

Exploring the Link between Trainee Motivation and Training Effectiveness in Nigeria Context: The Moderation of Employee Reciprocity

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Abstract

This paper examines the moderating effect of employee reciprocity and trainee motivation on training effectiveness in Nigeria context. The 316 Non-academic and academic administrative staff of the Federal College of Education Kontagora and Niger State College of Education Minna completed the survey. The study employed partial Least Square Structural Equation Modelling (PLS-SEM) using Smart PLS3.00 soft ware. The result of the study in an indirect path confirms that employee reciprocity moderates the relationship between trainee motivations and training effectiveness. The statistical findings from the study also found that in a direct path, trainee motivation was positively related to training effectiveness and furthermore, employee reciprocity was also significantly related with training effectiveness. This, study recommends that management/employers of the institutions being study should pay attention to the variables under study to recoup the effectiveness of their training investments on employees. This study concludes that motivation is a critical factor that nurtured employee reciprocity to enhance employee commitment towards the actualization of organizational training effectiveness. This study discusses the practical implications of the study and suggestions further studies.

Keywords: Employee, Reciprocity, Trainee motivation, Training effectiveness.

Introduction

Trainee motivation and employee reciprocity are the resilience forces that influences and motivate trainee to attend training and the transfer of the knowledge to workplace to achieve training effectiveness in organizations. Trainee motivation and employee reciprocity combined to motivate employees to persist in their positive behaviour towards the attainment of organizational goals. Employee motivation is also considered as the drivers of the reciprocal response in organization. Stanca, Bruni, and Corazzini (2009) averred that an employee who is satisfied or motivated with his or her job feels more obliged to reciprocate the favourable treatment he or she has received from the organization. The empirical studies of Kim, Kim, and Holland (2019), further confirmed that employees tend to display a high level of reciprocity to their organization when their needs are achieved by the organization's support. Kim, et al. (2019) found that motivation is a critical factor for nurturing employee reciprocity which enhances organizational commitment.

Trainee motivation is the encouragement and support the trainee received from the organization that influences the behaviour of trainee to willingly acquired competencies and in reciprocation applied the obtained aptitude to work context to achieve training effectiveness and higher productivity in organizations (Nmadu & Khalil, 2017). It may be a big problem to effectively transfer learning without the trainee reciprocating the motivation

received from the supervisor or organization to transfer the skill to work environment. Efforts to motivate trainee for the purpose of improving training effectiveness and productivity in tertiary educational institutions in Nigeria remains an important factor in the recent times (Nmadu & Khalil, 2017). Motivation is the drive that influences the trainee to attend training and to successfully complete the training and onward transfer of the competency to the work context. Trainee motivation thus, is a psychological attribute that influences a person to action toward attaining the desired goal for the organizations.

Previous empirical study of Chiang and Jang (2008) has reported that employee motivation is a fundamental driver of employee perception, attitudes, and behavior. Trainee motivation is an important element in the transfer of training process. Motivation provide the right guidance or direction, resources and rewards so that they are inspired and interested in working towards the accomplishments of organizations performance (Syamsuddin, Kadir, & Alam, 2020). Motivation inspires a person at work to intensify his desires and willingness to use his potentials to perform in order to achieve organizational objectives. Motivation influences the arousal, direction and maintenance of behaviour. Thus, motivation is an important inner control tool and should be satisfied in order to attain advantages such as increased employee commitment, training effectiveness, increased productivity and efficiency.

Reciprocity is mutually a conditional exchange of benefits between two or more individuals, groups, and units (Goulder, 1960). Reciprocity enhanced the equal exchange of benefits and relationships, where unequal exchanges that exist are featured as exploitation (Kim, Kim, & Holland, 2020). They further note that reciprocity is a universal feature of human civilizations. In another words, reciprocity is a social state of affairs where people pay back what they received from other people (Shamsudin, Razak, & Salem, 2018).

Employee reciprocity is perceived as a psychological phenomenon where a person has already performed a favour for another and he is expected to return the favour to who they have received favour from. Thus, individuals and groups may increase the likelihood of receiving benefits in the future by reciprocating good conducts (Blau, 1964). When employee work in an organization and perform good deeds, reciprocity could generate an indirect exchange. Specifically, all the parties involved in social exchanges will ultimately benefit based on the notion of reciprocity norm which stipulates that the helpful efforts of one party will eventually be reciprocated by the other parties either indirectly or directly in good conducts that will benefit the organization. The employee reciprocity is widely embraced in the relationship arrangement and social exchange in Nigerian context of tertiary educational institutions (Nmadu, 2018).

Over time, the existing literature on human resources management has investigated the direct relationship of trainee motivation on training effectiveness (Nmadu & Khalil, 2017; Homklin, Takahashi, & Techakanont, 2013), without considering the role of employee reciprocity in the relationship. To date, there have been relatively few studies on reciprocity focusing on administrative staff of Colleges of Educational institutions in Nigeria. Nevertheless, the way in which employee reciprocity strengthens the social exchange link between trainee motivation and training effectiveness lacks empirical evidence in human resource literature. In responds to the above gap, this paper intends to examine the direct relationship between trainee motivation and training effectiveness .It also investigate the relationship between employee reciprocity and training effectiveness as well as, the moderating effect of employee

reciprocity and trainee motivation on training effectiveness of academic and non academic administrative staff of Federal College of Education, Kontagora and Niger State College of Education Minna in Niger State, Nigeria. This paper is structured into six sections.

Literature Review

Trainee Motivation

Trainee motivation denotes the strength; perseverance and efforts employees dispensed in acquiring development-oriented programs, prior to their training, during the training, and at the post-training environment. Motivation is the driving force that influences the trainees to attend training, attract trainees to acquire knowledge, skills at the training environment and to transfer such obtained knowledge to their work context. Transferring training to the workplace will eventually result in training effectiveness (Hussain, 2011).

Trainee's motivation is the drive that inspires the trainees to channel their energy and persistence efforts towards attending the training intervention activities, to obtain training skills and on-the-job transfer of acquired skills to their work environment (Syamsuddin, (Kadir, & Alam, 2020).

Trainee motivation is the force that influences the trainees to willingly direct their energy to attend training programmes, to acquire training skills and the transfer of acquired competencies to their work context. Preceding studies in indicated that employee motivation is a fundamental driver of employee perception, attitudes, and behavior (Chiang & Jang, 2008). Prior research in this discipline has also considered employee motivation as a predictor of employee performance (Chiang & Hsieh, 2012).

Moreover, recent empirical study of Syamsuddin, Kadir, and Alam, (2020) reported the findings of the multiple regression through the use of SPSS which indicates that motivation, leadership style, and competence has a significant and positive effects on employee performance. The findings connotes that the performance of organizations are largely determined by the extent of the motivations the employee received from the organizations.

Wahyuni, Purwandari, and Syah, (2019) concludes from their study that motivation as a mediating variable has a positive influence on employee performance. They further report that in a direct relationship transactional leadership style has a significant influence on employee work motivation and employee performance. In principle, motivation is given to employee to increase their efforts, self-confidence, make available several opportunities in workgroups, opportunities to express opinions and other opportunities. Thus, motivation is an important intervening variable that enhances organizational performance.

Rahman, Fatema, and Ali, (2019) reported that the results of the correlation and ANOVA indicated that both extrinsic and intrinsic motivation and job satisfaction impacted significantly on the performance of the employees in the selected Banks in Bangladesh. These findings portrayed that Motivation and job satisfaction influences employees to ensure utmost use of their efforts for the realization of the organizational goals and objectives.

Vijayakousalya, Churchill, and Anand (2019) reveal that there was no correlation between the employee motivation and employee performance. The contrary findings in this study was

due to poor medical facilities, poor or non existence of transport facilities to motivate the employees to perform effectively and efficiently. Closely related, Saengchai, Siriattakul, and Jermisittiparsert (2019) asserts that employee motivation, human resource practices and employee empowerment are the determinants of employee performance of employees working in the Engineering firms of Indonesia.

Ekundayo and Ajanaku, (2017) in their study exposed that a direct strong and positive relationship exist between motivation of employees and their performance. The employee motivation was the major factor that influenced the employees' performance in organizations. Additionally, AbdiMohamud, Ibrahim, and Hussein, (2017) investigates the impact of employee motivation in Hormuud company in Mogadishu, Somalia. The study found that monetary rewards and job enrichment have significant influence on employee performance of the said company. This result showed that employees need to be continually motivated to ensure they are retained in their respective organizations to improve performance.

Despite the recent empirical studies concerning motivation on employee performance, (Saengchai, Siriattakul, & Jermisittiparsert, 2019; Rahman, Fatema, & Ali, 2019; Ekundayo & Ajanaku, 2017) little attention has been paid to examine a direct relationship between trainee motivation on training effectiveness for tertiary educational institutions in Niger state, Nigeria. Relatively, the study of Vijayakousalya, Churchill, & Anand, (2019) reveals that there was no correlation between the employee motivation and employee performance. This implies that motivation needs to be examined with the aid of intervening variable such as moderator. In view of this circumstance, this study use employee reciprocity to moderate trainee motivation on training effectiveness of tertiary education institutions in Nigeria.

Standing on the existing significant results of the recent empirical studies of Syamsuddin, Kadir, and Alam, (2020); Saengchai, Siriattakul, and Jermisittiparsert (2019); Rahman, Fatema, and Ali, (2019); and Ekundayo and Ajanaku (2017), this study hypothesizes that:

Hypothesis1: There is a significant relationship between trainee motivation and training effectiveness.

Employee Reciprocity

Employee Reciprocity is a fundamental psychological machinery of society which links giving and taking among the exchanging partners (Chen, Chen, & Portnoy, 2009). Reciprocity is the extent at which individuals and employee places importance on reciprocation within exchange relationships (Eisenberger et al., 2004). The notion is that individuals possessing high reciprocity tend to keep score of reciprocations more than others. They also maintain the transactional balance of resources within an exchange relationship than others with low reciprocity (Li, Fay, Frese, Harms, & Gao, 2014). As such, reciprocity help to improve maintain and strengthen high-quality exchange relationships (Li, et al., 2014).

Reciprocity is usually classify as either positive or negative, reflecting the manner in which people react to favorable/unfavorable treatment, and both positive and negative reciprocity play a role in maintaining equity interpersonal exchange in human interactions (Chen et al. 2009). In this present study emphasis is on positive reciprocal behaviour than negative reciprocity beliefs because they are essential for developing high-quality social relationships.

Once individuals receive something from another person, they are obligated to repay that person (Cropanzano and Mitchell, 2005).

According to social exchange theory and the norm of reciprocity, the primary principle of social exchange is dependent on the obligations of return benefits to the exchange partner (Blau, 1964; Gouldner, 1960). However, in the process of social exchange, the interactions will not always occur in quid pro quo fashion because individuals differ in the degree to which they endorse reciprocity in exchange relationships (Umphress, Bingham, Mitchell, 2010). Individuals who endorse reciprocity in exchange relationships and demonstrate reciprocal exchange behaviors consistently will develop high quality social exchange with the exchange partner (Eisenberger et al., 2004).

Empirical research found that an individual who has strong reciprocity beliefs will try to maintain long-term high quality relationships with the exchange partner through reciprocity (Eisenberger, et al., 2004; Herchen, Cox & Davis, 2012; Umphress, et al., 2010). The followers tend to reciprocate beneficial treatment that they have enjoyed like training and performance compensation provided by the leader. As a result of this favourable treatment, the followers are willing to contribute more benefits in return to the organizations over time and the quality of exchange relations between the leader and the members will be sustained because each party brings to the relationship valuable resources for exchange (Wu, Tse, Fu, Kwan, & Liu, 2013).

In addition, the followers will acquire benefits from the social exchange which motivate them to engage in more social exchange and maintain long-term gains from the exchange partner. The more the follower's strong reciprocity beliefs, the more they feel obligated to reciprocate benefit to the exchange partner. Therefore, the followers with a set of strong positive reciprocity beliefs is one kind of starting mechanism which make the followers constantly consider reciprocation an appropriate response to the favours from their servant leader. In contrast, the followers with a low level of reciprocity may feel little obligation to reciprocate, even though they have received benefit from the exchange partner (Wu, et al., 2013).

Buttressing more on the tremendous roles employee reciprocity play is presented in the most recent empirical research of Jin, Kim, and DiPietro (2020) who examines workplace incivility in restaurants, employee deviance and customer reciprocity. The study found that when customers received a good service from the employee who was maltreated by his/her supervisors, customers are more likely to revisit the restaurant and tend to provide more tips to the employee compared to customers who received a bad service from the employee. Also, employees who try to continuously provide a good service to customers regardless of their mistreatment from the manager, trigger customers' morale lead them to give more tips.

Mustapha and Shamsudin (2020) also explore the power of reciprocity theory in marketing context. The study reveals that reciprocity concept make customers feel special by acknowledging their support in the organization. The study also disclosed that if the customer feels happy or special with the services that the company offered, they will be happy to reciprocate by repurchasing the product.

Chhabra (2020) look into the direct and interactive effects of perceived organizational support and positive reciprocity beliefs on organizational identification. The findings from the study indicates that the two way interaction effect of perceived organization support

(POS) and positive reciprocity beliefs on organization identification was significant with $\beta = -0.075$, $p < 0.01$. Thus, employees with high positive reciprocity believe PRB showed a stronger positive relationship with POS on organization identification (OID). The findings of the study practically implicates that organization selection procedures, hiring policies, and employee engagement need to be refined to select the right candidates with preferred dispositional bearings in key positions to avoid potential adverse scenarios.

Wang and Tu (2019) investigate to link proactive personality to life satisfaction in the Chinese context: The mediation of interpersonal trust and moderation of positive reciprocity beliefs. In phase one, the finding confirm that that proactive personality was positively related to employee life satisfaction; although, positive reciprocity beliefs did not moderate proactive personality and employee life satisfaction. While in the second phase of the study, the results indicates that proactive personality was positively related to individual life satisfaction, and interpersonal trust mediated the association. Positive reciprocity beliefs also moderated the effect of proactive personality on interpersonal trust and, furthermore, moderated the mediating effect of interpersonal trust on the relationship between proactive personality and life satisfaction.

Kim, Kim, and Holland (2019) examine the effects of intrinsic motivation on organizational citizenship behaviors of hospitality employees and the mediating roles of reciprocity and organizational commitment. This study found that intrinsic motivations are critical for nurturing employee reciprocity which then enhances organizational commitment.

Zou, Tian, and Liu (2015) study investigates a moderated-mediation model to examine the effect of servant leadership and the underlying processes through which it is associated with helping behavior. The results of the study also found that servant leadership is significantly related with leader member exchange (LMX), team member exchange (TMX), and helping behavior. Furthermore, the moderation effects showed that positive reciprocity beliefs strengthened the relationship of servant leadership with LMX, and with TMX respectively. Finally, LMX and TMX mediated the interactive effect of servant leadership and helping behaviour such that the mediated effects were stronger when the employees hold higher levels of positive reciprocity beliefs. However, employees who operate under the social exchange precept might engage in proactive behaviors in spite of little or no immediate economic reward.

Reciprocity in this context could also be perceived as interpersonal exchanges that restore human morale in an equilibrium level to avoid short change. This could be one of the reasons why tertiary educational institutions engage in frequent industrial actions whenever there is a breach of unanimous agreement reached at the labour unions negotiation table. This is in a view to avert or avoid the likely disequilibrium or short change in the social exchanges. Employees in organizations believed that reciprocity will sustain cause and effect relationship and therefore, always anticipate a return or response. Therefore, reciprocity plays a great role in exchange relationship for people to pay back the benefits or favour they received from others. Reciprocity is an indispensable tool in employee organizational commitment and is potentially one of the most significant determinants of employees' behaviours (Barkema, Chen, George, Luo & Tsui, 2015).

Aligning with the great roles the employee reciprocity played to influence employee's identification with the organizations and sustaining employee's positive behaviour, this paper hypothesizes that:

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

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

Research 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 316 questionnaires to non-academic and academic administrative staff of the Federal College of Education Kontagora and Niger State College of Education Minna. Out of the 316 administered questionnaires, 267 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 that enable 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, Ringle, and Sarstedt (2011), the bootstrapping technique (5000 sample) was also used to ascertain the significance levels for the path coefficient.

Results and Analysis

Measurement Model

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; Hair, Anderson, Tatham, & Black, 2006).

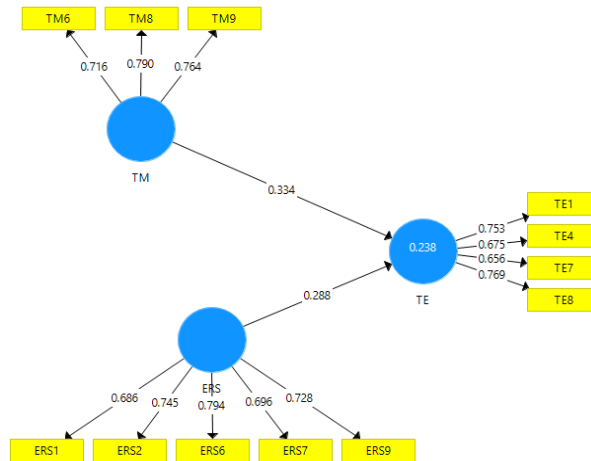


Figure 1: Measurement Model

Table 1: Factor Loading, AVE and Composite Reliability

| Indicators | Loadings | AVE | CR |
|------------|----------|--------------|--------------|
| ERS1 | 0.686 | 0.534 | 0.851 |
| ERS2 | 0.745 | | |
| ERS6 | 0.794 | | |
| ERS7 | 0.696 | | |
| ERS9 | 0.728 | | |
| TE1 | 0.753 | 0.511 | 0.806 |
| TE4 | 0.675 | | |
| TE7 | 0.656 | | |
| TE8 | 0.769 | | |
| TM6 | 0.716 | 0.578 | 0.801 |
| TM8 | 0.790 | | |
| TM9 | 0.764 | | |

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.

Table2: Discriminant validity Fornell-Larcker criterion

| | ERS | TE | TM |
|-----|--------------|--------------|--------------|
| ERS | 0.731 | | |
| TE | 0.364 | 0.715 | |
| TM | 0.228 | 0.400 | 0.757 |

Note: Diagonals (**in bold**) signify the average variance extracted whereas the other entries represent the squared correlations of ERS = Employee reciprocity, TM= Trainee Motivation, and TE = Training Effectiveness

Structural Model Evaluation

Since the measurement model above is achieved in terms of reliability and validity, we evaluated the structural model to assess the hypothesized relationships among the variable in this study (Hair, Ringle, & Sarstedt, 2011). As presented in Table 3 and Figure 2 below, we evaluated the standardized beta values and the t-values (Hair et al., 2011). The t-values were obtained using bootstrapping procedure with 5000 samples. Figure 2 and Table 3 show the estimates for the full structural model, which includes moderator variable (ERS) in the present study.

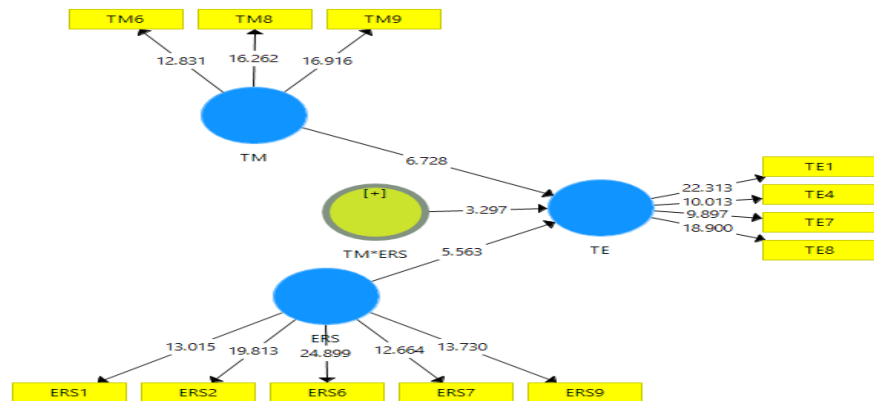


Figure 2: Structural Model

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

| Hypotheses | Beta | Std Error | T-Statistics | P Values | Decision |
|--------------|-------|-----------|--------------|----------|-----------|
| ERS -> TE | 0.288 | 0.052 | 5.563 | 0.000 | Supported |
| TM -> TE | 0.334 | 0.050 | 6.728 | 0.000 | Supported |
| TM*ERS -> TE | 0.382 | 0.116 | 3.297 | 0.001 | Supported |

As presented in Figure 2, Hypothesis 3 stated that ERS moderates the relationship between trainee motivation 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 trainee motivation and employee reciprocity $TM*ERS \rightarrow TE$ on training effectiveness ($\beta = 0.382$, $t = 3.297$, $p < 0.001$) 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.

Interaction Effect

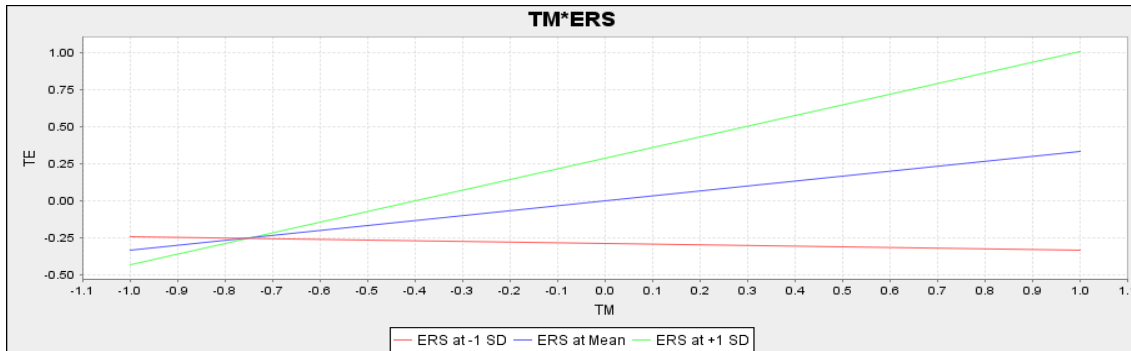


Figure 3: Moderating effects

Discussion of Findings

This paper investigates relationship between trainee motivation and training effectiveness among the non academic and the academic administrative staff of Federal College of Education Kontagora and Niger State Polytechnic Zungeru in Nigeria. As presented in Table 3 above, the statistical finding signify that a significant relationship exists between trainee motivation and training effectiveness with ($\beta = 0.382$, $t = 3.297$, $p < 0.001$), thereby supporting H1.

The finding of H1 is consistent with most recent studies of Syamsuddin, Kadir, and Alam (2020) which reported that motivation has a significant and positive effects on employee performance. Saengchai, Siriattakul, and Jermstiparsert (2019) also disclosed that employee motivation, human resource practices and employee empowerment are the determinants of employee performance of employees working in the Engineering firms of Indonesia. Rahman, Fatema, and Ali, (2019) indicated that motivation and job satisfaction impacted significantly on the performance of the employees in the selected Banks in Bangladesh.

In a similar vein, Wahyuni, Purwandari, and Syah (2019) further affirmed that motivation has a positive influence on employee performance. This finding also indicates that the administrative staffs in the Colleges of Educations are receiving sufficient motivation from the management there by enhancing their transfer competencies to work context to achieve training effectiveness.

In addition, the study also found a significant relationship between employee reciprocity on training effectiveness with ($\beta=0.288$; $t=5.563$; $p = 0.000$), supporting the H2. This finding is also in line with the studies of Chhabra, (2020) which indicates that the interaction effect of perceived organization support (POS) and positive reciprocity believes on organization identification was significant. Thus, the significant findings in this study signify that the employees of the Colleges of Educations under study possess high positive reciprocity believe and that was why employees ignored the mistreatment they received from the management that led to significant result of employee reciprocity on training effectiveness in this study. The findings of the study practically implicates that organization selection

procedures, hiring policies, and employee engagement need to be refined to select the right candidates with preferred dispositional bearings in key positions to avoid potential adverse scenarios.

Jin, Kim, and DiPietro, (2020) found that when customers received a good service from the employee who was maltreated by his/her supervisors, customers are more likely to revisit the restaurant and tend to provide more tips to the employee compared to customers who received a bad service from the employee. The finding from the interaction effect also reveals that employee reciprocity ERS moderates the relationship between trainee motivation and training effectiveness with ($\beta = 0.382$; $t = 3.297$; $p = 0.001$) supporting H3. This is in conformity with the study of Wang and Tu (2019) that investigate to link proactive personality to life satisfaction and moderation of positive reciprocity beliefs in the Chinese context. The study found that positive reciprocity beliefs moderated the effect of proactive personality on interpersonal trust and further mediated effect of interpersonal trust on the relationship between proactive personality and life satisfaction.

Kim, Kim, and Holland (2019) also examine the effects of intrinsic motivation on organizational citizenship behaviours of hospitality employees and the mediating roles of reciprocity and organizational commitment. This study found that intrinsic motivations are critical for nurturing employee reciprocity which then enhances organizational commitment.

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The plausible explanations for the results in this present study practically implicates that organization selection procedures, hiring policies, and employee engagement need to be refined to select the right candidates with high reciprocity and with the preferred dispositional bearings with the goals of the organization. This will help to avoid potential adverse scenarios like industrial actions whenever there is little short change or disequilibrium in exchange relationship which might emanate from the employer/management of the Colleges of Educations under study and at large other tertiary educational institutions in Nigeria and beyond. The findings of H₂ and H₃ are major contributions in this study because the direct relationship between employee reciprocity and training effectiveness in the context of colleges of educational institutions in Nigeria have not been established in the human resources literature. Also, the moderating effect of employee reciprocity with trainee

motivation on training effectiveness in the context of tertiary educational institutions in Nigeria is a pioneering study in human resource literature.

Practical Implications

The organizations/employers striving to sustain employee in a happy mood is a healthy development for organizations to maximize the efficiency and effectiveness of their productive resources through motivation is a necessity. In the light of this, the findings from this study have exposed that trainee motivation is a predetermined factor for the accomplishment of training effectiveness among the administrative staff of colleges of educational institutions in Nigeria. The findings of this study are of immense importance to the colleges of educations under study, asserting that motivation efforts towards the employee should be improved for training to realize its expected effectiveness.

Moreover, the interaction effects of employee reciprocity moderation revealed that employee reciprocity strengthens the relationship between trainee motivation and training effectiveness. This study therefore put forward that management of educational institutions involved should keep providing the motivating attributes to employees and it will be reciprocated to achieve training effectiveness that will transform to higher efficiency and effectiveness in their services delivery.

Conclusions and Recommendations

This research investigates the direct impact of employee reciprocity and trainee motivation on training effectiveness. The research also examined the moderating effect of employee reciprocity with trainee motivation on training effectiveness. The outcome of the study in a direct path found that a positive relationship exists between trainee motivation and training effectiveness. In addition, the study established the interaction effect of employee reciprocity with trainee motivation on training effectiveness. This, study recommends that management/employers should pay attention to the variables under study to recoup the effectiveness of their training investments on employees. This study concludes that motivation is a critical factor for nurturing employee reciprocity which then enhances employee commitment towards the actualization of organizational training effectiveness.

Suggestions for Further Studies

This study was cross-sectional and it does not allowed proper establishment of causality relationship between variables. Therefore, subsequent research should other research techniques aside cross-sectional method to avert the problem of common method variance. Moreover, future study may initiate the interaction moderating effect of trainee attitudes or trainee ability/efficacy on training effectiveness with different tertiary educational education institutions

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