration as I could not understand what the professor was saying because my Turkish was not good enough. ... I was not exposed to the technical terminologies in my Computer Science field. In fact the whole of that first semester I went through a depression and was about to give up just like few who went back to their country. It was only my Turkish course mates who gave me courage to continue. They kept on explaining to me what was taught in basic simple Turkish that I could understand. I was also advised by my fellow international students who came to this country earlier, to try read the same topics in English for better understanding then go back and read the Turkish notes given by my professors. ... So my work load was like four times more than my course mates. Although it was time consuming and energy usurping, there was no any other way. Most of the professors I talked to about my problem told me there is no way out. One even asked that were you not told what to expect when you were offered the chance to come here. I had to continue doing reading English first then Turkish notes for better grades because if I didn't then my scholarship would be have been terminated along with my dream. Any way I am coping well now and thank God my grades are not that bad and I credit my course*

mates, roommates and some Turkish friends outside the school cycle for their unconditional support accorded to me in those difficult times."

Theme 8: *Community encouragement and praises*

All participants interviewed perceived existence of support from the community and social link within the community. They claim to receive a lot of positive praises and encouragement from members of the community whenever they get chance to speak with them on the bus, in the trains, in the markets and shopping centers. They also claim that some community members are marvel by their ability to converse with them after just a year and few months of learning Turkish language. However 40% of participants noted that, they do get praises even when they make grammatically incorrect sentences. This is because in the street generally, people careless about grammar in speech. To them what is important is the meaning conveyed and understanding.

Summary to Research Question (two) Findings

There seems to be a general perception of support provided directly by professors and colleague or in directly by YTB through policies like after training program. Although there are some isolated cases of lack of support or care which always had other explanation, for instance the large number of students in a bachelor classes which makes it difficult for a professor to take keen interest in a particular students language flaws.

There was 52.5% of participants who perceive professor support. 30% only attended the after training programs although 80% of the sampled population was aware of the programs. 75% got peer, roommate, classmate and colleagues support and a unanimous support from the community and social links. Coupled with the Turkish speaking environment providing ample opportunity to practice. These

factors lends support to the assumption that; if the trainees perceive availability of support within the TT environment, they would likely TT.

Research Question 3. Findings

Research question 3. What factors do the trainees (Students) perceive as inhibiting TT (Turkish Language) within the TT environment (University and places of residence)?

9.   What challenges or hindrance do you face in relation to the usage of Turkish language skills learnt from Gazi TÖMER within the university, place of residence or the community?

Theme 9: *Personality*

Among the many themes that emerged from the interview, was personality as a hindrance to transfer of Turkish language skills and knowledge from TÖMER training to the classwork. Here personality is used to refer to characteristics of either the trainee or of others within the TT environment. The more social and outgoing a person is the more the chance of creating conversation scenarios with others and chance of practicing and transferring TÖMER training. While the opposite is true with less social personalities. As the results from the interviews shows: 70% (13 people) of masters and PhD students were less social as compared to the 40% (9 people) of Bachelors students as per the number of friends and social activities they attended. The interviews also shows that female participants (60%; 11 people) were more outgoing and social than their male (40%; 7) counter parts. M-14F notes,

> *"I don't see anything stopping me from practicing Turkish language within the environment apart from myself. As you can see all around us people are speaking Turkish; from class to our dormitories and the community which makes it a perfect environment for practicing the TÖMER training. But I think I have*

not given it my best because I feel practicing Turkish takes away my focus from my classwork. ...Although I get a lot of support and praises from friends and classmate about how good my progress has been in the last one year and a few months. I feel they exaggerate my abilities because the fact remains that my Turkish language skills and knowledge is too basic for my class work.... I think the only impediment here is myself."

Theme 10: *None empathetic professors*

Despite majority (52.5%; 21 people) of the interviewed participants perceiving professor support within the environment, a few (47.5%; 19 people) also noted the fact that there are other professors who are unsympathetic to their cause. Although this seems to be a small percentage but it could not be ruled out as a factor. To this group, the professors act as a demotivating factor to their TÖMER TT. Here is what P-15M had to say,

"...... Imagine a professor telling you that your Turkish language abilities are not good enough for her class and advising you to quit and try elsewhere, where your deficiency will be tolerated. And yet the lesion is core to your course. .... I feel I would have done better if I was shown a bit of care and support."

B-14F said,

".....For sure most people in this country are good and welcoming to foreigners. But there are some professors who are so demotivating and care less about us foreign students..... a professor told me I don't want foreigners in my class, especially Africans for you do not know Turkish language very well, so you will not understand my lesson. Therefore, try another professors' lesson for I don't want you to fail my class. This was a big embarrassment to me.... I think she later realized that even my

fellow classmates were not happy with the comments as seen in their immediately reaction."

Theme 11: *Resistance to change*

Resistance to change was also a recurring theme from the interviews. There is a tendency noted in the interview by trainees of forming cliques and groups basing on shared values like country mates, coming from the same region of a continent, speaking the same language and being foreigner in a foreign country. These groups tend to limit the ability of a member to practice TÖMER training. As within the group, they always communicate in their regional language and mother tough. Any effort shown towards practicing Turkish is seen as moving away from the group norms. Therefore the group tries as much as possible to keep their identity in terms of language but unconsciously limiting the chance to practice or transfer TÖMER training more especially when majority of the members reside within the same locality. It was noted that (65%; 26) of male participants were a member a cliques or group from either the same nationality or region or both while (30%; 12) female are in and out of the groups and 5% (2 people) had no preference for any group.

Theme 12: *Time constraints and workload*

Time constraints against workload was a theme cited here again. Participants noted the congested university schedule which gives them little time to transfer Turkish language learnt from Gazi TÖMER. The interviewer made it known to the interviewees that the class works are supposed to be in Turkish which is in line with TÖMER training. The interviewees acknowledged that fact but pointed out the need for understanding of the content taught in class forced them to look for materials written in language they are conversant with to read and only used the Turkish materials as references. This is because of the importance they attach to passing their course works and examinations.

Theme 13: *Basic versus academic Turkish*

The basic nature of the Turkish language learnt from TÖMER made it hard to understand lectures for the first few weeks. 85% of the interviewed participants showed little confidence in contributing in class discussion due to language difficulties. As one participant noted, ".... there are times during the first semester when I wanted to contribute to the class discussions but failure to construct good academic Turkish sentence let me down. However, in my second semester I somehow fought off that phobia largely because the professors would engage me into discussions and presentations"

However their confidence grew with time. Some participants noted that they even had to do private studies with dictionary looking for meaning of every single word more specially the technical terminologies and metaphoric expressions which is frustrating and time consuming. Because of such frustration few of their colleagues abandoned the studies and went back to their countries.

Summary to Research Question (three) Findings

The presence of inhibiting factors such as personality, resistance to change, time constraint and workload and none empathetic professors and the nature of Turkish taught from TÖMER are perceived to have worked against practicing TÖMER training in the TT environment. Attesting to the fact that if these factors were to encourage TT, then TT would take place.

Research question 4. What do the trainees (students) think could be done by the various stakeholders: management of YTB, Professors, peers and colleagues and social links within the community to help them overcome the impediments that hinder the successful use of the new training content learnt from Gazi TÖMER training?

14.   What do you think can be done to alleviate these challenges? (Mentioned in interview question 9 above) For instance by your professors, colleagues or classmates, peers, friends, YTB and yourself.

Theme 14: *Basic versus academic Turkish*

On the basic nature of TÖMER Turkish 67.5% (27 people) of participants were with the view that TÖMER time should be divided in two Halves or semesters. One semester for teaching basic Turkish and another semester for academic Turkish. In the second semester, the trainees should be given chance to attend university lectures in their department for which they were admitted. This will help them acclimatize with the university environment and the language used there. Participant M-15M remarked,

> *"I would suggest that TÖMER time be divided into two halves. The first halve for teaching the basics of the language and whatever one needs for basic communication. The second halve for academic terminologies in line with ones area of study. And also during this second halve let the trainees be given time to attend lectures at the university such that by the time they complete TÖMER, they would have acclimatized to the university environment. This will make integration into the university environment after TÖMER easier I think."*

P-15M remarked that,

> *"What can be done about TÖMER training design are: let trainees be placed in classes according to their areas of study and if possible also level of study. Such that those going to do social sciences are placed in the same class. ... Masters and PhD in separate class from Bachelor students. And also group them basing on their prior exposure to Turkish language. For instance there are some students from Turkish speaking countries whose*

only problem is grammar. When one is put in the same class with them, they make the trainer to move very fast and also make those who had had no exposure to Turkish before look like slow learners. This creates unnecessary pressure"

Another participant suggested that, *"... I think during the design of TÖMER training, a panel of professors from the university should be included to seek their opinion on the content of their department. ...may be that would help them pressurize the trainees to transfer training."*

B-14F said,

"I would suggest that, while the students are still in TÖMER, the professors should be invited to participate in giving the students some lessons. This can boost our confidence. Even the professors would have had a first-hand information on our level of Turkish which help in the eventual transfer at the university."

Theme 15: Develop organizational culture for orientation

Another theme that was common in the interviews, cited by 51% (20 people) of participants was in relation to developing organizational culture for orientation. Here the participants suggested the creation of platforms or clubs for former TÖMER trainees at the university to exercise their Turkish language skills. This can be made in form of debate clubs and social activities that will give them time to practice what was learnt in TÖMER. Participant M-15F had this to say on this theme,

"I think what can be done is to create platforms for students from TÖMER at the university to help them express themselves. A kind of Turkish reading, writing and debate clubs for exclusively former TÖMER trainees with some sessions of conversation with the native students. And also the professors

should insist on us foreign students using Turkish in class whenever necessary."

Another participant M-14M remarked,

> *"I wish that YTB could also do more follow up on how we their students are doing after TÖMER in the university. Let them assign a staff to do these follow ups on how students are transferring TÖMER training. In doing so they will learn a lot which will explain our experiences and the difficulties we are going through. Not knowing directly how we are doing makes me feel like they don't care about what happens after the students have passed TÖMER successfully."*

Theme 16: *Socialization as a key to TT and improvement*

Socialization was one of the major themes that surfaced frequently in the interviewed participants' suggestions (65%; 26 people). However socializing as an individual is difficult for some people (the introverts) therefore YTB should organize social activities for former TÖMER trainees to share experiences and have access to practicing TÖMER training in the perspective of the interviewed participants. On individual basis, the trainees have to show more initiative towards that direction to help themselves overcome this impediment. As participant M-15M noted,

> *"I think apart from what has already been done like the after training lessons given by organizations like Socio-Political and Economic Research Centre (SETA) and Ankara Think-Tank and Research Centre Organization (ADAM) and the Turkish support program at Gazi TÖMER sponsored by YTB to enhance reading and writing ability, there is nothing else that others can do. It is upon every individual to do more to practice the Turkish one learnt and continues to learn from class and within the*

environment. I would say what is very important is that, one should socialize more with the natives and read more of Turkish literature to improve listening and speaking abilities. It is very important for any language transfer."

Theme 17: *Personality*

Personality of embracing change was also a resounding theme from the interviewed participants. The participant noted the importance of individual initiative to break through group barriers and socialize with those beyond their normal cliques more specially with the natives. Some noted the importance of professors having empathic personality while dealing with the foreign students in matters relating to language flaws. Here is what B-15F participant had to say on this theme.

> *"... with due respect to the university schedules and work load that the professors have, I wish they could be more lenient and empathetic especially to us foreigners who are struggling with the language issues. I know they have a lot of issues and students to attend to, but if they could give little more attention and time to understanding our problems, that would be better. I guess some of them have lived this experience we are living while studying abroad therefore I expect them to understand us more and be considerate to our pleas whenever we have difficulties in terms of the language."*

Summary to Research Question (four) Findings

Despite the citing of some environmental challenges to TT such as organizational culture for orientation, support services and motivation from management, the main impediments to TT in the perspective of the interviewed former trainees remain training design and personality factors that relates to an

individual's attitude towards socialization and commitment to transfer of training. This is in support of the assumption that; if factors exist to encourage the application of Training content, training would likely be transferred.

Research question 1: Does the positive perception of the TTC by trainees enhances TT?

Indeed the perception of availability of support from the university professors, after training support services sponsored by YTB through ADAM, SETA and Gazi TÖMER, plenty of opportunity to practice Turkish language in class and within the community without pressure of sanctions created an ideal environment for the transfer of Turkish language learnt from Gazi TÖMER in the perspective of the interviewed former Gazi TÖMER trainees. Which supports the general assumption made about the study that: a positive perception of the TTC by the trainees enhances the TT in this case Turkish language learnt from Gazi TÖMER.

Research question 2. In the perspective of the trainees (students), what do they perceive as support within the TT environment (University and places of residence) that has facilitated the TT (Turkish language) learnt from Gazi TÖMER?

In the perspective of the interviewed trainees, the availability of professor support at Gazi University, after training support services by YTB through ADAM, SETA and Gazi TÖMER, course mate and roommate's support and the community encouragement and praise for use of Turkish language were the perceived support systems that facilitated the transfer of Turkish language by the former Gazi TÖMER trainees.

Research question 3. What factors do the trainees (Students) perceive as inhibiting TT (Turkish Language) within the TT environment (University and places of residence)?

Personality, none empathetic professors, resistance to change tendencies, time constraints and workload and basic Turkish with limited academic terminologies, were perceived to be the inhabitants to transfer of Turkish language knowledge and skills learnt from Gazi TÖMER by the interviewed former trainees. Therefore if these conditions are reversed: the university professors become empathetic as was the case with the majority, trainees embrace change, time and work load are made commensurate to each other and Turkish taught at Gazi TÖMER is inclusive of academic terminologies, then TT would occur in the perspective of the interviewed former trainees.

Research question 4. What do the trainees (students) think could be done by the various stakeholders: management of YTB, Professors, peers and colleagues and social links within the community to help them overcome the impediments that hinder the successful use of the new training content learnt from Gazi TÖMER training?

The trainees think that; if the Turkish taught at Gazi TÖMER is designed to incorporate academic contents and has university professors input, Gazi University and YTB management develop orientation culture for former TÖMER trainees, the trainees themselves socialize more with the natives and develop personality that embraces change, then Turkish language skills and knowledge learnt from Gazi TÖMER would be successfully used at the TT environment.

Discussion and Conclusion

The interviewed forty former Gazi TÖMER trainees perceived a positive TT. This perception was backed by the support received from the management of YTB, professors at Gazi University, peers and social links within the community. This result confirmed the assumption made about the positive perception of the TT. Although there was transfer of Turkish language in general terms, the transfer of academic Turkish was not fully realized specifically.

The findings from this study were found to be consistent with the literature related to work environment in terms of the factors that influence TT within the TT environment: supervisor support, opportunity to use, peer support, supervisor sanctions, personal outcomes-positive, personal outcomes-negative, technological support and resistance to change.

In relation to the literature on training design, the research also validated the influence of training design factors such as content validity and the training program design as having a negative influence on the eventual TT outcome. Further still, trainee characteristic or personality such as: extraversion and openness to experience did positively influenced TT outcome especially among undergraduates and female participants giving them the motivation to transfer. Whereas the predominantly male and less sociable personalities had lesser transfer outcomes compared to their counter parts.

Particular research study, it set out to understand the role of HRM in enhancing TT. Specifically; the perception of the trainees on the role of the various factors within the work environment that facilitate or inhibits TT. The findings showed a perceived support from the human resource stakeholders in the environment that led to the TT from Gazi TÖMER.

Basing on the limitations noted from this research study, a replication of this study using a much larger sample with a comparison groups and varied methods for measuring TT (like: other instruments, pre-test/post-test format, secondary data or organization records if possible) would come as a needed relief to validate the findings of this particular research. In other words, a future research that employs a longitudinal design approach that allows for better control and observation to validate the perception of the trainees on the effect of the TT environment on general TT outcome is recommended.

TT as intriguing as it is, would benefit from a future research that would investigate the extent of actual transfer of TÖMER training. That is to say, in-depth

investigation of factors that led to the failure to transfer academic Turkish, the actual level of TT that would make TÖMER training a success, the time needed to completely transfer TÖMER training by especially someone who had no contact with Turkish Language prior to the training, the contribution of the Turkish speaking environment to the transfer of Turkish language and a comparison of transfer of TÖMER training among the various different racial groups from different continents. For instance, between Persian speakers and Africans, Arabic speakers and English speakers et cetera.

Limitations Of The Study

This research study had a number of limitations ranging from concept to design and findings. Conceptually, the meaning given to support in regard to TT was dependent on participants' self-report as no third party observation was obtained to substantiate their claims although there was triangulation with the literature. This naturally limits the generalization of the findings unless tested by separate study of the same nature.

The topic understudy was an eclectic one; cutting across a number of discipline from social psychology to education and management. Therefore, the case chosen was of convenience which meant that, the case chosen could have been more appropriate for field other than HRM. However, training being one of the major functioning area of HRM and TT in particular being a concern to HR managers, relieves us of this worry.

Although there are many TÖMER within Turkey and Ankara in particular, a case of Gazi TÖMER in Ankara may not fully represent the general opinion and condition of other TÖMER. Therefore the findings of this research may only be generalized to a larger extend to Gazi TÖMER and less extend to other TÖMER. Further still, the training understudy was confined to a classroom setting with lecture-based instructional format whereas a more work oriented case with the use

of other instructional design modalities would have been suitable especially for HRM study.

The design of the study also acted as a limitation to the research and its findings. As the research by nature is an academic endeavor, therefore it is methodologically limited in scope and time. The research study having not included a pre-training, during-training and control group against which to measure results and analysis to determine TT in itself is a limitation as a control group or pre-training and during-training conditions would have been helpful in determining accuracy of measurement, analysis scales and TT outcomes. That is to say, a longitudinal holistic study in a company setting with management related training case would have been more appropriate.

The data collection heavily relied on individual self-report by former trainees of Gazi TÖMER about their experience and perception without data from their former trainers at Gazi TÖMER, YTB management staffs in charge of TÖMER, professors at Gazi university and peers or observers in the environment to substantiate these opinions, limits the generalizability of the findings further and personal biases of the interviewees may have shaped their perception and impacted on the study results as well.

While the participants were free to discuss additional information, the nature of the semi-structured interview which was consistently centered on the ten interview questions was in away also a limitation. And yet a more open discussion would have yielded more insight and information. The study sample of 40 people individually interviewed may seem small and the research would have benefited from a bigger sample number with multiple data collection methods like survey and focus group discussion to triangulate the finding and strengthen the weakness of the semi-structure interview method employed. However basing on the nature of the study, the time and resources for such a comprehensive approach would not allow for a study of nature.

The long spell (Ten to Eighteen months) after training before data could be collected meant that, inability to recall information by the trainees and many other factors not directly related to the training may have influence participants' responses and perception.

Although the researcher checked the theming and relationships, among themes and instrumentation with peers and the literature, theming and identification of relationships among themes and instrumentation would have benefited more from a second and third opinion of experts.

As much as the researcher tried to be honest and ethical in data collection, writing and presentation of findings, it is quite impossible to completely avoid personal opinion or interest and bias which may have altered the opinions and findings of this research.

Recommendations

Training, learning and development has always been an intriguing topic. As people commonly say, life in itself is a training and learning curve that does not stop until one is taken to the grave. Where still, other people uses your example and experience to further understand their own reality. In this regard, research on training has been taking place since the 1988 Baldwin and Ford's ground breaking study. The several empirical studies from different scholars in different disciplines on training have one major aim; to enhance the TT knowledge, behavior, skills and attitude to the work reality and improve organizational and individual's performance. The multitude studies on TT that have taken place, have sought to understand in detail the three aspect of training input: Trainee Characteristics, Training Design, and Work Environment with their individual independent influences on TT or combined (Baldwin and Ford, 1988:86; Ford and Weissbein, 1997:24; Bharti 2007:33).

As for this particular research study, it set out to understand the role of HRM in enhancing TT. Specifically; the perception of the trainees on the role of the various factors within the work environment that facilitate or inhibits TT with the focus being on the support received or not received within the TTC. The findings showed a perceived support from the human resource stakeholders in the environment that led to the TT from Gazi TÖMER. As expected, the research had its numerous limitations. Basing on these limitations and findings from the research, a few suggestions for future research are advanced below.

Basing on the limitations noted from this research study, a replication of this study using a much larger sample with a comparison groups and varied methods for measuring TT (like: other instruments, pre-test/post-test format, secondary data or organization records if possible) would come as a needed relief to validate the findings of this particular research. In other words, a future research that employs a longitudinal design approach that allows for better control and observation to validate the perception of the trainees on the effect of the TT environment on general TT outcome is recommended.

TT as intriguing as it is, would benefit from a future research that would investigate the extent of actual transfer of TÖMER training. That is to say, in-depth investigation of factors that led to the failure to transfer academic Turkish, the actual level of TT that would make TÖMER training a success, the time needed to completely transfer TÖMER training by especially someone who had no contact with Turkish Language prior to the training, the contribution of the Turkish speaking environment to the transfer of Turkish language and a comparison of transfer of TÖMER training among the various different racial groups from different continents. For instance between Persian speakers and Africans, Arabic speakers and English speakers et cetera.

YTB, donors and the Turkish community would also benefit much on a study that seeks to understand the ROI of TÖMER training. As a stage in project

evaluation and training, an evaluation of the TÖMER TT based on the ROI will give project donor, YTB and the Turkish community stakeholders' faith and assurance for resources well spent as per the achievement of objectives laid down.

In-depth investigation of the trainees' experiences with both the training environment and TT environment involving the use of multiple research methodologies is also recommended. The uses of a semi-structured interview for data collection as was the case in this research limits the range of findings generated to only specific questions asked within the interview. The study also rested heavily upon self-reporting of each study participant. Therefore, expanding the scope to include behavioral and cognitive instruments as well as third party observation, various interviews and survey methods of all study participants may yield more benefits. This may include pre- and post-training analysis over a longer period of time. An expansion of the research methodology would provide a more detailed picture of how TT has occurred and further limit the intentional or unintentional researcher biasness, hence providing a richer data for analysis and comparison.

Genişletilmiş Özet

Bu çalışmanın amacı, Gazi TÖMER'de ders almış olan yabancı öğrencilerin eğitim transferinde karşılaştıkları güçlükleri araştırmaktır. Bunun için eski kursiyerlerin bireysel deneyimlerini keşfetmek ve anlamak için nitel bir araştırma yapılmıştır. Veri toplamak için yarı yapılandırılmış görüşme yöntemi tercih edilmiştir. Bu şekilde eski kursiyerlerin eğitimden sonraki dönemde eğitim transferi iklimi ile ilgili kursiyerlerin deneyimlerine dair bilgi toplanmaya çalışılmıştır.

Bu araştırmanın örneklemi, 2014 ve 2015 öğretim yılında tamamlanan Gazi TÖMER'in Türkçe dil yeterlilik programındaki eski kursiyerlerinden oluşmaktadır. Bu dönemler arasında toplam 120 kursiyer ders almıştır. Aynı

zamanda bu araştırmada yapılması planlanan görüşmeler için 45 kişilik bir örneklem grubu tasarlanmıştır. Ancak görüşmelere 5 kişi çeşitli kişisel sebeplerle görüşmeleri iptal etmiştir. Buna bağlı olarak 40 eski kursiyer ile görüşmeler tamamlanmıştır.

Görüşmeler sonucunda 40 eski Gazi TÖMER kursiyerinin olumlu bir eğitim transferi algıladığı tespit edilmiştir. Bu algı YTB yönetiminden alınan destek, Gazi Üniversitesi'nde profesörler, akranlar ve toplum içindeki sosyal bağlantılar tarafından desteklenmiştir. Bu sonuç, eğitim transferinin olumlu algısı hakkında yapılan varsayımı doğrulamıştır. Ancak genel olarak Türk dilinin aktarımı yapılmasına rağmen, akademik Türkçe aktarımı tam olarak gerçekleştirilememiştir.

Bu çalışmadan elde edilen bulgular, eğitim transferi ortamındaki eğitim transferini etkileyen faktörler açısından çalışma ortamı ile ilgili literatürle uyumlu bulunmuştur: yönetici desteği, kullanma fırsatı, çalışma arkadaşı desteği, yönetici yaptırımları, pozitif ve negatif kişisel çıktılar, teknolojik destek ve değişime direnç gibi.

Eğitimci niteliği veya kişiliği gibi, dışadönüklük ve deneyime açıklık, lisans öğrencileri ve kadın katılımcılar arasında özellikle de eğitim transferi motivasyonu sağlanarak, eğitim transferi sonucunu pozitif yönde etkilemiştir. Ancak erkek ve daha az sosyal kişilik özelliklerine sahip olan katılımcılarda diğer kişilerle karşılaştırıldıklarında daha az eğitim transferi sonucuna ulaşıldığı görülmektedir.

Özellikle bu araştırma çalışması, insan kaynakları yönetiminde eğitim transferini geliştirmedeki rolünü, eğitmenlerin, çalışma ortamı içinde eğitim transferini kolaylaştıran veya engelleyen çeşitli faktörlerin rolü hakkında kursiyerlerin algılarını anlamak için yapılmıştır. Elde edilen bulgular, Gazi TÖMER'de eğitim transferini sağlayan çevredeki insan kaynakları paydaşlarının algılanan desteğini de göstermiştir.

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