IMPACT OF TRAINING ON COMMITMENT, RETENTION AND PERFORMANCE

BY
ASMA MAHMOOD

FUIEMS
Foundation University, Islamabad
2012
IMPACT OF TRAINING ON COMMITMENT, RETENTION AND PERFORMANCE

BY

ASMA MAHMOOD

A dissertation submitted to the

FUIEMS

Foundation University, Islamabad

In partial fulfillment of the requirements for the degree of

DOCTOR OF PHILOSOPHY

IN

MANAGEMENT SCIENCES

2012
# Team of Supervisors and Evaluators

**Supervision**

<table>
<thead>
<tr>
<th>Name</th>
<th>Contact</th>
<th>Role</th>
<th>Affiliation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dr. Mehboob Ahmed</strong></td>
<td><a href="mailto:mmehboobahmed@gmail.com">mmehboobahmed@gmail.com</a></td>
<td>Supervisor</td>
<td>Head of Department, Management Sciences, Bahria University, Islamabad, Pakistan.</td>
</tr>
<tr>
<td><strong>Prof. Dr. M. Iqbal Saif</strong></td>
<td><a href="mailto:drmisaif@gmail.com">drmisaif@gmail.com</a></td>
<td>Co - Supervisor</td>
<td>Head of Department, FUIEMS, Foundation University, Islamabad, Pakistan.</td>
</tr>
</tbody>
</table>

**Evaluation**

<table>
<thead>
<tr>
<th>Name</th>
<th>Contact</th>
<th>Role</th>
<th>Affiliation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dr. Robert Clift’s</strong></td>
<td><a href="mailto:Robert.Clift@utas.edu.au">Robert.Clift@utas.edu.au</a></td>
<td>Foreign Evaluator</td>
<td>Sandy Bay Campus, Faculty of Business, Commerce Building, 424, Tasmania University 7001, Australia.</td>
</tr>
<tr>
<td><strong>Dr. Kang</strong></td>
<td><a href="mailto:drkang@pcte.edu.in">drkang@pcte.edu.in</a></td>
<td>Foreign Evaluator</td>
<td>College of Technical Education, Ludhiana, India.</td>
</tr>
</tbody>
</table>
DECLARATION

I, Asma Mahmood, a PhD scholar in the subject of Management Sciences, hereby declares that the matter printed in this dissertation is my own work and has not printed, published and/or submitted as research work, dissertation or publication in any form in any university in Pakistan or abroad.

(Asma Mahmood)
PhD Scholar
## CONTENTS

List Of Tables i
List of Figures v
List of Appendix vi
Acknowledgement vii
Abstract viii

### CHAPTER I- INTRODUCTION

1.1 Background 1
1.2 Problem statement 7
1.3 Purpose of study 9
1.4 Research Questions 10
1.5 Objectives of the research 10
1.6 Significance of study 11
1.7 Gap in literature 12
1.8 Organization of the current study 13

### CHAPTER II- LITERATURE REVIEW

2.1 Training 14
2.2 Theories and Models Relating to Training 18
2.3 Organizational Commitment 27
2.4 Retention 33
2.5 Performance 36
2.6 Relationship between Training and development, Organizational commitment, Retention and Performance 38
2.7 Relationship demographic variables with Organizational commitment, Retention and Performance 46
2.8 Conceptual Framework 53
CHAPTER III - RESEARCH METHODOLOGY

3.1 Research Design 58
3.2 Purpose of the Study 59
3.3 Population 60
3.4 Sample 60
3.5 Instruments 61
3.6 Measurement 61
3.7 Data Collection Method 65
3.8 Pilot Study 68
3.9 Procedure 68
3.10 Descriptive and Inferential Analyses of Pilot Study 69
3.11 Descriptive statistics of Pilot Study 70
3.12 Reliability and Validity Analysis 73
3.13 Discussion 75
3.14 Operationalization of the Variables 77
  3.14.1 Training 77
  3.14.2 Retention 78
  3.14.3 Organization Commitment 80
  3.14.4 Performance 80
3.15 Sampling Plan 81
3.16 Data Collection Technique 82
3.17 Questionnaire Design 82
3.18 Procedure 83
3.19 Descriptive and Inferential Analyses 83
List of Tables

(Pilot Study)

Table 3.1 Mean, SD and Skewness of the Variables (N=100) 70
Table 3.2 Correlation Matrix of Study Variables (N=100) 72
Table 3.3 Alpha Reliability Coefficients of Composite Scales (N=100) 73

(Main Study)

Table 4.1 Gender distribution of the Respondents (N=400) 85
Table 4.2 Age distribution of the Respondents (N=400) 86
Table 4.3 Distribution of the Respondents with respect to Education (N=400) 87
Table 4.4 Distribution of the Respondents with respect to Length Of Service (N=400) 89
Table 4.5 Distribution of the Respondents with respect to Nature Of Employment (N=400) 90
Table 4.6 Correlation Matrix of Study Variables (N=400) 91
Table 4.7 Alpha Reliability Coefficients of Composite Scales (N=400) 93
Table 4.8 Regression analysis for training and development for employee contextual performance (N=400) 98
Table 4.9 Regression analysis for training and development for employee task performance (N=400) 100
Table 4.10 Regression analysis for training and development for employee performance (N=400) 101
Table 4.11  Regression analysis for training and development for employee commitment (N=400) 103

Table 4.12  Regression analysis for training and development for compensation (N=400) 104

Table 4.13  Regression analysis for training and development for employee work and life policies (N=400) 105

Table 4.14  Regression analysis for training and development for employee intention to leave (N=400) 107

Table 4.15  Regression analysis for training and development for supervisor support 108

Table 4.16  Regression analysis for training and development for employee retention 110

Table 4.17  Regression analysis for training and development for employee’s career development 111

Table 4.18  Regression analysis for training and development for employee’s contextual performance 113

Table 4.19  Regression analysis for training impact at work for employee task performance 114

Table 4.20  Regression analysis for training impact at work for employee performance 115

Table 4.21  Regression analysis for training impact at work for employee intent to leave 116

Table 4.22  Regression analysis for training impact at work for employee compensation 117

Table 4.23  Regression analysis for training impact at work for supervisor support 119

Table 4.24  Regression analysis for training impact at work for career development 120

Table 4.25  Regression analysis for training impact at work for work and life policies 123

Table 4.26  Regression analysis for training impact at work for employee commitment 124
Table 4.27  Regression analysis for training impact at work for employee retention  126

Table 4.28  Regression analysis for organization commitment for compensation  127

Table 4.29  Regression analysis for organization commitment for work and life policies  128

Table 4.30  Regression analysis for organization commitment for supervisor support  130

Table 4.31  Regression analysis for organization commitment for employee’s job characteristics  131

Table 4.32  Regression analysis for organization commitment for employee’s career development  133

Table 4.33  Regression analysis for organization commitment for employee’s retention  134

Table 4.34  Regression analysis detailing relation between training, commitment retention and performance  136

Table 4.35  Regression analysis detailing retention as a mediating effect between training and performance  137

Table 4.36  Regression analysis detailing commitment as a mediating effect between training and performance  138

Table 4.37  One-way Analysis of Variance of age categories for score on performance  140

Table 4.38  One-way Analysis of Variance of age categories for score on Commitment  141

Table 4.39  One-way Analysis of Variance of age categories for score on retention  142

Table 4.40  One-way Analysis of Variance of categories of education for score on performance (N=400)  143

Table 4.41  One-way Analysis of Variance of categories of education for score on Commitment (N=400)  144
Table 4.42  One-way Analysis of Variance of categories of education for score on retention (N=400)  

Table 4.43  One-way Analysis of Variance of length of service categories for score on Performance (N=400)  

Table 4.44  One-way Analysis of Variance of length of service categories for score on Commitment (N=400)  

Table 4.45  One-way Analysis of Variance of length of service categories for score on Retention (N=400)
List of Figures

Figure 2.1 Conceptual Research Model 67
List of Appendix

| Appendix1 | Survey Questionnaire |
ACKNOWLEDGEMENT

First of all almighty Allah, The Most Beneficial, Graceful And Merciful, for being the source of my strength, in spite of all the weakness and troubles; who gave me the vigor and successfully complete this obligation.

I would like to extend my sincere appreciation and thanks to my research supervisor Dr. Mehboob Ahmad for the expertise, strong vision and knowledge he extended throughout pursuing this advance degree. I pay my special regards to Professor Dr. M. Iqbal Saif, HOD Management Sciences, Foundation University Islamabad, Dr. Kashif Ur Rehman, Associate Professor, Iqra University, Islamabad for initiating and encouraging me to do my PhD from whom I got research endeavor, support and encouragement.

I pay special thanks to my parents, brothers and my husband-Mr. Imran Aziz for support, encouragement and understanding and taking care of my daughter during the course of my absence. Without their inspiration and sacrifices none of this would have been possible.

Asma Mahmood
The purpose of the study is how employee training effectively induces organizational commitment, retention and performance enhancement and also the relationship between training and development, organization commitment, retention and performance. The research objectives are envisaged in the study: the influence of training on the organizational commitment towards the employee performance, on the employee retention towards the employee performance and lastly but predominantly the influence of training on the organizational commitment and employee retention towards the employee performance. The study was carried out in two parts i.e. Pilot study and main study. The pilot study was conducted to evaluate the properties of the instruments provided a considerably good evidence for their appropriateness in the local context. The main study was carried on convenience basis selected sample of 400 (317 males & 83 females) employees belonging to service sector at Rawalpindi – Islamabad. The data was collected from 400 employees belongs to the service sector at Rawalpindi and Islamabad city through self administered questionnaire. Regression analysis, correlation analysis and analysis of variance are employed to analyze the data through SPSS. The analysis revealed that the worth of training on commitment, performance and retention. The regression analysis confirmed our expectations (hypothesis) that perception of training regarding adequacy, satisfaction and a mode for career advancement has direct and significant effect on organizational commitment, work performance and retention. The estimation revealed that training has a positive and significant influence on commitment, compensation, work life policies, career
development, task and contextual performance. However, it showed insignificant relationship with intent to leave the organization. The present study recommends and extends the previous work on training commitment, retention and performance. As it examines and highlights the significant relationship between them, it proves that these four aspects complement and harmonize each other. It advocates a theoretical model which incorporates and integrates the above mentioned aspects of the study. It examines the favorable affect of training on commitment, retention and performance to have synergetic effect on the organization in the long –run in achieving the organizational productivity outcomes.

Keywords: Employee training, organizational commitment, retention, performance, service sector, effectively.
Chapter – I

INTRODUCTION

1.1 Background

In this rapidly changing world, the accomplishment and management of employee’s performance is progressively more challenging and multifaceted in an organization. There are incessant efforts and strategies lying down by the organizations to attain their objectives and also achievement of excellence by gaining competitive edge. At the same time employees are required to be more skilled, competent, trained, creative, innovative, flexible and handle information to show high performance with minimized resources.

The importance of training is dual. From a company points of view, training of employees are necessary for organizational operations and organizational advancement. From an employee point of view, training and development activities are critical for skill development and career advancement (Acton & Golden, 2002)

The lack of skilled and trained workers has made companies to probe ways of retaining their knowledgeable and competent workers. That is why companies are thinking and focusing in the enhancement of their training and development activities and investment. Training investment received a direct return by improved workplace productivity. The corporate sector showed improvement by the utilization of the training and development (Kellie, 1999). Extensive training practices make possible to enhance
listening practices and service performance and specifically training climate can aid to improve service performance (Brannick et al., 2002).

Training can have a significant effect on organization financial situation as there are several potential exercising expenditures that organizations may have. One form of exercising relevant price is immediate price. This might comprise coach wage, supplies, and transcribe guidance. A second form of exercising relevant price is oblique price. These expenditures are relevant to personnel result and efficiency for the duration of and leading realization exercising. In this way, as soon as workout is accomplished, personnel efficiency is predictable to be improved. The advantages because of rise in personnel result and efficiency as they improve in result should think of into higher income and possibilities for a better job. In universal sense, an organization will think about the expenditures and comes back to exercising to establish the quantity of financial responsibility it will have (Kaufman & Hotchkiss, 2006).

In inclusion to the oblique and immediate expenditures illustrated above, income performs a momentous part in the quantity of exercising financial responsibility organizations will presuppose. The superior the likelihood of personnel income, the fewer probable an organization will spend in it. An organization drops all of its financial responsibility should a personnel eliminate the connection upon realization exercising. As a result, businesses have very essential choices to create in the consideration of financial responsibility they are eager to create in exercising. Training extent, nature, importance, expense decision, advantages, usefulness development possibilities, work life relation balances settlement and objective to switchover are all elements that businesses have to judge while mounting a workout.
Turnover is frequently examined as a HR upshot. Several studies have examined what is storage and to what extent these forecasting factors effect storage. Conclusions show a variety of predictors, such as job fulfillment, job enrichment and business responsibility. Training is also supposed to effect business responsibility and job fulfillment. As Mowday, Directs and Porter (1979) found that business responsibility was a better forecasting diverse for income than job fulfillment.

As Dyer and Reeves (1995) stated efficiency is one of the best measures of business performance. Moreover, an essential advantage of this diverse is that it has a clear indicating to supervisors. In the great majority of the current materials this diverse is included in the study, though these studies are introducing mixed results on the connection between exercising and efficiency. It is generally recognized that efficiency is affected by the abilities and commitment of workers. Training is believed to boost the knowledge and abilities of the taking part workers and hence improving their efficiency.

Organizations seek out the ways to augment the processes, activities, functions and systems through focused training and development system. This in turn makes their employees more productive, competent and skilled. Thus, training plays a vital role in improving organizational effectiveness. It is recommended that allying HRM practices such as training with organizational goals can foster the employee commitment (Meyer & Smith 2000) and improve performance of the employees (Allen & Meyer 1996; Gould-Williams, 2004).

As the training improves the employee’s expertise, proficiency, competency, performance, incarnate knowledge and raise employee’s commitment to policies and strategies and assists team work. (Palo & Padhi, 2003) Regular training program have a
momentous and positive effect on employee’s job retention (Srinivas, 2008). This is essentially relevant for services organizations where providing quality service is a crucial factor in organizational and employee performance (Adist et al., 1960). In the respective of this research, training is organized as a way to achieve outcomes like commitment, retention and lastly high level of performance. For instance, delivering high quality service to the customers and achieving customer satisfaction is the resultant of the ability of management to provided lucid and appropriate knowledge and information about employee’s job description and employee’s job specification. When the knowledge and information specified to the employees about the organizational rules and regulations, strategies, plans and policies regarding meeting the customer’s expectations and needs delivering services are clear and lucid, it ultimately increases the employees’ satisfaction with their jobs and their commitment, ability to retain and at the end performance. As a result the clear and vivid information and knowledge delivered through training increase satisfaction with the training, increase level of commitment and performance and have a affirmative consequence on the quality of service as well.

Training that correlates with other responsibility generating HR guidelines is typically associated with an advanced stage of employee’s storage. Many college students have discovered that in spite of whether organizations financially help entirely for common or simple particular exercising, when other responsibility guidelines are in position there be inclined to have consequence on flexibility. A HR approach that looks for to “bundle” responsibility guidelines, that is connecting exercising to employee’s evaluation and settlement strategies, have proven to advance employees responsibility (Green et al., 2000).
Social support and entry to exercising can also take part in a considerable fraction into the responsibility stage that is recognized. Workers are probable to position higher importance on exercising applications that are extremely well known by co-workers, professionals, and supervisors. Companies are proficient to generate a setting where exercising is reinforced and respected by employees will be able to attain higher responsibility results (Bartlett, 2001). Control conduct was one of the most significant factors of flourishing exercising applications. Worker responsibility was discovered to be advanced in businesses where administration permitted entry to and bluntly reinforced employees exercising (Heyes and Stuart, 1996). The actual viewpoint is the need for organization to recognize and freely acknowledge the authenticity of the commitment-based stratagem (Walton, 1985). The relevance of exercising also results in developing employee’s responsibility. Workers go into into exercising applications with particular objectives and requirements. Caused by exercising applications that do not fulfill the objectives and desires of members may be substandard responsibility, negative mind-set modification, and an enlarge in income. One study discovered that exercising members that established “realistic notices” and precise exercising details prior to exercising revealed enhanced results than those that did not accept any details concerning the exercising process. The members that were provided with pre-training details considered that exercising as more appropriate and joined into the exercising with precise objectives (Tannenbaum et al, 1991). Moreover, the staff that considered exercising as the “most relevant” to their present tasks was able to obtain more good responsibility results and had less of purpose to stop (Burke, 1995). In order to use exercising as a
process to build responsibility, organizations need to ensure that classes are appropriate, are conveyed effectively, and are able to fulfill the objectives of the staff taking part.

Benson (2006) shown that exercising not only impacts education and abilities, but also has emotional effects. Workers view expertise progression and exercising possibilities as advantages. Next to this, involvement in exercising results in employees performing more good to the organization, as it creates the present work more eye-catching. Different studies have proven that workers are more likely to stay with an organization when they have to give up considerable advantages (Shaw et al., 1998).

Researchers have examined the antecedents of employee’s income they find that income is beat by motives to income, which are expected by job fulfillment and business responsibility. One way to affect both is to offer employees possibilities to develop themselves, in other words providing exercising. Training creates the present job more eye-catching for the employees; this will be resembled in job fulfillment. Moreover, employees see exercising as a benefit and therefore their behavior towards the organization will be better. This will be resembled in business responsibility and in turn employees will maintain the organization. Workers need to be triggered with innovative problems or they will go where there is complicated projects with well identified performance measures and reviews is important (Furnham, 2002). The necessity of learning new skills keeps employees fulfilled and innovative (Ferguson 1990; Master 2001). Thus exercising is way for them to stay please, innovative, face complicated projects and career progression possibilities, commitment to perform (such as settlement, marketing rewards and effect their conduct (retention).
Pragmatic evidences reveal that the employee training and its consequences in corporate sector have been focused (Switzer et al., 2000). Training is known for productivity enhancement and employee retention but presently it becomes a way to success (Ellman, 2003). Earlier researches also examined that there is a effect of training on affective commitment (McGunnigle & Jameson, 2000) and performance (Bruke & Day, 1986). The above mentioned studies have illustrated that the relationship of training on commitment, retention and performance but yet there is a space in the literature in relation to the impact of training on commitment, retention and performance within the service sector of Pakistan. Beside, these previous studies have not analyzed training effect on commitment, retention and performance simultaneously within service sector of Pakistan.

1.2 Problem Statement

Training is interpreted as “the effective and continuing application, by trainees to their jobs, of the knowledge and skills gained in training,” (Broad & Newstrom, 1991, p.6) to fulfill training objectives and aims as a constructive alteration mediator within associations.

The problem lies in the statistic that not more than 10% of training expenditures result in the application of training knowledge to the work environment and behavioral change on job (Georgensen, 1982). Beside this, lack of skilled and trained employees, their retention and commitment stimulate the companies to seek ways of keeping their competent employees. As lack of retention and commitment of skilled and competent
employees can create obstruction and hindrance in normal daily operations, efficiency of completion of tasks, lack of customer satisfaction and increased substitution, hiring and training costs. The most serious problems begin when trained and skilled worker leaves the job to join competitors. (Acton & Golden, 2002)


Graetner and Nollen (1992) came across that employees showed more commitment when their organization was devoted to practices like training employees’ job security and internal mobility’s. Whitener (2001) observed significant relationship between training opportunities. Meyer and Herscovich (2001) found that organization use training as a contrivance to encourage and motivate affective commitment among workers.

The continual requirement for individual and organizations for maintaining supremacy and facing competition in the marketplace can be met by developing employee skills and knowledge and increasing productivity. This can be achieved through developing strategy that will focus on employees. For this training serves as one
of the best mode for increasing productivity and developing commitment. Loyal and engaged employees help to enhance performance, business productivity and employee retention (Rogers, 2001; Tusi et al., 1995). Therefore assessment of impact of training provides a chance for researchers and organizations to foresee and reveal the facts so that their investments in training (McElory, 2001) and learning prospects to retain employees (Lundquist, 2001; Seminerio, 2001) and for career development of their employees. Thus, from the reviewed literature the following problem statement is envisioned and predicted:

“To evaluate the impact of training on the induction of organization commitment, retention and performance enhancement among the employees of the service sector”

1.3 Purpose of study

The rationale of this study is to investigate how training induces organizational commitment, retention and performance enhancement and also to comprehend the connection between training and development, organization commitment, retention and performance. Thus, to enhance performance, productivity and financial outcomes of the organization the training and development, organization commitment, retention play its worth-mentioning role.
1.4 Research Questions

From the above discussion, the central question of this study is: What are the effects of training on organizational commitment, retention and performance? In order to answer this central question, the following research questions are developed:

1. Does there a relationship between training and organizational commitment?
2. How does training determine retention?
3. What is a relationship between training and the employee retention dimensions (compensation, supervisor support, intent to quit, career opportunities and work life policies)?
4. What is the impact of organizational commitment on retention?
5. What is a relationship between training and performance?
6. How does training determine different facets of performance: task and contextual performance?

1.5 Objectives of the Research

Based on the reviewed research evidences, the central aim of the study is: to analyze the effects of training on commitment, retention and performance. In order to answer the above research questions, the following research objectives are envisaged:

- To examine whether training affects on organizational commitment, employee retention at work place to enhance employee performance.
- To assess the mediating effect of training on employee performance through commitment.
To assess the mediating consequence of training on employee performance through employee retention.

1.6 Significance of Study

The growth of the research studies has focused and highlighted the identification of service sector as a valid and justifiable area of study including in Pakistan. However, training as a human resource practices need to be researched and focused more conscientiously by the research scholars. (Bhatti & Qureshi, 2007).

For the service industry, it is argued that trained, competent, expert and knowledgeable workers are the key for success. Since the last decade the focused attention has been given to the labor force skill upgrading and education in order to improve productivity at the workplace (Kellie, 1999). Palo & Padhi (2003) indicated that the continuous training improve work activities, upgrade knowledge, skills and capabilities, teamwork and enhance performance etc. Thus it is claimed that the service provider companies necessitate to realize in the adoption of the effective human resource practices: training and compensation etc. (Smeenk et. al, 2006) to improve commitment, retention and in turn performance improvement in providing service. Thus, the present study contributes to the requirement by examining and analyzing the impact of human resource practices i.e. training on commitment, retention and employee performance. According to Bhatti & Qureshi, (2007), research on human resource practices need to be focused and explored: as it remains a neglected area within the service sector and lacking valid and relevant work.
The above discussion reveals that the scarcity and dearth of research in the area of training and its impact on organizational commitment, retention and employee performance is yet to be investigated within Pakistan’s service sector. However, numerous studies abroad have exposed the influence of training on organization commitment, retention and performance in various organizations. As many OECD nations are observing a direct return and productivity enhancement (Kellie, 1999). The training is utilized to augment skills create a positive impact on job employee retention. (Srinivas, 2008)

In the current research study, an attempt is made to ensure that employee’s perceptions and views are analyzed and evaluated to describe their opinions of the HRM practices, specifically about training influencing on commitment, retention and performance. The training impact at work variable is used to explain the long term impact of training on work performance (Abbad et al., 2004). As there is dearth of research probing and evaluating the impact of training at work on commitment, performance and retention accordingly an attempt is made to fill this gap. Therefore, the present research is significant because it will enhance the body of literature in the vicinity of organizational behavior, human resource and performance management.

1.7 Gap in the Literature

In Pakistan we do not have many studies which deal with service sector and broadly -speaking in the organizational behavior and human resource management area, particularly in relation to the impact of training on the commitment, retention and
employee performance. Although service industry in general and banking, telecommunication and educational sector in particular make a significant contribution to Pakistani economy, little research has been done to describe the impact of training practices on organizational commitment, employee retention and employee performance. In this study, the researchers examine the impact of training on organizational commitment, employee retention and employee performance in the telecommunication, banking and educational sector.

1.8 Organization of the Current Study

The researchers start the thesis with introduction in chapter one. The content of the rest of the study will have the following structure. Chapter two reviews the literature and complete elaboration of theories and models related to the training. On the basis of review hypotheses are generated. The focus of chapter three will be on the research design and methodology employed. In chapter four, the results of the study are reported. In chapter five the focus will be on a discussion and interpretation of the study. Finally, chapter six will include the conclusions, limitation and recommendations of the study for future implications.
Chapter – II

LITERATURE REVIEW

This chapter reviews relevant literature which deals with the key ideas of the research used in the current study (training, commitment, retention and performance). The review of the theory and research will map out the various discussions in the literature to enlighten the background and to portray the approaches and views of prior research studies in relation to the impact of training on commitment, retention and performance. This chapter is terminologically arranged. In other words, the chapter is arranged on the basis of studied variables i.e. firstly independent variable training is reviewed in the light of researches is done in that area and then dependent variables commitment, retention, performance and then their interrelationship and relationship with demographic variables discussed. This review is assimilated to form the hypothesis, rationale, proposition and methodology of the study as discussed in the next chapter.

2.1 Training

Skill and knowledge improvement is necessary to meet the demands of rapidly changing world. In the current scenario, organizations are investing through training in order to raise the level of commitment, retain and to upgrade the performance level of their employees. Organizational learning has an affirmative consequence on perceived
service quality in a service organization and helps to improve the relationship between capabilities and competencies (Hays & Hill, 1999)

Different researchers describe training in various ways. Schuler and Macmillan (1984) emphasized that the training was used as a tool of human resource practice to achieve competitive advantage.

Training is a way to engage committed employees to the organization. (Rainbird, 1994; Heyes & Stuart, 1996). On the other hand training is examined as a designed and organized effort to change or expand expertise, awareness and capabilities to attain effective performance (Buckley et.al., 1995) looked Palo and Pahi (2003) viewed training as a way to update knowledge, advance abilities of the employee to carry out activities and assignment successfully and competently.

Srinivas (2008) studies and explores the impact of general training on delineation mid career employees. The researcher found that educated employees in focused professional line of work were the most common beneficiaries of broad-spectrum training. The regular training program to upgrade the employee skills is the most influential reason for retention of employees in the organizations.

Al-Emadi & Marquardt (2007) assessed the relationship between employee’s belief on the issue of training benefits and organizational commitment through quantitative relational correlated research design. The study was conducted among senior staff of Qatari national employees through comprehensive sampling approach. Relative to the current study, organizational commitment is taken as a dependent variable, employee training benefits as an independent variables and demographic variables as intervening variables under investigation. The reliability coefficients for organizational commitment
were obtained as: continuous commitment (0.67), affective commitment (0.77) and normative commitment (0.80) and personal training benefits (0.86), benefits of career (0.78) and benefits related with job (0.64). Statistical analysis revealed that there is a positively and significantly relation exist among training benefits and components of organizational commitment.

Fan & Cheng (2006) suggested in their study that there is a need for continuing professional development by focusing the competencies needed in successful performance of the sales representatives. This will help to enhance the productivity level of the organization.

Ahmad & Bakar (2003) explores the association of training variables and components of organization commitment among the white collar workers in Malaysia. The researchers found cronbach values for affective commitment (0.88), normative commitment (0.7465), continuance commitment (0.69), training variable (0.8989), learning motivation (0.816), and environment of the training (0.859) and benefits of training (0.8920). The outcomes of the study shows that there is a momentous and positive association exist between availability of training, support for training, motivation to learn and affective, normative and overall organizational commitment. The training environment and benefits of training correlate with the continuance, affective, normative and over all commitment. The support and benefits of training were significant predictors of affective, normative and continuance commitment. Above all, support for training plays a critical and significant role in retaining employees, building loyalty and solving the high turnover problems. Age and tenure shows positive correlation with affective
commitment. The researchers suggested that future investigations should be conducted in other countries of Asia to reveal aspects of training towards commitment.

Beannick et al. (2002) looked into the complicated relationship between training and listening practices. Through a survey of 143 service organizations the researchers concluded that the service organizations can enhance their service performance by increasing the training activities and practices.

Gummuseli & Ergin (2002) revealed that the process of the transfer of training has a remarkable impact on job productivity, effectiveness and satisfaction. The researchers explore that the employees satisfaction with the training indicate that the employees are motivated in transferring training skills to the workplace.

Training viewed as a human resource management practice differently in different perspectives by various research in past. Researchers looked into effectiveness of training through diverse factors as: Smith and Hayton (1999) see training as a factor to develop employee performance, adaptability to change and adoption as a new practice etc.

Bartlett (2001) assessed perceived access to training, training frequency, motivation to learn, perceived benefit of training and supervisor support for training. The impact of manager’s support and orientation of training in this regard is very vital (Brad Field, 1993; Short1997; Ash 1997; Ellinger 1997; Tiddler 1999 and Bowne, 1999).

Montesino (2002) evaluated impact of the behavior of individual learner, the training program and environment of training and workplace and supervisor support on the effectiveness of training.
Ahmad and Bakar (2003) studied the association of availability of training, support of training, motivation to learn, environment of training and perceived benefits of training as a training variables with organizational commitment. Beliefs of employees regarding training, training benefits and organizational commitment examined (Al-Emadi & Marquardt, 2007).

In this study we intend to use diverse aspect of training that is not done extensively by researchers in the past as a independent variable. Beside training as a variable comprises of sufficiency of training received, satisfaction with training and training as away to be advanced but exclusive in the way it includes training impact at work as another dimension.

Training impact at work is basically one of the main decisive factors of training evaluation model of Kirkpatrick (1977). Training impact at work means the long term effect of training on the trainee’s job performance, attitude and motivation (Abbad et al., 2004).

Abbad (2004) used the training impact at work scale to check its validity and reliability. The results asserted from the respondents reveal that the impact at work scale is highly valid, reliable and useful.

### 2.2 Theories and Models concerning to Training

The theoretical groundwork of exercising in companies has been known as “learning principles” (Campbell, 1971, page 566). The primary studying concepts are (1) similar rudiments; (2) coaching of common concepts, (3) incitement variation, and (4)
diverse circumstances of exercise. Identical components indicate the benefit of having indistinguishable incitement and reaction components in both the exercising and exchange options. General concepts highlight that exchange is optimized when factors are trained the common rules and theoretical concepts that make the primary cause of the exercising content. Stimulus variation persuades the employment of a variety of relevant exercising stimulus in exercising. Conditions of exercise contain an array of special design issues: massed compared to distributive studying indicates splitting exercising into sections, whole compared to part exercising indicates exercising exercise with different amounts of material, reviews represents the knowledge of results, generally regarding performance, and over studying indicates that exercise expertise of a assignment (Baldwin & Honda, 1988).

Gagne (1965) highlighted that the learning concepts are the presumptions that efficiency can be separated in a group unique element projects and that expertise on the job elements acts as a go-between total efficiency. Consequently, the fundamental doctrines of exercising design write of: (1) determining the element projects that include a desired efficiency, (2) developing these projects into a workout, and (3) planning the projects in best series for transfer to efficiency. This approach deals with the two significant exercising questions of what is to be discovered and what should be the substance of the workout. (Campbell, 1971).

2.2.1 Attitude Theory

If exercising content includes behavior, values, or views and the assessment of exercising is observed upon attitudinal concept, then concepts of mind-set and mind-set
modification are appropriate. Attitudes are recognized as factors of obvious proceedings; consequently, varies in behavior consequence following conduct (Bandura, 1969). Scientific studies of the organization between behavior and conduct modify have created different results (Festinger, 1964). Most of the popular mind-set modify concepts include Strengthening Concept, Congruity Concept, and Perception Congruence Theory (Insko, 1967).

Hovland, Janis, and Kelly’s Strengthening Concept states that “attitude modify results from learning created through reinforcement” (Insko, 1967, p. 12). Congruity Concept suggests that behavior lean in the direction of maximum simple-ness. congruity theory states that “when two mind-set things of varying assessment are attached with an claim, there is a propensity for the assessments of each item to switch toward a point of congruity” (Insko, 1967, p. 113).

Rokeach (1972) recommended on the basis of Perception Congruence Concept of mind-set modify, that conduct is a function of two interrelating attitudes: attitude-toward-object and mind-set toward-situation. Personality results consequently outcome from a comparison of the family member significance of the two behaviour. This theory “seeks to change individual responses by changing the individual’s environment, primarily by altering reinforcement contingencies or stimulus pairings” (Campbell, 1971). Bandura (1969) recommended that preferred behavior models should be emphasized with esteemed rewards.
2.2.2 Motivation Theory

The expectancy-theory model utters that “the motivational force to engage in a behavior is a multiplicative function of (1) the expectancies the person holds about the outcomes that are likely to result from that behavior and (2) the valence of these outcomes” (Porter, Lawler, and Hackman, 1975, p. 56). That is, employees are expected to develop training when they return to the job to the extent that they consider the performance will lead to upshots (e.g. raises, recognition, and/or improved work conditions) that are vital to them.

2.2.3 General Systems Theory (GST)

GST was suggested that planning and creating large amounts of details produced by analysis areas of skills. Generally, a system was involves details and results, both being sprained through a edge (Berrien, 1968). This point of view damaged the 70's, and its edition to companies recommended that a training method should (1) specify academic objectives, (2) provide a handled chance to learn to attain those objectives, and (3) endow with specifications for performance analysis (Goldstein, 1980).

To identify academic intentions, the first thing in the training system is a thorough requirements analysis. The needs analysis is possible to “determine what tasks are conducted, what routines are important to the performance of those tasks, what way of learning is necessary to obtain those routines, and what way of academic articles is most likely to achieve that way of learning” (Goldstein, 1980, p. 235).
2.3 Successful Models of Training and Development

Numerous sculpt of training have prepared greater development into administrative and companies settings that have instigated to have an increased impact on instructional exhibition. Particularly, Performance-Based Instructional Design (PBID), Instructional Systems Design (ISD), Human Performance Technology (HPT), and Total Quality Management (TQM), all of which initiate from research in the vicinity of organizational development.

2.3.1 ADDIE Model

The derivation of the ADDIE replica is a notion that can be mapped out to the United States armed forces in the 70’s. In fact, the phrase ADDIE does not appear in educational style, glossaries or encyclopedias of knowledge, or the several backgrounds of educational style published in the Early and Nineties.

The ADDIE procedures in the steps (Rothwell & Benkowski, 2002). Analyze, Design, Assess, Apply and Create.

In the Research level profession requirements are examined to recognize the efficiency dilemma or the space between the current and the preferred efficiency. To better understand, the instructor starts by finding information that are needed to make advised exercising choices. To begin, this procedure shows straight answers on safe and effective work methods. The results are examined, structured, and arranged to form the basis of the workout. In the Design level procedure is conducted to identify the learning
goals, both in understanding and efficiency. The goals are established by using the process specifications and efficiency details gathered during analysis level to specify the understanding, skills, and behavior that are offered in the exercising. It is important to recognize how the personnel will know if the goals have been met and what actions will be used. The instructor provides published claims to identify exactly when, what, and how well the personnel must perform during exercising. The instructor will test personnel to ensure that the capabilities are easily analyzed, and the style procedure will identify when all the resources for progression of a workout are identified.

During the Development level, the instructor will arrange the knowledge and efficiency goals, educational components, course style, and model from the style level are put together for workers to achieve learning goals. During this level, current components will be analyzed session plans will be chosen and new ones will be created.

The *Implementation stage* is the process that when circumstances are founded when the exercising will be provided and the elucidation integrated. This is performed by examining the information gathered during the life of the venture, examining the training discovered about area circumstances from the approval, and talking about with workers who are experienced about circumstances at the work

The objective of the *Evaluation stage* allows the instructor to identify if the exercising techniques and content were effective and effective as well as achieving the objective and objective that were founded. To assess the system successfully, information will be gathered from individuals and the results will be properly examined to recognize any unexpected problems or modifying circumstances. It is also essential to observe the revenue in the workout where efficiency issues are the driving factor.
2.3.2 Human Performance Technology (HPT)

“HPT as a key concept is derived from behavioral psychology, instructional systems design, organizational development, and human resources management. This allows organizations to spot the reason for the performance gap, proposes a extensive variety of intercessions to develop performance, channelizes the change management process, and estimates the consequences.

Systematic: This procedure determines the scarcities or performance spaces that are to be cured. The conclusion illustrates the existing condition, the predictable prospect situation, and the justification for action or non-action. “Performance is perceived as the consequence of, training, feedback, resources, management support, incentives, and task interference, all of these investigated prior to suitable, cost-effective interferences are chosen” (Stolovitch & Keeps, 1992, p. 7).

System value: spotlighting the outcomes, substantiating, and validating that workers contribute to the identical visualization and aspirations, that the job method sustain efficiency, competence, and eminence, “worthy performance” (Stolovitch & Keeps, 1992, p. 7).

Scientifically: explains what requirements to be addressed in order to expand performance level. Job task analysis will spot the imperative errands that workers have to achieve. The result will be performance aims, which will illustrate the preferred performance, demarcate the circumstances which will identify the criteria for successful performance.
By all way, techniques, and mediums: This is “not limited by a set of resources to technologies that it must apply. Human performance technology is constantly searching for the most effective and efficient ways to obtain results at the least cost” (Stolovitch & Keeps, 1992, p. 7).

According to Rothwell (1996), consequences, incentives, and rewards data, information, and feedback resources, tools, and environmental support, individual capacity, motives and expectations, skills and knowledge are the basses of performance fissures.

After identification of performance gaps, the training program is premeditated on the basis of measurement and opinions, new tools, returns, assortment and appointment of employees, and training and development. The plan is then executed and the preferred upshot is attained.

2.4 Managerial Techniques

High performance management (HPM) determines as high-commitment management (Wood and Albanese, 1995; Wood and de Menezes 1998) and high-performance work practices (Huselid, 1995). It has also been described as high-involvement management, transformed workplaces, and flexible production systems (Wood, 1999a). These expressions illustrates “the organizational form frequently held to be most appropriate for modern competitive conditions” in contrast to the Tayloristic form of organizations (Wood, 1999a, p. 391).
‘HRM practices can develop corporation performance by: escalating worker expertise, endorsing affirmative feelings and rising drive, providing workers with extended errands to utilize their proficiencies and aptitudes (Patterson et al, 1997, p.13)

Patterson et al (1997) explain that “HRM practices can influence employee skills through the use of the valid selection methods to hire appropriately skilled employees and through comprehensive training to develop current employees” (p. 13). The research aimed on examining the association in due course between management and administrative practices to influence corporation performance such as: business strategy, emphasis on quality, and use of advanced technology. The outcomes assert that management practices have a significant consequence on performance. Similarly, Mahoney and Watson (1993) asserted that the worker involvement model of place of work effect the for the most part of performance. Although we can’t deny the fact that by decentralizing pronouncement and endorsing a peaceful working atmosphere can lead to increased performance, loyalty and commitment.

Training is second-hand as a management device to expand skills and knowledge as a resource of escalating an employee’s and eventually an organization’s performance in terms of efficiency, effectiveness and productivity.

2.5 Skills for Successful Business

Training activities are indispensable to organizations to achieve a competitive advantage in the course of a extremely expert and flexible workers, and are perceived as most imperative elements to elevated efficiency and eminence performance. In today’s
competitive environment, “efficient production even of technically unsophisticated products benefits from technically advanced machinery operated by a workforce with a high level of skills” that results in “a pre-condition for successful selective and appropriate machinery and its efficient utilization” (Steedman & Wagner, 1989, p. 133).

The job satisfaction, employee commitment and motivation are imperative to the training quantification of organizational performance. Employees are valued assets, a foundation of competitive advantage through their commitment, excellence of ability and performance (Guest, 1997).

2.4 Organization Commitment

Various researchers have put forwarded different conceptions and assessments of organizational commitment. (Ahmed & Bakar, 2003; Breif, 1998; Becker, 1960; Buchanan 1974; Barlett, 2001; Guffery, et al., 1997; Hrebeniak and Alluto, 1973; Jaros et al., 1993; Kantor, 1968; Liou & Nyhan, 1994; Meyer & Allen, 1991; Mowday, Porter & Steers, 1982; Steers 1997; and Sheldon, 1971)

Mowday, Steers and Porter (1979, p. 226) illustrated employee commitment as ‘the relative strength of an individual’s identification with and involvement in a particular organization’. Organizational commitment is a psychological link between employee and organization to compel employee not to leave the organization. (Allen & Meyer, 1996) Organization commitment viewed as an activity exercised by individual to earn profits and investment (Becker, 1960). There are two main conventions of employee commitment research in the west. Mowday Steers and Porter (1979) first utilized a 15-item
Organizational Commitment Questionnaires to evaluate commitment in a succession of studies. Meyer and Allen (1991) further enhanced the commitment conception, and categorized commitment into three different mechanisms i.e., affective commitment, continuance commitment, and normative commitment. Kantor (1968) categorized organizational commitment into three categories: continuance commitment, cohesion commitment and control commitment. Porter et al. (1974) divided organizational commitment into: value commitment, effort commitment, retention commitment. Meyer & Allen (1990) subdivided the conception of commitment into: affective, normative and continuance commitment. This study based on the conception asserted by the three component model of commitment anticipated by Meyer & Allen (1990, 1997). Meyer & Allen (1991) asserted affective commitment refers a legitimate identification and psychological connection with the organization or the emotional link with the organization. Normative commitment is relied on employee’s sentiment of obligation to stay in the organization. Whereas continuance commitment based on employee’s “sunk costs” that employee relate with leaving the organization.

Yilmaz and Bokeoglu (2008) research study concern the structure of organizational citizenship behavior and reveal the relationship with organizational commitment. The researchers find out about the perception of primary school teachers about organizational commitment and organization citizenship behavior and their relationship between organization citizenship behavior and affective commitment, continuance commitment and organization commitment. The questionnaire survey was conducted among the 225 teachers in primary school, the means and standard deviation
reveals that the teacher’s perception of organization commitment is positive and significant.

Muthuveloo & Rose (2005) explore the prominent factors enhancing the organization commitment and also examine the impact of organization commitment on organization outcomes. The data was collected through a questionnaire by a sample of 380 engineers. Multiple regression analysis was used to determine the significance between the dependent i.e. Organization commitment and organization outcome and independent variables i.e. organization commitment and employee perception. The ANOVA is used to determine the means significance difference. To explain the means of various groups  Post Hoc tests using Bonferroni tests were used. The results reveal that continuance, normative commitment and personal characteristics have a significant influence on organization outcomes i.e. intent to leave, work stress and loyalty but little influence on self performance.

Rylander (2003) asserts a study to explore the change in organization commitment due to training satisfaction perceived reward equity and manger’s commitment in the early employment of sales force. The survey method was utilized to collect the data form a sample of 535 new sales trainees. The hierarchal regression revealed that the beta coefficient reflected the relative weight for training satisfaction 0.326, perceived reward equity 0.233 and manager’s commitment 1.47. The researchers concluded that the training dissatisfaction, lack of manger’s commitment and perception of reward equity raise delineation in organization commitment.

Santos & Not-Land (1994) conducted a study to examine factors concerned with the Dominican extension of educator’s job, organization and professional commitment.
The study objectives included: examination of the relationship among selected work-related (tenure, organization, job title, profession, program area, region of work), socio-psychological (job, organizational and professional esteem) and commitment variables; determination of the proposition of variance in job, organizational and professional commitment through the set work-related and socio-psychological variables and exploration of best predictor of job, organizational and professional commitment. For the study descriptive correlational research design was used. The data was collected through self-administered questionnaire from extension professional staff by a cluster sample (n=550). Co-relational analysis showed that all nine variables were significantly related with three commitment variables. Stepwise regression analysis showed that organizational and professional commitment and job esteem were prominent predictors of job commitment. The job commitment and professional esteem were the predictors of professional commitment. The result revealed that focus on socio-psychological and work-related characteristics would improve the level of commitment. The high level of commitment will be related with the desirable outcomes like low rate of tardiness and absenteeism, high level of satisfaction and motivation and low rate of turnover. The low level of commitment will be related with the undesirable outcomes like the high rate of the tardiness and absenteeism, low level of satisfaction and motivation and high rate of turnover. The researchers assert that by becoming a committed and stayed in organization, the employees expected rewards like salary, promotion, support satisfaction etc.

Eisenberger et al. (1990) reported an evaluation of the nature of professional organizational commitment and also force the relation between commitment and
perceived organization support. The study is conducted in a sample of primary and secondary full time educator’s employees in five public schools. The researchers come to the conclusion that teachers did not make a distinction between commitment to the organization and commitment to their profession from affective, normative and continuance point of view. There is a positive relationship between perceived support of organization with affective commitment by attaining the value of $r=0.597$, $p=0.001$. This shows that people who are valued and supported by the organization are emotionally attached with the organization. The negative relationship between perceived organizational support and continuance commitment ($r=-0.146$ & $p=.024$) reflects that people with strong level of perceived organizational support were not likely to stay in organization or with profession because not having striking options in the life. The researchers observed a positive relationship between perceived organizational support and normative commitment with the value of $r=0.362$ & $P=-.000$ revealing that individuals who are valued and supported by the organization were morally indebted to remain with the organization and with the profession. Regression analysis shows that affective commitment has a main and significant effect on the curriculum writing and collaborative planning.

Bashir & Ramay (2008) analyzed the relationship between career opportunities, work life, job characteristics and organizational commitment. The data was collected through a personally administered questionnaire adopted by Dockel with minor changes with reference to Pakistan scenario. The 155 IT professionals were chosen out of which 142 responses were returned. Correlation matrix exposed the relationship between dependent and independent variables. Regression analysis was used to examine the
sharing between variables. The findings suggested that career opportunities and work life policies significantly and positively correlated with the organization commitment by attaining the value of \( r=0.22 \). But there is no significant relationship found between job characteristics and organization commitment. Age and tenure as a demographic variables shown an insignificant relationship with organization commitment.

Salami (2008) explored the relationships between demographic factors (age, marital status, gender, job tenure and educational level), emotional intelligence, work-role salience, achievement motivation and job satisfaction to organizational commitment from randomly selected 320 employees working as industrial workers in service and manufacturing organizations. An ex-post facto survey research design was operated to collect the data from the respondents by the help of questionnaire as instrument. Correlation analysis found the relationship of organizational commitment and marital status \( r = .196, p < .05 \), education level \( r = .197, p < .05 \), age \( r = .20, p < .05 \), job tenure \( r = .23, p < .05 \), career salience \( r = .24, p < .05 \), achievement motivation \( r = .24, p < .05 \), emotional intelligence \( r = .22, p < .05 \) and job satisfaction \( r = .30, p < .05 \). No significant correlation was found between organizational commitment and gender \( r = .17, p > .05 \). Hierarchical multiple regression analysis reflected that all demographic factors excluding gender, achievement motivation, job satisfaction, emotional intelligence and work-role salience significantly predicted organizational commitment of the industrial workers. The researcher concluded that there has been a requirement of the organizational managements and psychologists to consider the explored factors while format a plan for increasing the organizational commitment of the industrial workers.
2.5 Retention

Employee turnover issue has made human resource managers restless in many Asian countries. Many researches were conducted but no comprehensive outcomes were attained. A study conducted in a Singapore companies setting revealed that procedural justice, organizational commitment and job hopping were the common factors related with the turnover intent in the companies of Singapore. (Khatri et al., 2006). But the labor market working condition, pay, job skill, supervision intelligence, sex, length of service interests, age, job satisfaction and job involvement and job expectation (Knowles, 1964), salary, lack of challenge and career advancement opportunities, lack of recognition, inadequate opportunities of training and so on (Ramlall, 2003) are the prominent reason of leaving the organization.

It is significant to find that why employees leave their job. There are number of distinctive characteristics that include higher pay and finding a better career prospect make employees to leave their job (Leininger, 2004).

Foong-Ming et al. (2008) examined the role of perceived organization support in career development practices to turnover intention. The study data was collected from 357 Malaysian knowledge workers of finance, information technology, engineering and education industries. The research outcomes revealed that internal promotion, career development opportunities, organization rewards, supervisor support were negatively related with affected commitment. Rewards consistency, rise in pay, supervisor support, career development opportunities did not became critical element to the turnover intention. Rather, they show a negative relationship with turn over intention. These
findings showed that the role of supervisor support will be more critical in the retention of the employees.

Abeysekera (2007) empirically studied and evaluated the impact of six human resource practices: work family balance, career development, compensation job information, job analysis and supervisor support on intent to leave the data was gathered from 100 marketing executives. The findings reveal career development, compensation, job information, job analysis and supervisor support were negatively and significantly correlated with marketing executive turnover. The regression analysis shows that compensation and job analysis are strong predictors of marketing executive turnover.

Dockel et al., (2006) conducted an exploratory research to investigate the retention factors that encouraged organizational commitment. The data was gathered from 94 professional technicians. The results show that compensation, job characteristics, supervisor support, work and life policies were statistically significant with the development of organizational commitment.

Chuagtai and Zafar (2006) looked into the impact of organization commitment on dimension of organizational outcomes: job performance, turnover intentions and the selected dimension of job satisfaction: pay, promotion, supervisor, job security, and training opportunities. The data was gathered from 125 full time university teachers. Multiple regression analysis was employed to test the relationship. The outcomes of the study revealed that the training opportunities, job security, actual work undertaken and supervision are positively correlated with organizational commitment. The satisfaction with training opportunities shows the lowest variation whereas the distributive justice showed a significant impact on the organizational commitment. The organization
outcomes: performance and turnover intention were negatively related to commitment. The researchers concluded that the faculty with commitment level was better performer and like to stay and work in their respective working organizations and institutions.

Lee & Bruvold (2003) looked into the association among perceived investment in employee’s development, job satisfaction, organizational commitment and intent to quit. The data was retrieved from a 405 professional trained nurses. The statistical analysis was utilized to analyze the data. The results reflected that the perceived investment in employee’s development by the organization has a positive association with job satisfaction and affective commitment and intention to quit. Thus, the researchers come to the conclusion that investment in development activities can upgrade the nurse morale and forced them to remain in the organization and incarnate organizational commitment.

Ramlall (2003) asserted that due to high turn over cost, the organization wanted to identify the turnover intentions and its basis’s. The searchers concluded that compensation package and location of the company were the reason to remain in the country where as the compensation and lack of challenge and opportunities were the basis to leave the organization.

For many organizations the costs of turnover are very lofty and affect the monetary performance of an organization. Employees leave organizations in which they work for many different reasons. May be due to attraction of a new job or the potential prospect; dissatisfaction in their current employments forced them to seek alternative jobs. Beside this, the reasons for leaving are unexplained by any employer.
2.6 Performance

The performance is not a novel concept in the area of Human resource management; organizational behavior and industrial psychology etc. Different researchers characterize and interpret performance in different ways.


Motowidlo and Van Scotter (1994) described task performance as a task or a job that assist directly in transforming the unrefined merchandise of an organization into the products. Contextual performance is defined as a function of individual's ability, knowledge, talent. Specifically, contextual performance is related to the helping and supportive elements of cost-effective organizational behavior.
Sandika, Angadi & Natikar (2006) envisaged that job performance of the veterinary officers and veterinary livestock inspectors through ex post facto research design. The data was collected through a sample of 100 respondents. The researchers identified that improper and lack of training, absence of reward, appreciation and recognition, inadequate salary and increment in appropriate promotion scheme and inappropriate conveyances are the main reasons of low job performance and productivity.

Wright et al. (2003) declared in the study that the effect of human resource practices such as training, selection and staffing, pay for performance and participation and organizational commitment on the operational performance and profitability. The results of the research showed that HR practices have strong impact on organization commitment and significant and related to the operational performance.

Yun et al. (2007) analyzed the dimensions of job performance: task performance and organizational citizenship behavior in the context of managerial perception of employee commitment. The findings are drawn from the sample of 84 working students. The results asserted that there was no significant relationship between task performance and reward recommendation and task performance and the managerial perception of employee affective commitment.

Sinclair et al. (2005) analyzed performance differences among four organization commitment profiles. The researchers collected the data from 970 respondents in energy industry and 345 working students from colleges. The outcomes of the research revealed the four prominent types of clusters: free agents (low affective commitment and moderate continuance commitment), allied (moderate continuance and affective commitment),
complacemnt (moderate continuance and affective commitment) and devoted (high
continuance and affective commitment) by utilizing cluster analysis.

Narimawati (2007) examined the relationship of work satisfaction, organization,
commitment and turnover on the performance. Sample size for the study consists of 560
lecturers serving at private universities. Descriptive and exploratory survey method was
utilized to gather the data. Multivariate statistics employed to test the hypothesis. The
research findings demonstrate that the turnover intention, organization commitment and
job satisfaction had a significant impact on the performance and these were major
contributors determining the level of performance.

2.7 Relationship of training, organizational commitment, retention and
performance

The way workers perform is established by their capabilities and their motivation (Dyer
and Reeves, 1995). The outcomes can be measured in several ways. Some research use
wages as an indication of efficiency, whereas other research apply a weigh up of firm-
specific result as an indication.

Holzer et al. (1993) studied a sample of large manufacturing companies. In a
longitudinal research they analyzed the impact of hours of exercising on the scrap rate (a
evaluate of result quality). They discovered that exercising has a good effect on the
quality of result.

Bartel (1994) used the Columbia Business School survey among employers from
150 companies. Their research addresses the problem of endogeneity i.e., the firm’s
efficiency stage also influences its decision to invest in personnel exercising (Bartel, 2000). Through this research a link between the adoption of exercising applications and efficiency development was established. Namely, businesses that conducted below the predicted efficiency stage in the years prior to that research are more likely to implement formal exercising applications than the companies that conducted at the predicted stage or above. The companies that implemented the exercising applications experienced a 6% annual development in the upcoming years.

Pfeffer (1994) stressed that hr has been vital for company sustained efficiency. Griffin, (1978) Ajibade, (1993) Adeniyi, (1995) and Arikewuyo (1999) have attracted the attention of the whole varied to the inestimable value of exercising and progression. Taiwan and Cambodia, Performed (2005) established that workers planning; staffing; settlement, and incentives; teamwork; exercising, and personnel security had a good and considerable effect on non-financial and economical size of business efficiency.

In Israel, Harel and Tzafrir (1999) discovered that exercising and progression methods had good connection with companies ‘performance in public and private groups. In The philippines, Bae and Lawler (2000) established that exercising and progression methods considerably impact business efficiency.

In the light of the research, the efficiency is established by the exercising applications offered by the organizations. This means that the interaction between the exercising and efficiency is of higher importance in service sector. HRM methods can improve efficiency by Increasing workers skills and capabilities (Patterson et al. 1997,p13). Thus exercising is a one way to do this. It is also envisioned that efficiency means task and contextual efficiency. Griffin, (1978) Ajibade, (1993) Adeniyi, (1995)
and Arikewuyo (1999) also have attracted the attention of the whole varied to the
inestimable value of exercising and progression. Taiwan and Cambodia, Performed
(2005) established that workers planning; staffing; settlement, and incentives; teamwork;
exercising, and personnel security had a good and considerable effect on non-financial
and economical size of business efficiency. In Israel, Harel and Tzafrir (1999) discovered
that exercising and progression methods had good connection with companies
‘performance in public and private groups. In The philippines, Bae and Lawler (2000)
established that exercising and progression methods considerably impact business
efficiency.

Meyer & Smith (2000) studied to explore the process involved in examined
associations between perceptions of human resource management practices: performance
appraisal, benefits, training, career development, procedural justice, organizational
support and employee commitment: normative, affective and continuance commitment.
The data was collected from 281 employees by a survey method through a validated
questionnaire the questionnaire comprises of: the quality of human resource management
practices concerning to performance appraisal, benefits, training, and career development
used in their organizations, organizational support and procedural justice, and normative
affective and continuance commitment to the organization. The results of the data
analysis revealed that normative and affective commitment both significantly correlated
with the human resource management dimensions and with organizational support and
procedural justice. Continuance commitment did not correlate significantly with any of
the human resource management dimension and organizational support and procedural
justice. Continuance commitment correlated significantly with demographic variables:
tenure, age and sex. Correlations between the human resource management evaluation measures were positive and significant such as training and benefits (0.36) and performance appraisal and career development (0.65). The organizational support and procedural justice were highly correlated same as the affective and normative commitment. These results force the researchers to conclude that the human resource practices serve as an important and significant instruments and means in craftiness of employee commitment.

Chen -Francesco (2003) conducted a study to examine the association between the organizational commitment components: affective commitment, normative commitment and continuance commitment and performance taken as in-role performance and organizational citizenship behavior. The data was collected employing 253 supervisor–subordinate as a sample. The Results reflected that affective commitment positively associated to in-role performance and organizational citizenship behavior. The continuance commitment was not correlated with in-role performance but negatively related with organizational citizenship behavior. The normative commitment acted as moderator in the relationship between affective commitment and in-role performance also with organizational citizenship behavior. The linear relationship was observed among affective commitment and in-role performance.

Chughtai & Zafar (2006) looked into the impact of organizational commitment on organizational outcomes such as job performance and turnover intention and to describe the degree of variance in the organizational commitment due to personal characteristics, aspects of job satisfaction such as pay, training opportunities, supervision, job security, Actual work undertaken and working conditions and the organizational justice:
procedural justice and distributive justice. The data was collected by questionnaire by a survey method from an opted sample of full-time faculty of the 33 chartered universities and degree awarding institutions in the three key cities of Pakistan Lahore, Islamabad and Peshawar. The standard deviation and mean of the studied variables reflect that teachers teaching in the universities asserted a very high performance (mean= 5.84) and a very low turn over intention (mean =2.42). The commitment as a dependent variable negatively related to turnover intention and had a positive relationship with self report measure of job performance.

Isaiah (2006) constructed a study to find out the relationship between job redesign, employee empowerment and intent to quit measured by affective commitment. The study’s data was collected from middle level managers and supervisors from 438 participants. The statistical tool used I this study was factorial analysis to test the validity measures of Pearson correlation to examine the association between the items of the variables and cronbach to verify the reliability of the instrument. The statistical findings of job redesign reflects that if the employees wishes to change their job features, they like to change the skill variety (mean=4.3256), task autonomy (mean=4.1977) , chance to work with the cooperative workers (mean= 4.1628) and training and technology to handle the requirements of their job (mean=4.1628) are important and significant in terms of job redesign. The researchers found no association between empowerment and affective commitment. This shows that the employees who have strong feeling empowerment have strong feelings of competencies in their jobs and have strong effect in their departments.
Patrick Owens’ (2006) study on the relationship between training and organizational outcomes found just that to be true. The Owens study hypothesized that employee’s in training programs will report higher levels of commitment and will be less likely to consider turnover. The research affirmed the hypothesis that training has a positive impact on commitment and turnover cognitions. Many other scholars and practitioners in addition to Owens have had similar research findings. Scholars and practitioners also agree that although training can positively impact commitment, simply providing training to employees is not enough. The benefits of training will be achieved only to the extent that the employees accept it and contribute to it. As a result, an organization needs to seriously determine what it is looking to achieve within the training program as well as the impact it will have on employee effort, commitment, and turnover (Glance et al., 1997). Within this context, training becomes most effective in enhancing commitment when it is used in conjunction with other commitment-based human resource policies and strategies.

Krueger and Rouse (1998) examined the effect that training and workplace education programs can have on various organizations. The study included an analysis of numerous outcome variables that may be achieved through training. Variables relating to performance, wages, productivity, satisfaction, motivation, and absenteeism were all examined.

Yong-Tao (2007) examines the turnover intention and its factors in the relation of organizational commitment and job opportunities. The data was retrieved through a self reported questionnaire from a sample of 196 randomly selected respondents’. The preliminary analysis such as means, standard deviation and correlation revealed that
internal consistencies exist at acceptable level of cronbach’s alpha > 0.6. The age, education, job level and income level as a control variable significantly correlated with the turnover intention. Affective commitment is significantly correlated with the turnover intention. OLS multiple regression analysis revealed that there is a significant negative influence of organizational commitment on turn over intentions.

Boon & Arumugam (2006) examine the influence of corporate culture dimensions namely: teamwork, communication, reward and recognition and training on organizational commitment. The researchers like corporate culture dimension as an independent variables and organizational commitment as a dependent variable. The data was gathered through a mail survey. The questionnaire was mailed to 500 employees from the human resource department within each organization. The correlation analysis predicts the relation between variables. The researchers found that the employee commitment as a dependent variable was correlated with the training with a coefficient 0.54. Regression analysis used to examine a single dependent criterion variable organizational commitment and several independent variables i.e. culture dimensions. The results assert that four culture dimensions teamwork (β=0.259, p <0.01), communication (β=0.289, p<0.01), training t (β=0.1444, p<0.01) and reward recognition (β=0.142, p<0.01) are positively related with employees commitment. These explain the variance organization commitment directly to corporate culture dimension. The organizational commitment-turnover relationship has historically produced low correlation (Cohen & Husecek, 1993).

Committed personnel are one that will stay with the organization. Through the years, numerous analyses have been performed to identify the reliability of this
declaration. In the end many have determined that dedicated workers stay with the organization for longer of time than those which are less dedicated.

Richard Directs (1977) hypothesized and discovered true that the more dedicated a personnel is, the less of a wish they have to eliminate from the organization. These “highly committed” workers were discovered to have an increased purpose to stay with the organization, a more powerful wish to go to work, and a better mind-set about their career. Directs (1977: 54) determined that “commitment was significantly and inversely related to personnel income.” Along these lines, Jeffrey Arthur (1994) performed a scientific analysis of two precious metal “minimills”; one which included a hr responsibility technique and the other a management technique. Arthur was able to discover many efficiency and business advantages to the organization that had a responsibility technique. The analysis discovered that income was twice as high in the organization that used a management technique (x = .07, s.d. = .07) than it was in the organization which fostered a responsibility approach (x = .03, s.d = .03). This indicates the effect that hr technique can have on an organization. Job search, storage, individual's wish and purpose to leave, and mind-set toward the organization can all be improved with a technique that looks for to enhance personnel responsibility. When companies seek to nurture a viewpoint of responsibility, then the chance of an personnel searching for career elsewhere is diminished. In a analysis of personnel flexibility, Green, Felsted, Mayhew, and Pack (2000) discovered that responsibility goals lowered that probability of workers being “more likely to search” from 19 to 10 %, and increased being in the “less likely to search” classification from 15 to 26 %. Much like the other analysis
determined above, this analysis have shown that dedicated workers are more likely to stay with the organization.

2.8 Relationship of Demographic Variables, Organizational Commitment, Retention and Performance

Demographic aspects were among the most common and most definite predictors in the income materials. A number of research found age, knowledge, job stage, sex and period with the company to be considerable predictors and income (Jinnett and Alexander 1999; Burns and Wheeler 1992). It was usually recognized that youthful and better knowledgeable (as well as less qualified workers are more likely to depart than are their alternatives (Manlove and Guzell 1997). The greater the job stage one has within the company, the reduced is a person's chance of giving up (Bedian, Ferris and Kacmar 1992). Level of knowledge was relevant to income only for workers positioning mid-stage tasks (Galang, Elsik and Russ 1999). This means that those who have extremely specialised abilities, as well as those with restricted knowledge, usually stay on job for longer of time than those who have a average amount of instructional achievement.

Many researches show an inverse association between age and turnover and also assert that the reasons are uncertain and vague as to a large extent of the research testing age differences used multi- and bi-variate methods, and few causal studies have been carried out (Williams & Hazer, 1986).

Age associates an inverse age-turnover relationship and generates diverse prototypes of organizational commitment and turnover. Employees belong to the age group of under 30 tend to commit to organizations which value work/life balance, while
employees belong to the age group of over 30 commit to organizations accentuating job security (Finegold, Mohrman, & Spreitzer, 2002). Age cluster differences might be imperative for practitioners in turnover reduction initiatives.

Gender and martial status generally do not appear to be related to turnover (Bendian et al 1992; Koeske and Kirk 1995; Jinnett and Alexander 1999), though having at home is a fairly strong correlate of turnover, especially for women (Mckee, Markham and Scott 1992; Miller and Wheeler 1992). Mckee, Markham and Scott (1992) find martial status to be indirectly related to intention to leave in that employees who are married are more satisfied with their jobs and feel more support and less stress than their unmarried colleagues.

There is considerable evidence of an inverse relationship between tenure and turnover. Turnover rates are significantly higher among employees with a short length of service than among those who are employed longer (Pfeiffer 1995; Somers 1996; Whitfield and Poole 1997). This may be because longer tenured employees have more investment in the company and are less likely to leave. Becker (1960) theorized that, over time an employee invests in an organization (e.g. retirement, pensions, pay raises, benefits, stock, position, etc.), and these investments bond the individual to the organization. Since these investments, or what Becker calls “sunken costs”, increase with age and tenure, an employee tends to become more committed to the employing organization, and the bond reduces the likelihood that the employee will quit (Meyer and Allen 1984; Wallace 1997).
Meyer and Allen (1991; 1997) suggested that these variables associated with affective commitment can all be sorted into three major groups: personal characteristics, organizational characteristics and work experiences.

An analysis of the organizational commitment literature reveals a long list of demographic factors that have been associated with commitment. The relationship between demographic variables and affective commitment are neither strong nor consistent (Meyer & Allen, 1997). People’s perception of their own competence might play a significant role in the development of affective commitment. From the several personal characteristics, Mathieu and Zajac (1990) have determined that perceived competence and affective commitment has a strong link. Mathieu and Zajac (1990) cited that employees who have a strong confidence in their abilities and achievement have higher affective commitment. They argued that competent people are able to choose higher quality organizations, which in turn inspire affective commitment (Meyer & Allen, 1997). Variables associated with commitment that may be significant for those employed in higher quality organizations generally include personal characteristics such as age, tenure, gender, family status and educational level, need for achievement, sense of competence and a sense of professionalism (Thornhill, Lewis & Saunders, 1996). Those personal characteristics of particular interest to this study will be reviewed further:

Employee age has been regarded as a good forecaster of responsibility for a wide range of factors. Kaldneberg, Becker and Zvonkovic (1995) dispute that as employees get old, alternative career options generally decrease, creating their current job more attractive. They pointed out that mature individuals may have more effective
responsibility to the company because they have higher history with the company than youthful employees. Mathieu and Zajac’s (1990) meta-analytic research, including 41 examples and 10,335 topics, has proven a mathematically considerable good connection of 0.20 (p < 0.01) between age and effective business responsibility. Allen and She (1996) also examined the connection between age and effective responsibility. In a research of school librarians and hospital employees, they acquired a mathematically considerable good mean connection of 0.36 (p > 0.05) between age and effective responsibility.

Other scientists have not been able to demonstrate a considerable weblink between age and organisational responsibility. For example, Hawkins (1998) in a research of the effective responsibility amounts of 396 school ideas discovered a mathematically non-significant connection (r = 0.004) between age and effective responsibility. Colbert and Kwon (2000) in a research of 497 college and school internal auditors failed to demonstrate any reliable connection between age and business responsibility. Overall, age seem to have an contradictory although moderate connection with effective responsibility.

As far as sex is concerned, the outcomes are contradictory. Mathieu and Zajac (1990) in a meta-analytic research of 14 research with 7,420 topics including sex and business responsibility acquired a mean connection of 0.089 for business responsibility and sex. Although they review a weak connection between sex and attitudinal responsibility, they recommend that sex may affect individual's views of their workplace and behaviour towards the company.
Kalderberg and his colleagues (1995) discovered no considerable variations in the perform behaviour and responsibility of individuals. In addition, Hawkins (1998) discovered no factor between the mean responsibility stage for female and male school ideas. Wahn (1998) however claims that females can exhibit higher amounts of continuation responsibility that men can. She points out factors such as the truth that females face higher limitations than men when seeking career as possible details to the higher continuation responsibility of females. She claims that having overcome these limitations, females would be more committed to continue the career connection.

Although the materials quoted here is not thorough on the subject of the effect of sex on business responsibility, it seems as if sex does not matter on business responsibility amounts. Ngo and Tsang (1998) support the viewpoint that the effects of sex on responsibility are very simple.

Mathieu and Zajac (1990) analyzed 38 examples that included 12290 topics and discovered a good weblink between business period and effective responsibility. They review an overall weighted mean connection of \( r = 0.17 \) (\( p > 0.01 \)).

Kushman (1992) in his research on urban elementary and junior higher school teachers also discovered a good connection (\( r = 0.17; \ p > 0.05 \)) between the period of time in teaching and business responsibility. She and Allen (1993) indicated that an analysis of business period revealed a mild curvilinear connection with business responsibility. They revealed that center period employees demonstrated less assessed responsibility than new or senior employees did. These conclusions are reinforced by Liou and Nyhan (1994), who discovered a negative connection between period and
effective responsibility (t = -3.482). However, these two authors did not find considerable
connections between continuation responsibility and personnel period.

In a research of Japanese industrial employees, Tao, Takagi, Ishida and Masuda
(1998) discovered that business period predicted internalization. Constant with other
scientists, Hawkins (1998) discovered a mathematically considerable good connection of
r = 0.25 between the business responsibility and period of 202 school ideas.

Colbert and Kwon (2000) discovered a considerable connection (r = 0.11, p < 0.05) between tenure and business responsibility. They discovered that employees
with a longer period had an increased stage of business responsibility than that of their
alternatives. Although there seem to be scientific proof to positively web link period and
business responsibility, it is still not clear how this web link operates (Meyer & Allen,
1997). They recommend that employees with lengthy business period may create
retrospective addition to the company. These kinds of employees attribute their lengthy
service to emotional addition in an effort to justify to themselves why they have stayed
that lengthy.

Meyer and Allen (1997) also recommend that the outcomes of a good connection
between period and effective responsibility might be a simple reflection of the truth that
uncommitted employees leave a company and only those with an increased responsibility
remain.

Although the connection between sex, age and period as well as educational stage
and business responsibility has been substantially examined, the materials have yet to
provide strong and consistent proof to enable an unequivocal decryption of the
connection (Meyer & Allen, 1997). However, they caution that one cannot assume that
aging creates one create higher effective responsibility. They dispute that the good association might simply be because of variations in the particular generational cohorts that were examined. On the other side, mature employees might have more good perform experiences than youthful employees. Overall, scientific proof suggests that age and effective responsibility are significantly related.

According to She and Allen (1997), experience factors have the most effective and most consistent connection with effective responsibility in most research. In Mathieu and Zajac’s (1990) meta-analytic research, effective responsibility has proven a good connection with the job opportunity, a composite of three factors, namely job challenge, stage of independence and wide range of skills used. Successful responsibility to the organisation is stronger among employees whose management allow them to participate in selection (Rhodes & Directs, 1981) and those who treat them with consideration (DeCottis & Summer, 1987). She and Allen (1997) recommend that the permission that employees have to express their attitude to the company will vary considerably across the performance signs or symptoms and between jobs. The most effective links between effective responsibility and conduct will be observed for conduct that is relevant to the constituency (or supervisor) to whom the responsibility is directed.

The above findings reveal that the training practices do not merely help to enhance employee’s commitment level and retention but also provide opportunity to improve the individual performance level therefore in return the organization’s performance and profitability.

The analysis reflect that the impact of training on the commitment, retention and performance is a significant issue for the employees of a service sector because providing
and delivering goods and services is very vital and focal for the organization’s effectiveness and continuation. Thus the above discussed literature shows a link between training as an human resource practice on commitment, retention, and employee performance. However, there is lack of literature in training, organizational behavior, industrial psychology and performance management. The literature focusing the training as an independent variable and also the prominent inclusion of variable training impact at work as dimension of an independent variable on three dependent variables: commitment, performance and retention in the Pakistani scenario.

2.9 Conceptual Framework

The conceptual model of this research is based on the literature reviewed above. It describes the linkages of training and by inclusion of training impact at work / performance as a dimension of training variable with organizational commitment, retention and performance. Based on the reviewed literature, it is hypothesized that there is a positive and significant relationship between training and organizational commitment, retention and performance. Higher the satisfaction level of training, perception of career advancement associated from training the higher will be the level of commitment, longer will be the stay in the working organization and better will be the performance. The proposed model also focuses on the mediating role of organizational commitment and retention in enhancing the relationship between training and employee performance.
2.10 Hypothesis Development

The present study examines the linear relationship between training and organizational commitment, retention and performance. Based on the previously discussed literature, the following propositions are hypothesized:

H - 1 There is a significant relationship between training and employee contextual performance

H - 2 There is a significant relationship between training and employee task performance
H – 3 There is a significant relationship between training and employee performance

H – 4 There is a significant relationship between training and employee commitment

H - 5 There is a significant relationship between training and compensation

H - 6 There is a significant relationship between training and employee work and life polices

H - 7 There is a significant relationship between training and employee intention to work

H - 8 There is a significant relationship between training and supervisor support

H - 9 There is a significant relationship between training and employee retention

H - 10 There is a significant relationship between training and career development

H - 11 There is a significant relationship between training impact at work and contextual performance

H - 12 There is a significant relationship between training impact at work and employee task performance

H - 13 There is a significant relationship between training impact at work and employee performance

H - 14 There is a significant relationship between training impact at work and employee intent to leave
H - 15 There is a significant relationship between training impact at work and employee compensation

H - 16 There is a significant relationship between training impact at work and supervisor support

H - 17 There is a significant relationship between training impact at work and employee career development

H - 18 There is a significant relationship between training impact at work and work and life polices

H - 19 There is a significant relationship between training impact at work and employee commitments

H - 20 There is a significant relationship between training impact at work and employee retention

H - 21 There is a significant relationship between organization commitment and compensation

H - 22 There is a significant relationship between organization commitment and work and life polices

H - 23 There is a significant relationship between organization commitment and supervisor support
H - 24 There is a significant relationship between organization commitment and job characteristics.

H - 25 There is a significant relationship between organization commitment and employee’s career development.

H - 26 There is a significant relationship between organization commitment and employee’s retention.

H-27: Organizational commitment positively and significantly mediates between training and performance.

H-28: Employee’s retention positively and significantly mediates between training and performance.
RESEARCH METHODOLOGY

This chapter addresses and outlines theoretical issues that comprise of the research design and data analysis of the present study. The chapter focuses and explains sampling approach, description about the research variables (independent and dependent variables), hypotheses and response rate, selected measurement instrument, data collection procedure, and data analysis

3.1 Research Design

Research design is a frame work or plan for a researcher to answer research problems that is used to guide the method and procedures of data collection and analysis (Burn & Bush, 1995; Churchill, 1996; Zikmund, 1997). Based on its purpose, research can be designed according to three categories; exploratory, descriptive, and explanatory or causal (Babbie, 1986; Burns & Bush, 1995; Churchill, 1996; Neuman, 2003). A formal descriptive, cross-sectional and statistical research design is employed in the present study. This design is selected because randomization in selection of employees is not convenient and appropriate for the study. The design is descriptive because the main aim of the study is to reveal the relationship among variables i.e. training as the independent variable and organizational commitment, retention and performance as dependent variables. In term of its time dimension, the design of the research can also be
categorized into cross sectional and longitudinal (Babbi`e, 1986; Neuman, 2003). The main characteristics of a cross-sectional design are that all information of variables is collected just once at a single point in time (Bryman, 2004). On the contrary, a longitudinal design involves collecting data from the same respondents over a period of time in order to observe the directions and changes in their responses over time (Shaughnessy & Zechmeister, 1994; Zikmund, 1997).

Cross sectional design is regarded as being relatively low in cost and time because it only takes a snap shot of an on going phenomenon (Hussey & Hussey, 1997). This reason among, other things, underline the choice of cross sectional and statistical design for this research. A lack of assurance in respect of assessing to the same respondents for a possible follower research was another reason not to select a longitudinal design.

3.2 Purpose of the Study

The purpose of this study is to show employee training effectively induces organizational commitment, retention and performance enhancement and also the relationship between training, organization commitment, retention and performance. More specifically in the current research we would like to explore and analyze the influence of training on the organizational commitment towards the employee performance, the influence of training on the employee retention towards the employee performance, and the influence of training on the organizational commitment and employee retention towards the employee performance.
3.3 Unit of Analysis and Target Population

The current research relates to services industry in the banks, telecom and educational institutions segment. This defines the research’s unit of analysis among employees of banks, telecom and educational institutions sector/segment. The target population is defined as the complete groups of specific population elements relevant to the research group (Zikmund, 2003). The target population of this research comprises of employees of service organizations functioning in Pakistan. The reason for selecting the service sector is to examine the relationship of employee training with commitment, retention and performance. There is lack of research in the service sector with respect to training and its outcomes variables. The sector provides valuable services to its customers to attract the market and gain market share. For gaining competitive advantage and capture market, service organizations train their employees to provide services efficiently and professionally. This is the reason service sector is the most appropriate sector for the study.

3.4 Sample

The sample for the pre-testing comprised of 100 employees incorporating males (68 %) and females (32 %); employed in different segments of the service sector of Islamabad and Rawalpindi. The respondents were selected on the convenience sampling design. Convenience sampling is used in research where the researcher is interested in
getting an inexpensive way of ensuring sufficient numbers of the study (Black, 1999) and approximately of the truth (McDaniel and Gates, 1991).

Employees were asked to rate according to the perception regarding the impact of training practices provided by their current organization on organizational commitment, retention and performance. The age assortment of the respondents were classified as 20-35, 36-50 and 50 + years, while range for the length of service was categorized as 1-5, 6-10 and 10 + years. The nature of employment was sorted as contractual or permanent.

3.5 Instruments

The following instruments were utilized in the pre-testing phase of study:

- Training (training and development and training impact at work)
- Employee retention (compensation, job characteristics, supervisor support, career opportunities, work life policies and intent to leave).
- Organizational commitment (normative commitment, affective commitment and continuance commitment).
- Employee performance (task performance and contextual performance).

3.6 Measurement

Study focus measures are developed / employed for the impact of training organization, commitment, retention and performance.
3.6.1 Demographic variables

Demographic variables include age, gender, martial status, length of services, the nature of employment. Age and length of service are measured using five options and four options scales, respectively. Education is measured using an eight options scale and nature of employment using a four options scales.

3.6.2 Training

Meyer & Smith (2000) developed an instrument to assess sufficiency of training received, satisfaction with training and training as away to be advanced. The overall Cronbach’ alpha coefficient for training is estimated as 0.91. Training impact at work /or on performance is measured by training impact at work scale used by Abbad (1999). The Cronbach’ alpha coefficient for this instrument was originated to be 0.848. The alpha coefficient for training and development and training impact at work in the present study is 0.833 and 0.85 respectively.

3.6.3 Organization Commitment

Meyer & Allen’s (1990) instrument is used in this research. Organization commitment questionnaire is measured three dimensions of commitment (Meyer et, al., 1993) i.e. affective, normative and continuance. To measure affective commitment, continuance commitment and normative commitment five points likert scale is used.
ranging from strongly disagree to strongly agree. The Cronbach’ alpha coefficient for normative, affective and continuance commitment in present study is obtained as 0.65, 0.69 and 0.67 respectively. The overall alpha coefficient is found 0.78.

3.6.4 Retention

Employees retention data is obtained using a retention factor measurement scale (RFMS) developed by Dockel (2003), selected items are used /adopted from this scale i.e. compensation, job characteristics, career opportunities, superior support, work life policies (Dockel, 2003). The questionnaire is developed in the form of five point likert scale ranging from strongly disagree to strongly agree.

Compensation

To measure compensation 13 items are utilized/ used from pay satisfaction questionnaire (Henemen & Schwab, 1985). The scale was developed using a five point ranging from strongly disagree to strongly agree to assess the dimensions of satisfaction with pay i.e. level, raises, administration, benefits. The reliability of these dimensions is high (Henemen & Schwab, 1985) and validity is also proved by several studies (Scarpello et al., 1998). The Cronbach’ alpha coefficient is reported as 0.90 by Dockel et.al., (2006). But in the present study it is calculated as 0.92
**Career opportunities**

Four items are used to measure the career opportunities from validated instrument of Lancler & Hammers (1986). The scale consists of five point likert ranging from strongly disagree to strongly agree. The internal reliability of this scale reported as 0.76 by Dockel et.al., (2006). The Cronbach’ alpha coefficient 0.764 is obtained in the present research.

**Work life policies**

Four items based on a scale developed by Pare et.al’s (2001). Ranging from strongly disagree to strongly agree. The internal reliability of this scale is reported as 0.87 by Dockel et.al., (2006) and 0.87 by Pare et.al’s (2001). The Cronbach’ alpha coefficient 0.762 was reported in the current study.

**Intention to quit/leave**

To measure intent to quit /leave, this study used 6- items scale measured on five point likert scale ranging from strongly disagree to strongly agree. The items are selected from Chatman’s (1991) intent to leave scale & Gramrose Portwood’s (1987) search for external alternatives scales. The Cronbach’ alpha coefficient 0.81 is obtained in the study.
3.6.5 Performance

The instrument is measured in two dimension of performance (Motodiyloo, 1979) i.e. task and contextual performance. To measure task performance this research uses 7 items scale measured on five points likert scale ranging from strongly disagree to strongly agree. The five items are selected from the William & Anderson (1991) and rest of the two are selected from the task performance Scale of Tusi, Pearce, Porter & Tripoli (1997). The Cronbach’ alpha coefficient for normative, affective and continuance commitment was found to be 0.65, 0.69 and 0.67 respectively. To measure contextual performance this research uses 7 items scale measured on five points likert scale ranging from strongly disagree to strongly agree. The 4 items are selected from the interpersonal facilitation scale of Van Scotter & Motowidlo (1996) and rests are selected from the organizational citizenship behavior scale of Tusi, Pearce, Porter & Tripoli (1997). The Cronbach’ alpha coefficient of task performance and contextual performance 0.802 and 0.88 respectively are obtained in the study.

3.7 Data Collection Method

The data used in this research was mostly quantitative in that it was collect in the form of numbers. Neuman (2003) classifies the methods of collecting quantitative data into four categories: experiments, content analysis, existing statistics and surveys. Experiments involves splitting subjects into two or more groups and providing one group a special treatments in order to investigates whether the treatment causes different
responses in the groups. Content analysis entails observing the information of written or symbolic materials to discover any specific contents of the materials and then presenting the findings as numbers in the form of graphs or tables. Existing statistics relates to identifying information collected by a previous source and reorganizing the information in new for specific purposes.

Considering that all information collected by this research involved psychological matter such as perception, attitude, belief and orientation the first three data collection method were regarded as being inappropriate. And experiment was not suitable because manipulating information on psychological matters through certain treatments was being unethical. This type of information was also impossible to be observe via content analysis and difficult to be gained through exist statistics method.

Survey was therefore considered the indispensable option. A survey is a technique of collecting structure data through a sample drawn from population in order to describe, explain or explore phenomena (Babbie, 1986; De Vaus, 2002; Kerlinger, 1979). The data in survey is obtained by means of collecting information provided by research participants in response to a series of question in a relatively short period (Neuman, 2003). Survey are efficient methods in gathering data from a large numbers of people (Babbie, 1986 Chadwick, Bahr & Albrecht, 1984) these methods have been widely used to collect quantitative and qualitative data (De Vaus, 2002 Hussey & Hussey 1997 : Neuman, 2003). Survey are also physical vehicles for measuring psychological variables such as opinion, attitudes, orientations and beliefs (Chadwick et al., 1984 Kerlinger, 1979) and can provide insights about casual explanations (Zikmund, 1997).
These main features of surveys fitted the nature of this research in that it primarily employed numerical (quantitative) data, examined casual relationships between variables and used a relatively large number of respondents in dispersed locations. All quantitative data was collected from the research participants through a self-administered questionnaire in which the participants read and completed a series of questions by themselves. This collection technique has been widely used in surveys given its low demands on time and finances as well as the ease of administering considerations (Burns & Bush, 1995; Hussey & Hussey, 1997; Neuman, 2003).

A self–administered questionnaire also provides flexibility to research participants. It enables the research participants to complete and return the questionnaire at their convenience so that they do not feel pressured to respond promptly (Burns & Bush, 1995). It also helps increase the willingness of the research participants to provide information regarding sensitive questions without embarrassment (Tourangeau & Smith, 1996; Wright, Aquilino, & Supple, 2001). In light of the fact that questions on training and might have been sensitive to some research participants, a self-administered questionnaire seemed to be most suitable for this research.

One potential drawback of surveys is that the respondents do not respond at the right times or even do not complete the questionnaire (Burns & Bush, 1995). To minimize these problems, research assistants from institutions were requested to help approach and remind the respondents.

Another shortcoming of a self-administered questionnaire is that the understanding of the respondents to the content of the questionnaire depends upon the questionnaire itself (Burns & Bush, 1995). Thus the questionnaire should be self-
explanatory. This implies that the meaning of questions and the clarity of instructions must be clearly understandable to respondents. (De Vaus, 2002: Burns & Bush, 1995: Hussey & Hussey, 1997). In this research, efforts to present a self-explanatory questionnaire to the respondents were carried out by adopting a proper translation procedures and employing a pre-test before the actual survey.

3.8 Pilot Study

Before embarking on full-fledged survey, a pilot study was conducted. The main rationale of the pilot study was the pragmatic evaluation of instruments, with a purpose to probe and examine their psychometric attributes and features in socio-cultural perspective, for subsequent acceptance and utilization in the main study. The study was devised to point out and to assess, at a prelude phase, any difficulty in understandability and precision of the questionnaire.

3.9 Procedure

The respondents were approached through the administrative and human resource department of banking, education and oil and gas segment; a permission letter issued by the Foundation University Institute of Engineering and Management Sciences was furnished to the authorities, clarifying and elucidating the aim, significance and benefits of the research. The respondent’s responses were gathered by a self administered questionnaire. The questionnaire was in printed format with comprehensible instructions
and details. A cover letter was prepared with necessary instructions, emphasizing the worth, significance and the rationale of the research, ensuring the confidentiality of responses of employees and the significance of participation of respondent. A total of 150 questionnaires were administered and 100 valid responses were returned; with a response rate of 66.66%. During the pre-testing stage the core focus was to observe and examine the understandability, comprehension of statements and time taken to administer and fill the questionnaire.

3.10 Descriptive and Inferential Analyses of Pilot Study

SPSS for Windows Version 14.0 was used as the main tool of data analysis. The data was entered into the SPSS sheet, coded and edited for analysis. The following diverse statistical techniques were used for the analysis of the data:

- Mean, Standard Deviation and Skewness
- Inter-scale correlations
- Reliability of all instruments
3.11 Descriptive Statistics of Pilot Study

The outcomes of the pilot study included mean, standard deviation and skewness, inter-item correlations and Cronbach Alpha Reliability Coefficients of all variables are presented as:

Table 3.1

*Mean, SD and Skewness of all variables (N=100)*

<table>
<thead>
<tr>
<th>Variables</th>
<th>Min</th>
<th>Max</th>
<th>M</th>
<th>SD</th>
<th>Skewness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training</td>
<td>16</td>
<td>58</td>
<td>36</td>
<td>8</td>
<td>.217</td>
</tr>
<tr>
<td>Training impact at work</td>
<td>12</td>
<td>51</td>
<td>28.2</td>
<td>6.04</td>
<td>.30</td>
</tr>
<tr>
<td>Organizational Commitment</td>
<td>29</td>
<td>65</td>
<td>47</td>
<td>6.50</td>
<td>.18</td>
</tr>
<tr>
<td>Compensation</td>
<td>12</td>
<td>54</td>
<td>34.6</td>
<td>8.53</td>
<td>.074</td>
</tr>
<tr>
<td>Supervisor support</td>
<td>8</td>
<td>28</td>
<td>17.5</td>
<td>3.20</td>
<td>.151</td>
</tr>
<tr>
<td>Career development</td>
<td>7</td>
<td>30</td>
<td>16.46</td>
<td>3.82</td>
<td>.585</td>
</tr>
<tr>
<td>Work and life policies</td>
<td>4</td>
<td>40</td>
<td>12.48</td>
<td>4.32</td>
<td>.187</td>
</tr>
<tr>
<td>Intent to leave</td>
<td>6</td>
<td>28</td>
<td>15.98</td>
<td>3.82</td>
<td>.519</td>
</tr>
<tr>
<td>Retention</td>
<td>17</td>
<td>55</td>
<td>35.5</td>
<td>8.63</td>
<td>.076</td>
</tr>
<tr>
<td>Task performance</td>
<td>5</td>
<td>18</td>
<td>9.87</td>
<td>2.73</td>
<td>.161</td>
</tr>
<tr>
<td>Contextual performance</td>
<td>7</td>
<td>29</td>
<td>13.34</td>
<td>4.415</td>
<td>1.02</td>
</tr>
</tbody>
</table>
Above Table, shows the mean, standard deviation, and skewness of all the pilot study variables. Organization commitment showed maximum values (M=47, SD = 6.5). Contextual performance showed minimum values (M=13.34, SD = 4.415). Task performance had maximum skewness (M=47, SD = 6.5). However, the values for all variables remain within acceptable ranges.

The inter scale correlation matrix table 3.2 shows that the training have high correlation with compensation (r = .448, p< .05), supervisor support (r = .464, p< .05) and career development (r = .427, p< .05). Training have shown negative correlation with intent to leave (r = -.007, p< .05).

The correlation matrix reveals the fact that training impact at work has a significant and positive correlation with career development (r = .40, p< .05), supervisor support (r = .33, p< .05), compensation (r = .32, p< .05), task performance (r = .30, p< .05), contextual performance (r = .30, p< .05), employee performance (r = .37, p< .05), work life policies (r = .20, p< .05) and organizational commitment (r = .149, p< .05).
### Table 3.2

*Correlation matrix of study variables (N=100)*

<table>
<thead>
<tr>
<th></th>
<th>I</th>
<th>II</th>
<th>III</th>
<th>IV</th>
<th>V</th>
<th>VI</th>
<th>VII</th>
<th>VIII</th>
<th>IX</th>
<th>X</th>
<th>XI</th>
</tr>
</thead>
<tbody>
<tr>
<td>I- Training</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>II- Training impact at work</td>
<td>0.52</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>III- Organizational commitment</td>
<td>0.38</td>
<td>0.149</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IV- Compensation</td>
<td>0.448</td>
<td>0.32</td>
<td>0.328</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>V- Supervisor support</td>
<td>0.464</td>
<td>0.33</td>
<td>0.437</td>
<td>0.422</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VI- Career development</td>
<td>0.427</td>
<td>0.40</td>
<td>0.374</td>
<td>0.488</td>
<td>0.655</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VII- Work and life polices</td>
<td>0.211</td>
<td>0.21</td>
<td>0.138</td>
<td>-0.016</td>
<td>-0.094</td>
<td>-0.019</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VIII- Intent to leave</td>
<td>-0.007</td>
<td>0.12</td>
<td>0.134</td>
<td>-0.15</td>
<td>-0.073</td>
<td>0.023</td>
<td>0.023</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IX- Task performance</td>
<td>0.136</td>
<td>0.30</td>
<td>0.091</td>
<td>-0.136</td>
<td>-0.029</td>
<td>-0.077</td>
<td>0.223</td>
<td>0.128</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X- Contextual performance</td>
<td>0.126</td>
<td>0.301</td>
<td>0.134</td>
<td>0.201</td>
<td>0.147</td>
<td>0.298</td>
<td>0.298</td>
<td>0.034</td>
<td>0.183</td>
<td></td>
<td></td>
</tr>
<tr>
<td>XI- Employee performance</td>
<td>0.166</td>
<td>0.37</td>
<td>0.061</td>
<td>0.321</td>
<td>0.102</td>
<td>0.197</td>
<td>0.197</td>
<td>0.089</td>
<td>0.632</td>
<td>0.283</td>
<td></td>
</tr>
</tbody>
</table>

Correlation is significant at the 0.05 level (2-tailed).
Correlation is significant at the 0.01 level (2-tailed).
3.12 Reliability and Validity Analysis

3.12.1 Reliability Analysis

To test reliability, a Cronbach coefficient alpha was used as it is the most general and appropriate method used for assessing the reliability for a measurement scale (Hayes 1998). The coefficient, which reflects homogeneity among a set of items, varies from 0 to 1. However, a good reliability should produce at least a coefficient value of 0.70 (Hair et al. 1995; Pallant 2001).

Table 3.3

*Alpha Reliability Coefficients of Composite Scales (N=100)*

<table>
<thead>
<tr>
<th>Variables</th>
<th>No. of items</th>
<th>Alpha Reliability Coefficients</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training</td>
<td>8</td>
<td>0.83</td>
</tr>
<tr>
<td>Training impact at work</td>
<td>12</td>
<td>0.80</td>
</tr>
<tr>
<td>Organizational Commitment</td>
<td>17</td>
<td>0.68</td>
</tr>
<tr>
<td>Compensation</td>
<td>13</td>
<td>0.91</td>
</tr>
<tr>
<td>Supervisor support</td>
<td>6</td>
<td>0.65</td>
</tr>
<tr>
<td>Career development</td>
<td>6</td>
<td>0.744</td>
</tr>
<tr>
<td>Work and life policies</td>
<td>4</td>
<td>0.67</td>
</tr>
<tr>
<td>Intent to leave</td>
<td>6</td>
<td>0.67</td>
</tr>
<tr>
<td>Retention</td>
<td>35</td>
<td>0.76</td>
</tr>
<tr>
<td>Task performance</td>
<td>6</td>
<td>0.769</td>
</tr>
<tr>
<td>Contextual performance</td>
<td>7</td>
<td>0.882</td>
</tr>
<tr>
<td>Employee performance</td>
<td>13</td>
<td>0.80</td>
</tr>
</tbody>
</table>
The table illustrates that Alpha Reliability Coefficients of all the study variables listed. The values of Reliability Coefficients of all the scales are in tolerable and acceptable range. The maximum value of Reliability Coefficient is for Compensation (0.91), whereas the minimum value is for supervisor support (0.65). The results are comparable and consistent with the published estimates for pre-existing scales.

### 3.12.2 Validity Analysis

Validity is concerned with whether the findings are really about what they appear to be about. Thus, validity is highly linked with the credibility of a research (Silverman, 1997). Content of this research was validated by determining the variables which have been defined and used previously in the literature (Churchill & Iacobucci 2004). In this study, the dimensions of variables were identified from the human resource and Organizational behavior literature. Subsequently, opinions from field experts were sought to provide relevant inputs adding to what have been identified from the literature. Further, three human resource management and three organizational behavior professors were requested to review instrument in a questionnaire format before it was sent out for pre-testing. Construct validity demonstrates the extent to which the constructs hypothetically relate to one another to measure a concept based on the theories underlying a research (Malhotra 1999; Parasuraman 1991; Zikmund 2000). Further, to achieve construct validity, the measurement should demonstrate convergent validity and discriminant validity. Convergent validity refers to the items purporting to measure the same construct correlates positively with one another (Malhotra 1999; Parasuraman 1991). On the other hand, the latter requires that an item does not correlate too highly
with other items of different constructs (Hair et al. 2003; Malhotra 1999). In this study, the correlation matrix and inter-construct correlation were analyzed for convergent and discriminant validity. The matrix shows that study meets the criterion and makes the instrument valid enough to be used in the main study.

3.13 Discussion

The rationale of the study is to evaluate and judge the instruments, in order to authenticate and validate the suitability and aptness of psychometric features and characteristics in local perspective. The attained reliability and validity of the research tool measuring the constructs of training, training impact at work, organizational commitment, compensation, supervisor support, career development, work and life policies, intent to leave, retention, task performance, contextual performance and employee performance for utilization in the main study. The pilot study was employed on the sample of (N=100) incorporating males (68 %) and females (32 %); employed in different segments of the service sector of Islamabad and Rawalpindi with the different age and the length of service categories.

All scales reliability and validity have been determined by inter-scale correlations and Alpha reliability coefficients. The correlation coefficients of all variables calculated in table 3 showed the expected direction of correlation. Training showed a significant positive relationship with the organizational commitment, compensation, supervisor support, career development, work and life policies, task performance, contextual performance and employee performance. Training only showed a negative relationship
with the intent to leave. Training impact at work showed a significant positive relationship with the organizational commitment, compensation, supervisor support, career development, work and life policies, task performance, contextual performance and employee performance. Training only showed a weak relationship with the intent to leave.

Results in table 2 show that Alpha reliability coefficient values of all scales are within acceptable ranges. Most of the instruments in the present study have been used in local context, after establishing the reliabilities and validities; including career development and work and life policies (Bashir & Ramay, 2008) organizational commitment (Bashir & Ramay, 2008).

Thus, from the outcomes of the pilot study and discussion, it is concluded that the scales are reliable and valid enough to adopt and utilize in the main study to be conducted in the Pakistani context.
MAIN STUDY

This section begins with the operationalization of the variables studied in the present research. This is followed by the issues relating to the sample plan, data collection technique, questionnaire design of the study, instrument of the measurement and the statistical techniques are used in the present research.

3.14 Operationalization of variables

Although the definitions of the terms are literally standard in the literature but for the present study the relevant variables are operationalized in the following way:

3.14.1 Training

Training are operationalized as a management practice to update and develop knowledge, skill, attitudinal changes to improve task performance (Palo & Padhi, 2003, Buckely & Caple, 1995) and a way to engage organizational commitment (Rainbird, 1994, Heyes & Stuart, 1996) to achieve competitive advantage (Schuler & MacMillan, 1984). Thus, training is conceptualized as a systematic process of skill, knowledge and organizational commitment development and to bring overall improvement in performing activity completion.
For the purpose of the present research Meyer and Smith’s three dimensions of training and development are included (Meyer and Smith, 2000)

Adequacy of training: the sufficiency of training provided by the organization

Training satisfaction: how satisfied an individual is with the training program offered by his respective organization.

Training as a map to move forward: perception of an employee to see training as a way for career development.

Another variable training impact at work as measured by Abbad (2000) is also included. Training impact at work: The long term influence on performing activities, motivation and attitude of task completion

3.14.2 Retention

Employee’s retention data is obtained using a retention factor measurement scale (RFMS) developed by Dockel (2003). Selected items are used /adopted from this scale i.e. compensation, job characteristics, career opportunities, superior support, work life policies (Dockel, 2003). The questionnaire is developed in the form of five point likert scale ranging from strongly disagree to strongly agree.
Work life policies

Many scholars and researchers conceptualize that work life policies consist of flexible timing, job sharing, flexible scheduling, leave policies for taking care of family matters and working conditions (Burke & Cooper, 2002).

Career opportunities

The career advancement will maximize commitment and minimize turnover (Johns, 2005). The career oriented practices by the organization have positive influence on commitment (Baruch, 2004).

Intent to leave

It refers to the intention of the employees to quit or depart from the organization. In other words, it is the intention of individuals to voluntarily resign and leave the organization (Mobley et al. 1979). Chen & Francesco (2000) conceptualized as when employees start to think about leaving/quitting their jobs. They like to consider other opportunities and search more actively.
Compensation

Compensation means reward, return and payment. Proper recognition, benefits and reward make employees job reliable and incarnate commitment (Zhang, 2000). The compensation offered due to attainment of training will make employees committed and retained.

Supervisor support

The supervisor support is very important during learning and in transferring skills and knowledge to the job.

3.14.3 Organization commitment

It is conceptualized as employee’s feelings of attachment, loyalty and identification with the employing organization (Meyer & Allen, 1997). This refers to an individual's attachment or link to the organization.

3.14.4 Performance

A well-trained workforce gives returns to employers in the form of higher productivity and better adaptability to technological change (Bishop, 1994; Bartel & Lichtenburg, 1987). That means employers can retain and raise productivity of their
employees through training Employee performance comprises of 13 items used to reveal the following attributes: (1) task performance and (2) contextual performance

3.15 Sampling plan

In outlining the sample, various issues need to be focused such as unit of analysis, population sampling procedures and sample size (Zikmunad, 2003). The study comprise and encompasses each of the above mentioned issue as follow:-

3.15.1 Sampling procedure

The non-probability convenience sampling design is used in this research.

Sample size. Now that the sampling method was determined, the next step involved determining the sample size of this study. The required sample size depends on factors such as the proposed data analysis techniques, financial and access to sampling frame (Malhotra 1999). As a general rule of thumb, at least 300 cases is deemed comfortable, 500 as very good and 1000 as excellent (Comrey & Lee 1992; Tabachnick & Fidell 2001), thus it was decided to target a total of 600 respondents from selected segment of service industry of Islamabad and Rawalpindi are chosen.
3.16 Data Collection Technique

Data has been gathered through self administered questionnaire designed to acquire employee’s perception relating to impact of training. Close-ended questions consisting of 5-point likert scale is used to obtain information about respondent’s degree of confirmation to explore and reveal the impact of training on organizational commitment, retention and employee performance.

3.17 Questionnaire Design

The survey instrument consists of 96 items among sections to cover background information of an employees training & development, retention, commitment and performance. Each item in the questionnaire is measured on a five point’s likert scale ranging from strongly disagree to strongly agree.

The finalized version (kindly refer to Appendix) of the questionnaire used for the study comprised of five sections and ninety-six questions.

Section 1 Demographic background consists of education completed, nature of employment means contractual or permanent, length of service in currently organization served, gender and age of the employee.

Section 2 Training scale consists of 8 items used to evaluate the following characteristics (1) adequacy of training, (2) training satisfaction and (3) training as a map to move forward. Another variable training impact at work is measured by training impact at work scale which comprises of 12-items.
Section 3 Employee retention comprises of 39 items which are used to highlight the following attributes: (1) compensation, (2) job characteristics, (3) supervisor support, (4) career opportunities and (5) work life policies (6) intent to leave.

Section 4 Organizational commitment involves 17 items used to unveil the following attributes: (1) normative commitment, (2) affective commitment and (3) continuance commitment

Section 5 Employee performance comprises of 13 items used to reveal the following attributes: (1) task performance and (2) contextual performance

3.18 Procedure

The respondent’s responses were gathered by a self-administered questionnaire. The questionnaire was in printed format with comprehensible instructions and details (see Appendix). A cover letter was prepared with necessary instructions, emphasizing the worth, significance and the rationale of the research, ensuring the confidentiality of responses of employees and the significance of participation of respondent. A total of 600 questionnaires were administered. However, a total of 400 valid questionnaires were returned therefore response rate is 66.67%.

3.19 Descriptive and Inferential Analyses

SPSS for Windows Version 14.0 is used as the main tool of data analysis. The data is inputted into the SPSS sheet, later coded and edited for analysis. In order to attain the specific research objectives, analysis are made on the sample characteristics of the
dependent and independent variables as well as the hypotheses generated by utilizing diverse statistical techniques including

- Mean, standard deviation
- Inter-item correlations
- Reliability test
- Descriptive statistics
- Correlation analysis
- Regression
- ANOVA
RESULTS AND DATA ANALYSIS

This chapter highlights the results of the empirical analysis performed in the current research. The chapter is arranged as descriptive statistics are presented first then reliability issues and then hypothesis testing related issues are discussed in the methodology chapter.

4.1 Descriptive Statistics

Descriptive statistics including frequency distribution, percentage with cumulative percentage, coefficients alphas and inter-corrrelations for all the variables included in the study are shown in the following tables.

Table 4.1

*Gender distribution of the Respondents (N = 400)*

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>317</td>
<td>79.3</td>
</tr>
<tr>
<td>Female</td>
<td>83</td>
<td>20.8</td>
</tr>
</tbody>
</table>

Table 4.1 shows the distribution of the participants, with 317 males (79%) and 83 females (21%).
Table 4.2

*Age distribution of the Respondents (N= 400)*

<table>
<thead>
<tr>
<th>Age</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-35</td>
<td>107</td>
<td>26.8</td>
</tr>
<tr>
<td>36-50</td>
<td>289</td>
<td>72.3</td>
</tr>
<tr>
<td>&gt; 50</td>
<td>4</td>
<td>1.0</td>
</tr>
</tbody>
</table>

Table 4.2 presents the distribution of respondents with respect to age. The table shows that 27 % of respondents were in the age group of 20-35, 72 % of respondents were in the age group of 36-50 and 1 % of respondents were in the age group of over 50 year age respectively. The largest percentage of respondents belongs to 36-50 age category. The lowest percentage of respondents belongs to over 50 year age category.
Table 4.3

*Distribution of the Respondents with respect to Education (N= 400)*

<table>
<thead>
<tr>
<th>Education</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelors</td>
<td>93</td>
<td>23.3</td>
</tr>
<tr>
<td>Masters</td>
<td>265</td>
<td>66.3</td>
</tr>
<tr>
<td>PhD</td>
<td>42</td>
<td>10.5</td>
</tr>
</tbody>
</table>

Table 4.3 shows the distribution of respondents with respect to educational qualification. The table shows that 23.3% of respondents have bachelor’s degree, 66% of respondents have Masters degree and 11% of respondents have doctorate degree respectively. The largest percentage of respondents has Masters degree. The lowest percentage of respondents has doctorate degree.
Table 4.4

*Distribution of the Respondents with respect to Length Of Service (N= 400)*

<table>
<thead>
<tr>
<th>Experience</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>01-05</td>
<td>282</td>
<td>70.5</td>
</tr>
<tr>
<td>06-10</td>
<td>76</td>
<td>19.0</td>
</tr>
<tr>
<td>&gt; 10</td>
<td>42</td>
<td>10.5</td>
</tr>
</tbody>
</table>

Table 4.4 shows the distribution with respect to length of experience. The table 4.4 shows that 71 % (282) of the respondents belong to 01-5 years of experience group, 19 % (76) belong to 06-10 years group and 10.5 % (42) belong to over 10 years experience group respectively. The largest percentage of respondents belongs to 01-05 years experience category / group. The lowest percentage of respondents belongs to over 10 years experience category / group.
Table 4.5

*Distribution of the Respondents with respect to Nature Of Employment (N= 400)*

<table>
<thead>
<tr>
<th>Nature Of Employment</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contractual</td>
<td>100</td>
<td>25.0</td>
</tr>
<tr>
<td>Permanent</td>
<td>300</td>
<td>75.0</td>
</tr>
</tbody>
</table>

Table 4.5 shows the distribution with respect to length of experience. It is evident from that 75 % (300) belong to permanent category and 25 % (100) belong to contractual category of respondents. The largest percentage of respondents belongs to permanent category. The lowest percentages of respondents belong to contractual category.
Table 4.6

*Correlation matrix of study variables (N=400)*

<table>
<thead>
<tr>
<th></th>
<th>I</th>
<th>II</th>
<th>III</th>
<th>IV</th>
<th>V</th>
<th>VI</th>
<th>VII</th>
<th>VIII</th>
<th>IX</th>
<th>X</th>
<th>XI</th>
</tr>
</thead>
<tbody>
<tr>
<td>I  -</td>
<td>Training</td>
<td>—</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>II -</td>
<td>Training impact at work</td>
<td>0.52</td>
<td>—</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>III -</td>
<td>Organizational commitment</td>
<td>0.38</td>
<td>0.149</td>
<td>—</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IV -</td>
<td>Compensation</td>
<td>0.448</td>
<td>0.32</td>
<td>0.328</td>
<td>—</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>V -</td>
<td>Supervisor support</td>
<td>0.464</td>
<td>0.33</td>
<td>0.437</td>
<td>0.422</td>
<td>—</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VI -</td>
<td>Career development</td>
<td>0.427</td>
<td>0.40</td>
<td>0.374</td>
<td>0.488</td>
<td>0.655</td>
<td>—</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VII -</td>
<td>Work and life polices</td>
<td>0.211</td>
<td>0.21</td>
<td>0.138</td>
<td>-0.016</td>
<td>-0.094</td>
<td>-0.019</td>
<td>—</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VIII-</td>
<td>Intent to leave</td>
<td>-0.007</td>
<td>0.12</td>
<td>0.134</td>
<td>-0.15</td>
<td>-0.073</td>
<td>0.023</td>
<td>0.023</td>
<td>—</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IX -</td>
<td>Task performance</td>
<td>0.136</td>
<td>0.30</td>
<td>0.091</td>
<td>-0.136</td>
<td>-0.029</td>
<td>-0.077</td>
<td>0.223</td>
<td>0.128</td>
<td>—</td>
<td></td>
</tr>
<tr>
<td>X -</td>
<td>Contextual performance</td>
<td>0.126</td>
<td>0.301</td>
<td>0.134</td>
<td>0.201</td>
<td>0.147</td>
<td>0.298</td>
<td>0.298</td>
<td>0.034</td>
<td>0.183</td>
<td>—</td>
</tr>
<tr>
<td>XI -</td>
<td>Employee performance</td>
<td>0.166</td>
<td>0.37</td>
<td>0.061</td>
<td>0.321</td>
<td>0.102</td>
<td>0.197</td>
<td>0.197</td>
<td>0.089</td>
<td>0.632</td>
<td>0.283</td>
</tr>
</tbody>
</table>

Correlation is significant at the 0.05 level (2-tailed).
Correlation is significant at the 0.01 level (2-tailed).
The correlation matrix in Table 4.6 displays correlation coefficient between the variables measured by adopting multiple-item scales. A coefficient is considered significant if the p value is less than 0.05. There is a significant correlation between the independent and dependent variables as mentioned in the table 5.6. All the correlations coefficients are below 0.90. Bryman & Cramer (1997) proposed that “the Pearson’s r between each pair of independent variables should not exceed 0.80; otherwise the independent variables that show a relationship at or in excess of 0.80 may be suggesting of exhibiting multicollinearity”.

The inter scale correlation matrix table 4.6 shows that the training have high correlation with compensation (r = .45, p< .05), supervisor support (r = .47, p<.05) and career development (r = .497, p<.05). Training and development have shown negative correlation with intent to leave (r = -.007, p<.05).

The correlation matrix reveals the fact that training impact at work has a significant and positive correlation with career development (r = .41, p<.05), supervisor support (r=.33, p<.05), compensation (r=.32, p<.05), task performance (r=.38, p<.05), contextual performance (r=.30, p<.05), employee performance (r=.37, p<.05), work life policies (r=.25, p<.05) and organizational commitment (r=.49, p<.05).

Hence there is no issue regarding collinearity and multi-collinearity in the present research (Hair et al., 1998; Gottschalk, 1998). Our results reflect that the dependent variable—employee’s compensation was highly correlated with the training coefficient of 0.448. This reflects that compensation is a dominant retention dimension. Our findings show that respondents who reflect positively on training expected positive reactions.
regarding compensation from the organizations. Thus, like to stay and remain in the organization.

4.2 Reliability Analysis Issues

The scales adopted in this study are based on validated instruments. Alpha coefficients are calculated to know and judge the internal consistency of the scales adopted including training, training impact at work, organizational commitment, compensation, supervisor support, career development, work and life policies, intent to leave, task performance and contextual performance.

All the reliability estimates for the variables included in this study are presented in the forthcoming table.
Table 4.7

*Alpha Reliability Coefficients of Composite Scales (N=400)*

<table>
<thead>
<tr>
<th>Variables</th>
<th>No. of item</th>
<th>Alpha Reliability Coefficients</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training</td>
<td>8</td>
<td>0.833</td>
</tr>
<tr>
<td>Training impact at work</td>
<td>12</td>
<td>0.85</td>
</tr>
<tr>
<td>Organizational Commitment</td>
<td>17</td>
<td>0.78</td>
</tr>
<tr>
<td>Compensation</td>
<td>13</td>
<td>0.92</td>
</tr>
<tr>
<td>Supervisor support</td>
<td>6</td>
<td>0.65</td>
</tr>
<tr>
<td>Career development</td>
<td>6</td>
<td>0.764</td>
</tr>
<tr>
<td>Work life policies</td>
<td>4</td>
<td>0.762</td>
</tr>
<tr>
<td>Intent to leave</td>
<td>6</td>
<td>0.81</td>
</tr>
<tr>
<td>Retention</td>
<td>35</td>
<td>0.76</td>
</tr>
<tr>
<td>Task performance</td>
<td>6</td>
<td>0.802</td>
</tr>
<tr>
<td>Contextual performance</td>
<td>7</td>
<td>0.88</td>
</tr>
<tr>
<td>Employee performance</td>
<td>13</td>
<td>0.80</td>
</tr>
</tbody>
</table>

The above table illustrates that Alpha Reliability Coefficients of all the study variables are mentioned. The values of Reliability Coefficients of all the scales are in tolerable and acceptable range. The maximum value of Reliability Coefficient is for Compensation (0.91), whereas, the minimum value is for supervisor support (0.65). The results are comparable and consistent with the published estimates for pre-existing scales.
Training

The training scale was measured using an 8-item set. The overall Cronbach’s alpha coefficient for training was estimated by Meyer & Smith (2000) as 0.91. Training impact at work/or on performance is measured by training impact at work scale used by Abbad (1999). The Cronbach’s alpha coefficient for this instrument estimated by Abbad was originated to be 0.848. The alpha coefficient for training and training impact at work in the present study is 0.833 and 0.85 respectively.

Organization commitment

Meyer & Allen’s (1990) instrument is used in this research. Organization commitment questionnaire is measured three dimensions of commitment (Meyer et al., 1993) i.e. affective, normative and continuance. To measure affective commitment, continuance commitment and normative commitment five points likert scale is used ranging from strongly disagree to strongly agree. The Cronbach’s alpha coefficient for normative, affective and continuance commitment in present study is obtained as 0.65, 0.69 and 0.67 respectively. The overall alpha coefficient is found 0.78.

Employee’s retention

Employees retention data is obtained using a retention factor measurement scale (RFMS) developed by Dockel (2003), selected items are used /adopted from this scale i.e.
compensation, job characteristics, career opportunities, superior support, work life policies (Dockel, 2003). The questionnaire is developed in the form of five point likert scale ranging from strongly disagree to strongly agree.

**Compensation**

To measure compensation 13 items are utilized/ used from pay satisfaction questionnaire (Henemen & Schwab, 1985). The scale was developed using a five point ranging from strongly disagree to strongly agree to assess the dimensions of satisfaction with pay i.e. level, raises, administration, benefits. The reliability of these dimensions is high (Henemen & Schwab, 1985) and validity is also proved by several studies (Scarpello et al., 1998). The Cronbach’ alpha coefficient is reported as 0.90 by Dockel et.al., (2006). But in the present study it is calculated as 0.92

**Career opportunities**

Four items are used to measure the career opportunities from validated instrument of Lancler & Hammers (1986). The scale consists of five point likert ranging from strongly disagree to strongly agree. The internal reliability of this scale reported as 0.76 by Dockel et.al., (2006). The Cronbach’ alpha coefficient 0.764 is obtained in the present research.
Work life policies

Four items based on a scale developed by Pare et.al’s (2001). Ranging from strongly disagree to strongly agree. The internal reliability of this scale is reported as 0.87 by Dockel et.al., (2006) and 0.87 by Pare et.al’s (2001). The Cronbach’ alpha coefficient 0.762 is reported in the current study.

Intention to quit/leave

To measure intent to quit /leave, this study used 6- items scale measured on five point likert scale ranging from strongly disagree to strongly agree. The items are selected from Chatman’s (1991) intent to leave scale & Gramrose Portwood’s (1987) search for external alternatives scales. The Cronbach’ alpha coefficient 0.81 is obtained in this study.

Performance

The instrument is measured in two dimension of performance (Motodiwloo,1979) i.e. task and contextual performance. To measure task performance this research uses 7 items scale measured on five points likert scale ranging from strongly disagree to strongly agree. The five items are selected from the William & Anderson (1991) and rests of the two are selected from the task performance scale of Tusi, Pearce, Porter & Tripoli (1997). The Cronbach’ alpha coefficient for normative,
affective and continuance commitment was found to be 0.65, 0.69 and 0.67 respectively. To measure contextual performance this research uses 7 items scale measured on five points likert scale ranging from strongly disagree to strongly agree. The 4 items are selected from the interpersonal facilitation scale of Van Scotter & Motowidlo (1996) and rests are selected from the organizational citizenship behavior scale of Tusi, Pearce, Porter & Tripoli (1997). The Cronbach’ coefficient alphas of task performance and contextual performance 0.802 and 0.88 respectively are obtained in this study.
4.3 Results of Hypothesis

In this section we want to find out the hypothesized relationship among variables. To examine the impact of training on organizational commitment, retention and performance, regression analyses are conducted. Simple regression analysis is used to test the hypothesis 1 to 20 (regarding training), 21 to 26 (regarding commitment) and 27 to 28 concerning the mediating role of organizational commitment and retention. Then summarizing the affect of training on commitment, retention and performance. Lastly, the mediating role of organizational commitment and retention in enhancing the impact of training on employee performance will be discussed.

Table 4.8

Regression analysis for training for employee contextual performance (N=400)

<table>
<thead>
<tr>
<th></th>
<th>B</th>
<th>SE</th>
<th>β</th>
<th>t-value</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constant</td>
<td>1.551</td>
<td>.129</td>
<td>.143</td>
<td>10.82</td>
<td>.000</td>
</tr>
<tr>
<td>Training</td>
<td>.129</td>
<td>.051</td>
<td>.126</td>
<td>2.538</td>
<td>.012</td>
</tr>
</tbody>
</table>

R square = .016

Adjusted R square = .013

F= 6.443 ,df=1,398 ,p<.05

There is significant relationship between training and development practices and employee contextual performance in service sector of Pakistan. The results from linear
regression analysis reveal that training practices are significantly related with the contextual performance (F=6.443,  R square=1.6 %, p<.05).

The p value for beta coefficient of training and development is 0.012 . The p value is significant at 5% level of significance this means beta,0.126, is statistically significant and it is significantly different form zero. This also means that there is positive significant relationship between training and employee contextual performance.

R² gives the proportion of variance in the dependent variable accounted for by the independent variable. Here, R² is 0.016. This implies not a very good model as independent variable explains only 1.6% of variance in dependent variable and therefore is not a good model fit. However, overall model / relationship is significant as shown by value of F i.e. F= 6.443 at v₁= 1 and v₂= 398 degree of freedom. The calculated value of F =6.443 is greater than table value of F= 3.84. This indicates overall significant relationship. This is also confirmed by the fact that calculated F (= 6.443) value is significant at 5% level of significance. So, it is concluded that role of training in employee’s contextual performance is positive and real.
Table 4.9

*Regression analysis for training and employee task performance (N=400)*

<table>
<thead>
<tr>
<th></th>
<th>$B$</th>
<th>$SE$</th>
<th>$\beta$</th>
<th>$t$-value</th>
<th>$p$-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constant</td>
<td>1.644</td>
<td>.124</td>
<td>-----</td>
<td>13.2612</td>
<td>.000</td>
</tr>
<tr>
<td>Training</td>
<td>.120</td>
<td>.044</td>
<td>.146</td>
<td>2.732</td>
<td>.007</td>
</tr>
</tbody>
</table>

R square = .018

Adjusted R square= .016

F= 7.463, df=1,398, p<.05

The result in the table 5.9 reported that there is significant relationship between training practices and employee task performance in service sector of Pakistan. This hypothesis receives full support because results from linear regression analysis reveal that training practices are significantly related with the task performance ($F=7.463$, $R^2=1.8\%$, $p<.05$).

The $p$ value for beta coefficient of training is 0.007 .The $p$ value is significant at 5% level of significance. This means beta, 0.146, is statistically significant and it is significantly different from zero. This also means that there is positive significant relationship between training and employee task performance.

$R^2$ gives the proportion of variance in the dependent variable accounted for by the independent variable. Here $R^2$ is 0.018. This implies not a very good model as independent variable explains only 1.8 % of variance in dependent variable and therefore is not a good model fit. However, overall model / relationship is significant as shown by
the value of F i.e. F= 7.463 at V₁= 1 and V₂= 398 degree of freedom. The calculated value of F = 7.463 is greater than table value of F= 3.84. This indicates overall significant relationship. This is also confirmed by the fact that calculated F (= 7.463) value is significant at 5% level of significance. So, it is concluded that role of training and employee’s task performance is positive and real.

Table 4.10

*Regression analysis for training and employee performance (N=400)*

<table>
<thead>
<tr>
<th></th>
<th>B</th>
<th>SE</th>
<th>β</th>
<th>t-value</th>
<th>p- value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constant</td>
<td>1.590</td>
<td>.105</td>
<td>-----</td>
<td>15.078</td>
<td>.000</td>
</tr>
<tr>
<td>Training</td>
<td>.126</td>
<td>.037</td>
<td>.166</td>
<td>3.352</td>
<td>.001</td>
</tr>
</tbody>
</table>

R square = .027

Adjusted R square = .025

F= 11.233 ,df=1,398 ,p<.05

There is significant relationship between training practices and employee performance in service sector of Pakistan showed in the above table 4.10. This hypothesis receives full support because results from linear regression analysis reveal that training practices are significantly related with the employee performance (F=11.233, R²=2.7%, p<.05). The p value for beta coefficient of training and is 0.001. The p value is significant at 5% level of significance. This means beta, 0.166, is statistically significant and it is
significantly different from zero. This also means that there is positive significant relationship between training and employee performance.

$R^2$ gives the proportion of variance in the dependent variable accounted for by the independent variable. Here, $R^2$ is 0.027. This implies not a very good model as independent variable explains only 2.7% of variance in dependent variable and therefore is not a good model fit. However, overall model / relationship is significant as shown by value of $F$ i.e. $F= 11.233$ at $V_1= 1$ and $V_2= 398$ degree of freedom. The calculated value of $F =11.233$ is greater than table value of $F= 3.84$. This indicates overall significant relationship. This is also confirmed by the fact that calculated $F (= 11.233)$ value is significant at 5% level of significance. So, it is concluded that role of training and employee’s performance is positive and real.
Table 4.11

Regression analysis for training and employee commitment

<table>
<thead>
<tr>
<th></th>
<th>$B$</th>
<th>SE</th>
<th>$\beta$</th>
<th>$t$-value</th>
<th>$p$-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constant</td>
<td>2.140</td>
<td>.081</td>
<td>-----</td>
<td>26.298</td>
<td>.000</td>
</tr>
<tr>
<td>Training</td>
<td>.241</td>
<td>.029</td>
<td>.386</td>
<td>8.343</td>
<td>.001</td>
</tr>
</tbody>
</table>

R square = 0.149

Adjusted R square=.147

F= 69.599, df=1,398 ,p<.05

Hypothesis 4 states that there is significant relationship between training practices and employee commitment in service sector of Pakistan. This hypothesis received full support because results form linear regression analysis reveal that training practices are significantly related with the commitment ($F=69.599$, R square=14.9 %, $p<.05$). The $p$ value for beta coefficient of training is 0.001 .The $p$ value is significant at 5% level of significance. This means beta, 0.386, is statistically significant and it is significantly different form zero. This also means that there is positive significant relationship between training and development and employee commitment.

$R^2$ gives the proportion of variance in the dependent variable accounted for by the independent variable. Here, $R^2$ is 0.149. This implies not a very good model as independent variable explains only 14.9 % of variance in dependent variable and therefore, is not a good model fit. However, overall model / relationship is significant as shown by value of $F$ i.e. $F= 69.599$ at $V_1= 1$ and $V_2= 398$ degree of freedom. The
calculated value of $F = 69.599$ is greater than table value of $F = 3.84$. This indicates overall significant relationship. This is also confirmed by the fact that calculated $F (=69.599)$ value is significant at 5% level of significance. So, it is shown that role of training and development in employee’s commitment is positive and real.

**Table 4.12**

*Regression analysis for training for compensation*

<table>
<thead>
<tr>
<th></th>
<th>$B$</th>
<th>$SE$</th>
<th>$\beta$</th>
<th>$t$-value</th>
<th>$p$-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constant</td>
<td>1.598</td>
<td>.159</td>
<td>-----</td>
<td>10.051</td>
<td>.000</td>
</tr>
<tr>
<td>Training</td>
<td>.564</td>
<td>.056</td>
<td>.448</td>
<td>9.983</td>
<td>.000</td>
</tr>
</tbody>
</table>

R square = .200

Adjusted R square=.198

F= 99.670 , $df=1,398$ , $p<.05$

Hypothesis 5 receives full support because results from linear regression analysis reveal that training practices are significantly related with the compensation. ($F=99.67$, $R^2=20 \%$, $p<.05$). The $p$ value for beta coefficient of training is 0.000. The $p$ value is significant at 5% level of significance. This means beta, 0.448, is statistically significant and it is significantly different from zero. This also means that there is positive significant relationship between training and employee’s compensation.

$R^2$ gives the proportion of variance in the dependent variable accounted for by the independent variable. Here, $R^2$ is 0.200. This implies not a very good model as
independent variable explains only 20% of variance in dependent variable and therefore, is not a good model fit. However, overall model/relationship is significant as shown by value of $F$ i.e. $F = 99.670$ at $V_1 = 1$ and $V_2 = 398$ degree of freedom. The calculated value of $F = 99.670$ is greater than table value of $F = 3.84$. This indicates overall significant relationship. This is also confirmed by the fact that calculated $F = 99.670$ value is significant at 5% level of significance. So, we can say that role of training in employee’s compensation is positive and real.

**Table 4.13**

*Regression analysis for training for employee work and life policies*

<table>
<thead>
<tr>
<th></th>
<th>$B$</th>
<th>$SE$</th>
<th>$\beta$</th>
<th>$t$-value</th>
<th>$p$-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constant</td>
<td>1.598</td>
<td>.159</td>
<td>-----</td>
<td>10.051</td>
<td>.000</td>
</tr>
<tr>
<td>Training</td>
<td>.564</td>
<td>.056</td>
<td>.448</td>
<td>9.983</td>
<td>.000</td>
</tr>
</tbody>
</table>

R square = .200

Adjusted R square = .198

$F = 99.670, df = 1,398 ,p<.05$

Hypothesis 6 states that there is significant relationship between training practices and employee’s work and life policies. This hypothesis receives full support because results from linear regression analysis reveal that training practices are significantly related with the employee’s work and life policies. ($F = 99.670, \ R \ square = 20\%, p<.05$). The $p$ value for beta coefficient of training is 0.000. The $p$ value is significant.
at 5% level of significance. This means beta, 0.448, is statistically significant and it is significantly different from zero. This also means that there is positive significant relationship between training and development and work life policies.

R² gives the proportion of variance in the dependent variable accounted for by the independent variable. Here, R² is 0.200. This implies not a very good model as independent variable explains only 20% of variance in dependent variable and therefore is not a good model fit. However, overall model / relationship is significant as shown by value of F i.e. F = 99.670 at V₁ = 1 and V₂ = 398 degree of freedom. The calculated value of F = 99.670 is greater than table value of F = 3.84. This indicates overall significant relationship. This is also confirmed by the fact that calculated F (≈ 99.670) value is significant at 5% level of significance. So we can conclude that role of training in employee’s work life policies is positive and real.
Table 4.14

Regression analysis for training for employee intention to leave

<table>
<thead>
<tr>
<th></th>
<th>B</th>
<th>SE</th>
<th>β</th>
<th>t-value</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constant</td>
<td>2.658</td>
<td>.146</td>
<td>-----</td>
<td>18.395</td>
<td>.000</td>
</tr>
<tr>
<td>Training</td>
<td>-.008</td>
<td>.052</td>
<td>-.007</td>
<td>-.149</td>
<td>.882</td>
</tr>
</tbody>
</table>

R square = .000

Adjusted R square=- -.002

F= .022 ,df=1,398 ,p>.05

There is significant relationship between training practices and employee’s intention to leave. This hypothesis doesn’t receive full support because result form linear regression analysis reveals that training practices are not significantly related with the intent to leave (F=.022, R square= 0%,p>.05). The p value 0.882 is greater than 0.05 indicating that beta is not significant and it is not different form zero. This also means that there is negatively insignificant relationship between training and employee intention to leave. Thus more training an employee gets less likely he will leave. The sign of B as well as β are according to theory and our expectations i.e. negative. However, the relationship doesn’t seem to be very strong. This can also be seen by the value of p (0.882) which is greater than 0.05, indicating that the estimated β is statistically not significant and therefore not different from zero. This implies that there is no significant relationship between training and employee intention to leave.
R square is zero and adjusted R square is even negative. As R square shows the variance in dependent variable being explained by the independent variable. In our case independent variable doesn’t explain any variance in the dependent variable. Therefore, not a very good fit. Similarly overall model / relationship is also not significant as shown by the value of $F = 0.022$ with $V_1 = 1$ and $V_2 = 398$ degree of freedom. The calculated value of $F = 0.022$ is smaller than the table value of $F = 3.84$. This indicates the overall insignificant relationship. So we concluded that there is no relationship between the variables.

**Table 4.15**

*Regression analysis for training for supervisor support*

<table>
<thead>
<tr>
<th></th>
<th>$B$</th>
<th>$SE$</th>
<th>$\beta$</th>
<th>$t$-value</th>
<th>$p$-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constant</td>
<td>1.812</td>
<td>.108</td>
<td>-----</td>
<td>13.710</td>
<td>.000</td>
</tr>
<tr>
<td>Training</td>
<td>.403</td>
<td>.039</td>
<td>.464</td>
<td>10.499</td>
<td>.000</td>
</tr>
</tbody>
</table>

R square = .215

Adjusted R square = -.213

$F = 109.187, df = 1, 398, p < .05$

Hypothesis 8 states that there is significant relationship between training practices and supervisor support. This hypothesis receives full support because results form linear regression analysis reveal that training practices are significantly related with the supervisor support ($F = 109.187$, R square = 21.5%, $p < .05$). The $p$ value for beta coefficient
of training is 0.000. The p value is significant at 5% level of significance. This means beta, 0.464, is statistically significant and it is significantly different from zero. This also means that there is positive significant relationship between training and supervisor support for the employee.

$R^2$ gives the proportion of variance in the dependent variable accounted for by the independent variable. Here, $R^2$ is 0.215. This implies not a very good model as independent variable explains only 21.5% of variance in dependent variable and therefore, is not a good model fit. However, overall model / relationship is significant as shown by value of F i.e. $F = 109.187$ at $V_1 = 1$ and $V_2 = 398$ degree of freedom. The calculated value of $F = 109.187$ is greater than table value of $F = 3.84$. This indicates overall significant relationship this is also confirmed by the fact that calculated $F (= 109.187)$ value is significant (Sig=0.000) at 5% level of significance. So, it is concluded that role of training in supervisor support for the employees is positive and real.
The consequence in the table 5.16 asserts that there is significant relationship between training practices and employee’s retention. This hypothesis receives full support because results form linear regression analysis reveal that training practices are significantly related with the employee’s retention (F=127.134, R²=24.2%, p<.05). The p value for beta coefficient of training is 0.000. The p value is significant at 5% level of significance. This means beta, .492, is statistically significant and it is significantly different from zero. This also means that there is positive significant relationship between training and development and employee retention.

R² gives the proportion of variance in the dependent variable accounted for by the independent variable. Here, R² is 0.242. This implies not a very good model as independent variable explains only 24.2% of variance in dependent variable and therefore, is not a good model fit. However, overall model / relationship is significant as shown by value of F i.e. F= 127.134 at V₁= 1 and V₂= 398 degree of freedom. The

<table>
<thead>
<tr>
<th></th>
<th>B</th>
<th>SE</th>
<th>β</th>
<th>t-value</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constant</td>
<td>1.964</td>
<td>0.080</td>
<td>-----</td>
<td>24.486</td>
<td>.000</td>
</tr>
<tr>
<td>Training</td>
<td>0.321</td>
<td>0.028</td>
<td>0.492</td>
<td>11.275</td>
<td>.000</td>
</tr>
</tbody>
</table>

R² = 0.242

Adjusted R² = 0.240

F = 127.134, df=1,398, p<.05
calculated value of $F = 127.134$ is greater than table value of $F = 3.84$. This indicates overall significant relationship. This is also confirmed by the fact that calculated $F (= 127.134)$ value is significant (Sig=0.000) at 5% level of significance. So, it is concluded that role of training in employee’s retention is positive and real.

**Table 4.17**

*Regression analysis for training for employee’s career development*

<table>
<thead>
<tr>
<th></th>
<th>$B$</th>
<th>$SE$</th>
<th>$\beta$</th>
<th>$t$-value</th>
<th>$p$-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constant</td>
<td>2.204</td>
<td>.128</td>
<td>--------</td>
<td>17.158</td>
<td>.000</td>
</tr>
<tr>
<td>Training</td>
<td>.201</td>
<td>.046</td>
<td>.216</td>
<td>4.408</td>
<td>.000</td>
</tr>
</tbody>
</table>

$R$ square = .047

Adjusted $R$ square= -.044

F= 19.426,df=1,398 , $p$<.05

Hypothesis 10 states that there is significant relationship between training practices and employee’s career development. This hypothesis receives full support because results form linear regression analysis reveal that training practices are significantly related with the employee’s career development ($F=19.426$, $R$ square=4.7%, $p$<.05). The $p$ value for beta coefficient of training is 0.001. The $p$ value is significant at 5% level of significance. This means beta, 0.216, is statistically significant and it is significantly different from zero. This also means that there is positive significant relationship between training and employee’s career development.
R² gives the proportion of variance in the dependent variable accounted for by the independent variable. Here, R² is 0.047. This implies not a very good model as independent variable explains only 4.7% of variance in dependent variable and therefore, is not a good model fit. However, overall model/relationship is significant as shown by value of F, i.e., F = 19.426 at \( V_1 = 1 \) and \( V_2 = 398 \) degree of freedom. The calculated value of F = 19.426 is greater than table value of F = 3.84. This indicates overall significant relationship. This is also confirmed by the fact that calculated F (= 19.426) value is significant (Sig = 0.000) at 5% level of significance. So, it is concluded that role of training in employee’s career development is positive and real.
Table 4.18

Regression analysis for training impact at work and contextual performance

<table>
<thead>
<tr>
<th></th>
<th>B</th>
<th>SE</th>
<th>β</th>
<th>t-value</th>
<th>p- value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constant</td>
<td>1.519</td>
<td>.133</td>
<td>----</td>
<td>11.378</td>
<td>.000</td>
</tr>
<tr>
<td>Training</td>
<td>.446</td>
<td>.047</td>
<td>.427</td>
<td>9.410</td>
<td>.000</td>
</tr>
</tbody>
</table>

R square = .182

Adjusted R square= -.180

F= 88.542, df=1,398 , p<.05

Hypothesis 11 receives full support because results form linear regression analysis reveal that training impact at work are significantly related with the employee’s contextual performance (F=88.542, R square=18.2%, p<.05). The p value for beta coefficient training impact at work is 0.001. The p value is significant at 5% level of significance. This means beta, 0.427, is statistically significant and it is significantly different from zero. This also means that there is positive significant relationship between training impact at work and employee’s contextual performance.

R² gives the proportion of variance in the dependent variable accounted for by the independent variable. Here, R² is 0.182. This implies not a very good model as independent variable explains only 18.2 % of variance in dependent variable and therefore, is not a good model fit. However, overall model / relationship is significant as shown by value of F i.e. F= 88.542 at V₁= 1 and V₂= 398 degree of freedom. The calculated value of F=88.542 is greater than table value of F= 3.84 .This indicates overall
significant relationship. This is also confirmed by the fact that calculated F (= 88.542) value is significant (Sig=0.000) at 5% level of significance. So, it is concluded that role of training impact at work and employee’s contextual performance is positive and real.

Table 4.19

Regression analysis for training impact at work for employee task performance

<table>
<thead>
<tr>
<th></th>
<th>B</th>
<th>SE</th>
<th>β</th>
<th>t-value</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constant</td>
<td>1.268</td>
<td>.126</td>
<td>-----</td>
<td>10.100</td>
<td>.000</td>
</tr>
<tr>
<td>Training Impact At Work</td>
<td>.301</td>
<td>.052</td>
<td>.277</td>
<td>5.760</td>
<td>.000</td>
</tr>
</tbody>
</table>

R square = .077
Adjusted R square=.075
F= 33.176,df=1,398 ,p<.05

Hypothesis 12 states that there is significant relationship between training impact at work and employee’s task performance. This hypothesis receives full support because results form linear regression analysis reveal that training practices are significantly related with the employee’s task performance (F=33.176, R square=7.7%,p<.05). The p value for beta coefficient of training is 0.000. The p value is significant at 5% level of significance. This means beta, .277, is statistically significant and it is significantly different form zero. This also means that there is positive significant relationship between training impact at work and employee’s task performance.
R\(^2\) gives the proportion of variance in the dependent variable accounted for by the independent variable. Here, R\(^2\) is 0.077. This implies not a very good model as independent variable explains only 7.7% of variance in dependent variable and therefore, is not a good model fit. However, overall model / relationship is significant as shown by value of F i.e. F= 33.176 at V\(_1\)= 1 and V\(_2\)= 398 degree of freedom. The calculated value of F =33.176 is greater than table value of F= 3.84. This indicates overall significant relationship. This is also confirmed by the fact that calculated F (= 33.176) value is significant (Sig=0.000) at 5% level of significance. So, it is concluded that role of training impact at work in employees task performance is positive and real.

**Table 4.20**

*Regression analysis for training impact at work for employee performance*

<table>
<thead>
<tr>
<th></th>
<th>B</th>
<th>SE</th>
<th>(\beta)</th>
<th>t-value</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constant</td>
<td>1.021</td>
<td>.144</td>
<td>-----</td>
<td>7.097</td>
<td>.000</td>
</tr>
<tr>
<td>Training Impact At Work</td>
<td>.377</td>
<td>.60</td>
<td>.301</td>
<td>6.291</td>
<td>.000</td>
</tr>
</tbody>
</table>

R square = .090

Adjusted R square=- .088

F= 39.574,df=1,398 ,p<.05

Hypothesis 13 stated as there is significant relationship between training impact at work and employee’s performance. This hypothesis received full support because results form linear regression analysis reveal that training impact at work are significantly
related with the employee’s performance (F=39.574, R square=9%, p<.05). The p value for beta coefficient of training is 0.000. The p value is significant at 5% level of significance. This means beta, .301, is statistically significant and it is significantly different from zero. This also means that there is positive significant relationship between training impact at work and employee’s performance.

R² gives the proportion of variance in the dependent variable accounted for by the independent variable. Here, R² is 0.090. This implies not a very good model as independent variable explains only 9% of variance in dependent variable and therefore, is not a good model fit. However, overall model / relationship is significant as shown by value of F i.e. F= 39.574 at V₁= 1 and V₂= 398 degree of freedom. The calculated value of F = 39.574 is greater than table value of F = 3.84. This indicates overall significant relationship. This is also confirmed by the fact that calculated F (= 39.574) value is significant (Sig=0.000) at 5% level of significance. So, it is concluded that role of training impact at work in employees’ performance is positive and real.
Hypothesis 14 states that there is insignificant relationship between training impact at work and employee’s intention to leave. This means that more training an employee gets, less likely he will leave. In other words there is negative relationship between two variables. The signs of B and beta are according to theory and our expectations. Even with the positive signs, training impact at work is not significantly related with the employee’s intention to leave. (F=1.42, R square=4%, p>.05). Overall, the R square value suggests that training impact at work contributes 4% of the variance in the employee’s intention to leave. The p value for beta coefficient of training impact at work is 0.234. The p value is not significant at 5% level of significance. This means beta is insignificant and it is not different from zero. This also means that statistically there is no relationship between training and employee intent to leave.
R square gives the proportion of variance in the dependent variable accounted for by the independent variable. Here R square is 0.004. This implies that independent variable does not explain much variance in the dependent variable. This is also confirmed by the low value of F (F = 1.42) and that overall model is insignificant. So it is concluded that role of training impact at work in employees intent to leave is insignificant. In other words, there is no relationship between two variables.

**Table 4.22**

*Regression analysis for training impact at work for employee compensation*

<table>
<thead>
<tr>
<th></th>
<th>B</th>
<th>SE</th>
<th>β</th>
<th>t-value</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constant</td>
<td>1.984</td>
<td>.176</td>
<td>-----</td>
<td>11.290</td>
<td>.000</td>
</tr>
<tr>
<td>Training Impact At Work</td>
<td>.494</td>
<td>.73</td>
<td>.321</td>
<td>6.762</td>
<td>.000</td>
</tr>
</tbody>
</table>

R square = .103

Adjusted R square= .101

F= 45.731, df=1,398, p<.05

The above estimation reveals that there is significant relationship between training impact at work and employee’s compensation. This hypothesis received full support because results from linear regression analysis reveal that training impact at work are significantly related with the employee’s compensation.\( F=45.73, \ R\ square=10.3\%, p<.05 \). The p value for beta coefficient of training is 0.000. The p value is significant at 5% level of significance. This means beta, .321, is statistically significant.
and it is significantly different from zero. This also means that there is positive significant relationship between training impact at work and employee’s compensation.

$R^2$ gives the proportion of variance in the dependent variable accounted for by the independent variable. Here, $R^2$ is 0.103. This implies not a very good model as independent variable explains only 10.3 % of variance in dependent variable and therefore, is not a good model fit. However, overall model / relationship is significant as shown by value of $F$ i.e. $F= 45.731$ at $V_1= 1$ and $V_2= 398$ degree of freedom. The calculated value of $F =45.731$ is greater than table value of $F= 3.84$. This indicates overall significant relationship .This is also confirmed by the fact that calculated $F$ ($F = 45.731$) value is significant (Sig=0.000) at 5% level of significance. So, it is concluded that role of training impact at work in employees compensation is positive and real.
Table 4.23

Regression analysis for training impact at work for supervisor support

<table>
<thead>
<tr>
<th></th>
<th>B</th>
<th>SE</th>
<th>β</th>
<th>t-value</th>
<th>p- value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constant</td>
<td>2.094</td>
<td>.121</td>
<td>-----</td>
<td>17.358</td>
<td>.000</td>
</tr>
<tr>
<td>Training Impact At Work</td>
<td>.351</td>
<td>.050</td>
<td>.331</td>
<td>6.988</td>
<td>.000</td>
</tr>
</tbody>
</table>

R square = .109

Adjusted R square= .107

F= 48.838, df=1,398, p<.05

Hypothesis 16 states that there is significant relationship between training impact at work and supervisor support. This hypothesis receives full support because results from linear regression analysis reveal that training impact at work are significantly related with the supervisor support (F=48.838,  R square=10.9 %,p<.05). The p value for beta coefficient of training is 0.000 .The p value is significant at 5% level of significance. This means beta, .331, is statistically significant and it is significantly different from zero. This also means that there is positive significant relationship between training impact at work and employee’s supervisor support.

R^2 gives the proportion of variance in the dependent variable accounted for by the independent variable. Here, R^2 is 0.109. This implies not a very good model as independent variable explains only 10.9 % of variance in dependent variable and therefore, is not a good model fit. However, overall model / relationship is significant as shown by value of F i.e. F= 48.838 at V_1= 1 and V_2= 398 degree of freedom. The
calculated value of $F = 48.838$ is greater than table value of $F = 3.84$. This indicates overall significant relationship. This is also confirmed by the fact that calculated $F (= 48.838)$ value is significant ($\text{Sig}=0.000$) at 5% level of significance. So, it is concluded that role of training impact at work in supervisor support for the employees is positive and real.

**Table 4.24**

*Regression analysis for training impact at work for career development*

<table>
<thead>
<tr>
<th></th>
<th>$B$</th>
<th>$SE$</th>
<th>$\beta$</th>
<th>$t$-value</th>
<th>$p$-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constant</td>
<td>1.544</td>
<td>.141</td>
<td>----</td>
<td>10.931</td>
<td>.000</td>
</tr>
<tr>
<td>Training Impact At Work</td>
<td>.511</td>
<td>.059</td>
<td>.399</td>
<td>8.690</td>
<td>.000</td>
</tr>
</tbody>
</table>

$R^2 = .159$

Adjusted $R^2 = .157$

$F = 75.513, df=1,398, p<.05$

Hypothesis 17 receives full support because results form linear regression analysis reveal that training impact at work are significantly related with the career development. ($F=75.513, \ R^2=15.9\%, p<.05$). The $p$ value for beta coefficient of training is 0.000. The $p$ value is significant at 5% level of significance. This means beta, .399 is statistically significant and it is significantly different from zero. This also means that there is positive significant relationship between training impact at work and career development.
R² gives the proportion of variance in the dependent variable accounted for by the independent variable. Here, R² is 0.159. This implies not a very good model as independent variable explains only 15.9 % of variance in dependent variable and therefore, is not a good model fit. However, overall model / relationship is significant as shown by value of F i.e. F= 75.513 at V₁= 1 and V₂= 398 degree of freedom. The calculated value of F =75.513 is greater than table value of F= 3.84 .This indicates overall significant relationship. This is also confirmed by the fact that calculated F (= 75.513) value is significant (Sig=0.000) at 5% level of significance. So, it is concluded that role of training impact at work in employees career development is positive and real.
Table 4.25

Regression analysis for training impact at work for work and life policies

<table>
<thead>
<tr>
<th></th>
<th>$B$</th>
<th>$SE$</th>
<th>$\beta$</th>
<th>$t$-value</th>
<th>$p$-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constant</td>
<td>2.253</td>
<td>.255</td>
<td>-----</td>
<td>8.832</td>
<td>.000</td>
</tr>
<tr>
<td>Training Impact At Work</td>
<td>.369</td>
<td>.106</td>
<td>.172</td>
<td>3.479</td>
<td>.001</td>
</tr>
</tbody>
</table>

R square = .030

Adjusted R square = .027

F= 12.104, df=1,398, p<.05

Hypothesis 18 states that there is significant relationship between training impact at work and life policies. This hypothesis receives full support because result form linear regression analysis reveal that training impact at work are significantly related with the work and life policies (F=12.104, R square=3.0%, p<.05). The p value for beta coefficient of training is 0.001. The p value is significant at 5% level of significance. This means beta, 0.172, is statistically significant and it is significantly different form zero. This also means that there is positively significant relationship between training impact at work and employee’s work life policies.

$R^2$ gives the proportion of variance in the dependent variable accounted for by the independent variable. Here, $R^2$ is 0.030. This implies not a very good model as independent variable explains only 3% of variance in dependent variable and therefore, is not a good model fit. However, overall model/relationship is significant as shown by value of F i.e. F= 12.104 at $V_1=1$ and $V_2=398$ degree of freedom. The calculated value
of $F=12.104$ is greater than table value of $F=3.84$. This indicates overall significant relationship. This is also confirmed by the fact that calculated $F(=12.104)$ value is significant ($\text{Sig}=0.001$) at 5% level of significance. So, it is concluded that role of training impact at work in employees work and life policies is positive and real.

**Table 4.26**

*Regression analysis for training impact at work for employee commitment*

<table>
<thead>
<tr>
<th></th>
<th>$B$</th>
<th>$SE$</th>
<th>$\beta$</th>
<th>$t$-value</th>
<th>$p$-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constant</td>
<td>2.535</td>
<td>.091</td>
<td>-----</td>
<td>27.842</td>
<td>.000</td>
</tr>
<tr>
<td>Training Impact At Work</td>
<td>.114</td>
<td>.038</td>
<td>.149</td>
<td>3.003</td>
<td>.000</td>
</tr>
</tbody>
</table>

$R^2 = .022$

Adjusted $R^2 = .020$

$F=9.016, df=1, 398, p<.05$

There is significant relationship between training impact at commitment. This hypothesis receives full support because results form linear regression analysis reveal that training impact at work are significantly related with the commitment ($F=9.016, R^2=2.2\%, p<.05$). The $p$ value for beta coefficient of training is 0.000. The $p$ value is significant at 5% level of significance. This means beta, 0.149, is statistically significant and it is significantly different form zero. This also means that there is positive significant relationship between training impact at work and employee commitment.
$R^2$ gives the proportion of variance in the dependent variable accounted for by the independent variable. Here, $R^2$ is 0.022. This implies not a very good model as independent variable explains only 2.2% of variance in dependent variable and therefore, is not a good model fit. However, overall model/relationship is significant as shown by value of $F$ i.e. $F=9.016$ at $V_1=1$ and $V_2=398$ degree of freedom. The calculated value of $F=9.016$ is greater than table value of $F=3.84$. This indicates overall significant relationship. This is also confirmed by the fact that calculated $F=9.016$ value is significant (Sig=0.000) at 5% level of significance. So, it is concluded that role of training impact at work in employees commitment is positive and real.

**Table 4.27**

*Regression analysis for training impact at work for employee retention*

<table>
<thead>
<tr>
<th></th>
<th>$B$</th>
<th>$SE$</th>
<th>$\beta$</th>
<th>$t$-value</th>
<th>$p$-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constant</td>
<td>2067</td>
<td>.087</td>
<td>-----</td>
<td>23.626</td>
<td>.000</td>
</tr>
<tr>
<td>Training Impact At Work</td>
<td>.331</td>
<td>.036</td>
<td>.415</td>
<td>9.110</td>
<td>.000</td>
</tr>
</tbody>
</table>

R square = .173

Adjusted R square= .170

$F= 82.997, df = 1, 398, p < .05$

Hypothesis 20 states that there is significant relationship between training impact at work and retention. This hypothesis receives full support because results from linear regression analysis reveal that training impact at work is significantly related with the
retention. (F=82.997, R square=17.3%, p<.05). The p value for beta coefficient of training is 0.000. The p value is significant at 5% level of significance. This means beta, .415, is statistically significant and it is significantly different from zero. This also means that there is positive significant relationship between training impact at work and employee retention.

R² gives the proportion of variance in the dependent variable accounted for by the independent variable. Here, R² is 0.173. This implies not a very good model as independent variable explains only 17.3% of variance in dependent variable and therefore, is not a good model fit. However, overall model / relationship is significant as shown by value of F i.e. F= 82.997 at V₁= 1 and V₂= 398 degree of freedom. The calculated value of F =82.997 is greater than table value of F= 3.84 .This indicates overall significant relationship. This is also confirmed by the fact that calculated F (= 82.997) value is significant (Sig=0.000) at 5% level of significance. So, it is concluded that role of training impact at work in employees retention is positive and real.
Hypothesis 21 states that there is significant relationship between organization commitment and compensation. This hypothesis receives full support because results from linear regression analysis reveal that organization commitment is significantly related with the compensation \( (F=47.93, \text{R square}=10.7\%, \ p<.05) \). The p value for beta coefficient of organization commitment is 0.000. The p value is significant at 5% level of significance. This means beta, 0.328, is statistically significant and it is significantly different from zero. This also means that there is positive significant relationship between organization commitment and employee’s compensation.

\[ R^2 = 0.107 \]

\[ \text{Adjusted } R^2 = 0.105 \]

\[ F = 47.93, df=1,398, p<.05 \]

\( \begin{array}{cccccc}
\text{Constant} & 1.295 & .270 & ----- & 4.796 & .000 \\
\text{Organization Commitment} & .661 & .095 & .328 & 6.923 & .000 \\
\end{array} \]

R square = .107

Adjusted R square= .105

F= 47.93 ,df=1,398 ,p<.05

\( B \quad SE \quad \beta \quad t-value \quad p- value \)

Hypothesis 21 states that there is significant relationship between organization commitment and compensation. This hypothesis receives full support because results from linear regression analysis reveal that organization commitment is significantly related with the compensation \( (F=47.93, \text{R square}=10.7\%, \ p<.05) \). The p value for beta coefficient of organization commitment is 0.000. The p value is significant at 5% level of significance. This means beta, 0.328, is statistically significant and it is significantly different from zero. This also means that there is positive significant relationship between organization commitment and employee’s compensation.

\[ R^2 = 0.107 \]

\[ \text{Adjusted } R^2 = 0.105 \]

\[ F = 47.93, df=1,398, p<.05 \]
F = 47.93 is greater than table value of F = 3.84. This indicates overall significant relationship. This is also confirmed by the fact that calculated F (=47.93) value is significant (Sig=0.000) at 5% level of significance. So, it is concluded that role of organization commitment and employee compensation is positive and real.

Table 4.29

Regression analysis for organization commitment for work and life policies

<table>
<thead>
<tr>
<th></th>
<th>B</th>
<th>SE</th>
<th>β</th>
<th>t-value</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constant</td>
<td>2.032</td>
<td>.395</td>
<td>-----</td>
<td>5.145</td>
<td>.000</td>
</tr>
<tr>
<td>Organization Commitment</td>
<td>.389</td>
<td>.140</td>
<td>.138</td>
<td>2.783</td>
<td>.006</td>
</tr>
</tbody>
</table>

R square = .019
Adjusted R square= .017

F = 7.745, df=1,398 , p<.05

Hypothesis 22 states that there is significant relationship between organization commitment and work life policies. This hypothesis receives full support because results from linear regression analysis reveal that organization commitment is significantly related with the work life policies (F=7.745, R square=1.90%, p<.05). The p value for beta coefficient of organization commitment is 0.000. The p value is significant at 5% level of significance. This means beta, .138, is statistically significant and it is significantly different from zero. This also means that there is positive significant relationship between organization commitment and employee’s work life policies.
R^2 gives the proportion of variance in the dependent variable accounted for by the independent variable. Here, R^2 is .019. This implies not a very good model as independent variable explains only 1.9% of variance in dependent variable and therefore, is not a good model fit. However, overall model / relationship is significant as shown by value of F i.e. F = 7.745 at V_1 = 1 and V_2 = 398 degree of freedom. The calculated value of F = 7.745 is greater than table value of F = 3.84. This indicates overall significant relationship. This is also confirmed by the fact that calculated F (= 7.745) value is significant (Sig = 0.000) at 5% level of significance. So, it is concluded that role of organization commitment in employees work life policies is positive and real.
Hypothesis 23 states that there is significant relationship between organization commitment and supervisor support. This hypothesis receives full support because results form linear regression analysis reveal that organization commitment is significantly related with the supervisor support ($F=94.12$, $R^2=19.1\%$, $p<.05$). The $p$ value for beta coefficient of organization commitment is 0.000 .The $p$ value is significant at 5% level of significance. This means beta, .437, is statistically significant and it is significantly different form zero. This also means that there is positive significant relationship between organization commitment and supervisor support

$R^2$ gives the proportion of variance in the dependent variable accounted for by the independent variable. Here, $R^2$ is .191. This implies not a very good model as independent variable explains only 19.1% of variance in dependent variable and therefore, is not a good model fit. However, overall model / relationship is significant as shown by value of $F$ i.e. $F= 94.129$ at $V_1= 1$ and $V_2= 398$ degree of freedom. The

<table>
<thead>
<tr>
<th></th>
<th>$B$</th>
<th>$SE$</th>
<th>$\beta$</th>
<th>$t$-value</th>
<th>$p$-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constant</td>
<td>1.217</td>
<td>.177</td>
<td>-----</td>
<td>6.875</td>
<td>.000</td>
</tr>
<tr>
<td>Organization Commitment</td>
<td>.607</td>
<td>.063</td>
<td>.437</td>
<td>9.702</td>
<td>.000</td>
</tr>
</tbody>
</table>

$R^2$ gives the proportion of variance in the dependent variable accounted for by the independent variable. Here, $R^2$ is .191. This implies not a very good model as independent variable explains only 19.1% of variance in dependent variable and therefore, is not a good model fit. However, overall model / relationship is significant as shown by value of $F$ i.e. $F= 94.129$ at $V_1= 1$ and $V_2= 398$ degree of freedom. The
calculated value of $F = 94.129$ is greater than table value of $F = 3.84$. This indicates overall significant relationship. This is also confirmed by the fact that calculated $F (= 94.129)$ value is significant (Sig=0.000) at 5% level of significance. So, it is concluded that role of training impact at work in supervisor support for the employees in the workplace is positive and real.

**Table 4.31**

*Regression analysis for organization commitment for employees job characteristics*

<table>
<thead>
<tr>
<th></th>
<th>$B$</th>
<th>$SE$</th>
<th>$\beta$</th>
<th>$t$-value</th>
<th>$p$-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constant</td>
<td>1.509</td>
<td>.202</td>
<td>-----</td>
<td>7.479</td>
<td>.000</td>
</tr>
<tr>
<td>Organization Commitment</td>
<td>.445</td>
<td>.071</td>
<td>.298</td>
<td>6.235</td>
<td>.000</td>
</tr>
</tbody>
</table>

R square = .089

Adjusted R square = .087

$F = 38.881$, df=1,398, $p<.05$

Hypothesis 24 states that there is significant relationship between organization commitment and job characteristics. This hypothesis receives full support because results form linear regression analysis reveal that organization commitment is significantly related with the supervisor support ($F=38.881$, R square=.089 $p<.05$). The $p$ value for beta coefficient of organization commitment is 0.000. The $p$ value is significant at 5% level of significance. This means beta, .298, is statistically significant and it is
significantly different form zero. This also means that there is positive significant relationship between organization commitment and employee’s job characteristics.

$R^2$ gives the proportion of variance in the dependent variable accounted for by the independent variable. Here, $R^2$ is .089. This implies not a very good model as independent variable explains only 8.9 % of variance in dependent variable and therefore is not a good model fit. However, overall model / relationship is significant as shown by value of $F$ i.e. $F= 38.881$ at $V_1= 1$ and $V_2= 398$ degree of freedom. The calculated value of $F =38.881$ is greater than table value of $F= 3.84$ .This indicates overall significant relationship. This is also confirmed by the fact that calculated $F (= 38.881)$ value is significant (Sig=0.000) at 5% level of significance. So, it is concluded that role of organization commitment in job characteristics of the employees is positive and real.
Hypothesis 25 states that there is significant relationship between organization commitment and job characteristics. This hypothesis receives full support because results form linear regression analysis reveal that organization commitment is significantly related with the supervisor support ($F=64.804$, $R^2=0.140$, $p<0.05$). The $p$ value for beta coefficient of organization commitment is 0.000. The $p$ value is significant at 5% level of significance. This means beta, 0.374, is statistically significant and it is significantly different from zero. This also means that there is positive significant relationship between organization commitment and employee’s career development.

$R^2$ gives the proportion of variance in the dependent variable accounted for by the independent variable. Here, $R^2$ is 0.140. This implies not a very good model as independent variable explains only 14 % of variance in dependent variable and therefore is not a good model fit. However, overall model / relationship is significant as shown by value of $F$ i.e. $F= 64.804$ at $V_1= 1$ and $V_2= 398$ degree of freedom. The calculated value
of F = 64.804 is greater than table value of F = 3.84. This indicates overall significant relationship. This is also confirmed by the fact that calculated F (= 64.804) value is significant (Sig=0.000) at 5% level of significance. So, it is concluded that role of organization commitment and career development of the employees is positive and real.

Table 4.33

Regression analysis for organization commitment for employee’s retention

<table>
<thead>
<tr>
<th></th>
<th>B</th>
<th>SE</th>
<th>β</th>
<th>t-value</th>
<th>p- value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constant</td>
<td>1.410</td>
<td>.129</td>
<td>-----</td>
<td>10.930</td>
<td>.000</td>
</tr>
<tr>
<td>Organization Commitment</td>
<td>.512</td>
<td>.046</td>
<td>.490</td>
<td>11.228</td>
<td>.000</td>
</tr>
</tbody>
</table>

R square = .241

Adjusted R square = .239

F = 126.063, df = 1, 398, p < .05

Hypothesis 26 states that there is significant relationship between organization commitment and employee retention. This hypothesis receives full support because results form linear regression analysis reveal that organization commitment is significantly related with the supervisor support (F = 126.063, R square = .241, p < .05). The p value for beta coefficient of organization commitment is 0.000. The p value is significant at 5% level of significance. This means beta, .490, is statistically significant and it is significantly different from zero. This also means that there is positive significant relationship between organization commitment and employee’s retention.
R^2 gives the proportion of variance in the dependent variable accounted for by the independent variable. Here, R^2 is .241. This implies not a very good model as independent variable explains only 24.1 % of variance in dependent variable and therefore is not a good model fit. However, overall model / relationship is significant as shown by value of F i.e. F= 126.063 at V_1= 1 and V_2= 398 degree of freedom. The calculated value of F =126.063 is greater than table value of F= 3.84 .This indicates overall significant relationship. This is also confirmed by the fact that calculated F (= 126.063) value is significant (Sig=0.000) at 5% level of significance. So, it is concluded that role of organization commitment and employee retention is positive and real.
Summary Fit

Table 4.34

Regression Analysis Detailing affect between Training, Commitment, Retention and Performance

<table>
<thead>
<tr>
<th>Independent variable</th>
<th>Commitment</th>
<th>Retention</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training</td>
<td>F=69.59</td>
<td>F=27.134</td>
<td>F=11.23</td>
</tr>
<tr>
<td></td>
<td>$R^2=0.14$</td>
<td>$R^2=0.242$</td>
<td>$R^2=.027$</td>
</tr>
<tr>
<td></td>
<td>$P&lt;.05$</td>
<td>$P&lt;.05$</td>
<td>$P&lt;.05$</td>
</tr>
<tr>
<td></td>
<td>$\beta=.386$</td>
<td>$\beta=.49$</td>
<td>$\beta=.166$</td>
</tr>
</tbody>
</table>

The results from the above table show that there is significant relationship between training and development practices and employee commitment in service sector of Pakistan. The results form linear regression analysis reveal that training and development practices are significantly related with the commitment ($F=69.599$, $R$ square=14 %, $p<.05$), employee’s retention ($F=27.13$, $R$ square=24.2%, $p<.05$) and performance ($F=11.23$, $R$ square=2.7 %, $p<.05$). Thus supports the respective hypothesis but also sustains the research objectives and the focal aspire of research.
Table 4.35

*Regression Analysis Detailing Retention as a mediating effect between Training and Performance*

<table>
<thead>
<tr>
<th>Independent variable</th>
<th>Dependent variables</th>
<th>Retention</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training</td>
<td></td>
<td>F=27.134</td>
<td>F=14.23</td>
</tr>
<tr>
<td></td>
<td></td>
<td>R²=0.2</td>
<td>R²=.027</td>
</tr>
<tr>
<td></td>
<td></td>
<td>P&lt;.05</td>
<td>P&lt;.05</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B=.33</td>
<td>B=.18</td>
</tr>
<tr>
<td></td>
<td></td>
<td>β=.39</td>
<td>β=.14</td>
</tr>
</tbody>
</table>

Regression analysis was carried out to test the mediation effect of employee retention on the relationship between training and employee performance. The regression weights substantially reduced (0.33 to 0.18) but were significant. If the regression weight is reduced, but it is still significant, it provides evidence of partial mediation (Baron & Kenny, 1986). It means that independent variable has both direct effects on dependent variable and indirect effects through mediator.
Regression analysis was carried out to test the mediation effect of employee retention on the relationship between training and employee performance. The regression weights substantially reduced (0.38 to 0.18) but were significant. If the regression weight is reduced, but it is still significant, it provides evidence of partial mediation (Baron & Kenny, 1986). It means that independent variable has both direct effects on dependent variable and indirect effects through mediator.
Demographic variables

The researchers have seen above that training are very important and significant in influencing the commitment, retention and performance. In this section we want to explore the impacts of demographic variables on commitment, retention and performance. Demographic variables including age, education and length of service. The researchers want to see that apart from training what are factors that influence employee commitment, retention and performance. The other factors we like to examine are demographic variables mentioned above. The researchers want to see that if demographic variables have their own influence apart from that equal level of training is given. More specifically the researchers like to see for example, if employees belonging to age group perform better than the younger one given the fact that the level of training is the same. Similarly, the researchers would like to see the impact of other demographic variables on commitment, retention and performance. To capture the impact of demographic variables, we utilize ANOVA in the following manner.

Age

The demographic factor age is divided into four groups ranging from up to 25, 26-45, 46-55 and greater than 55. This means that age as a demographic variable requires the use of ANOVA. We examine the impact of age on commitment, retention and then performance respectively.
The results of ANOVA in the above table indicate that given training, with respect to age categories respondents significantly differ in their level of performance (F=17.213, p<.05). The p-value for calculated F-statistics is 0.000. The p value is significant at 5% level of significance. This means that the four age groups are statistically significantly different from each other with respect to their performance in their respective organizations. This is also confirmed by the comparison of calculated F* (2,397) = 17.213 with the theoretical value of F (2,397) = 3.84. Since F* > F, therefore, the four groups differ in their performance.
Table 4.38

One-way Analysis of Variance of age categories for score on Commitment (N=400)

<table>
<thead>
<tr>
<th>Variable</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>F</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commitment</td>
<td>Between groups</td>
<td>717.860</td>
<td>2</td>
<td>358.930</td>
<td>8.805</td>
</tr>
<tr>
<td></td>
<td>Within groups</td>
<td>16101.560</td>
<td>397</td>
<td>40.763</td>
<td></td>
</tr>
</tbody>
</table>

The results of ANOVA in the above table indicate that given training, with respect to age categories respondents significantly differ in their level of commitment (F=8.805, p<.05). The p-value for calculated F-statistics is 0.000. The p-value is significant at 5% level of significance. This means that the four age groups are statistically significantly different from each other with respect to their commitment in their respective organizations. This is also confirmed by the comparison of calculated F*(2,397) = 8.805 with the theoretical value of F(2,397) = 3.84. Since F* > F, therefore, the four groups differ in their commitment.
Table 4.39

One-way Analysis of Variance of age categories for score on retention (N=400)

<table>
<thead>
<tr>
<th>Variable</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>F</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retention</td>
<td>1466.340</td>
<td>2</td>
<td>1466.340</td>
<td>6.312</td>
<td>.012</td>
</tr>
<tr>
<td>(Between groups)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Within groups</td>
<td>92466.258</td>
<td>397</td>
<td>232.327</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The results of ANOVA in the above table indicate that given training, with respect to age categories respondents significantly differ in their level of retention (F=6.312, p<.05). The p-value for calculated F-statistics is 0.012. The p value is significant at 5% level of significance. This means that the four age categories are statistically significantly different from each other with respect to their retention intention in their respective organizations. This is also confirmed by the comparison of calculated F* (2,397) =6.312 with the theoretical value of F (2,397) = 3.84. Since F* > F, therefore, the four groups differ in their level of retention.
Education

The demographic factor education was divided into three groups as bachelor, Masters, and PhD. This means that education as a demographic variable requires the use of ANOVA. We examine the impact of education on performance, commitment and then retention respectively.

Table 4.40

One-way Analysis of Variance of categories of education for score on performance (N=400)

<table>
<thead>
<tr>
<th>Variable</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>F</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between groups</td>
<td>946.429</td>
<td>2</td>
<td>473.215</td>
<td>12.752</td>
<td>0.000</td>
</tr>
<tr>
<td>Within groups</td>
<td>14732.571</td>
<td>397</td>
<td>37.110</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The results of ANOVA in the above table indicate that given training, with respect to categories of education respondents significantly differ in their level of performance (F=12.752, p<.05). The p-value for calculated F-statistics is 0.000. The p-value is significant at 5% level of significance. This means that the four age categories are statistically significantly different from each other with respect to their performance in their respective organizations. This is also confirmed by the comparison of calculated
F* (2,397) = 12.752 with the theoretical value of F (2,397) = 3.84. Since F* > F, therefore, the four groups differ in their level of performance.

Table 4.41

*One-way Analysis of Variance of categories of education for score on Commitment (N=400)*

<table>
<thead>
<tr>
<th>Variable</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>F</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commitment</td>
<td>1264.033</td>
<td>2</td>
<td>632.016</td>
<td>16.049</td>
<td>.000</td>
</tr>
<tr>
<td>Between groups</td>
<td>1264.033</td>
<td>2</td>
<td>632.016</td>
<td>16.049</td>
<td>.000</td>
</tr>
<tr>
<td>Within groups</td>
<td>15555.387</td>
<td>397</td>
<td>39.381</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The results of ANOVA in the above table indicate that given training, with respect to categories of education respondents significantly differ in their level of commitment (F=16.409, p<.05). The p-value for calculated F-statistics is 0.000. The p-value is significant at 5% level of significance. This means that the four age categories are statistically significantly different from each other with respect to their commitment in their respective organizations. This is also confirmed by the comparison of calculated F* (2,397) = 16.409 with the theoretical value of F (2,397) = 3.84. Since F* > F, therefore, the four groups differ in their level of commitment.
Table 4.42

One-way Analysis of Variance of categories of education for score on retention (N=400)

<table>
<thead>
<tr>
<th>Variable</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>F</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retention</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between groups</td>
<td>3329.992</td>
<td>2</td>
<td>1664.996</td>
<td>7.296</td>
<td>.001</td>
</tr>
<tr>
<td>Within groups</td>
<td>90602.605</td>
<td>397</td>
<td>228.218</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The results of ANOVA in the above table indicate that given training, with respect to categories of education respondents significantly differ in their level of retention (F=7.296, p<.05). The p-value for calculated F-statistics is 0.001. The p-value is significant at 5% level of significance. This means that the three educational categories are statistically significantly different from each other with respect to their retention intention in their respective organizations. This is also confirmed by the comparison of calculated F* (2,397) = 7.296 with the theoretical value of F (2,397) = 3.84. Since F* > F, therefore, the four groups differ in their level of retention.
**Length of experience**

The demographic factor length of experience was divided into four groups ranging from up to 1 year, 2-5 years, 5-10 years and greater than 10 years. This means that length of experience as a demographic variable requires the use of ANOVA. We examine the impact of length of experience on performance, commitment and then retention respectively.

**Table 4.43**

*One-way Analysis of Variance of length of service categories for score on Performance (N=400)*

<table>
<thead>
<tr>
<th>Variable</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>F</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Between groups</td>
<td>35.471</td>
<td>2</td>
<td>108.490</td>
<td>2.798</td>
<td>.004</td>
</tr>
<tr>
<td>Within groups</td>
<td>15353.529</td>
<td>397</td>
<td>38.772</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The results of ANOVA in the above table indicate that given training, with respect to length of service categories respondents significantly differ in their level of performance (F=2.798, p<.05). The p-value for calculated F-statistics is 0.004. The p-value is significant at 5% level of significance. This means that the four lengths of experience categories are statistically significantly different from each other with respect
to their level of performance in their respective organizations. This is also confirmed by
the comparison of calculated $F^* (2,397) = 2.798$ with the theoretical value of $F (2,397) = 3.84$. Since $F^* < F$, therefore, the four groups do not differ in their level of performance.

**Table 4.44**

*One-way Analysis of Variance of length of service categories for score on Commitment (N=400)*

<table>
<thead>
<tr>
<th>Variable</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>$F$</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commitment</td>
<td>Between groups</td>
<td>1168.592</td>
<td>2</td>
<td>389.531</td>
<td>9.806</td>
</tr>
<tr>
<td></td>
<td>Within groups</td>
<td>15650.828</td>
<td>397</td>
<td>39.723</td>
<td></td>
</tr>
</tbody>
</table>

The results of ANOVA in the above table indicate that given training, with
respect to length of service categories respondents significantly differ in their level of
commitment ($F=9.806$, $p<.05$). The $p$ -value for calculated $F$- statistics is 0.000. The $p$
value is significant at 5 % level of significance. This means that the four length of
experience categories are statistically significantly different from each other with respect
to their level of commitment in their respective organizations. This is also confirmed by
the comparison of calculated $F^* (2,397) = 9.806$ with the theoretical value of $F (2,397) = 3.84$. Since $F^* > F$, therefore, the four groups differ in their level of commitment.
Table 4.45

One-way Analysis of Variance of length of service categories for score on Retention (N=400)

<table>
<thead>
<tr>
<th>Variable</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>F</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retention</td>
<td>10427.259</td>
<td>2</td>
<td>3475.753</td>
<td>16.483</td>
<td>.000</td>
</tr>
<tr>
<td>Between groups</td>
<td>83505.338</td>
<td>397</td>
<td>210.872</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The results of ANOVA in the above table indicate that given training, with respect to length of service categories, respondents significantly differ in their level of retention (F=16.483, p<.05). The p –value for calculated F- statistics is 0.040. The p value is significant at 5 % level of significance. This means that the four lengths of experience categories are statistically significantly different from each other with respect to their level of retention in their respective organizations. This is also confirmed by the comparison of calculated F* (2,397) =16.483 with the theoretical value of F (2,397) = 3.84. Since F* >F, therefore, the four groups differ in their level of retention.
Chapter - V

DISCUSSION

This chapter reveals the findings from the results obtained in the previous chapters. The discussion addresses the major issues related to training, employee retention, and employee commitment and employee performance. Additionally, the research investigates the impacts of age, gender, length of service with regard to employee retention, commitment and performance.

In this study we formulated 28 hypotheses to be tested using empirical evidences. The data supported the entire hypothesis except two. The acceptance and rejection of hypothesis were based on economic and statistical criterion. The findings form the data and estimation reveal that training practices and training impact at work generally have a positive and significant impact on organizational commitment, employee retention and employee performance in the service industry of Pakistan.

The first objective of our study has been to determine the effect of training opportunities and training impact at work on the commitment of employees. The results uncover the fact that training opportunities (assessment of sufficiency of training received, satisfaction with training and training as away to be advanced) are significantly related with the organizational commitment. The discussion below reveal the impact of training opportunities on overall commitment and the various dimensions of commitment – affective, normative and continuance commitment.
Earlier studies have also highlighted and supported a positive and significant relationship between training prospects and practices and employee commitment (Boon & Arumugam, 2006; Bowers, 1997; Cherrington, 1995; Karia, 1999; Karia & Assari, 2006; Bartlett, 2001; Meyer & Smith, 2000; Grossber, 2000; Tannenbaum et al., 1991). Paull & Anantharaman (2004) also found that comprehensive training reflects a significant and positive relation with organizational training promoted and development, job satisfaction and organizational commitment and retention. The analysis of the study reflected that the impact of training practices on organizational commitment was significantly related to the commitment.

Ahmed and Bakar (2003) observed that training ‘perception plays a very significant role in enhancing organizational commitment. The findings revealed that on the job training is the way developing skills and sharpen abilities of the employees and contributes in the commitment and act as an influencing factor at work.

Benson (2002) also found that on the job training has a positive impact on the overall commitment of the employees with the serving organization. The findings revealed by the Hellmann (2002) showing that training has a positive impact on the overall commitment. Roehl and Scuerdlou (1999) also found through indirect way means as a mediator that training has a positive and significant effect on commitment.

This section determines the interaction between training practices, training impact at work and selected retention factors. Past studies revealed that there is a relationship between employee retention and training opportunities in organizations (Srinivas 2008). The present study reveals that there is a significant relationship between all the dimensions of retention except the intention to leave.
Extensive research has been carried out to analyze the impacts of training practices on retention. However there is still gap in research and literature to look into the relationship between training practices and employee retention.

There is a significant relationship between employee retention and training practices. Past researches also support in this proposition. The studies reveal the existence of positive and significant relationship between training practices and employee retention rate. Srinivas (2008) revealed that there is a positive and significant relationship between training practices and employee retention. Ramlall (2003) showed that inadequate training opportunities forced employees to depart from the organization.

The next proposition states that there is a significant relationship between training practices and compensation. This hypothesis received a full support because findings from the regression analysis showed that training practices were significantly associated with the compensation for all employees. Martel (2003) states that the paramount organizations are those organizations that invests in people through training, compensation, benefits and facilities.

The next proposition states that there is a significant relationship between training practices and intent to leave. This doesn’t receive support because findings from the regression analysis show that training practices are not significantly associated with the intent to leave. McConnell (1999) asserts that the effective training and skill development programmers have evaluative effect in lowering employee turnover. Evidence by Lee & Bruvold (2003) highlights the association between training and intent to leave is complex and indirect.
The next proposition states that there is a significant relationship between training practices and supervisor support. This hypothesis receives a full support because findings from the regression analysis indicated that training practices were significantly associated with the supervisor support for all employees. Ali & Banu (2002) states the manager’s role in the enhancement of transfer of knowledge, skill and abilities acquired by training on the workplace. In other words if management is supportive then the employee’s performance increases and utilization of the new skills and knowledge to the job is easier.

The next proposition states that there is a significant relationship between training practices and career development. This hypothesis receives full support because findings from the regression analysis concluded that training practices were significantly associated with the career development for all employees. Training enables to retain skill, knowledge in organization (Acton & Golden, 2002).

The next proposition states that there is a significant relationship between training practices and performance. This hypothesis received a full support because findings from the regression analysis concluded that training practices were significantly associated with the performance of the employees. The findings are parallel with the results of the past researches. Poh (2001) describes training practices as the practices of endowing employees with skills and correcting limitation in their performance. (Poh, 2001) However, Karia believes that availability of appropriate training accumulation time, enhance productivity and efficiency. (Karia, 1999)
5.2.4 Organizational Commitment and Retention Factors

The next proposition states that there is a significant relationship between organizational commitment and career development. This hypothesis received a full support because findings from the regression analysis concluded that organizational commitment was significantly associated with the career development for all employees. Bashir and Ramay (2008) also agrees with the results that career opportunities have a significant and positive relationship with organizational commitment.

The next proposition states that there is a significant relationship between organizational commitment and compensation. This hypothesis received a full support because findings from the regression analysis concluded that organizational commitment was significantly associated with the compensation package for all employees. The findings are parallel with the past researches outcomes. Smeenk et al., (2006) assert that compensation has a positive and significant impact on affective commitment. Herzberg (1960) describes that presence of recognition can contribute to employee commitment. Training and reward and recognition (Boon & Arumugam, 2006) are positively related with the organizational commitment.

The next proposition states that there is a significant relationship between organizational commitment and work life policies. This hypothesis received a full support because findings from the regression analysis concluded that organizational commitment was significantly associated with the work life policies for all employees. The findings are parallel with the past researches outcomes. Dockel (2006) finds that there is a
significant relationship between work life policies and organizational commitment. Bashir and Ramay (2008) also agreed with the results of our study.

The next proposition states that there is a significant relationship between organizational commitment and supervisor support. This hypothesis received a full support because findings from the regression analysis concluded that organizational commitment was significantly associated with the supervisor support for all employees. Dockel (2006) explores that there is a significant relationship between supervisor support and organizational commitment. Several other studies assert that employee - supervisor relationship and support from the supervisor end helps to reduce retention (Krackhardt, Mckenna, Porter & Steers, 1981; Cotton & Tuttle, 1986; Lee, 2004) and commitment.

Thus, it is significant to find that why employees leave their job. There are number of distinctive characteristics that include higher pay and finding a better career prospect make employees to leave their job (Leininger, 2004). The organizational commitment-turnover relationship has historically produced low correlation (Cohen & Husecek, 1993).

The next proposition states that there is a significant relationship between organizational commitment and performance. This hypothesis received support because findings from the regression analysis concluded that organizational commitment was significantly associated with the performance for all employees. The findings are parallel with the past researches outcomes. Organizational commitment has a significant impact on individual performance and organizational effectiveness. (Allen & Meyer, 1996; Mowday, 1984) Narimawati (2007) also concludes that the organizational commitment has a significant influence on performance.
From the results we conclude that training and development are very important and significant in influencing the commitment, retention and performance. Demographic variables including age, education and length of service etc we concluded that apart from training, demographic factors can also influence employee commitment, retention and performance.
CONCLUSION & RECOMMENDATION

6.1 Conclusion

This study is aimed to investigate the influence of training on organizational commitment, retention and performance. For this empirical study is conducted using data collected through survey of employees engaged in the services (banks, telecom and educational institutions) sector of Pakistan. The results of the study (chapter 5) show that there are indeed impacts of training on organizational commitment, retention and performance. Yet other related issues regarding the selection of the training dimensions are still waited to be explored in order to widen the sea of literature and research. The regression analysis showed that there is a significant amount of variance explained by the employee training in the case of organizational commitment, retention and performance.

Overall, the present research supported the worth of training on commitment, performance and retention. The regression analysis confirmed our expectations (hypothesis) that perception of training regarding adequacy, satisfaction and a mode for career advancement has direct and significant effect on organizational commitment, work performance and retention. The estimation revealed that training has a positive and significant influence on commitment, compensation, work life policies, career development, task and contextual performance. However, it showed insignificant relationship with intent to leave the organization. Our results are consistent with previous
studies and researches. Hence the findings will benefit the future researchers and top management by providing a sketch that shows a fairly strong existence of relationship between training and organizational commitment, retention and performance.

**Recommendation and Contribution of Study**

Based on the conclusion the present research is an attempt to contribute in the following ways:

From a theoretical view point, the present study indicates, supports and extends the previous work on training commitment, retention and performance. As it examines and highlights the significant relationship between them, it proves that these four aspects complement and harmonize each other. It advocates a theoretical model which incorporates and integrates the above mentioned aspects of the study. It examines the favorable affect of training on commitment, retention and performance to have synergetic effect on the organization in the long –run in achieving the organizational productivity outcomes. So the research could be beneficial to the management of human resource and training in managing work retention, organizational commitment and performance. It has added value and can help to broaden the body of knowledge and literature of organizational behavior, human resource management and research practices.

From a practical view point, the present study intends that human resource managers and supervisors may become aware and pay focal attention to these four aspects because of their significance to affect subordinate’s level in the work environment. The knowledge gained at the training is very significant and its impact at
work may be beneficial to retain, raise commitment and performance level of the employees.

Organizations should train their employees while ensuring that their primary focus is to help and satisfy their employees at work. The facilitation and work satisfaction in turn increasing commitment, reducing turnover i.e. increasing retention which finally result in high level of performance of the employees (Narimawati, 2007) developing employees through training ensure to achieve organizational goals and objectives.

The research findings also suggests that to face and cope up with the competitive environment of the today’s world, organizations cannot ignore the importance of training in retaining their key and exclusive employees (Samuel & Chipunza, 2009). Consideration of the relationship of training and organizational commitment may also facilitate organizations in reducing costs connected with employing, engaging and training workers. (Al Emadi & Marquardt, 2007). In due course the collective effect with proper planning and meeting the requirement of learning influence the performance of the employees at the job level.

This research can help in making investment decisions in the employees training, as future managers take decision and guidelines and thus broaden their knowledge to take right decision at the right time and in the right way regarding employees learning and training of employee’s skills development.

It provides information and data to the top management and decision makers on the employee’s perception about training and development, so they can improve and develop training effectiveness and help in making employees more productive and
dynamic. The management can be very helpful, if they will focus on the perceptual and practical issues related with training implementation and utilization of the learned skills and knowledge in progression of the employee’s performance, retention, increase the loyalty and attachment with organization.

The research reveals that training being the main relevant variables in Pakistan’s service sector provides guidelines to human resource management in achieving high level of performance as it directly links with the performance. Service sectors reform should stress management of this factor by organization’s work guidelines and policies, job description, specification and job performance needs. The organizations must be clear about the fact that training sessions will be organized and arranged according to the employees’ need and requirement at work to enhance performance (Abbas & Yaqoob, 2009; Afaq & Awan, 2000). For instance an organizations is bringing a new technology to improve work efficiency. It should be a policy to train the employees equally and according to the job requirement. The benefits associated with the training and its successful application results would be elucidating clearly to them. So it helps to fill the gap between employee’s qualification and duties across job classification level but also incarnate sense of attachment and belongingness with the organization. Training must not be confined to knowledge and meeting job’s needs solely. A strategy should be developed in designing training program to fulfills other needs like cognitive, intellectual, ethical and also to improve perception towards training among its employees.
Further more the outcomes of the research show the impact of training on commitment, retention and performance and provide significant insights into theoretical and practical issues surrounding the process of providing high quality service to customers. Practically it can help to provide guidelines in developing policies, rules and regulations to make training more effective that will be in the best interest of service organizations in Pakistan in general and for value creation and credit worthiness in particular.

Limitations and Direction for the Future Research

Analyses of the current study revealed following limitations:

The sample of the study is part of a selected segment (certain banks, educational institution and oil and gas sector) of the service sector located in the Rawalpindi and Islamabad; therefore, the results may not be generalized to all service organizations of Pakistan.

The research is focused on service organizations. However; such studies may be carried out in manufacturing and trading companies to have a better insight into the impact of training on organizational commitment, retention and performance.

The results show the presence of relationship between the two dimensions of training and organizational commitment, retention and performance. However the relationship can also be found between the other dimensions of training such as perceived benefits of training, training climate and training contents etc.
Although the results are fairly consistent with the hypothesis, but we cannot rule out the fact and possibility of biasness because of differences in employees attitudes, knowledge and comprehension. The variation in the responses may be due to variation in the level of clarification of questions and motivation. The respondents understanding of English as a second language could have affected participant responses.

The cross sectional design of the study is another limitation of the current study. As the employees are exposed to and participate in training over time. The longitudinal research design would have captured more accurate picture than the cross sectional design. This would have been allowed more precisions in the estimation of impact of training on commitment, retention and performance. Furthermore, future studies would be enriched by having comparisons over time; including studies that make comparisons with culturally diverse organizations. Similarly validation of the outcomes may be sought by evaluating employees from other segments such as health sector, defense sector, and social welfare sector etc.
REFERENCES


Jiang, J. J. & Klein, G. (2000). supervisor support and career anchor on the career satisfaction of the entry level information system professional. Journal of management information systems,16(3),219-240


Sheldon, M.E. (1971). Investments and involvements as mechanisms producing commitment to the organization *Administrative Science Quarterly*, 16: 143- 150


Zikmund, W.G. (1997), Business Research Methods, Dryden Press, Fort Worth


APPENDIX-I

SURVEY QUESTIONNAIRE

I am a PhD scholar of Management Sciences, conducting a survey on “Impact Of Training On Organizational Commitment, Retention And Performance” to complete my dissertation.

You are kindly requested to respond to the following statements. Your responses are of great importance as this survey forms a part of PhD research study. I therefore value your cooperation very highly.

The survey comprise of different kind of questions. Different instructions will precede the various sets of statements. Please follow the instruction carefully and respond to every question.

There is no right and wrong answer to the question. I am only interested in your personal opinions.

Your responses will be treated in strict confidence and will only be used for research purposes. Your name should not be appear anywhere in this document.

Thank you in advance for your kind cooperation.

Please turn to next page.

---

SECTION ---I

Please tick or circle the following appropriate answer

<table>
<thead>
<tr>
<th>Gender</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age Group</td>
<td>Up to 25</td>
<td>26-45</td>
</tr>
<tr>
<td>Education</td>
<td>Bachelors</td>
<td>Masters</td>
</tr>
<tr>
<td></td>
<td>If other pleases specify_________________________</td>
<td></td>
</tr>
<tr>
<td>Organization Name:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nature of employment:</td>
<td>Contractual</td>
<td>Permanent</td>
</tr>
<tr>
<td>Length of service:</td>
<td>up to 1 yr</td>
<td>2-5yr</td>
</tr>
</tbody>
</table>
**SECTION ---II**

Please tick or circle the number that most closely reflects your degree of agreement or disagreement with the following statements.

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

**Training and development**

1. Did you receive any training when you joined the organization?  
   - If yes, then respond to the following statement  
     The training I received when I joined the organization was sufficient
     
2. Have you received further training later on?  
   - If yes, then respond to the following statement  
     My further training was sufficient for that time

3. I think my organization places the right amount of importance on training
4. I’m happy with the training opportunities provided for me in this organization
5. My training was useful or helpful for me
6. I am satisfied with the training I have received so far
7. I think my training has helped or will be given the opportunity to develop to my full potential in my organization

8. I think I am /I will be given the chance to develop my full potential in my organization.
9. My organization strongly encourages us to take optional courses.
10. My organization provides me with sufficient challenge
11. My organization encourages us to take advance courses.
12. I want to move forward with my current organization
13. I received promotion in my current organization

**Training impact at work**

1. The quality of the work I do has improved
2. I make fewer mistakes at work
3. I do my work faster
4. My self confidence has increased
5. My motivation for working is improved
6. The quality of the work I do has improved in tasks not related to the course
7. I suggest more frequent changes in work routine.
8. I often make use of skills learned during training
9. I feel more respective changes
10. I take advantage of opportunities to practice my newly acquired skills
11. My workmates can learn from me
12. I can remember well the course content.
**Task Performance**

**As part of my job, it is my responsibility to ……………………….**

1. Carry out the responsibilities specifically listed in my employment handbook.  
2. Use my time efficiently in carrying out the responsibilities for which I will be evaluated in my performance appraisals.  
3. Always complete all aspects of my own duties.  
4. Maintain high quality standards in the way I perform the tasks.  
5. Work according to requirements of my job.

**Contextual Performance**

1. Congratulate co-workers when they are successful.  
2. Offer support and/or encouragement to co-workers with personal difficulties.  
3. Discuss matters with my co-workers before taking any action that might affect them.  
4. Try to find something to say that inspire my co-workers and boost the morale of our unit.  
5. Make suggestions to improve my unit.  
6. Express my views boldly if there are any policies or procedures that interfere with goal achievement in my unit.  
7. Inform my superiors of potentially ineffective policies and practices.

**Perceived organizational performance**

*How would you compare your organization’s performance over the past three years in comparison to the other organization in same industry, in relation to*

1. Quality of products or services  
2. Development of new products or services  
3. Ability to satisfy employees  
4. Satisfaction of customers or clients  
5. Relations between management and employees

**Intent to leave**

1. I would prefer a job other than the one that I have now.  
2. Since I began working in my present organization, I have often considered finding a job in a different organization.  
3. I think I will still be working for my current organization three years from now.  
4. I am, or very soon will be, looking for a job in another organization.  
5. If I were offered a job in a different organization, I would accept it.  
6. There are other companies for which I would rather work, instead of working here.

**Compensation**

1. My benefits package is satisfactory  
2. I am satisfied with my most recent raise  
3. The information about pay issues provided by the organization is satisfactory  
4. My current total salary package is satisfactory  
5. The organization’s pay structure is satisfactory  
6. My supervisor has an influence on my pay
7. The competitiveness of my total salary package (base pay, benefits etc) is satisfactory
   1 2 3 4 5
8. I am satisfied with the pay policies in the organization
   1 2 3 4 5
9. I am satisfied with the size of my financial incentive.
   1 2 3 4 5
10. I am satisfied with the number of benefits I received
    1 2 3 4 5
11. I am satisfied with the way my salary increase are determined
    1 2 3 4 5

**Characteristics of job**

1. The job requires me to use a number of complex or high level skills
   1 2 3 4 5
2. The job denies me any chance to use my personal judgment in carrying out the work.
   1 2 3 4 5
3. The job is quiet simple and repetitive.
   1 2 3 4 5
4. The job gives me considerable opportunity for independence in how I do the work.
   1 2 3 4 5

**Supervisor support**

1. My supervisor looks for opportunities to praise positive employee performance, both privately and in front of others.
   1 2 3 4 5
2. I feel undervalued by my supervisor
   1 2 3 4 5
3. The supervisor almost never gives me any feedback about how well I complete my work.
   1 2 3 4 5
4. My supervisor rewards a good idea by implementing it and giving credit to the employees
   1 2 3 4 5
5. My supervisor seldom recognizes an employee for work well done
   1 2 3 4 5
6. My supervisor often lets me know how well he thinks I am performing the job.
   1 2 3 4 5

**Career development**

1. My chances for being promoted are good.
   1 2 3 4 5
2. There are enough career development opportunities in this organization
   1 2 3 4 5
3. Job vacancies at this organization are usually filled by people from outside the organization
   1 2 3 4 5
4. It would be easy to find a job in another department.
   1 2 3 4 5
5. An employee who applies for another job in this organization has a better chance of getting that job than someone from outside the organization who applies for the job.
   1 2 3 4 5
6. An employee’s career development is important to this organization.
   1 2 3 4 5

**Work and life**

1. I often feel like there is too much work to do
   1 2 3 4 5
2. My work schedule in often in conflict with my personal life
   1 2 3 4 5
3. My job affects my role as a spouse and or as a parent
   1 2 3 4 5
4. My job has negative effect on my personal life.

**Commitment**

1. This organization has a great deal of personal meaning for me.
   1 2 3 4 5
2. Right now staying with the organization is a matter of necessity.
   1 2 3 4 5
3. I owe a great deal to my organization
   1 2 3 4 5
4. I would be very hard for me to leave my organization right now, even if I wanted to
   1 2 3 4 5
5. I feel that I have too few options to consider leaving the organization
   1 2 3 4 5
6. I do not feel like ‘part of the family’ at the organization
   1 2 3 4 5
7. I don’t feel ‘emotionally’ attached to this organization
8. I really feel as if the organization’s problems are my own
9. One of the few negative consequences of leaving this organization would be the scarcity of other job opportunities.
10. I would not leave my organization because I have a sense of obligation to its people.
11. I don not feel a strong sense of belonging to my organization.
12. Even if it were to my advantage, I do not feel it would be right to leave my organization now
13. I don’t not feel any obligation to remain with my current employer.
14. This organization deserves my loyalty
15. Too much of my life would be disrupted if I decided to leave my organization now.
16. I would be very happy to spend the rest of my career with this organization.
17. If I had not already put so much of myself into this organization I might consider working elsewhere.