



IMPACT OF EMPLOYEE TRAINING ON ORGANIZATIONAL EFFECTIVENESS

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ABSTRACT-----

The study examined the impact of employee training on organizational effectiveness. The specific objective is to determine the relationship between employee training (via job rotation and simulation) and organizational effectiveness. The study adopted human capital theory as a baseline, while previous literature was reviewed to ascertain the relationship between the study variables. Findings revealed that trained employees will apply this skill, knowledge, and ability to improve productivity, efficiency, and commitment and therefore render quality services to customers of the organizations, thus improving organizational effectiveness. The study further recommends that top management of the organization should recognize training as critical to the success of the organization and employees should always show the right attitude towards training to encourage the organization to keep training as it enhances employee commitment to the organization and employee commitment is valuable in an organization.

KEYWORDS: *Training, Development, Organizational Effectiveness, Job Rotation, Simulation*-----

INTRODUCTION

Every organization desires to be successful and to have constant progress. This desire is being challenged by so many problems especially frequent employees' turnover. It has become a serious task to retain employees by organizations as a result of fierce competition regardless of their size, market focus, and technology. To guide against the desire to leave employees, there is a need to build a strong relationship between employees and the organizations they serve. Employees or what we call human resources of any organization are the most central part so they need to be influenced and persuaded towards task fulfillment, (Manzoor, 2011). Organizational effectiveness is regularly viewed as the main factor in business and training areas, and also the way to survival in associations of every assorted type in the twenty-first century. Organizational effectiveness is the notion of how effective an organization is in accomplishing the results the organization aims to generate (Muhammad, 2011). It plays an important role in accelerating organizational development (Bulent, 2009)

For achieving prosperity, organizations design different strategies to compete with the competitors and for increasing the performance the organizations. Very few organizations believe that the human person and employees of any organization are the main assets that can lead them to success. It remains an almost impossible goal to achieve progress, success, or effectiveness in an organization if the employees of such an organization are not satisfied, and are not motivated for the tasks to perform and goals achieved, (Matthew, 2005). This study, therefore, is focused on enlightening how an organization through its employees can achieve success and effectiveness. It's also aimed at examining the impact of employees' motivation on organizational effectiveness.

Training is a necessity in the workplace. Without it, employees don't have a firm grasp on their responsibilities or duties. Employee training refers to programs that provide workers with information, new skills, or professional development opportunities. Training in Nigeria could be traced back to 1960 when it was discovered that most of the top government and business positions were occupied by expatriates (Olalere & Adesoji, 2013). The departure of the whites after independence gave rise to a big vacuum of capable indigenous human capital. This prompted the Federal Government of Nigeria to set up a manpower Board in 1962 following the Ashby Commission's Recommendations (Olalere & Adesoji, 2013). Consequently, the Federal Government of Nigeria established complementary institutions like the Centre for Management Development



(CMD), Administrative Staff College of Nigeria, Industrial Training Fund (ITF), and Federal Training Centre to train and retrain employees as well as give orientation to fresh graduates of formal academic institutions (Olaere & Adesoji, 2013). The training addresses gaps or discrepancies between an ideal and an optimal stage of development. However, from a comparison between desired and actual work methods or between desired and actual results, needs arise on the job.

Smith and Cronje (2010) refer to three methods for identifying needs: generic methods, performance analysis, and competency assessment. Where performance analysis focuses on deficiencies or problems, competency assessment focuses on the opportunity for improvement. Trainers identify how they believe people should perform and then design a training program to give the workers the skills they need. Training can only be executed when it has been determined which employees should receive training and what their current levels, knowledge, and skills are. Consequently, the assessment of the individual will indicate the range of skills and knowledge that is to be attained. Note that the difference between actual performance and required performance will ultimately form the training gap, and therefore indicate the extent of training needed. Training refers to linking the gap between the present performance and the standard desired performance. Training could be given via different methods such as coaching and mentoring, peer cooperation, and participation by the subordinates, (Prabhu, Nambirajan, & Abdullah, 2020). Anwar & Ghafoor, (2017), explained that improvements in the overall effectiveness and profitability of an organization can be achieved through staff training and development thus the study seeks to examine the impact of training on organizational effectiveness.

1.2 Aim and Objectives of the Study

This work aims to establish the relationship between employee training and organizational effectiveness and the specific objectives of the study are to:

- i. Investigate the relationship between job rotation and organizational effectiveness.
- ii. Examine the relationship between simulation and organizational effectiveness.

2. LITERATURE REVIEW

2.1 Conceptual Review

2.1.1 Employee Training

Monappa & Saiyadain (2008), define training as “the teaching or learning activities carried on for the primary purpose of helping members of an organization to acquire and apply the knowledge, skills, abilities, and attitudes needed by that organization. It is the act of increasing the knowledge and skill of an employee for doing a particular job”. Training, therefore, needs to be seen by the management of every organization as a long-term investment in its human resource. Dessler (2008), sees training further, as the means of giving new or current employees the skills they need to perform at their various jobs. Continuing, he sees training as the hallmark of good management, and thus when managers ignore training, they are doing so to the great disadvantage of the organizations they are managing. This is because having high-potential employees do not still guarantee they will perform on the job. This is why every employee must know what management wants him to do and how he must do it. Training, therefore, has had a fairly impressive record of influencing organizational effectiveness.

Cole (2004), argued that human resources are the most dynamic resource of all resources at the disposal of the organization and thus, human resource needs to be given considerable attention from management to enable these resources to realize their full potential in their work. For this reason, management must address motivation, leadership, communication, work restructuring, payment systems, and training and development. He further provided some definitions that are worth noting:

Education – usually intended to mean basic instruction in knowledge and skills designed to enable people to make the most of life in general; it is personal and broadly based

Training – implies preparation for an occupation or specific skills. It is, therefore, narrower in conception than either education or development; it is job-oriented than personal.

Development – this usually suggests a much broader view of knowledge and skill acquisition than training; it is less job-oriented than career-oriented; it is concerned more with employee potential than immediate skill; it sees the employee as an adaptable resource.

Learning – this process of acquiring knowledge, understanding, skills, and values to be able to adapt to any environment; it underpins all of the above three terms.



Competence- this refers primarily to a person's ability to demonstrate to others that they can perform a task, process, or function to a predetermined standard; it's all about putting learning into practice.

Finally, Ivancevich (2010), says training is an attempt to improve the current or future performance of an employee and it is important for both new and current employees. He quotes Clifton & Fink (2005), as follows:

“training is a systematic process of altering the behavior of employees in a direction that will achieve organizational goals. Training is related to present job skills and abilities. It has a current orientation and helps employees master specific skills and abilities”.

Some further definitions as used in this research are as follows: Human resource practitioners provide three types of learning activities to employees of their organizations namely, education, training, and development. Training, education, and development programs all aim at promoting learning.

Training could be given through different methods such as coaching and mentoring, peer cooperation, and participation by the subordinates. This teamwork enables employees to actively participate on the job and produces better performance, hence improving organizational performance. Training programs not only develop employees but also help an organization make the best use of its human resources in favour of gaining a competitive advantage. Therefore, it seems mandatory for the firm to plan for such training programs for its employees to enhance their abilities and competencies that are needed in the workplace, (Jie and Roger, 2005). Training not only develops the capabilities of the employee but sharpen their thinking ability and creativity to take better decision on time and in a more productive manner (David, 2006). Moreover, it also enables employees to deal with customers effectively and respond to their complaints promptly (Hollenbeck, Derue, & Guzzo, 2004). Training develops self-efficacy and results in superior performance on the job (Svenja, 2007), by replacing the traditional weak practices with efficient and effective work-related practices (Kathiravan, Devadason & Zakkeer, 2006).

Training refers to a planned intervention aimed at enhancing the elements of individual job performance” (Chiaburu, & Tekleab, 2005). It is all about improving the skills that seem to be necessary for the achievement of organizational goals. Training programs may also help the workforce to decrease their anxiety or frustration, originating from the work on the job. Those workers who feel themselves to be unable to perform a task with the desired level of performance often decide to leave the firm, otherwise, their stay at the firm will not add to productivity (Kanelopoulos, & Akrivos, 2006). The greater the gap between the skills necessary and those possessed by the workforce, the higher the job dissatisfaction of the workers. Rowden (2002), suggests that training may also be an efficient tool for improving one's job satisfaction, as employee better performance leads to appreciation by the top management, hence employees feel more adjusted to their job.

2.1.2 Job Rotation

Job rotation is a way of developing employee skills within an organization that involves movements of employees from one official responsibility to another for example taking on higher rank positions within the organization, and from one branch of the organization to another, (McCourt & Derek, 2003). Transfers, for example, could involve the movement of employees from one country to another. These rotations and transfers facilitate employees acquiring knowledge of the different operations within the organization together with the differences existing in different countries where the organization operates. The knowledge acquired by the selected employees for this method is beneficial to the organization as it may increase the competitive advantage of the organization.

This method refers to the process whereby the trainee learns different types of jobs or functions at different times/periods in an organization. That is, the trainee moves from one function to another as the planned timetable or schedule will (Adeleye, Adegbite, & Aderemi, 2014). According to (Jorgensen, Davis, Kotowski, Aedla, & Dunning, 2005), job rotation refers to the placing of an employee in different positions or situations within a specific period according to the employee's knowledge, skills, and capabilities. (Tuei & Saina, 2015) advance that job rotation is when the trainee moves from one task lateral to another which allows the employee to acquire skills. Job rotation enables the trainee to become a multi-skilled employee. In this case, the trainee becomes a generalist after the training since he/she knows a little bit about each task which increases job satisfaction and productivity (Saravani & Abbasi, 2013).

Job rotation is defined as a management technique that is used to shift employees from one job to another to make them familiar with all the verticals of an organization. The objective of job rotation is to enhance the work experience of the employees, cross-train them, and improve their job satisfaction. Job rotation is the



movement of employees to different job roles which enriches their skills, ability to work in different roles, and experience. It is a useful HR strategy to create awareness among employees about all types of jobs performed in their vertical, (HR Help Board, n.d).

Job rotation involves training the trainee from shifting from one job to the other, Job rotation is a job design approach widely used by many companies at various hierarchical levels. By adopting the human structure of the company with technical processes, Job rotation is the consequence of effort and determination. Analyses of job rotation based on individual data are more unusual because they often require access to personnel records, which firms are rarely willing to grant. Rotations are used in businesses when an employee may need to learn more than one aspect of working for a company. Companies may use rotations for cross-training so that they can better utilize and maximize the talents and skills of their workers. Job rotations also result in a transfer of sorts, from one department to another, but they are not necessarily meant to be a permanent move. Instead, employees are moved with the expectation that they will remain in that position for some time before moving on to the next job in the rotation (Lewis, 2021).

2.1.3 Simulation

According to (Cole, 2002), simulation refers to the situation whereby the trainee or the employee is trained in a near-perfect work situation. (Mack, 2009) also posits that simulation is a training or research method designed to get an experience in a controlled environment. According to (Mehta & Bhat, 2014), simulation concerns training employees in any artificial environment just like the actual work situation whilst vestibule concerns using the prototype or the same equipment just like those used in the workplace for training but the training is conducted outside the workplace. The vestibule is normally used for training semi-skilled employees and also for training many people at the same time when the equipment is insufficient. The debate on the difference between simulation and vestibule continues unabated. Whilst some think they are different, others think otherwise. The authors think that though under simulation, trainees operate in an environment similar to or exactly as the workplace conditions, both simulation and vestibule are the same and should be used interchangeably. The main advantage of simulation is that it minimizes the occurrence of training accidents and saves the organization cost and also minimizes the degree of frustration of the trainer since he is not operating in an abstract situation. In addition, simulation enables employees to acquire attitudes, concepts, knowledge, rules, or skills to enhance the performance of the trainee (Salas, Wildman, & Piccolo, 2009).

Simulation training can remove the gap between front-office employees and the real world by providing experience with complex problems, making the content more understandable, and providing information about employees' problem-solving strategies (Gredler, 2004). Fripp, (1997) referred to what extent the simulation provided different advantages and emphasized the following advantages:

- Motivation, users reported that simulation training is stimulating and enjoyable, a clear prerequisite of learning which causes motivation;
- Teamwork, simulation training is a base for developing team working skills;
- Risk-free environment, this advantage appeared through the ability to take business decisions that would not be possible in reality for fear of failure;
- Variety, simulation training provided a type of training that complements other methods of training such as case studies or lectures; and
- experiential training and simulation training allowed people to see the consequences of their decisions in an experiential environment

One of the first simulations designed for managers' training was The Looking Glass, Inc. which focused on leadership behaviors by providing feedback about self and others' leadership perceptions. It was a complex in-basket organization exercise, which creates a day in the lives of the top twenty managers of a mid-sized manufacturing corporation. The simulation included a diversity of problems in finance, personnel, production, sales, research, and safety functions which were expected to be solved by the organizational level including the president, vice presidents, directors, and plant managers. Participants in this simulation were free to call meetings, write memos and make or defer decisions (Roberts, Page, & Schriesheim, 1993).

Simulation-based training is a highly effective way of transferring key skills to trainees in a cost-effective manner. It provides an optimum way for employers to assess how well their trainees are putting skills into practice, and the decisions they are making in front of simulated real-life situations. Learning in a safe and managed environment provides essential hands-on experience that integrates key theoretical concepts with



interactive, computer-simulated situations. Simulation-based training can be applied across many different fields, (Srivastava, 2022). In business areas, such as project management and customer service; the medical field, allowing for practical work in life-saving situations; the military and drone piloting, factory workers, commercial drivers, and so on. With advances in technology, e-learning software, and our understanding of how people learn, we're seeing a rise in simulation-based training. Businesses can save on the cost of assembling large groups of trainees and reduce risks involved with honing skills for complex tasks on-the-job while achieving greater control and insights around performance analytics. A simulation-based learning environment offers a safe way for organizations to help their employees can pick up the vital skills needed.

2.1.4 Organizational Effectiveness

Generally, Organizational effectiveness is a well-known word used in the field of research and practice. Regarding the research line, this term is back to the time of industrialization and the age of scientific management. In the old times, organizational effectiveness was recognized as a tool to measure productivity and/or profits (Abdulla et al. 2017). Explained that the structure of organizational effectiveness was used to explore the achievement of goals and was sometimes called organizational success and worth. A large number of research articles and publication books were written in the 1960s through the 1980s, but fewer articles were written during the 1990s. Despite that, Goodman, Atkin, and Schoorman (1983) developed and suggested large empirical studies as indicators in areas like productivity and safety.

The given suggestions and implementation for the organizational effectiveness terms were due to the lack of agreement on the definition, framework, or assessment method of organizational effectiveness between the researchers and Scientifics (Anwar & Balcioglu, 2016). The characteristics and properties of organizational effectiveness for different organizations, after the proposed development, become a matter of research among researchers (Hameed & Anwar, 2018). However, different studies have concentrated on the theoretical concepts of organizational effectiveness to investigate the capacity, frame, and dimensionality of the definition (Anwar & Ghafoor, 2017).

2.2 Theoretical Framework

The human capital theory which was propounded by Becker in 1964 is adopted as the baseline theory for the study. This theory postulates that human capital – “the composition of employee skills, knowledge, and abilities - is a central driver of employee performance. The theory has been widely used in the field of human resource management (Crook, Todd, Combs, Woehr, & Ketchen, 2011; Fisher, 2009; Lepak & Snell, 2009; Nafukho, Hairston, & Brooks, 2004; Strober, 2010). This theory views human capital as a competitive resource that organizations can invest in and is valued by the organization since it increases productivity. The relevance of this theory is that if organizations pursue goal congruence, and focus more on retaining top performers, the huge amount invested in top performers pays off with long-term benefits to the organization. If employees are ly invested in, well managed, and retained, they will be innovative and creative, competent and committed, readily useful and available to the organization to do the right job for all the right reasons, and goal achievements become glaring and tangible.

In the human-capital theory (Schultz, 1993), it is considered that human capital is formed by a set of productive capacities that are acquired by the accumulation of knowledge in people, and as other forms of capital, produce a return in the economy, so investment in education to develop these skills and knowledge of people improves human capabilities, which increases productivity in human work and provides a positive rate of return. According to the human-capital theory, from the economic perspective, investment in education increases human capital, which will improve the work performance of people. In practice, there could be differences in the results of the qualities that investment develops due to the institutional and sociocultural context in which investment in education is involved (Peng, 2003). It has been proven that investing in people's education leads to an increase in the skills and abilities that make up people's human capital (Mason & Van Ark, 1994). In this way, people's education is considered an important predictor of job performance (Ng & Feldman, 2009). Likewise, it has been proven that investment in training in specific qualities that are required in companies has a positive impact on people's job performance (Hatch & Dyer, 2004). It has also been proven that staying for a long time in companies develops knowledge and skills in the staff leading to experience and better job performance (Sturman, 2003).



Human capital is considered the basis of the stock of knowledge necessary for innovation and is an essential drive for the innovation (González, Miles-Touya, & Pazó, 2016). Therefore, human capital is a source of innovative action in companies (Aleknavičiūt, Skvarciany, & Survilait, 2016; Rupietta & Backes-Gellner, 2019). Acquired human capital stimulates innovation because it is a source of new ideas and new ways of using knowledge in the company, it helps create organizational knowledge, and it can make knowledge available, tacitly and explicitly. Human capital signifies the combined brainpower and experience of staff as a source of competitive improvement that cannot be imitated by rivals (Resick, 2007). This theory advocates for attracting, engaging, repaying, and developing people in organizations, in the context of the manufacturing sector.

2.3 Relationship between Employee Training and Organizational Effectiveness

Shaheen, Naqvi, & Khan, (2013) sought to determine the impact of training on employee performance as well as on organizational performance and employee performance mediating role between employee training and organizational performance. The research proposes the way the teachers' effectiveness can be improved simply by suitable education and training. Both quantitative and qualitative methods were used; a questionnaire was used for data collection. A complete involving 220 questionnaires have been dispersed amongst school teachers of district Kotli AJ&K out of those 197 received with 90 percent turnover. SPSS used for data analysis and policy based on results presented for ensuring training effectiveness and enhancing employee performance. With the support of SPSS, correlation and regression ended up being conducted to generate results. Overall results revealed a significant and positive association between training and organizational performance. The mediating role of employee performance also gave a positive result. Generally, the model was supported well theoretically and statistically.

Janes, (2018) analyzed the impact of employee training on the performance of drilling companies in the Geita, Shinyanga, and Mara Regions in Tanzania and provided concrete evidence of the contribution of employee training to the performance of drilling companies. The study comprised a sample size of 219 respondents selected using purposive and simple random sampling techniques. Data collection was done through the questionnaire administered to the respondents. Data were analyzed using descriptive statistics and results were presented using tables. The study results found that employee training has a significant effect on the performance of drilling companies. However, the study results found a lack of effective training and development policies in drilling companies.

Ismael, Othman, Gardi, et al (2021) examined the relationship between training and development with organizational effectiveness. The research data is collected by developing the questionnaire, the research is of qualitative method which tends to address the quality of things in depth rather than numerical data about the questionnaire, it's composed of two parts, the first one interested in collecting personal data, which the second section is shining a light on the areas of (training, development and organization effectiveness) the sample was both male and female The researcher had collected the data at private universities by using a random sample, 120 questioners were delivered to different levels of an employee at private universities and 102 of them responded to it, the analysis was undertaken by using SPSS. In this study, the researchers tried to shine a light on training and development and how they can affect the effectiveness of an organization for which the researchers decided to choose private universities to distribute my questionnaire and receive them after they have filled it. The first research question that the researchers have found there is the relationship between training and development and also the second research question that the researchers have found is whether there is a direct impact of development programs on organizational effectiveness and whether its progress and development are essential for an effective organization

Azmawani, Siew, Murali, & Florence, (2013) investigated if efforts invested by Malaysian manufacturers in employee training and knowledge transfer affect organizational effectiveness. The study adopted a quantitative research design. The questionnaire developed for this study captured the training related to individual/managerial skills, the knowledge management process in place to capture and apply the knowledge obtained through training, and the organizational effectiveness. A closed-ended online survey was sent to 1,000 members of the Federation of Malaysian Manufacturers (FMM) throughout Malaysia and 88 manufacturers responded. The unit of analysis was an organization. The study found the following: training employees to acquire individual/managerial skills and process skills helps in improving organizational effectiveness; knowledge application and knowledge protection interact with individual/managerial skills training to improve



organizational effectiveness; and knowledge acquisition, knowledge application, and knowledge protection interact with process skills training to enhance organizational effectiveness.

Cross, & Daniel, (2018) attempts to find out the impact which training has on employee performance bearing in mind that the aggregate of individual performance will culminate in organizational performance. The study considered the microfinance bank sub-sector from which three banks were selected. Data was collected from 304 respondents who were drawn using the Taro Yamane sample size determination technique through a structured questionnaire. The data collected was subjected to both descriptive and inferential techniques used to test formulated hypotheses. The study showed that employee skill, knowledge, and ability gained from training have a significant effect on productivity. Further findings reveal that training affects employee commitment to the organization. The conclusion is that training enhances employee performance as well as employee commitment to the organization.

CONCLUSION AND RECOMMENDATION

Conclusively, the result of this study has shown that employee training influences organizational effectiveness. Specifically, with consistent training, skill, knowledge, and ability of employees are bound to improve. Trained employees will apply this skill, knowledge, and ability to improve productivity, efficiency, and commitment and therefore render quality services to customers of the organizations. The business environment is constantly evolving and dynamic; therefore, there is no gainsaying the fact that any future-inclined organization must prioritize training to effectively improve its employees' performance. It is therefore imperative that the organization should pay the deserved attention to training. Finally, we recommend that:

- The top management of the organization should recognize training as critical to the success of the organization and impress on another level of employees to do the same. It is in the interest of the organization for the employees to be trained adequately for the challenges of their job roles.
- Employees need to show the right attitude towards training to encourage the organization to keep training as it enhances employee commitment to the organization and employee commitment is valuable in an organization.

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