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MODERATING EFFECT OF CO-WORKER SUPPORT ON THE RELATIONSHIP BETWEEN TRAINING MOTIVATION, TRAINING ENVIRONMENT AND EMPLOYEES' JOB PERFORMANCE

Mukhtar Shehu Aliyu

Department of Business Administration and Entrepreneurship,
Faculty of Management Sciences, Bayero University Kano-Nigeria.

Garba Bala Bello

Department of Business Administration and Entrepreneurship,
Faculty of Management Sciences, Bayero University Kano-Nigeria.

Ibrahim Ahmed (PhD Candidate)

Department of Business Administration and Entrepreneurship,
Faculty of Management Sciences, Bayero University Kano-Nigeria.

Abstract

In Nigeria today academic staff are faced with problems regarding inability to be well trained and to achieve quality education, coupled with poor training environment in addition to poor job performance which results in many drawbacks to many Nigerian higher institutions. In this context, not much research has been conducted on training motivation, training environment and academic staff job performance moderated by co-worker support. This study examined the direct effect of training environment and training motivation, on employees' job performance amongst academics. Drawing from Social Learning Theory (SLT), the study also examined the indirect role of co-worker support on the relationships between training environment, and training motivation on employees' job performance. Data were gathered from 384 academic staff and were analysed using PLS-SEM version 3.3.7. The findings of the direct effect between training environment and employees job performance were accepted, while that of training motivation and employees' job performance were significant and hence rejected. Similarly, the moderating role of co-worker support on the effect of training motivation, co-worker support and employees' job performance was very significant and hence rejected but the indirect relationships of training environment with the moderator was accepted. The findings is a wakeup call for upper level management of the university to develop a strategy that would further improve on the training environment, training motivation, for managing the entire effective training process in the university. Finally, the study implications for theory and practice, limitations as well as conclusion and recommendations and direction for future research were provided and discussed.

Keywords: Training, Motivation, Environment Employees, Job Performance, Co-worker support

1. Introduction

The term performance refers to the accomplishment of something or mere working effectiveness. In an organization, performance is realized at the levels of organization, process and individuals and the interrelationships among these will define the vantage points of the organization. Becker et al, (2017) Employee job performance is critical to the overall success of the organization, managers need employees

that are able to get the job done, because effective and efficient employee job performance is critical to the overall success of Nigerian universities. One most important factor of employee job performance is to achieve goals. High performing employees meet deadlines, improve quality and build positive human interactions. Therefore, it is important to foster a positive, energetic work environment, cultivate a positive work environment by encouraging high performing employees (Diamantidis & Chatzoglou,

2019) as effective employee job performance means how well employees performed on the assigned tasks. In another meaning, employee job performance can be described as the ability of individual employees to achieve their respective work aims, then meet their expectations, achieve benchmarks or accomplish their organizational goals (Iqbal, et. al., 2015).

In America, poor employee job performance is seen as a problem for higher education institutions and it leads to loss of jobs among academic staff who supposed to have a considerable impact on students and remaining staff members when vacant positions exist because of inability of personnel to discharge their duties effectively (Ramli, 2019). In this direction, academic staff job performance in USA, UK and other western countries, is gaining many considerations by training employees who can work effectively with minimal errors and with competency. In a rapidly changing economic and working environment in America and globally, organization performance and employee performance has been crucial in order to be competitive. Hence, it is important for all organizations to analyse the factors that contribute to employee job performance. Job performance recognizes as the comprehensive outcome that employees contribute to the organization (Smith, Patmos & Pitts, 2018). It is overall complete of abilities, motivation and chances. Hence the success of the strategy of organization lies through individual achievement which is directly based on their job performance. Every employee working in the organization is expected to perform his or her job in an accurate way. Through employment rules and regulation, the employee was accountable for successful performance related to duties and tasks assigned to him. In their study, Smith, Patmos and Pitts (2018) added that the degree to which employee job performance succeeded perceived to be significantly related to how effectively they were trained and motivated. They highlighted that universities in the US alone spent approximately \$800 million of dollars to train their staff which shows that effective employee training are key to increase in job performance and in achieving the estimated organisational goals.

In the same vein, in Northern Europe, Turk and Roolah (2017) study revealed that university staff accepted to be appraised when it is aiming at individual and institutional improvement. The focused on the relationship between performance appraisal and academic staff performance in selected public universities in Uganda. Similarly, Lee, Jung and Shin (2020), reported that in South Korean university 23 which constitutes 36.1 percent loss their jobs in one year due to poor job performance 13 female lecturers which represent 8 percent of total lecturers in of the same university sacked due to late coming and inability to meet schedules of lectures. And a total of 12 representing 9 percent staff suspended due to inability to adequately transfer what they learnt to their students as.

In African countries such as Uganda, Wamala and Ssembatya (2017) reported that there was low research productivity amongst academics. This was being manifested in low levels of output in research as characterized by the limited number of books being authored and few publications by academic staff. The findings were however, contrary to the requirements of the National Council for Higher Education (2014) which demands that a university lecturer must produce new knowledge through research output in the form of published books and articles in recognized academic journals as indicators of quality and productive performance of academic staff. Reports of poor lecturer performance in terms of ineffective teaching, low records of publications and inability to attract and win projects continue to prevail in most public universities in Uganda (McGregor, 2007 & NCHE, 2016). For instance 2621 (52 per cent) out of 5008 (100 per cent) of lecturers who applied for promotion in Uganda did not get promoted as they failed to satisfy the promotion requirements (McGregor, 2007).

More so, a significant number of academics in Nigeria could not take care of the basic need of their families with the meager remuneration they are paid resulting to leaving the academic job and taken up new careers in the banks and private sector or join the bureaucracy (Adamu & Jimada, 2014). This poor development could further lead to poor job performance amongst academics. In Nigeria today the salary of

University lecturers at a point of entry are: Lecturer II (N137, 459), Lecturer I (N173, 333) and Senior Lecturer (N257, 625). The Reader (Associate Professor) is currently on the monthly salary of N314, 081 and lastly, a Professor is monthly paid a salary of N381, 695 to N501, 680 monthly (Ashafa, 2014). These poor remunerations made lecturers called for series of nationwide strikes that further affects their job performance.

The study of this nature is necessary in Nigeria, because of the worrisome state of majority of tertiary institutions in terms of academic staff quality, competency and availability. Academic staff performance in Nigeria in terms of winning research projects is still very scanty, because the Nigerian education or academic sector suffers from what is being branded as “brain-drain”. The notion of brain-drain according to (Ashafa, 2014) presents negative implications for the psyche and morale of young academics. For instance, Adamu and Jimada (2014) assert that 65 per cent of Nigerian higher institutions lack of well-equipped libraries with outdated technologies (where available) and poor teaching or training facilities. In terms of researches conducted by Nigerian trained lecturers according to Mahadi (2014) less than 20 per cent of the lecturers were able to publish in the ISI, Elsevier and Scopus indexed journals which made it difficult to rank Nigerian universities high in the global scale.

Nevertheless, there is a considerable level of efforts made by federal as well as some state governments of Nigeria in making academic staff training effective and provision of conducive and friendly working environment that will enhance lecturers performance at workplace, what is yet to be known are the major predictors effective staff training and employee job performance (Obaid, 2018). Average percentage of academic workforce in Nigeria merely put in their time to work and about 45 percent of academic staff are committed to extra work while the remaining 65 percent display their dissatisfaction through poor motivation, poor pay, inadequate facilities and poor on-the-job training to mention a few scenarios (Ashafa, 2014)

Material rewards such as pay, rank and influence over policy would increase perceived support. Co-worker support can also provide a basis for solidarity and united resistance to management as it has important effects outside the workplace. For example, positive social relationships have been found to be linked to physical and mental health (Chae & Park, 2020). Previous study (Lin & Lin, 2016) indicated that the quality of the co-workers' relationship reveals the effectiveness of communication between the two parties, as well as a representation of how well the two parties coordinate with one another. Co-workers' behaviors also affect the relationship between the co-workers. Similarly, Ahmad and Karia have emphasized the relationship between training and attitude as it relates to working with others, therefore employees with positive attitudes become stakeholders in the process and job accomplishment is of a higher priority.

Statement of the Problem

Nigerian universities are aspiring to become world-class universities (Alfred, 2020), and the ability to attract, select, train and retain capable academic staff is of paramount importance. This is essential because level of competency, skills and ability of workforce of an organization influences its ability to gain and maintain a competitive advantage (Ashafa, 2014). Nigerian universities at present faces challenges concerning lecturers' job performance (Falola, Osibanjo & Ojo, 2014), and it is worrisome when it comes to having adequate and trained employees to accomplish organizational tasks (Ashafa, 2014). In order to achieve the world class rating, University regulators in Nigeria have introduced measures such as study fellowship, research and publication drives, seminars and workshop to boost the morale of the academics. According to Alfred (2020), in 2017 alone, nearly N2 billion was spent in training of academic staff. Despite all this, many academic staff in Nigerian universities stagnates for a long period of time without promotion (Adamu & Jimada, 2014). Because it is mandatory as part of promotion amongst academics to attend such activities and it is indication of low employee productivity

whenever staff did not attend conferences, seminars and workshops.

Jamal (2014) argued that coworkers who have attended training have the ability to demonstrate to others by displaying how they should apply concepts in their routine businesses. Also, in on-the-job skill assessment, trainees offer a clear picture of performance and skill improvements directly related to training acquired from their colleagues (Eades, 2014). Similarly, Limpanitgul, Robson, Gould-Williams and Lertthaitrakul (2019) found that co-worker support significantly influence employee service, attitudes and behaviour. Hence coworker support can influence the relationship between employee training effectiveness and employee performance in Gombe state university. This is in consideration of the fact that co-worker support will influence the level of employee competencies, their skills and ability to work for the benefit of the organization.

Although there are many studies linking training motivation, training environment to employee job performance. Studies conducted by Elhajjar and Medina (2018), Mohamad and Valliappan (2020) used training motivation as dependent variables and found a strong positive linear correlations with the dependent variable, it seems that more studies are still needed in at least three dimensions: influence of motivation, the attitude of employees, and developing a new different model.

Theoretically, few attempts were made in investigating the possible factors responsible for training motivation and training environment given to employees and its influence on employee job performance at all levels of management across the globe. The few previous studies were able to make useful findings of related determining factors (Dessler, 2015; Eades, 2014). These show a strong need of a study that will pave ways in introducing relevant theories that will help in explaining and improve employee job performance among lecturers. Because failure to do so will continue to affect the university system not only in Nigeria in particular but the entire world in general.

Based on review of several studies, the researcher did not come across any study which incorporated such variables in a single framework to analyze the effect of the dependent variables on employee job performance through the moderating effect of co-worker support in Nigerian university setting. And the study identified the following gaps: firstly, is theoretical gap, where none of the previous studies integrate and aligned Training Environment (TE), Training Motivation (TM), Employee Job Performance (EJP) and Co-worker Support (CS) into one framework. Therefore this study examined the relationship between these two dimensions of training effectiveness, moderator and outcome variables mentioned such as training environment, training motivation and co-worker support and employee job performance within the study context. Therefore, it is in view of the limited empirical studies on training environment, training motivation and their immeasurable importance to employees job performance that studies on factors influencing employees' job performance in organizational setting becomes necessary and that efforts should be intensified in that direction.

Research Objectives

The main aim is to assess the moderating effect of co-worker support in the relationship between training environment and training motivation on employee job performance. The specific objectives are:

- i. To determine whether training environment affects employee job performance
- ii. To evaluate the extent to which training motivation significantly affect employee job performance
- iii. To determine the co-worker moderating role between training environment and employees' job performance
- iv. To evaluate the moderating effect of coworker support on the relationship between training motivation and employees' job performance

Research Hypotheses

The following hypotheses were developed and used in this study:

- i. **Ho₁** There is no significant relationship between training environments and employee job performance
- ii. **Ho₂** Training motivation has no significant effect on employee job performance
- iii. **Ho₃** Co-worker support cannot significantly moderate the relationship between training environment and employees' job performance
- iv. **Ho₄** Co-worker support has no moderating effect in the relationship between training motivation and employees' job performance

2. Literature Review

Concept of Employee Job Performance

Employee job performance is defined as the outcome or contribution of employees to make them attain goals (Harrison 2016) while performance may be used to define what an organization has accomplished with respect to the process. Employee Job performance shows individual behaviors that contribute to achieve organizational objectives. Research proposed that high level of employee perception displays a high level of job performance. Employee job performance shows effectiveness and efficiency that make a payment to organizational goals. In the past employees were not able to make effective decisions because the system of the organization does not permit them to do this. According to Armstrong (2018) employee job performance is everything about the performance of employees in a firm or a company or an organization. It involves all aspects which directly or indirectly affect and relate to the work of the employees. Employee job performance is normally looked at in terms of outcomes. However, it can also be looked at in terms of behavior (Armstrong 2018).

Employee job performance is the realization of a task assigned to an employee based on his/her personal qualifications within reasonable limits. It is a function of the capacity, opportunity and desire to perform a task towards the realization of the organization goal in line with pre-determined criteria and the personal qualifications of the employee (Başaran, Cibere & Kantarci, 2020; Russ & Erdoğan, 2017; Pugh et al.,

2016; & Ivancevich, Konopaske & Matteson, 2015).

In their contribution, Budiningsih, Dinarjo and Ashari (2017) find out that Nigerian universities are required to reach certain standards by improving their performance otherwise, a lot of problems will surface, including running the risk to close down the universities. This performance relates to the management or individual level which sees the human resource becoming the most determining factor to achieve the organizations' objectives. In fact, an abundance of resources such as infrastructures or physical facilities are made meaningless without the support of qualified human resources that directly disrupt the continuity of the daily operations. Within the framework of the professionals, good employee performance mirrors the ability to contribute through their works leading to the behavioral achievement that is in accordance with the goals of the organization. This means that Nigerian universities should gear more efforts in achieving set standards to avoid unforeseen circumstances

Relatively, literature supports positive relationship in studies relating to employee job performance in different studies, but this study focused on the moderating effect of coworker support on the relationship between training effectiveness and employee job performance. The understanding is that when employees are 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 performance increased 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.

However, the various definitions of employee performance stated above failed to segregate on the basis or nature of employee job such as academic and medical services or manufacturing sectors which could have helped in understanding the concept as exactly the way this study dwell to confirm. And whether or not

employee job performance could be achieved jointly with other colleagues on the job or single-handedly. Therefore, it is on this background that this study adopted the definition given by Armstrong (2018) that employee job performance is everything about the performance of employees in a firm or a company or an organization. Performance is a major multidimensional construct aimed to achieve results and has a strong link to strategic goals of an organization. Therefore, providing proper strategies for employee job performance is one of great challenges among the managers to improve organizational performance and efficiencies (Russ & Erdoğan, 2017).

Training Environment

A training environment is a workplace or educational setting designed to assist individuals in gaining work-related skills or competencies (Shirmila, 2022). When employees are placed in a training environment, they are provided with instruction and guidance toward learning on how to perform specific tasks. Awais-E-Yazdan, Hassan, Spulbar & Mitu, (2022) added that a proper training environment (social environment) will include clearly defined goals of what employees and organisation need to achieve, instructions given or received, and appropriate feedback. Unlike learning through general observation (where an employee will be watching without asking questions or getting feedback) learning in a training environment (where physical and social relationship) is guided and intentional. Trainees may be exposed to a training environment through internships or apprenticeships. In the workplace, training may be conducted for new hires as a part of their hiring process. Further training may be conducted to improve or supplement an employee's existing skills set. This implied that, a good training environment must be one which allows trainees to learn and practice the desired skills. It could also increase the level of knowledge within the organization and its employees will better understand environmental regulatory issues affecting the organization, which helps the organisational staff, comply with rules and regulations. However, their study is somehow inconclusive in that there is a strong need to differentiate and highlight physical environment and

social environments of training for better understanding and application of the concept,

According to Facticeau, Dobbins, Russell, Ladd and Kudisch (2015) training environment refers to the diverse physical locations, contexts, and cultures in which trainees learn. Since trainees may be trained in a wide variety of settings, such as outside-of-workplace locations and outdoor environments. Researchers such as Caserman, Cornel, Dieter and Göbel (2018) also argue that training environments have both a direct and indirect influence on the trainees, including their engagement in what is being taught, their motivation to learn, and their sense of well-being, belonging, and personal safety. For example, training environments filled with sunlight and stimulating training materials would likely be considered more conducive to training than drab spaces without windows or decoration, as would schools with fewer incidences of misbehavior, disorder, bullying, and illegal activity. How trainers and trainees interact with one another may also be considered aspects of a training environment, and phrases such as “positive training environment” or “negative training environment” are commonly used in reference to the social and emotional dimensions interactions (Caserman, Cornel, Dieter & Göbel, 2018). Hence, this study is hereby adopting the definition given by Facticeau, Dobbins, Russell, Ladd and Kudisch (2015) that training environment refers to the diverse physical locations, contexts, and cultures in which trainees learn. Because all training environments have to do with diverse physical locations context of the training and culture of the trainees and the trainers alike. Also, considering the nature of the current study being conducted in a university that attached much importance to co-worker support, training effectiveness and employees’ job performance the adoption of this definition is worthwhile.

Training Motivation

Training motivation is the trainee's motivation to attend a training program, to learn and to apply what is learned on the job Mangkunegara and Agustine (2016)

advocated that training motivation improves each employee's ability to push them harder which in turn increases personal and professional performance. Training motivation is the key for consistent organisational growth and performance that is focused for managers and leaders (Niati, Siregar & Prayoga, 2021).

It is vital for managers to understand when an individual or team needs to be inspired or motivated. When employees are better coaches there will be more positivity in the general work atmosphere and that in turn helps the organisation immensely. Though the impact of training motivation is well known, it has been found that a vast portion of capabilities of employees in an organisation is severely underutilized (Haryono, Supardi & Udin, 2020). Organisations or individuals want greater success when the answer resides within the ability to improve motivation, improve the use of energy and improve talent. Yet, almost every time, the emphasis is on technical or on hard skills with little or no focus on training motivation or the soft skills (Haryono, Supardi & Udin, 2020).

In the same vein, Ahmed and Almaamari (2020) added that employees who feel they are valued and recognised for the work they do are more motivated, responsible and productive. Moreover, the real sustenance of training motivation lies in the art of "self-motivation" The benefits of employee training motivation include efficiency, better adaptability to change, improves workforce stability and improvement of loyalty towards the organisation (Kodwani & Kodwani, (2021). Similarly, Gan, and Yusof (2019) that when supervisor support is personally important to employees as it was related to intentions to motivate employees on the job. Thus, when employees valued intrinsic benefits, the provision of intrinsic benefits was related to intended and actual participation in the job. So training motivation may interact with the work environment. If an employee has high motivation for training, they may notice and respond more to work environment. For example, when employers provide support (e.g., approval, money), or supervisors encourage participation, those with high training motivation may be

more likely to take advantage of the opportunities and attend than those with low motivation. Sendawula, Nakyejwe, Bananuka and Najjemba Muganga (2018) viewed that developing employees' self-worth through training motivation can promote attachment, loyalty and enthusiasm. It should also make the majority of employees keen to structure their learning and development so that it meets organizational needs. As a result, the organization will develop an ideal atmosphere for learning and growing. However, their study dwelled more energy on intrinsic than extrinsic motivation of employees. This drain the motivational efforts geared toward achievement of overall organisational objective because what motivates Mr. A e.g. money may not necessarily motivate Mr. C who is inclined to personal welfare. Unless this is done there will be a gap unfulfilled in the human resources literature.

Hence, from the foregoing, this study adopted the definition of training motivation viewed by Mangkunegara and Augustine (2016) who defined training motivation as the trainee's motivation to attend a training program, to learn and to apply what is learned on the job because of the attached importance of practical training acquired and application of learnt training at the workplace.

Review of Related Empirical Studies

2.8.1. Training Environment and Employee Job Performance

In the same vein, Wright and Geroy (2016) examined some environmental factors that affect employee job performance in UK such as corporate culture, organizational culture, job design, performance appraisal, systems, power and politics prevailing in the organisations and the group dynamics. The result of the research indicate that the said factors have no relationship with problems that exist in the organisation, and employee job performance decreases not due to lack of relevant knowledge, skills and attitude, but because of the above mentioned hurdles. However, the researchers relied heavily on social environments (group relationships) and neglect the physical environment thereby leaving a huge gap to be filled by current study

which considers both social, physical and other environments as they affects employee job performance in academic environment,

Hence, Arsalani, Fallahi-khoshknab, Ghaffari, Josephson and Lagerstrom, M. (2017) examined the impact of environmental factors on job performance: a study of hotel industry in Iran based on the domain of training and work environment includes physical environment and found positive relationship between work training environment and employee job performance. The study also measured psychosocial condition of trainees' environment using quantitative demand, emotional demands, and influence at work, role clarity, quality and leadership and insecurity at workplace on job performance and concluded that for the management to improve both the training and working environment should consider these factors. However, their study is on hospitality and a profitable venture neglecting non-for-profit organizations this study will close the gap by conducted in academic setting but not hotel industry.

Relatively, Ford and Weissbein in (2016) acknowledged a range of workplace or social environmental influences that can have effect on training effectiveness, comprising the training motivation, training condition, social support (i.e. of managers and peers) and the chance given to the trainee to use learned skills in the organization. Training motivation has been identified as a particularly important factor influencing the likelihood of co-worker support and the training environment in organisations. Training environment as used here means workplace conditions that impede or allow transfer of effective training to the job situation (Rouiller & Goldstein, 2015) such as manager's supervision and or directives, colleague or coworker approaches concerning training, and the extent to which organisational rules and practices aids in up keeping the training. However the study relied heavily on examination of extant literature without taking into cognizance any empirical data. The current study fills such gap by empirically by examining the proposed relationship and by using empirical data.

In addition, EL-Hajjar and Alkhanaizi (2018) examined the factors affecting training environment and training effectiveness of training programs, in the Kingdom of Bahrain. A survey questionnaire was used as a tool to gather data from 96 respondents that answer the research questions in this study; the weighted mean was used to measure the central tendency on each dimension in the questionnaire. Likewise, a correlation test was used to find out the relationship between the contents, training environment, facilities and materials, training schedule, presentation style from one side with the training effectiveness from other side. Moreover, regression analysis was used to examine the effect of the factors on training environment, training effectiveness, and training program. Survey questionnaires were distributed to trainees to collect the primary data for the research; the response rate was more than 6 per cent. The results of the survey suggested that the respondents had neutral perceptions on all factors. Likewise, it could be concluded that there was a strong positive linear correlation between the five factors and training environment, training programs and training effectiveness. This study included training schedule, presentation style and training content as measures of training effectiveness. The response rate and perception of employees is bound to change if other important measures of training effectiveness such as employee emotion and training transfer are rightly considered. The strong criticism of their study lied on the use of only 96 respondents which is not representative enough to come up with a robust conclusion. This will be addressed by the current study which will utilize somewhat large population.

Training Motivation and Employee Job Performance

Training motivation is the intensity and persistence of efforts that trainees apply in learning-oriented improvement activities, before, during, and after training (Tannenbaum, Mathieu, Salas & Cannon-Bowers, 2015). Various motivation relevant concepts have been examined in training research, including training motivation and motivation to learn. Jabbar and Abid, (2015) study the impact of Green Human Resource Management practices on environmental performance in

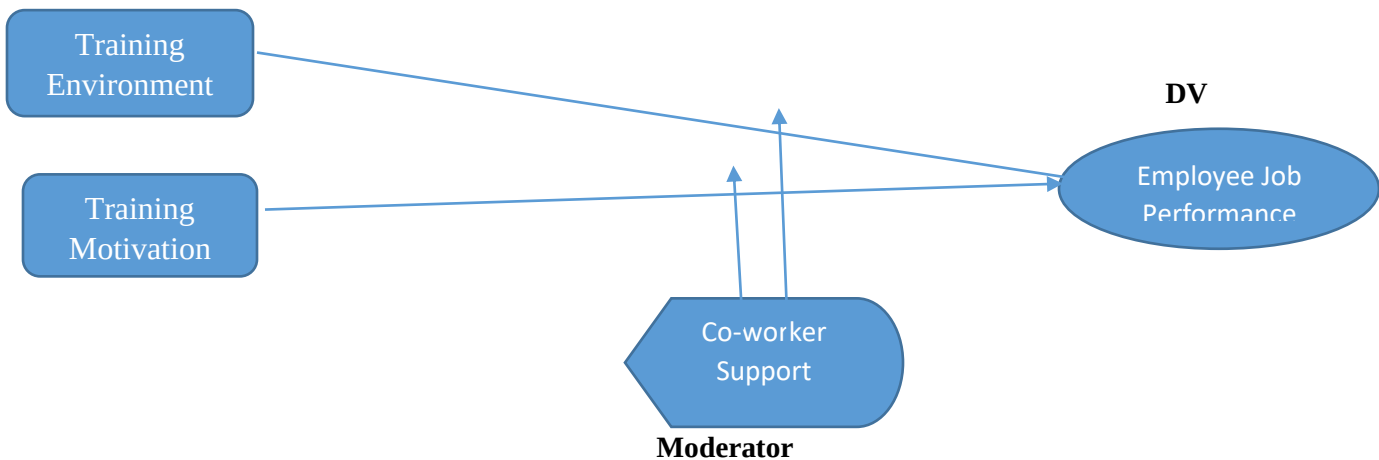
Pakistan. Convenient and snow ball sampling techniques were employed for data collection from 200 employees of green organizations. This study elucidates that employees recruited on the basis of their environmental cognizance achieve higher grades of satisfaction when they are more involved in decisions and day to day operations. Moreover, this research proposes that organizations who want to increase their employee performance should put emphasis on training motivation as it helps employees to achieve higher performance levels and improves organizational performance as well as achieve the targeted goals. The limitation faced in this study was lack of information and awareness about the topic and restricted number of firms was applying GHRM in its operations.

Training motivation is seen as a motivation to acquire skills and or knowledge which is seen as a specific need of a trainee to learn the content of a training program. Various researchers such as El-Hajjar and Madina (2018) argued that many variables such as trainee's motivation and trainee's attitude both before and after training have significant effect on workers' attitudes towards helping each other. They added that demographic variables or characteristics such as age, education and the likes influence training motivation and the tendency to train others. It aimed to explore the factors affecting the training effectiveness of training programs, in the Kingdom of Bahrain. A survey questionnaire was used as a tool to gather data to answer the research questions in this study; the weighted mean was used to measure the central tendency on each dimension in the questionnaire. Likewise, a correlation test was used to find out the relationship between the contents, training motivation, training environment and other determinants from one side with the training effectiveness and its impact to workplace on the other. Moreover, regression test examined the effect of the factors on training effectiveness among the workers. Survey questionnaires were distributed to trainees to collect the primary data for the research; the response rate was 65 per cent. The results of the survey suggested that the respondents had neutral perceptions on all factors. It was concluded that there was a strong positive linear correlation between the five factors and its effect

on trainees. This result supported training managers in designing the training programs. In addition, instructional designers and trainers might be able to identify the features of training programs by maximizing the output and the learning abilities and skills of the trainees. However, their study considered only few dimensions of training effectiveness as it laid much emphasis on training content, training motivation, training environment but ignored other important dimensions like training transfer and employee emotion level which are key in the area of training effectiveness. Their study only relates training effectiveness with workplace or organisation than the employees. This created a huge gap in literature that this current study is trying to fill in the literature.

Asim, M. (2018) also studied the impact of motivation on employee job performance with effect of training: Specific to education sector of Pakistan. His study explained the impact of the motivation level among the employee performance with the mediating of the training needed in the Pakistani universities. Respondents from the universities of about 118 suggest the impact of the HR need like promotion, motivation level of the employee, training and employee performance. In the model the researcher considered motivation as independent variable and training as mediating variable and employee job performance as dependent variable. Alpha was about 0.684 which shows that dependent variable was mediating reliable on the independent variables. The variables are maximum reliable on each other. On the other hand descriptive statistics was employed to calculate the correlation as well as regression test in the study. However, using 118 respondents as representative of many universities as used in this study made the study deficient. Because looking at the number of universities reliability and consistency is questionable. The current study filled this gap by increasing the population size and reducing the number of the universities to only one university for better and dependable outcome.

The Conceptual Framework of the Study Developed by the Researcher



Methodology

The population of the study consisted of all academic staff of the university as at the year 2021. Data of seven hundred (750) academic staff. The female academic staff constitutes one hundred and seventy nine (197) while the total number of male academic staff is five hundred and twenty one (553) out of the total population. Krejcie and Morgan (1970) table column N represents the total population size of a study and column S is the sampled size of a chosen population (N). Based on this table, since the total population of lecturers in the present study is seven hundred and fifty (750) and the sample size against it indicated two hundred and fifty six (256), then 256 is the sample size. However, Salkind and Posamentier (2012) suggested that a sample size should be increased by 40 percent to 50 percent to provide for the non-response rate and lost or damaged questionnaires. Thus, 50 percent of 256 is 128. Therefore the sample size of this study is $256 + 128 = 384$ lecturers. For Krejcie and Morgan table

Non-probability sampling technique is used in the study. According to Sekaran and Bougie (2016) a convenient sampling is the most appropriate technique when it is very difficult to access the respondents randomly and is only viable alternative, when quick and timely information is needed. Finally, this study used Statistical Package of Social Sciences (SPSS), Structural

Equation Modelling (SEM) by using PLS-SEM version 3.3.7. This method is very appealing to the researcher as it helped in estimating complex models with many constructs, indicator variables and structural paths without imposing distributional assumptions on the data. Wold (1982) however, added that PLS-SEM is a causal-predictive approach to SEM that emphasizes prediction in estimating statistical models, whose structures were designed to provide causal explanations. The technique overcomes the apparent dichotomy between explanation-as typically emphasized in academic research – and prediction which is the basis for developing managerial implications (Hair et al, 2019).

Variables and their Measurements

The measurement used in this study is primarily from existing scales, adapted for measuring training environment and training motivation. The wording of scales was modified to suit academic staff. In the survey, a 5-point Likert-type scale was used, ranging from 1 (strongly disagree) to 5 (strongly agree). Training environment measured with 6-item scale is adapted from the work of Yaqoot, Mohd and Mohd (2017); Punia and Kan (2013) and training motivation (a question with 6-Items) is adapted from the work of Baldwin and Ford (1988). Co-worker support – the moderator with 6-Item questions adapted from the works of Barbin and Boles

(2014) and Zhou and George (2017) respectively. Employee Job Performance is measured using one question with 7-Items adapted from the work of Kalkavan and Katrinli (2014).

Results and Discussion

In dealing with PLS SEM we have to content with the assessment of a measurement model and the assessment

of a structural model (Mohseni, Jayashree, Rezaei, Kasim & Okumus, 2016). Measurement model deals with study reliability and validity of measures and to achieve that the Cronbach's Alpha, composite reliability and average variance extracted (AVE) were conducted in this study. Giving table 1 below the study reliability was achieved because the Cronbach's alpha values were $>.70$, composite reliability values were $>.70$ and Average variance extracted values were ≥ 0.50 .

Table 1: Construct Reliability and Validity

Construct	AVE	CR	CA
Co-Worker Support	0.874	0.972	0.965
Employees Performance	0.564	0.980	0.763
Training Motivation	0.826	0.925	0.820
Training environment	0.792	0.949	0.958

Source: PLS-SEM V3.3.7, 2022

Test of Hypotheses

The study tested for the extent of the relationship between training environments, training motivation on

employee job performance. Thus, testing hypotheses 1 and 2. Table below presents the result of the test of hypotheses.

*** $p < 0.01$

Table 2: Path Coefficient/ Structural Model Assessment without Moderation

Hypotheses Testing (Direct Relationship)	Sample (M)	(STDEV)	T Statistics	P Values	Decision
Ha1: TE -> EP	-0.093	0.123	0.543	0.588	Accepted
Ha2: TM->EP	-1.019	0.187	5.599	0.000	Rejected

Source: PLS-SEM Path Coefficient, 2022

*** $p < 0.01$; ** $p < 0.05$; * $p < 0.1$

From the stated hypothesis in chapter one, Hypothesis 1 predicted that there is no significant relationship between training environments and employee job performance. Result revealed a negative relationship between the training environment and employees' job performance at ($\beta = -0.093$, $t = 0.543$, $p = 0.588$). Therefore, hypothesis 1 is **accepted**.

Hypothesis 2 predicted that training motivation has no significant effect on employee job performance in Gombe state University. Result indicated significant

positive relationship between training motivation and employee job performance at ($\beta = -1.019$, $t = 5.599$, $p = 0.000$) hence hypothesis 2 is rejected.

Testing the Moderating Effect

The study tested for the extent of the moderating relationship between co-worker support and training environment and training motivation on employee job performance. Thus, testing hypotheses 3 and 4 on the

following table presents the result of the test of hypotheses.

Table 3: Path Coefficient of Structural model with moderation

Hypotheses Testing	Sample (M)	(STDEV)	T Statistics	P Values	Decision
Ha ₃ : TE -> EP	-0.109	0.301	0.46	0.646	Accepted
Ha ₄ : TM -> EP	-1.689	0.441	4.149	0.000	Rejected

Source: PLS-SEM Path Coefficient, 2022

*** $p < 0.01$; ** $p < 0.05$; * $p < 0.1$

Regarding the moderating role of co-worker support in the relationship between training environment and employee performance results (see table above) indicated that co-worker support had an insignificant and negative moderating relationship with training environment and employees' job performance at ($\beta = -0.109$, $t = 0.46$, $p = 0.646$). Hence, Hypothesis 3 which predicted that co-worker support cannot significantly moderate the relationship between training environment and employees' job performance is hereby accepted. The possible reason for the acceptance of this hypothesis is that the environment (physical or social) is not much influencing factor to coworkers' relationship possibly because majority of the senior cadre of staff are on either visiting or sabbatical staff appointment who spends less time with the other colleagues that may tap from their wealth of experiences as mentors. Secondly, because of strict work environment and too much workload coupled with inadequate number of lecturers and other resources, lack of recognition it might be difficult for sound co-worker support to take place (Zhou and George, 2017). These factors were evident in most public universities including. Additionally, another possible explanation for the acceptance of the hypothesized relationship pertained to the notion that not all co-workers plays an important role of guiding or training others that are in serious need of their experience at workplace (Babin and Bole, 2014)

In line with hypothesis 4 the moderating effect of co-worker support in the moderating relationship with training motivation and employees' job performance results (see table above) shows that co-worker support had a strong and positively significant

moderating relationship with training motivation and employees' job performance at ($\beta = -1.689$, $t = 4.149$, $p = 0.000$). Hence, Hypothesis 4 which predicted that co-worker support has no moderating effect in the relationship between training motivation and employees' job performance is rejected. This means that coworker support did not moderate the relationship between the two variables. Possibly because of low intervention of supportive staff, strict work policies and poor working condition.

Conclusion

The present study has provided additional evidence to the growing body of knowledge concerning the moderating role of co-worker support on the relationship between training environment, training motivation and employees' job performance. Results from this study provide support to the key theoretical propositions. While there have been many studies examining the underlying problems of academic job performance, however the present study addressed the theoretical gap by incorporating co-worker support as a significant moderating variable. It also identified and filled the following gaps that hitherto existed in the training effectiveness literature; (i) the impact of training environment, training motivation on performance among lecturers were explored in nonwestern and non-Asian context – Nigeria. (ii) Secondly, this study tested the combined effects of the two dimensions of training effectiveness on employees' job performance in Nigeria. Other studies examined these variables (Elhajjar & Mediana, 2018; Punia and Kan; 2018; Sudhakar & Basariya, 2017; Markgraf, 2016). (iii) Thirdly, This study has contributed to the training literature by providing a conceptual framework

in which comparison was made among the two dimensions regarding their relationship with employees' job performance.

Albert Bandura's (1986) social learning theory suggests that employees would be motivated if strong training effort will lead to increased individual job performance and by implication overall organisational performance. This impliedly means reciprocal or mutual relationship. The present study has been able to coaching employees or trainees on the job, supervisor support and trust are some ingredients needed to help employees perform their jobs effectively and efficiently as it motivate them to develop their strengths and capabilities and in return reciprocates by improving their job performance at individual and organizational levels. Apart from theoretical contributions, findings provided some vital practical implications Gombe state university in particular and other public higher institutions in general. In conclusion, the present study has added valuable theoretical, practical and methodological ramifications to the growing body of knowledge in the field of industrial and organisational psychology, particularly human resources management.

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Recommendations

Based on the new findings of this study, the following recommendations were suggested:

- i. On training environment: Since findings revealed no significant relationship between training environments and employee job performance in Gombe state University even when the two variables were moderated by co-worker support. The management should gear effort on other factors that significantly influences job performance of its lecturers other than training environment. This will help in the judicious use of the institution's scarce resource at its disposal.
- ii. Staff motivation: Based on the new findings that indicated strong support that there is no significant relationship between training motivation and employee job performance (when moderated by co-worker support) in the university, the university management should double its efforts and funding to motivate its lecturers in terms of giving them opportunity for study fellowship, promotion as at when due and funding the academic staff conferences among others.

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