

UNIVERSITY FOR DEVELOPMENT STUDIES

**THE EFFECT OF TRAINING ON THE JOB SATISFACTION AND
ORGANIZATIONAL COMMITMENT OF SENIOR STAFF OF THE UNIVERSITY
FOR DEVELOPMENT STUDIES**

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STUDIES**

BY

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**THESIS SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL MANAGEMENT
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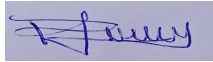


DECLARATION

Candidate's Declaration

I hereby declare that this thesis is the result of my own original research and that no part of it has been presented for another degree in this University or elsewhere.

Signature



Date-23/10/2024

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Supervisor's Declaration

I hereby declare that the preparation and presentation of the thesis were supervised following the guidelines on supervision of the thesis laid down by the University for Development Studies.

Signature-



Date-23/10/2024

Name: Dr. Edward Abasimi



ABSTRACT

The study examined the effect of training on job satisfaction and organisational commitment among the University for Development Studies senior staff. The study adopted a descriptive survey research design where a sample of 171 senior staff of the university was selected using simple random sampling and responded to a questionnaire package. The questionnaire was used to collect the data. Both electronic (Google Forms) and manual modes were used to collect the data. The data were analysed using descriptive (mean and standard deviation) and inferential (standard regression) statistics. The results revealed a positive relationship and impact of training on job satisfaction and organisational commitment. There was also a positive relationship between job satisfaction and organisational development. Specifically, training explained 55.4% of the variance in job satisfaction and 44.2% of respondents' commitment to work in the university. Likewise, the staff's job satisfaction level explained 58.0% of the variance in their commitment to work at the university. The study concluded that training is important regarding workers' commitment and job satisfaction. Based on the study's findings, it was recommended that management and the human resource unit of UDS identify the training needs of all staff and design appropriate training for them. Training is key to enhancing staff job satisfaction and organisational commitment.



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DEDICATION

To my mother, Mama Lydia Yamdogo, my aunt, Mama Martha T. Bukari, and my daughter, Ethel Denise Dery.



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CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Globally, the achievement of every organisation relies largely on its human resources and how they are handled since human resources influence all other factors (Yimam, 2022). The higher commitment of employees in an organisation gives such an organisation a leading competitive advantage. Due to the ever-growing competitive nature among organisations for excellence, an organisation must have well-trained personnel to propel change for growth and development (Culibrk et al., 2018). Thus, organisations need not only concentrate on judiciously using human resources but also look at how they can arouse their interest in achieving targets and objectives.

Employee commitment has emerged as a pivotal factor in achieving organizational goals such as reduced turnover, enhanced job performance, increased productivity, and overall organizational performance (Culibrk et al., 2018; Astuti & Harnuansa, 2022). Training, a cornerstone of human resource management, is an organized, systematic process that equips individuals or groups with the skills and knowledge necessary for their roles (Zhou et al., 2019). As Shahid (2018) asserts, training has evolved into a universally recognised human resource management practice indispensable for achieving organizational goals in the contemporary business landscape.

Training improves both the employee and the employer's commitment and, ultimately, their performance (Ruttledge & Cathcart, 2019). Since the profitability and reputation of an organisation depend on the kind of employees, certain factors must be put in place to enhance their performance (Shahjehana et al., 2019). Several factors can impact employee commitment and performance,





such as interactions, work environment, organisational policies, job satisfaction, and employee training (Afroz, 2018). According to Garavan et al. (2020), training is a highly efficacious strategy for accomplishing organisational goals and objectives more efficiently and effectively. This is because it boosts employee commitment and performance.

According to Judge et al. (2017), employee commitment is a mental state that connects an individual to their workplace. One of the organisational commitment models that is most frequently quoted was created by Rehman et al. (2020), who distinguished between three commitment components. According to Terefe and Tadese (2019), these include affective, which indicates a strong emotional connection to the organization, and continuation; one type of cost is perceived cost associated with quitting the organization, while another type is normative cost, indicating emotions of obligation towards the organization. Each element increases the probability that the worker will continue to be dedicated to the company (Terefe & Tadese, 2019).

Al-Sada et al. (2017) state that job satisfaction can impact organisational commitment when employees perceive their rights have been upheld. However, abuse or neglect of the employee's rights will be catastrophic to the organisation. One effect of a dissatisfied employee is a lack of commitment to the organisation (Huang & Su, 2016). Workers who can advance in their careers as a means of fulfilment will develop a sense of organisational loyalty (Garba et al., 2016).

Ghana is a rapidly rising African nation that prioritises the development of its human resources. Our tertiary institutions must equip their staff with competence and dedication due to the growing demand for higher education. Hence, Ghanaian universities have become pivotal in providing human resources to fill the country's private and public sectors. The University for Development Studies (UDS) is a public tertiary institution that seeks to enhance the nation's human capital



development, concentrating on all academic disciplines and research. Currently ranked among Ghana's largest universities, UDS offers over 120 academic programmes across 18 faculties and schools, including 52 undergraduate, 54 master's, and 14 PhD programmes (Planning Unit of the Human Resource Directorate). Three categories of senior personnel work at UDS: academic, administrative, and technical support personnel (Yimam, 2022). Even if every employee has a distinct position, their dedication and output significantly impact whether the university's objective is achieved. In order to operate effectively, the university must make a conscious effort to prioritise the growth and development of its human resources. Senior staff members at UDS indeed have access to various short- and long-term training programmes. Nonetheless, how these training opportunities affect staff's commitment to the university and their overall job satisfaction cannot be ascertained without empirical investigation. Business results like higher profitability, enhanced productivity, lowered production costs, enhanced managerial abilities, and market expansion are all positively impacted by training (Culibrk et al., 2018; Garavan et al., 2020; Astuti & Harnuansa, 2022). Research in the banking industry in Tanzania's Arusha Municipality (Nassary, 2020), and Lesotho (Motlokoa et al., 2018) all demonstrate a strong positive correlation between employee training and performance.

Although there has been extensive research on how training impacts employee performance, most research was conducted abroad and focused on profit-driven companies in the private sector (Luo et al., 2021). Little or no work can be traced to Ghana, with limited studies, especially in human resource-focused higher education. Again, though training exists in most organisations, it is on the lower side. Moreover, the majority of companies strive to attract and keep skilled and talented employees, as providing job-specific training can require significant time and resources (Kuruppu et al., 2021).



With its growing capacity, UDS accommodates over 300 senior staff employees in its 3 main campuses. Despite these figures, a Yimam (2022) study shows that training issues persist and that human resource management does not receive the necessary attention. In the meanwhile, it is critical to emphasize the value of raising staff job satisfaction and organizational dedication to efficiency in UDS. Furthermore, not enough research has been done to evaluate how training affects organizational commitment and job satisfaction. As a result, there is a gap in empirical information that has to be filled. UDS, like any other organization, needs to continuously invest in staff training initiatives. This study aims to determine how training affects the organizational commitment and job satisfaction of senior staff members of UDS.

1.2 Problem Statement

According to organizational research, organizational commitment and work satisfaction are the two main results of Human Resources Management (HRM) practices (Garba et al., 2016; Terefe & Tadese, 2019). Despite these there has not been much focus on the HRM practice of training (Terefe & Tadese, 2019). A small number of research that have examined employee training have emphasized training as a tool for improving performance rather than as a goal in itself (Garavan et al., 2020). Thus, this study looks into how training affects organizational commitment and job satisfaction.

Aside from that, there have been contradictory findings from several studies regarding the connection between workers' job satisfaction and organizational commitment. For example, some research findings (Afroz, 2018; Terefe & Tadese, 2019; Garavan et al., 2020) demonstrated that there is a strong correlation between job satisfaction and employee commitment to the

organisation., while other research findings (Landa, 2018) suggested that employee commitment leads to job satisfaction.

The research results also showed conflicting results about the connections between commitment to the organization, satisfaction with the job, and employee training (Terefe & Tadese, 2019). For example, Mahmud et al. (2019) upheld a linear association between employee organizational commitment and human resource training. Conversely, employees' organisational engagement and HRM training are indirectly related (Raza et al., 2017). The study's conceptual framework is especially susceptible to the impact of job satisfaction on employees' organizational commitment, which is influenced by training. It is UDS's policy to train its staff to enhance performance. Therefore, staff are granted permission to attend conferences, workshops, short courses, and study leave to pursue higher degrees, depending on the entry level. The question remains as to whether these training opportunities result in job satisfaction and, for that matter, commitment to the institution and its goals and whether UDS benefits from the training opportunities for staff.

1.3 Main objective of the study

The main objective of this study is to examine the effect of training senior UDS staff on their job satisfaction and organisational commitment.

1.3.1 Specific objectives of the study

The study sought to:

1. determine the influence of training on job satisfaction among senior staff of UDS.
2. examine the relationship between training and organisational commitment.



3. examine the relationship between job satisfaction and organisational commitment.

Research Questions

The following research questions guide the study.

1. What is the perceived influence of training on job satisfaction among the University for Development Studies senior staff?
2. To what extent does training influence organisational commitment among the University for Development Studies senior staff?
3. What is the perceived influence of organisational commitment on job satisfaction among the University for Development Studies senior staff?

1.5 Research Hypotheses

1. H_0 : There is no statistically significant impact of training on job satisfaction among senior staff of UDS.
2. H_0 : There is no statistically significant relationship between training and organisational commitment.
3. H_0 : There is no statistically significant relationship between job satisfaction and organisational commitment among senior UDS staff.

1.6 Significance of the Study

The findings of this study will assist UDS and other tertiary institutions nationwide in formulating acceptable and better training programmes to enhance employees' job satisfaction and commitment toward doing their work well. Moreover, the study's outcome may enhance an affirmative outlook among staff, thus facilitating a better-quality service and high productivity.



This study is also important to university management, administrators, and unions, such as the senior staff association, as it is relevant to understanding employees' job satisfaction needs and preferences. This study will also be important to future researchers by providing reference material that will aid them in better determining the extent to which the quantity and quality of training workers are exposed to contribute to their job satisfaction and commitment to an organisation. This can be done by identifying gaps in knowledge and offering recommendations for further studies.

1.7 Delimitation of the Study

Senior employees of UDS in the northern region of Ghana participated in the study. The study focused on how training affected employees' commitment to the organisation and their level of job satisfaction. In particular, it looked at how training affected job satisfaction, how training and organisational commitment related, and how senior university staff felt about their dedication to their jobs and training.

1.8 Limitations of the Study

Notwithstanding the numerous benefits anticipated after completion, the study has limitations. Initially, there were shortcomings in the study's principal data collection strategy, which involved using closed-ended questions. Because the questionnaire was closed-ended, there was no opportunity for additional investigation if respondents had questions. To get around this restriction, the researcher developed precise, focused questions that were discussed with the supervisor. Second, because every university and other postsecondary institution is different and has a different environment, the research findings might not apply to all universities and other tertiary institutions in the country. However, it will apply to those institutions with similar conditions.

1.9 Definition of Key Concepts

Job satisfaction: describes employees' feelings, attitudes, or preferences for their work.

Job training: conditions under which skills are imparted for a given profession, like administration

Commitment: Willingness to work wholeheartedly without complaints.

1.10 Organization of the Study

The study is divided into five major sections. The background of the study, the problem statement, the study's purpose, research questions, significance, scope, limitations, and definitions of key terminology were all covered in the first chapter, which serves as an introduction. The literature review is covered in Chapter Two. It is arranged according to the following themes: introduction, definition of important terms related to the topic, such as how employee training affects job satisfaction, how employee training affects organisation commitment, and how job satisfaction and organisation commitment are related. The theoretical literature was the main topic of this chapter, and a summary of the chapter was also included.

Chapter Three presented the study's methodology and covered the research design, target population, sample size, sampling procedure, data collection methods, and analytic methodologies. Chapter Four presented data analysis results, interpreted findings, and discussed findings. Chapter Five culminated with recommendations and a summary of the study's results and conclusions.



CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The study explores the effect of training senior UDS staff on job satisfaction and organisational commitment. This chapter, therefore, reviews literature related to the topic under study. Several sources, including published articles in journals, textbooks and thesis works. This literature review focuses on key areas under the following themes: review of major concepts, including training, training process, employee training, organisational commitment and job satisfaction. It also reviewed the theoretical and conceptual frameworks of the study as well as the empirical evidence relevant to the study. Under empirical-related review, the literature is reviewed by subheadings such as the relationship between training and job satisfaction, the relationship between training and organisational commitment and the relationship between job satisfaction and organisational commitment.

2.2 Conceptual Review

2.2.1 Training

Training is the methodical alteration of behaviour by gaining the specialised abilities, credentials, and expanded knowledge needed to carry out certain work efficiently. Training is defined by Noe and Hollenbeck (2019) as an organisation's purposeful attempt to help its staff members acquire information, skills, and conducts linked to their jobs so they can utilise them to improve the organisation's fortunes. Sesen and Ertan (2022) contended that the performance of both employers and employees is enhanced through training. Training also assists the labour force in adapting to





new technology, thus improving their efficiency and performance (Sesen & Ertan, 2022). When considering the training process, it is crucial to consider the program and method of training, whether or not the main goals of the training are being realised, and, more importantly, who to train (Ali et al., 2020). Farooq et al. (2019) did not miss a beat by saying that formal training is the surest way of ensuring learning occurs.

2.2.2 Employee Training

Training encompasses all educational activities employees undertake following their initial vocational training to stay current with technical and technological advancements, promote their social advancement, and promote their socio-economic and cultural development (Dessler, 2020). Employees are always already integrated into an organisation. From the standpoint of human resource management, training as a recovery component of human resources benefits the organisation and its employees by placing people at the core of its operations, particularly concerning competitive advantage (Álvaro & Rui, 2016). Training, like recruitment and reward, is central to managing human resources (Guan & Frenkel, 2019).

Though training benefits individuals and organisations, most organisations treat training activity as a secondary component of their performance endeavour due to its cost element. The cost of training is usually treated as an expense instead of an investment. Jahanbazi et al. (2019) argue that the significance of organisational training should not solely be looked at from the cost angle but should be considered as a tool for skills development, increased competitiveness, increased employee productivity and development of human resource originality. Mehwish et al. (2019) also maintained that training is *sine-qua-non* to improve employee productivity. Since human resources are critical assets of organisations, their training, as usually captured in their annual budgets,



should be viewed as an investment rather than an expense (Rehman et al., 2020). Raza et al. (2017) maintain that training evaluation in organisational contexts or research is critical in ensuring informed decisions about its real value. However, if training is seen or perceived as an essential expense in an organisation, its benefits will not be fully realised. Due to the cost of training must be viewed as a scarce commodity, and professional planning and implementation are needed to retain talent, attain objectives, and reduce employee turnover (Ertan & Sahil, 2022). Aside from the financial aspect of the training program, it must also be viewed as a component of a larger system that interacts with other elements to eliminate or minimise expenses like hiring and training staff and employee turnover because employee training and organisational commitment have a strong correlation (Álvaro & Rui, 2016).

In a similar vein, Bellani et al. (2017) contend that staff training can propel Human Resource procedures to a competitive edge. Employees' behaviours, knowledge, and abilities are improved and developed through training activities, enabling them to perform their duties and meet future human resources quality standards (Bryngelson & Cole, 2021). There must be a connection between theory and practice; training cannot be confined to the setting in which it occurs. Effective training is the best way for organisations to prepare for the future because human resources determine an organisation's success or failure (Cascio, 2019). Therefore, organisations must recognise that training plays a key role in developing human resources skills to bring them to speed with existing techniques and best practices in the market. For example, managers, no matter their academic qualifications, undergo training in technical know-how and acquire certain behaviours to carry their employees along with organisational progress (Fletcher et al., 2018).



2.2.2.1 Access to Training

The availability of training and employees' view of their capacity to engage in programs created by an organisation is called access to training. That is, whether participation is open to everyone and clearly defined by objective, whether the application process is formally disseminated and evident, and whether or not the applications are supported by hierarchy (Álvaro & Rui, 2016).

Research on training accessibility indicated that how employees view or perceive things, including availability, is connected to effective program participation, meaning that the organisation offers and supports training for improved knowledge and skills and organisational commitment (Narayanan, 2017). According to Park and Johnson (2019), training procedures are frequently viewed simplistically. Annual or multi-annual training plans specify the number and length of actions, locations for training, and subject matter, which are unilaterally set by human resource management and disseminated to the various departments or units where employees are employed. This simplistic approach to planning training will not serve the organisation's best interests, such as the return on investment.

2.2.2.2 Support for Training

Co-workers may horizontally offer training support, such as co-workers supporting in implementing new ways of solving problems, or vertically through the hierarchy, from the most experienced or top to the less experienced or bottom (Cascio, 2019). In order to create an environment where training participation is encouraged, support for training is required, whether it be horizontal or vertical. (Rehman et al., 2020). Noe & Wilk (1993), cited in Álvaro and Rui (2016), accentuate that support from more experienced co-workers is very relevant in arousing the interest of workers to participate in training. Generally, support for training embraces three key



components: supervisor (Dessler, 2020), co-workers, and family and friends (Álvaro & Rui, 2016). Unfortunately, one of the immediate barriers thwarting participation in training programs is the poor attitude of employees or trainees, sometimes supported by experience. This poor and lack of interest in training programmes stems from the lack of support for training by management. However, to overcome this negative employee attitude towards training activities, an organisation must be career-focused and receive social support (Sesen & Ertan, 2022). Additionally, Sesen and Ertan (2022) maintained that the perception of employees' support of the organisation's values can change their perception towards training programs. It must, therefore, be understood that there is a strong link between the level of assistance employees receive to partake in training initiatives and their perception of such (Álvaro & Rui, 2016).

Numerous researches conducted worldwide have indicated a good and strong correlation between workplace assistance and the efficient operation of an organisation (Álvaro & Rui, 2016; Dessler, 2020). Employees are encouraged to participate in the organisation's training activities due to how they view the support provided by the structure, even though it is essential. As a result, workers in companies where they feel like they have much assistance to further their careers will always be open to taking part in training any day at any time (Sesen & Ertan, 2022).

2.2.2.3 Motivation for training

The effectiveness of training as a technique to increase commitment and performance, individually or collectively, largely depends on how motivated employees are to attend training sessions. The incentive for training typically centres on the developers' perseverance and level of effort before to, throughout, and following the frequency of training sessions (Álvaro & Rui, 2016; Dessler, 2020).



The success rate will differ for employees attending training activities imposed by top management and employees intrinsically motivated to attend and benefit from such activities. According to Álvaro and Rui (2016), who referenced Robinson (1985), employees' willingness to put in the work necessary to improve their work performance, commitment, and skills through training activities determines their motivation for training. Numerous elements typically come into play, including the training's relevance to one's duties and the location, duration, and time of the sessions, all motivating employees to attend since training must be perceived as an investment despite the cost element. If workers are motivated, they will have a favourable opinion of the company's training (Park & Johnson, 2019). The drive, eagerness, and desire that staff members have to attend training classes to transfer the knowledge they have learned or fulfil their daily responsibilities are linked to the motivation for training.

2.2.2.4 Training Benefits

According to earlier research, training's ability to foster individual and organisational dedication and performance is a strong argument in favour of funding it (Cascio, 2019). Accordingly, Aguinis and Kraiger (2009) argued that organisations and people both gain from training. Employee growth on a personal and professional level and in achieving work goals are evidence of the advantages of organisational training (Bulut & Culha, 2010). Motivation and training accessibility are the advantages of organisational training. Employees are more ready to participate in current and upcoming training initiatives when they believe doing so would benefit their organisations and themselves (Ertan & Sahil, 2022). This leads us to two different perspectives on benefits.

Nordhaug, cited in Álvaro and Rui (2016), distinguished three benefits for workers who took part in training exercises: personal benefits, enhancement of one's current job, and career development. The employee's social, economic, political, and psychological interaction with their workstation is

one of the individual benefits. Regarding existing positions, it represents the belief that participating in training programmes helps individuals perform better in their current employment. Workers who view organisational training as gaining new skills for a prospective position stand to gain professionally. In addition to these advantages, training guarantees job stability, self-worth, job satisfaction, and employee organisational engagement (Guan & Frenkel, 2019).

Previous research has shown the direct benefits of training, according to Sesen & Ertan (2022), including cross-cultural adjustment, self-management abilities, technical proficiency, adaptive expertise, creativity, and tacit skills, as well as the indirect advantages, which include teamwork, organisation, communication, and empowerment. On organisational benefits of training, enhanced organisational performance can be in the form of reduced employee turnover and organisational reputation, improved quantity and quality, reduced cost, increased operating revenue per employee and productivity, effectiveness and profitability (Lussier & Hendon, 2020).

2.2.3 Training Processes

2.2.3.1 Systematic Approach to Training Process

Organisations must take a methodical approach to training to ensure its effectiveness. Each component must be carefully implemented for the training to succeed. Employees can only benefit from training if it increases their motivation, job satisfaction, and dedication to the organisation (Rakhra, 2018). Risdayanti and Sandroto (2020) state that training must be methodically designed and carried out to meet particular demands. Trained individuals often give it, and its effects are carefully assessed.

As explained by Mondy and Martocchio (2016) and Mathis and Jackson (2016), a systematic training process has four stages: needs assessment, training design, delivery style, and training evaluation.

1. Assessment of Training Needs

Since this is a need-driven activity, determining the duration, type, and extent of the training is the main focus of this process stage. Determining the organisation's training requirements subsequently identifies the planned training's diagnostic stage. An organisation's goals are identified, competencies are gathered, and information is analysed to identify future and present gaps, including concerns about employer and employee commitment (Khan & Masrek, 2017). The process of assessing training needs is strategic, and it is critical to take non-training factors like physical work schedules, salary scales, job designs, and organisational structures into account throughout the assessment.

The main points of emphasis for each systematic assessment of training needs activity are the company's objectives, strategic mission, corporate plan analysis, and the outcomes of strategic human resource planning (Mondy & Martocchio, 2016). An evaluation of training needs assists businesses or organisations in deciding what kind of training is required and whether it is essential. Training needs assessment is described by Lussier and Hendon (2020) as assessing what is happening in the job(s) with what is needed, either now or in the future, depending on the organisation's operations and strategic goals.

Research has identified three training needs analyses, and these include person analysis, task /job analysis, and organisational analyses (Mondy & Martocchio, 2016; Mathis & Jackson, 2016; Hartoyo & Efendy, 2017; Lussier & Hendon, 2020).



2. Design of the Training

After determining the training requirement, a training program that addresses the needs must be designed using various techniques and learning principles (Mathis & Jackson, 2016). According to Noe and Hollenbeck (2019), training design is one of the primary independent factors influencing training. According to Mathis and Jackson (2016), effective training design also considers the learners' needs, teaching methods, and how training outcomes are mirrored in the workplace.

Among the training techniques are instructor-led training, e-learning, case studies, role-playing, in-basket, behaviour modelling, apprenticeship, and brainstorming (Mondy & Martocchio, 2016; Mathis & Jackson, 2016; Lussier & Hendon, 2020; Abu & Constantinovits, 2021).

3. Style of Training Delivery

The next phase after the training design is the delivery style (Mathis & Jackson, 2016). It is generally agreed upon to ensure the training fulfils the requirements assessment and is provided on a trial or pilot test basis. Since it transforms the employee as anticipated, the delivery manner is crucial. It facilitates the type and methods of training and the approaches that can be used to deliver the training. Corporate training institutions focus on creating organisational change that engulfs employee development, adult learning and organisation commitment (Mondy & Martocchio, 2016). The training delivery style aims to achieve the target goals by undertaking activities that foster individual and organisational development. The training style also determines the training materials required to achieve higher success.



4. Evaluation of the Training

The training program's final step is this one. Its purpose is to determine whether program participants perform their trained jobs to the best of their abilities, indicating the program's success. Evaluation is primarily established by comparing the program's goals to its efficacy (Noe & Hollenbeck, 2019). In a training evaluation, pre-training goals are compared to post-training outcomes for managers, trainers, and trainees (Mathis & Jackson, 2016).

Helping employees achieve the organisation's goals is one of the key reasons businesses invest in employee training programs. Thus, the purpose of evaluation is always to undertake a cost/benefit analysis of the organisation's training programme. Few organisations do evaluation, even though it is essential to training. Shahid's (2018) evaluation compares the changes after training to the training objectives. Some potential evaluation measures are benchmarking, the accomplishment of training objectives and the investment outcome due to training, behavioural change, the degree of learning, and participants (Mondy & Martocchio, 2016). Four evaluation stages are universally recognised: behaviour, learning, reaction, and results (Noe & Hollenbeck, 2019; Dessler, 2020; Lussier & Hendon, 2020).

2.2.4 Job Satisfaction

How effectively employees relate to the various facets of their work is a key indicator of job satisfaction. This measures the degree to which employees are content or discontent with their whole job experience or specific components of it, such as prospects for advancement, level and type of control, remuneration, and staff or management cooperation (Tatar, 2020). Job Satisfaction is a common denominator for measuring job satisfaction factors.



According to organisational studies, job satisfaction is critical in many models and theories of workers' behaviour and attitude towards work. Although other researchers have provided alternative definitions of job satisfaction, Locke's definition (1976) is the most frequently accepted. "An emotional state of pleasantness or optimism as a result of work experience or job appraisal," according to Locke, is how he defined job satisfaction. Additionally, it was stated that knowing one's work fosters a sense of hope, which contributes to job satisfaction (Rakhra, 2018). The totality of pleasure is how Risdayanti and Sandroto (2020) defined job satisfaction. Working hours, activity, loyalty, and productivity positively correlate with job satisfaction (Park & Johnson, 2019). Zhou et al. (2019) referred to their study to the claim that the majority of individuals with high work needs are content with a job that satisfies that need, a concept known as self-realisation (Mehwish et al., 2019). According to Álvaro and Rui (2016), an employee's sense of job satisfaction stems from their assessment of the value or quality of their work.

2.2.4.1 Factors that Influence Job Satisfaction

Job satisfaction, which is the universal behaviour of the employee towards work, seems to be a controversial problem in this more business world. Workers normally feel emotionally delighted to evaluate their own work experience. How a worker feels satisfied or happier with his work is termed job satisfaction. Though job satisfaction is slightly different from motivation, they are closely related. Also, factors influencing job satisfaction are still unclear (Meyer et al., 2012; Allen, 2016).

However, Alina (2010) attempted and presented eight different elements as factors that affect job satisfaction: (i) Demographic characteristics (e.g. experience, education, gender, and age); (ii) Work Design (features of job satisfaction include independence, recognition, promotion,



remuneration, motivation and diversity); (iii) stress (for example, cramped lecture halls or offices can contribute to tension at the university, and stressed-out employees are less likely to be content with their jobs); (iv) Workplace conditions (such as outside noise, temperature, air quality, building design, and lighting); (v) Supervision (the supervisor-employee relationship is crucial in boosting job satisfaction); (vi) Human Resources (the HR manager's function is closely linked to employee satisfaction); (vii) Working hours (which have an impact on connections with family and friends, quality of life, and employee satisfaction) (viii) Payment (i.e., you can persuade an employee to put in more effort and work in exchange for a salary).

2.2.4.2 Significance of Job Satisfaction

Job satisfaction, as explained above, relates to the attitude of employees towards their work. The significance of job satisfaction cannot be overemphasised. First and foremost, employee job satisfaction is critical to keeping effective, qualified, and expert personnel within the organisation. This means that when people are kept in their rightful positions, leaving such an organisation is a disincentive. Second, job satisfaction is important in evaluating an organisation's success. That is, organisations that persistently satisfy their employees are likely to succeed compared to those that do not. An organisation can only be efficient and effective when it can meet the needs and address the concerns of its workers.

Numerous studies in sociology, psychology, economics, administrative science, and organisational theory have been carried out regarding job satisfaction (Samaiya, 2015). The common reason for this is the belief held by many experts that changing job satisfaction impacts several organisational outcomes, such as employee turnover, productivity, mental and physical health, safety and dangers at work, and overall life satisfaction. As a result, an employee's general level of pleasure and well-

being is greatly influenced by their job satisfaction. Job dissatisfaction alone is sufficient cause for an employee to quit (Farooq et al., 2019). Employers have a significant impact on their workforce, which is typically reflected in employee conduct and the effectiveness of the company (Udin, 2023). Depending on how long an employee needs to spend, he/she must be satisfied with his/her work (Park & Johnson, 2019). This statement summarises the importance of job satisfaction for employees and their employers as follows:

Business organisations' efficacy and efficiency are greatly impacted by employee satisfaction. According to the new management philosophy, employees must be handled with respect and urgency as unique individuals with needs, goals, wants and desires. In terms of job satisfaction, a contented worker is joyful, well, and productive. The detrimental effects of job dissatisfaction, such as an increase in accidents, an increase in the number of workers who cannot fulfil their jobs, and a lack of loyalty, among other things, must be taken into account to evaluate the significance of job satisfaction properly. A high level of job satisfaction can symbolise good emotional and stable-mind staff. Also, employee behaviour based on job satisfaction will majorly impact the processes and performance of the whole organisational system.

Even though job satisfaction ratings across various organisational units may differ, employee evaluation systems provide a useful indicator of what needs to be changed inside an organisation to improve efficacy. Research also suggests a favourable correlation between lower employee turnover and work satisfaction (Judge et al., 2017). A company's value contribution is directly impacted by employee productivity, and working circumstances encompass more than just the physical workspace—they also involve a shared sense of life pleasure (Park & Johnson, 2019). According to Tatar (2020), job happiness positively affects service quality and strongly correlates with life satisfaction.

2.2.5 Organizational Commitment

Numerous studies have weighed the organisational commitment concept and defined or measured it differently (Ertan & Sahil, 2022). Notwithstanding the several strives to understand the concept, theoretical controversies and disputes continue to ensue regarding the definition and nature of organisational commitment (Meyer & Herscovitch, cited in Álvaro & Rui, 2016).

Among the research on organisational commitment, much focus has been on the study of employees' commitment to their organisation (Guan & Frenkel, 2019). Despite all the controversies surrounding its definition, organisational commitment can be defined more directly and clearly. For instance, Nicol et al. (2011) defined it as "The psychological connection that is formed between an employee and their organisation" (page 21). Organisational commitment is not only a sense of employees' loyalty to their organisations or a strong psychological attachment to them but also a static or passive character in an organisation (Bellaniet al., 2017). Organisational commitment also reflects positive feelings of employees towards the organisation they work in (Ifie, 2014).

Chen et al. (2013) contends that Becker's work from the 1960s is the source of organisational commitment. Since then, the conceptual framework on organisational commitment has become an important milestone construct for many authors in academia and other fields. Employees normally associate their activities with an organisation to satisfy their interests. However, suppose their aspiration of fulfilling their psychological contract is seen to be bridged or being bridged. If that is the case, they will probably become less committed to the organisation to bring the initial exchange relationship back into balance since they do not think the organisation can be trusted to fulfil its future promises (Fletcher et al., 2018).



As stated by Crewson in Álvaro & Rui (2016), organisational commitment can be examined from three different angles: (i) a tremendous drive to put forth much effort for the organisation, (ii) A desire to continue being a member of the organisation, and (iii) a firm commitment to and acceptance of the values and goals of the organisation. Additionally, organisational commitment was described as an attitude in a previous study by Allen (2016), which, along with the work of many writers who came after them, significantly contributed to the emergence of this perspective. One of the most important studies on the topic is that of Meyer et al. (2012), who developed a multifaceted framework for studying organisational commitment. After reviewing every definition found in the literature on organisational commitment, the authors concluded that three fundamental elements were underlying them: (i) the duty (normative commitment) to carry on with one's employment with an organisation. (ii) a desire (affective commitment) and a necessity (continuance commitment).

2.2.6 Employee Training and Organizational Commitment

In order to retain the finest employees, organisations that want to improve the abilities of their workforce through HR policies need to provide training. According to research, employee training and organisational commitment are strongly correlated (Álvaro & Rui, 2016). As a result, in addition to other benefits, it is believed that one essential component in helping organisations cut training must be the costs of recruiting, hiring, and training new staff (Al-Emadi & Marquardt, 2007). A study on employee perceptions of training on organisational commitment and the latter's relationship with turnover intentions by Newman et al. (2011) found that three factors have a strong relationship with affective commitment: the perceived availability of training, coworker support for training, and supervisor support for training. Their investigation also established a strong correlation between one variable—perceived training availability—and continuation commitment.

The study found no relationship between the perceived benefits of training, drive to learn, and affective, continuation, and normative commitment. Similarly, Jehanzeb et al. (2013) used three variables to analyse training: management support for training, incentive to learn, and availability of training. The connection between these factors and organisational commitment was also examined. Their research showed a favourable correlation between manager support for training and organisational commitment and between commitment and availability of training. However, it was discovered that organisational commitment and employee incentive to learn were negatively correlated.

Employers' affective and emotional reactions to their organisation were the main focus of Bulut & Culha's (2010) investigation into the connection between employee dedication and organisational training. Four variables were examined: training accessibility, training motivation, training support, and training benefits. Their empirical study's findings demonstrated that each of the organisational training variables was positively correlated with employee commitment.

2.3 Theoretical Framework

This study relies on two primary theories to explain the connection between job happiness, organisational commitment, and employee training: Maslow's Theory of Needs and Frederick Herzberg's Two-Factor Theory.

2.3.1 Herzberg's Two-Factor Theory

Fredrick Herzberg, who promoted the Neo-Human Relations School, which emphasises the psychological requirements of employees, established this theory in the early 1920s. The Two-factor model of motivation created by Herzberg (Herzberg, 1966; Newstrom & Davis, 2002) will

serve as the foundation for this investigation. According to this hypothesis, motivation and conduct in humans are influenced by two different causes. According to Herzberg (1966), there are two important things to focus on: realising one's potential and capabilities and securing one's basic needs while avoiding harm.

This theory argues that the assumption of motivation and its lack thereof merely being on the opposite sides of a continuum before the coming into being of this theory is a misconception. On the other hand, the theory argues that the presence of certain job elements, including working conditions and job security, only gets employees to a neutral state. In contrast, their absence essentially generates unhappiness among them. In order to draw this conclusion, Herzberg asked his participants to list the circumstances that contributed to their satisfaction levels and recall a period when they felt unsatisfied with their jobs. His investigation's conclusions showed that various circumstances could elicit both negative and positive emotions. For instance, if a feeling of achievement leads to a good feeling, it does not necessarily mean the lack of achievement will force one into a bad feeling. Rather, different reasons, like company policy, may give rise to such a bad feeling (Newstrom & Davis, 2002).

Herzberg describes the factors that bring satisfaction as motivators or satisfies simply because they work to motivate the employee, and their absence does not necessarily bring dissatisfaction. They must provide a base upon which it will be possible to sustain employees' motivation at an acceptable level. However, he described the factors that do not increase workers' job satisfaction, but their deficiency creates dissatisfaction as hygiene or maintenance, otherwise known as dissatisfiers. The distinction between maintenance and motivational factors helps answer the question about many ancillary benefits and custodial policies that do not enhance employee



motivation. According to Herzberg, personnel policies and fringe benefits are primarily maintenance factors (Bowditch & Buono, 1997).

Herzberg's model listed the motivational factors as recognition, advancement, responsibility, growth possibility, achievement, and work. In contrast, the maintenance factors were job security, company administration and policy, supervision quality, peer relations, relations with subordinates and supervisors, and status (Newstrom & Davis, 2002).

The notion that compensation is viewed as a hygiene component rather than a motivational factor is one of the most intriguing aspects of Herzberg's argument. Motivational factors like accountability and accomplishment are connected to an employee's output, job experience, personal recognition, and growth. Motivators are mostly job-centred or job-content; conversely, because they are more closely associated with the environment around the work, maintenance aspects are mostly linked to the job context. The distinction between extrinsic and intrinsic motivators in psychology can be applied to the relationship between employment setting and content. While employees respect extrinsic motivators such as health insurance, vacation time, and retirement plans, they are not highly driven.

Herzberg concluded that what employees do for themselves highly motivates them. They are mainly motivated when they gain recognition or take responsibility for their behaviour. It must be recognised that Herzberg's assertion was drawn from data from qualified managerial and professional staff in engineering and accounting. Herzberg's model at least provides a useful distinction between motivational factors, which can enhance employee effort and yield job satisfaction, and maintenance factors, which are necessary but insufficient as a remark. According to Guest et al., cited in Ojwang (2013), "Because it is closely associated with greater satisfaction



among workers, a stronger sense of loyalty to the organisation, and improved employment relations, a good psychological contract should be taken very seriously." It serves as more evidence of the advantages of implementing a set of innovative HRM practices. Guest et al., cited in Ojwang (2013), emphasised the significance of high climate involvement. They, therefore, maintained that human resource management practices such as involvement processes, comprehensive communication, fair reward systems, minimising status differentials, careers and promotion focus on job security training and development. The provision of learning opportunities will all contribute to positive psychological contact.

The current study benefits from applying Herzberg's two-factor model, which establishes the relationship between employee training, job satisfaction, and organisational commitment. This theory implies that perceived access, support, motivation, and benefits for training in an organisation will bring job satisfaction to most employees and increase their commitment.

2.3.2 Maslow's Hierarchy of Needs Theory

Abraham Maslow, a motivation theorist, created the humanistic approach to motivation, combining biological and social needs (Newstrom & Davis, 2002). The importance of human wants varies, according to Maslow. Maslow, therefore, developed the pyramid of hierarchy, where the most important needs form the base or bottom of the pyramid, and the less important ones take the top. It also shows that one needs to satisfy the most pressing needs before considering the less important ones. In other words, one must attend to one's basic demands before considering secondary wants. The necessities of life, which include food, water, air, and sleep, are the most basic and are ranked lowest on the hierarchy of requirements. On the other hand, non-essential

needs are ranked highest. Maslow classified this pyramid into five levels. Levels 3 to 5 are called Higher-order needs, whilst levels 1 and 2 are categorized as Lower-order demands.

Level 1 needs are physiological needs, including things like food, water, sleep, and air. The second set of needs are safety and security, including assurances that a worker will not be relieved, freedom from hazardous working conditions, and a comfortable retirement plan. The third set of needs are social needs and a sense of belonging, including friendships, family love and affection, and recognition of one's abilities from others. The fourth set of needs is referred to as esteem and status needs, and the fifth level is self-actualization, which is defined as the ability to become what one can and to maximize one's talents.

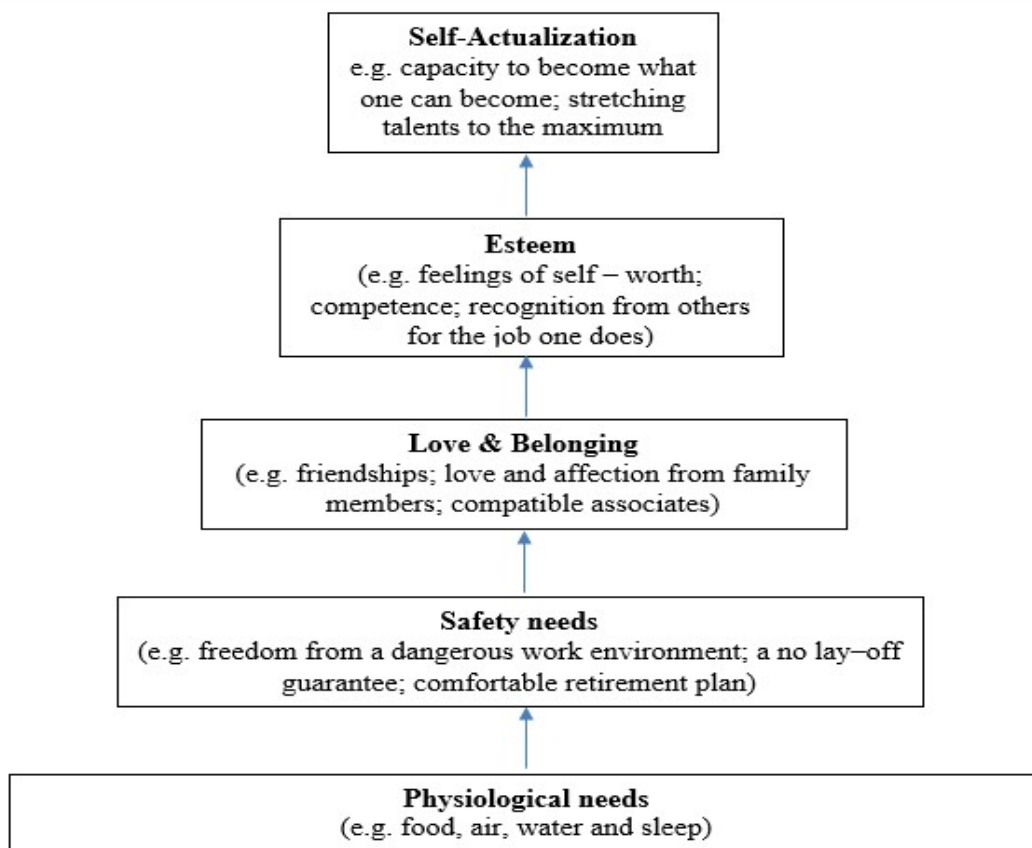


Figure 1: Maslow's Hierarchy of Needs (adapted or adopted?)

Newstrom and Davis (2002) note that, when considering Maslow's hierarchy of requirements, employees are more motivated by what they need and are pursuing than by acquiring what they currently have in huge amounts. Thus, a demand that is completely met cannot serve as a sufficient motivator.

In his complementing theories between 1880 and 1949, Mayo (1937) argued that workers might be highly motivated if they could meet their social needs instead of focusing on making money. Following the introduction of the Human Relation School of Thinking, much focus shifted toward treating employees respectfully and showing interest in their viewpoints. Once again, the relationships between employees were given first emphasis.

In a series of tests conducted at the Western Electric Company's Hawthorne Factory in Chicago, Mayo (1937) established how several factors, such as lighting and workspace, affected the productivity of two groups of workers. In contrast to his prediction that workers' output would drop as illumination and working conditions deteriorated it either stayed the same or increased in the worst-case scenario. This made Mayo (1937) speculate as to whether non-financial motivators might be at play. He listed the following non-financial factors: increased manager involvement in workers' daily lives, group or teamwork, and enhanced communication between staff and management.

According to American theorist David McClelland, three primary variables drive employee motivation: the need for connection, authority, and performance (Newstrom & Davis, 2002). The urge for affiliation is the need to connect with others effectively; the desire for achievement is the drive to meet objectives and progress; and the need for power is the need to exert control over





circumstances and people. McClelland first emphasised the importance of achievement in explaining why certain societies create more than others. Later, he shifted his attention to the urge for power among Chief Executive Officers. Understanding each employee's work attitude is essential for leaders or supervisors to analyse the distinctions between the three motivational factors. In light of this, McClelland discovered that a person's motivational impulses are influenced by various aspects of their upbringing, including their family, school, church, and reading material.

Clayton Alderfer presented a three-levelled modified need hierarchy known as the E-R-G (Existence, Relatedness, and Growth) model in opposition to Maslow's theory (Newstrom & Davis, 2002). Within a model, he contended that employees' primary concerns are gratifying their physiological and security demands, which may meet compensation, benefits, job security, and physical workspace. The subsequent stage involves relatedness needs, which are recognized and acknowledged by individuals above, below, or near the worker, both inside and outside the workplace. The growth needs category is the final and third one. The need for both self-actualization and self-esteem is one of the growth needs. In addition, the E-R-G model varies in other respects. The subsequent stage involves relatedness needs, recognised and acknowledged by individuals above, below, or near the worker, both inside and outside the workplace. An individual who feels frustrated at either of the higher levels, for example, may focus on a lower level once more before moving forward again, according to the E-R-G model. Furthermore, it does not presuppose a strict progression from one level to the next. Instead, it acknowledges that all three levels could be used simultaneously. Lastly, the need for progress is limitless. They are triggered every time a certain degree of satisfaction is reached, unlike the preceding two levels, which have fairly restricted requirements.

The relevance of this theory to the current study can be witnessed in the direction where managers or supervisors identify their employees' hierarchy of needs and offer them the same through things like training. This can also be done by identifying each employee's level of need and trying to satisfy it. This will go a long way to enhancing their job satisfaction and organisational commitment.

2.4 Conceptual Framework

The conceptual framework shows the connection between the various variables, thus the relationship between the independent and the dependent variables, and how they relate to one another, as shown in Figure 2.

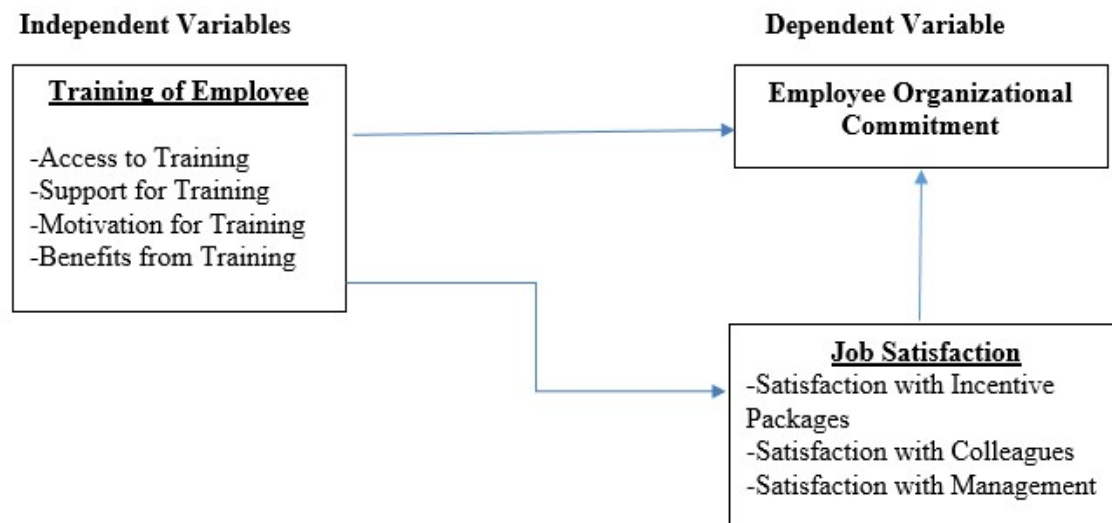


Figure 2: Conceptual Framework

Source: Author's Construct, 2023

Following the discussions above, this study conceptualises that training employees will lead to job satisfaction and organisational commitment, as shown in Figure 2. Access to, support for, motivation for, and the benefits from training are the main issues under training that will lead to the outcomes. The expected job satisfaction involves incentive packages and satisfaction with colleagues and management. Training is expected to result in job satisfaction, which will result in employees' commitment to the organisation. Though some schools of thought think that employee organisational commitment results in job satisfaction, this study posits that it is the other way around. This section explains the conceptual framework for this study by reviewing related prior studies to support the current research. The review focuses on the relationships between the specified dependent and independent variables and how these relationships are presented in Figure 2.

- (i) The Relationship between Training and Job Satisfaction,
- (ii) The relationship between training and Organizational Commitment
- (iii) The relationship between Job -Satisfaction and Organizational Commitment.

2.4.1 Relationship between training and Job satisfaction

Tatar (2020) identified work satisfaction's impact on organisational commitment in the Libyan Telecom Company. The exploratory research type was used in the study. The study also employed a descriptive research design. The results of the research showed that one of the primary causes of employees' lack of organizational engagement was inadequate applications. The degree of organizational commitment was significantly impacted by a number of factors, including workgroup dynamics, social interactions, leadership and supervision style, possibilities for growth,

success, and career progression, and employee satisfaction with salary and benefits. Workplace conditions, including safety, health, and stability, also greatly impacted.

Azman and Mohd (2021) assessed the relationship between organizational commitment and job satisfaction. The investigation was conducted at the Malaysian Fire & Rescue Department. Three items were found in the research outcome. The research found a substantial correlation between job satisfaction and organizational commitment, as well as between intrinsic and extrinsic pleasure. This suggests that a greater degree of organisational commitment may result from individuals who are content with the intrinsic and extrinsic satisfaction they receive from their work environment.

Terefe and Tadese (2019) researched to identify the variables influencing workers' organisational commitment in the public sector of Ethiopia. A sample of 272 respondents was randomly chosen from across 14 federal ministries to participate in the poll. Structural equation modelling was employed to analyse the data using AMOS software, version 21 or SEM. According to the study, public sector workers exhibited comparatively higher affective, normative, and continuation commitment levels in that order. Though job satisfaction was found to have a statistically significant positive effect on workers' commitment to the organisation, the study also discovered that the degree of job satisfaction among employees was satisfactory. Once more, according to the findings of the study, work satisfaction had a statistically significant positive indirect effect mediating the connection between workers' loyalty to the organisation and how they view training and support from the organisation. Job satisfaction also mediated the relationship between perceived supervisor support and organisational commitment, with a statistically significant negative indirect effect.





In the transition economy of Serbia, South Eastern Europe, Culibrk et al. (2018) conducted empirical research to ascertain and measure the relationship between organisational policies and procedures, work characteristics, job involvement, job satisfaction, and organisational commitment. The research, which included 566 workers from 8 different organisations, showed that the current work incentive models must be modified to better reflect the empirical data. This will lead to an updated research model. According to their suggested model, Work involvement partially moderates the relationship between organisational commitment and job satisfaction. Work characteristics affect employees' degree of job satisfaction, despite the findings of several research carried out in developed economies.

Luz et al. (2018) examined the impact of organisational commitment and job satisfaction on workers' intentions to quit. The quantitative technique was used as the study's methodology. An information technology and communication enterprise in Porto Digital, Northeastern Brazil, was the subject of a case study. The research used 172 self-administered forms with 18 closed questions, a Likert scale, and one open questionnaire to gather data. The results of the descriptive analysis of the data showed a substantial link between affective and normative commitments, the goal of negative turnover, compensation satisfaction, promotions, and the nature of the employment. Only age had a negative connection with the desire to turn among the demographic variables. Affective commitment, normative commitment, and salary satisfaction were found to impact turnover intention by multiple regression analysis.

2.4.2 Employee Training and Organizational Commitment

There have been conflicting results regarding the relationship between employee organisational commitment and training. According to some research, training increases employees'



organizational commitment, making them more likely to put in more effort (Bryngelson & Cole, 2021). However, other studies contend that training can polarise workers and increase access to alternative employment opportunities by raising competence levels (Narayanan, 2017; Risdayanti & Sandroto, 2020; Rehman et al., 2020).

From the perspective of human resource management, training as a recovery factor gives an advantage to both the employees and the organisation because it has people at the centre of its process, especially regarding competitive advantage (Mehwish et al., 2019). Training, like recruitment and reward, is central to managing human resources (Dessler, 2020).

According to earlier research, training's ability to foster dedication and performance on both an individual and organizational level justifies spending money on it. Accordingly, Ertan and Sahil (2022) argued that organizations and employees both gain from training.

The benefits of organisational training to the employee can be witnessed in their personal and career development and in attaining their job objectives (Zhou et al., 2019). The benefits of organisational training come from access to training and motivation. Employee desire to participate in company training initiatives as well as future training activities increases when they believe that doing so will benefit both their organizations and themselves. Training provides both direct and indirect benefits, including team coordination, planning, communication, and empowerment. Cross-cultural adaptability, self-management abilities, technical proficiency, adaptive knowledge, creativity, and tacit skills are among the immediate advantages (Judge et al., 2017).

On organisational benefits of training, enhanced organisational performance can be in the form of reduced employee turnover and organisational reputation, improved quantity and quality, reduced

cost, increased operating revenue per employee and productivity, effectiveness and profitability (Lussier & Hendon, 2020).

According to Newman, Thanacoody, and Hui (2013), access to training refers to having the opportunity to participate in training initiatives. Álvaro and Rui (2016) and Bartlett (2002) classified the views about employees' training accessibility into two groups: (i) the chance to take part in training courses in order to learn new things and develop abilities for particular tasks and (ii) the existence of few organisational obstacles that prevent staff members from taking part in training initiatives. The literature on training access shows research on employees' views of availability and their capacity to participate effectively in training programs. The organisation provides and supports training to enhance knowledge, skills, and organisational commitment (Narayanan, 2017).

Support for training can be horizontal by co-workers, as in co-workers supporting in implementing new ways of solving problems, or vertical through the hierarchy, from the most experienced or top to the less experienced or bottom (Rehman et al., 2020). In order to create an environment where training participation is encouraged, support for training—whether horizontal or vertical—is crucial (Sesen & Ertan, 2022). Noe and Wilk, cited in Álvaro and Rui (2016), accentuate that support from more experienced co-workers is very relevant in arousing the interest of workers to participate in training. Generally, support for training embraces three key components: supervisor (Dessler, 2020), co-workers, and family and friends (Álvaro & Rui, 2016). Unfortunately, one of the immediate barriers thwarting participation in training programs is the poor attitude of employees or trainees, sometimes supported by experience. This poor and lack of interest in training programmes stems from the lack of support for training by management.



Additionally, Guan and Frenkel (2019) maintained that the perception of employees' support of the organisation's values can change their perception towards training programs. Therefore, it's important to realize that employees' perceptions of training programs and the level of assistance they receive to engage in them are strongly correlated (Álvaro & Rui, 2016). Research has generally shown a good and substantial correlation between workplace assistance and the efficient operation of the organization (Dessler, 2020). Employees are urged to get involved in the organization's training activities due to how they view the support provided by the structure, even though it is essential. Employees will, therefore, always be willing to participate in any training on any day in organisations where they feel that they are receiving a high level of assistance to develop their abilities (Ertan & Sahil, 2022).

Employee desire to attend training sessions plays a major role in how well training works to improve performance and commitment, whether collectively or individually. The main focus of training motivation typically lies in the developers' tenacity and commitment to work hard before, during, and following training sessions (Álvaro & Rui, 2016; Dessler, 2020).

The success rate will differ for employees attending training activities imposed by top management and employees intrinsically motivated to attend and benefit from such activities. According to Álvaro and Rui (2016), who referenced Robinson (1985), employees' willingness to put in the work necessary to improve their work performance, commitment, and skills through training activities determines their motivation for training. Numerous elements typically come into play, including the training's relevance to one's duties, the location, duration, and time of the sessions, all of which lead to the motivation of employees to attend since training must be perceived as an investment despite the cost element. If workers are motivated, they will have a favourable opinion of the company's training (Bellani et al., 2017). The drive, eagerness, and desire that staff members

have to attend training classes to transfer the knowledge they have learned or fulfil their daily responsibilities are linked to the motivation for training.

Research indicates that the benefits of training for individual growth, organisational commitment, and performance serve as a rationale for investing in this kind of work (Rakhra, 2018). Guan and Frenkel (2019) argued that training helps organisations and employees equally. Employee growth on a personal and professional level and in achieving work goals are evidence of the advantages of organizational training (Ali et al., 2020). The availability of motivation and training frames the advantages of organizational training. Employee desire to participate in organizational training programs and future training activities increases with the degree to which they believe that doing so will benefit both their organizations and themselves. Workers who view organisational training as a means of gaining new skills for a prospective position stand to gain professionally. In addition to these advantages, training guarantees job stability, self-worth, job happiness, and organizational commitment for employees (Mehwish et al., 2019). Research also demonstrates that training has indirect advantages such as team coordination, planning, communication, empowerment, and direct advantages like cross-cultural adjustment, self-management skills, technical skills, adaptive expertise, innovation, and tacit abilities (Ertan & Sahil, 2022).

On organisational benefits of training, enhanced organisational performance can be in the form of reduced employee turnover and organisational reputation, improved quantity and quality, reduced cost, increased operating revenue per employee and productivity, effectiveness and profitability (Lussier & Hendon, 2020).

Astuti and Harnuansa (2022) looked at the relationship between employee training and organizational commitment as well as turnover intention, utilizing work satisfaction as a mediator.





Structural Equation Modelling (SEM) based on AMOS was the methodology used. The study's conclusions showed that staff training has a favourable effect on organizational commitment. The study also showed that job satisfaction is positively impacted by employee training. Third, the results show that organizational commitment is positively impacted by work satisfaction. The study also showed that employee training impacts on organizational commitment are mediated by work satisfaction. Fifth, the results demonstrate that turnover intention is unaffected by work satisfaction. Ultimately, the findings demonstrated that employee training has little bearing on the intention to leave.

Yimam (2022) evaluated and looked into how training affected staff members' performance in a technology-focused academic setting. Data were collected from a sample population of administrative staff members at Bahir Dar University in Ethiopia who underwent training in 2019 and were chosen by simple random selection. The study used a cross-sectional survey and a quantitative technique. Three hundred and sixteen questionnaires were sent out to collect data for the study. Both inferential and descriptive statistics were applied to examine the data. The study's findings showed that training design, training needs assessment, training delivery method, and evaluation all significantly impact workers' performance.

Jehanzeb et al. (2013) used data from 251 respondents who worked for prestigious Saudi Arabian private companies. The study examined training from three perspectives, linking it to organisational commitment: (i) training availability, (ii) learning motivation, and (iii) manager support for training. The study's results showed a positive relationship between organisational commitment and training accessibility and a positive relationship between organisational commitment and management support for training. There was, however, no proof that employee learning incentives and organisational commitment was related.



Newman, Thanacoody and Hui (2011) investigated the effect of employee perceptions of training on organisational commitment and its link to turnover intentions. Four hundred and thirty-seven Chinese workers from five international companies in the Chinese service industry made up the sample. The study examined five characteristics to characterise training: perceived availability of training, perceived supervisor support, learner motivation, perceived coworker support, and reported benefits. The study's findings demonstrated a strong link between affective commitment and the three variables (perceived availability of training, supervisor support for training, and coworker support for training). The perceived availability of training was a major predictor of continued commitment to the study. The study did not discover any connection between the three commitment categories (affective, continuation, and normative) and the perceived benefits of training or incentive to learn.

Bulut and Culha (2010) examined how organisational training affected workers' emotional and affective reactions to their company to determine how it affected employee commitment. The sample comprised 298 participants from Izmir, Turkey's four- and five-star hotels. Organisational training was analysed using four variables: training benefits, support for training, motivation for training, and access to training. The empirical study discovered that every organisational training variable positively impacts organisational commitment.

Al-Emadi and Marquardt (2007) examined the relationship between employees' perceptions of the benefits of employee training as assessed by senior Qatar nationals and their organisational commitment. Their study confirmed that the career and personal advantages of training significantly correlate with the three elements of organisational commitment: normative, affective, and instrumental. They came to the conclusion that (i) taking part in training programs aids staff members in their quest for personal growth. Their network enhances their performance at work,

and (ii) taking part in training programs helps them define and achieve their career goals as well as creates opportunities for them to seek new career routes.

Barrett and Kang (2004) examined the relationship between employee views of training and organisational commitment through survey research among US and New Zealand nurses. Perceived availability to training, supervisory support for training, motivation to learn from training, and perceived advantages of training were positively correlated with the affective and normative components of organisational commitment. They confirmed a negative association between access to training, frequency of training, and continuous commitment and a strong positive relationship between emotional and normative commitment. This link concerns the relationships among the three forms of organisational commitment (affective, continuation, and normative) and perceived availability to training and training frequency.

Results of the study showed that availability to training and instrumental commitment correlated positively but not statistically significantly, while training frequency and instrumental commitment showed a non-significant negative relationship. When the authors examined the relationship between the two types of commitment—*affective* and *normative*—they found a significant and positive correlation with the desire to learn from training. Although not statistically significant, the association with continued commitment was negatively correlated. Employees with higher degrees of affective organisational commitment are likelier to think that training will help them in their personal, professional, or work lives. The favourable and substantial correlations observed between affective commitment and training advantages about employment, careers, and personal life provide credence to this. The study demonstrated that there is a strong positive correlation between two aspects of organisational commitment: affective and normative commitment and support for training.





2.4.3 Employee Job Satisfaction and Organizational Commitment

There is a reciprocal relationship between employee commitment to their organisation and job satisfaction. While some studies (Shahjehana et al., 2019) assert that employees' satisfaction with work directly impacts their organisation, others (Prasetio et al., 2017; Gulec & Samanci, 2018; Rajak & Pandey, 2017) argue that staff organisation impacts job satisfaction rather than acting as a predictor. The hypothesis of this study states that employee job satisfaction will positively influence organisational commitment.

2.4.4. Summary of the chapter

This chapter reviewed literature related to the topic under study. The review was done with reference to prior literature from diverse sources, including textbooks, journals and other digital sources. Two theories – Maslow's Hierarchy of Needs Theory and Herzberg's Two-Factor Theory were reviewed to provide a theoretical base for the study. Both theories stress the importance of a job in meeting the welfare and satisfaction of workers in an organisation. The empirical review of the literature was done using several themes related to the study. For instance, the relationship between training and job satisfaction, between training and organisational commitment, and between job satisfaction and organisational commitment were explored. A conceptual framework was developed from the review to present the connections between the independent variables (job training and organisational commitment) and the dependent variable (job satisfaction).

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The study explores the perceived influence of training on job satisfaction and organisational commitment among senior staff of the University for Development. Consequently, this chapter presents the study's methodology adopted to achieve this aim. Specifically, the approach to the study, design and population are explained. In addition, the sampling technique and size are explained. The instruments used and how the data were collected are also described in this chapter. Finally, how the data were analysed, and ethical protocols are described in detail.

3.2 Research Design

The overall strategy for carrying out a study to achieve its goals and provide answers to its research questions is known as the research design. The study employed a descriptive survey research approach to gather quantitative information characterising the current events. A systematic, empirical investigation using a descriptive survey study methodology prevents the researcher from manipulating some factors because they have already happened and are independent (Mugenda & Mugenda, 2009). In other words, it is a design that aims to collect data from individuals within a particular population to determine the population's present status about one or more factors. As a result, this strategy was chosen to meet the requirement of employing a sample population to observe the features of a sizable target group (Mugenda & Mugenda, 2009).



3.3 Population of the Study

A population is a collection of related objects, persons, or homes under study (Ngechu, 2004). Accordingly, the target population a researcher hopes to employ to generalise study results is the population (Mugenda & Mugenda, 2009). Consequently, the target population for this study is the senior staff of UDS in the Northern Region. The 18 faculties and schools of the institution employ 604 senior staff members. This comprised 411 (68%) males and 193 (38%) females. The distribution of the population is presented in Table 3.1

Table 3.1: Population of the Study

Population Category	Number	%
Chief Administrative Assistants	100	16.6
Principal Administrative Assistants	134	22.2
Senior Administrative Assistants	173	28.7
Assistant Administrators	197	34.5
Total	604	100



3.2: Gender

Variables	Categories	Number of Respondents	Frequency N = 100 (%)
Gender	Female	65	38%
	Male	106	62%
	TOTAL	171	100%

Source: Field Data, 2024

3.4 Sample Size

The study adopted the formula formulated to calculate the sample size from the specified population. Hence, with a population of 300 senior staff of UDS, the sample is calculated below:

$$n = \frac{N}{1 + N(e^2)}$$

Where: n = Sample Size

N=Target population

E=Error Term = 0.05

With a population of 300 senior staff of UDS, the sample is calculated below;

$$n = \frac{300}{1 + 300(0.05)^2}$$

$$n = 171$$



3.5 Sampling Procedure

The study selected a sample of 300 senior staff members from 18 schools using a simple random selection technique. This is to guarantee that every element has an equal chance of getting chosen. According to Mugenda and Mugenda (2009), the researcher must first have a sampling frame to choose a representative sample. A set of situations from which a sample might be chosen for research observation is known as a sampling frame (Mugenda & Mugenda, 2009). As a result, a list of senior UDS employees drawn from the 18 faculties across the several campuses will serve as the sampling frame for this research. In order to choose the necessary numbers from among the senior staff members in each of the university's 18 faculties based on faculty sample size, a simple random sampling approach is used.

3.6 Data Collection Instruments

The researcher employed three closed-ended surveys to gather data: the Meyer et al. (1991) job satisfaction and organisational commitment questionnaires and the self-constructed access to training questionnaires. Additional information about the survey is provided below.

3.6.1 Questionnaire on Job Training

The researcher developed the seven-item questionnaire on training using literature on training as a guide, and it was verified by pre-testing the questionnaire using respondents from Tamale Technical University. The respondents were to indicate how much they agreed or disagreed with training-related statements. They indicated strongly agree = 1, agree = 2, slightly agree = 3, neither agree nor disagree = 4, slightly disagree = 5, disagree = 6, or strongly disagree = 7. The questionnaire on job training is presented in Appendix B.



3.6.2. Questionnaire on Job Satisfaction

The job satisfaction questionnaire was administered using a 24-item measure measuring senior staff members' happiness with several aspects of their work—such as incentive packages, coworkers, and management. Like the questionnaire for job training, respondents indicated seven options to indicate their levels of agreement or otherwise of job satisfaction-related questions. The questionnaire on job training is presented in Appendix C.

3.6.3 Questionnaire on Organisational Commitment

This 18-item measure, which was derived from Meyer, Allen, and Smith (1993), is a commonly used tool to assess organizational commitment. Although the original scale assesses affective, normative, and continuation commitment—the three components of organizational commitment—it was used in this study to measure overall commitment. Although it was not the purpose of this study, it is implied that one may decouple the data into the many components of commitment. One example of a comment on the satisfaction scale is, "I would be very happy to work for this organization for the rest of my career." On a 7-point Likert scale with 1 being strongly disagree and 7 being strongly agree, participants indicated their answers. Seven, where a lower score corresponds to a higher organizational remark. For the full set of questionnaires.

3.6.4 Validity of Instruments

Mugenda and Mugenda (2009) define validity as the extent to which an instrument measures what it genuinely intended to measure. The extent to which the sampled items reflected the content that the questionnaire was intended to assess was determined by this study using content validity. It is considered valid when an instrument accurately predicts certain variables or behavioural patterns,

such as job satisfaction (Best & Khan, 2004). Accordingly, the researcher asked the supervisor for feedback on the quantity and quality of the self-constructed access to the training questionnaire. The validity of the work satisfaction and organisational commitment questionnaires has been widely documented and utilised extensively.

3.6.5 Reliability of Instruments

When the same elements are repeatedly measured under the same conditions, an instrument is said to be reliable if it can consistently yield the same results. Twenty Tamale Technical University respondents completed the questionnaire as part of a pretesting of the instrument. The method used to choose the respondents was simple random sampling. A correlation coefficient 0.52 was found for the access to training, satisfaction, and commitment scales based on analysing responses from both testing periods. An instrument was considered sufficiently consistent for sufficiency of reliability if it produced a test-retest reliability coefficient of 0.40 or higher (Mugenda & Mugenda, 2009). The instrument's internal consistency was 0.73, which was attained for the questionnaire on Training. That for organisational commitment and job satisfaction were not determined since they adopted time-tested pre-existing instruments.

3.7 Data Collection Procedure

The data was collected following the ethical clearance from UDS graduate school and the Department of Educational Management and Policy Studies of the Faculty of Education, University for Development Studies. The department granted me an introductory letter to the Human Resources Directorate for permission to access data on the population for the study. Two strategies were deployed to collect the data. One was using Google Forms, where respondents could answer the questionnaire electronically. The second approach involved the researcher



identifying the sample on their campuses and offices to administer the questionnaire. The respondents were allowed people to complete the questionnaires at their convenience because it was impossible to do so promptly. The researcher collected the completed surveys as soon as they were finished. The distribution of the questionnaires took two weeks, and it took two months to collect all of the completed electronic and manual surveys.

3.8 Data Analysis

The data was analysed using the SPSS version 27 software. The data were examined to ensure completeness with no missing information before analysis. Descriptive and inferential statistics were applied to analyse the data. Research question 1 examined the influence of training on the Job satisfaction of senior staff and was analysed using mean and standard deviation. Research question 2 examined the relationship between training and organisational commitment and was analysed using the Pearson correlation coefficient. Also, research question 3 examined the relationship between job satisfaction and organisational commitment and was analysed using the Pearson correlation coefficient. These three research questions were converted into hypotheses and tested using standard multiple regression.

3.3: Mean and Standard Deviation

Mean Range	Response	Interpretation
4.21 – 5.0	Strongly Agree	Very High
3.41 -4.20	Agree	High



2.61 – 3.40	Nuetral	Moderation
1.81 – 2.60	Disagree	Low
1.00 1.80	Strongly Disagree	Very Low

Source: Authors Construct, 2024

3.9 Ethical Considerations

When conducting this study, the researcher followed these guidelines to demonstrate adherence to the professional code of conduct: obtaining consent from the participants in the survey as well as UDS authorities where the research was conducted; protecting respondents' privacy and confidentiality, i.e., keeping their personal opinions private and not disclosing any responses from a specific person or group of respondents to preserve the integrity and shield them from abuse; upholding integrity and refraining from dishonest behaviour, such as fabricating stories, establishing false intimacy, or withholding information from participants, as these actions could endanger them; avoiding the researcher's personal biases and opinions was done to ensure that the researcher's views would not take precedence over the goals of the study and that both sides would be fairly considered.

3.10 Research Setting

The research is conducted at the University for Development Studies (UDS). The university is the first public university in Northern Ghana. By gazette order (PNDC Law 279), the Ghanaian



government established it on May 15, 1992, with the following goals in mind: to offer higher education to everyone eligible and able to benefit from it;

- a. to conduct research, encourage the development and sharing of knowledge, and apply it to the needs and goals of Ghanaians; and
- b. Integrate community and academic life to foster positive interactions that will contribute to northern Ghana's and the nation's overall development.

According to some, UDS's educational philosophy emerged from innovative ideas in higher education. To promote rapid development, it highlights the necessity for universities to function more actively as teaching and research institutions by tackling societal issues, particularly those about rural areas.

The University's approach to teaching, research, and outreach activities reflects its pro-poor stance, which is dictated by its mandate and clientele. Reducing poverty is the main objective, emphasising training in the field and practically oriented research to speed up national development. Its distinction as a national university stems from the following:

1. Its multi-campus structure and location.
2. Its pro-poor stance and vision seek to address the systemic causes and conditions of poverty.
3. Its community-technical-interface program, called the Third Trimester Field Practical Programme (TTFPP) and Community Based Education and Service (COBES), integrates academic study with community-based field practical work.





In September 1993, the University commenced its academic operations by enrolling forty (40) students in the Faculty of Agriculture (FoA). From 1994 till the present, more faculties, schools, institutes, etc. were progressively added. The University now consists of three (3) Institutes, six (6) Schools, six (6) Faculties, and four Centres (two of which are Centres of Excellence).

The University operates a multi-campus system:

Tamale Campus – Central Administration, School of Medicine (SoM), School of Allied Health Sciences (SAHS), School of Nursing and Midwifery (SoNM), School of Public Health (SPH) and Faculty of Education (FoE) and Desert Research Institute (DRI);

Nvankpala Campus – Faculty of Agriculture, Food and Consumer Sciences (FoAFCS), Faculty of Natural Resources and Environment (FNRE), Faculty of Biosciences (FoB), School of Engineering (SoE), West African Centre for Water, Irrigation and Sustainable Agriculture (WACWISA) and West African Centre for Sustainable Rural Transformation (WAC-SRT).

Tamale City Campus – Graduate School, Institute of Interdisciplinary Research (IIR), Institute of Distance and Continuing Education (IDCE), Colleges of Education Affiliation and Business Innovation and Incubation Centre (BIIC);

Tamale North Campus – School of Applied Economics and Management Sciences (SAEMS)

Eastern Campus, Yendi—Faculty of Communication and Cultural Studies (FCCS), Faculty of Sustainable Development Studies (FoSDS), Centre for Culture, Heritage and African Studies (CCHAS), and Centre for Peace and Security Studies (CePSS). (The Tamale North Campus and Eastern Campus, Yendi, are yet to be operational, though the sites have been acquired and the faculties are functioning from other campuses.)

The Faculty of Agriculture, Food, and Consumer Sciences (FoAFCS) is still the oldest faculty of the university. The University currently provides graduate and undergraduate programs at several locations, in addition to outreach and research projects that support economic growth and sustainable community development.

The Directorate of Community Relations and Outreach Programs (DCROP) is responsible for implementing the university's community-technical interaction program, which consists of TTFPP, COBES, Teaching Practice, and an international student homestay program.

VISION

The university aspires to be the home of a World-Class pro-poor Scholarship. Its core values of "Knowledge for Service" and its approach to outreach, research, and teaching reflect this.

MISSION

In order to realise its goal, UDS aims to:

1. Encouraging communities' socioeconomic and equitable transformation by interactive, gender-sensitive, problem-solving, practically oriented, community-based research, teaching, and outreach initiatives.
2. Granting access to higher education to those who can benefit from it and who are appropriately suited for it.
3. Positioning itself as a resource for the country that promotes lifelong learning.



4. Building up its infrastructure for information and communication technology as the driving force to educate more people faster and improve academic quality and efficiency, which will further regional and national growth.



CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

The study examined the effects of job training and organisational commitment on the job satisfaction of senior staff of the University for Development Studies. This chapter presents the study's results and their discussion. Consequently, the chapter is divided into two parts. The first part presents the results for each of the hypotheses guiding the study, while the second part discusses the results. Furthermore, the first section of the results presents an analysis of respondents' demographic data, such as the respondents' age, sex, level of education, rank, professional category, and duration of service. The section presents the results derived from the hypotheses.

4.2 Results and Discussions

4.2.1 Preliminary Analysis

4.2.1.1 Personal Information of the Respondents

This section examined the respondents' general information, including their sex, age, educational level, marital status, and how long they worked with the institution.



4.2.1.2 Age of Respondents

Table 4.1 Age of Respondents

Years	Frequency	Valid Percent
20-30	30	17.5
31-40	57	33.3
41-50	63	36.8
51-60	21	12.3
Total	171	100

Source: Field Survey, 2023

As shown in Table 4.1, the study results revealed that the majority of the respondent's ages fall between 41 to 50 years representing 36.8% per cent of the study population, followed by 31 to 40 years (33.3%), 20 to 30 years (17.5%), and 51 to 60 years (12.3%). This means that over one-half of the senior staff are less than 41 years old; hence, the institution has young employees who can work for many years. This implies that the institution will need more training for these young staff to increase job satisfaction and organisational commitment. Only 12% of the university's senior staff are due for retirement in the next 10 years. These staff will be able to train the younger ones before they retire.

4.2.3 Gender of Participants

Table 4.2 Gender



Variables	Categories	Number of Respondents	Frequency N = 100 (%)
Gender	Female	65	38%
	Male	106	62%
	TOTAL	171	100%

Source: Field Data, 2023

The results from the data analysis show that 62% of the respondents were males, while the remaining 38% were females, as shown in Table 4.2 and Figure 2 below. Generally, though the population figures show that females are more than males, males dominate in all sectors and at all levels of work hence it is not surprising that this pattern repeats here. Although the number of female senior staff are not as much as the males, the university is gender sensitive since lower percentages are found in other organisations.

4.2.1.3 Gender of Participants

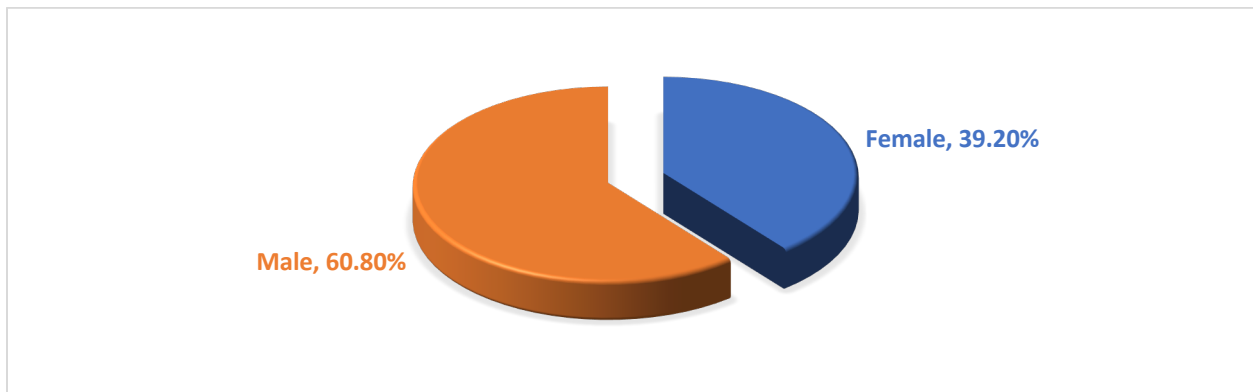


Figure 3: Gender of Participants

The results from the data analysis show that more than half (60.8%) of the respondents were males,

while the remaining 39.2% were females, as shown in Figure 2. Generally, though the population figures show more females than males, males dominate in all sectors and at all levels of work; hence, it is not surprising that this pattern repeats here. Although the number of female senior staff is less than that of males, the university is gender sensitive since lower percentages are found in other organisations.

4.2.1.4 Level of Education

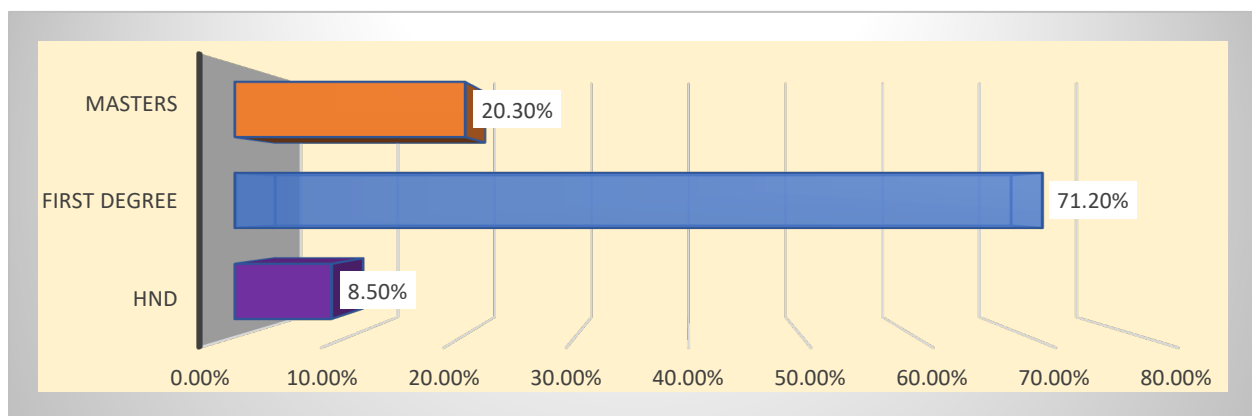


Figure 4: Level of Education

The minimum requirement for appointment to the lowest rank of senior staff of the university is a Higher National Diploma (HND). On respondents' education level, 71.2% were first-degree holders, and 20.3% had their master's degrees. Also, 8.5% were HND holders, as shown in Figure 3. In the next few years most of the HND and first-degree holders will likely attain higher degrees. The higher relevant degrees that the staff acquire the better for the institution. This will also mean that most of them will at higher ranks and there will be need for recruitment of more junior ranks. The lower ages of the current staff will make them stay longer at post and move to higher ranks hence the organisation will have many higher ranks and very few lower ranks. This calls for strategic human resource planning for the future.

4.2.1.5 Participants Rank

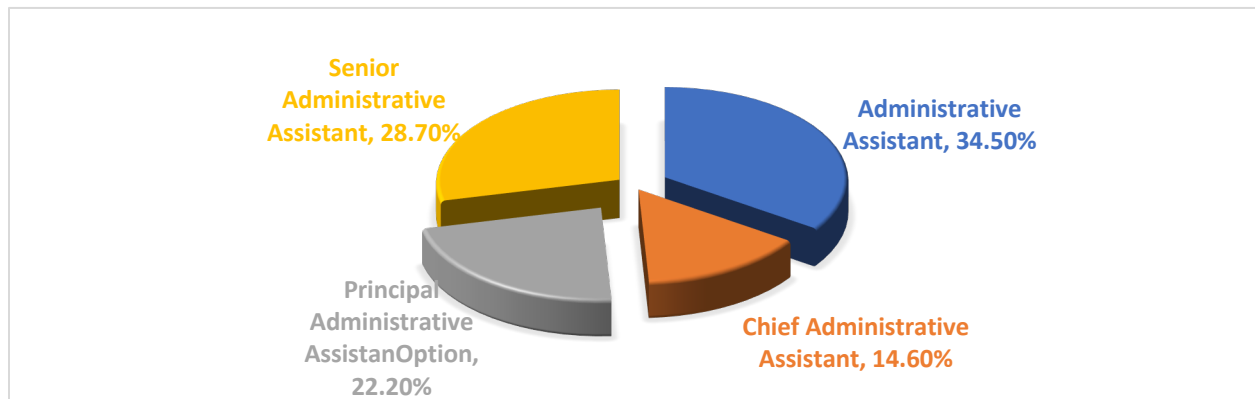


Figure 5: Rank of Senior Staff

There are four levels or ranks in the senior staff category of employees in the university. It starts with Administrative Assistant to Senior Administrative Assistant, then to Principal Administrative Assistant and the highest rank in the category is Chief Administrative Assistant. The study examined the rank of the university's senior staff. Results revealed that 34.5% of the respondents were Administrative Assistants, while 28.7% and 22.2% were Senior and principal Administrative Assistants, respectively. Only 14.6% were Chief Administrative Assistants, as shown in Figure 4.

Promotion is based on long service and acquisition of higher degrees. Some are able to move into the senior membership category as a result of attaining a masters' degree or a PhD. The result shows the normal pyramid where the base is broad and the top narrow.

2.2.1.6 Educational Level and Age of Respondents

Table 4.2 Age and Level of Education of Respondents

Age of Respondent	Level of Education			Total
	HND	First Degree	Masters	



20-30	4	24	1	29
31-40	7	41	8	56
41-50	1	39	18	58
51-60	2	12	5	19
Total	14	116	32	162

Source: Field Survey, 2023

Table 4.2 shows a cross tabulation of the age and educational level of respondents. Training of staff could also include going in for higher education. With the conversion of the Polytechnics to Technical Universities, the HND will soon be faced out hence the basic requirement to the rank of Administrative Assistant will be a First degree (Bachelors' Degree). Many of the first-degree holders will soon go for their Masters degrees since the majority of them are below 50 years. After that they will seek to move into the Senior Membership category as Junior Assistant Registrars. This will create a concentration of Junior Assistant Registrars and a few senior staff. There is the need to manage this human resource issue.

4.2.1.7 Professional category

A professional in the area of Administration is one who is trained in that discipline and has his/her degrees in the discipline consequently, a non-professional is one whose training and for that matter has his/her degrees in other field but have been employed as Administrators. The results show that 54.4% of the respondents were either professional or technical staff, while 45.6% were in the non-professional category, as shown in Figure 5. The implication is that the non-professionals need extra training to be effective and efficient on the job. This is an extra expenditure of the university.



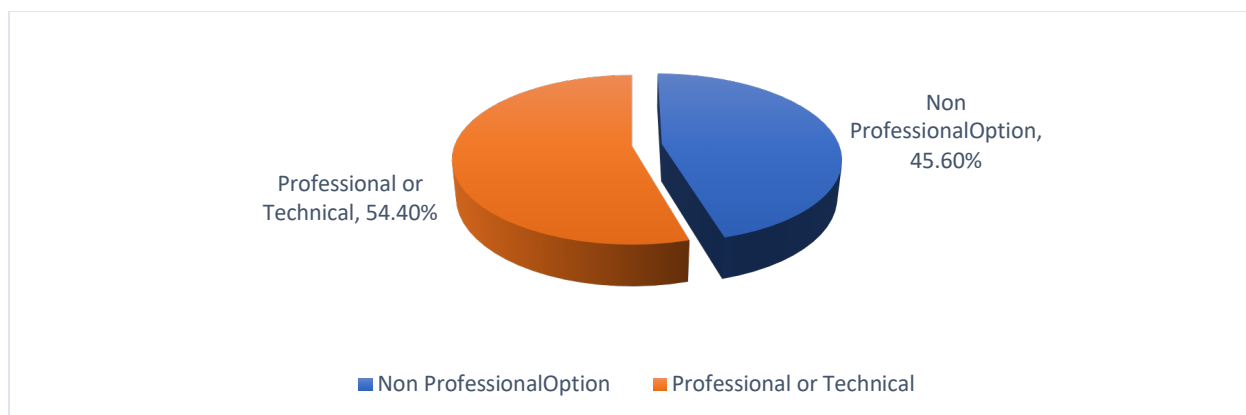


Figure 6: Professional category

4.2.1.8 Educational Level and Rank of Respondents

Table 4.3 Rank and Level of Education

Rank	Level of Education			Total
	HND	First Degree	Masters	
Administrative Assistant	8	40	2	50
Senior Administrative Assistant	6	37	6	49
Principal Administrative Assistant	0	26	12	38
Chief Administrative Assistant	0	13	12	25
Total	14	116	32	162

Source: Field Survey, 2023

Table 4.3 shows a cross tabulation of the rank and educational background of the senior staff. The data suggests that a higher degree is required for a HND holder to be promoted above Senior Administrative Assistant but not so much for first degree holders to get to Chief Administrative



Assistant; that is to say that without a first degree a senior staff cannot rise above Senior Administrative Assistant

4.2.1.9 Duration of Service

Table 4.4 Years of Service to UDS

Years	Frequency	Percentage
Up to 1	9	5.7
2-4	43	25.5
5-9	42	24.6
10+	77	44.3
Total	171	100

Source: Field Survey, 2023

On the duration respondents have spent serving in the institution, 44.3% of the respondents had spent over 10 years working in the institution, and 25.5% spent between 2 to 4 years there. Those who spent between 5 to 9 years in the institution were 24.6%, while 5.7% of the respondents had worked there for only up to 1 year, as shown in Table 4.4. Since the majority of the respondents have served the institution for a long period, they have gone through some training and will be the right persons to contribute to the objectives of this study.

Research Questions

Research Question 1

What is the perceived influence of training on job satisfaction among the University for Development Studies senior staff?



Table 4.5 Means and SD scores of Accesses to the Training of Senior Staff

Statement	N	Min	Max	Mean	SD
I have been pleased with the training opportunities for senior staff in my organisation	171	1	7	3.32	2.022
I wish I could have more opportunities to attend/ participate in training programs for senior staff of my organisation	171	1	7	2.04	1.705
My organisation regularly organises training programs for senior staff	171	1	7	4.08	1.958
The content of training programs organised by my organisation are good	171	1	7	3.31	1.993
The training programs organised for senior staff of the organisation are relevant	171	1	7	3.18	2.057

Note: Strongly agree = 1, agree = 2, slightly agree = 3, neither agree nor disagree = 4, slightly disagree = 5, disagree = 6 or strongly disagree = 7

Source: Filed Survey, 2023

Raza et al. (2017) maintains that training evaluation in organisational contexts or research is critical in ensuring informed decisions about its real value. However, if training is seen or perceived as an essential expense in an organisation, its benefits will not be fully realised. The study examined employee access to UDS training programmes. Participants responded to questionnaire items on their access to and participation in training programmes at the university using Likert scale-type statements. These Likert scale-type statements had response options ranging from strongly agree (1) to strongly disagree (7). Thus, lower scores indicate stronger agreement and higher scores represent stronger disagreement. Therefore, a cut-off points of the average mean of 3.5 was used to determine agreement or disagreement. A mean of 3.5 or less indicated agreement, and a mean above that indicated disagreement, with higher scores indicating stronger disagreement. Lower scores or means toward one (1) also imply a stronger agreement with the various statements. The findings' means and standard deviation scores are presented in Tables in this section.



All 171 respondents have attended at least one university training session, hence their ability to assess the programmes. This shows that the university ensures that all its senior staff receive some form of training while they work for the institution. Each training session targets specific staff needs, and hence, specific categories of staff attend the training.

Table 4.5 presents the scores of responses to the first set of statements. Respondents indicated their level of agreement to whether they were pleased with the training opportunities offered to them. A mean of 3.32 suggests that they were not too happy about the opportunities given to them either because they were few or the training contents did not meet their training needs. This confirms Narayanan (2017), who found that literature on access to training has demonstrated that employees' perceptions of availability are related to their effective participation in training programs. The organisation provides and supports training to enhance knowledge, skills, and organisational commitment. It is also important for the university to get input from the staff when developing training course contents

Surprisingly, the university's senior staff are not too happy about being allowed to participate in training programmes, as indicated by a mean of 3.35, which is very close to an indifferent situation. This suggests that either they are not often given permission to attend training programmes or they do not often request permission to attend training programmes.

On whether respondents wished they had more opportunities to attend/participate in training programmes for senior staff, a mean score of 2.04 was obtained, and this signifies that the respondents agreed that they would have liked to have more opportunities to attend or participate in training programmes for senior staff of the university. This, then, suggests that the staff thinks that the training programmes are not enough. Regarding the statement of whether their





organisation regularly organises training programs for senior staff, the responses revealed a mean of 4.08, as shown in Table 4.5, indicating that most respondents disagreed that the university regularly organises training programs for senior staff, hence confirming that the training opportunities are few.

In addition, respondents are almost indifferent as to whether the content of training programs organised by the university was good, as the data revealed a mean of 3.31. This suggests improving the training content to meet the staff's needs. Hence, there is a need for a detailed needs assessment to help provide content that meets the training needs of staff, which should include the three training needs analyses: person analysis, task /job analysis, and organisational analyses (Mondy & Martocchio, 2016; Mathis & Jackson, 2016; Hartoyo & Efendy, 2017; Lussier & Hendon, 2020).

Lastly, the study showed a mean of 3.18, as in Table 4.5, indicating that respondents slightly agreed that the training programmes organised for senior university staff were relevant. One training session cannot meet all the needs of all staff; hence, those who have attended only one training session will not be satisfied with the content to meet all their needs. The summary of this session confirms Newman et al.'s (2011) findings on the impact of employee perceptions of training on organisational commitment.

Research Question 2

To what extent does training influence organisational commitment among the University for Development Studies senior staff?

4.4 Satisfaction with Incentive Packages

Table 4.6 Means and SD scores of senior staff Satisfaction with incentive Packages



Satisfaction with incentive Packages	N	Min	Max	Mean	SD
I am satisfied with the allowances	171	1	7	4.22	1.989
This our institution follows a fair promotion policy	171	1	7	4.51	1.907
I am satisfied with my chances for promotion.	171	1	7	3.98	2.037
People get ahead as fast here as they do in other places.	171	1	7	4.36	1.951
I am satisfied with the benefits I receive	171	1	7	4.23	1.854
The benefits we receive are as good as other Organizations offer.	171	1	7	4.61	1.849
The benefits packages I receive from this institution are on par and comparable with my co-workers.	171	1	7	4.37	1.864
I am satisfied with the medical benefits provided by this institution	171	1	7	4.31	2.029
I am satisfied with the transport facilities provided by this institution	171	1	7	4.22	1.965

Note: Strongly agree = 1, agree = 2, slightly agree = 3, neither agree nor disagree = 4, slightly disagree = 5, disagree = 6 or strongly disagree = 7

Source: Field Survey, 2023

Two of the eight different elements/factors that affect job satisfaction, as indicated by Alina (2010) include (i) Demographic characteristics (e.g. experience, education, gender, and age) and (ii) Work Design (independence, recognition, promotion, remuneration, motivation and diversity) (Tatar, 2020). The study, therefore, determined senior staff satisfaction with UDS' incentive packages for training and promotion. Participants responded to questions on a scale of strongly agree (1) to strongly disagree (7). The mean and SD scores are presented in Table 4.6. As indicated earlier, a mean of 3.5 or less indicates agreement, and a mean above indicates disagreement.

Respondents' mean score of 4.22 to the first statement reveals that they were not satisfied with the allowances they received since they disagreed with the statement. The study showed a mean of 4.51, implying that respondents strongly disagreed that their university follows a fair promotion policy. The data further revealed a mean of 3.98, signifying that respondents slightly disagreed that they were satisfied with their chances for promotion. Respondents strongly disagreed that people get ahead as fast in their university as in other places since the study revealed a mean of



4.36. In general, the senior staff of UDS are not satisfied with the organisation's promotion processes. This could adversely affect their job satisfaction and, hence, their output or job performance.

Additionally, the data revealed a mean of 4.23, meaning respondents slightly disagreed that they were satisfied with their benefits, as shown in Table 4.6. A mean of 4.61, which is 5 by approximation, means that respondents strongly disagree that their benefits were as good as other organisations offer. The mean of 4.37, approximately 4, implies that respondents slightly disagree that the benefits packages they receive from the university were at par and comparable with those of their co-workers. Though this assertion cannot be proved, the senior staff think there are some disparities in the benefits and incentives given to co-workers. This could create a problem of job dissatisfaction and, hence, output if not checked.

Further, on their satisfaction with the medical benefits provided by the university, the study revealed a mean of 4.31, implying that respondents slightly disagreed that they were satisfied with the medical benefits provided by the university. Though UDS has a health policy that is supposed to be comprehensive, the senior staff are not satisfied with it. Lastly, on the issue of their satisfaction with transport facilities, the data showed a mean of 4.22, implying that respondents slightly disagreed that they were satisfied with the transport facilities provided by the university. The university's transport policy does not provide personal transport or transport for staff to the workplace, but it provides transport for activities during working hours.

4.5 Satisfaction with Colleagues

Table 4.7 Means and SD scores of Senior Staff Satisfaction with Colleagues

Satisfaction with Colleagues	N	Min	Max	Mean	SD
I like the people I work with.	171	1	7	2.42	1.656
I enjoy working with my co-workers.	171	1	7	2.56	1.775
There is too much bickering and fighting at work.	171	1	7	4.31	2.009
I have a smooth relationship with my co-workers	171	1	7	2.46	1.786
There is cooperation among all the departments for achieving the goals.	171	1	7	3.09	1.960
There is good teamwork and cooperation in this institution	171	1	7	3.28	1.888
The teammates provide sufficient encouragement at work.	171	1	7	3.04	1.815

Note: Strongly agree = 1, agree = 2, slightly agree = 3, neither agree nor disagree = 4, slightly disagree = 5, disagree = 6 or strongly disagree = 7

Source: Field Survey, 2023

Tatar (2020) indicated that cooperation among staff or between staff and management, pay level, level and type of control, and opportunities for promotion affect job satisfaction. The study again examined the senior staff's satisfaction with colleagues at the University. As shown in Table 4.7, on whether they like the people they work with, the study revealed a mean of 2.42, approximately 2, meaning that respondents agree that they like the people they work with within the university. Also, the study revealed a mean of 2.56, which is 3 by approximation, which indicates that respondents slightly agree that they enjoy working with their co-workers. The data showed a mean of 4.31, meaning respondents neither agreed nor disagreed about too much bickering and fighting at work. Hence, the staff likes and enjoys working with each other, and there is less bickering and fighting among staff members. This is healthy for the organisation.

In addition, on whether there is cooperation among all departments, the mean of 3.09 indicates that respondents slightly agreed that there was cooperation among all the departments for achieving



the university's goals. Quite apart from that, as to whether there was good teamwork and collaboration, the results revealed a mean of 3.28, implying that respondents slightly agreed that there was good teamwork and cooperation in the university. Lastly, the study showed a mean of 3.04, meaning that respondents slightly agreed that sufficient encouragement was provided by their teammates at work in the university, as shown in Table 4.7. These suggest that the staff and departments are working harmoniously to achieve the university's goals, which is good for the institution's development.

4.6 Satisfaction with Management

Table 4.8 Means and SD of Senior Staff Satisfaction with Management

Satisfaction with Management	N	Min	Max	Mean	SD
UDS management is unfair to me.	171	1	7	3.69	2.067
Management shows too little interest in the feelings of senior staff.	171	1	7	2.80	1.869
Our superior believed that the development of Subordinates is an important part of the job	171	1	7	3.56	2.011
Management makes decisions without consulting senior staff in this institution	171	1	7	3.04	2.034
Management encourages me to participate in decision-making and express my ideas and opinions.	171	1	7	4.41	2.034
I feel free to offer comments and suggestions on my performance.	171	1	7	4.13	1.974
Managers consider senior staff input into organisational decisions.	171	1	7	4.37	1.915
I have the freedom to make important decisions regarding my work	171	1	7	4.21	2.103

Note: Strongly agree = 1, agree = 2, slightly agree = 3, neither agree nor disagree = 4, slightly disagree = 5, disagree = 6 or strongly disagree = 7

Source: Field Survey, 2023

Tarta (2020) and Alina (2010) considered relationships with supervisors or management to affect job satisfaction. The study examined senior staff satisfaction with management in UDS.





Respondents responded to several items on this with response options ranging from strongly agree (1) to strongly disagree (7), as shown in Table 4.8. The cut-off point is 3.5, with 3.5 or less indicating stronger agreement and higher means indicating stronger disagreement. On the issue of university management being unfair to staff, the study revealed a mean of 3.69, which means that respondents slightly disagreed that the university management was unjust to them, so to a large extent, university management is fair to them. Also, the study revealed a mean of 2.80, which indicated that respondents slightly agreed that management shows too little interest in the feelings of senior staff. This suggests that staff's pain is not part of management's concern. This will have a negative effect on job satisfaction if not corrected early enough.

The data showed a mean of 3.56, meaning respondents slightly disagreed that their superiors believed developing subordinates was an important part of the job. This could be one reason the institution has few training programmes. Additionally, the mean of 3.04, which is approximately 3, indicates that respondents slightly agreed that management makes decisions without consulting senior staff in the university. Quite apart from that, the study revealed a mean of 4.41, which implies that respondents slightly disagreed that management encourages them to participate in decision-making and express their ideas and opinions on matters. The respondents slightly disagreed that they felt free to offer comments and suggestions on their performance, as the study revealed a mean of 4.13, approximately 4. The study also revealed a mean of 4.37, which is approximately 4, which means that the respondents slightly disagreed that management considers senior staff's input in organisational decisions. Lastly, the study showed a mean of 4.21, meaning respondents slightly disagreed that senior staff are free to make important decisions regarding their work in UDS, as shown in Table 4.8. These feelings of the staff do not sit well with the organisation since the senior staff perceive that they do not matter when it comes to decision-making and do

not have a voice in management. Efforts must be made to correct this impression of the senior staff.

Research Question 3

What is the perceived influence of organisational commitment on job satisfaction among the University for Development Studies senior staff?

(Table 4.9 Means and SD score of Organisational Commitment of senior staff

Statement	N	Min	Max	Mean	SD
I would happily spend the rest of my career with this organisation.	171	1	7	3.61	1.920
I feel as if this organisation's problems are my own.	171	1	7	3.20	1.964
I do not feel a strong sense of 'belonging' to my organisation	171	1	7	3.73	2.142
I do not feel "emotionally attached" to this organisation.	171	1	7	3.96	2.019
I do not feel like a "part of the family" at my organisation.	171	1	7	3.88	1.979
This organisation has a great deal of personal meaning for me	171	1	7	3.39	1.899
Currently, staying with my organisation is a matter of necessity as much as desire.	171	1	7	3.23	1.884
It would be very hard to leave my organisation right now, even if I wanted to.	171	1	7	3.71	2.077
Too much of my life would be disrupted if I decided to leave my organisation now.	171	1	7	3.75	2.073



I feel I have too few options to consider leaving this organisation.	171	1	7	3.83	2.104
I might consider working elsewhere if I had not already put so much of myself into this organisation.	171	1	7	3.48	2.108
One of the few negative consequences of leaving this organisation would be the scarcity of available alternatives.	171	1	7	3.34	2.080
I do not feel any obligation to remain with my current employer.	171	1	7	3.23	1.929
Even if it were to my advantage, I do not feel it is right to leave my organisation now.	171	1	7	3.64	2.086
I would feel guilty if I leave my organisation now.	171	1	7	3.98	2.151
This organisation deserves my loyalty.	171	1	7	3.36	2.063
I would not leave my organisation right now because I feel obligated to the people.	171	1	7	2.36	1.731
I owe a great deal to my organisation.	171	1	7	3.41	2.310

Note; Strongly agree = 1, agree = 2, slightly agree = 3, neither agree nor disagree = 4, slightly disagree = 5, disagree = 6 or strongly disagree = 7

Source: Field Survey, 2023



Organizational commitment was defined by Nicol et al. (2011) as the psychological connection that is made between an employee and their organization, as previously mentioned. Organisational commitment is not only a sense of employees' loyalty to their organisations or a strong psychological attachment to them but also a static or passive character in an organisation (Bellaniet al., 2017). According to Crewson cited in Álvaro & Rui (2016), organizational commitment can be examined from three different angles: (i) a burning desire to put in a lot of effort for the organization, (ii) a desire to stay as a member of the organization, and (iii) profound acceptance and dedication to the values and goals of the organization. The study determined the organisational

commitment of the senior staff of UDS in the Northern Region of Ghana taking Crewson's believe into consideration and the results are presented in Table 4.9.

Discussion of results

Regarding whether or not one would be content to work at a university for the remaining years of their career, the data revealed a mean of 3.61, which is approximately 4, and this means that the respondents slightly disagree that they would be happy to work for UDS for the remaining years of their careers. The study also revealed a mean of 3.20, which is approximately 3, implying that most respondents slightly agree that they feel the university's problems were their own. This makes them feel sad when things are not going well with the university, truly a sign of true commitment. The data further revealed a mean of 3.73, which is approximately 4, which means the respondents slightly disagreed that they do not feel a strong sense of belonging to their organisation. A mean of 3.96, approximating 4, implies that the respondents slightly disagree that they do not feel "emotionally attached" to their organisation. The respondents slightly disagree that they do not feel like a "part of the family" at their organisation, as the data showed a mean of 3.88, approximately 4.

Furthermore, the study revealed a mean of 3.39, implying that the respondents slightly agree that the organisation has a great deal of personal meaning for them. The respondents also slightly agree that staying with their organisation is a matter of necessity as much as desire, as the data showed a mean of 3.23, which is approximately 3. Moreover, the study revealed a mean of 3.71, which is 4 by approximation, which means that respondents slightly disagree that it would be very hard for them to leave their organisation right now, even if they wanted to, and 3.75 mean, which is



approximately 4, means that respondents slightly disagree that too much of their life would be disrupted if they decided to leave their organisation now.

The mean of 3.83, approximately 4, means that respondents again slightly disagree that they feel they have too few options to consider leaving the organisation. However, the study revealed a mean of 3.48, which is approximately 4, meaning that the respondents slightly disagreed that if they had not already put so much of themselves into the organisation, they might consider working elsewhere. The study also revealed a mean of 3.34, which is approximately 3, which indicates that respondents slightly agree that one of the few negative consequences of leaving their organisation would be the scarcity of available alternatives. The study revealed a mean of 3.23, which is 3 by approximation, indicating that the respondents slightly agreed that they are not obligated to remain with their current employer. A mean of 3.64, approximately 4, from the data means that the respondents slightly disagreed that even if it were to their advantage, they do not feel it is right to leave their organisation now. The study again revealed a mean of 3.98, which is 4 by approximation, which means that the respondents slightly disagreed that they would feel guilty if they leave their organisation now. A mean of 3.36, approximately 3, implies that the respondents slightly agree that the organisation deserves their loyalty.

Furthermore, the data showed a mean of 2.36, approximated as 2, implying that respondents agree that they would not leave their organisation right now because they feel obligated to the people. Lastly, the study revealed a mean of 3.41, approximated as 3, signifying that the respondents slightly agree that they owe much to their organisation, as illustrated in Table 4.9. All the above responses to the statements suggest that the senior staff of UDS are committed to the university and do not intend to leave unnecessarily because there is no alternative but their bound to the



institution. These findings confirm a similar one by Bulut and Culha (2010). And opinion of Guan & Frenkel, (2019).

Hypotheses Testing

Hypothesis 1

There is no statistically significant impact of training on job satisfaction among senior staff of UDS.

Table 4.10: Regression Results between training and Job satisfaction

Variable	Coefficient	Df	F-statistic	R-squared	R	P
Training	0.820	1	65.219	0.307	0.554	0.000

Source: Field Survey, 2023

A regression analysis was done to establish the influence of training on the job satisfaction of senior staff of UDS. Results revealed an R-square value of 0.554, indicating that training accounted for 55.4% of the variance in job satisfaction among senior staff of the University, with a standard error of 13.137. The model is fit for a prediction since the r-square value is more than 50%. The adjusted coefficient of determination (R^2) shows that variations in training explained 30.7% of job satisfaction. This explains how the regression equation statistically accounted for the variation in job satisfaction among UDS senior staff. R-squared was statistically significant, with $F = 65.219$ and $p < 0.000$, as shown in Table 4.10. From the results, the coefficient of training (TRRN) (0.820, $p = 0.000$) was positive and statistically significant. Training directly correlates with job



satisfaction among senior staff at UDS. Hence, the study accepts the hypothesis that “Training has a significant positive effect on job satisfaction”.

Hypothesis 2

There is no statistically significant relationship between training and organisational commitment.

Table 4.11: Regression Results between training and organisational commitment

Variable	Coefficient	Df	F-statistic	R-squared	R	P
TURN	0.641	1	37.063	0.0195	0.442	0.000

Source: Field Survey, 2023

This hypothesis examined the relationship between training and organisational commitment among senior staff of UDS, and the results are presented in Table 4.11. The study revealed variation in the relationship between training and organisational commitment among UDS employees. This shows that the r-squared value was 0.442, indicating that training accounted for more than 44.2% of the variance in organisational commitment among UDS employees, with a standard error estimate of 13.65977. The adjusted coefficient of determination (R^2) shows that variations in training explained 19.0% of organisational commitment. This explains how the regression equation statistically accounted for the variation in organisational commitment among UDS employees. r-squared was statistically significant, with $F = 37.063$ and $p < 0.000$, as shown in Table 4.11. From the results, the coefficient of training (TRRN) (0.641, $p = 0.000$) was positive and statistically significant. This means that, all things being equal, training directly correlates with organisational commitment among UDS employees.



Hence, the study accepts the hypothesis that “Training has a significant positive effect on employee’s organisational commitment”.

The results further show that training directly correlates with organisational commitment among UDS senior staff. This means that, all things being equal, a percentage increase in staff training will result in an equal percentage increase in organisational commitment. This finding is similar to Yimam's (2022) findings that training design, training needs assessment, training delivery style, and training evaluation significantly affect employee performance. It also confirms the finding of Astuti and Harnuansa (2022), who analysed the effect of Employee training on Organizational Commitment and Turnover Intention with Job Satisfaction as Mediation. And found that employee training positively affects organisational commitment. Job satisfaction and job satisfaction positively affect organisational commitment.

Hypothesis 3

There is no statistically significant relationship between job satisfaction and organisation commitment among senior staff of UDS.

Table 4.12: Regression Results between Job satisfaction and organisational commitment

Variable	Coefficient	Df	F-statistic	R-squared	R	P
JBS	0.546	1	74.541	0.332	0.580	0.000

Source: Field Survey, 2023



This hypothesis examined the relationship between job satisfaction and organisational commitment among senior staff of UDS. As shown in Table 4.12, the study recorded an r-squared value of 0.580. Job satisfaction accounted for more than 58.0% of the variance in organisational commitment among UDS staff, with a standard error of 12.256. The model is fit for a prediction since the r-squared value is more than 50%. The adjusted coefficient of determination (R^2) shows that variations in job satisfaction of the employees explained 33.2% of organisational commitment. This explains how the regression equation statistically accounted for the variation in organisational commitment among UDS employees. R-squared was statistically significant, with $F = 74.541$ and $p < 0.000$, as shown in Table 4.12. From the results, the coefficient of Job satisfaction (JBS) (0.546, $p = 0.000$) was positive and statistically significant. This means that all things being equal, employees' Job satisfaction is directly related to organisational commitment among UDS staff.

Thus, the hypothesis that “Employee job satisfaction has a significant positive effect on organisational commitment” is accepted by the study. The job satisfaction of UDS senior staff and their organisational commitment are directly correlated, according to the findings. Accordingly, a percentage increase in employee job satisfaction will, under all other circumstances, result in a corresponding percentage rise in organisational commitment. This finding is confirmed by research by Azman and Mohd (2021), which found a significant relationship between job satisfaction and organisational commitment as well as between intrinsic and extrinsic satisfaction and organisational commitment.\

4.14 Chapter Summary

This chapter contains the results of the data that was collected and analyzed. A summary of each chapter and a discussion of the results and key conclusions drawn from the study's objectives have

also been included. The presentations were based on the three main research topics that guided the investigation as well as issues pertaining to the demographics.



CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter provides an overview of the study's key findings and recommendations. The study establishes the impact of training on senior staff job satisfaction at UDS (UDS), the connection between job satisfaction and organisational commitment among UDS senior staff, and the relationship between training and organisational commitment.

5.2 Summary of the Study

The study aims to examine the effect of training on the job satisfaction and organizational commitment of senior staff at the University for Development Studies.

Three goals were set forth in the research:

1. To determine the influence of training on Job satisfaction of senior staff of the University for Development Studies.
2. To examine the relationship between training and organisational commitment
3. To examine how job satisfaction and organisational commitment are related among senior staff of University for Development Studies.

Achieving these objectives was expected to contribute to resolving the main problem and focus of this research, which is the effect of training on the job satisfaction and organizational commitment of senior staff at the University for Development Studies.





The theoretical foundation, or premise, of the study is that educators who participate in relevant professional development programs will acquire new competencies and insights that will impact their teaching, improve student learning, and yield favorable results. This is consistent with Desimone's (2009) conceptual framework for studying the effects of professional development on educators and learners. Given this, a review of relevant literature was carried out in connection with the body of knowledge regarding the effect of training on the job satisfaction and organizational commitment of senior staff at the University for Development Studies.

The overall number of teachers for this study was one hundred (171). The purposive sample technique was used to choose the senior staff employees of UDS that were part of the study. For the study, however, a simple random sampling procedure was applied to choose each senior staff from each of the 18 faculty of the University. Primary data for the analysis were gathered using a questionnaire and structured interview, and advanced SPSS was then utilized to finish the work. The results were then presented for comparison using tables and percentages.

The study used a descriptive survey research design to obtain quantitative data describing the existing phenomena. Descriptive survey research design is a systematic, empirical inquiry into which the researcher cannot manipulate certain variables because they have occurred already and are independent (Mugenda & Mugenda, 2009). Thus, this design was selected to satisfy the aspect of observing the characteristics of a large target population using a sample population. The study equally adopted the close-ended questionnaire as the main tool for collecting the data. The developed questionnaires were administered to the sampled respondents and employed the descriptive and inferential statistics in the analysis of the data. The descriptive statistics included frequencies, means and standard deviations.

5.3 Major Findings of the Study

The results revealed a positive relationship and impact of training on job satisfaction and organisational commitment. There was also a positive relationship between job satisfaction and organisational development.

Regarding research question 1, the results suggested that training significantly influenced the job satisfaction of the university's senior staff. Hypothesis 1 confirmed this, finding that training explained 55.4% of the variance in job satisfaction, signalling its significant importance. All the staff interviewed attended at least one training organised by UDS, but the number of training sessions attended per person was small. The respondents indicated few training opportunities and that the content does not meet their training needs. They also believe that their incentives, such as allowances, are inadequate, promotion procedures are unsatisfactory, and health and transport incentives are unsatisfactory. Overall, staff were satisfied with the relationship with colleagues and management, showing slightly positive mean scores.

Regarding research question 2, the study found that the training opportunities provided to staff significantly contributed to their commitment to the university. The perceived significance of training on organisational commitment was given credence by the corresponding hypothesis 2, which suggested that training explained 44.2% of the variance in respondents' commitment to working at the university. Many respondents were happy to spend the rest of their careers at the university and felt a strong sense of 'belonging' to the university. Many felt their lives would be disrupted if they decided to leave.

Regarding research question 2, the results suggested a strong connection between organisational commitment and job satisfaction. This significant connection was highlighted by the



corresponding hypothesis 3, which found that 58.0% of the variance in staff commitment to work at the university was explained by their job satisfaction level. The study reveals that job satisfaction and organisational commitment are related among senior UDS staff. From the results, Job satisfaction is directly related to organisational commitment among UDS staff.

5.3 Major Findings

5.3.1 What is the influence of training on Job satisfaction of senior staff of the University for Development Studies?

All the staff interviewed have attended at least one training organised by UDS but the number of trainings attended per person are few. The respondents indicated that the training opportunities are few and the contents of the training does not wholly meet their training needs. They are also of the view that their incentives such as allowances are not adequate, promotion procedures are not satisfactory, health and transport incentives are not satisfactory. On the whole staff were satisfied with the relationship with colleagues and with management showing slightly positive mean scores.

Regarding how training affects job satisfaction of senior staff of UDS, the study revealed that training accounted for more than 55.4% of the variance in job satisfaction among senior staff of UDS and that variations in training explained 30.7% of job satisfaction. From the results, training directly correlates with job satisfaction among UDS senior staff. Hence, training has a positive effect on job satisfaction.

5.3.2 What is the relationship between training and organisational commitment in the University for Development Studies?



The study found that answers to most of the statements on organisational commitment were positive mostly slightly in the mean range of 3.2 and 3.9: Happily, spend the rest of my career with this organisation; Feel as if this organisation's problems are my own; Feel a strong sense of 'belonging' to my organisation; Feel "emotionally attached" to the organisation; Feel like a "part of the family" at my organisation; This organisation has a great deal of personal meaning for me too much of my life would be disrupted if I decided to leave my organisation; one of the few negative consequences of leaving this organisation would be the scarcity of available alternatives. Even if it were to my advantage, I do not feel it is right to leave my organisation now.

About how training and organizational commitment relate to each other among employees of UDS, the study revealed that training accounted for 44.2% of the variance in organisational commitment among employees of UDS and that variations in training explained 19.0% of organisational commitment. The results further show that training directly correlates with organisational commitment among UDS employees.

5.3.3 How are job satisfaction and organisational commitment related among senior staff of the University for Development Studies?

The study reveals that job satisfaction and organisational commitment are related among senior staff of UDS. Job satisfaction accounted for more than 58.0% of the variance in organisational commitment among staff of UDS, and variations in job satisfaction of the employees explained 33.2% of organisational commitment. From the results, Job satisfaction is directly related to organisational commitment among UDS staff.

5.4 Conclusions

5.4.1 Conclusion based on the Objectives

1. Influence of training on job satisfaction of senior staff of UDS

The study concluded that Training directly correlated with job satisfaction among UDS senior staff.

2. Relationship between training and organizational commitment

The study concluded that organizational commitment and training were positively correlated among staff of UDS.

3. Job satisfaction and organisational commitment are related among senior staff of UDS

The study concluded that job satisfaction and organizational commitment were positively correlated among staff of UDS.

5.4.2 Conclusion based on the Hypotheses

H1: The study accepts the hypothesis that “Training has a significant positive effect on employees’ job satisfaction”.

H2: The study accepts the hypothesis that “Training has a significant positive effect on employees’ organisational commitment”.

H3: The study accepts the hypothesis that “Employee job satisfaction has a significant positive effect on employees’ organisational commitment”.



In all the study concluded that at UDS, Tamale Ghana, training of senior staff results in job satisfaction and hence organisational commitment. A well-thought and planed training program with its content based on addressing the outcome of staff's needs assessment will boost staff moral and hence result in high performance.

5.5 Recommendations

5.5.1 Based on the findings, the following are suggested for stakeholders to consider to improve the performance of the university's senior staff.

1. Management and the human resource unit should conduct a detailed training needs assessment of all their staff. Everyone involved should agree on what the trainees lack, such as what skills are needed and what attitudes need to be changed toward work performance.
2. To enhance employees' organisational commitment, UDS management should strengthen and support the Human Resource Planning and Training Department of the Registry to improve the performance of their training duty.
3. Management of UDS should consider training an antecedent to enhance employees' commitment, as training motivates organisational commitment.
4. To solve the problem of inadequate training opportunities, all employees should have access to training programs and annual training plans. Along with descriptions of the subject matter and the advantages of each scheduled training activity, as well as assessment modalities, details regarding the number, frequency, and length of all training activities should be included for the effectiveness of organizational trainings.



5. All training programs should be beneficial to both the organisation (UDS) and the trainees (staff) and these benefits as well as responsibilities should be explicitly stated and agreed on.

5.5.2 Training Opportunities

To ensure that workers at all levels have equal access to training, UDS must design a training policy that will direct the execution of the training program. This investigation has shown that deficiencies in the employees' academic credentials have stalled the advancement of certain personnel. The workers' educational attainment and current grade are directly correlated. The Public Service Employment Policy requires a minimum level of education, and personnel with lesser educational backgrounds should be given preference when it comes to training possibilities.

5.5.3 Policy Implications

Establishing positive policies and working conditions can help workers perform their jobs more efficiently. Organizations should also foster positive relationships among their staff members, which will increase employee job satisfaction. Employee performance that yield job satisfaction will be excellent as a result. UDS ought to motivate staff to provide quality work. This can be accomplished by offering incentives, rewards, and other advantages. Workers should receive training so they may advance in their careers or use new technologies. Employee performance should be assessed through performance reviews. In order to help them perform better, comments about the caliber of their performance should be given. The UDS's employee development mission should give every employee an equal chance to receive training. An organization's work environment should be planned with sufficient resources to enable people to do their duties, including work sharing, training, and suitable equipment.



5.5.4 Suggested areas for further studies

The study was limited to how employee training reflects in employee's job satisfaction and organizational commitment at the university was affected by institutional training. Other Metropolitan, Municipal, and District Assemblies should do comparable research on the impact of human capital information management systems on the efficacy of training in public and private institutions. It may be worthwhile if similar studies are replicated at other educational institutions such as colleges, and Technical Universities in the country A study of the effect of the demography of the staff on training and the effect of training on performance at work will be very intriguing to management.



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APPENDIX I

UNIVERSITY FOR DEVELOPMENT STUDIES, TAMALE

QUESTIONNAIRE

Introduction

Dear respondent, I am a Master of Philosophy Student at the University for Development Studies and as part of the requirements towards the award of the M. Phil degree. I am conducting research to write a thesis. The current questionnaire constitutes part of the research aimed at fulfilling that requirement. Your participation is therefore being sought. I will therefore be very glad if you can frankly respond to the following questions for me. I assure you of the greatest confidentiality as far as your responses are concerned. The responses will be analysed and be used for academic purposes only.

Thank you in advance for your help. You could address all questions bordering you to the following address.

Dorothy Yakubu

SECTION A PERSONAL INFORMATION

(Please tick (✓) or fill in as appropriate)

1. Age (in years)

20-30 years ☐ 31-40 years ☐ 41-50 years ☐ 51-60 years ☐

2. Gender: Male ☐ Female ☐

3. Level of Education: Basic ☐ Secondary/SHS/Vocational ☐ HND ☐ First Degree ☐

Masters ☐ PhD ☐



4. Please indicate your rank: a) Chief Administrative Assistant [] b) Principal Administrative Assistant [] c) Senior Administrative Assistant [] d) Administrative Assistant []
5. Please indicate your professional category: Non Professional [] Professional or Technical
6. Duration of Service (Number of years served in UDS): Below 1 year [] 2 to 4 years [] 5 to 9 years [] 10 years and above []
7. Have you attended training programmes organised by the university for senior staff?
Yes [] No []

SECTION B

The following items relates to training in organizations. Please indicate by circling the extent to which you agree or disagree with the following statements regarding issues of training in your organization. **Strongly agree = 1, agree = 2, slightly agree = 3, neither agree nor disagree = 4, slightly disagree =5, disagree = 6 or strongly disagree =7 with it.**

Strongly agree = 1, agree = 2, slightly agree = 3, neither agree nor disagree = 4, slightly disagree =5, disagree = 6 or strongly disagree =7	1	2	3	4	5	6	7
1. I have attended training programs organized for senior staff of my organization							
2. I have been pleased with the training opportunities for senior staff in my organisation							

3. My organization has given me the opportunity to participate in training programs for senior staff							
4. I wish I could have more opportunity to attend/ participate in training programs for senior staff of my organisation							
5. My organization regularly organizes training programs for senior staff							
6. The content of training programs organized by my organization are good							
7. The training programs organized for senior staff of the organization are relevant							

SECTION C

Please circle the appropriate number for each statement depending on whether you **strongly agree= 1, agree= 2, slightly agree= 3, neither agree nor disagree= 4, slightly disagree=5, disagree= 6 or strongly disagree=7** with it.

strongly agree= 1, agree= 2, slightly agree= 3, neither agree nor disagree= 4, slightly disagree=5, disagree= 6 or strongly disagree=7	1	2	3	4	5	6	7
<i>Satisfaction with incentive Packages</i>							



IP1. I am satisfied with allowances							
IP2. This our institution follows a fair promotion policy							
IP3. I am satisfied with my chances for promotion.							
IP4. People get ahead as fast here as they do in other places.							
IP5. I am satisfied with the benefits I receive							
IP6. The benefits we receive are as good as other Organizations offer.							
IP7.The benefits packages that I receive from this institution are on par and comparable with those of my co-workers.							
IP8. I am satisfied with the medical benefits provided by this institution							
IP 9. I am satisfied with the transport facilities provided by this institution							
<i>Satisfaction with Colleagues</i>							
SC 10.I like the people I work with.							
SC.11. I enjoy with my co-workers.							
SC12. There is too much bickering and fighting at work.							
SC13. I have a smooth relationship with my co-worker							
SC14. There is cooperation among all the departments for achieving the goals.							



SC15. There is a good teamwork and cooperation in this institution							
SC.16 Sufficient encouragement is provided by the teammates at work.							
<i>Satisfaction with Management</i>							
SM 17. UDS management is unfair to me.							
SRM 18.Management shows too little interest in the feelings of senior staff.							
SM19. Our superior believed that development of Subordinates is an important part of the job							
SM20. Management take decisions without consulting senior staff in this institution							
SM 21. Management encourages me to participate in Decision Making and express my ideas and opinions.							
SM22. I feel free to offer comments and suggestions on my performance.							
SM23. Managers consider senior staff input into organizational decisions.							
SM 24. I have the freedom to make important decisions regarding my work							

SECTION D

Please indicate the extent to which you agree or disagree with the following statements regarding your feelings towards your organization. Choose the number that most closely describes your opinion by circling it. (1 = Strongly agree; 2 = Agree; 3= Slightly agree; 4 = neither agree nor disagree;5= Slightly disagree; 6= Disagree; 7 = Strongly disagree)

1 = Strongly agree; 2 = Agree; 3= Slightly agree; 4 = neither agree nor disagree;5= Slightly disagree; 6= Disagree; 7 = Strongly disagree	1	2	3	4	5	6	7
1. I would be very happy to spend the rest of my career with this organization.							
2. I really feel as if this organization's problems are my own.							
3. I do not feel a strong sense of 'belonging' to my organization							
4. I do not feel "emotionally attached" to this organization.							
5. I do not feel like "part of the family" at my organization.							

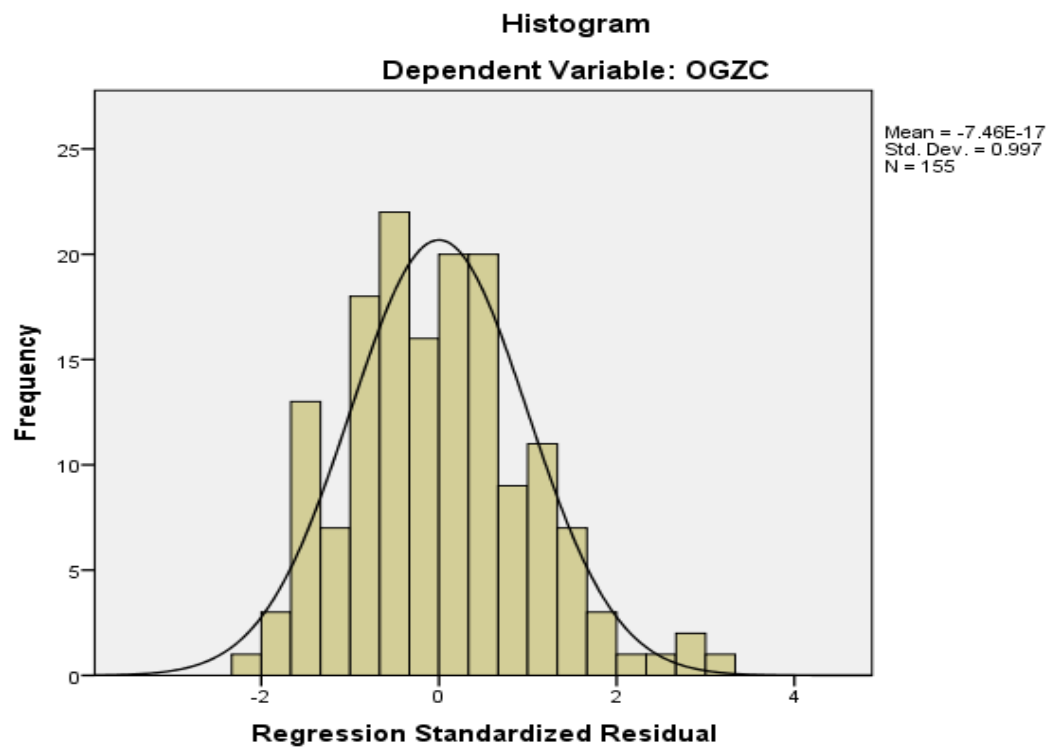
6. This organization has a great deal of personal meaning for me							
7. Right now, staying with my organization is a matter of necessity as much as desire.							





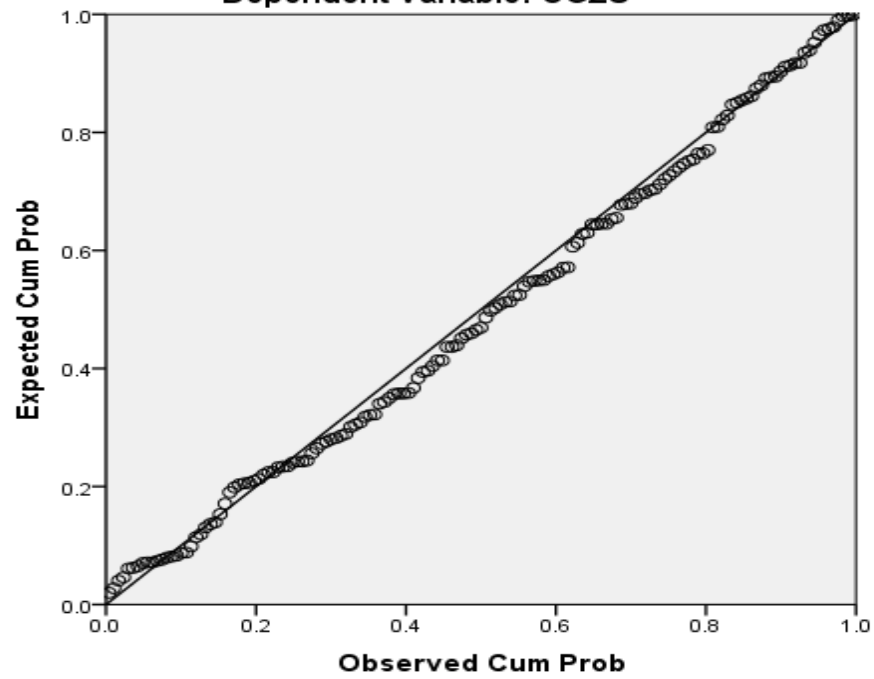
8. It would be very hard for me to leave my organization right now, even if I wanted to.							
9. Too much of my life would be disrupted if I decided to leave my organization now.							
10. I feel I have too few options to consider leaving this organization.							
11. If I had not already put so much of myself into this organization, I might consider working elsewhere.							
12. One of the few negative consequences of leaving this organization would be the scarcity of available alternatives.							
13. I do not feel any obligation to remain with my current employer.							
14. Even if it were to my advantage, I do not feel it is right to leave my organization now.							
15. I would feel guilty if I left my organization now.							
16. This organization deserves my loyalty.							
17. I would not leave my organization right now because I have a sense of obligation to the people.							
18. I owe a great deal to my organization.							

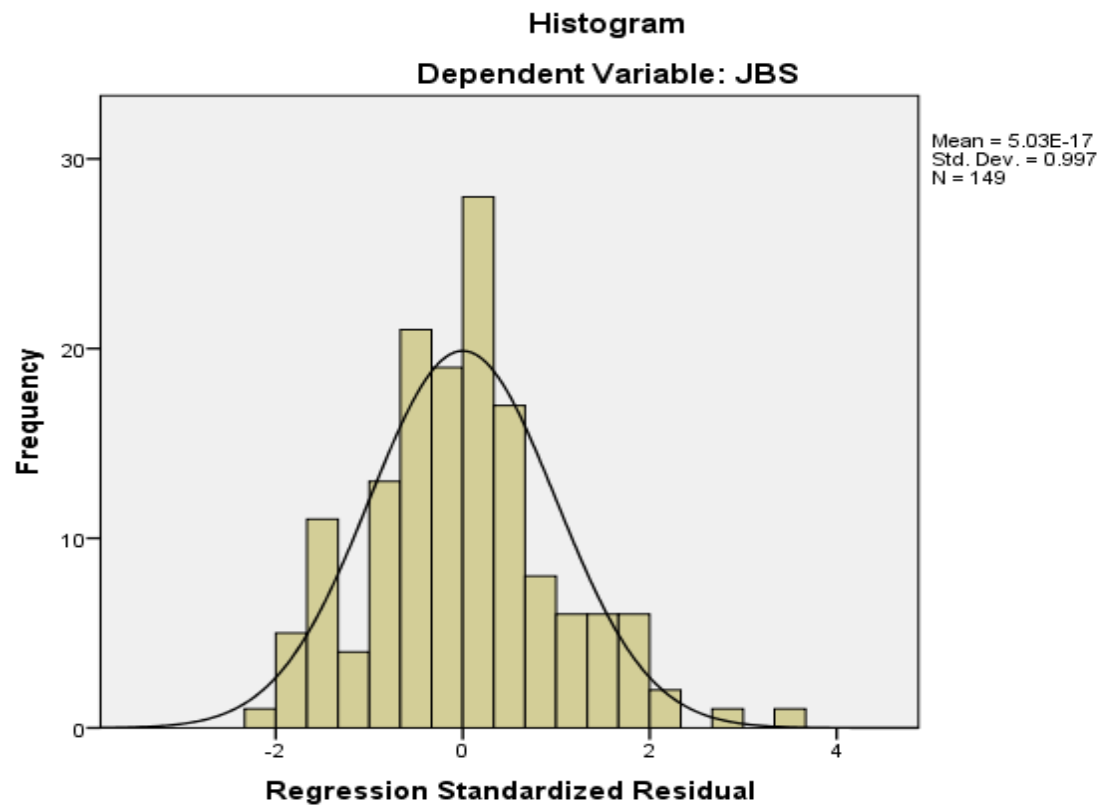
THANK YOU.



Normal P-P Plot of Regression Standardized Residual

Dependent Variable: OGZC





Normal P-P Plot of Regression Standardized Residual
Dependent Variable: JBS

