

MODELLING THE EFFECTS OF OPPORTUNITY TO PERFORM AND TRAINEE MOTIVATION ON TRAINING EFFECTIVENESS

Timothy Nmadu*, Dr. Samihah Khalil

Ghazali Shafie Graduate School of Government,
College of Law, Government and International Studies,
Universiti Utara Malaysia.

*Corresponding Author

ABSTRACT

The attainment of training effectiveness through transfer of training on the job has become an issue of great concern to both practitioners and human resource development researchers. In view of the fact that, training schemes do not impact on the behaviours of trainees back to workplace and researches conducted on training effectiveness are descriptive in nature and do not examine how factors determining training effectiveness impact on training effectiveness. Thus, institutions commit billions of dollars in organizing training intervention schemes every year in which many learned competencies reportedly are not transfer to the work setting. Inconsistencies remained and organizations find it difficult to pinpoint exactly which factors are most critical in determining training effectiveness. This study investigates the effects of opportunity to perform and trainee motivation on training effectiveness. The study distributed a self-administered survey questionnaire to 428 non-academic administrative staff and academic administrative staff from various tertiary educational institutions in Nigeria. The data collected was analyzed through Partial Least Squares (PLS) path modeling. The results from path modeling supported the direct positive and significant influence of opportunity to perform on training effectiveness. Similarly, trainee motivation was found to have a significant and positive effect on training effectiveness. Finally, the implications of the study are discussed.

Keywords: Training effectiveness, opportunity to perform, trainee motivation, training transfer

1. INTRODUCTION

The accomplishment of training effectiveness through transfer of learned skills from training intervention programmes has become an aspect of great concern to both practitioners and human resource development researchers. The designed training schemes are often delivered without transferring the learnt skills back to work context. Many researches conducted on

training effectiveness are descriptive in nature and identifies factors that may influence the effectiveness of training without examining how these factors influence training effectiveness (Holton and Baldwin, 2000; Kontoghiorghe, 2001). Although the literature on training effectiveness has increased in the past decade, it led to the identification of more factors that are influencing the effectiveness of training. Training effectiveness still remains an area of concern to researchers. Additionally, the resources committed in training activities has increased all over the world thus, making it important for managers to provide substantial evidence to show that training effectiveness is being fully achieved (Siengthai, Broonkrob & Siengthai, 2014).

Researches has established that training efforts are likely not resulting in positive changes in employees performance unless the acquired new learned competencies are transferred to the work context (Baldwin and Ford, 1988; Montesino, 2002). As a result there has been improved effort to comprehend the factors that impedes or facilitate transfer of training to workplace. Corroborating with the above assertion, Clark, Dobbins and Ladd, (1993) and Goldstein, (1993) opines that researches on training effectiveness has always not been empirical in nature, most researches on training effectiveness emphasises has been on training technique, the arrangement of training site, factors relating to training and employee performance. Researchers are mostly at a loss in determining factors that influence training effectiveness to work place (Goldstein, 1993; Clark, et al., 1993).

In view of the dearth of empirical studies on training effectiveness and its significant effects on organisation outcome. This current research seeks to extend the existing empirical literature on training effectiveness by examining the effects of opportunity to perform, trainee motivation on training effectiveness among the non-academic administrative staff and academic administrative staff of various tertiary educational institutions in Nigeria.

2. LITERATURE REVIEW

Tertiary educational institutions are the third category of the Nigeria tertiary education system, encompassing of conventional universities, colleges of education, polytechnics and open universities that develop students for the world of work through the provision of an acceptable quality education (United Nations Educational Scientific and Cultural Organization, 2013). The Nigerian Tertiary educational system constitutes of all the post-secondary schools comprising of public and private universities, colleges of education, polytechnics and professional tertiary institutions such as colleges of medicine, police academy, law schools, Para-military institutions, military institutions, colleges of agriculture, schools of nursing and non formal tertiary educational institutions that organized learning activities (Obanya, 1999). In Nigeria, tertiary educational institutions are regulated by different statutory bodies who are responsible for accreditation of programmes, quality assurance and other related functions. These bodies include

the National Board for Technical Education (NBTE), National Universities Commission (NUC), Federal Ministry of Education (FME), National Commission for Colleges of Education (NCCE) and National among others. Despite these regulatory bodies, tertiary educational institutions have fail to deliver the expected quality education to Nigerians because of numerous problems that plagued it such as, inadequate funding, lack of training and development opportunities, absence pretraining and post training motivation, obsolete equipments and non-alignment of training contents with the organization goals and trainees training needs all worsened the non transfer of training on the job that yield low training effectiveness with its attendance inefficient performance of tertiary education institutions in Nigeria.

Training Effectiveness

Training effectiveness is the degree at which training intervention schemes attained its pre-designed objectives at the specified time, in the stipulated context, generalized and maintained over time (Homklin, Takahashi & Techakanont, 2013; Kraiger, Ford & Salas, 1993; Tai, 2006;). Training effectiveness focus is on developing human resource and understanding the training process of evaluating the outcome of training scheme in respect to the achievement of training's pre-designed goals. Emphatically, training effectiveness major concerned is to ensure that new knowledge skills and attitude acquired in training is transferred to work setting (Bates & Coyne, 2005). Mathieu, Tannenbaum, and Salas (1992) and Manju and Suresh, (2012) observed that one of the important attributes that determines the effectiveness of training is pre-training motivation trainee received prior to training, at post training motivation received at work setting and the level of autonomy and opportunity avails the trainee at training site and at the real work context influences the effectiveness of training schemes. Thus, supervisors and management need to intimate the trainee the objectives of the training, the benefits of the training to trainee and the organization, the tools and equipment's expected to be utilized during the training and the duration of training should be known to trainees prior to training.

The attainment of training effectiveness is a dependant on training transfer. Transfer of training is the levels at which trainees transfer the learnt behaviours from training on the job to improve their job outcomes. (Zumrah, Boyd, & Fein, 2013; Baldwin & Ford, 1988). Similarly, Sanjeev Kumar and Yanan (2011), Sheeba (2011) corroborate that if the trainees declined to transfer the newly gained skills on the job, all the efforts and resources committed to training by the institutions will result to a colossal loss of precious resources. Therefore, to effectively maximize the potentials of human capital, human resource training interventions is crucial to be provided the institutions personnel in order to ascertain that trainees applied the learnt skills on the job. Hence, training effectiveness will be ensured only when the new competencies acquired in training schemes are transferred on the job. In another word, the effectiveness of training cannot be ascertained without training evaluation. Training evaluation is the logical gathering of

descriptive and judgemental necessary information to ascertain training effectiveness (Warner and DeSimone, 2009). Training evaluation is an essential task which helps the institutions to determine the extent of training effectiveness.

Some scholars posit that most attributes determining the significant effect of training schemes that facilitate effectiveness of training are work context factors such as the opportunity to perform available to the trainee outside the training context ((Ford, Quinones, Sego & Sorra, 1992; Clarke, 2002). Literatures disclosed that, one of the determinants of training effectiveness is the work environment factor of which opportunity to perform edged other factors (Ford, Quinones, Sego & Sorra, 1992; Shariff and Al-Makhadmah, 2012).

Tracey, Tannenbaum and Kavanagh, (1995) corroborate to the above perceptions that, despite the important role the work context features played in determining the effectiveness of training, only few researches attempt to examine the climatic attributes that constraint and enhanced the transfer of training on the job. Some researchers argued that transfer of training, predictor of effectiveness of training has not been explored exhaustively in practice and in academic research (Kauffeld & Lehmann-Willenbrock, 2010). Some scholars further reiterate that it is pertinent for scholars to examine the important predictors of training effectiveness that are not frequently studied (Scaduto, Douglass & Chiabru, 2008). The individual trainees factors influences the perceptions of trainee in attending training, their commitment and the values of the learnt behaviours in training schemes (Tracey, et al., 2001). Trainees features are fundamental in ascertaining the determinants of training effectiveness (Velada & Caetano, 2007). These authors further substantiated that significant and positive relationship exist between trainees factors and training effectiveness (Velada & Caetano, 2007). Researchers explore the influence work environment features and recommends that there is dearth of studies on trainees factors thus, recommends that future research should take on individuals trainees factors to enhance the full comprehension of determinants of trainee effectiveness (Baldwin & Ford, 1988; Shariff and Al-makhadmah, 2012).

Responding to the above calls, this study proposes opportunity to perform and trainee motivation as determinants of effectiveness of training among the administrative staff of public tertiary education institutions in the north central geopolitical zone of Nigeria. Emphatically, this study will examine opportunity to perform and trainees motivation as essential determinants of training effectiveness. Therefore, contributing to the body of literature on how opportunity to perform, a climatic factor impedes and enhances training effectiveness. In addition, this study also investigates trainee motivation a variable of trainees factors facilitating and undermining training effectiveness.

One of the prominent problems of human resource training effectiveness is concerned with non-transfer of training to work place. The non-transfer of training to work place is associated with lack of opportunity to perform and low trainee motivation to obtain new skills and onward transfer of training to workplace. The issue of continuous deterioration of training effectiveness has attracted considerable public and media attention in recent years. For example, honorable minister of education (Mrs Oby Ezekwesili) on the 23rd of Nov.2006 on her media trip to the home of the Guardian news paper, which was organized by her ministry, cited that dwindling performance of tertiary educational institutions in Nigeria deserves a special attention due to the fact that, more fund was been allocated for human resource development in tertiary educational institutions but inefficiencies in the personnel performance remain an intractable issue of serious concern.

Ogunjimi, Ajibola and Akah(2009) reiterate that, employers of labour are not happy with the quality of graduates turn out in Nigerian tertiary educational institutions. The authors further lament that quality of graduates turn out in Nigerian tertiary institutions is a direct reflection of the quality of personnel of tertiary educational institutions in Nigeria. The personnel of Nigerian tertiary educational institutions comprises of both academic and non academic administrative staff. Thus, this study want examine the opportunity to perform a dimension of work environment and trainee motivation a dimension of individual trainee factors as factors that influence the training effectiveness of administrative staff in various tertiary educational institutions in Nigeria among others.

Opportunity to Perform

Opportunity to perform is the extent at which a trainee is given the leverage to acquired and to practice work experience relevant to the tasks for which he has been trained (Ford, Quinones, Sego & Sorra, 1992). Numerous factors have been examined to influence the application of trained skills, knowledge and attitude on the job, the extent at which trainee are provided the opportunity to practice the trained skills in the work place has eminence over other attributes (Burke & Hutchins,2007). Hence, trainee require ample opportunity to apply their newly acquired skills to enhance positive transfer of training to work place. Some studies are unanimous on the view that absence of the opportunities to perform could hinder the application of trained competencies on the job. A study by Clark(2002) found that lack of opportunity perform was the strongest determinant of transfer of training to work place. In addition, Cromwell and Kolb (2004) report that lack of adequate time to practice was a great constraint to transfer of training. In a related view, Gilpin-Jackson and Bushe (2007) opines that providing trainee with adequate time is an important facilitator of transfer of training a predictor of training effectiveness. Similarly, Lim and Johnson (2002) established that providing trainee with the opportunities to practice skills for which he/she has been trained is a form of conceptualized support.

In another study by Ang Ling, Hui Woon, and Huei Ven, (2011) who examined the relationship between work context factors on transfer of training among fifty (50) plantation employees in Malaysia. The study reveals that opportunity to perform was the dominant factor that influenced transfer of training. Corroborating with the above finding, Ford et al.,(1992) contends that trainee will only be motivated if they are given enough space to practice the skills obtained from training at workplace. This will result to transfer of training, predictor of training effectiveness. Empirical study by Yusof (2012) investigated the relationship between peers support influence, managers support and opportunity to perform with 70 public sector personnel in Shah Alam, Selangor, Malaysia. The study found a significant positive association with opportunity to perform and transfer of training. Sequentially, Maung & Chemsripong (2014) investigated the relationship between peer support, opportunity to perform and feed back in a manufacturing firm in Myanmar, Yangon region. The research report that a direct relationship exist between opportunity to perform and training transfer. Manju and Suresh (2011) who study the effect of work context factors. The study administered 201 questionnaire to 20 large and medium enterprise in Mysore region of Karnataka. The research found a positive and significant influence between opportunity to perform and transfer of training. However, Warnakulasooriya, and Wickramasuriya (2014) report a negative relationship between opportunity to perform and transfer of training. Based on the findings from empirical evidences presented above, the study hypothesized that:

Hypothesis 1: Opportunity to perform is positively and significantly related to training effectiveness.

Trainee Motivation

Trainee motivation is an important element in the transfer of training process. It may be a big puzzle to effectively transfer learning without trainee motivation. Trainee motivation is the forces within the trainee that influence his direction, persistence, intensity and behaviour of trainee to willingly obtain trained skills and onward application of trained competency to work environment (Noe, 1986; Hassan, Fuwad & Rauf, 2010; Abbah,2014). Motivation also, is the special desire of trainee to learn the training content of training scheme(Noe,1986). In addition, study by Scaduto, Lindsay and Chiaburu(2008) reported that trainee motivation has a significant relationship with training effectiveness. Wei-Tao(2006) subscribed that trainee motivation is an important predictor of training effectiveness. Moreover, trainee work context is also involves with frequent innovations and technological changes in order to improve the quantity and quality of services rendered by the institutions thus, training need to be introduced to keep trainees up to date with the dynamic innovations(Veleda and Caetano,2007). For trainee to effectively obtain training and post training application of trained skills to the work place, trainees need to be

motivated prior to training and at post training environment(Elangovan & Karakowsky,1999; Rowland, 2007).

Scholars in the likes of Mathieu, et al.,(1992) and Ford, Quinones, Sego & Sorra, (1992) contends that a trainee may possess all the needed ability to acquire new competency from training intervention programme but may be ineffective if the trainee is not adequately motivated. Sequel to the above assertion, empirical studies documented that direct relationship exist between trainee motivation and transfer of training(Abdullahi & Suring,2014). Similarly, Omotayo, Salau, Falola and Hezekiah(2014) examine the relationship between some dimensions of motivation namely, salary, incentives promotion and awards. The study found a positive significant relationship with salary and employee retention while, incentives promotion has a significant influence on job satisfaction. In a similar vein Kayosky and George(2013) study the level of relationship between management and workers motivation. The study disclosed that positive relationship between working climate and remuneration a core predictor of performance and motivation.

In the light of above, Horgan and Barton contends that institutions survival is tied to employees motivation, since employees are the core resources of institutions that harmonised all other resources to accomplish institutions predesigned goals and objectives. Responding to the above, Bhatti and kaur (2010) studied the effect of training transfer model on training effectiveness. The study found a positive relationship between motivation to transfer and transfer of training. Grossman and Salas(2011) reveals that motivation to transfer has a significant relationship with training performance. These authors further states that motivation to transfer is an important predictor of training effectiveness. Homklin, Takahashi and Teckanont(2013) examined the moderating effect of trainee factors and work context factors, The research report that motivation to transfer moderates the association between trainee attitude and transfer of training to work place. Consequently, Mugbo(2013) study the effects of employee motivation on firms performance. The study found a significant relationship with extrinsic motivation and employee performance. Elangovan and Karakowsky(1999) disclosed that there are many factors influencing trainee motivation to transfer trained skills on-the-job; these factors directly influence motivation to learn and the training performance. Therefore, to improve trainee motivation to attend training, management of institutions need to identify the trainees desires and needs which is associated with training (Tracey & Tews, 1995). Based on the empirical evidences presented, this study hypothesize the

Hypothesis 2: That trainee motivation is positively and significantly related to training effectiveness.

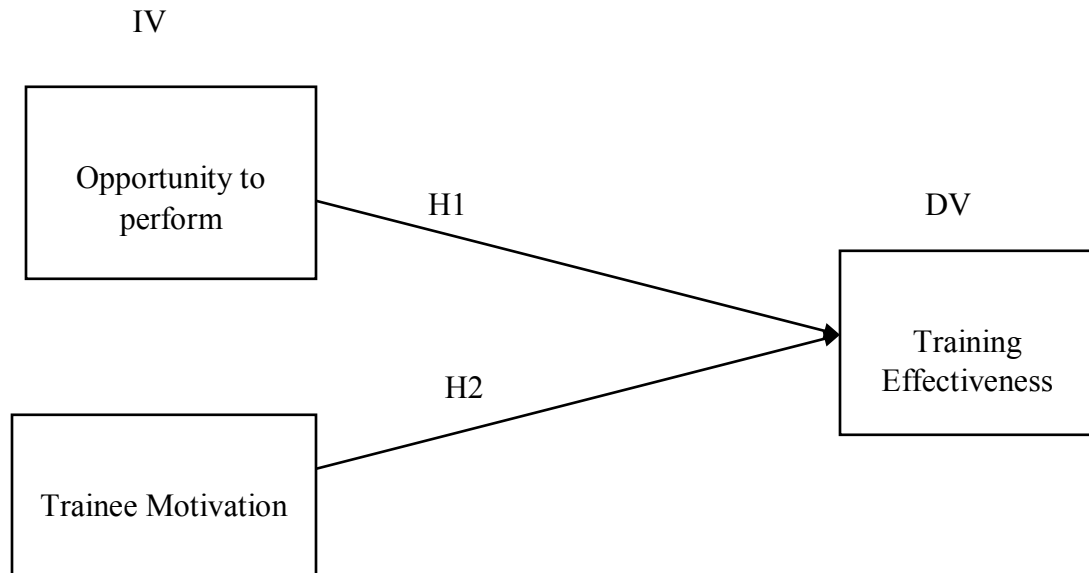


Figure 1. Conceptual Framework

3. METHODOLOGY

Data for this research was collected through self administered survey questionnaire. The survey measures comprised of training effectiveness, opportunity to perform, training motivation and demographic variables. Due to different classification of tertiary educational institutions, stratified sampling was used in the study involving 428 participants that attended training programmes in the three categories of tertiary educational institutions in Nigeria. Numerous notices were sent to participants who could not complete a survey at the elapsement of two weeks through mobile phone to improve response rates (Dillman, 2000; Porter, 2004). Respondents were non academic administrative staff and academic administrative staff from several tertiary educational institutions in Nigeria comprising, polytechnics, colleges of education and universities. Four hundred and twenty eight respondents completed a survey questionnaire, which was adequate enough to run our analysis.

Measurement of variables

In the current study 8 items of which 4 item from Hussain, (2011) and 4 from Manju and Suresh (2012). was adapted to measure trining effectiveness in this research.). The eight (8) instrument from the authors was recognized as transfer of training, but it was altered in order to conform to

the content of this research, it is now being called training effectiveness. Also, the 9 item measures for this study was adapted and revised from Hussain (2011). The instrument was initially referred to as motivation to transfer but, it was modified to be expedient with the content of this research, and it is presently known as trainee motivation. Similarly, the ten (10) items to measure opportunity to perform seven items were adapted from Manju and Suresh, (2012) and 3 items were adapted from Madagamage, et al., (2014). The instrument was been referred to as opportunity for skill utilization and it was modified as opportunity to perform in this present research in order to be expedient with the content and purposes of this research.

Sampling:

The study employed self administered questionnaire to administered 428 questionnaires to administrative academic staff and non-academic staff of six tertiary education institutions in Niger state, Nigeria during the period of August, 2016. The study received back 376 questionnaire and 27 were unuseable because they were not properly completed. Thus, 343 questionnaires were used for data analyses which accounted for 81 percent response rate.

Data Analysis:

The present study used Partial Least square structural equation modelling through PLS, SEM 2.0 (Ringle et al., 2005) to examined the hypothesized relationships. The SEM comprises of two stages of measurement model and structural model (Hair et al., 2014).

Respondents' Background

The higher percentage of the respondents in the survey of 343 (68.7%), were males and 100 of 29% were female participants in the research sample. This study is congruent with the previous study of Lara and Tacoronte (2007), which found that the higher percentage of a universities academic staff were males (71%) while females (64.6%). Regarding the age group 31-40 of 152 indicates 44% of the sample participants. Also, participants within the age group of 41-50 was 91 sample respondents indicating 26% of the sample respondents. The next was sample participants within the age of 21-30 years of 55 accounted for 16% while the smallest age group of 50 and above was 43 participants with 13% of the sample respondents. Additionally, the higher proportion of the sample respondents with 194 amounted to 57% possessed first degree/HND. This is followed by master degree with 76 participants which amounted to 22% whereas, OND/NCE holders in the survey were 55 indicating 16% respondents and the 18 respondents with 05% were doctorate degree holders in the survey. The low proportion of the survey participants in the research is a re-echo of the pronouncement made by president Eberé Jonathan that, 60% of personnel in various Nigerian tertiary educational institutions do not possess doctorate degree (Odiegwu, 2012). The above declaration by Eberé Jonathan comprises

both non-academic administrative staff and academic administrative staff of tertiary institutions in this research.

Measurement Model

In an attempt to determine the construct validity, a two-step modeling approach was followed as recommended by Anderson and Gerbing (1988). We began by examining the convergent validity and reliability, followed by the discriminant validity, then internal consistency reliability as shown in Table 1 and Table 2 individually. As a rule of thumb, construct validity is determined if the loadings are greater than 0.7, composite reliability is greater than 0.7, average variance extracted is greater than 0.5 and Cronbach alpha is greater than 0.7(Bagozzi, Youjae, & Phillips, 1991; Fornell & Larcker, 1981; Hair, Anderson, Tatham, & Black, 1998; Nunnally, 1978).

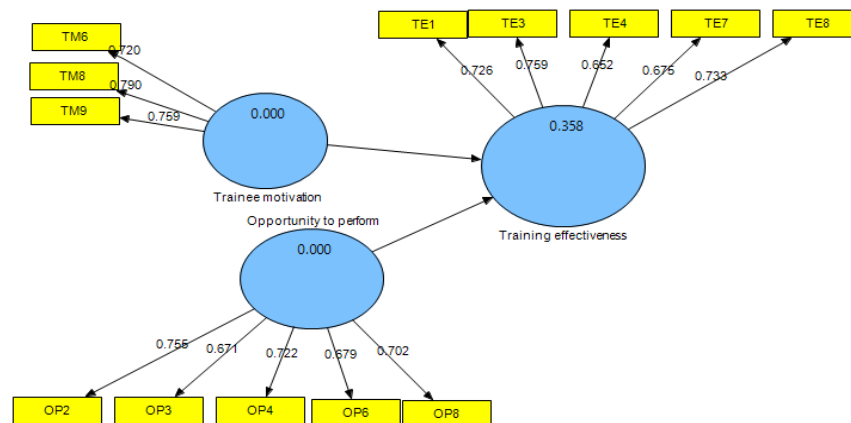


Figure 2: Measurement Model

Results:

Table 1 Results of measurement model

Indicators	Loadings	AVE	CR	Cronbach's Alpha
OP2	0.7561	0.5371	0.8226	0.718
OP4	0.7090			
OP6	0.7077			
OP8	0.7571			
TE1	0.7284	0.5036	0.8349	0.7528
TE3	0.7532			
TE4	0.6493			
TE7	0.6771			
TE8	0.7350	0.5731	0.8009	0.6263
TM1	0.7201			
TM3	0.7897			
TM4	0.7597			

Source: Researcher

Note: OP1, Op3, OP5, OP7, OP9, OP10, TE1, TE5, TE6, TM2, TM5, TM6, TM7, TM8, TM9 were respectively deleted because of their low loadings of less than 0.50.

We also examined the discriminant validity in line with Fornell and Lacker's (1981) suggestion. On the basis of this suggestion, the average variance between each construct and its measures should exceed the variance between the construct and other constructs (Fornell & Larcker, 1981).

Table 2 Discriminant Validity of the study Constructs

Constructs	1	2	3
OP	0.7329		
TM	0.2679	0.7570	
TE	0.5194	0.4070	0.7096

Source: Researcher

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 adequate discriminant validity of the construct (Hair, et al., 1998; Hair, Black, Babin & Anderson, 2010).

Table 3 Cross Loadings

Indicators	OP	TM	TE
OP2	0.7561	0.2875	0.4575
OP4	0.7090	0.1240	0.2914
OP6	0.7077	0.1198	0.3161
OP8	0.7571	0.2087	0.4150
TE1	0.3351	0.3402	0.7284
TE3	0.3347	0.3293	0.7532
TE4	0.3052	0.2746	0.6493
TE7	0.4657	0.1889	0.6771
TE8	0.3876	0.3146	0.7350
TM6	0.1995	0.7201	0.3088
TM8	0.1558	0.7897	0.3097
TM9	0.2535	0.7597	0.3052

Source: Researcher

Structural model

Sequentially after examining the measurement model ensuing was the structural model. The results are presented in Table 4 and depicted in Figure 1. The R2 value was 0.358 which recommend that the modeled variables only explained 36% of the variance of the 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 research to study such latent exogenous variables that could explain the variance in training effectiveness that are not examined in this present study. As presented in Table 4 and depicted in figure 2, hypotheses 1and 2 were supported.

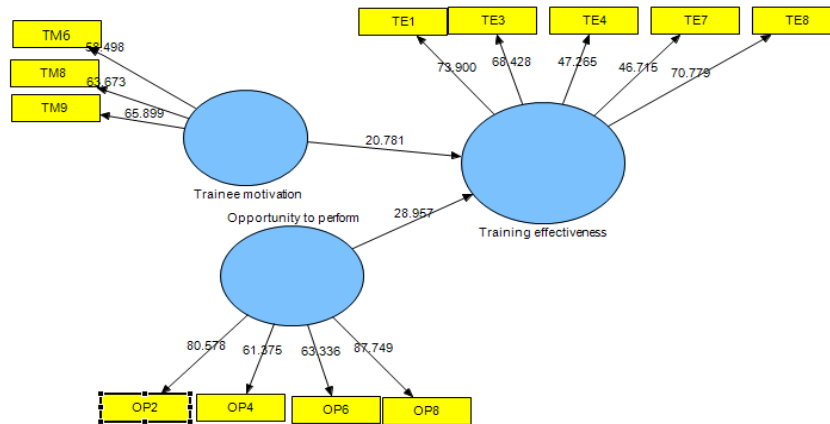


Figure 3: Structural model

Table 4 Direct Effects

Relationship	Beta values	Standard Error	T Statistics	P - Values
Opportunity to perform -> Training effectiveness	0.4420	0.0152	28.9573	0.0000
Trainee motivation -> Training effectiveness	0.2885	0.0138	20.7810	0.0000

Source: Researcher

4. DISCUSSION AND FINDINGS

This study investigates the effect of opportunity to perform and training effectiveness among the non-academic administrative staff and academic administrative staff from various tertiary educational institutions in Nigeria. The finding of this study showed that opportunity to perform is significantly related to training effectiveness as postulated in hypotheses1. In particular, opportunity to perform was positively and significantly related to training effectiveness. This finding is congruent with results of preceding studies such as the study by Jackson and Bushe, (2007) who found that if people are comfortable in the application of trained skills they will strive to create more opportunities to transfer training. This implies that when trainees are

provided the ample opportunity such as adequate time, necessary working tools and enabling working environment to acquire competencies and autonomy to practice the obtained skills at the right time, it will yield the required training effectiveness. In addition, (Manju & Suresh, 2011; Ang Ling, Hui Woon, & Huei Ven, 2011; Yusof 2012; Warnakulasooriya, & Wickramasuriya, 2014) reported a significant and positive influence of opportunities perform with transfer of training, core predictor of training effectiveness.

Also, the research disclosed that opportunity to perform had significant and positive relationship with training effectiveness. This may be because the trainee believed that application of trained competencies on the job will give the training its value. This finding is consistent with Noe and Wilks (1993) and Ford et al. (1992) who reported that even if trainee acquired the competency from training, it may not likely be transferred on the job if the trainee is not given the opportunity to practice the obtained skills. But contrarily to the above, Clark (2002) Cromwell & Kolb (2004) reported that opportunity to perform has a negative nexus with transfer of training.

Moreover, the results from this study found a significant and positive relationship between trainee motivation and training effectiveness. This finding is consistent with the preceding study of Bhatti and kaur (2010) who studied the effect of training transfer model on training effectiveness. The study reported a positive relationship between motivation to transfer and transfer of training. Similarly, Kayosky and George, (2013); Mugbo, (2013); Omotayo, et al., (2014) found positive and significant relationship between trainee motivation and transfer of training. When the trainees are given adequate pre-training and post training motivation it will boost their ability and the value of training to acquire the new competencies and the onward application of the obtained skills to enhance the attainment of training effectiveness.

5. CONCLUSIONS AND RECOMMENDATIONS

Based on the above findings and discussion, there are few implications concerning management of the tertiary educational institutions, the trainers and their personnel in view of the important functions tertiary educational institutions perform in the development of individual and for the development of every nation. The positive and significant relationship between opportunity to perform and training effectiveness is one of the crucial factors that enhance transfer of training that result to the accomplishment of training effectiveness among the administrative staff of Nigeria tertiary education institutions. Therefore, the management should always take into cognizance when designing training intervention programme to provide the trainees with ample opportunity to practice the learned skills on the job to produce the required training effectiveness which will also improve the trainee skills and to enhance the efficiency and effectiveness of quality service delivery desirable of the tertiary institutions. As well, the trainers should provide

adequate opportunity to practice the new skills at the training site and this will ease the receptiveness of trainees in learning new skills and the onward transfer to work context.

Moreover, the significant and positive result of trainee motivation and training effectiveness in this study indicates that trainee motivation is an important factor that determines the transfer of training, predictor of training effectiveness among the administrative staff of tertiary educational institutions in Nigeria. Therefore, these factors should be recognized as an important attributes of training that determines the success and failure of training programs. The application of trainee motivation will reduce the non-transfer of training on the job such that it will yield training effectiveness. The alignment of trainee motivation will depend on the extent at which management values and incorporate trainee motivation in the process of designing training intervention schemes. Although, it is evidential that the attainment of training effectiveness is an arduous task but it will be easier when trainers and the management of the tertiary education institutions comprehends the roles of pre-training motivation and post-training motivation played in the improvement of training skills and the accomplishment of training effectiveness in the respective tertiary educational institutions in Nigeria.

To ensure the continuous achievement of training effectiveness, the management of the various tertiary educational institutions should collaborate with supervisors to initiate contact with trainees in order to provide them with pre-training motivation to encourage them attend training and to obtain new competencies enthusiastically. In the same vein, at the post-training context, management and supervisors should establish a systematic follow-up by visiting and monitoring the trainee to ensure that the trainee applied the acquired new skills at the work environment to facilitate attainment of training effectiveness in these respective institutions (Casper, 2005; Hassan, Fuwad, & Rauf, 2010). Moreover, to ensure substantial achievement of training effectiveness in the respective tertiary educational institutions, management and the supervisors who are agents representing the institutions need to avail the trainees the ample opportunities such as adequate equipment's and tools, enough time and all the necessary enabling working environment to facilitate the accomplishment of training effectiveness(Jackson & Bushe, 2007).

This present study has certain limitations that need to be addressed. First, this research reported R2 value of 36% of the variance of the opportunity to perform, trainee motivation and training effectiveness, suggesting that opportunity to perform and trainee motivation are not the only predictors of training effectiveness of administrative staff of tertiary educational institutions. Therefore, future research should incorporate other factors such as self-efficacy, social support, organization culture, reward system trainee attitude and trainee ability. Secondly, this research was a cross-sectional in nature. Hence, conclusions concerning the causal relationship of the

study model cannot be easily made. Therefore, future research should use longitudinal study to confirm the findings of this research.

Thirdly, this study only considered the non-academic administrative staff and academic administrative staff of public sector tertiary educational institutions, future studies should incorporate the private tertiary educational institutions and other public and private organizations because training effectiveness is a universal concept that is not restricted to only tertiary education institutions. Finally, it must be recognized that self-reported survey measures were employed to collect data for this research which are often prone to common method bias. Therefore, future study should include supervisors and qualitative design to assess training effectiveness.

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