

THE RELATIONSHIP BETWEEN TRAINING AND ORGANIZATIONAL COMMITMENT AMONG ACADEMIC STAFF OF ONE PUBLIC UNIVERSITY IN MALAYSIA

Agatha Lamentan Anak Muda, Chan Yuen Fook, Norsidah Mohd Noordin
Faculty of Education, Universiti Teknologi MARA (UiTM), Shah Alam, Selangor, Malaysia
malamentan@fcs.unimas.my, yuenfook@salam.uitm.edu.my, nors785@salam.uitm.edu.my

ABSTRACT

Many previous studies have indicated significant relationship between training and organizational commitment. This study is specifically examined the relationship between three training-related variables comprises of "perceived motivation to learn from training", "perceived supervisory support for training" and "perceived career benefits of training" with the three components of organizational commitment that consists of "affective commitment", "continuance commitment" and "normative commitment". The selection of sample was done through a simple random sampling among the academic staff from three faculties of one public university in the state of Sarawak, Malaysia. The cross-sectional survey questionnaire was used as a mean of data collection, and the Statistical Package for the Social Sciences (SPSS) version 22 was used to perform data analysis. The Pearson Product-Moment correlation and the Stepwise Regression analysis were used to analyze the relationships between variables under the study. The results of the Pearson Product-Moment correlation indicated significant and positive relationship between each of the training-related variables with the three components of organizational commitment, except for the relationship between "perceived supervisory supports for training" and "normative commitment". The strongest relationship was between "perceived career benefits of training" and "normative commitment". Furthermore, the Stepwise Regression analysis indicated that the strongest predictor for both "affective commitment" and "continuance commitment" was "perceived motivation to learn from training". Meanwhile the strongest predictor for "normative commitment" was "perceived career benefits of training". The findings of this study revealed the importance of training and development activities in promoting a better level of commitment among employees, particularly in higher educational setting.

Keywords: Training, organizational commitment, academic staff, public university in Malaysia

INTRODUCTION

Organizational commitment has been acknowledged as one of the most significant factors that influences the achievement of many organizations (Meyer and Allen, 1993). Over the past thirty years, there were extensive studies that have been done and ascertained that the organizational commitment is significantly associated with various factors and outcomes (Choong, Tan, Keh, Lim and Tan, 2012). However, despite the many studies dedicated enormously to understand the concept of organizational commitment, very little is known on the antecedents of organizational commitment outside the Western setting (Newman, Thanacoody and Hui, 2011). This is particularly true as most of past studies on organizational commitment were done in the Western countries (Gamble and Huang, 2008). Furthermore, little research has been devoted to study on organizational commitment in the educational settings (Chughtai and Zafar, 2006.) In relation to this, therefore it is the aim of this study to identify the relationship between training-related variables and organizational commitment among the academic staff of one public university in Sarawak, Malaysia. Specifically this study was carried out to find out the relationship between the three training-related variables comprises of

perceived motivation to learn from training, perceived supervisory support for training and perceived career benefits of training, with the three components of organizational commitment that consists of affective commitment, continuance commitment and normative commitment. The four specific objectives that guided the study are as follow:

1. To identify the level of each organizational commitment component (affective commitment, continuance commitment and normative commitment) among the academic staff of one public university in Sarawak, Malaysia.
2. To identify the level of each training-related variables (perceived motivation to learn from training, perceived supervisory support for training and perceived career benefits of training) among the academic staff of one public university in Sarawak, Malaysia.
3. To identify any significant correlation between each of training-related variable (perceived motivation to learn from training, perceived supervisory support for training and perceived career benefits of training) with each of organizational commitment component (affective commitment, continuance commitment and normative commitment) among the academic staff of