

**YANGON UNIVERSITY OF ECONOMICS**  
**DEPARTMENT OF MANAGEMENT STUDIES**  
**MBA PROGRAMME**

**THE EFFECT OF TRAINING ON ORGANIZATIONAL  
COMMITMENT AND EMPLOYEE PERFORMANCE IN  
FOREVER GROUP COMPANY LIMITED**

**SAW YU NWE**

**MBAII - 51**

**MBA 23<sup>rd</sup> BATCH**

**DECEMBER, 2019**

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**ACADEMIC YEAR (2017-2019)**

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A Thesis submitted to the Board of Examiners in partial fulfillment of the requirements  
for the degree of Master of Business Administration (MBA).

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## ACCEPTANCE

This is to certify that the thesis prepared by Saw Yu Nwe entitled “ **The Effect of Training on Organizational Commitment and Employee Performance in Forever Group Company Limited** ” has been accepted by the examination Board for awarding Master of Business Administration (MBA) degree.

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## **ABSTRACT**

The objectives of this paper are to examine the effect of training practices on organizational commitment and to analyse the effect of organizational commitment on employee performance in Forever Group Co., Ltd. This study is conducted through structured questionnaire with 50 respondents of management level in Forever Group Co., Ltd. Primary data are collected by delivering structured questionnaires to participants. The results of the study reveal that access to training is the only factor that affects all types of organizational commitment: affective commitment, continuance commitment and normative commitment while motivation for training have positive effect on normative commitment. Affective commitment and normative commitment have significant influence on performance of the employees. Therefore, Forever Group Co., Ltd should provide appropriate training programs to develop commitment among employees thereby increasing employee performance.

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## **LIST OF ABBREVIATIONS**

AD	:	Advertising
AIBD	:	Asia-Pacific Institute of Broadcast Development
ESPN	:	Entertainment and Sports Programming Network
FG	:	Forever Group
HD	:	High Definition
MEP	:	Myanmar Event Park
MMDC	:	Myanmar Media Development Centre
MRTV	:	Myanmar Radio and Television
NGC	:	National Geographic Channel
TV	:	Television

# CHAPTER 1

## INTRODUCTION

Globalization has brought about growing change and improvements in technology and communication within and amongst organizations; which has required organizations to invest more in training and development that is intended to develop job performance so as to have a competitive edge in the global economy. Therefore, training and development is seen as an important factor in employee performance because it plays a distinct role in improving both the overall efficiency and effectiveness of employees and improves the overall performance and profitability of an organization (Santos & Stuart, 2003; Khan, Khan & Khan, 2011).

Today in the world, global competition is the basic element to define firms' strategies as a result industrial economy has been experienced to pass toward to knowledge economy. As being a competitive market development day by day it's very difficult to enhance sustainable growth for the firms' side. All researchers and practitioners are aware of the advantages and disadvantages of a competitive work environment and try to find ways for adapting to competitive conditions. These efforts have mostly focused on human resource management practices in the last two decades especially with the emergence of strategic human resource management approach.

The ability of a company to reach its goals depends on the attitudes, skills and knowledge employees gain from training and development. Training and development are usually an important function within human resources departments. Training and development (T&D) is a systematic approach to developing and enhancing employee skills, abilities and knowledge for the purpose of increasing organizational effectiveness (Aguinus & Kraiger, 2009). Previous research demonstrates that perceived T&D is associated with higher levels of retention (Aguinus & Kraiger, 2009), as T&D strengthens the social exchange relationship between the employee and their employer (Dysvik & Kuvaas, 2008).

Training involves improving the effectiveness of organizations and the individuals and teams within them. Training may be viewed as related to immediate changes in organizational effectiveness. Training is a process of learning sequence of programmed

behaviour. Training involves a combination of skills development, knowledge transfer, development and support procedure to guide their performance on the current job or prepare them for an intended job.

Training has a vital role in developing commitment among the employees. Organizational commitment has been defined as the relative strength of an employee's identification and involvement with a particular organization. Organizational commitment is divided into three different types: affective, continuance and normative commitment. Affective Commitment is defined as the employee's positive emotional attachment to the organization. Continuance commitment is the "need" component or the gains versus losses of working in an organization. Normative commitment is the individual commits to and remains with an organization because of feelings of obligation. In today's competitive and dynamic world every organization is facing new challenges regarding competitive organizational performance and creating committed workforce. Commitment level in the organization ultimately increases the performance of the organization. Committed employees develop a bond with an organization and that creates better organizational performance.

## **1.1 Rationale of the Study**

The competitive edge of an organization which is measured by the level of knowledge and skill of its employees is only provided to employees through training and development to enhance development and eventually lead to increased performance of an organization (Rahman & Rahman, 2013). In carrying out this study, the researcher's focus was on identifying what training and development mean to employees and their perception of it. The research hopes to provide data and theoretical evidence on the perception of employees have toward training and development. The study also aims to investigate employee performance and organizational commitment with training opportunities available to their organizations. For any organization to have a competitive edge or productive employees, it is vital that organizations understand the importance of training and development and the benefits that come with it. However, as important as training and development is, organizations also need to know that the perception of the employees to training and development plays a significant role in how training transfer will occur. Previous studies have said that effective training and development is only achieved if employee needs is correctly identified, proper planning and delivery is done and evaluation. On the employee side, the perception of the employee has lots of

influence on the effectiveness of the training activity if they see that they stand to benefit. In spite of research that exists on training and development, little research is done on the perception of employees. This study makes its contribution to the study of 4 employee perceptions of training and tries to see the relationship between the perception employees have and if this has an effect on training transfer and effectiveness. More research is needed in understanding the role perception plays in training. The literature on training and development in Forever Group Co., Ltd have observed the need for further research on training and development as this area is unexplored as it ought to (Obisi, 2011).

Training is one of the crucial differentiators for broadcasting industries. Broadcasting organizations are gradually becoming commercial enterprises; at least they now have to work internally like commercial companies, producing quality program cost effectively. These days broadcasters sees themselves in an audiovisual media environment competing for audiences, revenues, attractive stars, programs, and even for skilled staffs. They have to compete on the open market for radio and television experts who offer more job satisfaction, higher salaries, better career development and safer pensions. The development of human resources is the key to this process. Training is part of it. Broadcasting companies should behave like service companies and produce like them. Making the appropriate decision requires competent managers who will take the human, technical, and commercial resources into account. This in turn require the appropriate training of broadcasting managers, which is not available anywhere. To earn a return on investment for both employees and broadcasting organizations, training needs to be incorporated in a flexible system of organizational commitment and employee performance. Employees who receive training, particularly training intended to provide them with the opportunity for advancement, might perceive that the organization values them as individuals, and, consequently, they develop a stronger commitment to the organization (Meyer & Allen, 1997). This study is examining the extent of relationship between employee skills training provided and organizational commitment and employee performance in Forever Group Co., Ltd.

## **1.2 Objectives of the Study**

This study emphasizes on two main objectives which are as follow:

- (1) To analyze the effect of training on organizational commitment of employees in Forever Group Co., Ltd.

- (2) To examine the effect of organizational commitment on employee performance in Forever Group Co., Ltd.

### **1.3 Scope and Method of the Study**

This study focuses on training, organizational commitment and employee performance of Forever Group Co., Ltd. There are two types of employees in Forever Group Co., Ltd. They are management level and experts group. The study emphasizes mainly on 50 management level employees of Forever Group Co., Ltd. Therefore, the population of the study is 50 employees.

The study is done by using analytical research method. Linear Regression Model is used for this study. Both primary and secondary data are used. The primary data are collected through structural questionnaires from these 50 management level employees of Forever Group Co., Ltd. The questionnaire is structured with five-point Likert scale. The secondary data are collected from previous international research paper, website, published journals, relevant textbooks, international thesis and the company.

### **1.4 Organization of the Study**

The paper is organized into five chapters. Chapter one includes an introductory section which includes rationale of the study, objectives of the study, scope and method of the study and organization of the study. Chapter two illustrates the theoretical background of training, organizational commitment and employee performance. In chapter three, the profile of company and training practices of Forever Group Co., Ltd are presented. Chapter four consists of analysis on training and employee performance and the effect of organizational commitment on employee performance in Forever Group Co., Ltd. Chapter five concludes this study with findings and suggestions and recommendations and needs for further research.

## CHAPTER 2

### THEORETICAL BACKGROUND

This chapter describes the overview of the concepts of employee perception of training, concept of organizational commitment followed by employee performance. It begins by highlighting definitions, theories and conceptual approaches to understand training, organizational commitment and employee performance. The final part is the presentation of the conceptual framework of the study.

#### 2.1 Training

Many theoretical and empirical studies have supported the view that human capital is the most critical organizational asset because it is likely to provide the core element of sustainable competitive advantage (Barney, 1991, 2001). Today's competitive conditions force organizations to innovate to sustain their competitive position but the people who are instrumental in enabling their organizations to achieve their goals are still being neglected (Kanter, 2006). Employee training is at the heart of modern management practices in any organization (Purcell, 2000). According to Edwin Flippo, 'training is the act of increasing the skills of an employee for doing a particular job'. Training forms the basis of personal development by helping employees to develop their leadership talent, communication skills, decrease their fear in attempting new tasks and enable them to handle stress, frustration and conflicts (Sadaf, Amna & Hummayoun, 2014).

Training has been identified as contributing greatly to organizational competitiveness (Schuler and MacMillan, 1984). Training and development (T&D) is a systematic approach to developing and enhancing employee skills, abilities and knowledge for the purpose of increasing organizational effectiveness (Aguinus & Kraiger, 2009). The positive impact of training and development is most likely to reduce the possibility of failure and increase performance, skill base and develop the level of competence in employees (Michael and Combs, 2008). According to Fawad (2012: Pg. 212) training and development not only shows improvement in the organization but begins by shaping the attitude of the employee. As an overarching human resource management (HRM) practice it is often considered, and evidenced, to be a broad

collection of activities that refer to continual learning and development of general job- and career-related skills (e.g. Boon, den Hartog, Boselie, & Paauwe, 2011).

Previous research demonstrates that perceived T&D is associated with higher levels of retention (Aguinus & Kraiger, 2009). Thus, organizational training is becoming the core element of HR management functions, along with the other HR activities, such as recruitment, selection and reward. Successful HR planning for the future is only possible through sustainable training, which means that organizational training is one of the most important aspects of organizational strategy (Tanova & Nadiri, 2005). Organizational training refers to systematic activities to develop and improve employees' skills, knowledge and behaviors to enable them to perform job-related duties, accomplish specific tasks and meet the quality requirements of HR for the future. Although many organizations provide training and development to their employees, the perception of the employee also plays a crucial role in the effectiveness of training and development efforts. The outcome of a training program is mostly affected by the perception an employee has before training and in the activities that lead to training transfer (Santos & Stuart, 2003). Existing research suggests that employees perceived the availability of training and development as a psychological contract between the organization and the employees; this affected participation in training and training transfer (Kuvaas, 2008).

Organizations need to evaluate the effectiveness of training and development activities to determine if the training method in use should be continued. This evaluation should be done to improve the training and development program, to ensure learning compliance, to take advantage of the value of training and development, to align with the strategy of the organization and to show the value of training (Kirkpatrick, 2007). Perception of training by employees has been analysed (Ahmad&Bakar, 2003; Bartlett, 2001; Bartlett&Kang, 2004; Sabuncuoglu, 2007). Employees perceived training as operationalized with a multidimensional structure of motivation, access, benefits and support. If employees feel that their training would be beneficial for both themselves and the organization, and there would be chances to use and practice what was gained from the training, their degree of willingness to participate in future organizational training, and the outcomes from training, are likely to be greater (Facteau et al., 1995).

Training is normally discussed and evaluated in a multidimensional structure that comprises of motivation needed for training, accessibility to the training program and other facilities, and benefits emanating from the training process as well as support from the administration to training according to Dias & Silva (2016).

**(i) Motivation for Training**

Motivation for training is the degree to which the employees in an organization are openly willing to make an effort towards improving their task performance and job skills through undertaking some training exercises (Semeyko, 2011). In general terms, motivation is the degree of willingness portrayed by employees for the need to train and develop themselves (Bartlett, 2001). This simply entails the motivation of employees to attend training sessions, which contributes largely to the success of training as a means or tool to enhance performance individually or global organizations (Dias & Silva, 2016). Here the motivation was a force that influences enthusiasm towards a training program (Noe & Wilk, 1993) and a stimulus that directed employees to learn and to attempt to master the content of the program. It was also an individual motivation that influences the use and practice of newly acquired knowledge and skills even in the presence of criticism and lack of reinforcement (Noe & Schmitt, 1986). Motivation of trainee and the attitude of employees toward training were significant factors in determining how effective the training process was, importantly because trainees who had high level of commitment and involvement to their job have higher chances of being well motivated to train for the purpose of acquiring new skills (Ahmad & Bakar, 2003).

**(ii) Access to Training**

Access to training is defined as the extent to which an organization's employees feel that they are provided with the opportunity to train and acquire desirable skills, knowledge, and job related abilities all of which culminate to making them more effective in the roles they serve at the organization (Bartlett, 2001). The objective and a clear and fair criteria are critical in the defining of access to training, as well as the application process determining whether or not there is formal dissemination in the whole process and also whether there is hierarchical support to the applications or not. Access to training is set through the perception of employees regarding the probability to participate or not in the training plans developed by your organization or participation is or not (Bulut & Culha, 2010). The employees and managers may initiate participation to the training process, while the employees and organizations may voluntarily involve themselves in the training that is signed up by the supervisors as the organizational policies may outline (Chung, 2013).

### **(iii) Benefits from Training**

According to Chung (2013), three key benefits emanate from training of employees. These are personal benefits, career, and job related benefits. From the point of view of personal benefits, these reflect on such areas as psychological, social, and political outcomes that in one way or another may have relation or not have relation to the work setting environment. Job related benefits are the individual's perception in regard to training, essentially the view that training at the workplace will enhance ones performance and skills held. On the other hand, career benefits are those that help an employee to identify or define his or her career objective, as well as in the creation of opportunities in one's line of career. Training benefits were mutual whereby the return of organizational training could be reflected in employees' benefits on their career, job, and personal dimensions of development (Bulut & Culha, 2010). According to Muma, Iravo and Omondi (2014) training of employees enhanced job satisfaction and the morale by employees to their work, increased the levels of motivation among the employees, enhanced efficiency in production processes, increased willingness and capacity to adopt new technological changes and production methods, increased innovation and creativity from the employees, declined in employee turnovers, and enhanced the image of the organization in the market and industry of specialization. Nassazi (2013) outlined that employees training was among the critical factors of motivation, one that could offer benefits to the organizations and the employees in both short-term and long-term scales.

### **(iv) Support for Training**

Support to training programs from the organizational leaderships is vital in establishing the frequency and durations over which employees can participate in the training. Moreover, support to training by the management is important for the purpose of ensuring that employees develop the right attitude toward training and the access to training resources. Not just support from the leadership or management is important, but any other form of support as may be rendered from supervisors, coworkers, peers, and junior workers, is deemed vital for helping employees form the right attitude toward training and as a result benefit maximally from the same. Studies conducted empirically supported the argument that supported from seniors and colleagues went a long way in influencing the decision by employees on training and personal development at the workplace (Bartlett, 2001). From these observations, it was evident that support for training could take both the vertical and the horizontal dimension at the organization. When seniors from top management positions supported employee training, this was the

vertical dimension while supported from peers and colleagues was of the horizontal nature at the workplace (Dias & Silva, 2016).

## **2.2 Organizational Commitment**

The field of organizational commitment had been built on prominent research (e.g. Buchanan, 1974; Mowday et al., 1979; Porter et al., 1974, 1976), and recent studies tried to develop the concept further (Allen & Meyer, 1990; Wasti, 2002; Wasti & Can, 2008). This concept referred to the relative emotional strength of employees' identification with and involvement in a particular organization. Roodt, as quoted by Martin (2007:19), defined organizational commitment as a cognitive predisposition towards a particular focus, insofar as this focus had the potential to satisfy needs, realized values and achieved goods. Organizational commitment is considered as psychological attachment of an employee to the organization. Normally organizational commitment is used to determine if an employee will stay with the organization or not. Organizational commitment is very popular topic in human resources now.

Organizations are very much concerned about knowing about the level of commitment of an employee toward the organization.(Mathews and Jerry, 2002), defined organizational commitment as a belief interiorized by employees. (Meyer et al., 2006) also defined organizational commitment as “a force that binds an individual to a target (social or non-social) and to a course of action of relevance to that target”.Mowday, Porter and Steers, also quoted by Martin (2007:19), defined organizational commitment as the relative strength of an individual's identification with and involvement in a particular organization. Martin (2007:18) summarized organizational commitment as having the following characteristic traits: (1) Identifying with an organization and its goals and values (identification); (2) A strong desire to maintain investment with the organization (loyalty); and (3) Willingness to work extra hard on behalf of the organization (involvement).

Organizational commitment is multi-dimensional, determined by its varied definitions and different fashions of measurements (Coetzee, 2005: 5.2). In all its various definitions and measures, there is a common theme shared, namely that organizational commitment is a bond or linkage of the individual to the organization. Organizational commitment was an employee's desire to belong to an organization and an employee's willingness to make extra effort for the benefit of the organization (Sani, 2013). Organizational commitment drove many workplace related behaviors and attitudes such

as satisfaction, organizational citizenship, and intent to stay or leave (Taing, Granger, Groff, Jackson, & Johnson, 2011). Researchers in the field of management and behavioral sciences described organizational commitment as a major influence in the relationship between individuals and organizations (Rehman, Shareef, Mahmood, & Ishaque, 2012).

Dey (2012) argued that organizational commitment was the level of attachment that employees had to their employing organizations, their willingness to work on behalf of these organizations, and their likelihood to remain members of the company. All these definitions focused on the bond between employees and their employing organizations. Organizational commitment is a reciprocal kind of relationship between the employer and the employee. Like the nature of bilateral relationships, it is a precondition for any commitment. For instance, if the organization is not committed to its employees and the employees realize that their company is not committed to them that will affect the commitment relationship negatively. Therefore commitment could not be one-sided; it must be mutual to achieve organizational goals (Martin, 2007). For the purposes of this study, organizational commitment was defined as the relative strength of an individual's identification with and involvement in a particular organization (Martin, 2007:19). Committed workers were beneficial for the firm because they were more valuable in terms of better performances, more effectiveness and the willingness to stay at the current firm (Scholl, 1981). Meyer and Allen (1997), suggested that a "committed employee is one who will stay with the organization through thick and thin, attends work regularly, puts in a full day (and maybe more), protects company assets, and who shares company goals".

Allen and Mayer (1991) explained that organizational commitment was a result of multidimensional influences including three components: affective commitment, continuance commitment and normative commitment. They defined affective depended upon how much individual 'intend' to stay at his workplace, continuance commitment covers the risks involved in leaving an organization, and normative commitment occurs when an employee feel obliged to stay in an organization as a result some goodness the employee received in the past.

**(i) Affective Commitment**

Affective commitment refers to the extent to which employees feel to have emotional linkage, identification, as well as involvement with their current organization and as consequently develop the desire and the need to want to remain at the organization (Mouhamaddou, 2015). It refers to the identification and the attachment emotionally by

employees to their organization (Newman, Thanacoody, & Hui, 2010). It is a psychological attachment developed by employees to their organization in such a way that employees who are strongly committed to the employer identify themselves with it not only physically, but also emotionally (Sayani & Swamy, 2014). For these reasons, affective commitment can be viewed as a measure of fondness from an employee to their current organization, which extends to include both identification and also involvement with the particular organization (Chung, 2013).

When employees have developed high level of affective commitment toward their organization, they stay in it because of the primary reason that they harbor strong emotional attachment to the employer, which in extent causes them to develop intense desire to stay at the organization (Alhassan, 2012). Affective commitment is said to happen when employees commit themselves to the organization because they want and have personally chosen to do so, not because circumstances are forcing them to do so and they just have to. Such a form of commitment, directly coming from the employees own willingness and choice to commit, is quite indispensable and profound for the building of lasting and productive relationships between the employees and their employer (Mouhamadou, 2015). When there is high affective form of commitment from the employees, there is a high sense of belonging and desire to identify themselves with the organization and its overall undertakings (Alhassan, 2012). According to Chung (2013), employees having high levels of affective commitment stay at an organization purely out of their choice, and not because it is mandatory as may be prescribed by organizational polices for them to do so.

## **(ii) Continuance Commitment**

Continuance commitment refers to the extent to which any given organizations employees stay in it as a result of recognizing the costs that may come as a result of leaving the organization. As such, the employees may stick to their current job place when they lack better alternatives or as well due to the repercussion of failing to be committed to the employer organization (Mouhamadou, 2015). Continuance commitment describes the costs that upon closer evaluation, the employer see as being what may befall then as a result of their act to leave. When employees have formed a good commitment to the organization, they are bound to stay with it out of self-interest (Newman, Thanacoody & Hui, 2010).

This concept further relates to the awareness that an employee has in regard to the results of leaving his or her current organization. According to Chung (2013), employees

having strong continuance commitment stay at it because they see the need and benefit to do so. Moreover, such employees find it good to stay with the organization because the costs they associate with the act of quitting the current employer may seem to be significantly high, a risk not worth to take. Continuance commitment further entails awareness by the employees of personal investments that they have made, investments that may include good work relations established between employees and their employer, career investments, benefits relating to their years of retirement, and acquired job skills at the organization as well as their years they have devoted to serve the organization (Alhassan, 2012).

### **(iii) Normative Commitment**

Normative commitment is associated with an employee individual feeling of the necessity to reciprocate a good deed accorded to him or her by the employer (Mouhamadou, 2015). Its propensity is generally an obligation based on personal morals in which the employee feels obliged to stay with an organization to do it good because it offered him or her some benefits (Sayani & Swamy, 2014). Normative commitment may develop in instances where the employer rewards the employee in advance or in cases where the employer incurs costs that can be deemed high on behalf of the employee. Such costs could include costs that relate to job training. When employees think about such costs and benefits by the employer, they fall the obligation to remain a part of the organization and play a key role in making it succeed (Chung, 2013).

Normative commitment forms its antecedents on employees' core values as may be defined by their culture, family and social background, as well as any prior experiences held by the subject employee (Newman, Thanacoody & Hui, 2010). Both organizational socialization and socialization that occurs in the families and society also affects how employee's normative commitment develops (Sayani & Swamy, 2014). In this concept, employees undertake it as a responsibility and mandatory for them to remain with their current employer because of the benefits the employee has received from the organization. Ambar et al. (2015) describes it as the psychological attachment that an employee holds to make him or her to feel it his or her responsibility to remain with the organization.

### **2.3 Employee Performance**

Every organization has been established with certain objectives to achieve. These objectives can be achieved by utilizing the resources like men, machines, materials and money. All these resources are important but out of these the manpower is the most important. It plays an important role in performing tasks for accomplishing the goals. In the organizational context, performance is usually defined as the extent to which an organizational member contributes to achieving the goals of the organization.

Employee performance refers to how your workers behave in the workplace and how well they perform the job duties you've obligated to them. Performance of the employee is considered as what an employee does and what he doesn't do. Employee performance involves quality and quantity of output, presence at work, accommodative and helpful nature and timeliness of output. Performance may refer to work effectiveness, quality and efficiency at the task level. Performance of employees related to their jobs has been a major concern for both organizations and researchers. For decades, organizations and researchers have been seeking diverse means to enhance or improve employees' performance. Job performance is the employees' behaviors or actions associated to the aims or goals of the organization (McCloy, Campbell, & Cudeck, 1994). Performance is defined as a variable having multiple dimensions and distinct components and elements according to the job (McCloy et al., 1994). Porter and Lawler (1968) argued that attitudes influence performance.

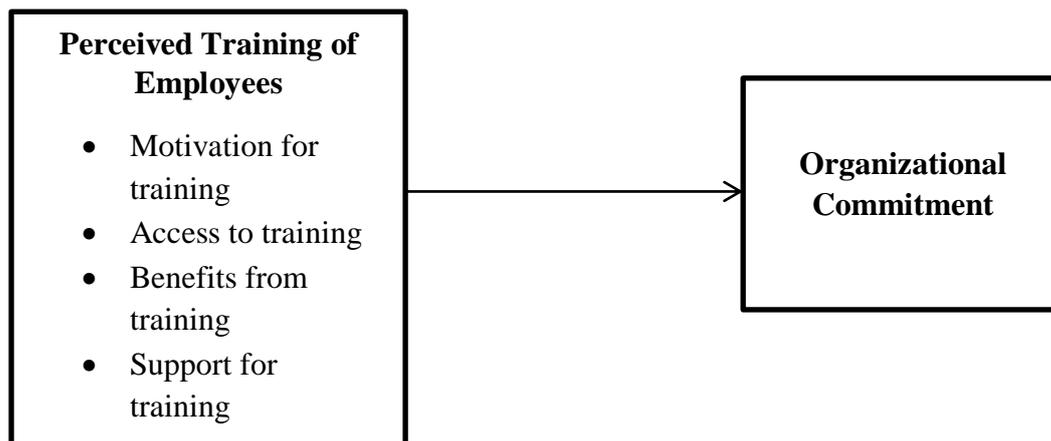
Employee Performance is defined as the attained outcome of actions with the skills of employees who perform in some situation. Organizations achieve their objectives when competent and committed employees are engaged. Getting committed employees who are competent and ready to give in their best in the pursuit of the objectives of the organization has been one of the problems facing most organizations especially in the service industry. Sharma and Bajpai assert that employees are regarded as committed to an organization if they willingly continue their association with the organization and devote considerable effort to achieving organizational goals. The high levels of effort exerted by employees with high levels of organizational commitment would lead to higher levels of performance and effectiveness of both the individual and the organizational levels.

## 2.4 Previous Studies

Organizational commitment is catching the attention of organizational psychologists and behavior scientists. Committed employees can be a resource for any organization to achieve high productivity. Training is always considered as a source of motivation for the employees working in an organization. Availability of training, benefits of training, motivation to learn, role of coworkers and supervisors and their relationship with organizational commitment has not been a topic of researchers in the past.

In recent year this topic has attracted the attention of the researchers. There are many studies related to the topic of the current study, examples of these studies are: Bulut and Culha (2010) stated that all the variables of training effect positively the organizational commitment. Figure 2.1 shows the model of Bulut and Culha's study. According to the Figure (2.1) Bulut and Culha studied the effects of organizational training on organizational commitment. The research was conducted through surveys with 298 participants of four- and five-star hotels operating in Izmir, Turkey.

**Figure (2.1) Conceptual Framework of Bulut and Culha**



Source: Bulut and Culha (2010)

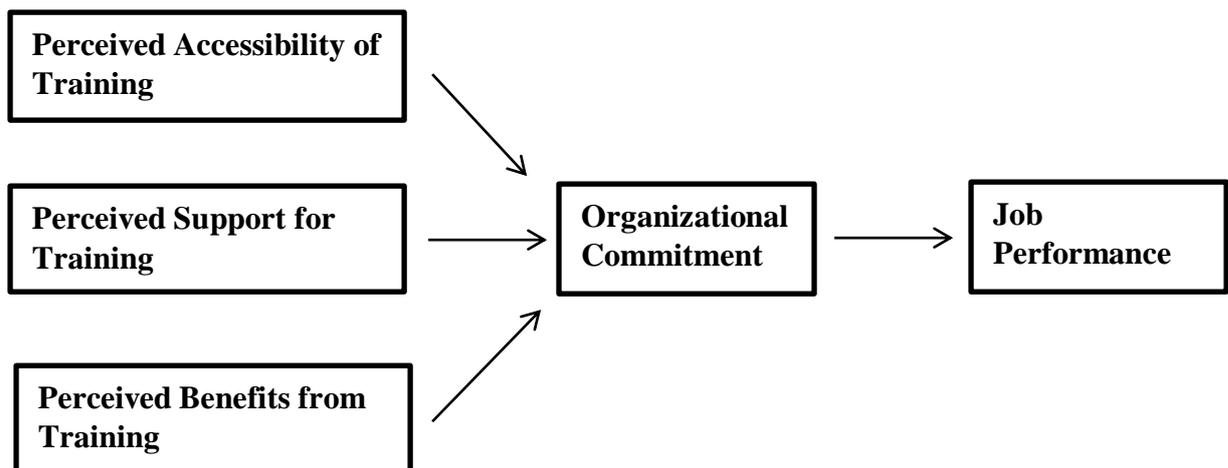
Bartlett (2001) reported a positive correlation of access to training with organizational commitment. Ahmad and Abu Bakar (2003) found that training having relationship with organizational commitment among white-collar workers in Malaysia. Al-Emadi and Marquardt (2007) found that there is a positive correlation between positive training perception and organizational commitment. They also found that favorable perception of the training helps the employees in social bonding with the organization. Organizations try to create positive perception of the employees for well-being of the

organization as a whole. Newman et al., (2011) reported the importance of training as a tool to enhance the affective organizational commitment of employees in China. Riaz et al., (2013) confirmed a significant positive relationship between employee perception of training benefits and organizational commitment in banking sector of Pakistan. Professionally organized organizations keep an eye on the employee commitment to the organization. High level of commitment can have a very significant impact on the economy of stability of any organization. Low commitment hits even harder to small and medium organizations.

What distinguishes this study from previous studies that its deal with Saudi Industrial Development Fund (SIDF), which have not been investigated as the best of the researchers' knowledge; in addition the current study covered a number of hypotheses that have not been previously considered, at least empirically.

Previous researchers also examined the effect of employee perception of training on organizational commitment and the effect of organizational commitment on job performance. Seyed Mahdi studied the effect of employees' perception of training on organizational commitment and the effect of organizational commitment on job performance as shown in Figure (2.2).

**Figure (2.2) Conceptual Framework of Seyed Mahdi**



Source: Seyed Mahdi (2015)

It is a field survey research of applicative, descriptive and quantitative nature whose statistical population covers employees of Kerman Social Security Organization. Sample size came to be 251 based on Cochran's formula for limited populations. According to existing theoretical principles job performance is; how well assigned duties and responsibilities are executed, behaviors that individuals show in their job or the extent

of efficiency gained because of the engagement of an individual with his job (service, educational and production).

Dowlatabdi Farahani (2008) , in “ A survey of Organizational Commitment in Government Organizations and its Effect on Employees’ Job Performance”, has tried to survey the relationship between organizational commitment as an independent variable and job performance as a dependent variable in two levels of white and blue collar employees. Organizational commitment attitude was measured using Allan and Meyer Index (1990). Job performance index is individuals’ performance evaluation score. Results show: that there is no significant relationship between emotive, continuance and assigned commitments in different government organizations, there is no significant relationship between emotive & continuance commitment and employees’ job performance and there is a significant relationship between assigned commitment and job performance in government organizations.

#### **2.4.1 Relationship between Training and Organizational Commitment**

According to Klein (2001), investment in employees by the organization may be defined through such elements as training of the employees, career support for the employees, and offering security to employment closely associates with affective commitment of higher levels from the employees, and also greater degree of citizenship behavior, demonstrated intentions to remain working at the current organization, and minimal if any absences that are not communicated. A study by Bartlett and Kang (2004) sought to establish the association that exists between the attitudes held by employees towards training received and the commitment by commitment to employee welfare. The study concluded that the ability to access benefits such as training, the motivation by the employees to learn from the offered training, the benefits emanating from the received training, and support from the supervisors of the training are factors that positively link to the affective commitment by employees and also the normative form of commitment.

Riaz, Idrees and Imran (2013) researched on the relation between the beliefs held by employees in regard to training and the benefits thereof associated such personal benefits, job related benefits as well as benefits related to the career as a whole and the impact they have on commitment of the organization. Their study revealed that employees hold positive attitude toward training that is supported by the employer essentially because they see it as an undertaking that will offer them other various forms of benefits. Further, the researchers also established that commitment from employees

who are supported by the organization to train is high than employees who have not been trained through the support of the organization. Yap, Holmes, Hannan and Cukier (2010) researched on the relation that exists between the perception held by employees concerning diversity in the training and the effectiveness with organizational commitment and career satisfaction. The study showed that employees perceiving diversity training as being effective were demonstrated a higher level of commitment to their employer and were also more satisfied with their careers than employees who perceived diversity training to be ineffective or non-existent.

Shaheen, Naqvi and Khan (2013) studied the impact that training of employees has on their performance and also the effect on organizational overall performance and the specific performance by the trained employees. The study also involved the mediating role existing between the training of the employees and performance of the organization. The study established a significantly positive correlation between the parameters guiding it, namely the training of employees and performance of the organization. Nassazi (2013) evaluated the effects of training on employee performance, using the telecommunication industry in Uganda and concluded that training does have a clear and a positive effect on the general performance demonstrated by employees. Basing their research on Coca Cola Nigeria, Irefin and Mohammed (2014) examined the effect of commitment of employees on the performance of the organization and established these two parameters relate fairly high, and in a positive way.

In Kenya, Muchibi et al. (2014) explored the impact of training employees and their overall development practices on the commitment to the organization in sugar firms in the country and found that training and development practices are positively correlated with affective commitment. Ombui, Kagiri and Omoke (2012) analyzed the influence of training and development on the employees performance in Kenyans research institutions and revealed that the correlation between employee performance and Training and Development were highly significant and recommended that research institutes should initiate training and development programs that are relevant to their needs. Muma, Iravo and Omondi (2014) established that the most significant factor concerning employee commitment is focusing on training needs assessment. In addition, Amadi (2014) found that training and development has a positive impact on both motivations of employees as well as performance.

#### **2.4.2 Relationship between Organizational Commitment and Employee Performance**

Past studies support the relation of organizational commitment and employee performance. For example, Negin et al. explain that organizational commitment influences the job performance of Malik Bank employees. The results indicate that the dimensions of organizational commitment such as continual, normative, and affective have relationship with job performance of employees. Qaisar et al. demonstrate the influence of organizational commitment (continuous, normative and affective) on employee's performance in the context of Pakistani police. Statistical results showed that organizational commitment (continual, normative and affective) independently and jointly predicts the employee's performance.

A study conducted by Chughtai and Zafar (2006), among university teacher of Pakistan concluded that organizational commitment dimensions; affective, normative and continual have positive and significant relationship with employee performance. Suliman and Lles investigate the organizational commitment and employee performance in three industrial units. This study showed that organizational commitment is a three dimensional concept and it has positive relationship with job performance. One more study, represents that organizational commitment have positive relation with job performance.

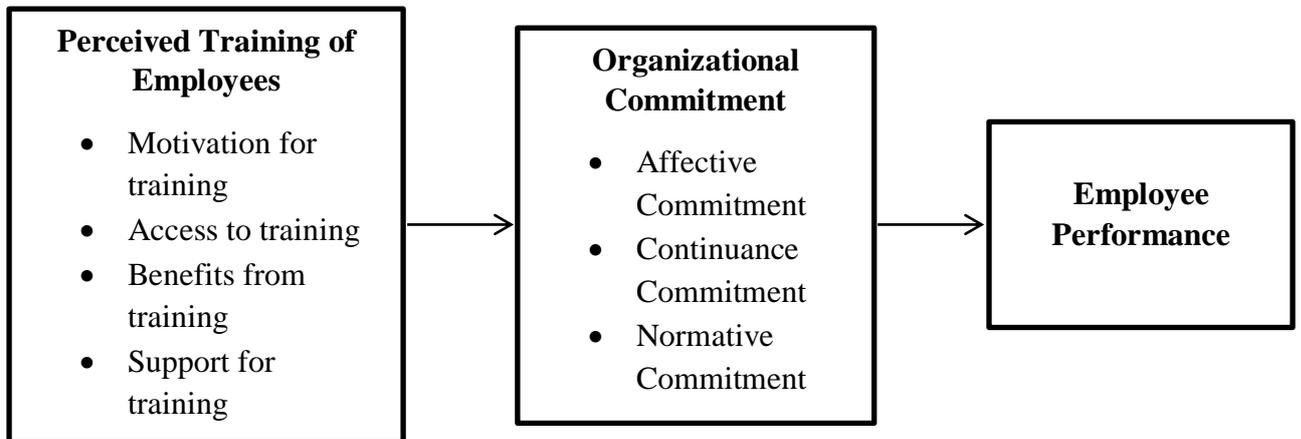
Somers and Birnbanm found that career commitment has a relationship with job performance, but organization commitment and employee performance have no relationship jointly. However, continuance commitment has a positive relationship with job performance. Shore et al. conducted a study on 339 subordinates and 231 managers in multinational companies in United states and concluded that affective commitment have a positive relationship with job performance while continual and normative commitment have no positive relation with employee's performance. Clarke explained that network performance and commitment in health care units of UK, plays an important role for performance outcomes. The scholar found that normative and affective commitments have effect on performance. Continuance commitment has a negative relationship with network performance; affective commitment has a positive relationship with network performance but these relationships are not straightforward.

#### **2.5 Conceptual Framework of the Study**

This study focuses on the effect of training on organizational commitment and employee performance in Forever Group Co., Ltd. The purpose of this framework is to

analyze the relationship between training, organizational commitment and employees performance. This study will follow three parts. The first part is the study of training practices in Forever Group Co., Ltd. The second part is the effect of training on organizational commitment in Forever Group Co., Ltd and the last part is employee performance. The conceptual framework of the study is showed in Figure (2.3).

**Figure (2.3) Conceptual Framework of the Study**



Source: Own Compilation, (2019)

This Figure is constructed based on own compilation of various theories and paper of training, organizational behavior and employee performance. The framework is developed to conceptualize the relation between dependent variable and independent variable. According Figure (2.3), training practices such as motivation for training, access to training, benefits from training, and support for training are independent variables. They are used to analyze the effect on organizational commitment, the dependent variable. It includes three components affective commitment, continuance commitment and normative commitment. The next component suggests that organizational commitment leads to employee performance.

# **CHAPTER 3**

## **PROFILE AND TRAINING PRACTICES IN FOREVER GROUP CO., LTD**

This chapter is the profile of Forever Group Co., Ltd which includes the background of Forever Group Co., Ltd. It includes training practices of Forever Group Co., Ltd in this chapter. Besides that, research design, reliability analysis and demographic profile of respondents are mentioned as well.

### **3.1 Profile of Forever Group Co., Ltd**

Forever Group Co., Ltd, Myanmar's Leading Media Company, was first established in 1995 to develop Television Commercials using Computer Graphic Technology. It is a sole proprietorship and there are about 5000 employees in the company.

In 1996, Forever Group launched a Computer Graphic Training Center to train skillful media professionals such as graphic designers, publishing technicians and video editors. In 2003, the first Myanmar e-book business was started and [www.foreverspace.com.mm](http://www.foreverspace.com.mm) website was successfully launched. A new channel named MRTV-4 was broadcast to public for two-hour-a-day program schedule with the cooperation of Myanmar Radio and Television under the Ministry of Information. It broadcast a six-hour-a-day program schedule with a looping system was introduced and the very first Digital Television (pay TV) system of Myanmar was started and aired the new TV channels 5 Movies and 5 Series in 2005. MRTV-4 is broadcast free to air for Yangon and neighboring areas in 2006 and for Mandalay and neighboring areas in 2007.

In 2006, MRTV-4 International was started and aired 14 world well known international channels such as Star World, Star Movies and so on. In 2008, Mandalay FM radio channel was launched for Yangon and Mandalay. It can be tuned in towns nearby the Yangon-Mandalay Highway. MRTV-4 channel was broadcast 18 hours a day in 2009, April. Since September 2010, MRTV-4 became a 24-hour-free-to-air TV channel and is currently the most popular TV channel in Myanmar.

In 2009, jointly organized with AIBD (Asia-Pacific Institute of Broadcast Development), the Myanmar Media Development Center (MMDC) was founded with the

objective of training the media technologies for MRTV, MRTV-4 and FM Radio Stations, MMDC will be officially launched in 2012 to public providing accredited courses to those who are interested in media field to develop professionally through academic programs in collaboration with highly acclaimed international organizations such as Asia-Pacific Institute for Broadcasting Development (AIBD) and Deutsche Welle Akademie. The vital aim of MMDC is to develop vibrant and skilled media environment and community for Myanmar media industry.

In 2010, the 4 Digital Channels such as For Info, For Edu, For Sports, For Choice, For Tunes, For Comedy, For AD were launched. In 2011, a further 6 digital content channels were launched. Channel 7 was started broadcasting in 2012 with the cooperation of Forever Bec-Tero Co., Ltd. In 2013, Reader Channel was launched for audiences who have interest in literature. Maha Bawdi Channel was aim to viewers who are devout in Buddha. MRTV-4 (HD) and Channel-7 (HD) were broadcast for the viewers who like to enjoy their favorite free-to-air channels in high definition and Yangon's best indoor venue Myanmar Event Park (MEP) was established in 2014. It located in the heart of the city.

In 2015, FG Entertainment was established for music and events production. TAURUS V Production was established for the producing high quality home movies and creative advertisements. Now the High Definition (HD) channels such as 4HD, ESPN HD, Fox Movies HD, Star World HD, NGC HD and History HD have been successfully launched. All the programs have been shot with HD cameras to produce programs with clear, sharp and vivid colors with HD quality images for our channels.

### **3.2 Training Practices of Forever Group Co., Ltd**

Forever Group Co., Ltd employs a large number of employees for broadcasting activities. There are two types of employees in Forever Group Co., Ltd. They are management level and experts groups for various broadcasting tasks such as director, script writer, animator, editor, set designer and so on. It employs about 5000 employees. Among these 5000 employees, 50 employees are employing at management level. All these employees need proper training for accomplishing their tasks. Training is important for many broadcasting activities to develop skills and knowledge required for typical activities.

Types of training in Forever Group are broadcasting training, management training, professional skills training, communication training and English proficiency training. Broadcasting training starts as technical or engineering training. Educated expert

staffs such as engineers, technician and technical operators are firstly trained production staffs. Besides the expert training, competent managers who will take the human, capital and technical resources into account are also required. This in turn requires appropriate development training. Broadcasting training lasts one week and the number of participants varies according to the job requirement.

Management training for broadcasting executives is a priority matter. It lasts one month and about 30 participants are involved in this training program. The company arranges the training for what each individual needs in order to perform his or her jobs according to job requirements and organizations expectations. The company invites flying visitors who give lectures according to the job specific requirements. Training activities are arranged in order to fill the basic needs and professional skills for each of the program. According to the basic needs, the company arranges problem solving workshops, invites flying visitors in their special fields of experiences and some retired broadcasting executives or the company provides learning abroad. Each of the professional skills trainings lasts one month and the number of participants varies according to the skills required for job. The company brings people and resources together for its realization and purely on a project basis.

Good results can be achieved in workshop in which executives from different broadcasting organizations tackle problems they are confronted with, support by one or two experts on the subjects, playing the role of activators. Communication skill is one of the most important skills for the company. The company provides communication training by engaging seminars, arranging face-to-face discussion and letting employees do presentations. Communication training lasts one month and the numbers of participants are about 50. The company arranges English proficiency training about one month for its employees and 50 participants are involved. Training in broadcasting company is mandatory because it is a management tool for activating and further developing human resources which may be latent in a broadcasting organization. Table (3.1) shows the types of training, duration and number of participants in Forever Group Co., Ltd.

**Table (3.1) Training Practices in Forever Group Co., Ltd**

<b>No.</b>	<b>Types of Training</b>	<b>Duration</b>	<b>No. of Participants</b>
1.	Broadcasting Training	1 Week	Varies
2.	Management Training	1 Month	30
3.	Professional Skills Training	1 Month	Varies
4.	Communication Training	1 Month	50
5.	English Proficiency Training	1 Month	50

Source: Forever Group Co., Ltd, 2019

As the broadcasting company, training is very important for all employees. Employees are given the chances to learn in respective areas of their job and it can lead to greater job opportunities for them. Employees become professionals in their job and participating well in training programs helps them getting the chances for promotion. Technology in the broadcasting industry is rapidly changing and forcing workers to continually update their skills. Those who receive continued training will increasingly have an advantage over others in broadcasting occupations, as well as in technical occupations.

### **3.3 Research Design**

This study aims to analyze the effect of training on organizational commitment of employees in Forever Group Co., Ltd and to examine the effect of organizational commitment on employee performance of employees in Forever Group Co., Ltd. In this study, analytical research method is used to achieve the objective of the study. Both primary and secondary data are used in this study. The population of the study is 50 management level employees. Therefore the primary data are collected through structural questionnaires from these 50 management level employees of Forever Group Co., Ltd. In addition, this study is required to search secondary data which are obtained from previous international research paper, website, published journals, relevant textbooks, international thesis and the company.

After the primary data were collected, the survey data will be entered in SPSS to analyze the results and test the reliability analysis. SPSS (Statistical Package for the Social Scientists) is a data management and statistical analysis tool for researchers. In SPSS, the required data of analysis are created variables first and inputted data value into respective variables.

Descriptive research method and regression analysis are used to analyze the data in this study. Descriptive research is aimed to describe the characteristics of employees in Forever Group Co., Ltd. A structured questionnaire set is developed by combining instruments of the different variables. The questionnaires used for the study consists of four main parts; part (1) demographic factors of respondents, part (2) training, part (3) organizational commitment, part (4) employees performance. The questions in demographic factors are closed questions and linear scales. The other questions are asked with a five point Likert scale ranging from “strongly disagree to strongly agree” (1= strongly disagree, 2= disagree, 3= neither disagree nor agree, 4= agree, 5= strongly agree). The Likert scale data saved as ordinal and descriptive data saved as nominal type in SPSS. The reliability analysis of questionnaire is discussed in next section.

### **3.4 Reliability Analysis**

Reliability was undertaken in order to test the internal consistency of the variables in the questionnaire. Cronbach’s alpha is a measure of internal reliability of the questionnaire. Cronbach’s alpha was selected to conduct the reliability test, as it is the most common tool for internal consistency reliability coefficient in particular psychometric measurement. The reliability test is a process of measuring the consistency or repeatability of the scale. Cronbach’s alpha test to see if multiple question Likert scale surveys are reliable. These questions measure latent variables – hidden or unobservable variables like: a person’s conscientiousness, or openness. Cronbach’s alpha will test if the test is accurately measuring the variable of interest.

**Table (3.2) Reliability Analysis**

<b>Factors</b>	<b>No. of Items</b>	<b>Cronbach's Alpha</b>
Motivation for Training	5	0.717
Access to Training	5	0.770
Benefits from Training	5	0.713
Support for Training	5	0.730
Affective Commitment	5	0.817
Continuance Commitment	5	0.735
Normative Commitment	5	0.750
Employees Performance	5	0.807

Source: Survey Data, 2019

Cronbach's Alpha is very important and the range of Cronbach's Alpha should become from 0.1 to 10. Table (3.2) shows that the Cronbach's Alpha of all factors were more than 0.7. Therefore, it can be interpreted that the data is considered to be accomplished with consistency and stability.

### **3.5 Demographic Profile of Respondents in Forever Group Co., Ltd**

The demographic factors are collected from 50 employees from 7 main department of Forever Group Co., Ltd. They are divided into 5 categories which are gender, age, education level, service year, average monthly salary. Demographic profile of respondents has significant to play in expressing and giving the responses about training, organizational commitment and their performance. A set of demographic profile of respondents have been examined and presented in this study. Table (3.3) shows the demographic factors of 50 respondents. The data are presented in term of number and percentage of respondents as shown in table.

According to the Table (3.3), the majority of respondents are male (39 respondents out of 50) and it is accounted for 78 percentage. The rest are male respondents, it is 11 respondents, and it is making up of 22 percentage of the total. In Forever Group Co. Ltd, the ratio of male in management level is higher than the ratio of male. The male population is greater than female population in the management level employees. Because of the broadcasting company, female respondents are minority. The majority of the employees have engineering or IT background. The scarcity of female with technological background leads to increase male employees.

**Table (3.3) Demographic Profile of Respondents**

<b>No.</b>	<b>Particulars</b>	<b>Classifications</b>	<b>No. of Respondents</b>	<b>Percentage %</b>
1.	Gender	Male	39	78
		Female	11	22
2.	Age	Under 29 Years Old	19	38
		29 - 39 Years Old	28	56
		39 - 49 Years Old	2	4
		Over 50 Years Old	1	2
3.	Education Level	Diploma	6	12
		Bachelor	42	84
		Postgraduate (Master or Ph.D.)	2	4
4.	Service Years	1 Year - 3 Years	1	2
		3 Years - 5 Years	5	10
		Above 5 years	44	88
5.	Average Monthly Salary	200,001 – 400,000 Kyats	16	32
		400,001 - 600,000 Kyats	12	24
		Above 600,000 Kyats	22	44
6.	Current Department	Broadcast Operation Production	4	8
		Channel Network Division	9	18
		Digital Arts	6	12
		Editing	8	16
		Training and MMDC	4	8
		Human Resource	4	8
		Programs Production	11	22
		Marketing	2	4
		Finance	2	4
<b>Total</b>			<b>50</b>	<b>100</b>

Source: Survey Data, 2019

With relation to the age of respondents, the major age group of respondents was between 29 to 39 years old and it represents 56 percentages of total respondents. 19 respondents are under 29 years old, 2 respondents are between 39 and 49 years, 1 respondent is over 50 years old. It can be concluded that the majority of the respondents

are the middle age group people and they tend to care more about their work, responsibilities, and those in their lives.

Education background is one of the most important factors in surveys. Education background often determines the respondent's knowledge. With relation to the education level, the respondents with education level of bachelor degree represent the largest amount of 84 percentages (42 respondents out of 50). Among the respondents, 6 respondents are diploma holders and 2 respondents are postgraduates. It can be said that most graduates are working in Forever Group Co., Ltd and also many higher academic educations are employed in this company. The company values young talented employees as its leader.

With relation to service years, respondents with service years between 1 to 3 years are 2 percent, between 3 and 5 years is 10 percent, and above 5 years-experience is 88 percent. It can be concluded that most of the management level employees are loyal to company. The company can maintain a reliable and dedicated workforce and years of experience in the workplace give them a superior understanding of how jobs can be done more efficiently.

Most of the respondents get above 600,000 kyats and the percentage is 44 (22 respondents out of 50). Respondents who get salary between 200,001 kyats and 400,000 kyats stand for 32 percentage (16 respondents out of 50) and those who get salary between 400,001 kyats and 600,001 kyats represent 24 percentage (12 respondents out of 50). This means that major group of respondents get the highest salary.

There are altogether 50 employees for management level and their working departments are broadcast operation production, channel network division, digital arts, editing, training and MMDC, human resource, programmes production, marketing and finance. 11 respondents work in programmes production and it represents 22 percent. 4 respondents work in broadcast operation production, 9 respondents work in channel network division, 6 respondents work in digital arts, 8 respondents work in editing, 4 respondents work in training and MMDC, 4 respondents work in human resource and each of 2 respondents works in marketing and finance.

### **3.6 Employees Perception on Training Practices**

This study is to identify the perception of employees on training. In this section, employees perception on training is analysed in four dimensions. They are motivation for training, access to training, benefits from training, and support for training.

### 3.6.1 Employees Perception on Motivation for Training in Forever Group Co., Ltd

The employees perception on motivation for training are shown in Table (3.4). The following Table consists of means and standard deviations for training together with detail questions for the survey. Respondents were asked about their perception on training with five questions.

**Table (3.4) Motivation for Training in Forever Group Co., Ltd**

No.	Particular	Mean	Standard Deviation
1	Trying to learn much from training programs	3.62	0.53
2	Learning more from training programs than others	4.00	0.49
3	Motivating to learn skills in training programs	4.04	0.45
4	Exerting considerable effort in training programs	3.96	0.53
5	Improving the skills by participating in training programs	4.02	0.55
	<b>Overall Mean</b>	<b>3.93</b>	

Source: Survey Data, 2019

According to Table (3.4), the overall mean value is 3.93 and which indicates that most of the employees show they have significant motivation for training. Among them, the highest mean score is 4.04, which means that employees are usually motivated to learn skills emphasize in training programs. The lowest mean score is 3.62, indicating that employees try to learn as much as they can from training programs is not much significant.

Highest mean scores shows that they are themselves motivated to learn the kills emphasize and the knowledge and training gaps they want to plug in. Employees can learn more about the things that make up the essential skills. The lowest mean score indicates employees do not want to take too much effort in learning from training programs. The overall mean value is 3.93 and is above the average value. It is because employees have the highest ability to motivate themselves; employees are engaged in their jobs and want to learn skills that will improve their performance.

### 3.6.2 Employees Perception on Access to Training in Forever Group Co., Ltd

This section describes employees perception on access to training. Respondents were surveyed about their point of view towards access to training by asking the following questions which are described by the Table (3.5).

**Table (3.5) Access to Training in Forever Group Co., Ltd**

<b>No.</b>	<b>Particular</b>	<b>Mean</b>	<b>Standard Deviation</b>
1	Providing good opportunities to undertake job-specific training	3.92	0.53
2	Providing training for new recruits to learn orientation training and knowledge	3.94	0.55
3	Providing good opportunities to learn general skills and knowledge	4.08	0.60
4	Providing good opportunities to undertake general training programs and seminars	4.06	0.51
5	Providing assistance to take management training courses externally	3.34	0.66
	<b>Overall Mean</b>	<b>3.87</b>	

Source: Survey Data, 2019

Table (3.5) reports that the overall mean score is 3.87, indicating that employees have been influenced by accessing to training. The highest mean score 4.08 indicates that the organization provides its employees with good opportunities to learn general skills and knowledge inside the organization which may be of use to employees in their future career has strong influence on access to training. The lowest mean score is 3.34 and is indicating that the organization provides assistance for its employees to take management training courses externally at educational institutions has some influence on access to training.

Highest mean score indicates that the company focuses on setting personal professional goals and putting the training provided inside the company to good use. Employees believe that receiving the necessary opportunities to learn general skills and knowledge inside the organization is more able to perform in their job. The training gives the employees a greater understanding of their responsibilities within their role, and in turn builds their confidence. This confidence will enhance their overall performance and this can only benefit the company. The lowest mean score shows that the organization provides little effort in assisting for its employees to take management training courses

externally at educational institutions. The overall mean score indicates that employees are provided with the opportunity to train and acquire desirable skills, knowledge, and job related abilities all of which culminate to making them more effective in the roles.

### 3.6.3 Employees Perception on Benefits from Training in Forever Group Co., Ltd

The following Table (3.6) shows the mean value of benefits from training. In the benefits from training category, there are five questions to analyze. The mean value of each are shown as below.

**Table (3.6) Benefits from Training in Forever Group Co., Ltd**

No.	Particular	Mean	Standard Deviation
1	Helping in personal development	4.00	0.53
2	Helping to network with other employees	3.94	0.47
3	Helping to reach career objective	3.96	0.49
4	Increasing chances of getting promotion	4.02	0.43
5	Helping to get along better with manager	3.88	0.56
	<b>Overall Mean</b>	<b>3.96</b>	

Source: Survey Data, 2019

Table (3.6) reports that the overall mean score is 3.96, indicating that employees have been influenced by benefits from training. The highest mean score 4.02 indicates that the participating in training programs will increase the chances of getting promotion has strong influence on benefits from training. The lowest mean score is 3.88 and is indicating that participating in training programs will help employees get along better with my manager has some influence on benefits from training.

The highest mean score shows that the employees believe that if they want to get promoted, they will need to possess the skills and knowledge required to perform a more senior role. They make sure they understand what is required and seek out professional development or continuing-education courses to bulk up the skill set for ensuring they have the competencies required for promotion. The lowest mean score means that some employees disagree with participating in training programs will help them get along better with their supervisors. Overall mean score indicates that employees are satisfied with

benefits on their career, job and personal dimension of development from the training provided by company.

### 3.6.4 Employees Perception on Support for Training in Forever Group Co., Ltd

In this study, five survey questions are used to explore employees perception on support for training in Forever Group Co., Ltd. The results from the survey are shown in Table (3.7).

**Table (3.7) Support for Training in Forever Group Co., Ltd**

No.	Particular	Mean	Standard Deviation
1	Sharing information (problems, trends) influencing career plans	4.08	0.49
2	Making sure of getting the training needed for job effectiveness	3.90	0.46
3	Helping to develop the skills learned in training.	3.92	0.44
4	Supporting of efforts to acquire new skills and knowledge	3.62	0.64
5	Assigning projects using skills and knowledge from training	3.74	0.56
	<b>Overall Mean</b>	<b>3.85</b>	

Source: Survey Data, 2019

Table (3.7) reports that the overall mean score is 3.85, indicating that employees have been influenced by support for training. The highest mean score 4.08 indicates that the company shares information about career plans has strong influence on support for training. The lowest mean score is 3.62 and is indicating that the company is supportive of my efforts to acquire new skills and knowledge has some influence on support for training.

The highest mean score indicates that employees believes that the company is adequately preparing for the future, knowing what lies ahead, even with the best available information, future trends and problems. The lowest mean score shows some employees believe that the company does not put much effort to acquire new skills and knowledge supporting for employees in training programs. The overall mean score concludes that most of the employees are satisfied with support for training for the purpose of ensuring that they develop the right attitude toward training and the access to training resources.

## **CHAPTER 4**

### **ANALYSIS ON THE EFFECT OF TRAINING ON ORGANIZATIONAL COMMITMENT AND EMPLOYEE PERFORMANCE IN FOREVER GROUP CO., LTD**

This chapter includes employees perception towards organizational commitment and employee performance. This chapter also focuses on the analysis on the effect of training on organizational commitment and employee performance in Forever Group Co., Ltd. Firstly; it analyzes the effect of training on organizational commitment in Forever Group Co., Ltd. It is followed by the analysis of the effect of organizational commitment on employee performance. As methods analysis, multiple regression analysis was conducted using the Statistical Package for Social Science (SPSS) software.

#### **4.1 Analysis on the Effect of Training on Organizational Commitment**

The organizational commitment of this section is analysed in three different components; affective, continuous and normative commitment. The following tables consist of means and standard deviations for employee commitment together with detail questions for the survey. This section analyzes the effect of training on organizational commitment in Forever Group Co., Ltd. The regression analysis to test the effect of training dimensions which are motivation for training, access to training, benefits from training and support for training. Then, employee commitment is measured by three dimensions; affective commitment, continuance commitment, and normative commitment.

##### **4.1.1 Affective Commitment of Employees in Forever Group Co., Ltd**

This section aims to explore the affective commitment of employees in Forever Group Co., Ltd. In order to analyse affective commitment, five questions are asked in the structured questionnaire. Then, the mean values are calculated and shown in Table (4.1).

Table (4.1) reports that the overall mean score indicates employees have strong emotional linkage, identification and involvement with the company. The highest mean score shows that employees feel emotionally attached to the company. The lowest mean score indicates that the company has a great deal of personal meaning for employees.

**Table (4.1) Affective Commitment of Employees in Forever Group Co., Ltd**

<b>No.</b>	<b>Particular</b>	<b>Mean</b>	<b>Standard Deviation</b>
1	Being happy to spend the rest career with this organization	3.92	0.60
2	Feeling organization's problems as own problem	3.96	0.67
3	Feeling emotionally attached to this organization	4.16	0.58
4	Feeling like part of the family at organization	4.12	0.56
5	Having a great deal of personal meaning	3.88	0.66
	<b>Overall Mean</b>	<b>4.01</b>	

Source: Survey Data, 2019

This result reports that employees feel a strong sense of emotional attachment to the company. They feel that the company is part of their family of their life. They consider the problems of the company as their own problems and enjoy working life in the company. Although some of the employees dissatisfied with the fact that the organization has a great deal of personal meaning for them. It indicates that some employees want to spend their carrier life in the company and use their experience in the company only.

#### **4.1.2 Continuance Commitment of Employees in Forever Group Co., Ltd**

This section describes continuance commitment off employees in Forever Group Co., Ltd. Respondents were surveyed about their continuance commitment by asking the following questions which are described by the Table (4.2).

Table (4.2) reports that the overall mean score is 3.83, indicating that employees stay it in the company as a result of recognizing the costs that may come as a result of leaving the company. The highest mean score indicates that employees are difficult to leave because of the scarcity of available alternatives. The lowest mean score is indicates that staying with the company is a matter of necessity as much as desire.

**Table (4.2) Continuance Commitment of Employees in Forever Group Co., Ltd**

<b>No.</b>	<b>Particular</b>	<b>Mean</b>	<b>Standard Deviation</b>
1	Staying with own desire in this organization	3.64	0.63
2	Being difficult to leave from organization	3.66	0.56
3	Leaving from this organization to be costly	3.78	0.55
4	Having too few options to consider leaving this organization	3.90	0.58
5	Being difficult to leave because of scarcity	4.16	0.37
	<b>Overall Mean</b>	<b>3.83</b>	

Source: Survey Data, 2019

This result reports that employees are afraid of what might happen if they quit their job without having another one. They are worried about the problems such as training, financial and so on when they leave from the company. The result indicates that employees do not stay in the company for their own desire because the costs associated with quitting of current company is high and employees have too few alternatives to choose after leaving the company.

#### **4.1.3 Normative Commitment of Employees in Forever Group Co., Ltd**

The following Table (4.3) shows the mean value of normative commitment of employees in Forever Group Co., Ltd. In this category, there are five questions to analyze. The mean value of each are shown as below.

Table (4.3) reports that the overall mean score is 3.66, indicating that employees feel a strong sense of obligation to stay with the company. The highest mean score indicates that employees owe a great deal to the company. The lowest mean score indicates that the company deserves loyalty of employees.

**Table (4.3) Normative Commitment of Employees in Forever Group Co., Ltd**

<b>No.</b>	<b>Particular</b>	<b>Mean</b>	<b>Standard Deviation</b>
1	Feeling obligation to remain with current employer	3.82	0.56
2	Not feeling right to leave organization now	3.68	0.59
3	Being loyalty to organization	3.30	0.58
4	Having a sense of obligation to the people in it	3.34	0.59
5	Owing a great deal to the organization	4.14	0.35
	<b>Overall Mean</b>	<b>3.66</b>	

Source: Survey Data, 2019

This result indicates that employees feel obliged to stay with the company because it offered them some benefits and incurred some costs that can be deemed high on behalf of the employees. Such costs related to job training. Therefore employees fall the obligation to remain a part of the company.

#### **4.1.4 Analysis on the Effect of Training on Affective Commitment**

In this study, Linear Regression Model is applied to analyze the effect of training dimensions which are motivation for training, access to training, benefits from training, and support for training on affective commitment in Forever Group Co., Ltd. The results from generating this model are shown in Table (4.4).

According to the results shown in Table (4.4), only one variable is significant as stated by the regression analysis table. Access to training has significant at 1% level. The standardized coefficient (Beta) indicates that two variables are positively related to the affective commitment of employees.

Access to training has significant relationship with affective commitment of employees at 1% significant level. It points that access to training leads to an increase in affective commitment of employees. Every one unit increase in access to training will lead to increase affective commitment by 1.026.

**Table (4.4) Effect of Training on Affective Commitment**

Independent Variables	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	VIF
	B	Std. Error	Beta			
(Constant)	0.465	0.768		0.606	0.548	
Motivation for Training	-0.071	0.143	-0.053	-0.494	0.624	1.355
Access to Training	1.026***	0.122	0.781	8.425	0.000	1.005
Benefits from Training	0.025	0.177	0.018	0.140	0.889	1.955
Support for Training	-0.064	0.154	-0.049	-0.414	0.681	1.669
R	0.785					
R Square	0.616					
Adjusted R Square	0.582					
Durbin-Watson	2.369					
F Value	18.028***					

Source: Survey Data, (2019)

Note: \*\*\* Significant at 1 % Level, \*\* Significant at 5 % Level, \* Significant at 10% Level

Correlation coefficient, R measures the linear relationship between two variables. R (the correlation between the independent variables and dependent variable) is 0.785, which line between 0 and 1. Hence, it indicates that affective commitment of employees and training dimensions are correlated. As shown in Table (4.4), the specified model could explain very well about the variation of affective commitment of employees since the value of R Square is 61.6 percent. The Beta of access to training has the largest value (0.781). It indicates that access to training has the greatest influence on affective commitment of employees.

The Durbin-Watson value is 2.369, which lies between 1.5 and 2.5. Therefore, it indicates that there are no auto correlations. The VIF values for motivation for training,

access to training, benefits from training, and support for training stand with 1.355, 1.005, 1.955, 1.669 respectively, well below the cut-off value of 10, mean that the independent variables are not correlated with each other.

Access to training has positive effect on affective commitment. And it is observed that respondents are obtaining the highest affective commitment level with accessing to training. The more the company provides the opportunity to train and acquire desirable skills, knowledge, and job related abilities, the more employees have affective commitment. Employees perceive there is access to training and feel that their company has been willing to invest in training programs. This result also shows that employees have a great emotional attachment to and involvement in and identification with providing access to training.

#### **4.1.5 Analysis on the Effect of Training on Continuance Commitment**

In this study, Linear Regression Model is applied to analyze the effect of training dimensions which are motivation for training, access to training, benefits from training, and support for training on continuance commitment in Forever Group Co., Ltd. The results from generating this model are shown in Table (4.5).

According to the results shown in Table (4.5), only one variable is significant as stated by the regression analysis table. Access to training has significant at 1% level. The standardized coefficient (Beta) indicates that three variables are positively related to the continuance commitment of employees.

Access to training has significant relationship with continuance commitment of employees at 1% significant level. It points that access to training leads to an increase in continuance commitment of employees. Every one unit increase in access to training will lead to increase continuance commitment by 0.594.

**Table (4.5) Effect of Training on Continuance Commitment**

Independent Variables	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	VIF
	B	Std. Error	Beta			
(Constant)	1.124	0.829		1.375	0.182	
Motivation for Training	-0.084	0.154	-0.078	-0.545	0.588	1.355
Access to Training	0.594***	0.131	0.558	4.523	0.000	1.005
Benefits from Training	0.135	0.192	0.121	0.705	0.484	1.955
Support for Training	0.052	0.166	0.050	0.315	0.754	1.669
R	0.565					
R Square	0.319					
Adjusted R Square	0.258					
Durbin-Watson	1.970					
F Value	5.270***					

Source: Survey Data, (2019)

Note: \*\*\* Significant at 1 % Level, \*\* Significant at 5 % Level, \* Significant at 10% Level

Correlation coefficient, R measures the linear relationship between two variables. R (the correlation between the independent variables and dependent variable) is 0.565, which lies between 0 and 1. Hence, it indicates that continuance commitment of employees and training dimensions are correlated. As shown in Table (4.5), the specified model could explain about the variation of affective commitment of employees since the value of R Square is 31.9 percent. The Beta of access to training has the largest value (0.558). It indicates that access to training has the greatest influence on continuance commitment of employees.

The Durbin-Watson value is 1.970, which lies between 1.5 and 2.5. Therefore, it indicates that there are no auto correlations. The VIF values for motivation for training, access to training, benefits from training, and support for training stand with 1.355, 1.005,

1.955, 1.669 respectively, well below the cut-off value of 10, means that the independent variables are not correlated with each other.

Access to training has positive effect on continuance commitment. And it is observed that respondents are obtaining the highest continuance commitment level with accessing to training. This suggests that employees who have positive view of accessing to training will be more inclined to stay in the company for fear of losing opportunities that employees may leave the company. Employees perceive there is access to training and feel that their company has been willing to invest in training programs. This result also shows that employees have strong continuance commitment with providing access to training.

#### **4.1.6 Analysis on the Effect of Training on Normative Commitment**

In this study, Linear Regression Model is applied to analyze the effect of training dimensions which are motivation for training, access to training, benefits from training, and support for training on normative commitment in Forever Group Co., Ltd. The results from generating this model are shown in Table (4.6).

According to the results shown in Table (4.6), two variables are significant as stated by the regression analysis table. Access to training has the expected positive sign and highly significant coefficient value at 1 percent level and motivation for training has significant coefficient value at 10 percent level. The standardized coefficient (Beta) indicates that two variables are positively related to the normative commitment of employees.

Access to training has significant relationship with normative commitment of employees at 1% significant level. It points that access to training leads to an increase in normative commitment of employees. Every one unit increase in access to training will lead to increase normative commitment by 0.615.

**Table (4.6) Effect of Training on Normative Commitment**

Independent Variables	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	VIF
	B	Std. Error	Beta			
(Constant)	1.373	0.776		1.770	0.084	
Motivation for Training	0.276*	0.145	0.253	1.912	0.062	1.355
Access to Training	0.615***	0.123	0.571	4.996	0.000	1.005
Benefits from Training	-0.110	0.179	-0.098	-0.613	0.543	1.955
Support for Training	-0.193	0.155	-0.183	-1.244	0.220	1.669
R	0.645					
R Square	0.416					
Adjusted R Square	0.364					
Durbin-Watson	1.365					
F Value	8.018***					

Source: Survey Data, (2019)

Note: \*\*\* Significant at 1 % Level, \*\* Significant at 5 % Level, \* Significant at 10% Level

Motivation for training has positive relationship with normative commitment of employees at 10% significant level. It points that motivation for training leads to an increase in normative commitment of employees. Every one unit increase in motivation for training will lead to increase normative commitment by 0.276.

Correlation coefficient, R measures the linear relationship between two variables. R (the correlation between the independent variables and dependent variable) is 0.645, which lies between 0 and 1. Hence, it indicates that normative commitment of employees and training dimensions are correlated. As shown in Table (4.6), the specified model could explain about the variation of normative commitment of employees since the value of R Square is 41.6 percent. The Beta of access to training has the largest value (0.571). It

indicates that access to training has the greatest influence on normative commitment of employees.

The Durbin-Watson value is 1.365, which lies between 1.5 and 2.5. Therefore, it indicates that there are no auto correlations. The VIF values for motivation for training, access to training, benefits from training, and support for training stand with 1.355, 1.005, 1.955, 1.669 respectively, well below the cut-off value of 10, means that the independent variables are not correlated with each other.

Access to training has positive effect on normative commitment. And it is observed that employees feel obligated towards the company with accessing to training. The employees think that they owe a great deal to the organization because of providing opportunities to train and acquiring desirable skills, knowledge and job related abilities. Employees perceive there is access to training and feel that their company has been willing to invest in training programs. This result also shows that employees have a strong sense to undertake it as a responsibility and mandatory for them to stay in their company because of the training they received from the company.

Motivation for training has positive effect on normative commitment. Employees with higher level of motivation to learn reports higher level of normative commitment that is the higher the level of motivation to learn, the more the sense of obligation which may create an awareness of the need for ongoing training. Employees believe that they have motivation for attending training programs which contribute them in the great sense of obligation.

## **4.2 Analysis on the Effect of Organizational Commitment on Employee Performance**

This section consists of means and standard deviations of employee performance and analyzes the effect of training on organizational commitment in Forever Group Co., Ltd.

### **4.2.1 Employee Performance**

In this study, five survey questions are used to explore employee performance in Forever Group Co., Ltd. The results from the survey are shown in Table (4.7).

**Table (4.7) Employee Performance in Forever Group Co., Ltd**

<b>No.</b>	<b>Particular</b>	<b>Mean</b>	<b>Standard Deviation</b>
1	Having the ability to plan the work and accomplishing according to the planned schedule	3.88	0.66
2	Keeping in mind the work result that need to achieve	3.96	0.60
3	Being able to carry out work efficiently	3.52	0.74
4	Working on keeping the work skills up-to-date	3.66	0.69
5	Coming up with creative solutions for new problems	3.90	0.58
	<b>Overall Mean</b>	<b>3.78</b>	

Source: Survey Data, 2019

Table (4.7) reports that the overall mean score is 3.78, indicating that employees want to exert high level of effort in contribution for the company. The highest mean score 3.96 indicates that employees keep in mind the work result they need to achieve. The lowest mean score is 3.52 and is indicating that employees are able to carry out the work efficiently.

Most of the employees willingly continue their association with the company and devote considerable effort in achieving company goals and objectives. Employees think creatively and bring new perspectives to the workplace. They use their creativity to solve problems. This result also shows that employees know well how to do the project and programs on time completely because they are well trained from the training program.

#### **4.2.2 The Effect of Organizational Commitment on Employee Performance**

In this study, Linear Regression Model is applied to analyze the effect of organizational commitment on employee performance in Forever Group Co., Ltd. The results from generating this model are shown in Table (4.8).

According to the results shown in Table (4.8), two variables are significant as stated by the regression analysis table. Affective commitment and normative commitment have significant at 1% level. The standardized coefficient (Beta) indicates that all variables are positively related to the employee performance.

**Table (4.8) Effect of Organizational Commitment on Employee Performance**

Independent Variables	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	VIF
	B	Std. Error	Beta			
(Constant)	-0.583	0.478		-1.220	0.229	
Affective Commitment	0.338***	0.124	0.320	2.713	0.009	1.926
Continuance Commitment	0.219	0.144	0.169	1.525	0.134	1.688
Normative Commitment	0.595***	0.140	0.463	4.254	0.000	1.633
R	0.817					
R Square	0.667					
Adjusted R Square	0.645					
Durbin-Watson	1.722					
F Value	30.698***					

Source: Survey Data, (2019)

Note: \*\*\* Significant at 1 % Level, \*\* Significant at 5 % Level, \* Significant at 10% Level

Affective commitment has significant relationship with performance of employees at 1% significant level. It points that affective commitment leads to an increase in performance of employees. Every one unit increase in affective commitment will lead to increase employee performance by 0.338.

Correlation coefficient, R measures the linear relationship between two variables. R (the correlation between the independent variables and dependent variable) is 0.817, which line between 0 and 1. Hence, it indicates that performance of employees and affective commitment are correlated. As shown in Table (4.8), the specified model could explain very well about the variation of performance of employees since the value of R

Square is 66.7 percent. The Beta of access to training has the largest value (0.781). It indicates that normative commitment has the greatest influence on performance of employees.

The Durbin-Watson value is 1.722. Therefore, it indicates that there are no auto correlations. The VIF values for affective commitment, continuance commitment and normative commitment stand with 1.926, 1.688, 1.633 respectively, well below the cut-off value of 10, means that the independent variables are not correlated with each other.

Affective commitment and normative commitment have positive effect on employee performance. And it is observed that employees are committed on affective and normative level stay and they try to improve their performance because of their affective and normative commitment. When employees are committed affectively with the company, they develop a sense of loyalty and make efforts to perform better that can benefit the whole company.

Normative commitment also has the positive influence on employee performance. The more employees are committed normatively to the company, the better they perform for the company. As the employees have a sense of obligation and owe great deal to the company, they put more effort to improve their performance. It can benefit the whole company.

## **CHAPTER 5**

### **CONCLUSION**

This chapter is composed with three parts. The first part is finding and discussion, the second part is suggestions and recommendations and the last part is needs for further research. The purpose of the study is to examine training practices of Forever Group Co., Ltd and to analyze the effect of training, organizational commitment and employees performance of Forever Group Co., Ltd.

#### **5.1 Findings and Discussions**

Training has a vital role in developing commitment among the employees. Organizational commitment is instrumental in developing loyal teams in the organization to achieve the optimum level of performance. Employees who receive the necessary training are more able to perform in their job. The training will give employees a greater understanding of their responsibilities within their role, and in turn build their confidence. This confidence will enhance their overall performance and this can only benefit the company.

This study is based on training practices (motivation for training, access to training, benefits from training and support for training), organizational commitment (affective, continuance and normative) and employees performance. To achieve this paper, both primary and secondary data are used in this study. To measure the training practices, organizational commitment and performance of employees in Forever Group Co., Ltd, structured and self-administered questions were used and likert-type scale was applied in this research. The population of the study consists of 50 respondents.

The finding reveals that among training dimensions, only access to training has the positive correlation with affective commitment. Among training dimensions, access to training has significant relationship with continuance commitment. Access to training has the greater positive relationship with normative commitment than motivation for training.

Most of the employees in Forever Group Co., Ltd have affective commitment with providing access to training. Most of the employees are satisfied with providing opportunities to learn general skills and knowledge inside the company which may be of use to them in their future careers. Employees are also satisfied with general training programs and seminars outside of the organization provided by company. Training and

development do not come just from attending training courses, though. Employees believe that they can take online courses, or attend industry conferences that teach new techniques and best practices. Although employees disagree that the company provides assistance for its employees to take management training courses externally at educational institutions. This result also shows that employees have a great emotional attachment to and involvement in and identification with providing access to training.

Access to training means to add positive value to continuance commitment. This suggests that employees who have positive view of accessing to training will be more inclined to stay in the company for fear of losing opportunities that employees may leave the company. Most of the employees have normative commitment with providing access to training. The employees think that they owe a great deal to the organization because of providing opportunities to train and acquiring desirable skills, knowledge and job related abilities.

It is also found that motivation for training has positive influence on normative commitment. Most of the employees are usually motivated to learn skills emphasized in training programs. They also believe that they can improve their skills by participating in training programs. Employees believe that they have motivation for attending training programs which contribute them in the great sense of obligation.

According to the regression analysis of the effect of organizational commitment on employee performance, normative commitment has more positive influence on employee performance, followed by affective commitment. Employees are normatively committed in their work because they feel emotionally attached to the company and they feel that their company is part of their family. Affective commitment has positive effect on performance of employees because they owe a great deal to the company and they feel obligation to remain as employees in the company. Therefore they try to improve their performance such as they always keep in mind the work results that needed to be achieved and they always consider creative solutions for coming up new problems.

## **5.2 Suggestion and Recommendations**

The growth and the success of the company depend on the individual performance of employees which contributes to the overall performance of the company. Employee performance has been influenced by the organizational commitment. High level of commitment leads to higher level of performance. Employees have been committed in a way that is provided by appropriate training programs. Training is an important role in

developing commitment among employees. Companies should devote massive resources toward employee education under the assumption that enhancing employee skill sets is beneficial for both the individual and the organization.

Based on the finding, the company can get many benefits to understand what training programs should be provided to its employees to increase organizational commitment and employee performance. Most of the employees are satisfied with providing access to training. However it needs some more things to increase organizational commitment and employee performance.

As the broadcasting company, accessing training is the important needs for job requirement of employees. However the company should emphasize to provide training for new recruits to learn orientation training and knowledge. Orientation and onboarding processes are critical for the new employee to grasp the company processes and job roles. Orientation training and knowledge is important because it provides the new employees with concise and accurate information to make him/her more comfortable in the job, encourages employees confidence and helps the new employees adapt faster to the job.

It is also recommended that the company should provide assistance for its employees to take management training courses externally at educational institutions. Proper management training teaches more important skills needed to keep employees motivated and committed to the company. Therefore the company should invest in letting employees teaching at outside educational institutions besides the professional training they need for the job requirement so that they can manage well their subordinates.

According to results, although employees have been motivated themselves for training, the company should make some effort to motivate employees. Motivating employees for learning is a way to prepare the workforce for changes that may occur in the modern economy. The company should keep the training program interesting by giving the employees a variety of opportunities to interact with the content. The company should highlight the inherent value in learning and growth, so that it can successfully motivate employees to keep growing and developing at work. The company should link an employee's growth to organizational benefits and outcomes. Therefore employees feel rewarded with this type of recognition. The company should publicize a 'Learner of the Month' in recognition of employees who undertook a training program and brought valuable skills and outcomes to the business.

Moreover the company should emphasize on other HRM practices such as reward and benefits. The company should design incentive system to provide rewards and

recognition to employees when they go above and beyond performance standards. When an employee makes a major achievement at work, make sure they are appropriately rewarded for it. Employees are more motivated to grow on the job and maximize their work performance if they are incentivized by both intrinsic and extrinsic rewards. The company should pay attention to how employees react to intrinsic factors like a sense of achievement, the feeling associated with succeeding at a challenging task and feeling valued. The company should offer health insurance, life insurance, flexible spending accounts and other benefits in order to attract and keep employees.

The analysis shows that normative commitment has the highest influence on employee performance because the company invests a lot in training program, followed by affective commitment. Continuance commitment has no effect on employee performance. It is recommended to increase performance of employees because of continuance commitment. The company needs to pay more incentives, benefits and promotion when necessary and pay properly to employees to stay in their job so they want to carry out their job efficiently and want to give creative and innovative solutions to company. As the continuance commitment high, the performance of employees will high in this way.

### **5.3 Needs for Further Research**

This study focuses on examining the effect of training, organizational commitment and their performance in Forever Group Co., Ltd. As the study carried out for academic purpose, the study does not cover all the employees in Forever Group Co., Ltd. Moreover the study focuses only on training variables that influence the organizational commitment. There are several human resource practices which influence the employee commitment were not discussed in this study.

The study only focuses on management level employees, does not include experts. Therefore further study should need to collect data from all employees in Forever Group Co., Ltd. Further study should be conducted based on other human resource practices such as compensation and benefits, reward system, recruitment and selection, health and safety and job security. It will be a great help to understand the influencing factors and level of commitments as well bring the beneficial result to the company by conducting itself.

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**APPENDIX 1**  
**Yangon University of Economics**  
**Department of Management Studies**  
**MBA Programme**

**Questionnaires for the effect of training on organizational commitment and employees performance**

This questionnaire is for my MBA Thesis not related with other business purposes. Please kindly answer the following questions. Thanks for your valuable time.

**Part 1 : General Information**

1. Gender

- Male
- Female

2. Age

- Under 29 years old
- 29~39 years old
- 39~49 years old
- over 50 years old

3. Education Level

- High School
- Diploma
- Bachelor
- Postgraduate (Master or Ph.D)

4. Service Year in Current Company

- Under 1 year
- 1 year - 3 years
- Above 3 years - 5 years
- Above 5 years

5. Average Monthly Salary

- Under 200,000 kyats
- 200,001 - 400,000 kyats
- 400,001 - 600,000 kyats
- 600,000 kyats above

6. Current Department \_\_\_\_\_

**Part 2 : Training**

Please rate the following statements by ticking only on appropriate box at the right side of each question, where

1– strongly disagree

2 – disagree

3 – neutral

4 – agree

5 – strongly agree

**1. Motivation for Training**

No.	Questions	1	2	3	4	5
1	I try to learn as much as I can from training programs.					
2	I believe I tend to learn more from training programs than others.					
3	I am usually motivated to learn skills emphasizes in training programs.					
4	I am willing to exert considerable effort in training programs in order to improve my skills.					
5	I believe I can improve my skills by participating in training programs.					

## 2. Access to Training

No.	Questions	1	2	3	4	5
1	My organization provides with good opportunities to undertake job-specific training.					
2	My organization provides training for new recruits to learn orientation training and knowledge.					
3	My organization provides its employees with good opportunities to learn general skills and knowledge inside the organization which may be of use to me in my future career.					
4	My organization provides its employees with good opportunities to undertake general training programs and seminars outside of the organization.					
5	My organization provides assistance for its employees to take management training courses externally at educational institutions.					

## 3. Benefits from Training

No.	Questions	1	2	3	4	5
1	Participating in training programs will help my personal development.					
2	Participating in training programs will help me network with other employees.					
3	Participating in training programs will help me reach my career objective.					
4	Participating in training programs will increase my chances of getting my promotion.					
5	Participating in training programs will help me get along better with my manager.					

#### 4. Support for Training

No.	Questions	1	2	3	4	5
1	My organization shares information (problems, trends) influencing career plans.					
2	My organization makes sure I get the training needed for job effectiveness.					
3	My organization helps me to develop the skills I have learned in training.					
4	My organization is supportive of my efforts to acquire new skills and knowledge.					
5	My organization assigns projects using skills and knowledge from training.					

### Part 3 : Organizational Commitment

#### 1. Affective Commitment

No.	Questions	1	2	3	4	5
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 feel "emotionally attached" to this organization.					
4	I feel like "part of the family" at my organization.					
5	This organization has a great deal of personal meaning for me.					

#### 2. Continuance Commitment

No.	Questions	1	2	3	4	5
1	Right now, staying with my organization is a matter of necessity as much as desire.					

2	It would be very hard for me to leave my organization right now, even if I wanted to.					
3	Too much of my life would be disrupted if I decided to leave my organization now.					
4	I feel that I have too few options to consider leaving this organization.					
5	One of the few negative consequences of leaving this organization would be the scarcity of available alternatives.					

### 3. Normative Commitment

No.	Questions	1	2	3	4	5
1	I feel obligation to remain with my current employer.					
2	Even if it were to my advantage, I do not feel it would be right to leave my organization now.					
3	This organization deserves my loyalty.					
4	I would not leave my organization right now because I have a sense of obligation to the people in it.					
5	I owe a great deal to my organization.					

### Part 4 : Employees Performance

No.	Questions	1	2	3	4	5
1	I have the ability to plan my work and its accomplishment according to the planned schedule.					
2	I keep in mind the work result I need to achieve.					
3	I am able to carry out my work efficiently.					
4	I work on keeping my work skills up-to-date.					
5	I come up with creative solutions for new problems.					

## APPENDIX II

### Regression Model 1 - Analysis of Training on Affective Commitment

#### Model Summary<sup>b</sup>

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.785 <sup>a</sup>	.616	.582	.30251	2.369

a. Predictors: (Constant), SFTMEAN, ATTMEAN, MFTMEAN, BFTMEAN

b. Dependent Variable: ACMEAN

#### ANOVA<sup>a</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6.599	4	1.650	18.028	.000 <sup>b</sup>
	Residual	4.118	45	.092		
	Total	10.717	49			

a. Dependent Variable: ACMEAN

b. Predictors: (Constant), SFTMEAN, ATTMEAN, MFTMEAN, BFTMEAN

#### Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	.465	.768		.606	.548		
	MFTMEAN	-.071	.143	-.053	-.494	.624	.738	1.355
	ATTMEAN	1.026	.122	.781	8.425	.000	.995	1.005
	BFTMEAN	.025	.177	.018	.140	.889	.511	1.955
	SFTMEAN	-.064	.154	-.049	-.414	.681	.599	1.669

a. Dependent Variable: ACMEAN

Regression Model 2 - Analysis of Training on Continuance Commitment

**Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.565 <sup>a</sup>	.319	.258	.32642	1.970

a. Predictors: (Constant), SFTMEAN, ATTMEAN, MFTMEAN, BFTMEAN

b. Dependent Variable: CCMEAN

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.246	4	.562	5.270	.001 <sup>b</sup>
	Residual	4.795	45	.107		
	Total	7.041	49			

a. Dependent Variable: CCMEAN

b. Predictors: (Constant), SFTMEAN, ATTMEAN, MFTMEAN, BFTMEAN

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	1.124	.829		1.357	.182		
	MFTMEAN	-.084	.154	-.078	-.545	.588	.738	1.355
	ATTMEAN	.594	.131	.558	4.523	.000	.995	1.005
	BFTMEAN	.135	.192	.121	.705	.484	.511	1.955
	SFTMEAN	.052	.166	.050	.315	.754	.599	1.669

a. Dependent Variable: CCMEAN

Regression Model 3 - Analysis of Training on Normative Commitment

**Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.645 <sup>a</sup>	.416	.364	.30572	1.365

a. Predictors: (Constant), SFTMEAN, ATTMEAN, MFTMEAN, BFTMEAN

b. Dependent Variable: NCMEAN

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.997	4	.749	8.018	.000 <sup>b</sup>
	Residual	4.206	45	.093		
	Total	7.203	49			

a. Dependent Variable: NCMEAN

b. Predictors: (Constant), SFTMEAN, ATTMEAN, MFTMEAN, BFTMEAN

**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	1.373	.776		1.770	.084		
MFTMEAN	.276	.145	.253	1.912	.062	.738	1.355
ATTMEAN	.615	.123	.571	4.996	.000	.995	1.005
BFTMEAN	-.110	.179	-.098	-.613	.543	.511	1.955
SFTMEAN	-.193	.155	-.183	-1.244	.220	.599	1.669

a. Dependent Variable: NCMEAN

Regression Model 4 - Analysis of Organizational Commitment on Employees Performance

**Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.817 <sup>a</sup>	.667	.645	.29364	1.722

a. Predictors: (Constant), NCMEAN, CCMEAN, ACMEAN

b. Dependent Variable: EPMEAN

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7.941	3	2.647	30.698	.000 <sup>b</sup>
	Residual	3.966	46	.086		
	Total	11.907	49			

a. Dependent Variable: EPMEAN

b. Predictors: (Constant), NCMEAN, CCMEAN, ACMEAN

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	-.583	.478		-1.220	.229		
	ACMEAN	.338	.124	.320	2.713	.009	.519	1.926
	CCMEAN	.219	.144	.169	1.525	.134	.592	1.688
	NCMEAN	.595	.140	.463	4.254	.000	.612	1.633

a. Dependent Variable: EPMEAN

