

MEDIATING EFFECT OF CO-WORKER SUPPORT IN THE RELATIONSHIP BETWEEN TRAINING EFFECTIVENESS AND EMPLOYEE PERFORMANCE

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Abstract

This study assesses the mediating effect of co-worker support on the relationship between training effectiveness and employee performance. One hundred and thirty-three pieces of literature were reviewed related to the variables in the topic authored with consistent findings. While this study selected different factors that led to training effectiveness pioneered by previous authors in the same field, the selected determinants of training effectiveness revealed a strong and positive relationship to the co-worker support- the mediator variable and the employee performance- the outcome variable. Hence the conclusion that training effectiveness has significant relationship with co-worker support and employee performance. Based on the findings, therefore, the study recommended that, the management should provide quality training facilities, ensure effective transfer of training, encourage training motivation of employees and make efforts to reduce factors that lead to emotional problems at the workplace.

Keywords: *Training, effectiveness, co-worker, employee, performance.*

DOI: [10.31039/jgss.v1i1.129](https://doi.org/10.31039/jgss.v1i1.129)

1. Introduction

1.1. Background to the Study

Employee performance is one of the major concern of most human resource managers in today's organizations - big or small (Arthur, Bennett, Edens & Bell, 2013). Perhaps it is the main reason why billions of dollars are spent on training annually in an attempt to capitalize on the competitive advantage that can be attained by maintaining a proficient workforce (Duggan and Media, 2013). For example, in spite of various government interventions and efforts; the Nigerian public sector's score-card has remained poor performance and inefficiency (Obi-Anike & Ekwe, (2014). Considering the important role of effective training in bringing public service to an enviable height, if those that are expected to execute policies of the firms and manage business affairs are not well trained and knowledgeable, there would definitely be a problem (Santos & Stuart, 2016). Obviously, the achievement of the objectives for which they were employed might be affected. For example, In the United States, organizations spend approximately \$51 billion a year on formal training programs. Canadian organizations also lag when it comes to the amount spent on training per employee, which has remained relatively static over the past decade. In 2014, the total average direct investment in training per employee was \$914 compared to \$824 in 2013, \$838 in 2012, \$859 in 2010, \$798 in 2011, \$776 in 2008, and \$842 in 2006. By comparison, organizational spending on training and development per employee in the United States increased from \$1,072 (Cdn) in 2009 to \$1,115 in 2010, and \$1,135 in 2011 and 2013. In addition, the average investment in training as a percentage of payrolls in Canada has remained constant at around 1.75 per cent compared to 2.34 per cent in the U.S. (NOUN, 2018: 173). In the Nigerian case, only 33% of registered companies have successfully implemented training programmes to enhance their employee performance as at 2015, 41% 43% in 2016 and 2017 respectively (Saad & Mat, 2017).

Yet, existing theories focus on a narrow component of the training domain, providing an imprecise picture of a lot of factors that contribute to training effectiveness and how the pieces of the problem fit together. Training is among the most pervasive methods for enhancing the performance and productivity of employees (Arthur, Bennett, Edens & Bell, 2013). Many empirical studies have been carried out to ensure a skillfully trained workforce and to enhance employees' performance. In fact, a large number of journals are dedicated to understanding this important human resource

(HR) management function. Aligned with this focus, organizations in the United States spent \$164.2 billion on training and development in 2012 (Saad & Mat, 2017).

Konopaske and Matteson (2005) defined employee performance as employees' ability, opportunity and wish to perform a task. It is a very significant factor affecting profitability of a business (Babin & Boles, 2014). Inefficient task performance will lead to a tragedy to the organization as it is associated with lower productivity, lower profitability and impairment of overall organizational effectiveness (Okoyo & Ezejiolor, 2013, Muchhal, 2014).

Punia and Kan (2013) postulated that in the modern world, training is a significant factor in today's business environment where jobs are difficult and varied. This is perhaps the main reason why companies of all forms and magnitude are seriously worried to make the best use of their Human Resource capital (Saad & Mat, 2017). To achieve this therefore, effective training should be given to employes not only before or during recruitment but also after employment - on the job. The question of determining training effectiveness has increased importance over the last few decades. Even though there are many experts who pioneered works in the field of training effectiveness such as Kirkpatrick (1976) who introduced the well-known "four level evaluation model" which still remain relevant in the world of training.

This paper proposes to see into the value of co-worker effect of employees on the job. Since huge amount is spent on employees' training, it will be better for the management to determine whether training is effective and can lead to increased employee performance and influences co-workers in perfecting their jobs to achieve company goals. Thus, this study will summarize the previous works on training effectiveness by explaining and filling gaps unfilled by previous researches.

So, the importance of training effectiveness has motivated many scholars to become interested in the field. For example, Eades (2014) and Dauda and Mohammed (2012) argued that training effectiveness is very significant element of employee performance. The prospects for effective training is paramount about employer and perceived as a component of overall job satisfaction, job performance and to increase trainers' competence (Sait & Vesna, 2016). The managers should devise a clear mission to provide great value and on-the-job training skills to all their staff so they could be satisfied and by implications motivate employees in need (Santos & Stuart, 2016).

Training effectiveness is presently a topic of consideration and concern no matter what the type of organization or its activities (Yaqoot, Mohd & Mohd, 2017). Because it is evidently becoming an essential human investment that developed countries pay much attention to mentality, innovation and creativity and not only to equipment and technology (Yaqoot, Mohd & Mohd, 2017). Therefore it serves as a tool that allows organizations to continue to exist (Ahmed, Usman, Ahmed & Wasim, 2010).

Co-workers are not only a vital part of the social environment at work (Vincent, Salwa, Caroline & Estelle, 2016). Employees in organizations have co-workers who are partners in social and task interactions (Parris, 2013). In the United States 90.2% of employees likely have co-workers: other employees situated in the same stratum of an organizational hierarchy and with whom one executes tasks and has routine interactions (Gallivan, Spitler & Koufaris, 2015) and who can both support and antagonize their colleagues. In organizations, they constitute an important source of support by allowing employees to interact with their co-workers (Parris, 2013). It is on this background that this study needs to investigate into the mediating effect of co-worker support on the relationship between training effectiveness and employee performance.

1.2. Statement of the Problem

To be more successful in a global competitive environment employees need to be committed to their organization by helping each other (Eades, 2014). They must be given the opportunity to be willing, prepared and able to give greater effort to help their organization to succeed. This means that employees must be trained to be cooperated beyond what is expected of them to deliver outstanding work (Dessler, 2015). Hence competent and skilful workers feel inspired by their work and care about the future of their organization being successful. Thus, human resource managers must train their employees and motivate them in order to put their full potentials.

Jamal (2014) argued that employees that works with small and some large firms could not simply benefit from the advantage of in-house support (co-worker support). Those co-workers who have attended training have the ability to demonstrate to others by displaying how they should apply concepts in their routine businesses. Also in skill assessment, trainees offer a clear picture of performance and skill improvements directly related to training acquired from their colleagues on the job (Eades, 2014). Employees want effective training that will enable them to maximize value.

In other view, they need better training opportunities to increase their individual performance. Despite the importance of the effectiveness of training in business organizations, the issue of training of staff in the Nigerian firms still remained an area of serious concern (Parris, 2013). The issue about the effectiveness of training and co-worker support have not been treated well and have been faced up with an alarming neglect which counts much on consequent brain drain of competent employees, and several other professionals to other parts of the world.

Theoretically, a few attempts were made in investigating the possible factors responsible for effectiveness of training given to employees at all levels of management across the globe. The few previous studies were able to make useful findings of factors determining training effectiveness (Dessler, 2015 & Eades, 2014).

Similarly, training facilities, transfer of training, training motivation, emotional level and training environment were found to be the major factors responsible for igniting effectiveness of training among organizational employees (Mindtools, 2016). Therefore it is in view of the limited empirical studies on training effectiveness and co-worker support and their immeasurable importance to employees, businesses and managers that continuous study of the factors determining effective training and co-worker support among employees in organizational setting becomes necessary and that efforts should be intensified in that direction. Some studies use co-worker support as a dependent variable while others use different mediators to assess the influence of training effectiveness on employee performance. The few remaining studies targeted co-worker support as mediator or dependent variable in their study (Limpanitgul, Robson, Gould-Williams & Lertthaitrakul, 2012). Moreover, this study is more important because it will include both staff of selected private and public organizations.

Nigeria, at present faces a share of challenges concerning training effectiveness that can lead to an increase in job efficiency and employee performance (Falola, Osibanjo & Ojo, 2014). On the other hand it is worth still when it comes to having adequate and skilful and trained employees that enable assisting individual co-worker by respective colleagues on the job to accomplish organizational tasks (Dauda & Mohammed, 2012). The problems cannot be disconnected from incompetency from the part of both lower, middle and top levels of management trainers due to ineffective training earlier received themselves (Jamal, 2014). In addition, workers are hired not

based on merit coupled with poor training obtained today. The federal government and company managers though making efforts to a certain extent but still did not yield enough results perhaps owing to poor funding to enable staff acquire new skills and knowledge outside the company (especially abroad), bad mentorship, inadequate motivation coupled congested training environment, inadequate training facilities and inadequate co-worker supports for managers who tried in-house support. More disturbing is the bad quality of trainers and graduates produced which cannot be compared with their foreign counterparts.

In consideration of the fact that people are seen as the greatest essential assets of organizations they are confirmed to be good basis of competitive advantage (Santos & Stuart, 2016). Effective training is one of the ways of developing that organizational assets (employees) through building their competencies in order to succeed. This means that organizations have to obtain, train, retain, develop and motivate their employees effectively (Falola, 2014). Consequently, effective training and co-worker support are key in stimulating workers' attention in completing organizational aims and objectives. Particularly, employees with appropriate skills and knowledge, form a national and international repute for themselves and the organizations they work with.

Apart from the above areas of focus that are bothered on incompetency, lack of good motivation, poor facilities, bad training environment, there is an empirical assertion that has led to the measurement of the effect training effectiveness on co-worker support nor that of co-worker support in relations to employee performance. No any study that uses co-worker support to mediate between training effectiveness and employee performance despite the importance of the variable in explaining how training effectiveness influences employee performance. No study still used Structural Equation Model to analyze same. The focus of past studies is mostly on employee training off-the-job (i.e. outside organization), training effectiveness and organizational performance using different intervening variables. The co-worker implication on training effectiveness and employee performance is abandoned. The past studies were seen to negate the works of Roberts Blake and Jane Mouton (1964) which combined two ingredients of managerial behaviour – the concern for people and concern for production upon which a grid was formed. Our point of departure here, therefore, is to close the gap created by the studies conducted on training effectiveness and co-worker support so far, through an investigation into the likely effect of this phenomenon on employee performance. The absence of a study on the changes that may occur

due to training effectiveness and co-worker support may likely lead to adversarial Human Resource Management (HRM) atmosphere which may cause investors some uncontrolled business downtime with losses. It is on this that this study intends to investigate the mediating effect of co-worker support on the relationship between training effectiveness and employee performance.

2. Literature Review

2.1. Conceptual Review

2.1.1. Training

Training, like any other organizational activity requires time, energy and money. It's an investment in employees' productivity and retention by providing for career progression and employees job satisfaction over the long time. This is because training is special skills, abilities and knowledge that are required to perform a specific job well (Muhammad & Saeed, 2017). As a systematic way to improve the performance of employees training provides a link between job requirements and the current job specification of the employees. Therefore the organization needs to know whether their investment in training is being spent effectively or not.

Baldwin and Ford (1998) estimated that "not more than 10% of training and development expenditure actually results in transfer to the job. Thus, training is a systematic way to improve the performance of employees, and it provides a link between job requirements and the current job specification of the employees (Elhajjar & Madina, 2018). This is perhaps the main reason training must have specific goals of improving one's capability, capacity, productivity and performance. After the training, performance, when measured, indicates that training helps in proper utilization of resources; that further helps employees to achieve organizational as well as personal goals. Training also helps to increase job knowledge and skills. It also expands the intellect on overall personality of the employee (Muhammad & Saeed, 2017). A survey indicated that "only 39% of the executives think that their organizations have made serious efforts to orient them into their organizations. Training and manpower development relevant to organizational goals should be provided to employees and recipients provided with an enabling environment to perform tasks (the enabling environment includes opportunity to put into practice the new skill and competence they acquired; commensurate monetary reward to, perhaps, compensate them for the experienced in

acquiring the new skill and competence. Valle, Romero and Dolan (2010) argued that training may continue beyond initial competence to maintain, upgrade and update skills throughout working life. Training could be given through different methods such as on the coaching and mentoring, peer's cooperation and participation by the subordinates. This team work enables employees to actively participate in the job and produces better performance, hence improving organizational performance.

2.1.2. Training effectiveness

Training effectiveness is fundamentally an evaluation that inspects the level to which training enhanced the employee's skill, knowledge, and behaviour inside the association. Training effectiveness is an extremely multifaceted event. Apart from the set of economic, social, environmental and political factors, the effectiveness of training in any place is resolute, in great scale, by the behaviour and perception of the people efficiency. Mindtools (2016) defined effectiveness as the degree to which something is successful in producing a desired result. It is essentially a measure that examines the degree to which training improved the employee's knowledge, skill, and behavioral pattern within the organization as a result of the training. In order to make training effective employees must demonstrate the desired behaviour change (new skill, new knowledge, etc.) they learned during the training Valle, Romero and Dolan (2010). This means it becomes necessary for organizations to have a program in place to periodically evaluate the effectiveness of training; otherwise the huge amount invested in it would turn out to be wasted. Again, Ramachandran (2010) has made an analytical study on the effectiveness of training using a different cadre of employees working in a public sector organization. The result revealed that employees differed in the effectiveness of training programme on the basis of demographic characters. It is also inferred that experience and education of the employees of the organization is predominating and determining factor in training programme.

Research conducted by Saharan (2011) highlighted that most organizations are taking feedback from employees for training effectiveness to maximize its benefits. Adding that companies should subscribe to the belief that smarter, better trained workers increase chances for business success.

2.1.3. Co-worker support

Literally, co-worker is a person with whom one works, typically someone in a similar role or at a similar level within an organization. It is the extent to which employees believe their co-workers are willing to provide them with work-related assistance to aid in the execution of their service-based duties. Because of its influence working environment, it will affect employee attitude and performance at work (Chamberlain & Hodson, 2014; Rumens, 2009). In line with these, therefore, human resource managers are well-advised to establish environments conducive to enhancing co-workers' evaluations of one another (Ramachandran, 2010).

2.1.4. Employee performance

Employees always want to develop career enhancing skills that will lead to an increase in their job performance at work that may influence their retention decision. High performance of employees plays a crucial role in determining an organization's performance since highly performing individuals will be able to assist the organization to achieve its strategic aims and sustaining the organization's competitive advantage. Hence the reason Human resource managers have high expectations concerning employee job performance by continuously monitoring employees' job performance through various performance management activities (Dessler, 2015). Thus, having a workforce that is well equipped, skilful and prepared that can that business ability to compete both nationally and internationally.

Employee's performance is a function of training (Muhammad, 2017) and business organizations today focus more on effective training which produces better financial results and net sales, their profit margins get better than before and their employees can develop their skills and knowledge to better complete their jobs. Workers being the most valuable asset of every business can make or break its reputation and can harmfully affect profitability. Employees often are responsible for the great bulk of necessary job to be done and those employees who undergo proper training tend to keep their jobs longer than those who do not (Amir & Amen, 2018).

Though literature supports positive relationship between training and employee performance in different studies, but this study focused on the mediating effect of co-worker support on the relationship between training effectiveness and employee job performance. The understanding is

that when employees are effectively trained and subsequently been assisted by their co-workers, they get their skills improved and developed; progression in their skills will lead them to enhance their productivity and their team performance subsequently. Thus, they will complete their tasks on time and therefore, their efficiency will too be increased. When training is effective, it can help to increase job knowledge and skills (Amir & Amen, 2018). It also expands the intellect on overall personality of the employee which amounts to increase in the overall individual tasks performance and the organizational performance.

According to Muhammad (2017) training is crucial strategic tool for improving employee performance and organizations keep increasing training. They further believed that the continued existence of any business in the viable society lies in its capability to train its employees to be innovative, inventive, and creative who will frequently enhance employee performance and increase competitive advantage.

2.2. Empirical Review

According to the study conducted by El-Hajjar, and Madina (2018) on exploring the factors that affect employee training effectiveness in Bahrain suggested that the respondents had neutral perceptions on all factors. As well, they concluded that there was a strong positive linear correlation between the five factors affecting training effectiveness in which training environment is among. To the researchers, training environment provides a conducive atmosphere for learners to learn and for trainers to give quality training.

Mat, Omar, Osman, Kofli Rahman, Jamil and Jamaluddeen (2015) also found that training environment helps in making co-workers effective by increasing the knowledge, skills and attitudes aspect of the trainees and co-workers after training programme. Bad training environment is seen as one of the biggest work-related problems which can lead to economic loss to the organization in particular and the society in general.

Studies such as that of El-Hajjar and Madina (2018) discovered the elements that affect employee training effectiveness in Bahrain they established that the respondents had unbiased opinions on all elements which are training content, training environment, facilities and materials used during

the training, presentation style of the training and training schedule. Equally, it was resolved that there was a strong positive linear relationship amongst the five factors and training effectiveness.

Furthermore, a model of training transfer developed by Baldwin and Ford(1988) which indicated in the model the variable which affected the training such as training design, trainee characteristics and work environment. Factors examined in the study are the research design employed, the criterion measures of training transfer used and brief summary of the result of the individual study.

According to Aarsalani, 2011 and El hajjar, 2014), training facilities used are also elements of training effectiveness which influence employee performance when used carefully. They include audio/visual-equipped rooms, and dry laboratories, computer training rooms which are media-based, such as electronics.

Punia and Kan (2016) in their research on factors affecting training effectiveness and its implications for future directions argued that transfer of training is the main part in training effectiveness. It is found that transfer of training generally refers to the usage of trained knowledge and skills back on the job. Saks and Haccoun (2015) views training transfer as the generalization of knowledge and skills learned in training on the job and the maintenance of acquired knowledge and skills over a period of time. Nowadays, a lot of organizations spends huge amount of resources on the issue concerning the transfer of training to the workplace (Topno, 2017). Since following expensive training effectiveness programs by business and government organizations, it is perceived that their employees develop behaviour and performance to achieve organizational goals.

In the study conducted by Burke & Hutchins (2017), it was found that social support for physical activity (e.g. training) did not indicate any effect on other factors. More still, social support for physical activity they reported had a correlation with physical activity of self-efficacy. Another study conducted by Trace, Tannenbaum & Muhammad & Saeed (2017) indicated in their study that higher levels of knowledge retained and co-worker support increased the positive effect of higher transfer of knowledge. The researchers suggested that, in order to improve transfer of training, managers should concentrate extra in creating enabling environment which increases co-worker support at least in the short run and develops the quality of other types of support in the long term so they can benefit from the advantage of transfer of training (co-worker support).

Again, Gallivan, Spittler, and Koufaris (2015) illustrate the general relationship between trainee's motivation and traditional training criteria and concluded that trainees come to training programs with history of organizational experience and knowledge of what they will meet whenever they return back to their job. Worker join and leave training different level of motivation that will probably influence how much skills they learn and whether they transfer learning to the job. Vis a Vis the relevance of the program. While some employees enjoy the challenge of training, others see training as a golden opportunity to achieve their personal and organizational goals. These attributes are what possibly prompts employees to respond differently to the training program, which also has multiplier effects on the training outcome.

In the same vein, El-Hajjar and Madina (2018) believed that demographic variables or characteristics such as age, and education influence training motivation. Older people, for example, have difficulty in receiving training relating to new technologies than their younger counterparts which makes them less likely to give or receive work support in terms of training and retraining resulting to negative effect on their training motivation.

Researches (El-Hajjar & Madina, 2018) shown that trainees' ability, education, personality and goal orientation are strong predictors of training effectiveness and co-worker support and performance on the job. Punia & Kan (2016) added that trainees' ability moderates the relationship between trainee motivation and employee performance.

Investigation has shown that co-worker support, job satisfaction and organizational commitment are highly interrelated (Babin & Boles, 2014), and as such, it can be projected that determinants of job satisfaction will also impact organizational commitment which affects job result. Bakker (2016) further claimed that useful feedback from co-workers, co-worker helping and support, and observed organizational support for creativity would each lead personnel to perceive that their creative, hard work would be effective. Vincent, Caroline and Estelle (2010) advocate that employee perceptions of co-worker involvement and supervisory support can reduce stress and increase employee performance. Thus, an important way in which supervisors ease employee performance is by providing vital resources (e.g., equipment and training).

According to Tharenou (2011), variables such as relevant pretraining experiences and participant choice to attend training contribute to participants' motivation to learn. Personality traits,

individual differences, age, anxiety may have a direct effect on motivation to learn and trainee performance (Noe, 2017 & Mathieu & Martineau, 2017). Tai (2014) further postulated that trainees who possess higher training motivation would demonstrate more training effectiveness (i.e. reactions, learning, and transfer motivation) than those who have low motivation. Mainly, organizations should increase trainees' self-efficacy and training motivation prior to the actual training program (Tai, 2014). Similarly, Colquitt et al. (2010) submitted that even if trainees possess the ability to learn the content of a course, they might fail to benefit from training because of low motivation. Some studies also suggested that motivation played a more determinant role than other individual factors in regard to training performance (Tai, 2014). Consistent with this, the notion that "trainability" is a function of an individual's ability and motivation to learn is widely accepted among researchers and practitioners in education and training.

2.2.1. Logical explanation on how co-worker support fit into the model

The variable co-worker support (the mediator variable) fit into the model because of its linkage to the independent variable - training effectiveness and the defendant variable – the employee performance. Firstly, when employees' training received is very effective (i.e. training effectiveness) the employees' who really enjoyed the effective training will find his performance improving by seeing reduction in errors, increase in quality with speed. As such, such employees will be able to help/support their colleagues with the knowledge and additional skills so learned from their superior or peers at work (i.e. co-worker support). This is logical and can boast employees' individual performance and performance of his peers by bringing love, cooperation, and reduction of conflict at work. The co-worker who really renders the assistance will find himself perfecting his own ways of discharging his own duty on-the-job. So it is logical that effective training actually leads to co-worker support, and co-worker support also influences employees' performance at work.

2.3. Conceptual Framework

Extant writings, as indicated in the works of Kirkpatrick (1976), Baldwin and Ford (1988), Punia and Kan (2016), Yaqoot, Mohd and Mohd (2017) and El-Hajjar, and Madina (2018) have aided us in proposing an examination of the constructs under study. The two main variables are training effectiveness and employee job performance, which are the criterion and predictor variables

respectively. The dimensions of the predictor variable are training facilities, training motivation, training environment, emotional reaction level and transfer of training. The criterion variable has its measures, the employee satisfaction, employee engagement, achievement of targets, creativity and innovation and quality work. The mediating variable used is co-worker support. The three key variables (the predictor variable, the criterion variable and the mediator variable) and how they relate, gave rise to this research work.

To shed more light, the conceptual framework proposed for this study is partly in agreement to the model advanced by Kirkpatrick (1976) which comprises of four diverse levels of determining training effectiveness which embraces emotional reaction level, learning level, behaviour level and result or outcome level. Once more, in the theoretical framework established by Yaqoot, Mohd and Mohd (2017) and the study led by Punia and Kan (2016), it was conceptualized that training environment and training motivation leads to training effectiveness. In a likened research conducted to assess the factors affecting training effectiveness and its managerial implications by Punia and Kan (2016), it was established that factors such as motivation, attitude, emotional intelligence, supports from management and peers, training style, open-mindedness of the trainer, job related factors, self-efficacy and basic ability etc. all determines training effectiveness in organizations. While studies of El-Hajjar, and Madina (2018) and Bakker, (2016). discovered the elements that affect employee training effectiveness in Bahrain where they established that the respondents had unbiased opinions on all elements which are training content, training environment, facilities and materials used during the training, presentation style of the training and training schedule. Equally, it was resolved that there was a strong positive linear relationship amongst the five factors and training effectiveness.

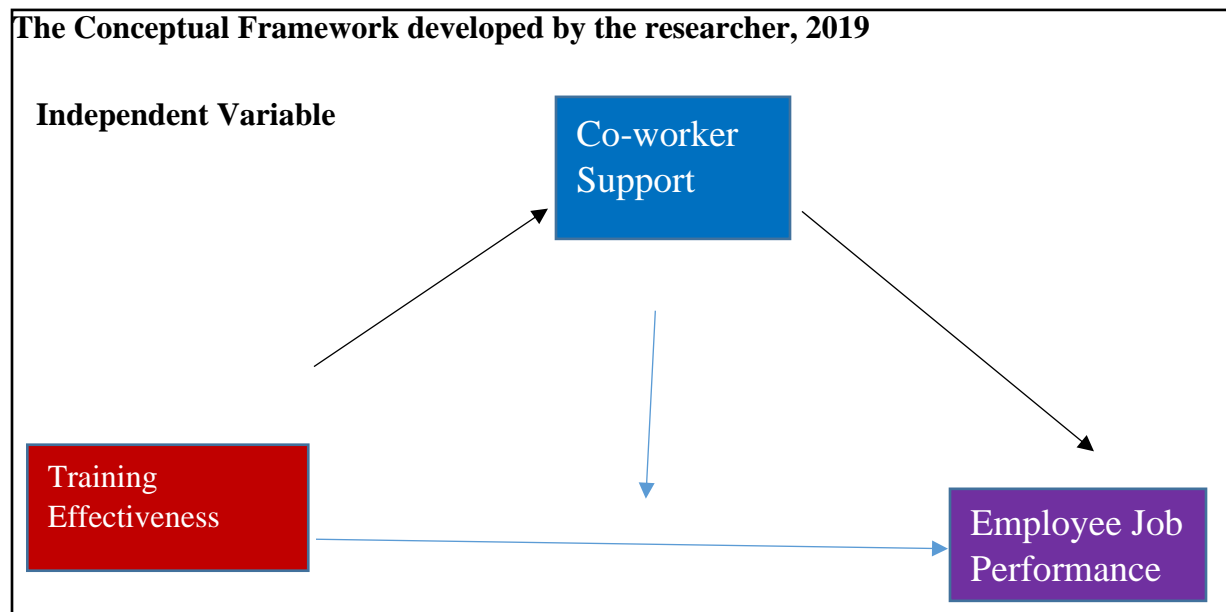
Furthermore, a model of training transfer developed by Baldwin and Ford (1988) which indicated in the model the variable which affected the training such as training design, trainee characteristics and work environment. Factors examined in the study are the research design employed, the criterion measures of training transfer used and brief summary of the result of the individual study. Baldwin and Ford (1988) noted four limitations to training transfer literature: a. the criterion problem of how training transfer is defined and operationalize, b. the low complexity of the tasks used to examine the training design factors on learning and transfer, c. the lack of conceptual framework to drive the choice of trainee characteristics to examine in transfer research and d. the

lack of attention to clearly conceptualize and operationalize key work environment factors (e.g. climate, support and opportunity to perform).

Based on these and other works of literature and their inconsistency in their findings therefore, this study intended to use emotional reaction level form Kirkpatrick's model, training environment and training motivation of the conceptual framework developed by Yaqoot, Mohd and Mohd (2017) and Punia and Kan (2016) as well as training facilities and transfer of training conceptualized by Baldwin and Ford's model of 1988. Thus, this study adopted five determinants of training effectiveness from the previous studies discussed. The selection of these elements from the respective scholars is informed by their applicability to the context, setting or environment and nature upon which this study is based. In Nigeria and many other developing nations for example, employees' training were not effective considering the nature and condition of the training environment, poor training motivation, poor and inadequate training facilities which in most cases make training transfer very difficult and make employee emotional reaction to be negative thereby hindering employee training effectiveness and by implication employee performance on the job.

Figure 1 below is conceptual framework presenting the relationships regarding the independent, the mediator and the dependent variables of the study. It is depicting how both independent and mediating variable influences the dependent variable (i.e. how both training effectiveness and co-worker support influences employee performance).

Figure 1: Conceptual framework of the study



Source: Kirkpatrick (1976), Baldwin and Ford (1988), Punia and Kan (2016), Yaqoot, Mohd and Mohd (2017) and El-Hajjar, and Madina (2018).

2.4. Theoretical Framework

Although many efforts have been completed from time to time, still, there are little theories of training effectiveness (Ford & Weissbein, 2013). Theories of training and/or learning counts on the systematic approach on how human resource managers should make training effective so as to motivate and by implication, make employee performance high (Ford, 2013). This proposed study focuses on three relevant theories that shed light on this study. They are:

2.4.1. Theory of reinforcement

This theory focuses on behavior and recognizes three basic rules of consequences: a-Reward for positive behavior reinforces positive behavior. b- Punishment for negative behavior weakens negative behavior and c- If there is no reward or punishment, behavior is fading (Coon, 2016 & Walsh, 2013).

According to Coon (2016) however, the theory emphasizes on the learning behavior of a person and suggests that the learner/trainee will repeat that behavior which is attached with a positive outcome or result. This theory postulate that the training and development programs should be

aligned with the organizational objectives and a positive outcome should be expected with such training and development programs. Different types of rewards in the form of bonuses, salary raises, promotion and awarding of certificate after the training program can be associated with the training and development activities and these rewards will definitely generate a positive outcome.

2.4.2. Theory of learning types/levels

The theory presented by Robert Gagne (1962) emphasized on learning of intellectual skills. These are such skills which are found rare among the persons. He suggested by different learning types in his theory and each learning type contains some external and internal conditions. The five categories of learning which Gagne defined in his theory include intellectual skills, verbal information, attitudes, cognitive strategies and motor skills.

2.4.3. Theory of social learning

Social Learning Theory, theorized by Albert Bandura, posits that people learn from one another, via observation, imitation, and modeling. The theory has often presents a new view of learning i.e. social. Bandura's theory explains human behavior in terms of continuous reciprocal interaction between cognitive, behavioral, and environmental influences (Bandura, 1986,). It suggests that an effective strategy to achieve these objectives includes providing opportunities to observe the organization rewarding desired workplace behaviors and punishing inappropriate behaviors. This implied that organizations can improve their employees by giving them access to variety of courses, workshops and self-paced alternatives. These will enhance their development and at the same time, enhance organizational productivity (Duggan and Media, 2013).

The theory that is very relevant and significant to be used in this study is social learning theory as it explains all the variables and their relationships as it is.

Proposed Research Questions

This study proposed to address the following questions:

- i. To what extent does training environment influences employee performance?
- ii. What are the effects of training motivation on employee performance in an organization?

- iii. Does employees emotional level of any significant effect on his job performance?
- iv. How can transfer of training affects employee job performance?
- v. Is there any significant relationship between training facilities and employee job performance in an organization?
- vi. To what extent does training environment influences co-worker support?
- vii. What are the effects of training motivation on co-worker support?
- viii. Does employees emotional level affects co-worker support in organizations?
- ix. Can transfer of training make co-worker support possible in organizations?
- x. What are the effects of training facilities on co-worker support?
- xi. To what extent can co-worker support mediate the relationship between training effectiveness and employee performance in an organization?

3. Conclusion and Recommendations

This study demonstrated that the training environment, training facilities, training motivation, emotional reaction level of trainees and training transfer defined in terms of training effectiveness are directly related to co-worker support as well as employee performance on the job. This paper proposes that good emotional reaction is related to the application of behaviours gained from a specific training course. In particular, the co-worker support system is shown to play a central role in facilitating not only transfer of training but increases training transfer too. The study proposes the significant relationship between all the determinants of training effectiveness (the independent variable) with the mediator (co-worker support) as well as the dependent variable (employee job performance) as used in the study. Relevant theories that shed more lights in such relationships in this study were reported and fully discussed. Thus relevant pieces of literature on the topic such as that of El Hajjar (2018), Baldwin and Ford (1988) Kirkpatrick (1976), Punia and Kan (2016), Yaqoot, Mohd and Mohd (2017) were reviewed and based on such literature we concluded that training effectiveness have a significant influence on both co-worker support and employees performance and that co-worker support strongly affects employees performance. As clearly stated, the main aim of this study is to assess the mediating effect co-worker support on the relationship between training effectiveness and employees' performance in organizations. Thus this study as compared with previous studies shows a positive correlation between and among all the variables under study.

However, this study recommended that:

- i. The management should provide state of the art training facilities to enable trainers to give adequate and qualitative training to the trainees.
- ii. A very conducive training environment should be provided so as to allow both the trainees and the trainers, as well as co-workers, interact without difficulties.
- iii. Both the parties to the training exercise should be motivated and encouraged to gear efforts in acquiring new knowledge and skills which will boost their productivity
- iv. Training, when obtained, should be made to be transferred to those in need at the right place and time for it to be effective and beneficial.
- v. Managers at all levels should make sure that trainers and trainees are well trained on how to control their emotions and make it to be within the reasonable level.

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