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EFFECTIVENESS OF TRAINING AS A DETERMINANT OF EMPLOYEE MOTIVATION, PERCEPTION OF ORGANIZATIONAL CLIMATE AND INDIVIDUAL PERFORMANCE

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Abstract
The paper probed the efficacy of training upon employee motivation, perceptions of organizational climate and individual performance.A quantitative study,randomly collect data from 526 employees in South Africa. Structural equation modelling (SEM) analysis was conducted using a component-based given the order of the model. Smart PLS.3 was employed to perform the SEM analysis, consisting of confirmatory factor analysis (CFA) and structural model analysis. Results revealed that,(i) effectiveness of training (EoT) has a positive (β=0.417), significant ($P < 0.05$) and large affect ($f2 > 0.35$) on Individual motivation, (ii) EoThas a positive (β=0.422), significant ($P<0.05$) and large influence ($f2 > 0.35$) on organizational climate, (iii) EoThas a negative (β=-0.040) and a statistically non-significant ($P > 0.05$) influence on Individual performance. Investment in human capital results in a committed and productive employee.Atalent management approach could leverage the benefits derived from aligning their training with their KPIs.
Keywords: Training, motivation, organizational climate, lower-level employees, performance, Free State and Northern Cape

Introduction
Current times dictate that corporates strive to become world-class organizations and compete globally(De Smet, Gagnon &Mygatt, 2021), especially, the recent onslaught of Covid-19 on organizations, hastening dictates of employees of the futureinstantaneously. This command continues to prompt most progressive organizations to move from treating some select human resource management practices (e.g., incentive compensation, employee participation, flexible work arrangements, training) as obligatory cost factors, to regarding them as strategic weapons in the battle for competitive advantage (Business Bliss Consultants, 2018). To achieve this goal of world-class organization, they need committed (Petrova, Koval, Tepavicharova, Zerkal, Radchenko&Bondarchuk, 2020) and well-trained employees (Motlhanke & Naong, 2021). The quality of an organization to a large degree is determined by the quality of people it employs. The significance of human capital development (HCD) as a conduit towards enhancing workforce effectiveness and productivity for a sustainable organizational competitiveness in an ever-changing environment, has never been so important. Empirical findings of the impact of training on desirable organizational behaviours, such as employee commitment and

motivation, perceptions of organizational climate, loyalty, work engagement, turnover intentions, among others, are extensively documented (Mdhlalose, 2020; Naong, 2014; Salah, 2016). Transfer of training is generally defined as the degree to which trainees generalize and apply knowledge, skills and abilities to their jobs. Employee motivation which is the main driving force behind all human efforts and, thus, essential to all human achievements, hinges greatly on this entrenched human capital development culture. Most organizations acknowledge the importance of having motivated employees in achieving business goals and objectives, because they are deemed to be more productive on job performance and help organizations survive (Okine, Addeh, Olusola, &Asare, 2021).

Previous studies (Halim, Waqas, Edwin & Shah, 2020; Shkoler& Kimura, 2020) show that to keep employees happy, organizations should consider some key factors, such as knowing the employee well, creating an interactive, innovative and cultural environment that indirectly keeps reminding employees to stay loyal to their organization, offering reward, and recognizing best performers. Equally, organizational climate can be closely correlated with employees' motivation, however, providing a motivating environment in industrial firms depends upon managers' ability to create a supportive organizational climate (Berberoglu, 2018). When organizational climate is ignored, employees' work engagement and effectiveness might be very low. The organizational climate constitutes the way individuals wihin an organization perceive and characterize their environment in an attitudinal and value-based manner (Rožman&Štrukelj, 2021). There is a strong relationship between organizational climate and a high level of employees' well-being at work and work engagement. Schaufeli (2016) and Albrecht et al. (2018) argue that employees working within an organization with a suitable organizational climate are more likely to be satisfied and engaged.

The main issue explored in this paper is how can an organization ensure a high level of employee motivation, as well as a favourable perception of organization climate, that will ultimately ensure a high level of productivity? Training, therefore, plays a pivotal role by serving as the catalyst in facilitating this process/goal.

Underlying aim and problem statement

For companies to be and remain competitive, they need to ensure that all workers are happy and feel valued as an integral part of the organization – not only middle and top management, but 'blue-collar' i.e. lower level employees too. The improvement of productivity requires a high level of skills and competencies to successfully execute this task. What arguably appears to be a common mistake by most business organization in terms of skills transfer, is that focus seems to be mainly on middle and senior management levels, with very little emphasis on lower-level management. Naong (2014) opined that the significance of staff training needs to be viewed as the true investment in human capital which has the potential to guarantee sustainable competitive advantage and significantly reduce turnover intentions. The underlying hypothesis of this study is that T&D can enhance the ability and effort of an individual to perform.

LITERATURE REVIEW

Theories and concepts discussed in this article provide context for this research and the rationale for approaches chosen to achieve research objectives.

Theoretical context

Vroom's Expectancy Theory

Vroom's expectancy theory (conceptualized in 1964) assumes that behaviour results from conscious choices among alternatives whose purpose it is to maximize pleasure and to minimize pain. Vroom realized that an employee's performance is based upon individual factors such as personality, skills, knowledge, experience and abilities (Renaut, 2018). In terms of Vroom's theory, motivation is a function of valence, instrumentality and expectancy, hence its relevance to this study.

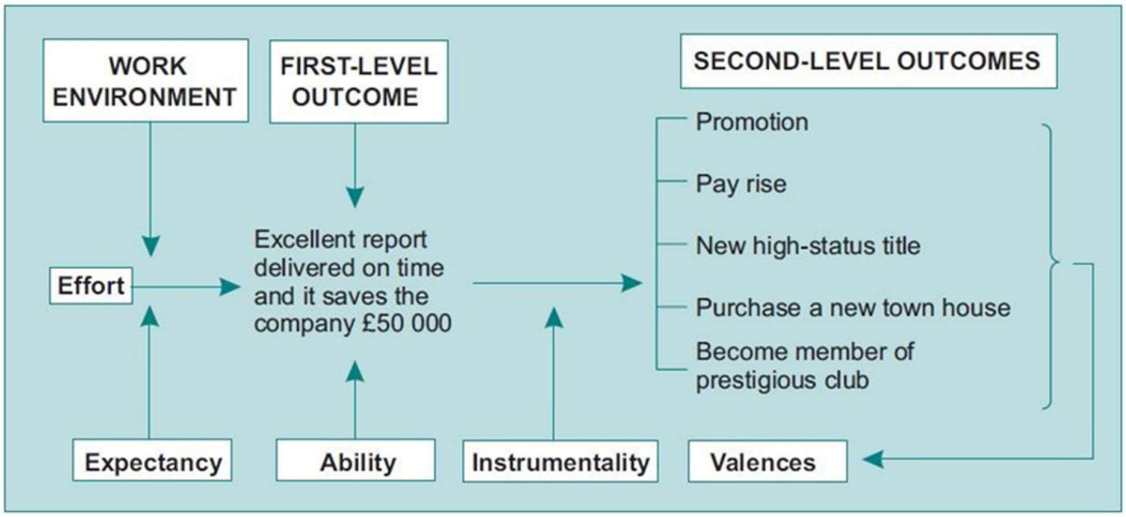


Figure 1: The expectancy theory of employee motivation

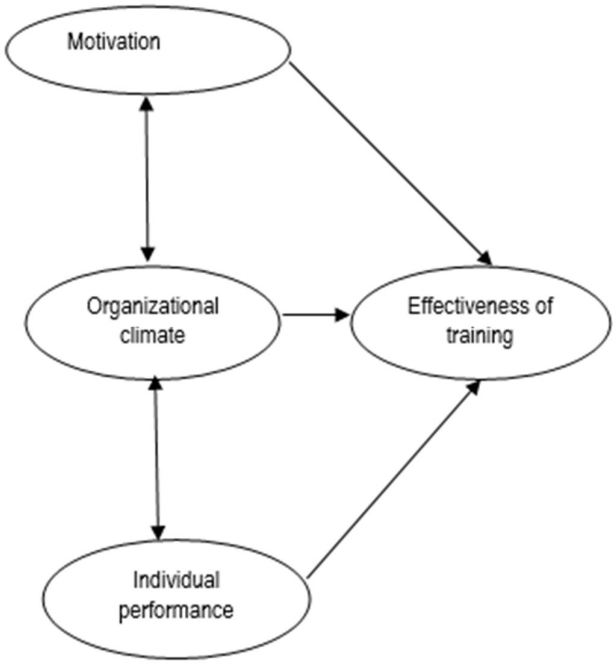
Source: Illustration: Edinburgh Business School, Heriot-Watt University

The underlying hypothesis advanced in this paper, is that with the necessary and relevant skills-development training (i.e., positive valence), the individual will be motivated to increase his/her performance (i.e., effort), only if this ensures/affords (i.e., instrumentality) him/her the rewards (i.e., expectancy) attendant with increased performance as a result of skills development. The emphasis is on effort and performance relationship (E – P), i.e., by improving the relationship between effort and performance through training, employee motivation is likely to improve reciprocally. The fundamental hypothesis is that training can enhance the effort and ability of an individual to perform. If effort is to lead to good performance, however, the individual should have the requisite ability to perform.

Conceptual context and development of hypotheses

Figure 2 below shows a conceptual model diagram of employee performance. The latent factors are effectiveness of training, motivation, organizational climate and individual performance, shown within circles.

Figure 2: Conceptual model



Source: Adapted from Cooper & Schindler (2001:586)

The figure shows an interrelationship between motivation, organisational climate, individual performance and effectiveness of training. According to the proposed conceptual model, effectiveness of training has an effect on themotivation/satisfaction, organizational climate and individual performance. This section below concisely unravels performance system prior to unpacking relationship between constructs.

Employee performance – People Perform Within a System

People work within a performance system, with many external factors that affect their performance. Unless all the components of the system are operating correctly, it will be impossible to optimise performance (Awan, Habib, Akhtar & Naveed, 2020). The Hawthorne studies and other research work undertaken on the productivity of workers, highlighted the fact that employees who are satisfied with their job will have a higher job performance and, thus, greater job retention than those who are unhappy with their job (Davidescu, Apostu, Paul &Casuneanu, 2020). Moreover, it is stated that employees are more likely to leave if they are dissatisfied and, hence, demotivated to produce good performance. Employee performance is higher amongst satisfied workers and the management finds it easier to motivate excellent performers to attain firm targets (Bakotić, 2016). The employees will only experience satisfaction when they feel themselves competent to perform their jobs, a practice that is achieved through effective training programmes. Recognition of the role of training practices, enables the top executives to create a more effective working environment that ultimately improves both the motivational and performance level of the workforce. Consequently, necessitating empirical investigation of relationships between constructs as contained in the subsequent sections with their resultant hypotheses:

Relationship between effectiveness of training and (work)motivation

Work motivation can be described as a set of internal and external factors which initiate work behaviour and determine its direction, intensity and duration (Shkoler& Kimura, 2020). Work motivation can be determined measuring satisfaction and work performance. It indicates the intention of achieving a goal, leading to goal-directed behaviour. A myriad of motivational theories propose a set of motivational sources, differing in respect of the degree to which they theorise a dominant source of motivation (Neisig, 2020).With training or skills transfer as a critical enabler or mediator for individual or groups' motivational drive. Achanya and Cinjel (2022) and Chen et al. (2019)posit that developmental initiatives enhance employee morale, boost employee confidence (Muiruri et al., 2019), bring professional fulfilment (Raheja, 2015; Naong, 2016), and minimise chances of burnout and stress (Bedawy et al. 2017). Employee development positively impacts employee dedication and improves performance (Awasthi, and Kumar, 2016) resulting in greater job satisfaction (Chen et al., 2019). Previously considered as a costly activity, employee development has now become an employee retention strategy (GetSmarter, 2019; Naong, 2016). Employees' development of knowledge and skills results in increased employee satisfaction and a decrease in employee turnover (Mzimela&Chikandiwa, 2017; Petrova et al., 2020). Necessitating thisfirst hypothesis for this study.

Hypothesis 1: Effectiveness of training positively affects employee motivation and job satisfaction

Relationship between effectiveness of Training and Organizational Climate

The research explores the association of training transfer with one factor that is organizational climate. The climate construct was initially developed to help explain meaningful aspects of people's psychological environments (Ghanbari&Eskandari, 2016). Organizational climate refers to the employees' shared perceptions and the meaning they attach to the policies, practices and procedures they experience within their workplace, as well as to the behaviours they observe being rewarded, supported and expected regarding the organization' s human resources (Ahmad et al., 2018; Cygler et al., 2018; Schneider et al., 2016). When everyone has the same general feelings about what is important or how well things are working, the effect of these attitudes will be more than the sum of the individual parts (Selvaraju, Subramani, Akbar Jan & Mohan, 2017). Martinez-Arroyo &Valenzo-Jimenez, 2020) argue that organizational climate encompasses organizational structure and processes, interpersonal relationships, employee behaviour, performance expectations and opportunities for growth. Iqbal and AlSheikh (2018) allude that transfer of training can occur when there are factors that contribute towards encouraging the outcome of the training process to be practiced and produces a conducive climate in the workplace such as the support required.

Organizational climate is crucial factor that may associate with all work related issues, including transfer of training.Supervisor support is another of such examples. Maharmeh (2021) reported a strong positive relationship between employee perceptions of eight dimensions of organizational climate and transfer of training into the workplace. Similarly,Abdullahi, Ismail, Sakiru& Abdullahi (2013) reported that there is a significant relationship between vision and perceived transfer training at level of significance .05. and a significance relationship between support and perceived transfer training. As a consequence of training,a positive organisational climate improves the organization's efficiency and lowers the costs of turnover (Maamari&Majdalani, 2017; Purohit & Wadhwa, 2012), offering strong

predictions regarding work motivation, employees' work engagement, work satisfaction, performance and other employees' attitudes (Albrecht et al., 2018; Schaufeli, 2016). The research findings of Maharmeh (2021) revealed a strong and positive relationships between employee perceptions of eight dimensions of organizational climate and transfer of training into the workplace. Leading to hypothesis 2 below

Hypothesis2: Effectiveness of training positively affects organizational climate.

Relationship between effectiveness of Training and performance

The aim of the promulgated Skills Development Act No. 97 of 1998 post-Apartheid South Africa is to redress past inequalities by developing the skills of workers, especially those from disenfranchised groups (Naong,2014). It also promotes the use of the workplace as a learning environment and supports development through academic, professional and career advancement programmes.The main aim of employee development is to ensure that the organisation has quality employees who possess required skill and whose potential the organisation can use to achieve its goals (Vnoučková et al., 2015).Employee development can increase the perceived empowerment and growth mind-set of workers, thus reducing turnover intention (Kurniawati and Sari, 2019). As a matter of fact, 94% of employees would likely stay longer at a company if it invested in their career development (LinkedIn Learning, 2018).Training must become more intimately involved with every developmental aspect of the organization. Training and development (T&D) is an investment that unlocks the true competitive potential of organizations.

Fitong, Naong, van der Walt and Dzansi (2022) opined that skills development is the improvement of the qualitative aspect of a workforce that results in higher qualifications, improved capabilities and greater personal potential (Stacho, Stachová, &Raišienė, 2019). Skills development happens when employees learn new things (Craig, 2018; Greenhow & Lewin, 2016; Muller &Pelser, 2022) and develop themselves (Turaba& Casimir, 2015). Researchers state that a professionally designed training programme can help enhance the morale and motivation of employees (Nur, Harrison, Deb, Reuben, Burch, Strawderman&Laili, 2021). This claim means that employees who receive such a training enjoy higher confidence and motivation. Effective employee training can also help reduce overall production costs (Shamim, 2017). Effective training, thus, can help an organization reduce costs due to the fact that trained personnel are capable of making better use of organizational resources, and this practice is very important in helping to avoid and/or reduce wastage. In addition, effective employee training can help lower overall labour turnover within the organization (Halim, et al., 2020), hence allowing employees to progress within the workplace, thus, leading to the testing of the following hypothesis;

Hypothesis 3: Effectiveness of training positively affects individual performance.

Methodology

Several researchers (Bryman, 2016; Creswell & Creswell, 2018) define methodology as an important element within the research chain of procedures that a researcher is required to adhere to, in order to develop meaningful results from the data collected on the problem under investigation.

Research design

This research study followed a positivist approach, i.e., quantitative, to test existing theories (Creswell & Creswell, 2018) which are descriptive and correlative in nature approach (Apuke, 2017; Bryman, 2016).

Population and sampling technique

A total of 2000 'blue-collar' i.e., lower-level employees from various sectors of the South African economy were targeted to participate in the study and were sampled using a stratified random (i.e., probability) sampling technique (Bryman, 2016). However, a sample of 526 was secured, which is far above the acceptable research sample of between 30 and 500 suggested by Sekaran and Bougie (2016), at a confidence level of 95%.

Data collection and analysis

A survey questionnaire was employed to collect data from 526 respondents across the different sectors of the economy from two provinces of South Africa, namely, Free State and Northern Cape Provinces, due to their accessibility. A five-point Likert scale in which the value 1 corresponds to "Strongly disagree" and the value 5 corresponds to "Strongly agree" was used to measure the following concepts: Individual Motivation and Organizational Climate. A 10-point scale, in which the value 1 corresponds to "Definitely not" and the value 5 corresponds to "Definitely", was used to measure effectiveness of training, and a 4-point Likert scale, in which the value 1 corresponds to "Below standard" and the value 5 corresponds to "Exceptional", was used to measure individual performance. Descriptive and inferential statistics were used to analyse data (Creswell & Creswell, 2018) and the results of this analysis are discussed next.

Results and discussion

Descriptive statistics

		Frequency	**Percentage**
Gender	Male	339	64,4
	Female	187	35,6
	Total	526	100,0
Race	African	445	84,6
	Coloured	31	5,9
	Indian	1	,2
	White	49	9,3
	Total	526	100,0
Age	21-25	24	4,6
	26-30	74	14,1
	31-35	89	16,9
	36-40	89	16,9
	41-45	109	20,7
	46-50	73	13,9
	51-55	43	8,2
	56 and above	25	4,8
	Total	526	100,0
Language	South Sotho	363	69,0

	English	7	1,3
	Afrikaans	82	15,6
	Xhosa	66	12,5
	Zulu	8	1,5
	Total	526	100,0
Marital Status	Married	360	68,4
	Single	126	24,0
	Divorced/Separated	40	7,6
	Total	526	100,0
Qualifications	Below grade 12	440	83,7
	Post school/matric	86	16,3
	Total	526	100,0
Work experience in the same job	1-5 years	234	44,5
	6-10 years	122	23,2
	11-20 years	138	26,2
	21 and above	32	6,1
	Total	526	100,0
Work experience within the same company	1-5 years	232	44,1
	6-10 years	115	21,9
	11-20 years	146	27,8
	21 and above	33	6,3
	Total	526	100,0

The study results indicate that the majority of the respondents (64.4%) who participated in the study are male, most of whom (84.6%) are African. This is not surprising given that majority of the respondents are drivers (28.3%), a job still associated with masculinity, especially heavy-load trucks and buses (Maphumulo, 2021), while 20.7% of the respondents are aged 41-45, followed by 16.9% of the respondents aged 31-35 and 36-40, respectively. The majority of the respondents (68.4%) are married; only 7.6% of the respondents are divorced/separated. Moreover, the study also revealed that most of the respondents' (69%) home language is South Sotho while the majority of the respondents (83.7%) have qualifications below grade 12, an indication that they fall within the semi-skilled category as per Paterson's (1975) Job grading system. These latter two traits necessitated translation of the questionnaire items into vernacular for the purpose of ensuring questionnaire validity (Creswell & Creswell, 2018). A total of 44.5% spend between 1-5 years in the same job, and 26.2% between 11-20 years andfollowed closely by 23.2 between 6-10 years. Those who stayed longer in the same company accounts for 44.1%, followed by 27.8% and then 21.9%.

Structural equation modelling

Structural equation modelling (SEM) analysis was conducted using a component-based approach given the nature of the model. The Smart PLS.3 program was used to perform the SEM analysis. The SEM methodology includes confirmatory factor analysis (CFA) and

structural model analysis (Gallagher & Brown 2013). The next section discusses CFA and the structural model analysis.

Confirmatory factor analysis (CFA)

This section deals with the validity of the measurements used in the models, meaning the relationships between the indicators and their respective latent variables and between the latent variables themselves (Brown, 2015). This assessment includes reliability, convergent and discriminant validity, each of which is discussed in the following sub-sections.

Reliability and convergent validity

This section focuses on the reliability and validity of the scales.

Reliability of the scales

Reliability is the extent to which the measurement of a phenomenon provides stable and consistent results (Taherdoost, 2016). In SEM studies, Cronbach's Alpha and Composite Reliability (CR) are generally used to assess scale reliability (Field, 2013), with the acceptable cut-off value of both the Cronbach's Alpha and Composite Reliability being 0.7, although 0.6 is sometimes permissible (Malhothra et al., 2017). Results in Table 1 below show that the Cronbach Alpha ranges from 0.636 to 0.982, indicating an overall acceptable internal consistency of all eleven (11) latent variables considered in the model. Therefore, all constructs involved in this study are considered reliable, based upon this result.

Convergent validity

Convergent validity is the extent to which a set of items only measures one latent variable in the same direction (Hosany et al., 2015). The results support the convergent validity because all the factor loadings are above or equal to 0.5, as well as the Average Variance Extracted (AVEs) because the estimates are above 0.5.

Table 1. Statistical results of reliability and convergent validity tests

Constructs	Items	Factor loading	Cronbach's Alpha	Composite Reliability (CR)	Average Variance Extracted (AVE)	The final number of items and (initials)
Advancement-Growth	A1	0.782	0.812	0.869	0.571	5(6)
	A2	0.775				
	A4	0.725				
	G1	0.731				
	G2	0.765				
Responsibility	R1	0.807	0.782	0.873	0.697	3(3)
	R2	0.862				
	R3	0.834				
Work itself	P3	0.708	0.803	0.870	0.628	4(7)
	P4	0.819				
	P6	0.834				
	P7	0.801				
Payment	Pa1	0.844	0.786	0.863	0.615	4(6)
	Pa2	0.865				
	Pa5	0.657				
	Pa6	0.752				

Recognition	Re1	0.879	0.800	0.883	0.716	3(3)
	Re2	0.878				
	Re3	0.778				
Organisational Climate	OC1	0.759	0.865	0.895	0.518	8(18)
	OC2	0.783				
	OC3	0.790				
	OC5	0.712				
	OC6	0.699				
	OC7	0.730				
	OC9	0.670				
	OC16	0.594				
Effectiveness of training	B13	0.928	0.982	0.984	0.733	23(24)
	B14	0.934				
	B15	0.938				
	B16	0.935				
	B17	0.937				
	B18	0.935				
	L7	0.904				
	L8	0.914				
	L9	0.915				
	L10	0.618				
	L11	0.911				
	Rn1	0.604				
	Rn2	0.700				
	Rn3	0.767				
	Rn4	0.798				
	Rn5	0.776				
	Rn6	0.849				
	Rs19	0.914				
	Rs20	0.910				
	Rs21	0.913				
	Rs22	0.631				
	Rs23	0.914				
	Rs24	0.886				
Individual Performance	SP1	0.788	0.974	0.975	0.810	9(9)
	SP2	0.878				
	SP3	0.950				
	SP4	0.922				
	SP5	0.914				
	SP6	0.888				
	SP7	0.918				
	SP8	0.940				

	SP9	0.893				
Working Condition	WC1	0.724	0.636	0.804	0.578	3(3)
	WC2	0.748				
	WC3	0.807				
My leader/supervisor	Ls1	0.892	0.916	0.938	0.752	5(5)
	Ls2	0.911				
	Ls3	0.892				
	Ls4	0.756				
	Ls5	0.877				

*Indicates the significance of the factor at a 99% confidence interval.

The results in Table 1 above statistically support the reliability and the convergent validity of the items retained in the final model. In other words, the items included in the improved measurement model are reliable measures of their respective constructs. The statistical evidence of Discriminant Validity (HTMT scores) is presented and discussed below.

Statistical evidence of Discriminant Validity

Discriminant Validity refers is how a latent variable or construct discriminates from other latent variables (Taherdoost, 2016). This validity was assessed by comparing correlations between all pairs of constructs(Malhotra et al., 2017).This difference implies that these constructs are too closely correlated with each other. However, these close correlations are not alarming, because their HTMT scores (see Table 2 below) are below 0.9. The HTMT test generates ratios that assess how any two constructs share common variance, and the ratios are not supposed to exceed 0.9 (Henseler, Ringle&Sarstedt, 2015:115).

Table 2: HTMT scores to assess the discriminant validity

	Advancement	Effectiveness of training	Growth	Individual Motivation	Individual Performance	My leader/Supervisor	Organizational Climate	Payment	Recognition	Responsibility	Work itself
Effectiveness of training	0.377										
Growth	0.643	0.396									
Individual Motivation	0.899	0.445	0.735								
Individual Performance	0.095	0.029	0.038	0.147							
My leader/Supervisor	0.555	0.259	0.478	0.807	0.128						
Organizational Climate	0.690	0.455	0.624	0.786	0.062	0.724					
Payment	0.681	0.294	0.466	0.788	0.129	0.532	0.623				
Recognition	0.674	0.341	0.522	0.814	0.064	0.531	0.562	0.406			
Responsibility	0.400	0.176	0.394	0.736	0.119	0.368	0.299	0.335	0.503		
Work itself	0.539	0.400	0.419	0.838	0.133	0.396	0.434	0.395	0.540	0.773	
Working Conditions	0.616	0.518	0.560	0.874	0.131	0.561	0.730	0.571	0.553	0.458	0.626

Source: Own compilation from generated statistical data

Structural model analysis

The structural model examined the structural model path coefficients (β), the variance explained (R^2), the effect size (f^2), and the predictive relevance (Q^2).

Structural Model

Figure 1 below is a graphical representation of the structural model. According to the results, the empirical model explains 17.8% (R2) of the variance of Organizational Climate. Furthermore, effectiveness of training accounts for 0.2% (R2) of the variance of Individual Performance and 17.4% of the variance of Employee Motivation.

Table 3: R Squared

	R Square	R Square Adjusted
EmployeeMotivation	0.173	0.171
Individual Performance	0.002	-0.000
Organisational Climate	0.178	0.176

Source: Own compilation from generated statistical data

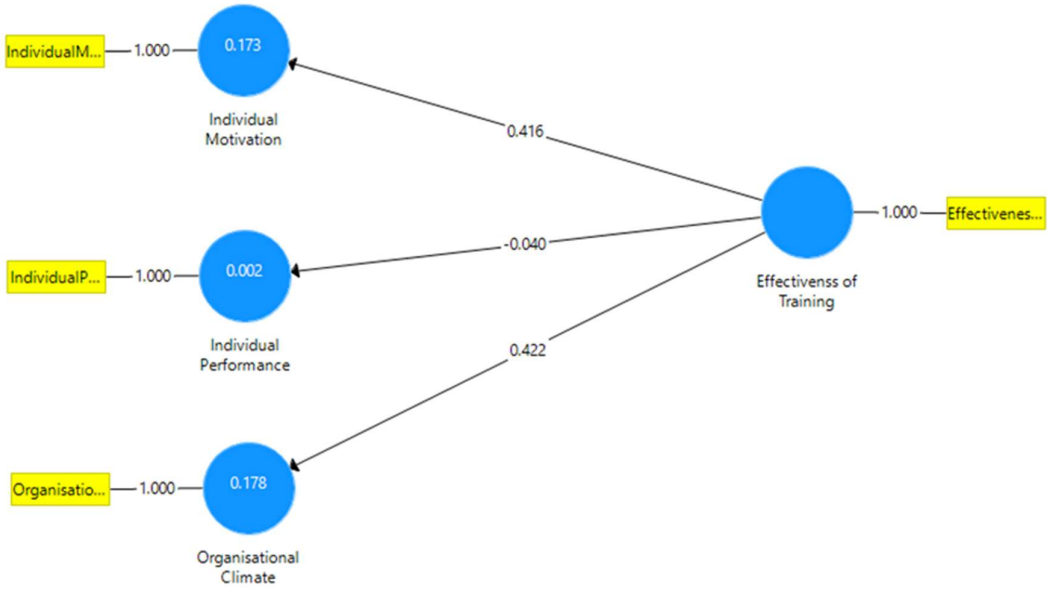


Figure 1: Structural model

Hypothesis Testing

Table 4 below establishes the independent variable's predictive effects on dependent variables. The Beta values indicate the direction and strength of the relationships, while the p values (sig.) estimate the significance of the predictive effect (Pallant, 2010). The significance of the relationship is supported if the p-value is below 0.05. An f2 ≥ 0.02 is a small effect size, while an f2≥ 0.15 is a medium effect, and an f2 ≥0.35 is considered a large effect.

Table 4: Standardised Regression Weights and Hypothesis Conclusion

	Beta value	f^2	P Value
Effectiveness of training -> Individual Motivation	0.417	1.250	0.000
Effectiveness of training -> Individual Performance	-0.040	0.002	0.635
Effectiveness of training -> Organizational Climate	0.422	0.216	0.000

Source: Own compilation from generated statistical data

From Table 4, it can be deduced that Effectiveness of training has a positive (β=0.417), significant (P < 0.05) and large effect (f2 > 0.35) on Individual motivation as well as Organizational Climate (β=0.422), significant (P<0.05) and a large effect (f2 > 0.35). Therefore, both hypotheses are accepted.Further, regression results show that Effectiveness of training has a negative (β=-0.040) and a statistically non-significant (P > 0.05) influence on Individual performance. Therefore, this hypothesis is rejected.

The Q^2 or Predictive Relevance

The Q^2 determines the predictive relevance of the dependent variables, and it was calculated using the blindfolding procedure (Henseler et al., 2015). A value higher than 0 is an indication of predictive relevance of the model, while values larger than 0.25 and 0.50 represent medium and large predictive relevance, respectively (Hair et al., 2019:15).

Table 5

	SSO	SSE	Q^2 (=1-SSE/SSO)	Conclusion
Effectiveness of Training	526.000	526.000		
Individual Motivation	526.000	436.785	0.170	Large predictive relevance
Individual Performance	526.000	539.559	-0.026	Non-significant predictive relevance

Source: Own compilation from generated statistical data

Conclusions, Limitations and Recommendations

Despite the legislation requirement imposed on business organizations to play their part in addressing the dire skills shortage crippling the economic performance of South Africa, staff training has and will remain a flagrant and determining factor in the modern learning organization. That said, the aim of this study was to evaluate the impact of T&D practices on individual motivation, perception of organizational climate and employee performance within various sectors of the economy, specifically from the two provinces, namely, Free State and Northern Cape of South Africa. The current research unveiled that T&D remains a key strategic instrument towards sustainable competitive advantage in as far as employee motivation and perception of Organizational Climate is concerned. The study revealed two significant positive findings, firstly, Effectiveness of Training has a positive (β=0.417), significant (P < 0.05) and large effect (f2 > 0.35) on Individual Motivation. This finding is consistent with numerous research studies (Mdhlalose, 2020; Nur et al., 2021; Ozkeser, 2019). Secondly, Effectiveness of Training has a positive (β=0.422), significant (P<0.05) and a large (f2 > 0.35) influence on Organizational Climate. This finding is also confirmed by Maharmeh (2021) & Werner and De Simone (2006). Conversely, Effectiveness of Training has a negative (β=-0.040) and a statistically non-significant (P > 0.05) influence on Individual Performance. The study reveals that employees who are trained are likely to be more motivated and their perception of their organizations improves significantly. The conundrum of a negative relationship between training and performance could be attributed to the non-alignment of training needs and employee's key performance areas/functions.

The employees of a company feel satisfied in an environment that offers them the opportunity for professional and personal development that brings them the well-deserved recognition that is a guarantee for achieving organizational efficiency and success. Good working conditions

and satisfaction with the work performed enhances the success of the entire enterprise, stemming from an ingrained learning culture, which favours dynamic development and stimulates innovation (Pukala, 2016; 2019). The importance of engrained training & development culture can well be gleaned from the Chinese saying: "If you wish to plan for a year sow seeds, if you wish to plan for ten years plant trees, if you wish to plan for a life-time develop men." As such no organization can ignore the T&D needs of its employees without seriously affecting their performance in a rapidly changing society. If organization wishes to maintain a viable and knowledgeable workforce, the following recommendations become necessary:

Recommendations:

Align T&D needs with (individual) performance targets – the Human Resource Division should implement T&D programmes strategically through appraising employees' training needs, guided by performance objectives.

Enhancements of T&D practices, e.g.simulation, game-based learning to enhance myriad of competencies such as analytical, logical, innovative thinking, teamwork, time management, decisions making among others: The department should recognise knowledge and skills learned from training. It should allow employees to apply newly learned knowledge and skills through career development.

A comparison between public and private sector lower-level employees to generalize a predictive model of the present study.

Deliver and monitor a deliberate, aligned and measured efficacy of every training transferprogramme against organizational talent management strategy.

Given the findings of the study, there is still a large amount of unexplained variance. Work-related variables such as autonomy and task characteristics could be included.

The inclusion of the effect of various legislation to obtain an improved predictive model of Individual Performance.

Limitations

The following are some of evident limitations emanating from this study:

The research is based upon primary survey data from five companies operating within two provinces of South Africa, namely, Free State and Northern Cape, and fundamentally focuses exclusively on 'blue-collar' i.e. lower level employees of participating companies. Therefore, generalization of the findings will be limited to this category of employees only.

Further, though the size of the present study is reasonably acceptable, the companies representing various sectors in this study, are very small in size. This factor makes the findings with respect to each company not fully representative of their respective sectors but serves merely as an indication.

The researcher was unable to provide for a control group because it was practically impossible to find a group of companies that was prepared to halt training of their employees during the study period.

Ethical consideration

Prior to the commencement of data collection, permission and all ethical clearance issues, for example written consent was sought and secured by the researcher from the relevant managers

of the companies participating in the study. Both the confidentiality and anonymity of the respondents and their associated companies were assured.

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