



An Analysis of Some Determinants of Training Effectiveness and Their Effects on Employee Job Performance

*Ibrahim Ahmed¹, Dr.Babangida Muhammad Musa², Dr.Abba Umar Waziri³, Alfa Henson⁴

^{1,4}PhD Candidate, Department of Business Administration and Entrepreneurship, Bayero University, Kano-Nigeria

²Department of Business Administration, Faculty of Art and Social Sciences, Gombe state University-Nigeria

³Department of Business Administration, Faculty of Management Sciences, University of Maiduguri, Borno State- Nigeria

*Corresponding author: Ibrahim Ahmed

PhD Candidate, Department of Business Administration and Entrepreneurship, Bayero University, Kano-Nigeria

Abstract

Nigerian institutions and organisations today finds it difficult regarding inability to train their staff effectively and efficiently so as to achieve quality products or services which might not be separated from poor training facilities and emotional disturbances in addition other key determinants of training effectiveness that leads to poor job performance and results in many drawbacks to many Nigerian higher institutions and organisations. In this context, not much research has been conducted on training facilities and employees emotions and staff job performance amongst staff of Colleges of Education in Nigeria. This study examined the direct effect of training facilities and employees' emotions on employees' job performance amongst staff of Nigerian Colleges of Education. Drawing from Social Learning Theory (SLT), the study examined the direct role of these two variables on employees' job performance. Data were gathered from 234 staff and were analysed using PLS-SEM version 3.3.7. The findings of the direct effect between training facilities and employees job performance revealed a negative relationship at ($\beta = 0.434$, $t = 0.141$, $p = 0.588$) and hence accepted. While that of employees' emotions and employees' job performance were significant and positive and hence rejected. The findings is a wakeup call for all authorities concerned to develop a strategy that would further improve on the provision of adequate and state of the art facilities and ensure happy employee happy work atmosphere to smoothly manage the entire effective training process for the overall success of the system. Finally, conclusion and recommendations were discussed for future direction.

Keywords: Training, Facilities, Emotions Employees, Job and Performance

INTRODUCTION

Employee job performance is critical to the overall success of the organization; managers need employees that are able to get the job done, because effective and efficient employee job performance is critical to the overall success of every organization. One most important factor of employee job performance is to achieve goals. High performing employees meet deadlines, improve quality and build positive human interactions. Therefore, it is important to foster a positive, energetic work environment, cultivate a positive work environment by encouraging high performing employees (Diamantidis & Chatzoglou, 2019). In America, poor employee job performance is seen as a problem for higher education institutions and it leads to loss of jobs among academic staff who supposed to have a considerable impact on students and remaining staff members when vacant positions exist because of inability of personnel to discharge their duties effectively (Ramli, 2019).

In a rapidly changing economic and working environment in America and globally, organization performance and employee performance has been crucial in order to be competitive. Hence, it is important for all organizations to analyse the factors that contribute to employee job performance. Job performance recognizes as the comprehensive outcome that employees contribute to the organization (Smith, Patmos & Pitts, 2018). Hence the success of the strategy of organization lies through individual achievement which is directly based on their job performance. Every employee working in the organization is expected to perform his or her job in an accurate way. Through employment rules and regulation, the employee was accountable for successful performance related to duties and tasks assigned to him. In their study, Smith, Patmos and Pitts (2018) added that the degree to which employee job performance succeeded perceived to be significantly related to how effectively they affected by their emotions, training facilities and how effectively they were trained and motivated.

In African countries, enhancement of academic job performance especially training effectiveness virtually not getting considerable attention from both public and private sectors. Although there are many studies linking training effectiveness to employee job performance. Studies conducted by Elhajjar and Medina (2018), Mohamad and Valliappan (2020) used training effectiveness as dependent variables and found a strong positive linear correlation between the five factors that have influence on training effectiveness whereby the later suggested that huge success of studies about evaluating the training effectiveness, it seems that more studies are still needed in at least three dimensions: influence of motivation, the attitude of employees, and developing a new different model. Again, on the dimensions of training effectiveness and employee job performance Obaid (2018) studied the relationship between a dimension of training effectiveness (training transfer) and employee job performance and found a significant relationship between pre-training factors, process training factors and post training factors with training transfer and employees' job performance in higher education sectors in Palestine. Other such as Deyawani and Ferdinand (2019) studied the relation between training transfer and employee job performance. Nurhazani, Azlan, Asif and Johan (2021) studied the relationship between training effectiveness and employee performance even though there were inconsistencies in the findings of the later. Similarly Nitgul (2017); Limpanitgul, Robson, Gould-Williams and Lerthairtrakul (2012) and Babin and Boles (1996) uses co-worker support as a dependent variable while Punia and Kan (2016) and Yaqoot Mohd and Mohd (2017) uses different moderators to assess the influence of training effectiveness on employee job performance. The few remaining studies targeted co-worker support as moderator or dependent variable as in the study by Chiaburu and Harrison (2015) and Vincent, Salwat and Caroline (2009). This study is different as it uses co-worker support as a moderator which never happened before.

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

Therefore, it is in view of the limited empirical studies on training effectiveness and their immeasurable importance to employees job performance and training effectiveness that studies on factors influencing employees' job performance in organizational setting becomes necessary and that efforts should be intensified in that direction.

Research Questions

This study attempted to provide answers to what is the influence of Training facilities and employees' emotions on employee job performance Based on the major question the following specific questions were raised in order to guide the

- i. Does training facilities influences employee job performance in an organization?
- ii. To what extent does employees' emotion affect employee job performance in an organization.

Research Objectives

The main aim of the present study is to analyse the relationship between training facilities, employees' and employee job performance in an organisation. The specific objectives which the study seeks to achieve are

- i. To determine whether training facilities affects employee job performance of an organization.
- ii. To evaluate the extent to which employees' emotions significantly affect employee job performance of an organization

Research Hypotheses

The following hypotheses were developed and used in this study:

Ho₁ There is no significant relationship between training facilities and employee job performance.

Ho₂ Employees' emotion has no significant effect on employee job performance in an organization.

Review of Literature

Concept of Employee Job Performance

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

Generally, job performance is considered as an assessment of the extent of an employee's accomplishments of the goals established by the organization and the acceptability of the employee's interpersonal behaviors relative to the norms of the organization (Arshad, Rasli, Arshad & Mohd, 2016). Moreover, high job performance of employees plays a crucial role in determining an organization's performance since highly performing individuals will be able to assist the organisation to achieve its strategic aims and sustaining the organisation's competitive advantage in general, while specifically, employees are willing to perform better to develop their career and enhance their skills as well as to influence management to retained them (Dessler, 2015). Hence the reason Human resource managers have high expectations concerning employee job performance by continuously monitoring employees' job performance through various performance management activities.

However, Employee's job performance is an indicator of organizational success, organizations today focus more on human resources whose efforts lead to better financial results, net sales and make organizations get better than before (Muhammad, 2017). Thus, the employee could be only satisfied when they feel themselves competent to perform their jobs, which is achieved through better training programs.

In this study however, the researcher adopted the definition of employee job performance raised by (Iqbal, Ijaz, Latif & Mushtaq, 2015) that described employee job performance as the ability of individuals to achieve their respective work aims, then meet their expectations, achieve benchmarks or accomplish their organizational goals. However, the said authors did not segregate whether employee job performance is not a single unified construct but a multidimensional construct and whether job performance is the measurement of the quality and quantity of human capital and Job performance is affected by many situational factors such as environmental. This study will try achieve such and found out that job performance could be affected by other factors such as need to achievement, span of control, self-confidence, capacity, and interaction between these factors characteristics, organization itself, coworkers, and internal factors such as employee motivations, emotions, training facilities and beliefs that motivate them to reacts to situational factors.

Training Facilities

Training Facilities means the place or materials in which the training program is conducted (Feroz, Jabeen and Saleem, 2020). They are important components in giving training to trainees on the job (O'Boyle, Patel & Gonzalez-Mulé, 2016), and are facilities are essential to employees that enable the achieve success of businesses and organisations worldwide. Not only do these facilities offer opportunities for organizational staff to improve their skills, but also for them and their employers to enhance employee productivity and improve organisational success. They also can reduce employee turnover — and a 2020 Work Institute study in US shows just how important that can be for an organisation's bottom line. Voluntary employee turnover, according to the report, costs U.S. businesses more than \$630 billion annually (Ahmed & Faeq, 2020). They advocated that employees who get opportunity of having good training facilities to learn, develop, and advance are more likely to stay with their organisations as it help in providing self-development with continuous effort to strengthen work performance through approaches like coaching, training sessions, and leadership mentoring. Training facilities are anything used by trainers and trainees to facilitate training. Thus, the main objective of using training facilities is to involve the trainees during the activity, promote active interaction among them and encourage faster learning, and help improve their comprehension and performance on the job. Training facilities can certainly influence job performance and attention spans of trainees. And, if chosen adequately, such facilities can promote the integration of skills and content in a holistic way.

According to Feroz, Jabeen and Saleem (2020) training facilities specifically influences events that teaches new information or skills, often provided to new or newly promoted employees. Employee facilities is another area where the

importance of training and development can be seen. Employees who take part in training programs with modern facilities work more efficiently Kalyanamitra, Saengchai and Jermsittiparsert, (2020). According to Kalyanamitra, Saengchai and Jermsittiparsert (2020) training facility may include auditoriums that are typically large-sized rooms, multiple purpose medium-sized instruction rooms, audio/visual-equipped rooms, and computer training rooms (Gopinath, 2020). The researchers added that good training facility must have flexible and technologically advanced learning environment. This means that the environment may be able to adapt to new situation; and it must be safe, comfortable, and accessible. Therefore the current study adopted and share the view of Feroz, Jabeen and Saleem (2020) who defined training as place or materials in which the training program is conducted. This definition gives a good explanation of the term when appropriately likened to the context and nature of this study.

Employee Emotional Reactions

Employee emotions are those reactions in response to events or situations at work (Hwang & Wang, 2021). The type of emotion such employees experiences is determined by the circumstance that triggers the emotion (Gopinath, 2020) who suggested that an emotion is a complex psychological state that involves three distinct components: a subjective experience, a physiological response, and a behavioral or expressive response. Moreover, there is still limited research on the specific role played by emotions in organizations, and especially the critical connection of emotion and cognition. However, from the perspective of organizational psychology and organizational behavior, emotions can be seen to be linked to behavior in organizational settings in many ways (Reizer, Brender-Ilan & Sheaffer, 2019) who pointed out that unhappy employees tend to be disconnected from their work. Moreover, organizational scholars are becoming aware that, when people do not understand the emotional side of organizational behavior, then the organization is unlikely to be aware of potential counterproductive actions such as unfair organizational policy or abusive supervisors. Hwang and Wang (2021) maintained that emotions represent instinctual reactions to environmental stimuli and cognitive and behavioral responses. Modern consensus on this question, however, is that emotions and cognition emerge from an interaction of neural processes (Asrar-ul-Haq, Anwar & Hassan, 2017) that have evolved to serve basic organic survival as modern definitions of emotion are predicated on this interactive view. This study adopted the definition given by (Hwang & Wang, 2021) that employee emotions are reactions that employees experience in response to events or situations at work as sometimes people may be triggered but they may not emotionally respond as they didn't give out or show anyreaction.

Empirical Evidences

Training Facilities and Employee's Job Performance

Training tools or materials are important components in giving training (O'Boyle, Patel & Gonzalez-Mulé, 2016). Materials are anything used by trainers and trainees to facilitate training and they includes cassettes, CD ROMs, DVDs, flash cards, pamphlets, brochures equipment operation manuals, audiovisuals and so on which are cheap and user friendly during training session. Others that are a bit expensive though more beneficial are computers, projectors, slides, film trips and so on and they are assists immensely in improving employee productivity after training. Such training materials have benefits on staff job performance where technical resources are limited (Bromuri, Henkel, Iren, & 2020)

El hajjar and Alkhanaizi (2018). Thus, the main objective of using training materials facilities is to involve the trainees during the activity, promote active interaction among them and encourage faster learning, and help improve their comprehension and performance on the job. Training materials can certainly influence job performance and attention spans of trainees. And, if chosen adequately, training materials can promote the integration of skills and content in a holistic way. However, their study did not report the extent that training materials influences employee performance. This therefore leaves a huge gap that this study works to address.

In the same vein, Budiningsih, Dinarjo and Ashari (2017) in their research on the improvement of employees performance through training facilities and training intervention in digital era. 357 employees in Ministry of Finance Tax Court Secretariat Indonesia and three levels of employees in this research are assistant manager, supervisor, and clerks were employed. The total number of research samples is 100 employees. Data are retrieved by using of non-instrument test (questionnaire) using the Likert scale. It was found that in the era digitalization progress of training intervention with modern facilities still give positive influence and strong as an instrument to enhance employee performance, the correlation between training facilities and intervention and employee performance is high and that training facilities and intervention 'cannot be ignored' or 'unneglectable' as an instrument to increase employees working performance. They found also that increased employee performance can be predicted by modern facilities and intervention in training by using simple regression model. The current study failed to indicate the kind of training facilities that immensely contributes to employee performance. This therefore indicated a strong need of another study like the current one under investigation that geared effort to fill the existing gap in the literature.

Importantly, Kalyanamitra, Saengchai and Jermsittiparsert, (2020) revealed in their study on "Impact of training facilities, benefits and compensation, and performance appraisal on the employees' performance and retention: A mediating effect of employees' job satisfaction." The purpose of the study was to analyze the effectiveness of human

resource practices including training facilities, benefits and compensation, and performance appraisal in the pharmaceutical industry of Thailand. The job satisfaction is taken as the mediating factor between human resource practices and employees' performance and retention. The study is quantitative and the data has been collected through questionnaires that were distributed among six pharmaceutical companies using purposive sampling. The problem of their study lied on the fact that no mention is made on recruitment and selection as well as training as they are good pillars of indicators of human resource practice in the questionnaire item. This will make the findings of the study partial. Even though the study found that all of these three human resource functions positively impact on performance and retention of employees through the development of skills and increased job satisfaction but is not enough.

Thus, we can understand from the foregoing studies that training organizations or directors should be able to adjust to new changes brought about by modern training facilities and which is considered to be safe, easy, and accessible (Urwick & Junaidu, 2015, Heissrer & Parette, 2017). Training facilities are required to involve the workers during the activity, promote active dealings among them and encourage faster learning, and help improve their skills, ability and understanding. These contributions makes the researcher postulate that training facilities has strong relationship with coworker support among employees on the job.

Emotional Reaction and Employee Job Performance

Emotional reaction is the attitudes of participants at the end of training program. A worker who has considerably gained skill and knowledge from the training will be eager to relate it on his/her job, thus bring positive reaction. To him emotional reaction could be a barometer for measuring employee's general attitude, expectations and motivation. On the other hand, Mehay, Salas and Tick (2015) stated that having positive feelings in the strong service environment can contribute to cooperation, teamwork and increase performance. Thus, an emotion like anger, interest and trust is not immediate, nor is it prolonged like a mood; rather emotion is a brief incident of corresponding changes in mind and body which directly affects the employee's performance.

Emotions directly influence decision making, creativity and interpersonal relations (Byrne, 2015) and consider three elements of emotions that are: anger, trust and interest. Anger is a basic human emotion that is experienced by all. Anger commonly happens under unpleasant situations, facing difficulty in getting something, opposing of long held views and a bad supportive role by other people with you etc. which all have multiplier effects on worker productivity in the workplace. These studies corroborate with the view of Al Kahtani (2016) on employee emotional intelligence and employee performance in the higher education institutions in Saudi Arabian issues related to employee emotion that employee emotion can lead either a higher or lower morale, which will impact the employees' performance positively or negatively. However in either case the studies did not indicate the level at which employee emotions affects individual performance. The current study will come out with a dependable conclusion by investigating the issue to fill the existing gap Furthermore, Tsai (2019) conducted a study on "The important effect of employee's emotion management ability on his/her service behaviour in the international tourist hotel in Japan" to clarify the relationship between the employee's emotion management and service behaviour by analyzing 45 employees in the international tourist hotel, which involves high degrees of emotional labour that is more complex than in other industries. According to the empirical evidence, the ability of self-emotional appraisal and other's emotional appraisal become the important factors for in-role cooperative service behaviour and extra-role service behaviour. The practices can regard emotion management as the hint to predict employee's future service behaviour, and take it as a tool to choose staff with good service performance.

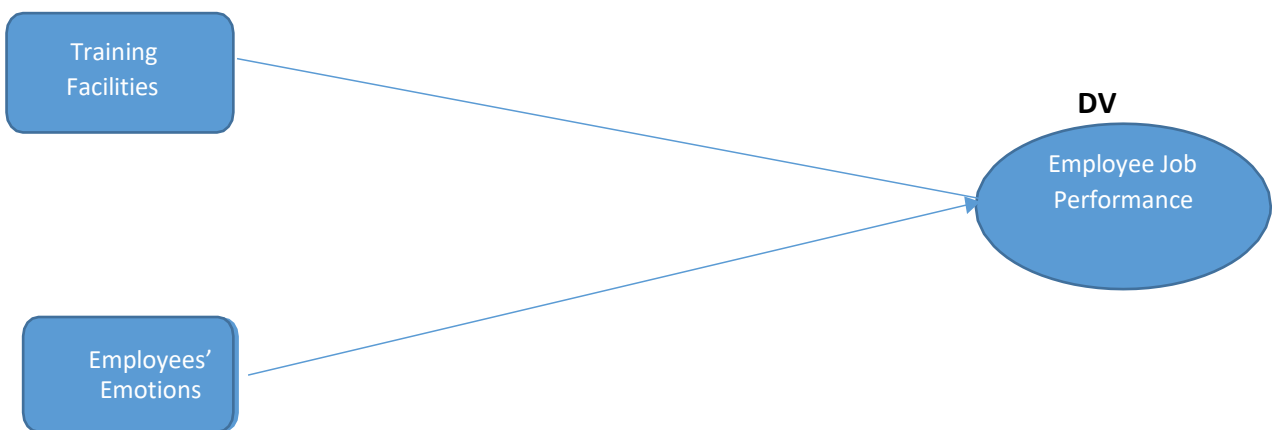
Similarly, a study conducted by Luthans, Avey, Avolio and Peterson (2017) titled "The development and resulting performance impact of positive psychological capital among employees of manufacturing industries in Norway concluded that when emotionally stable individuals successfully accomplish a challenging task, they are generally more confident in their abilities to accomplish the task again. They also reported in their research that physiological or emotional arousal and/or wellness may influence levels of personal efficacy. A classic example they gave is the organizational leader who provides caring emotional support and appreciation to employees to prevent burnout and to help keep employees mentally and physically fit that enhances their productivity at work. Although employee reaction also provides feedback on training style and content. An employee who has considerably gained skill and knowledge from the training will be willing to apply it on job, thus bring positive reaction (Saad & Mat, 2017). Emotions are pure human psychological phenomena. An employee is critically affected by their behaviors in the workplace. There are several studies in the literature aimed at affectivity and positive and negative affectivity. The main critic on their study is too much emphasis laid on psychological situation than employee internal emotions that trigger changes in his behaviour that has the resulting effect on performance.

Theoretical Framework
Underpinning Theory (Theory of Social Learning)

Social Learning Theory, put forwarded Albert Bandura (1986), posits that people learn from one another, via observation, imitation, and modeling. The theory has often presents a new view of learning i.e. social. Bandura’s theory explains human behavior in terms of continuous reciprocal interaction between cognitive, behavioral, and environmental influences (Bandura, 1986). It further suggests that an effective strategy to achieve these objectives includes providing opportunities to observe the organization rewarding desired workplace behaviors and punishing inappropriate behaviors. Therefore, organizations need employee behavior to conform to workplace performance standards (Bandura, 2004). Managers use training to improve employee’s skills, increase the frequency of preferred behaviors and decrease undesirable behaviors. This means that the effective strategy to achieve these objectives includes providing opportunities to observe the organization rewarding desired workplace behaviors and punishing inappropriate behaviors. In line with this, employees’ effectiveness at learning new skills and knowledge is connected with the kind of learning technique, environment and materials the organization uses/adopts. Theories of learning and human resource development are useful in piloting the workers in developing their careers. This implied that organizations can improve their employees by giving them the access to variety of courses, workshops and self-paced alternatives. These will enhance their development and at the same time enhance organizational productivity (Duggan & Shoup, 2013).

In the same vein, Albert Bandura (1986) claimed that direct reinforcement cannot address all types of learning. By direct enforcement means the training programs that is organized to enhance the skills. According to this theory such programs are not addressing all learning types as there are some social elements which cannot be taught. Those elements are learned by the learner from his/her surroundings. Such type of learning is called observational learning and this learning is associated with the understanding of different human behaviors (e.g. ability or intention to help coworkers, emotional control of coworker). The first type of learning defined in this theory is through observation. In an organization the environment and the surroundings plays a very important role. The environment should be very professional and the surroundings should be in such a way that the people (employees) learn from them. This theory also suggests that it is not necessary that the behavior is changed after learning something. It is expected that a person’s behavior changes after learning something, but it is not in all cases. Furthermore the theory also explains about the mental states which play a vital role in learning process. If the mental status of the person is negative regarding any learning activity then he will not take part in that learning process and even if he is forced to do so, he will not gain any positivity from that process. In organizational training programs the mental state can be made positive regarding the training and development programs by associating the rewards and benefits with such training programs which will motivate the employees and help to build a positive mental state.

The Conceptual Framework of the Study Developed by the Researcher
Training Effectiveness (IV)



Fig_1: Theoretical framework

Methodology

Population of the Study

The population of the study consists of five hundred and eighty one (581) staff in the employment of the institution under study, Federal College of Education (Technical) Gombe, as at August, 2021, through the year 2022 (FCE Gombe Statistics and Records Unit, 2022).

Sampling Technique and Sample Size

Based on the population size of five hundred and eighty one (581) staff, the sample size for the study would be two hundred and thirty four (234) staff based on the Krejcie and Morgan (1970) table for sample size determination. But the sample size was doubled to take care of high none response rate eventuality and minimize sampling error as suggested by Hair, Bush, and Ortinau (2003), and also doubled by Parker and Berman (2003) and Shehu (2014). On the sampling technique, Simple Random Sampling was used in selecting the sample for the study. For the current study, the sample was determined via the use of an online random number generator (RNG). However, out of the 468 randomly selected numbers queried, 142 appeared as duplicates, thus leaving only 326 to be identified for the study (“Random Number Generator / Picker,” 2017). The participants included all academic staff of the various cadres as contained in the questionnaire.

Data Analysis Techniques

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

RESULTS AND DISCUSSION

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

Construct Reliability and Validity

| Construct | AVE | CR | CA |
|-----------------------|-------|-------|-------|
| Employees Performance | 0.572 | 0.970 | 0.733 |
| Training facilities | 0.868 | 0.952 | 0.841 |
| Employees' Emotions | 0.786 | 0.936 | 0.964 |

Source: PLS-SEM V3.3.7, 2022

Test of Hypotheses

The study tested for the extent of the relationship between training facilities and employees' emotional reactions on employee job performance. Thus, testing hypotheses 1 and 2. Table below presents the result of the test of hypotheses.

*** $p < 0.01$

Path Coefficient/ Structural Model Assessment

| Hypotheses Testing | Sample (M) | (STDEV) | T Statistics | P Values | Decision |
|--------------------|------------|---------|--------------|----------|----------|
| Ha1: TF -> EP | 0.155 | 0.434 | 0.141 | 0.888 | Accepted |
| Ha2: ER -> EP | 0.962 | 0.54 | 2.156 | 0.032 | Rejected |

Source: PLS-SEM Path Coefficient, 2022

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

From the stated hypothesis, Hypothesis 1 predicted that there is no significant relationship between training facilities and employee job performance. Result revealed a negative relationship between the training facilities and employees' job performance at ($\beta = 0.434$, $t = 0.141$, $p = 0.588$). Therefore, hypothesis 1 is **accepted**.

Hypothesis 2 predicted that employees' emotion has no significant effect on employee job performance. Result indicated significant positive relationship between employees' emotions and employee job performance at ($\beta = 0.54$, $t = 2.156$, $p = 0.032$) hence hypothesis 2 is **rejected**.

RO1: Relationship between Training Facilities and Employees' Job Performance

One key drive to this study was to identify whether training facilities positively affect employee job performance. Training facilities are materials in which the training program is conducted (Feroz, Jabeen & Saleem, 2020). They are facilities that are essential to employees that enable the employees achieve success worldwide (O'Boyle, Patel & Gonzalez-Mule, 2016). Not only do these facilities offer opportunities for academic staff to improve their skills, but also for them and their employers to enhance employees' productivity and improve organizational success. Hypothesis 4 (H_{01}) of this study states that there is no significant effect of training facilities on employee's job performance. However, the results depicted that the relationship between training facilities and employees' job performance is negative at ($\beta = 0.155$, $t = 0.141$, $p = 0.888$) and the null hypothesis is **accepted**. Possible explanation of this is lack of enough facilities such as libraries, computers and other important training facilities such as relevant technologies that were perceived as being barriers to productivity by most of the respondents. This collaborated with the findings (Ziaei, Soraya & Leila, 2014; Obwogi, 2018). Similarly, findings from (Obwogi, 2018; Heisser & Parrete, 2017) found a strong and positive relationship between teaching facilities and lecturers' performance in Kenyan universities. It is important that organizations or directors to adjust to new changes brought about by modern training facilities and which is considered to be safe, easy, and accessible (Urwick & Junaidu, 2015, Heisser & Parrete, 2017).

RQ2 Relationship between Emotional Reactions and Employees' Job Performance

The second objective of this study was to ascertain the effect of employees' emotional reactions and employee job performance. Employees' emotional reaction is the attitudes of participants at the end of training program (Mehay, Salas and Tick, 2015). A worker who gained skill and knowledge from the training will be eager to relate it on his/her job and it bring positive reaction. It is a barometer for measuring employee's general attitude, expectations and motivation. In this study, the results demonstrated that the relationship between employees' emotional reactions and employees' job performance is very significant at ($\beta = 0.962$, $t = 2.156$, $p = 0.032$) thereby **rejected** the earlier postulation H_{02} that there is no significant effect of employee emotional reaction on employees' job performance. Meaning that employees' emotional reaction has strong influence on employees' job performance. Possible explanation is that respondents might having positive feelings in their strong service environment which can contribute to cooperation, teamwork and increase job performance. This supported the findings of Asrar-ul-Haq, Anwar and Hassan (2017), who reported that emotions has a significant impact on the teachers' job performance. It revealed that emotions, self-confidence, achievement, developing others and conflict management have a positive and significant relationship with the teachers' job performance in Pakistan. Other similar results (Tsai, 2019; Xu et al., 2018; & Genc & Gulatekin, 2018) who revealed that emotions positively and significantly affects the relationship between and amongst employees and their productivity. The reason for this positive result would not be distanced from the organisational practices that regard emotion management as the hint to predict employee's future service behaviour, and take it as a tool to choose staff with good service performance (Pervez, 2016; Avey, Avolio & Peterson; 2017; Tsai, 2019).

CONCLUSION

The present study has provided additional evidence to the growing body of knowledge concerning the effects of training effectiveness and employees' job performance from the point of view of training facilities and employees' emotions. Results from this study provide support to the key theoretical propositions. While there have been many studies examining the underlying problems, however the present study addressed the theoretical gap by incorporating only the two researched variables (training facilities and employees' emotions) as the dimensions of training effectiveness. It also identified and filled the following gaps that hitherto existed in the training effectiveness literature; (i) the impact of training facilities and emotional reactions on performance among lecturers was explored in nonwestern and non-Asian context – Nigeria. (ii) Secondly, this study has contributed to the training literature by providing a conceptual framework in which the only two determinants of training effectiveness regarding its relationship with employees' job performance were adequately researched.

Recommendations

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

- (i) Based on the new findings it is indicated a significantly negative relationships between training facilities and employees job performance Therefore, the management should try as much as possible to provide adequate and modern technologies as regards training facilities and make judicious use of such machines e.g. computers and other sophisticated machines used in the laboratories.
- (ii) New findings of this study shows that employee's emotional reaction is significantly related to employees' job performance. The management should be mindful of anything that would frustrate its staff. Anything that will lead to anxiety, fear amongst staff should be discouraged and ensure trust, love and honesty excel. As this will help the university build confidence in the staff and propel their academic activities as the case may be.

REFERENCES

1. Ahmad, S. A. (2020). Internal Auditors and Internal Whistle blowing Intentions: A Study of Organisational, Individual, Situational and Demographic Factors. Doctoral Thesis, Edith Cowan University Western Australia
2. AlKahtani, A. (2016). Employee emotional intelligence and employee performance in the higher education institutions in Saudi Arabia: A Proposed theoretical framework. *International Journal of Business and Social Science*, 4(9), 221-233
3. Armstrong, M.A.; Lorentzen, J.F. *Handbook of Personnel Management Practice*; Kogan page: London, UK, 2017
4. Arshad, A. S., Rasli, A., Arshad, A. A., & Mohd Zain, Z. (2016). Transformational leadership and business performance: An insight from technology-based SMEs in Malaysia. *The European Proceedings of Social and Behavioral Sciences*.
5. Asrar-ul-Haq, M., Anwar, S., & Hassan, M. (2017). Impact of emotional intelligence on teacher's performance in higher education institutions of Pakistan. *Future Business Journal*, 3(2) 87-97.
6. Bandura, A. (1986). *Social foundations of thought and action*. Englewood Cliffs, NJ, 1986.
7. Bandura, A. (2004). Cultivate self-efficacy for personal and organizational effectiveness.
8. Budiningsih, I., Dinarjo, T., & Ashari, Z. (2017). Improvement of employees' performance through training intervention in digital era.
9. Byrne, M. (2015). Bad banks: the urban implications of asset management companies. *Urban Research & Practice*, 8(2), 255-266.
10. Chiaburu, D. S. and Harrison, F. (2015). The social context of training: coworker, supervisor, or organizational support? *Industrial and commercial training*.5 (2)12-18
11. Dessler, G. (2015). *A framework for human resource management*. Pearson Education India.
12. Dewayani, J., & Ferdinand, A. (2019). Motivation to transfer, supervisor support, proactive learning, and training transfer: testing interaction effects.
13. Diamantidis, A. D., & Chatzoglou, P. (2019). Factors affecting employee performance: an empirical approach. *International Journal of Productivity and Performance Management*.
14. EL Hajjar, S. T., & Medina, A. S. (2018). Exploring the Factors That Affect Employee Training Effectiveness: A Case Study in Bahrain. *SAGE Open*, 8(2), 2158244018783033.
15. Feroz, A., Jabeen, R., & Saleem, S. (2020). Using mobile phones to improve community health workers performance in low-and-middle-income countries. *BMC Public Health*, 20(1), 1- 6.
16. Guzina, M. (2019). *Kadrovaska psihologija [Recruitment Psychology]*. Beograd: Naučna knjiga
17. Harrison, R. 2016. *Employee Development*. Silver Lakes, Pretoria. Beekman Publishing.
18. Iqbal, A., Ijaz, M., Latif, F., and Mushtaq, H. (2015). Factors Affecting. *The Employees' Performance: A case Study of Banking Sector in Pakistan*. *European Journal of Business and Social Sciences*, 4(8), 309-318.
19. Hair, J.F., Sarstedt, M., Ringle, C.M. & Mena, J.A., (2019). An assessment of the use of partial least squares structural equation modeling in marketing research. *Journal of the Academy of Marketing Science*, 40(3), 414-433
20. Hair, J. F., Anderson, R. E., Babin, B. J., & Black, W. C. (2010). *Multivariate data analysis: A global perspective*. 7(3), 12-19
21. Henkel, A. P., Bromuri, S., Iren, D., & Urovi, V. (2020). Half human, half machine—augmenting service employees with AI for interpersonal emotion regulation. *Journal of Service Management*, 31(2), 247-265.
22. Heissrer, D. L., & Parette, P. (2017). Advising at risk students in college and university settings. *College student journal*, 36(1), 69-83.
23. Hwang, Y., & Wang, X. (2021). Hospitality employees' emotions in the workplace: a systematic review of recent literature. *International Journal of Contemporary Hospitality Management*. 14(2), 13–23.
24. Kalyanamitra, P., Saengchai, S., & Jermstittiparsert, K. (2020). Impact of Training Facilities, m Benefits and Compensation, and Performance Appraisal on the Employees' Retention: A Mediating Effect of Employees' Job Satisfaction. *Systematic Review in Pharmacy*, 11(3), 31-44
25. Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and psychological measurement*, 30(3), 607-610.

26. Limpanitgul, T., Robson, M. J., Gould-Williams, J., & Lertthairakul, W. (2017). Effects of co- worker support and customer cooperation on service employee attitudes and behaviour: Empirical evidence from the airline industry. *Journal of Hospitality and Tourism Management*, 20, 23-33.
27. Luthans, F., Avey, J. B., Avolio, B. J., & Peterson, S. J. (2017). The development and resulting performance impact of positive psychological capital. *Human resource development quarterly*, 21(1), 41-67
28. Muhammad I. K (2017). The impact of training and motivation on performance of employees. *Research journal of the institute of business administration Karachi-Pakistan*.7 (2), 84-95
29. Mehay, S., Salas, M. Tick, S. and Pema, E., (2015). An analysis of the career progression of Hispanic military officers. *Naval Postgraduate School*.
30. Mohseni, S., Jayashree, S., Rezaei, S., Kasim, A., & Okumus, F. (2018). Attracting tourists to travel companies' websites: the structural relationship between website brand, personal value, shopping experience, perceived risk and purchase intention. *Current Issues in Tourism*, 21(6), 616-645.
31. Nitgul, M (2017) Motivation and Employees Job Performance–The Moderating Role of Person Job Fit. *Journal of Basic and Applied Scientific Research*, 2(12), 121-128.
32. Obaid, T. F., & Eneizan, B. M. (2018). Transfer of training and post-training on job performance in Middle Eastern countries. *Review of Public Administration and Management*, 400(3786), 1-11.
33. Obwogi, J. (2018). Factors that affect quality of teaching staff in universities in Kenya (Doctoral dissertation). 2(4), 140-153.
34. O'Boyle, E. H., Patel, P. C., & Gonzalez-Mulé, E. (2016). Employee ownership and firm performance: a meta-analysis. *Human Resource Management Journal*, 26(4), 425-448.
35. Pervez, M. A. (2016). Impact of emotions on employee's job performance: An evidence from organizations of Pakistan. *OIDA International Journal of Sustainable Development*, 1(5), 11-16
36. Punia, B. K., & Kan, S. (2018). A review of factors affecting training effectiveness vis-à-vis managerial implications and future research directions. *International Journal of Advanced Research in Management and Social Sciences*, 2(1), 151-164.
37. Ramli, A. H. (2019). Manage Of Job Stress and Measure Employee Performance In Health Services. *Business and Entrepreneurial Review*, 18(1), 53-64.
38. Shariff, N. M., Abidin, A. Z., Zainol, A. Z., & Abdullah, J. (2021). Do Work Environment, Individual Factor and Training Process Influence the Effectiveness of Training Program for Human Resources in the Hotel Sector?. *Journal of Tourism, Hospitality and Environment Management*, 6(22), 50-64.
39. Smith, S. A., Patmos, A., & Pitts, M. J. (2018). Communication and teleworking: A study of communication channel satisfaction, personality, and job satisfaction for teleworking employees. *International Journal of Business Communication*, 55(1), 44-68.
40. Tsai, C. W. (2019). The important effect of employee's emotion management ability on his/her service behaviour in the international tourist hotel. *The Service Industries Journal*, 29(10), 1437-1449.
41. Urwick, J., & Junaidu, S. U. (1991). The effects of school physical facilities on the processes of education: A qualitative study of Nigerian primary schools. *International Journal of Educational Development*, 11(1), 19-29.
42. Vincent, R. & Caroline, S., & Morin, Estelle. M. (2017). Distributive justice, procedural justic and psychological distress: The moderating effect of coworker support and work autonomy. *Journal of Occupational Health Psychology*, 14(3), 299-305.
43. Yaqoot, E. S., Wan Mohd Noor, W. S., & Mohd Isa, M. F. (2017). Factors Influencing training effectiveness: Evidence from public sector in Bahrain. *Acta Universitatis Danubius. Economica*, 13(2), 51-64
44. Ziaei, S., & Moghadm, L. P. (2014). Effective factors on the productivity of librarians in public libraries in Tabriz-Iran. *Asian Journal of Research in Social Sciences and Humanities*, 4(6),346-355.