

## EFFECT OF STRATEGIC DETERMINANTS OF TRAINING ON TRAINING EFFECTIVENESS IN HIGHER EDUCATION INSTITUTIONS IN NIGERIA

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### **Abstract**

*Investments in the development of human capital is more concerned with the quantum of skills transfer back to workplace to enhance training its effectiveness. Keeping this in view, this study examined the effect of the determinants of training such as opportunity to perform and reward system on training effectiveness. The extent of opportunity the employers give to the employee to attend training and the application of training skills at work setting is central to achieving training effectiveness. The reward system is often used to motivate trainee to attend training programmes and the transfer of skills to work environment. The study distributes 319 survey questionnaires to the non-academic and academic administrative staff of higher institutions in Nigeria. The findings from PLS-SEM) software indicates that reward system has a significant effect on training effectiveness. Also, the opportunity to perform significantly predicts training effectiveness. The study implicates that opportunity to perform and reward systems contributes to the attainment of training effectiveness in tertiary educational institutions. The study recommends that management and stake holders need to provide the administrative staff with more opportunities to practice the learned skills on the job; and to provide attractive rewards to the administrative staff to boost their morale in transferring skills to the workplace. This will motivate the administrative staff to render quality service to produce competent graduates prepare for world work.*

**Keywords:** Effectiveness, opportunity to perform, reward, training.

### **Introduction**

The opportunities to perform and reward system are the important attributes of work environment that are relied upon to boost the morale of employees to willingly attend training programmes and the application of acquired skills to work setting in order to achieve training effectiveness. Training effectiveness is the extent to which training programme accomplish its goals and objectives at the stipulated time in the right context. The trainee needs to transfer the learned competencies to workplace to facilitate the actualization of training effectiveness. The realization of training effectiveness will enhance the delivery of quality services in the tertiary educational institutions. The fulfillment of training effectiveness implies that organizations gain an effective return on investment in training activities (Grossman & Salas, 2011). Thus, the trainees attend training and development programmes to improve their performance and organization's productivity (Sukserm & Takahashi, 2011). The trainee needs motivation to transfer the obtained training skills to workplace in order to fulfill the institution's mission of training effectiveness. An effective reward system initiated by the organizations and the opportunity the employer avails an employee to attend training and to practice the skills on the job, are the important attributes of work environment that facilitate the accomplishment of human capital training effectiveness. (Shariff & Al-makhadmah, 2012; Rahim & Daud, 2013).

The reward system and opportunity to perform are among the climatic factors perceived by trainees to encourage or discourage their transfer of skills on the work place (Cromwell & Kolb, 2004; Homklin, Takahashi, & Techakanont, 2013). The reward system and the opportunity to perform which are work environment factors have been investigated less often than training design and individual trainee characteristics (Alvarez, Salas, & Garafono, 2004; Manju & Suresh, 2012). This implies that opportunity to perform and reward system deserves more study in the context of

tertiary education institutions. Some studies have indicated that opportunity to perform, was the strongest factor that facilitates transfer of training to workplace (Bhatti & Hoe, 2012; Pham, Segers, & Gijsselaers, 2013). Researchers have also indicated that reward system heighten trainees' motivation to transfer learned knowledge skills and attitude to work setting (Rahim & Daud, 2013; Kawara, 2014). Among the reasons why the problem of non-transfer of training to work settings remained unresolved is lacked of theoretical support from empirical findings about training transfer (Pham, et al., 2013). Hence, this study examines the two work environment variables on training effectiveness which less investigated.

Researchers have further suggested that studies should highlight and used a model to test the factors that affect training effectiveness (Scaduto, Lindsay, & Chiaburu, 2008). However, there are several studies that focused on the relationship between work environment factors and transfer of training (Awais Bhatti, et al. 2014; Chiaburu et al. 2010; Clarke 2002; Velada et al. 2007), there exist a shortage of empirical evidences in the study of work environment factors, opportunity to perform on training effectiveness for administrative staff of tertiary education institutions in Nigeria. Recent studies have also focused on the work environment factor, that is, the reward system (Negussie, 2012; Ami, Boaten, & Yamoah, 2015). There is dearth of empirical studies on reward system with training effectiveness for administrative staff of tertiary education institutions in Nigeria. Moreover, tertiary educational institutions have emphasized on human resource training for purpose of upgrading employees' performance, but they could not provide effective work environment to reinforce the trainees with the ability to transfer the trained skills on the job. Therefore, training activities could not yield the desired higher performance despite the huge investment on training programmes by the tertiary institutions.

The opportunity to perform and reward system, are meant to improve the quality outcome of human capital training effectiveness in tertiary education institutions in Nigeria. The tertiary education institutions play a significant role in the development of human resources and the transformation of entire nations (Palmer, 2013). This study encompasses the administrative staff of tertiary education institutions that perform a gate keeping function of determining who comes into the organization and who separates from the organization. Therefore, the crux of this research is to highlight the factors that play an important role in the attainment of training effectiveness and to, empirically test the model in order to improve training effectiveness. The emphasis of this study is on the importance of opportunity to perform and reward system to provide solution to the problem of non-transfer of training to work setting in tertiary education institutions in Nigeria, using the following research objective and research question.

*The objective of this study is to examine the influence of opportunity to perform and reward system on training effectiveness for administrative staff of tertiary education institutions in Nigeria.*

*Does opportunity to perform and reward system have any significant relationship with training effectiveness for administrative staff of tertiary education institutions in Nigeria?*

## **Literature Review**

### **Training Effectiveness**

Training effectiveness is the extent to which human resource training intervention programmes accomplished their pre-designed goals at the specified time, in the stipulated context, generalized and maintained over time (Abdul Aziz, 2016; Nmadu &

Khalil, 2017). Training effectiveness focus is concerned with the transfer of learned training competencies to workplace in order to improve employee's performance and organization's quality services delivery (Bates & Coyne, 2005). Moreover, Shariff and Al-makhadmah (2012) reported that the extent of opportunity to perform and reward system provided to the employees are among the factors that influence training effectiveness. Thus, employees need to be provided with available opportunities to practice the skills as well as being rewarded for their effective transfer of training skills that resulted in the attainment of training effectiveness.

### **Opportunity to Perform**

The opportunity to perform is defined as the extent to which a trainee is provided with the opportunity to obtain work experiences relevant to the tasks for which he or she was trained (Shariff & Al-akhadmah, 2012; Madagamage, Warnakulasooriya, & Wickramasuriya, 2014). Researches have shown that transfer of training skills is limited when the trainees are not provided the opportunities to apply the newly acquired skills on-the-job (Gaudine & Saks, 2004; Lim & Morris, 2006). Burke and Hutchins (2007) opines that trainees need ample opportunities to transfer their new acquired skills to their work setting in order to enhance positive training transfer. Clarke (2002) further identified that the strongest barrier to successful training transfer was limited opportunity to perform trained skills on the job. Lim and Johnson (2002) affirmed that providing the trainee with adequate opportunities to perform could be conceptualized as a form of support to influence training transfer to work environment. Manju and Suresh (2012) examine the implication of work environment factors on transfer of training. The result shows a significant relationship with opportunity to perform and training transfer but there was no significant relationship between supervisor's support and training transfer. Nmadu and Khalil (2017) suggested that, to sustain the attainment of training effectiveness, the trainees' needs to have the opportunity to perform the trained skills in order to refine their knowledge, if not the knowledge and skills learned from the training will be wastage. Madagamage, Warnakulasooriya, and Wickramasuriya (2014) examine the effect of trainee factors (self-efficacy and career commitment) and work environmental factors (opportunity to perform, accountability and awareness of strategic linkages, and supervisory support) on motivation to learn. The findings from the study revealed that trainees' awareness of strategic linkages and self-efficacy have a significant effect on the motivation to learn. Contrary to expectation, opportunity to perform, career commitment, supervisory support, and accountability, have no significant influence on motivation to learn.

Maung and Chemsripong (2014) study the impact of work environment factors (opportunity to perform, peer support, supervisor support, and feedback) on transfer of training. The findings from multiple regression analysis showed that the three work environment factors (opportunity to perform, feedback, and peers support) were significantly related to transfer of training. Contrarily, the supervisory support was not significantly related to transfer of training. Shariff and Al-Makhadmah (2012) examine the relationship between four work environment factors (opportunity to perform, reward system, organizational culture, and social support) on training effectiveness of the hotel sectors in Jordan. The results shown that opportunity to perform, social support and reward system significantly influence training effectiveness. Contrarily, organizational culture does not predict training effectiveness. Grossman and Salas (2011) employed Baldwin and Ford's model of training transfer to identify trainee factors (cognitive ability, motivation, perceived utility of training, and self-efficacy), training design factors including (error management, realistic training environments, and behavioral modeling) and work environment attributes which

encompasses (opportunity to perform, support, transfer climate, and follow-up). All the above variables exhibited strong relationships with the transfer of training. Aligning with the significant findings above, this study hypothesizes that:

*Hypothesis 1: There is a significant relationship between opportunity to perform and training effectiveness for administrative staff of tertiary educational institutions in Nigeria.*

### **Reward System**

The reward system is defined as the extrinsic and intrinsic benefits that employees' receive from their jobs (Lawler, 2003; Govindarajulu & Daily, 2004). Reward is the monetary and non-monetary benefits provided to employee by employer in exchange for better work performed as requirement for fulfilling employment contractual relationship (Milkovich, Newman & Gerhart, 2010; Rahim & Daud, 2013). Reward takes different forms, such as, monetary reward, recognition award, and profit-sharing program, increment in the pay, benefits, and incentives. The most important form of reward is the one that can motivate the trainee to acquire and apply the new skills to workplace (Govindarajulu & Daily, 2004). Hence, reward systems are motivational drives that influence trainee's attitude towards acquiring new skills to the work setting (Negussie, 2012). Reward system reinforces the trainees' behaviours towards training to ensure better training performance (Baldwin and Ford, 1988). Also, the reward system put in place by the organization facilitates opportunity for on-the-job application of new skills effectively (Shariff and Al-Makhadmah 2012). When organization initiates effective reward system, the trainees were motivated to improve themselves to learn new training skills which resulted into better training outcomes (Lim et al., 2007). Thus, reward system motivates employees to perform at the highest organization valued set standard in proportion to the offered rewards. Employers should provide the employees with clear assigned task instruction; give them autonomy to influence their performance in order to enhance the delivery of quality output (Lawler, 2003). The institutions should distribute the employees' rewards in a fair, just and equitable manner. The rewards must be valuable to employees; or else, the reward system will not motivate them and it would weaken their job outcome.

Kawara (2014) assesses the impact of reward systems on employee's productivity of Catholic University in East Africa, Kenya. The study further determines the factors that influenced employee's motivation for better performance. The findings of the study disclosed that employees had different motivational preferences but majority of the employees were inclined towards the non-financial rewards such as training, opportunities to handle greater responsibilities, employee promotion, participation in key decision making, recognition, and challenging job task to motivate high performers. The study also reveals that, the employees value rewards offered being offered to them due to their good performance. The study concluded that a reward system is an important source of motivation to the employees. Negussie (2012) examines the relationship between rewards and nurses' work motivation in five public hospitals in Addis Ababa. The result of the study shows that there is a significant relationship between rewards and the nurses' work motivation and monetary reward was the most influential variable. The findings of the study further reveals that there is significant difference in nurses work motivation based on educational qualification, age, and work experience while, gender has no significant difference on the nurses work motivation.

Rahim and Daud(2013) examine the effect of rewards and employees' motivation among administrative staff of Universiti Sultan Zainal Abidin. The findings from regression indicates that reward have a positive impact on motivation. Specifically, the intrinsic reward and extrinsic reward has a significant relationship with motivation. Ami, Boaten, and Yamoah (2015) assessed the determinants of compensation and its effect on academic staff commitment. The result shows that financial rewards only increased continuance commitment but not affective commitment. The employee tenure and job position positively influenced the maintenance of organizational membership. In a relate study, Shariff and Al-Makhadmah (2012) investigate the effect of work environment factors, reward system, opportunity to perform, social support and organizational culture on training effectiveness of hotel sector in Jordan. The result of the study reveals that reward system, opportunity to perform, social support were significantly related with training effectiveness. But organizational culture does not predict training effectiveness. The study submits that the reward system is an important motivation factor that will help management to influence employees' behaviour towards the realization of goals and objectives of human resources training effectiveness. Aligning with the findings of the preceding studies on the importance of reward system on training effectiveness, this study examines reward system to support the previous findings (e, g Negussie, 2012; Rahim & Daud, 2013). This study hypothesize that,

*Hypothesis 2: There is a significant relationship between reward system and training effectiveness for administrative staff of tertiary educational institutions in Nigeria.*

## **Methodology**

### **Population and Sample**

The targeted population of this study comprises the non-academic administrative staff and academic administrative staff of the six selected tertiary education institutions in Niger state, Nigeria. A stratified sampling research design was used due to differences in the categories of tertiary education institutions involved in the study. Survey questionnaires were distributed to 428 participants who have attended on the-job and off-the-job training programmes of tertiary education institutions in Nigeria.

### **3.2 Measures**

Training effectiveness, which is the dependent variable, was measured with eight (8) items adapted from Homklin, et al. (2013), and Manju and Suresh (2012). Moreover, the ten (10) items were used to measure opportunity to perform. Seven of these items were adapted from Manju and Suresh (2012) and 3 items were adapted from Madagamage, et al. (2014). Additionally, the seven items that were used to measured reward system were adapted from Shariff and Al-makhadmah (2012), and Cho and Perry(2012). The study used five point Likert's scale which ranged from 1=strongly disagree to 5= strongly agree to administer the survey to the participants.

### **Data Analysis:**

This study used PLS structural equation modeling (Ringle, Wende & Will, 2005) to examine the hypothesized relationships. The *PLS-SEM* comprises two stages of measurement model and structural model (Hair, Ringle, & Sarstedt, 2013).

## **Results**

### **Measurement Model**

The study determines 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, and then internal consistency reliability, as shown in Table 1 below. Individually, and as a rule of thumb, construct validity is determined when 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, 1998; Nunnally, 1978).

**Table 1:**  
*Results of Measurement model*

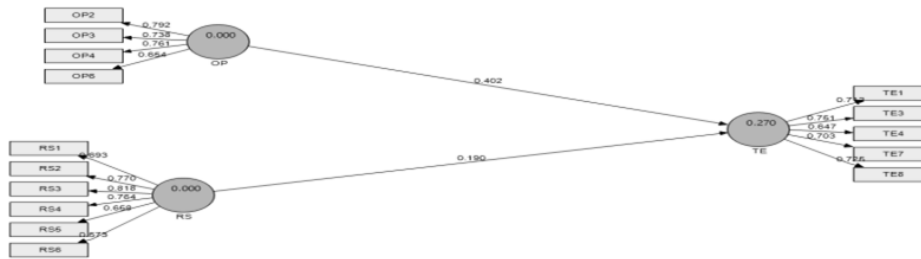
Indicators	Loadings	AVE	CR
OP2	0.792	<b>0.545</b>	<b>0.827</b>
OP3	0.738		
OP4	0.761		
OP6	0.654		
RS1	0.693	<b>0.515</b>	<b>0.863</b>
RS2	0.770		
RS3	0.818		
RS4	0.764		
RS5	0.658		
RS6	0.573		
TE1	0.713	<b>0.502</b>	<b>0.834</b>
TE3	0.751		
TE4	0.647		
TE7	0.703		
TE8	0.725		

The study also examined the discriminant validity based on Fornell and Larcker's (1981) recommendation. In conformity with this suggestion, the average variance extracted between each construct and its measure, exceeds the variance between the construct and other constructs (Fornell&Larcker, 1981).

**Table2:** *Discriminant validity*

Constructs	OP	RS	TE
SS	<b>0.738</b>		
TD	0.474	<b>0.717</b>	
TE	0.493	0.381	<b>0.709</b>

*Note:* Diagonals (bold face) represent the square root of the average variance extracted while the other entries are the correlations. As evidenced in Table 2 above, the correlations for each construct is less than the square root of the average variance extracted, suggesting that adequate discriminant validity of the construct is achieved (Hair, et al., 1998; Hair, Black, Babin& Anderson, 2010).



**Figure 1: Measurement Model**

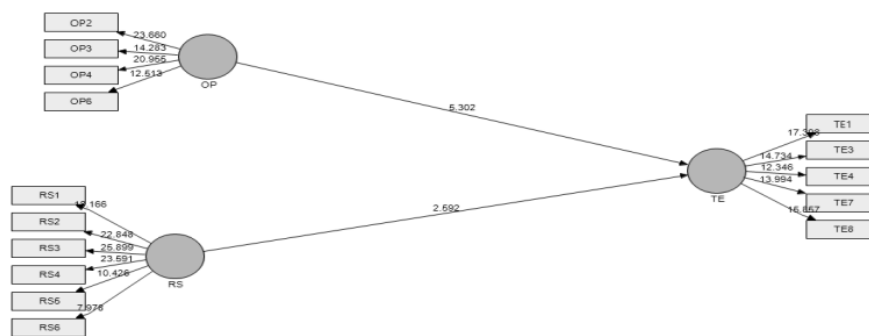
#### 4.2 Structural Model

The structural model measures the path coefficient of each studied construct on the dependent variable. According to Hair, et al. (2013), the path coefficient measures the significance of the model, which indicates the strength and weakness of the relationship's direction among the studied constructs. Therefore, the study tests its hypothesis through the structural model using the t-value of above 1.65 and 1.96 (Hair et al., 2013) to indicate the significance levels. The table 3 below and figure 2 shows the relationship among the studied constructs. The results of the structural model showed that the  $R^2$  value was 27%, which indicates that the modeled variables only explained 27% of the variance of training effectiveness. Meaning that there are other latent constructs that could explained the variance between the variables under investigation that are not examined in this present study. Therefore a gap is created for future researchers to study such latent exogenous variables that could explain the variance in training effectiveness that were not examined in this present study. As presented in Table 3 and shown in figure 2, hypotheses 1 and 2 were supported.

**Table: 3**

*The path coefficient*

<b>Hypotheses</b>	<b>Beta</b>	<b>Std Error</b>	<b>T-statistics</b>	<b>P-value</b>	<b>Decision</b>
OP -> TE	0.4025	0.0759	5.3015	0.00	Supported
RS -> TE	0.1899	0.0732	2.5925	0.00	Supported



**Figure 2: Structural model**

### Findings and Discussion

This study is concerned with how the work environment attributes influences the human resource training effectiveness of administrative staff of tertiary education institutions in Nigeria. The result from the study provided strong support for the hypothesis 1 and 2, which indicates that factors influencing the human resource training effectiveness program, opportunity to perform and reward system were supported. Examining the findings in details as indicated in table 3 above, shows that the opportunity to perform has a significant and positive relationship on training effectiveness with (t-value = 5.3015;  $p < 0.00$ ). This indicates that opportunity to perform was the strongest factor that contributed to the effectiveness of training programmes among the administrative staff of tertiary education institutions in Nigeria. This may be because the management provides the trainees with training equipment's for which they were trained at the training site on their return to work setting. It could also be that the trainees were provided adequate opportunity and autonomy to practice the acquired training skills from training programme and that was why opportunity to perform has the strongest effect on the trainees' transfer behaviour in this study.

Some previous empirical findings also support the data, as with the findings of Maung and Chemsripong (2014), which revealed that opportunity to perform was a tool of training effectiveness which did not only facilitates trainees' self-commitment, but also enhanced the transfer of skills to work setting. Manju and Suresh (2012), Shariff and Al-Makhadmah (2012) findings also indicates that the positive work environment encouraged opportunity to perform to influence the trainees transfer behavior to work place. Lim and Johnson (2002) shows that providing the trainee with adequate opportunities to perform, could also be conceptualized as a form of support that influence transfer behaviour of training skills and attitude on the job setting.

In contrast, Madagamage, et al. (2014) indicates that opportunity to perform have no significant effect on motivation to learn. In addition, the study also revealed that the opportunity to perform has positive and significant impact on training effectiveness. This perhaps could be because the trainees were convinced that the application of trained skills will enhance the training programme to achieve its goals and objectives. This finding is consistent with that of Gaudine and Saks (2004) and Lim and Morris (2006) findings, which report that the trainee may successfully learn the training skills and may not be transferred to the workplace if the work environment did not avails them with sufficient opportunity to practice the learned skills.



Furthermore, reward system indicates a significant contribution to the attainment of training effectiveness with  $t\text{-value} = 2.5925$ ;  $p < 0.001$ . This finding is supported by Negussie (2012) who disclosed that reward system is a motivational factor that drives trainee's attitude towards acquiring new knowledge, skills and attitude to the work setting. Negussie (2012) further reported that monetary reward is the most influential variable that influences the trainee's motivation to learn. Lim et al. (2007) reveals that, when organization initiates effective reward system, the trainees will be motivated to improve themselves to learn new training skills, which would result into better training outcomes. Kawara (2014) also reported that reward system is an important source of motivation to the employees. Rahim and Daud (2013) reported that both intrinsic and extrinsic rewards have a significant relationship with motivation. Ami, et al. (2015) assessed the determinants of compensation and its effect on academic staff commitment. The results showed that, financial rewards only increased the academic staff continuance commitment. Shariff and Al-Makhadmah (2012) reveals that reward system significantly contributes to human resource training effectiveness of employees in the hotel sector in Jordan. Thus, effective reward system has influence the administrative staff's training transfer behaviour in this study by transferring the acquired training skills to work environment in order to achieve training effectiveness.

### **Recommendations**

Results of this study have important implications to the management, supervisors, trainers and stake holders in tertiary educational institutions. To achieve the expected returns from training, the tertiary education institutions, based on the findings in this study, should emphasize on work environment factors, opportunity to perform and reward system in creating effective transfer of training to attain training effectiveness. The findings of the study also have important implication to policymakers, human resource professionals of tertiary education institutions and other organizations in order to ease the arduous task of identifying factors that impact on human resource training to achieve training effectiveness.

Dwelling on the findings of this study it is imperative that the tertiary education institutions in Nigeria examines their training and development policies to see if it may require modifications in the plight of barriers that hinders the training transfer behaviour of their employees. Additionally, the management should create an enabling working environment by providing the trainees with ample autonomy and opportunity for them to effectively practice the task for which they were trained for in the training site at the workplace. Also, the management needs to replace the obsolete and decayed working technological tools with modern technological equipment to enhance transfer of training on-the-job. This will keep the trainees abreast with the current technological trends in enhancing training effectiveness. The attainment of training effectiveness will improve the quality of service delivery by tertiary education institutions in order to place the tertiary education institutions in competitive advantage position over others. The study also suggests that management should initiate attractive intrinsic and extrinsic rewards system capable of motivating the trainees to acquire skills and the application of the learned behaviours to the work setting in order to result in the accomplishment of training effectiveness. The management of tertiary education institutions should collaborate with training practitioners and employees' supervisors, through a follow-up exercise by visiting the trainees to ensure that they transferred their newly learned skills to their work setting. This will foster the attainment of training effectiveness for administrative staff of tertiary education institutions in Nigeria.

### **Conclusions**

The essence of this research was to investigate the effect of work environment factors on training effectiveness of administrative staff of tertiary education institutions in Nigeria. This is because preceding researches have not examined the effect of opportunity to perform and reward system on training effectiveness of administrative staff in the light of tertiary education institutions in Nigeria. To this end, a survey was conducted among the administrative staff that have attended the in-house and off the job training to obtain new knowledge skills and attitude, and its application to the work setting in order to enhance training effectiveness. Findings indicate that opportunity to perform and reward system significantly influences the relationship between work environment factors on training effectiveness. Therefore, opportunity to perform and reward system should be taken into consideration in the process of designing the intervention process of improving training effectiveness. Based on the findings, the study also recommends that ample opportunity to practice trained skill and obsolete working equipment's be replaced and providing the employees with modern technological equipment's to stimulate training motivation and effectiveness.

The findings of this study also demonstrated that financial and non-financial rewards system needs to be introduced in order to attract more competent hands and to motivate the existing staff to transfer the acquire competencies to workplace. This will facilitate the accomplishment of training effectiveness. Thus, aligning these findings, researchers' and practitioners can improve training effectiveness to increase the Nigerian tertiary education institutions' competitiveness in the global economic setting. The study has some inherent limitations for future researchers to address and for the benefit of generalization. This study only examined the relationship between opportunity to perform and reward system on training effectiveness. The  $R^2$  value obtained was 27 percent, which shows that the modeled variables only explained 27 percent of the variance of the training effectiveness. This means that there are other latent constructs that could explain the variance between the variables under investigation that are not examined in this study. The future study may therefore, include organizational culture and other individual trainee variables in a direct relationship with training effectiveness. However, this study is limited to the public tertiary education institutions in Niger state, Nigeria. Therefore, future study may consider extending the scope to include private tertiary education institutions across different states in Nigeria. The future research may also examine the interaction moderating effect of employee reciprocity with opportunity to perform and reward system with training effectiveness by employing PLS-SEM to revalidates this study.

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