

The Impact of Perceptions of Training on Employee Commitment and Turnover Intention: Evidence from Pakistan

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Abstract

To survive in highly competitive business environment organizations are focusing on capitalizing its human resources. These resources are very difficult to imitate and combination with other resources also help to gain edge over competitors. The objective of our study is to investigate relationship of two most important perceptions of training with affective commitment. These perceptions of training include perceived availability of training and perceived supervisor support for training. Later on we investigate relationship of affective commitment with employee turnover intentions. For this purpose questionnaire were considered as a tool to get responses from telecom and banking sector of Pakistan. Total 150 questionnaires were distributed and 123 useful questionnaires were received at a response rate of 82%. Statistical tools that used to analyze the relationships were Pearson moment quotient and linear regression. The result shows significant positive association of both training perceptions with affective commitment. The finding also shows significant negative association of affective commitment with employee turnover intention. This study helps managers to understand training-attitude-organizational performance relationship.

Key Words: Training Perceptions, Affective Commitment, Turnover Intention, HR Practices

Introduction:

Gaining and maintaining competitive advantage is critical to the organizations. Organizations adopt many policies to gain advantage over their competitors, but capitalizing human

resources is still not commonly acknowledged. There is a rising trend of human resource practices but only few organizations capitalize people resource strategically. Training can be used as an example of human resource practices that contribute to attain advantage over competitors. Organizations try to make the best use of their employees through extensive human resource training programs. It helps employees perform better on their jobs (MacMillan & Schuler, 1984). According to Thang (2009) human resource capital is basic source to achieve competitive advantage. Human capital is neither duplicated nor bought in the market. Training can provide abilities knowledge and skills that enhance individual performance and it ultimately lead towards organizational performance.

Training has several benefits like firm's performance (Thang, 2009) , job satisfaction (Shore & Martin, 1989) and organizational commitment. There is a positive association between perceived training benefits and organizational commitment (Al-Emadi & Marquardt, 2007). Perceptions of training and its association with organizational commitment are widely researched. Studies conducted in Malaysian (Ahmad & Bakar, 2003) and Chinese (Newman, Thanacoody, & Hui, 2011) context depict strong positive correlation between training perceptions and organizational commitment. Adoption of proper human resource practices cause employees committed towards the organization. Employees who are emotionally attached with the organization are less likely to leave the organization. Organizational commitment and job satisfaction is most influential predictor of employee intention to leave (Karsh, Booske, & Sainfort, 2005).

It is important issue for the HR manager to control employee turnover. There are certain costs associated with replacing the existing employees like advertising, selecting, recruiting and training (Dalton, Todor, & Krackhardt, 1982). New hires cannot start work effectively as previous workers perform, because he has to understand the culture of new organization. Turnover of trained employee is social loss for the organization (Dess & Shaw, 2001). HR practices enlighten the importance of training that is helpful in creating positive human attitudes and causes to enhance organizational performance due to employee retention.

In this study, we investigate that training has linked with affective commitment. When employees perceive that training is all the time available when needed then they have sense of emotional attachment with the organization. They feel that organization is loyal to them that build commitment in them. This affective commitment improved by supporting awareness of training opportunities. Perceived availability of training has direct positive relation with the affective commitment. When employees are committed to their jobs, they will not quit their job that will decrease the turnover intensions. In Pakistan, all service sectors like bank and telecommunication are providing training to their employees. Changes come very rapidly in these industries so it is the requirement of the time that employees should be up to date with the latest upcoming changes. Therefore, training is the necessity for the survival of these industries

The main objective of our study is to investigate the association between training perceptions and affective commitment and further with employee turnover intensions. This relationship is researched in U.S (Bartlett, 2001) Malaysia (Ahmad & Bakar, 2003) and china (Newman, Thanacoody, & Hui, 2011). Pakistan has different organizational culture and perceptions of people. Considering the gap in the literature this article is effort to investigate the answers of

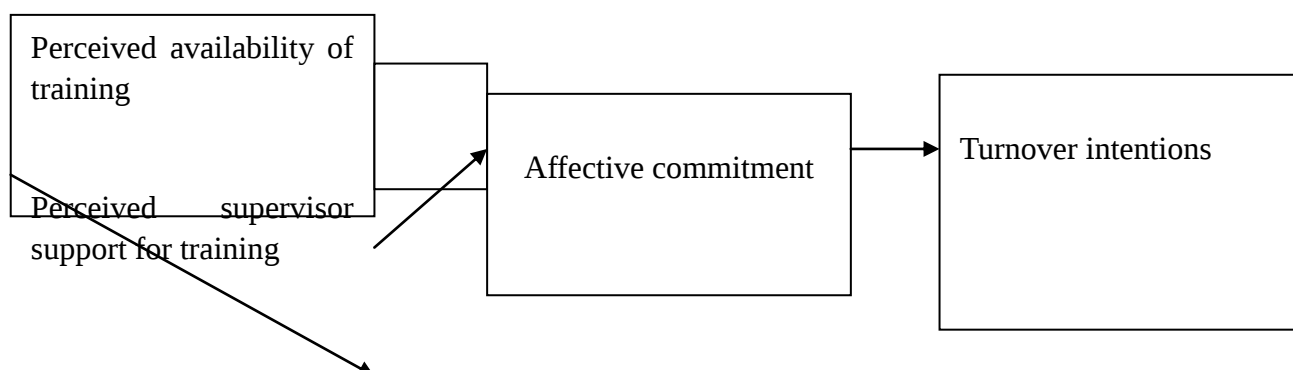
following questions.

Up to what extent does perceived availability of training impact on affective commitment?

Up to what extent does perceived supervisor support for training impact on affective commitment?

Up to what extent does affective commitment impact on employee's turnover intention?

Conceptual Framework:



Literature Review:

Human capital theory provides inside to research on training and turnover. He distinguishes training in two categories 1) specific training 2) general training. Specific training helps to improve skills and abilities that are required to perform better in current organization. Employer should invest in specific training because it will help employees to work efficiently in current apparatus or in culture of current organization. This type of training does not aid in other organization so it will not increasing job opportunities in addition of this employees are unwilling to leave organization. On the other hand employer is also unwilling to fire trained employees due to his skills and abilities require for organizational enhanced performance. This shows that specific training have strong relationship with employee retention. Learnt skills are vanished when employee leaves the organization, so specific training reduces the chances of expected turnover. General training improves skills and abilities that are equally helpful for all organizations. This type of training is normally in the form of formal education. There is no relation between general training and turnover. He also argued that employee should pay the cost of general training not the employer as it is beneficial for all organizations. Risk is also associated with general training because other organization may poach trained employees. And employee can take transferable skills with them to other organization (Becker, 1962). Moreover investment in human capital is very perilous because we cannot separate learnt skills from the trainee or individual human resources cannot be bought and sold (Levhari & Weiss, 1974). But we cannot ignore the importance of training and development, for the reason that it aid employees to be more productive and efficient. Training and development not only enhance efficiency of trained employee but also support other employees because people learn from one another. In organization people work in teams so productivity of one department or person is depend on others performance. Trained human capital can also enhance the efficiency of physical capital e.g. machines (Booth &

Snower, 1996).

Training and Commitment:

Turnover intentions also viewed in the perspective of commitment. Organizational commitment is defined as identification with organization and its goal while wishing to remain member of that organization (Reichers, 1985). Organizational commitment is further divided into three dimensions 1) Affective Commitment, it is a desire or emotional attachment to the organization. 2) Continuous Commitment, it a financial benefits to remain as a member of organization. 3) Normative Commitment, moral obligation to maintain employment with particular organization. Each dimension has different antecedence and consequences on job behaviors (Meyer & Allen, 1991).

The question arises that how training is a source of reducing turnover. This perspective is analyzed in terms of commitment. An organization that provides training opportunities to their employees gives the signal of care. It shows that organization invests in human capital and they acknowledge their significance in term of overall organizational performance. These organizations are very attractive to the employees because of emotional attachment to give something in return. Thus workers are more interested to stay in those organizations that offer training opportunities because it increases the employability (Groot & Brink, 2000). Training gives the impression of care and importance of employees, so they will be loyal with the organization. Organizations that invest on training give the feeling of values and they will be less interested to quit (Barrett & O'Connell, 2001).

Training and Turnover:

In the literature of training and turnover perceptions of gender differences are exist. A longitudinal analysis shows that men's are more interested in training than women. It may be due to men's more consciousness about career building. She also identified perception of formal education on training is misleading. These two variables have no impact on turnover (Royalty, 1996). Organizations spending on employee's development expected certain benefits. Organizations invested in employee advancement will have more satisfied and commitment employees. The relationship between perceived spending on workers development and turnover intention is fully mediated by job satisfaction and affective commitment. But continuous commitment is not mediated the relationship. The theoretical background to analyze the relation is social exchange theory and data were collected from nurses of Singapore and US (Lee & Bruvold, 2003). Furthermore, it is argued that those organizations invested more in training that had more inflow of employees. They justified this as new employees need training to better perform their work tasks. They collected data from various sectors and results shows that software industry highly invested in training. If there is more voluntary turnover in the organization it will cause investment in training to fulfill the knowledge gap. Availability of internal labor market also causes investment in training activities for the purpose of succession planning (Forrier & Sels, 2003). To explain the causality between training and turnover a combination of deductive and inductive approach is used. Research investigate training related issues like gender differences in

training opportunities, investment in general and specific training, and impact of training on workers. Employees getting more training opportunities have less intention to leave organization. This relationship is based on contingencies that intrinsic motivation is acted as moderator. He investigates employee outcomes getting from professed training opportunities (Dysvik & Kuvaas, 2008).

Training has different human resource and organizational outcome. Human resources outcome comprises of enhancement of knowledge, improved skills and abilities. HR outcomes are also in the form of attitudinal, behavioral and motivational. These HR efficiencies are ground reasons to achieve organizational outcome like better performance. Organizational performance is further divided in two broad categories 1) financial performance like return on equity, return on asset and improved productivity 2) non financial performance like minimal turnover, lower absenteeism (Thang, 2009). Training and financial performance have weak relationship, training have more impact on human resource outcome. Training have positive association with both HR outcome and organizational performance, the relationship of training and performance may be mediated through employee attitudes or behavior (Tharenou, Saks, & Moore, 2007) Our study acknowledges causal relationship of training _attitudes_ organizational performance. We will analyze that perceptions of training causes positive attitudes like organizational commitment and organizational commitment causes reduction in turnover intentions

Perceived Availability of Training:

Perceived access of training is define in two terms first, employees feels free to obtain training opportunities which is require to enhance awareness, skills and abilities needed for existing job. Second, there are less organizational barriers for employees to participate in training (Bartlett, 2001). Past research shows that perceptions of training are relate with participation of training. That indicates training is available and organization supports training. It helps in career advancement within the organization (Tharenou, Organisational, Job, and Personal Predictors of Employee Participation in Training and Development, 1997). Training participation is replaced as a measure of Perceived access of training because it has been indicated actual participation (Tharenou & Conroy, 1994). A cross sectional quantitative research is conducted to analyze the turnover intensions. On the basis of Two Factor theory of motivation they concluded that participation on training has indirect relationship with turnover intensions and job satisfaction acted as mediator. According to researcher companies should adopt different tools either training or any other to increase the level of job satisfaction (Kolarova, 2010). Prior research signifies positive association between perceived availability of training and organizational commitment. They used social exchange theory as theoretical background to prove the correlation between perceptions of training and commitment. They found strongest association between perceived access of training and affective commitment (Bartlett, 2001). Another study conducted in Chinese context also proved that affective and continuous commitment is highly correlated with perceived availability of training. According to the study training can be used as a tool to enhance commitment that ultimately reduces turnover (Newman, Thanacoody, & Hui, 2011). Our

study only focuses on affective commitment as literature proves strongest correlation with perceived availability of training. This leads to the following hypothesis

H1: Perceived availability of training has positive relationship with affective commitment

Perceived Supervisor Support for Training:

Growing research on social support illustrate various outcomes like job satisfaction self esteem and retention. Support from colleagues or supervisor may reduce negative results like stress (M, Jones, P, & laRocco, 1978). Perceived supervisor support leads towards perceived organizational support and this relationship will be influenced by the status of supervisor in the organization. They also suggest that supervisor support eventually contributes in employee retention (Eisenberger & et al, 2002). The trend of temporary staff is increasing and organizations hire temporary staff to fulfill staff needs. It was argued by Wade-Benzoni that temporary staff has monetary relationship with organization but permanent staff has more relational relationship like commitment. Permanent staff is more interested in satisfying their job. But writer found contradictory results, his findings present not significant difference in temporary and permanent staff's psychological contract (McDonald & Makin, 2000). Women have also actively participated in organizational working. A research conducted in USA shows that perceived organizational support for improvement of women are related to turnover intension. And this relationship is fully mediated through job satisfaction (Jawahar & Hemmasi, 2006). Another study examine the relationship between employee attitudes towards commitment were analyzed. They found stronger positive correlation between perceived supervisor support for training and organizational commitment (Bartlett, 2001). A research conducted in Chinese context shows that perceived supervisor support is positively related with affective commitment. But hypothesis related to association between perceived supervisor support and continuous commitment was not supported. The reason of this contradictory result is that Chinese have very different culture. They also proves affective commitment is negatively related with intention to leave organization (Newman, Thanacoody, & Hui, 2011). On the basis of literature we hypothesize as

H2: perceived supervisor support has positive relationship with affective commitment

Turnover Intention:

Turnover intention may be define as employee's decision to quit the present job. Workers may leave the organization firstly voluntarily means due to adverse work environment or they have other job opportunities. Secondly involuntarily turnover means employer fire the employees due to incompetency. Involuntarily turnover is from employers side (Dess & Shaw, 2001). The cost of employee turnover is not easy to measure especially when the workers performance is high and he possesses high level of skills and abilities. Turnover of employee reduces the moral of remaining human resources and loss of social capital (Dess & Shaw, 2001). Losing their highly qualified and trained employees is alarming situation for the organization. Pile of research is available on employee turnover and organizational commitment (Gamble & Huang, 2008; Chen & Francesco, 2003). Minimal turnover intension

is an organizational performance outcome furthermore organizational commitment is highly correlated with organizational level outcomes (Shore & Martin, 1989). Developing countries like Pakistan is facing lower employee retention in IT sector. Researcher enlightened three major reasons of turnover in particular sector is organizational commitment, job satisfaction and accessibility of new job opportunities. First two variables have positive but third variable have negative association with turnover intention (Rahman, Naqvi, & Ramay, 2008). Training causes emotional attachment with the organization by giving perception of employer's care about his employees. Causal relationship between affective commitment and turnover is also available in literature (Newman, Thanacoody, & Hui, 2011; Cheng & Stockdale, 2003; Steers, 1977). These literature evidences lead us to the following hypothesis

H3: Affective commitment has negative relationship with employee turnover intention.

Methodology:

This research aims to study the impact of training perceptions on affective commitment and ultimately relationship with employee turnover intentions. Data were collected through questionnaire. Data is collected from two major services sector of the Pakistan. These sectors include telecommunication and banking. The reasons to choose these sectors are that they frequently provide training to their employee. Data were collected through self administered questionnaire. Total 150 questionnaires were distributed among employees and 128 questionnaires were received. 5 questionnaires were excluded from the analysis because they are incomplete. Total 123 questionnaires were used for final analysis with a response rate of 82%. Five point Likert scale is used to measure all responses.

The survey contained two sections demographic and subjective. Demographic section comprises of questions about age, gender and job tenure in the organization. The participants were 65.5% male and 32.5% females. Job tenure of participants in the range of 20-29 is 59%, remaining 26% percent of participants are in the age of 30-39 and 14% of employees are in the range of 40-49 age. The job tenure of the employees is 32% under the range of 1-3 years remaining 27 % of employees is under the range of 3-5 years and 39% of employees have job tenure more than 5 years. Subjective section comprises of perceived availability of training, perceived supervisor support, affective commitment and turnover intentions.

Five items scale is used to measure perceived availability of training. The scale was developed by Newman, Thanacoody and Hui in 2011. Reliability of this scale is 81%. Items include like "My organization provides its employees with good opportunities to undertake in-house job-specific training" and "My organization provides it employees with good opportunities to learn general skills and knowledge inside the organization which may be of use to me in my career".

Thirteen items scale is utilized to measure the perceived supervisor support. The reliability of this scale is 83%. The scale was developed by (Neo & Wilk, 1993). Items include "My manager supports my participation in training and development programs" and "My manager believes advising and training as one of his/her major job responsibilities".

To measure the affective commitment four items scale were utilized that was developed by (Meyer, Allen, & Smith, 1993). The reliability of data is 71%. Items include "I really feel that

this organization's problems are my own".

To measure the turnover intention four items scale was utilized that was developed by (Farh, Tsui, Xin, & Cheung, 1998). The reliability of this scale is 72%. Items included "I often think of quitting my present job" and "I may not have a good future if I stay with this organization"

Results and Discussion:

To examine the impact of training perceptions on affective commitment and afterwards the association with turnover intentions Pearson's moment correlation and linear regression is analyzed. To gauge the tendency of responses descriptive statistics are also analyzed. Cronbach alpha is analyzed to measure the reliability of data.

In table 1 the mean value of perceived availability of training is 3.82 that are close to 4 it shows positive tendency of respondents. Whilst the standard deviation is .72 it shows the 72% variation among responses. The Alpha coefficient of perceived availability of training is .81 it shows 81% reliability of the survey. The value of correlation between perceived availability of training and affective commitment is .653 it depicts significant positive correlation.

In table 1 the mean value of perceived supervisor support for training is 3.79 that are close to 4 shows positive tendency of respondents. The variation among the responses is 54%. The correlation analysis shows strongly positive association with affective commitment with the value of .557. It means that affective commitment is strongly affected by perceived supervisor support.

In table 1 the mean value of affective commitment is 3.85 which is close to 4 it shows the positive tendency of respondents. Turnover intention has mean value of 2.23 that is close to 2 shows negative tendency of respondents with 80% variations among responses. The value of correlation among affective commitment and turnover intention is -.672 that shows strongly negative correlation.

Table 1: Pearson Moment Correlation N= 123

Description of variables	Mean	Std. Deviation	Cronbach Alpha	1	2	3	4
Perceived availability of training	3.82	.72	.81	1			
Perceived supervisor support	3.79	.54	.83	.777**	1		
Turnover intention	2.23	.80	.72	-.797**	-.770**	1	
Affective commitment	3.85	.82	.71	.653**	.557**	-.672**	1

**. Correlation is significant at the 0.01 level (2-tailed).

To test the hypothesis regression is applied. Table 2a shows the value of R= .653 that represent 65% variation in the perceived availability of training and effective form of commitment. The value of R square is represented coefficient of variation. There is 42% total variation in the linear relationship between perceived availability of training and affective commitment. To analyze the autocorrelation the value of Durbin Watson is computed. Test of Durbin Watson analyze whether there is positive autocorrelation, negative autocorrelation or

zero autocorrelation. Whilst the value of Durbin Watson is 1.92 that is less than 2 shows positive autocorrelation. ANOVA table of 2b represent sum of squares, degree of freedom, mean square and value of F. since significance value is less than 0.05 that role of perceived availability of training is highly significant in fostering affective commitment. Table 2c represent the value of A=1.093 that shows average of affective commitment when perceived availability of training is zero. The value of beta is 0.736 shows that one unit change in perceived availability of training will bring 0.736 unit change in effective commitment. Significance value is less than zero so H1 is supported

Table 2a: Model Summary

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate	Durbin-Watson
1	.653 ^a	.426	.421	.62173	1.922

a. Predictors: (Constant), availability

b. Dependent Variable: commitment

Table 2b: ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	34.707	1	34.707	89.786	.000 ^a
	Residual	46.773	121	.387		
	Total	81.480	122			

a. Predictors: (Constant), availability

b. Dependent Variable: commitment

Table 2c: Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.039	.302		3.438	.001
	Availability	.736	.078	.653	9.476	.000

a. Dependent Variable: commitment

In table 3a the value of R=.557 shows variation among perceived supervisor support and effective commitment. The value of coefficient of determination R square is .310 that shows 31% total variation among linear relation between perceived supervisor support and affective

commitment. The value of Durbin Watson is 1.87 shows positive autocorrelation. The value of A is .641 that depicts on the average of affective commitment when perceived supervisor support is zero. The “beta” value is .847 represent one unit change in perceived supervisor support will bring .847 unit change in affective commitment. Significant value is also less than 0.05 that support the H2.

Table 3a: Model Summary^b

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate	Durbin-Watson
1	.557 ^a	.310	.305	.68152	1.874

a. Predictors: (Constant), support

b. Dependent Variable: commitment

Table 3b: ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	25.279	1	25.279	54.425	.000 ^a
	Residual	56.201	121	.464		
	Total	81.480	122			

a. Predictors: (Constant), support

b. Dependent Variable: commitment

Table 3c: Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.641	.440		1.458	.147
	Support	.847	.115	.557	7.377	.000

a. Dependent Variable: commitment

In table 4a the value of R shows 67.2% variation in affective commitment and turnover intention. Total variation among linear relationship of effective commitment and turnover intention is represented by R square that is 45.2%. To analyze the autocorrelation value of Durbin Watson is computed to investigate autocorrelation. Its value is greater than 2 shows that there is negative autocorrelation. Table 4c shows coefficients of regression. The value of A is 5.37 shows on the average of turnover intention of employees when affective commitment is zero. The value of A is higher it represent the important role of affective commitment in minimizing turnover intentions. The value of “beta” is -.683 that shows one unit increase in affective commitment will cause to decrease turnover intention .683 units. Significance value is less than 0.05 so it is accepted that affective commitment has strong

negative impact on turnover intention of employees. Therefore our third hypothesis is also accepted.

Table 4a: Model Summary^b

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate	Durbin-Watson
1	.672 ^a	.452	.448	.60737	2.214

a. Predictors: (Constant), turnover

b. Dependent Variable: commitment

Table 4b: ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	36.844	1	36.844	99.876	.000 ^a
	Residual	44.636	121	.369		
	Total	81.480	122			

a. Predictors: (Constant), turnover

b. Dependent Variable: commitment

Table 4c: Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.374	.162		33.197	.000
	Turnover	-.683	.068	-.672	-9.994	.000

a. Dependent Variable: commitment

Conclusion:

Results show that all proposed hypotheses H1: Perceived availability of training has positive relationship with affective commitment, H2: perceived supervisor support has positive relationship with affective commitment, H3: Affective commitment has negative relationship with employee turnover intention are strongly supported. The results of our study are aligned with previous studies that perceived availability of training and perceived supervisor support is positively associated with affective commitment. Later on affective commitment is negatively related with turnover intention (Ahmad & Bakar, 2003; Newman, Thanacoody, & Hui, 2011). The findings of this study support the notion that affective commitment of employees is highly effected by perception of training. Furthermore our findings also depict

inverse relationship between affective type of commitment and turnover intentions.

Practical Implications:

The result of this paper helps managers and practitioners to understand that they can enhance the employee commitment by providing support from supervisor for training. Managers can also enhance the commitment of employees by providing training opportunities. Least hurdles in accessing the training opportunities leads towards higher employees to be committed with the organization. Training is a huge incentive for the organization as they foster employee loyalty and reduces turnover. It helps managers to consider the desired work related attitudes can be obtained as training benefits.

Previous studies show that supervisors normally do not support the training activities **citation???** . But our study enlightens the importance of supervisor support in enhancing the positive attitudes in the employees.

Limitations and Future Indications:

There are certain limitations of the study that should be considered that we used limited sample size of 123 respondents. Further research can include the large number of respondents to analyze the in-depth relationship. Secondly we use quantitative research future researchers can take interviews to investigate the relationship. Thirdly the results cannot be generalized because there are chances of biasness due to difference in knowledge and attitude to perceive the training. Fourthly direct relationship is analyzed further research can be conducted with contingency variables that potentially affect the relationship.

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