

## A Study on Motivation for Training, Job Satisfaction, Affective Commitment and Continuance Commitment

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**Abstract:** In this paper the relationship between factors like motivation for training, job satisfaction, affective commitment and continuance commitment have been explained by conducting a survey with a sample size of 140. The statistical tools like descriptive statistics, correlation and regression have been used for hypothesis testing. The results of this study show that motivation for training had a positive impact on job satisfaction. There is a negative relationship between affective commitment and continuance commitment. This study provides insights for human resource practitioners for developing better human resource strategies.

**Keywords:** Motivation, Training and Development, Affective commitment, Continuance commitment, Job satisfaction.

### INTRODUCTION

Training is very specific and is concerned with the mastering of a particular task or set of tasks. Development is a process in which learning occurs through experience and where the results of the learning are not only the task skills of the individual but also his or her attitudes. Training is more objective in nature whereas development is much more subjective. Training activity can be completed in a short period whereas development activity needs a longer time period [5]. Training and development also encompass organizational development efforts. Organizational development (OD) is a change program where change is observed as it happens.

The employee retention can be attained if employees are motivated and training and development is one among the activities for enhancing motivation among the employees. The motivation also leads to job satisfaction and further leads to continuance commitment. The terms 'motivation for training' and 'training and development' are interchangeable in this paper.

### RESEARCH OBJECTIVES

1. To explain the impact of motivation for training on job satisfaction.
2. To know the relationship between affective commitment and continuance commitment among employees.

### LITERATURE REVIEW

Training and development activities allow organizations to adapt, compete, excel, innovate, produce, be safe, improve service, and reach goals. Organizations invest in training because they believe a skilled workforce represents a competitive advantage

according to Salas, Tannenbaum, Kraiger, & Smith-Jentsch [10]. It is important to conduct job-task analysis, person analysis and organizational analysis before initiating the training programs. According to Siedle *et al* [11] combination of coaching, classroom instruction, feedback, and experiential training has a significant impact on leader performance. In addition, organizational effectiveness improves for organizations whose leaders received the intervention.

According to Kyndt *et al* [8] that prior participation in learning activities, self-directedness, undertaking time management activities and perceived organizational support are positively related to an employee's learning intention. Furthermore, it is important that the content of the training offered is perceived useful and closely related to the job low-qualified employees execute. Newman *et al* [9] had conducted a survey and stated that there is a strong positive relationship between perceived availability of training and organizational commitment. The training

programs had inverse relationship with continuance commitment among the employees in organizations.

There is significant and positive relationship between availability of training and affective and normative commitment indicates that academic staff who felt that there is adequate access to training or there is a probability of attending training are more likely to be emotionally attached, be loyal or morally obliged to remain with the organization. This positive relationship may be due to the fact that employees tend to perceive the provision of and support for training by their employees as a sign of care and recognition of their contribution Bashir & Long [2].

Bulut and Culha [3] had opined that human resources management (HRM) function plays a role as catalyst of employee motivation by providing

employees with the opportunity to participate in training, which in turn enhances their feelings of commitment to the organization. The employer can also take several steps to increase the trainee’s motivation to learn. The perceived access to training as the means of providing opportunities to enhance employees’ skills, knowledge and abilities positively affects organizational commitment. Additionally employees who expect benefits from their participation in training activities are more committed to their organizations.

Learning oriented training had gained significance in the recent years. Companies should be conscious that training efforts will not lead to better performance directly but training should be oriented to the organizational learning capability in order to do it. In other words, firms should adopt a learning-oriented training Aragon, Jimenez, & Valle [1].

**Table 1: Measurement Scale**

Variables	Items	Source
Motivation for Training (MT)	1. I try to learn as much as possible as I can from training programs. 2. I tend to learn more from training programs than most people. 3. I believe, I can improve my skills by participating in training programs.	Bulut & Culha [3]
Job Satisfaction (JS)	1. I am very much satisfied with my job. 2. I am satisfied with the kind of work I am currently doing. 3. I am satisfied with the level of challenge in my job.	He, Findley, & Wheatley [6]
Affective Commitment (AC)	1. I would recommend my organization to my friends as a great place to work. 2. I am proud to tell others that I work for my present organization. 3. I am pleased with my decision to work for my present organization.	He, Findley, & Wheatley, [6]
Continuance Commitment (CC)	1. Too much of my life would be disrupted if I decide I want to leave my organization. 2. I feel that I have too few options to consider leaving this organization. 3. One of the few serious consequences of leaving this organization would be scarcity of available opportunities.	Newman, Thanacoody, & Hui [9]

Source: Developed by the researchers

**RESEARCH METHODOLOGY**

The sample size for the study is 140 and multi stage random sampling methodology was implemented. Only employees who are having minimum six months experience are eligible for participating in the survey. A structured closed ended questionnaire with 3 items under four constructs which are MT, JS, AC and CC. The age group and gender are the demographic variables used in this study. The statistical package for social sciences (SPSS) version 20.0 had been used for data analysis. The tools like descriptive statistics, correlation and regression have been used for hypothesis testing. The four constructs used in this study were adopted from published scales and the

sources have been mentioned in Table 1. Each item under four constructs had been measured on Likert-type 5-point scale anchored with ‘1’ for strongly disagree and ‘5’ for strongly agree.

**Data Analysis**

Among the total 140 respondents 53 percent are male and 47 percent are female employees who are working in private organizations. Out of 140 respondents 22 percent belongs ‘Below 24 years’, 37 percent belongs to ‘25 to 35 Years’ age group, 51 percent belong to ‘36 to 45 Years’ age group and remaining 30 percent belong to ‘Above 45 years’ age group. The descriptive statistics for the four variables

motivation for training (MT), job satisfaction (JS), affective commitment (AC) and continuance commitment (CC) are shown in Table 2. It is observed that mean value for CC is low and mean value for MT

is high. The standard deviation (SD) for CC is also high compared to other variables SD values. It can be stated that motivation for training (MT) is high among the respondents.

**Table 2: Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
MT	140	2.33	5.00	4.28	0.74
JS	140	3.00	5.00	4.07	0.68
AC	140	2.00	5.00	3.61	0.99
CC	140	2.00	5.00	3.35	1.17

Source: Output from SPSS

H1: There is positive correlation between motivation for training (MT) and job satisfaction (JS).

**Table 3: Correlations**

		MT	JS
MT	Pearson Correlation	1	0.187*
	Sig. (2-tailed)		.027
	N	140	140
JS	Pearson Correlation	0.187*	1
	Sig. (2-tailed)	.027	
	N	140	140
*. Correlation is significant at the 0.05 level (2-tailed).			

Source: Output from SPSS

Result: There is positive correlation between motivation for training (MT) and job satisfaction (JS) according to values in Table 3. Hence H1 is accepted but there r value is only 0.187 which mean there is absence is strong correlation between the variables MT and JS.

between job satisfaction (JS) and continuance commitment (CC).

H2: There is an association between job satisfaction (JS) and continuance commitment (CC).

H3: There is an association between motivation for training (MT) and continuance commitment (CC).

Result: According to 'p' value in Table 4 H2 is accepted (p<0.05) It means there is positive association

Result: The 'p' value for motivation for training (MT) is 0.169 is greater than 0.05 which is benchmark value. Hence H3 is rejected according to values in Table 4.

**Table 4: Regression Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.086	0.736		2.833	0.005
	MT	-0.182	0.131	-0.115	-1.383	0.169
	JS	0.504	0.143	0.294	3.532	0.001
a. Dependent Variable: CC, Source: Output from SPSS						

H4: There is positive relationship between affective commitment (AC) and continuance commitment (CC).

between affective commitment (AC) and continuance commitment (CC). Hence H4 is rejected according to values in Table 5.

Result: The correlation value (r = -0.124 from Table 5) is less than zero shows that negative correlation exists

**Table 5: Correlations**

		AC	CC
AC	Pearson Correlation	1	-.0124
	Sig. (2-tailed)		0.146
	N	140	140
CC	Pearson Correlation	-0.124	1
	Sig. (2-tailed)	0.146	
	N	140	140

Source: Output from SPSS

**DISCUSSION AND CONCLUSION**

The continuance commitment (CC) is having mean value less than 4.0 and standard deviation is 1.17 which means there is lack of employee commitment for the organization in the long term. Further employees are working in a peaceful environment and they are not worried about job security. The mean value for motivation for training (MT) is 4.28 which states employees are interested in motivation programs and they also believe that such programs enhance their skills and knowledge.

As expected there is positive correlation between job satisfaction and motivation for training among the employees and it is consistent with the results of Bonenberger *et al.*, [4] and Scheers and Botha [14]. It is evident from this study that job satisfaction is positively influenced by factors like motivation for training and continuance commitment. If an employee had strong organizational commitment and it leads to job satisfaction Jehanzeb *et al.*, [7]. Surprisingly it is found from this study that there is negative relationship between continuance commitment and affective commitment. It means employees may not like to recommend their organization as best place to work with others.

**FUTURE STUDY**

It is essential to know the various causes for negative relationship between affective commitment and continuance commitment. There might be other variables which have an impact on job satisfaction. The variables which have not been covered in this study can be considered by future researchers. The respondents of the study belong to different organizations and variety of industry. Hence future researchers can conduct the research by using these variables for specific industry.

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