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A Conceptual Overview on Relationship between Employee Attitude towards Training and Organizational Commitment

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Abstract

Organizational commitment has evidently emerged as the most predictable and researched construct of the employee's attachment or loyalty to the organization. Anextremely committed person has the emotion that he is working for himself and not somebody else. Training makes a very significant contribution to the improvement of the organizations human resources. The objective of this study is to examine the relationship between employee attitude towards training and organizational commitment. To meet this purpose, extensive literature review was done. In this study, organizational commitment is defined as certain attitudes towards the organization. This includes employees' attachment to their organizations, the degree of their willingness to be a member of the organization and their acceptance of and commitment to organizational goals and their desire toattain them. Training variables were identified from literature reviews. A conceptual model was developed based on literature reviews done.

Keywords: Employee Attitude towards Training, Organizational Commitment, Benefits from Training, Support for Training.

Introduction

Employee training has become increasingly important to improve service quality, decrease labor costs, increase productivity and profitability, and effectively manage workforce diversity (Kim 2006). The knowledge and skills of an organization's workforce have become increasingly important to its performance, competitiveness, and innovation (Lawler Mohrman & Ledford 1998; Martocchio & Baldwin 1997). Training can be viewed as a management practice that can be controlled or managed to elicit a desired set of unwritten, reciprocal attitudes and behaviors, including job involvement, motivation, and organizational commitment (Sparrow 1998). Trained employees are more likely to take pride in organizational achievements; believe in the goals; committed to their organizations and values of the organization and, therefore, exhibit higher levels of performance. Organizational commitment is the employee's acceptance, involvement and dedication towards achieving organizational goals. Organizational commitment is commonly conceptualized as a multidimensional construct consisting of three components (e.g., Allen & Meyer 1996; Chen & Francesco 2003; Johnson & Chang 2006). An employee with high level of organizational commitment is an asset for the organization because reduced labour turnover and increased performance can be ensured from them. Highly trained, satisfied and committed employees in the industry, delivering high service quality levels, is of paramount importance, whereby the employees are often seen as an integral part of the

service experience (Kyriakidou et al. 2010; Chand 2010; Vinten 2000). Moreover, training has a positive effect on productivity and makes it important for firms to invest in training (Jennifer et al. 2013). This study explores a different way to assess the outcome of training in organizations, that is, by examining the relationship between employee attitude towards training and organizational commitment based on the literature reviews done.

Significance of the Study

Emphasizing and implementing dominant training and development programs are becoming more critical in order to accomplish organizational objectives and goals. An organisation to survive in this competitive world must have a committed work force. Organisational commitment of employees can be enhanced through different ways. Training can be viewed as a management practice that can be controlled or managed to elicit a desired set of unwritten, reciprocal attitudes and behaviours, including job involvement, motivation, and organizational commitment. The significance of the study was to develop a conceptual framework on the relationship between employee attitude towards training and organizational commitment. The purpose of the study was accomplished through the review of previous studies in the particular area.

Methodology

The present study is conceptual in nature. Data has been collected from various sources including books, research papers, newspapers, magazines and websites for the purpose of study.

Literature Review

The researcher reviewed various national as well as international journals in order to gather insight into the relationship between employee attitude towards training and organizational commitment. Below mentioned are some of the most important reviews in the particular area.

Phillips (1997) investigated from his study that organizational commitment is one of the benefits of employee training.

Bartlett (2001) studied the relationship between employee attitudes toward training and feelings of organizational commitment among a sample of 337 registered nurses from five hospitals. The study revealed that perceived access to training, social support for training, motivation to learn, and perceived benefits of training are positively related to organizational commitment.

Ahmad and Bakar (2003) conducted a study on the relationship between training and organisational commitment. The major findings of this study suggested that individual perception on training plays an important role in affecting organizational commitment. It was found that availability of training, support for training, and motivation to learn were significantly and positively associated with affective, normative, and overall organizational commitment but not continuance commitment. On the other hand, training environment and

benefits of training seemed to correlate with all three types of commitment as well as overall commitment.

Bartlett and Kang (2004) examined the relationship between employee attitudes related to training and organizational commitment among a sample of nurses in New Zealand and the United States. Results show that perceived access to training, supervisory support for training, motivation to learn from training and perceived benefits of training were positively related to the affective and normative components of organizational commitment.

Azad and Michael (2007) examined the relationship between the beliefs of senior staff Qatari national employees regarding training benefits as measured by the benefits of employee training, and employees' organizational commitment. The key finding of their study was there is a positive relationship between employees' beliefs regarding training benefits and employees' organizational commitment. Additionally, the findings revealed that personal benefits of employee training and age are significantly related to affective and normative commitment, and career benefits of employee training and years of service are significantly related to continuance commitment.

Tharenou and Saks (2007) conducted a study on training and organizational-level outcomes. The study identified that training is related independently to organizational outcomes in support of the universalistic perspective of strategic human resource management rather than a configurationally perspective.

Bulut and Culha (2010) study investigated the impact of organizational training on employee commitment focusing on employees emotional and affective responses towards their organization. The results revealed that all dimensions of training positively affected employee commitment. Also organizational training should be considered as an antecedent to enhance employee's commitment to their organization in order to use organizational training as a motivator of organizational commitment.

Newman and Thanacoody (2011) investigated the impact of employee perceptions of training on organizational commitment, and its relationship with turnover intentions. The findings differ from that of previous studies in non-Chinese settings. No evidence was found to indicate that motivation to learn and the perceived benefits of training impact on the organizational commitment of employees. This may be explained by three factors: the involuntary nature of employee training, the limited career development opportunities on offer to local employees of multinational enterprises and the difficulty employees face in applying learnt skills given cultural differences.

Sudhakar and Rao (2011) evaluated the perception of employees on their training and development programme. The findings of this study show that there are various possibilities to increase the effectiveness of the training programme. Organization should identify the

needs of the employee and encourage them to participate in training and development programme.

Yang and Sanders (2012) analyzed the connections between employee's perceptions of training, in terms of perceived training related benefits, perceived supervisor support for training, and perceived access to training and their three types of organizational commitment continuance, affective, and normative. The results showed that employee's perceptions of training were related to their commitment to the organization.

Riaz and Idrees (2013) studied about the relationship between Employees belief about training benefits including personal, job and career related benefits and their impact on organizational commitment in banking sector of Pakistan. The results include that there is significant positive relationship between employee perception of training benefits and organizational commitment. Furthermore, results revealed that the employees who are having positive attitude towards training as they perceive that they will get different benefits from training and who expect that they will get benefits by participating in training programs, they are likely to be more committed with their employers than those who perceive training a leisure activity.

Jehanzeb and Rasheed (2013) conducted a study on impacts of training on organizational commitment and turnover intentions in private sector of Saudi Arabia. The result suggests that Employees' training is significantly correlated with organizational commitment, turnover intentions and the commitment-turnover relationship. The study strongly indicates the positive relationship between manager support for training and organizational commitment.

Ashar and Ghafoor (2013) investigated the relationship of two most important perceptions of training with affective commitment; it includes perceived availability of training and perceived supervisor support for training. The result shows significant positive association of both training perceptions with affective commitment.

Rollah and Hussain (2014) studied the employee perception regarding training and development programs in the health sector of Pakistan. It has been observed that employees neither motivated nor they perceive training very important in the current situations as they see no benefits other than just a formality in the routine job.

Dhar (2015) examined the attitudes of employees working in Indian hotels catering to tourists. It analyzedtheir perception of training opportunities and the impact of such training on the service provided toguests. An integrated model was developed highlighting the relationship between perceived accessibilityto training, perceived support for training, perceived benefits from training, and the implications oftraining on service quality mediated through organizational commitment. The findings of the study reveal a strong relationship between employee training and the quality ofservices offered by employees in tourist hotels.

Variables Identified

Table 01 shows the variables identified by the researcher from the literature reviews conducted. These variables form part of the conceptual framework of this particular research.

Table 01: Variable Identified

Title of the paper	Author	Journal	Variables identified
The association between training and organizational commitment among white-collar workers in Malaysia	Kamarul Zaman Ahmad & Raida Abu Bakar (2003)	International Journal of Training and Development, Vol, 7, No. 3.	Availability of training Support for training Motivation to learn Training environment Perceived benefits of training Affective commitment Normative commitment Continuance commitment
The Relationship Between Training and Organizational Commitment: A Study in the Health Care Field	Kenneth R. Bartlett (2001)	Human Resource Development Quarterly, Vol. 12, No. 4.	Perceived access to training Perceived support for training Training Motivation Perceived benefits of training Job satisfaction Job involvement Affective commitment
Training and organizational commitment among nurses following industry and organizational change in New Zealand and the United States	Kenneth Bartlett & Dae Seok Kang (2004)	Human Resource Development International, Vol. 7, No. 4, pp. 423–440.	perceived access to training training frequency motivation to learn benefits of training supervisory support for training Organizational Commitment
The impact of employee perceptions of training on organizational commitment and turnover intentions: a study of multinationals in the Chinese service sector	Alexander Newman & Rani Thanacoody (2011)	The International Journal of Human Resource Management, Vol. 22, No. 8, pp. 1765–1787.	Perceived availability of training Motivation to learn Perceived supervisor support for training Perceived co-worker support for training Perceived benefits of training Turnover intentions
The effects of organizational training on organizational commitment	Cagri Bulut & Osman Culha (2010)	International Journal of Training and Development, Vol. 14, No. 4.	Motivation for training Access to training Benefits from training Support for training Affective Organizational Commitment
The Impact of Perceptions of Training on Employee Commitment and Turnover Intention: Evidence from Pakistan	Ashar Muhammad & Ghafoor Mudasar (2013)	International Journal of Human Resource Studies, Vol. 3, No. 1.	Perceived Availability of Training Perceived Supervisor Support for Training Affective commitment Turnover intentions

Organizational Commitment and Turnover Intentions: Impact of Employee's Training in Private Sector of Saudi Arabia	Khawaja Jehanzeb Anwar Rasheed (2013)	International Journal of Business and Management, Vol. 8, No. 8.	Availability of Training Motivation to Learn Manager Support for Training Turnover Intentions Organizational Commitment

Literature reviews of employee attitude towards training and organizational commitment suggests that there is a relationship between the two variables. A conceptual framework of employee attitude towards training and organisational commitment was developed based on the variables identified from the literature review.

Conceptual Framework
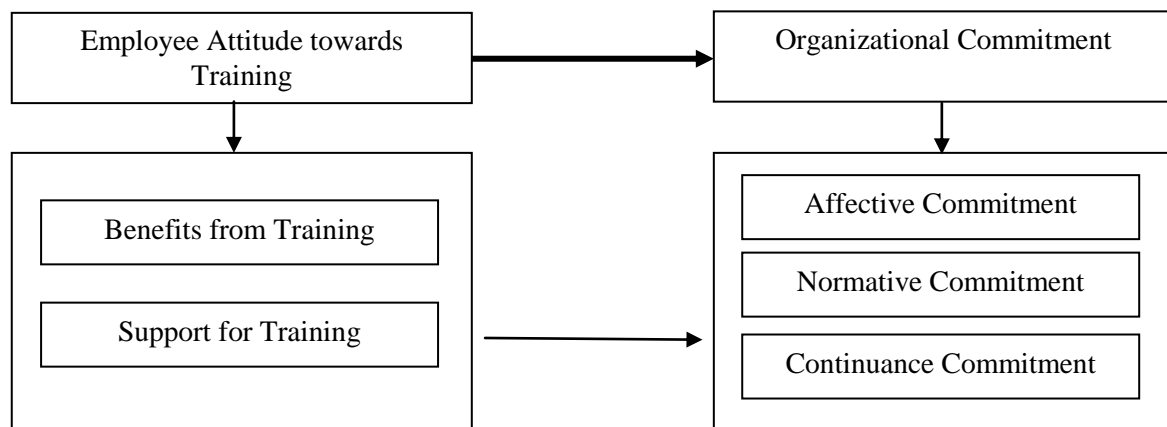
Source: From literature review by the author

Variables in Conceptual Framework Defined
Benefits from Training
Noe and Wilk (1993) grouped employee training benefits into three categories: personal benefits, career benefits and job-related benefits. Personal benefits represent the extent to which employees believe that participation in training activities help them network, improve their job performance and make progress towards their personal development. Career benefits result from participation in training activities that lead to identifying career objectives, reaching career objectives and creating opportunity to purse new career paths. Job-related benefits lead to better relationships between peers and managers, and provide a necessary break from the job (Noe & Wilk 1993).

1. **Employee Benefits from Training** refers to employees' perceptions of positive results they can obtain by participating in training and development activities (Huadong 2012). Personal training benefits explain as the extent to which employees think that by attending and participating in training activities their job performance will improve, it help then in networking and facilitate them in personal development (Noe & Wilk 1993).

2. **Career-Related Benefits** include leading to determine and attaining career objectives and creating opportunities to identify and select new career options (Noe & Wilk 1993).
3. **Job-Related Benefits** are those benefits that provide necessary skills and abilities required to perform job and leads towards better relationship with peers and with managers (Noe & Wilk 1993).

Support for Training

O'Driscoll and Randall (1999) suggest that support for training from senior staff and from colleagues have positive association to the organizational commitment. Perceived support for training from colleagues and senior staff has been shown to influence the decision to participate in training and development activities (Noe & Wilk 1993). Senior colleagues support for training has been exposed to affect training involvement (Noe & Wilk 1993). There is a significant correlation between supervisor support for training and mutually affective and continuance commitment (Bartlett 2001).

1. **Supervisor Support for Training** refers to social support that employees receive from their direct supervisor or senior staff members to engage in training and development activities (Kozlowski & Farr 1988).
2. **Co-Worker Support for Training** refers to social support that employees receive from their co-worker to engage in training and development activities (Kozlowski & Farr 1988).

Organizational Commitment

Organizational commitment refers to the strength of attachment of a person to his or her organization (Arnold 1998). Meyer and Allen (1997) suggested that a 'committed employee is one who will stay with the organization through thick and thin, attends work regularly, puts in a full day, protects company assets, and who shares company goals. Organizational commitment is a concept that is increasingly being considered an important variable in explaining work-related behavior because of its assumed impact on performance (Benkhoff 1997). Organizational commitment is recognized as one of the major determinants of organizational effectiveness. Meyer and Allen (1997) suggest that it is not financial rewards that develop organizational commitment; rather, employee commitment to the organization is based on the opportunity the organization offers its employees to conduct important and challenging work, the interaction with interesting people, and the environment that facilitates developing and building new skills.

1. **Organizational Commitment** refers to the relative emotional strength of employees' identification with and involvement in a particular organization (Porter, Steers, Mowday & Boulian 1974).
    a. **Affective Commitment** refers to employees' emotional attachment to, identification with and involvement in the organization (Allen & Meyer 1997).
    b. **Normative Commitment** refers to employees' feelings of obligation to their superiors, peers, subordinates and other third parties to remain within the organization (Allen & Meyer 1997).

    c. **Continuance Commitment** is a form of psychological attachment to an employing organization that reflects the employees' perception of the loss he/she would suffer if they were to leave the organization (Allen and Meyer 1997).

Findings from the Literature

The present study is a conceptual framework of employee attitude towards training and organisational commitment. Based on the previous research studies the researcher proposes a relationship model for employee attitude towards training and commitment of employees in an organisation. Variables identified from the literature review forms part of the conceptual model. Several studies investigated the relationship between employee training and organisational commitment. The results differed based on the industry, the employee profile, their demographic features etc. According to the study by Azad and Michael (2007) demographic factors along with career benefits and personal benefits from training are related to affective, normative and continuance commitment. According to Ahmad and Bakar (2003) benefits of training were the second most important predictor of affective and normative commitment; the most important training factors in determining overall organizational commitment were support for training followed by the benefits of training. Bartlett (2001) suggests that employees who expect benefits from their participation in training are likely to be more committed should encourage a more strategic approach to linking outcomes of training to both individual and organizational benefits. Riaz and Idrees (2013) found that all three types of training benefits (personal, career-related and job-related) have positive and direct effect on employees' organizational commitment in banking sector of Pakistan. The underlying theme is that employees who receive training might think that the organization values them as individuals and therefore develop a stronger commitment with the organization. Study done by Yang and Sanders (2012) highlighted the association between perceived training-related benefits and continuance commitment and also pointed out that out that different types of perceptions of training have distinct connections with employee work-related attitudes.

According to Ahmad and Bakar (2003) support for trainingis the most important predictor of affective and normative commitment; the most important training factors in determining overall organizational commitment were support for training followed by the benefits of training. According to Bulut and Culha (2010) the sense of being supported for training is also significantly related to organizational commitment, in other words, employees will feel more attached to the organization if they receive support for training from their supervisors or seniors. Various other studies also suggest that supervisor supports for training and organizational commitment are significantly related (Ahmad & Bakar 2003; Bartlett 2001; Bartlett & Kang 2004; Birdi et al. 1997; Sabuncuoglu 2007).

Conclusion

The purpose of this study is to investigate the relationship between employee attitude towards training and dimensions of organizational commitment based on the existing studies in the

specific area. Employees are the asset of every successful organization. Training is one of the most important investments of an organization because it enhances the knowledge, skills, attitudes and behavior of employees. Thus training within organizations creates various work related attitudes among employees. One of the most important work related attitude among them is organizational commitment. An employee with high level of organizational commitment is an asset for the organization because reduced labour turnover and increased performance can be ensured from them. This particular study suggests a conceptual framework for the relationship between employee training and organizational commitment.

Scope for Future Research

The present study is a conceptual framework for the relationship between employee attitude towards training and organizational commitment. Every organization differ in its activities and employee policies, hence the relationship is different for different types of organizations. The conceptual framework should be empirically tested to validate the relationship and to analyze which variable is more significant. Other work related attitudes like job satisfaction; job involvement etc. can also be included in the framework for future study.

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