

FUNDAMENTAL ROLE OF SOCIAL SUPPORT ON TRAINING EFFECTIVENESS: THE MODERATING ROLE OF EMPLOYEE RECIPROCITY

TIMOTHY Nmadu

Department of Public Administration,
Ibrahim Badamasi Babangida University, Lapai
Email: nmadutimothy5@gmail.com

Abstract

Social support originating from the organization is associated with the extent to which an organization cares about employee well-being. Social support is also, commonly linked to the provision of encouragement to employees to participate in training and the guidance to transfer new skills on the job to achieve training effectiveness. The employees being conscious that their employer's cares about their well-being to attend training programmes, in return reciprocate by effectively transferring the skills to work place to give training its effectiveness. The main issue of this study is to examine the direct effect of social support on training effectiveness and the moderating effect of employee reciprocity and social support on training effectiveness. For this purpose, the study collects its data from 254 administrative staff of a federal and a state university in Niger state, Nigeria. The statistical findings from PLS-SEM indicated that social support and employee reciprocity significantly predict training effectiveness in a direct path. The results also indicated that employee reciprocity moderates social support on training effectiveness. The findings of this study are helpful for tertiary education institutions to design and to implement a successful training programmes to achieve the expected training effectiveness from the large training expenditures. This study discusses the implications of the findings for the management and stake holders of tertiary education institutions and issued future research directions.

Keywords: Employee, reciprocity, training effectiveness, social support.

Introduction

Social support and employee reciprocity has been identified as important components for explaining training effectiveness (Nmadu & Khalil, 2016; Reinhold, Gegenfurtner & Lewalter, 2018). Social support could take different perspective, such that the trainee could feel supported by their peers and supervisor's. These support dimensions can influence whether trainee will transfer skills to their work environment. Over the years, few studies have examined social support and training effectiveness and have modeled their structural relations (Homklin, Takahashi, & Techakanont, 2013; Abdul Aziz, 2016; Ng, 2017). Although, there are few studies on the influence of social support on training effectiveness but there is little or insufficient attention on the moderating role of employee reciprocity on social support and training effectiveness. However, without more empirical studies, there will be insufficient evidence to establish that there is a moderating effect of employee reciprocity on training effectiveness or a direct relationship exists between social supports on training effectiveness. In view of the above statement, this study examines the direct and moderating effect of employee reciprocity with social support on training effectiveness to fill up the existing gap. Moreover, training effectiveness is the extent at which trainees' transfer their skills on the job to enhance the accomplishment of designed training goals and objectives (Alvelos, Ferreira, & Bates, 2015).

Literature Review

Social Support

Social support describes the extent to which trainee's beliefs about how much significant others at work care about them and values their contributions to the organization (Reinhold, *et al.*, 2018). Social support can be defined as the degree to

which trainee's perceived supervisors or managers and peers as supporting the use of training skills back to workplace (Ng, 2017). The evaluation of training transfer and its effectiveness has increasingly gained importance. In fact, empirical evidence has demonstrated that social support directly contributes to the, the transfer of knowledge acquired in training to the workplace (Pham, Segers, & Gijsselaers, 2012). Thus, there are few empirical studies that previously investigate the construct. For instance, in a most recent study, Reinhold, *et al*, (2018) employed motivation to transfer to mediate the dimensions of social support which consist of supervisor support, peer support supervisor sanctions feedback/ coaching on transfer of training. The findings from the study in a direct path indicate that the dimensions of social support (supervisor support, peer support supervisor sanctions feedback/ coaching) on transfer of training have a significant impact on transfer of training. In addition, the indirect path of mediation, all the variables under investigation were strongly mediated with motivation to transfer on transfer of training. However, there was no significant mediation between motivation to transfer and supervisor support on transfer of training. This study seems to conclude that trainees are more motivated to transfer skills to workplace when they experience support from colleagues compared to support from their supervisors or managers.

Alvelos, *et al*, (2015) researched to contribute to the understanding of factors that influence the effectiveness of training of the employees of an insurance company who attended three months training. These variables comprise of perceived content validity, transfer design was mediated with social support and motivation to improve work through training on positive transfer. The findings show a significant relationship among perceived content validity and transfer design on motivation to improve work through learning. As well, the mediating role of social support was also evident in the relationship between perceived content validity and transfer design on motivation to improve work through learning. These findings contribute to the existing body of literature by substantiating how social support trainees benefitted in the organization can increase transfer of training to work environment.

In a related study, Ng (2017) examines the relationship between social support (organizational, supervisor, and co-worker support) on motivation to improve work through learning. The study data were collected from 131 public service workers who attended management training programs organized by one of the Malaysian public service training providers. The findings indicate a significant relationship between perceived content validity and transfer design on the motivation to improve work through learning. The result also shows a mediating effect of social support was also found in this relationship. The study implicates that there is a need to extend the responsibility and proficiency of the organization, supervisor, and peers in providing support for training to enhance motivation to improve work through learning.

Schindler and Burkholder (2016) employed a mixed method approach to examine the effect of social support on training transfer of a large educational organization in the United States. The study distributed 48 self-administered survey questionnaires to the respondents, while the study selected 10 participants for the in-depth interview. The outcome of integrated quantitative and qualitative findings reveals that motivation to transfer mediates the relationship between social support and transfer of training. The motivation to transfer also, fully mediates the relationship between coaching and training transfer. However, transfer motivation does not mediate the relationship between task support and training transfer. Based on the inconsistent findings in the literature, the social support deserves a moderator in in conformity with the stipulation of Baron and Kenny (1986). Social support has proven to be a significant variable to

explain motivation to improve work through learning and, consequently, the transfer of knowledge acquired in training to the workplace. Thus, we suggest that employees should actively seek social networks and exploit social support to enhance their confidence during the training process (Homklinet *al.*, 2014). Based on the above significant impact of social support, this study hypothesizes that:

Hypothesis 1: Social support is significantly related to training effectiveness

Employee Reciprocity

Employee reciprocity is defined as an adopted social rule of interaction and exchange relationship based on trust among individuals or groups involved in a social relationship (Perugini, Gallucci, Presaghi&Ercolani, 2003). Employee reciprocity norm stress that individuals should reciprocate favour to those that support them and not to harm or inflict pain on those that help them (Gobel, Vogel, & Weber, 2013).Employee reciprocity norm rests on the social exchange relationship (Blau, 1964). An exchange starts with one party giving a benefit to another. If the recipient reciprocates, and consequently a series of beneficial exchanges occurs, feelings of mutual obligation between the parties are created (Coyle-Shapiro & Shore, 2007).In a broader perspective, the notion of reciprocity encompasses a feeling of an obligation to repay favorable treatment.

Moreover, based on the norms of reciprocity and social exchange theory, the employee reciprocal relationship could lead to formal or informal connection between an employer and its employees in organization (Wei Tian, Cordery, & Gamble, 2016). They further stressed that, Organizations employer will expect employees to make designated contributions such as transfer of training skills to workplace, organizational commitment, high performance and provision of innovative creative ideas for improving organizations productivity. Concurrently, employees will expect organizations employer to provide a series of support such as encouragement, enabling working environment and provision of incentives such as rewards in exchange for their contributions (Gobel, Vogel, & Weber,2013).

Several literatures have been empirically tested to comprehend the reciprocal exchange relationships between employees and employers in organizations. For example, Conway and Coyle-Shapiro (2012) study the relationship between employee's reciprocation and employer's contract fulfillment employing perceived organizational support and tenure as a moderator. The result in a direct relationship indicates a significant relationship between employee's reciprocation and employer's psychological contract fulfillment. In addition, the perceived organizational support moderated the employer contract fulfillments and employee performance with the quantity of sales increasing to meet the sales target when the employer fulfilled their employment contractual agreements.

Yu, et al. (2018) Combined social exchange and inducement-contribution theory to examine innovative climate as a boundary condition and organizational trust as a mediating mechanism to explain when and how the employee-organization relationship (EOR) is associated with workplace innovative behaviour. The study also used innovative climate to moderate the indirect effect of EOR on innovative behaviour and organizational trust. The results indicated that creativity significantly influenced innovative behaviour through organizational trust, and an innovative climate moderated the indirect effect of EOR on innovative behaviour and organizational trust. The practical implication of this study suggests that whenever organizations provide

employees expectations it will create a long term harmonious relationship with employees, which can make employees in a reciprocal manner to perceive themselves as members of the organization, and enhance the employees' trust in their organization, and as well promotes employees' extra role behaviour, such as identification with organizational goals, and willingness to remain with the organization.

In addition, Colquitt and Scott (2007) enquire if employee reciprocity will moderate the association between deviance behaviours and organizational citizens' behaviour, (OCB). The study reports that employees who conceived higher exchange ideology reduced their (OCB) and increased performance withdrawal when the institutions reduced perceived organizational support, (POS). This exchange ideology was found to moderate employees' exchange relationship with the organization as postulated by the norm of reciprocity. Thus, individuals with high exchange ideology hurt those who hurt them and favour those who favour them in response to fair and unfair treatment meted on them.

In furtherance of the above study, Kurtessis, et al. (2017) examined the effect of perceived organizational support on employees' performance. The research found an improved organizational citizen's behaviour (OCB) on employee's performance. Thus, social exchange perception by Eisenberger and Stinglhamber (2011) contend that organization fair treatment on employees generates reciprocal actions that obliged the individual involved to return the favour. In another way, Colquitt (2008) observed that positively reciprocated behaviours could be reversed to pay negatively organizations unfair treatment towards the employers. Eisenberger, et al. (1986) moderated the relationship between teacher's absenteeism and perceived organizational support. The study found that workers with high exchange reciprocity desist from being absent from work when they felt supported by the organization, but personnel with low reciprocity exchange remained punctual, even when perceived organizational support was reduced. The fulfillment of employer psychological contractual agreements will reflect as organizational support, and employees will in turn reciprocate depending on the degree of incentives provided by the organization (Lambert, Edwards, & Cable, 2003). Thus, employees with high-level organizational trust will undertake more reciprocal behaviours for their organization. Based on the significant impact of employee reciprocity in shaping employee citizenship behaviours to reciprocate positively towards at attaining organizational goals. This study hypothesizes that:

Hypothesis 2: Employee reciprocity is significantly related to training effectiveness.

Hypothesis 3: The significant relationship between social support and training effectiveness will be strengthened when employee reciprocity moderates social support.

Methodology

The study employed quantitative research design using questionnaires technique to test the relationship between the variables under investigation. The study used Krejcie and Morgan (1970) sampling table to distribute 181 questionnaires to non-academic and academic administrative staff of the Federal University of Technology Minna and Ibrahim Badamasi Babangida University, Lapai in Niger state. Out of the 181 administered questionnaires, 153 were returned and it was used to perform the analyses in this study.

Data Analysis

The study used Partial Least Square Structural Equation Modeling (PLS SEM) SmartPLS 3.0 software (Henseler, Ringle, & Sarstedt, 2015) to compute the

measurement and structural models (Anderson & Gerbing, 1988). The rationales for using PLS are: PLS path models enables the estimate of a small sample and the non-normal data (Haenlein & Kaplan, 2004). PLS provide accurate computations of moderating effect and it take care of errors (Helm, Eggert & Garnefeld, 2010). The two-step technique as recommended by Anderson and Gerbing (1988) and suggestion of Hair et al. (2011), the bootstrapping technique (5000 resample) was also used to ascertain the significance levels for the path coefficient.

Measures

The seven (7) items adapted from Alvelos, et al. (2015) were used to measure training effectiveness. The thirteen (13) items adapted from Alvelos, et al. (2015) were also used to measure social support and nine (9) items adapted from Eisenberger, Lynch, Aselage, and Rodioecy (2004) to measure employee reciprocity. All the items in this study were measured with five-point Likert scale ranging from 1= strongly disagree to 5= strongly agree.

Results and Analysis

Measurement Model Evaluation

The study evaluates the measurement model by assessing the construct validity, using a two-step modeling approach recommended by Anderson and Gerbing (1988). It begins by examining the convergent validity and reliability, followed by the discriminant validity, then internal consistency reliability as shown in Table 1.1 individually. As a rule of thumb, construct validity is determined if the loadings are greater than 0.4, composite reliability is greater than 0.7, average variance extracted is greater than 0.5 (Bagozzi, Youjae, & Phillips, 1991; Fornell & Larcker, 1981; Hair, Anderson, Tatham, & Black, 2006).

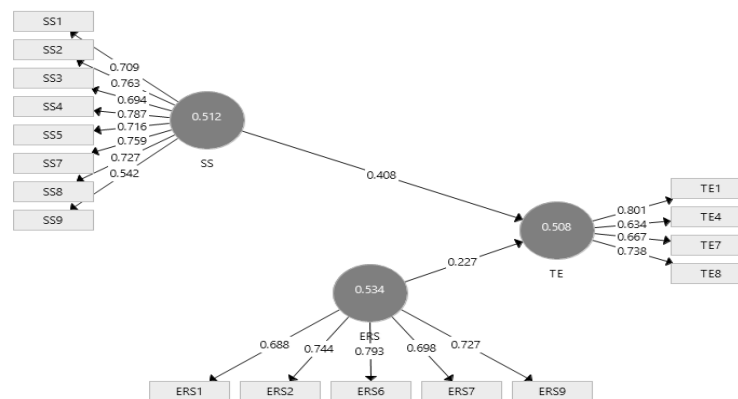


Figure 1. Measurement Model

Table 1: Factor Loading, AVE and Composite Reliability

| Constructs | Indicators | Loadings | AVE | CR |
|----------------|------------|----------|-------|-------|
| | | | | |
| Social Support | SS1 | 0.709 | 0.512 | 0.893 |
| | SS2 | 0.763 | | |
| | SS3 | 0.694 | | |
| | SS4 | 0.787 | | |

| | | | | |
|---------------------------|------|-------|-------|-------|
| | SS5 | 0.716 | | |
| | SS7 | 0.759 | | |
| | SS8 | 0.727 | | |
| | SS9 | 0.542 | | |
| Employee Reciprocity | ERS1 | 0.688 | | |
| | | | 0.534 | 0.851 |
| | ERS2 | 0.744 | | |
| | ERS6 | 0.793 | | |
| | ERS7 | 0.698 | | |
| | ERS9 | 0.727 | | |
| Training Effectiveness | | 0.801 | | |
| | TE1 | | 0.508 | 0.804 |
| | TE4 | 0.634 | | |
| | TE7 | 0.667 | | |
| | TE8 | 0.738 | | |

Note: AVE = average variance extracted CR= Composite reliability

The discriminant validity (the extent to which items measure distinct concepts) was assessed following the Fornell and Larcker (1981) criterion by comparing the square root of the AVE with the correlations among constructs (see Table 2). As shown from Table 2, the square root of the AVEs (values in bolded) on the diagonals were greater than the corresponding row and column values indicating the measures were discriminant.

Table 2: Discriminant Validity Fornell-Larcker criterion

| Constructs | 1 | 2 | 3 |
|------------|--------------|--------------|--------------|
| ERS | 0.731 | | |
| SS | 0.334 | 0.715 | |
| TE | 0.363 | 0.484 | 0.713 |

Note: Diagonals (**in bold**) signify the average variance extracted whereas the other entries represent the squared correlations ERS = Employee reciprocity SS= Social Support TE = Training Effectiveness.

Structural Model Evaluation

Since the measurement model above is achieved in term of reliability and validity, we evaluated the structural model to assess the hypothesized relationships among the variable in this study (Hair et al., 2014). As presented in Table 3 and Figure 2 below, we evaluated the standardize beta values and the t-values (Hair et al., 2014). The t-values were obtain using bootstrapping procedure with 5000 resamples. Figure 2 and Table 3 show the estimates for the full structural model, which includes moderator variable (i.e., ERS) in the present study.

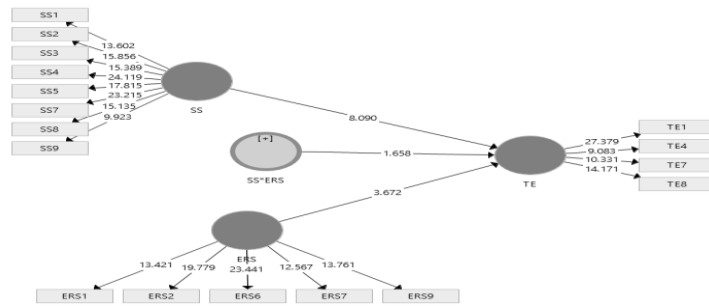


Figure 2. Structural Model

Table 3: Results of the Structural Model Analysis (Hypotheses Testing)

| Construct | Beta | Standard Error | T Statistics | P Values | Decision |
|--------------|-------|----------------|--------------|----------|-----------|
| ERS -> TE | 0.189 | 0.052 | 3.672 | 0.000 | Supported |
| SS -> TE | 0.371 | 0.046 | 8.090 | 0.000 | Supported |
| SS*ERS -> TE | 0.407 | 0.246 | 1.658 | 0.098 | Supported |

Interaction Effect

As presented in Figure 2, Hypothesis 3 stated that ERS moderates the relationship between social support and training effectiveness. Specifically, this relationship is stronger (i.e. more positive) for individuals with high ERS than individuals with low ERS. As expected, the finding from Table 3 and Figure 2 showed that the interaction terms representing social support and employee reciprocity SS*ERS -> TE on training effectiveness ($\beta = 0.407$, $t = 1.658$, $p < 0.098$) was statistically significant. Therefore, Hypothesis 3 was supported. As recommended by Dawson (2013) using two-way interaction with continuous moderator, the result of the path coefficients (β) was used to plot this relationship.

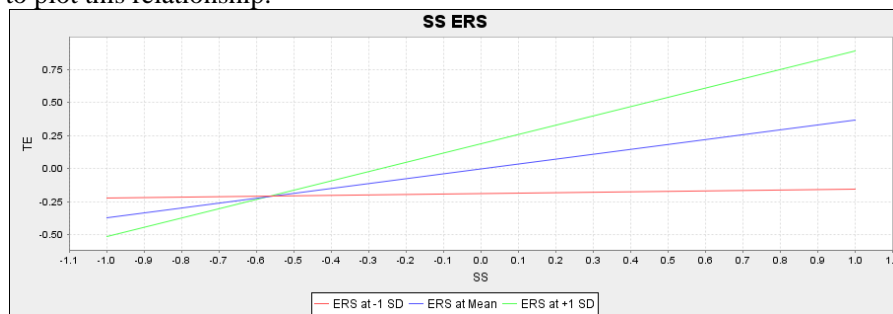


Figure 3. Interaction effects

Discussion of Findings

The study examined the direct relationship between social support and training effectiveness. among the administrative staff of federal and state universities in

Nigeria. As presented in Table 3 above, the finding indicated that a significant relationship exists between social support and training effectiveness of administrative staff in the federal and state universities in Niger state, Nigeria with ($\beta=0.371$; $t=8.090$; $p = 0.000$), thereby supporting H1. This finding is consistent with previous studies of (Reinhold, *et al.*, 2018; Ng, 2017; Schindler & Burkholder, 2016; Alvelos, *et al.*, 2015). This finding also shows that the administrative staff in the Universities are receiving enough support and encouragements from the management, superiors and colleagues there by motivating them to transfer training skills back to workplace to enhance training effectiveness. In addition, the study also found a significant relationship between employee reciprocity on training effectiveness with ($\beta=0.189$; $t=3.672$; $p = 0.000$), supporting the H2. This finding is also in line with the previous studies of (Coyle-Shapiro, 2012; Kurtosis, *et al.*, 2017). The possible reason for obtaining this significant finding could be that the employers in Niger state Universities are fulfilling their employer and employee's employment contractual agreements and this has influence the administrative staff in the universities to be receptive to training and to reciprocate the gesture by transferring the training skills to the work environment has led to the significant attainment of training effectiveness in the present study.

The moderating finding also reveals that ERS moderates the relationship between social support and training effectiveness with ($\beta = 0.407$; $t = 1.658$; $p = 0.098$), therefore H3 is supported. This is in conformity with the study postulation that, the significant relationship between social support and training effectiveness will be strengthening when employee reciprocity moderates social support. This finding is also congruent with previous studies of (Eisenberger, *et al.*, 1986; Lambert, *et al.*, 2003; Colquitt & Scott, 2007; Kurtosis, *et al.*, 2017; & Yu, *et al.*, 2018). The conceivable explanations for these results is that, the 2009 agreements reached by the previous democratic regime that were not fulfilled with its attendant incessant strike actions by the academic and non-academic staff of the universities are gradually being implemented in the present political regime. Hence, employing the concept of employee reciprocity will help in resolving the intractable differences between the employers and the employees of higher education institutions in Nigeria. This scenario is in line with the adage that says to whom much is given much is expected of him is functional in this study. The finding of H3 is a major contribution in this study because moderating employee reciprocity with social support on training effectiveness is a pioneering study in the literature of training effectiveness.

Practical Implications

Firstly, building and maintaining a healthy supportive work environment is important to employers and the employees. The outcomes of this study have revealed that social support is an important factor for employees to transfer skills to workplace in order to achieve training effectiveness in Nigeria Universities. The management of higher education institutions need to improve their social support inducements towards the employees' in their process of designing training programmes to enhance training its expected effectiveness. In a reciprocal wise, the employees will be willing to attend training programmes and subsequently transfer the skills to workplace to give training its investment returns of higher productivity.

Secondly, the empirical findings disclosed that employee reciprocity moderates the relationship between social support and training effectiveness. The study therefore, suggests that management of higher education institutions should provide employees with basic necessities of life that will make the employees to perceive that their organizations care for them. This will also, make the employees to be identify

with their organizations to perform extra roles such as transferring of training skills to workplace and to improve organization citizenship behaviours such as innovative behaviours.

Limitations and Future Recommendations

This empirical study is not left out of some inherent limitations in its conduct. First, this study was cross-sectional which do not allow initiation of causality relationship between two variables hence; future research can employ longitudinal data techniques. Secondly, the study uses self-report in collecting survey data from employees which could be over stated with the problem of common method variance. Future study may include supervisor's ratings. Finally, this study moderates only employee reciprocity with social support on training effectiveness in a mono setting of universities. Other studies should include other variables such as opportunity to perform, and trainee characteristic factors in multi-categories of higher education institutions to confirm the outcome of the present study.

Conclusion

The study examines the direct effect of employee reciprocity and social support on training effectiveness. The research also examined the moderating effect of employee reciprocity with social support on training effectiveness. The findings of the study in a direct path exposed that a significant relationship exist between social support and training effectiveness. Also, a direct relationship between employee reciprocity and training effectiveness. Moreover, the study established a moderating effect of employee reciprocity with social support on training effectiveness. Thus, this study recommends more variable be moderated with employee reciprocity on training effectiveness but with various categories of tertiary education institutions in Nigeria.

Reference

- Abdul Aziz, S. F. A. (2016). Evaluating training effectiveness using the Malaysian Sample: Tracing the mediation effect of training motivation using SEM-AMOS. *International Journal of Economics and Financial Issues*, 6(6),94-100.
- Alvelos, R., Ferreira, A. I., & Bates, R. (2015). The mediating role of social support in the evaluation of training effectiveness. *European Journal of Training and Development*, 39(6), 484-503.
- Anderson, J. C., & Gerbing, D. W. (1988). Structural equation modelling in practice: A review and recommended two-step approach. *Psychological Bulletin*, 103(3), 411-423.
- Bagozzi, R. P., Youjae, Y., & Phillips, L.W. (1991). Assessing construct validity in organizational research. *Administrative Science Quarterly*, 36, 421-458.
- Blau, P. (1964), *Exchange and power in social life*. New York, Wiley.
- Colquitt, J. A. (2008). Two decades of organizational justice: Findings, controversies, and future directions. In C. L. Cooper & J. Barling (Eds.), *The Sage Handbook of Organizational Behaviour: Volume 1—Micro Approaches* (pp. 73-88). Newbury Park, CA: Sage.
- Colquitt, J. A., Scott, B. A., & LePine, J. A. (2007). Trust, trustworthiness, and trust propensity: A meta-analytic test of their unique relationships with risk taking and job performance. *Journal of Applied Psychology*, 92(4), 909-927.
- Conway, N., & Coyle-Shapiro, J. A. M. (2012). The reciprocal relationship between psychological contract fulfilment and employee performance and the moderating role of perceived organizational support and tenure. *Journal of Occupational & Organizational Psychology*, 85(2), 277-299.

- Coyle-Shapiro, J., & Shore, L. (2007). The employee–organization relationship: Where do we go from here? *Human Resource Management Review*, 17(2), 166-179.
- Dawson, J. F. (2013). Moderation in management research: What, why, when, and how. *Journal of Business and Psychology*, 29(1), 1-19.
- Eisenberger, R., & Stinglhamber, F. (2011). *Perceived organizational support: Fostering enthusiastic and productive employees*. Washington, DC, US: American Psychological Association.
- Eisenberger, R., Huntington, R., Hutchison, S., & Sowa, D. (1986). Perceived organizational support. *Journal of Applied Psychology*, 71(3), 500.
- Eisenberger, R., Lynch, P., Aselage, J., & Rohdieck, S. (2004). Who takes the most revenge? Individual differences in negative reciprocity norm endorsement. *Personality and Social Psychology Bulletin*, 30(6), 787-799.
- Fornell, C., & Larcker, D.F. (1981). Evaluating structural equation models with unobservable variables and measurement error. *Journal of Marketing Research*, 18(1), 39-50.
- Gobel, M., Vogel, R., & Weber, C. (2013). Management research on reciprocity: A review of the literature. *Business Research*, 6(1), 34-53.
- Haenlein, M., & Kaplan, A. M. (2004). A beginner's guide to partial least squares analysis. *Understanding Statistics*, 3(4), 283-297.
- Hair, J. F. J., Black, W. C., Babin, B. J., Anderson, R. E., & Tatham, R. L. (2006). *Multivariate data analysis* (6th ed.). New Jersey: Pearson Prentice Hall.
- Hair, J. F., Ringle, C. M., & Sarstedt, M. (2011). PLS-SEM: Indeed, a silver bullet. *Journal of Marketing Theory and Practice*, 19(2), 139-152.
- Helm, S., Eggert, A., & Garnefeld, I. (2010). *Modelling the impact of corporate reputation on customer satisfaction and loyalty using partial least squares*. In *Handbook of partial least squares*: Springer Berlin Heidelberg.
- Henseler, J., Ringle, C. M., & Sarstedt, M. (2015). A new criterion for assessing discriminant validity in variance-based structural equation modelling. *Journal of the Academy of Marketing Science*, 43(1), 115-135.
- Homklin, T., Takahashi, Y., & Techakanont, K. (2013). Effects of individual and work environment characteristics on training effectiveness: Evidence from skill certification system for automotive industry in Thailand. *International Business Research*, 6(12), 1-16.
- Kurtessis, J. N., Eisenberger, R., Ford, M. T., Buffardi, L. C., Stewart, K. A., & Adis, C. S. (2017). Perceived organizational support: A meta-analytic evaluation of organizational support theory. *Journal of Management*, 43(6), 1854-1884.
- Lambert, L. S., Edwards, J. R., & Cable, D. M. (2003). Breach and fulfilment of the psychological contract: A comparison of traditional and expanded views. *Personnel Psychology*, 56(4), 895-934.
- Ng, K. H. (2017). The fundamental role of social support in cultivating motivation to improve work through learning. *Industrial and Commercial Training*, 49(1), 55-60.
- Nmadu, T. & Khalil, S. (2016). Influence of social support, employee reciprocity and training effectiveness: A proposed frame work. *International Journal of Management Research and Review*, 6(12), 1751-1764.
- Paille, P., Grima, F. & Bernardeau, D. (2013). When subordinates feel supported by Managers: Investigating the relationships between support trust, commitment and outcomes. *International Review of Administrative Sciences*, 79(4) 681–700.

- Perugini M, Gallucci M, Presaghi F, Ercolani A.P, (2003). The personal norm of reciprocity. *European Journal of Personality*, 17(4), 251-283.
- Pham, N.T.P., Segers, M.S.R. and Gijssels, W.H. (2012). Effects of work environment on transfer of training: empirical evidence from Master of Business Administration programs in Vietnam. *International Journal of Training and Development*, 17(1), 1-19.
- Reinhold, S., Gegenfurtner, A., & Lewalter, D. (2018). Social support and motivation to transfer as predictors of training transfer: Testing full and partial mediation using meta-analytic structural equation modelling. *International Journal of Training and Development*, 22(1), 1-14.
- Schindler, L. A., & Burkholder, G. J. (2016). A mixed methods examination of the influence of dimensions of support on training transfer. *Journal of Mixed Methods Research*, 10(3), 292-310.
- Wei Tian, A., Cordery, J., & Gamble, J. (2016). Returning the favour: Positive employee responses to supervisor and peer support for training transfer. *International Journal of Training and Development*, 20(1), 1-16.
- Yu, M. C., Mai, Q., Tsai, S. B., & Dai, Y. (2018). An empirical study on the organizational trust, employee-organization relationship and innovative behaviour from the integrated perspective of social exchange and organizational sustainability. *Journal of Sustainability*, 10(3), 1-14.