

The Relationship between Training Practices and Organizational Commitment

Nadiatul Akma Rosle^{1*}, Mohd Azril Abdul Aziz¹, Nurshuhaida Abdul Razak¹,
Norashikin Misnan¹

¹ Faculty of Business, Accountancy and Social Sciences, Kolej Universiti Poly-Tech MARA, Kuala Lumpur, MALAYSIA

*Corresponding Author: akma@kuptm.edu.my

Accepted: 15 May 2022 | Published: 1 June 2022

DOI: <https://doi.org/10.55057/ijbtm.2022.4.2.3>

Abstract: *As intellectual and human capital becomes more crucial to organizational functioning and service delivery, training has become a critical management concern. Many firms adjust their training policies and practices in response to externally driven change. This could have an impact on employee attitudes and conduct at work. Organizational commitment is becoming an important predictor of work behaviors and behavioral intentions among the various work-related attitudes studied for their relevance to employee behavior management. This paper discussed the relationship between training practices and organizational commitment among employees in a higher learning institution. The findings will also be discussed in this paper.*

Keywords: training, organizational commitment

1. Introduction

As intellectual and human capital becomes increasingly crucial to organizational operation and service delivery, management of employee commitment has become significant. Organizational commitment is becoming a more valued work-related attitude, particularly in education settings, where management must focus on retention, job performance, change management, and organizational restructuring. Training is one of the most important strategies to increase human capital investment since it is a function of human resource (HR) management with a wide range of applications and meanings. Cagri and Osman (2010) defined organizational training as systematic activities to develop and enhance workers' skills, knowledge, and attitude so that they can execute job-related functions, complete particular tasks, and satisfy HR quality standards in the future. The objective of the training is to influence or change employees' attitudes, behavior, and abilities in order to increase their competency, production efficiency, and fulfill corporate goals.

2. Literature Review

According to the past studies, the relationship between training practices and organizational commitment is still unclear, mainly in the educational setting. It has already been studied in a variety of industries and yielded a variety of outcomes. According to Meyer and Herscovitch (2001), the affective and normative forms of commitment had a positive and significant relationship with access to training. Affective and normative commitment were found to be

positively and significantly related to training participation based on frequency. Meanwhile, another study revealed a significant and positive relationship between the training-related variables (availability of training, motivation to learn, co-worker support for training, supervisor support for training, and benefits of training) and the affective and normative commitment components of the organizational commitment; while a non-significant relationship with continuance commitment. Additionally, the results of the study revealed that the best predictor of affective commitment is co-worker support for training followed by availability of training.

A study by Bartlett (2001) looked into the correlation between employee training perceptions and organizational commitment. Nurses from five public hospitals were the target population. Perceived training was one of the variables that were measured. The highest correlation between access to training and organizational commitment was found. As for the motivation to learn variable, internal service quality had a strong positive relationship with motivation to learn (Di, 2005). Better service will be provided by employees who are highly motivated to learn. The advantages of organizational training follow from the motivation and access to training discussed previously, because if employees believe that participating in organizational training activities will benefit them and their organizations, and if they have the opportunity to apply their knowledge on a day-to-day basis, their willingness to participate in future training activities will be higher. This can be proved by a study by Riaz, Idrees, and Imran (2013) where they also reported a positive and significant relationship between the three types of training benefits and organizational commitment.

Another training variable, employee perceptions of training also found to have a strong relationship with organizational commitment (Newman, Thanacoody, & Hui, 2011). Social support improves organizational effectiveness by positively affecting employee job satisfaction and organizational commitment while negatively affecting turnover and absenteeism (Allen & Meyer, 1990).

2.1 Problem Statement

In the field of behavioral sciences, studies on training practices and organizational commitment are gaining attraction, indicating that there is a link between training practices and organizational commitment. Previous research has mostly focused on the link between training variables and organizational commitment in industries like health care, oil and gas, and small businesses. However, gaps in the education sector were discovered, with only a few previous studies focusing on higher learning institutions. As a result, the study's primary goal is to determine the relationship between training practices and organizational commitment in Malaysia's higher education sector.

2.2 Theoretical Framework

The research framework derived from the literature review is as follows:

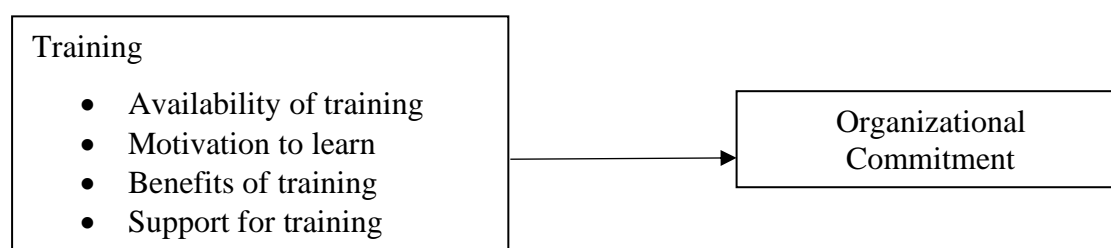


Figure 1: Theoretical Framework

This study employed training, with four dimensions, namely availability of training, motivation to learn, benefits of training and support for training as independent variables, and organizational commitment as dependent variable.

2.3 Hypotheses Statements

- H1: There is a significant positive relationship between the availability of training and organizational commitment.
- H2: There is a significant positive relationship between motivation to learn and organizational commitment.
- H3: There is a significant positive relationship between the benefits of training and organizational commitment.
- H4: There is a significant positive relationship between support for training and organizational commitment.

3. Method

Employees from one of the higher education institutions in Kuala Lumpur were used as the study's sample data. Out of 300 questionnaires distributed, only 160 returned the questionnaires. The survey instrument contained three sections. Section A highlighted the questions that have been adopted by Noe and Wilk (1993). Meanwhile, organizational commitment questions in Section B were adopted by Meyer and Allen (1991) and Section C focused on the respondent's profile such as gender, age, education level, monthly income, marital status, job grade, and organizational tenure.

4. Results and Discussion

The data were analysed using descriptive, reliability, correlations, and regression analysis. The Pearson's correlation coefficients (r) were used to examine the correlations and directions of the studied variables in this study. It showed the linear association coefficient estimate based on the sampling data.

Table 1: Pearson's Correlation Matrix for Studied Variables

		Correlations				
		AFT	MTL	BFT	SFT	OC
AOT	Pearson Correlation	1				
	Sig. (2-tailed)					
	N	160				
MTL	Pearson Correlation	.387**	1			
	Sig. (2-tailed)	.000				
	N	160	160			
BFT	Pearson Correlation	.438**	.174*	1		
	Sig. (2-tailed)	.000	.028			
	N	160	160	160		
SFT	Pearson Correlation	.460**	.227**	.815**	1	
	Sig. (2-tailed)	.000	.004	.000		
	N	160	160	160	160	

OC	Pearson Correlation	.318**	.129	.528**	.564**	1
	Sig. (2-tailed)	.000	.104	.000	.000	
	N	160	160	160	160	160
**. Correlation is significant at the 0.01 level (2-tailed).						

As shown in Table 1, three out of four correlations were found to be significant. The first correlation was between the availability of training and organizational commitment where it was found to have a significant positive relationship, $r = 0.318$ ($p < 0.01$). Benefits for training and support for training were also found to have a significant positive relationship with organizational commitment, $r = 0.528$ ($p < 0.01$) and $r = 0.564$ ($p < 0.01$). However, motivation to learn was found to have a positive relationship with organizational commitment but it is not significant, $r = 0.129$ ($p < 0.01$).

Table 2: The relationship between availability of training, motivation to learn, benefits for training, support for training and organizational commitment

Model	Standardized Coefficients (Beta)	Sig
1 (Constant)		.000
Availability of training	.065	.412
Motivation to learn	-.016	.821
Benefits for training	.192	.095
Support for training	.382	.001
R ²	.335	
ΔR ²	.318	

Regression analysis was also conducted to examine the relationship between training variables and organizational commitment as shown in Table 2. From the analysis, all variables were found to be statistically significant at 10 percent level. However, the R² showed that 33.5 percent of the independent variables explained the dependent variable of organizational commitment. Availability of training was found to be significantly linked to organizational commitment ($\beta = 0.412$). The relationship was positive, indicating that if the organization prepare and made the training available for the employees, they will be more committed to performing their work. Meanwhile, the relationship between motivation to learn and organizational commitment was found not significant, $\beta = 0.821$ even though it is positive. This showed that even though employees are motivated to learn and attend the training, it will not guarantee their commitment to the organization. The finding also indicated that there was a significant positive relationship between the benefits of training and organizational commitment which is $\beta = 0.095$. This proved that when the employees know what they will get from the training program, they would be pleased to join and enhance their organizational commitment. Lastly, support for training which includes support from peers and supervisors also has a significant positive relationship $\beta = 0.001$ with organizational commitment. This proved that office surroundings also contributed to determining employees' training where when they get support from their peers and supervisors, they would easily attend the training and thus improve their commitment. Overall, this study conclude that H1, H3, and H4 were accepted.

5. Conclusion

In this study that focused on higher learning institutions, we attempted to identify the relationship between training and organizational commitment. The study highlighted four main variables of training, namely availability of training, motivation to learn, benefits for training, and support for training. The results showed that motivation to learn did not contribute to organizational commitment. This contrasts with previous studies where the motivation to learn was found to have a significant relationship with organizational commitment (Bartlett, 2001; Cagri & Osman, 2010; Usman, Ghafoor, & Danish, 2011). Another three variables, availability to learn, benefits for training, and support for training were found to have a significant positive relationship with organizational commitment. In conclusion, it can be proved that training is an important practice in the organization as it can enhance human capital which will yield to organizational performance. Other than increasing employees' commitment, it also can enhance the loyalty of employees toward the organization.

References

- Allen, N. J., & Meyer, J. P. (1990). The measurement and antecedents of affective, continuance, and normative commitment to the organization. *Journal of Occupational Psychology*, 63(1), 1-18.
- Bartlett, K. R. (2001). The relationship between training and organizational commitment: a study in the health care field. *Human Resource Development Quarterly*, 12(4), 335-352.
- Bashir, N., & Choi, S. L. (2015). The relationship between training and organizational commitment among academicians in Malaysia. *Journal of Management Development*, 34(10), 1227-1245.
- Cagri, B., & Osman, C. (2010). The effects of organizational training on organizational commitment. *International Journal of Training and Development*, 14(4), 309-322.
- Di, X. (2005). Exploring organizational learning culture, job satisfaction, motivation to learn, organizational commitment, and internal service quality in a sport organization. Columbus, Ohio State: The Ohio State University.
- Meyer, J. P., & Herscovitch, L. (2001). Commitment in the workplace: Toward a general model. *Human Resource Review*, 299-326.
- Newman, A., Thanacoody, R., & Hui, W. (2011). The impact of employee perceptions of training on organizational commitment and turnover intentions: a study of multinationals in the Chinese service sector. *The International Journal of Human Resource Management*, 22(8), 1765-1787.
- Riaz, A., Idrees, R. N., & Imran, A. (2013). Employees' belief regarding training benefits and organizational commitment: a case in banking sector of Pakistan. *Middle-East Journal of Scientific Research*, 16(3), 310-318.
- Usman, A., Ghafoor, M. M., & Danish, R. Q. (2011). Impact of Motivation to Learn, Organizational Commitment and Job Satisfaction on Organizational Learning Culture. *European Sport Management Quarterly*, 2(3), 108-115.