UNIVERSITY OF CAPE COAST

THE PERCEPTION OF TRAINING AND ORGANISATIONAL

COMMITMENT AMONG STAFF OF GHANA IMMIGRATION SERVICE IN

THE UPPER WEST REGION

BENJAMIN OPPONG

2017

UNIVERSITY OF CAPE COAST

THE PERCEPTION OF TRAINING AND ORGANISATIONAL

COMMITMENT AMONG STAFF OF GHANA IMMIGRATION SERVICE IN

THE UPPER WEST REGION

BY

BENJAMIN OPPONG

Dissertation submitted to the Department of Human Resource Management
School of the Business, College of Humanities and Legal Studies, University
of Cape Coast, in Partial Fulfilment of the Requirements for the Award of
Master of Business Administration Degree in Human Resource Management.

DECEMBER, 2017

DECLARATION

Candidate's Declaration

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

Candidate's Signature: .... Date: ....

Benjamin Oppong

Supervisors' Declaration

I hereby declare that the preparation and presentation of the dissertation was supervised in accordance with the guidelines on supervision of dissertation laid down by the University of Cape Coast.

Supervisor's Signature: .... Date: ....

Dr. N. Osei Owusu

ABSTRACT

This study aims at examining the perception on training and organisational commitment among staff of Ghana Immigration Service in the Upper West region. The objectives were: to examine the perceived benefits of organizational training; determine the nature of organisational commitment among staff, assess the extent to which the perceived main individual organisational training factors influence employee's commitments, and finally to examine the main association between training and organisational commitment. The study was quantitative and was based on the views of 80 staff from the study area. A self-administered questionnaire was the main research instrument. Considering the first objective, the study found that the employees perceived training programmes to have several benefits of which the most important ones were: Skills acquisition, improvement in the self-confidence of trainees. With regards to the objective two, the study found that the Immigration Services have more affective commitment followed by normative and then continuance. With the third objective it was found that the employees perceived management support for training, motivation for training, perceived benefits of training and access to training respectively as the best training factors that influence their organisational commitments. Finally, it was found that training has a positive correlation with employees' commitment. Based on these findings, it was recommended that the Immigration Service should attach incentives to training participation and must give full support to training programmes as that could help workers to be loyal and committed to the Services.

ACKNOWLEDGMENTS

This work would not have materialized without the various assistances and encouragements that were received from my family and loved ones.

I am profoundly grateful to all these personalities who assisted in various ways to make this dissertation a success. I wish to first and foremost express the great deal that I owe to Dr. N. Osei Owusu, my supervisor whose priceless criticisms, suggestions and patience helped me greatly to bring this project to successful completion.

Secondly, I wish to say a special thanks to my wife – Mavis and Kids (Jeremy, Jeffrey and Juanita) for their moral support throughout my education and especially during the writing of the project work.

Finally, I wish to show special appreciation to the leadership of the Presbyterian Church of Ghana, Trinity Congregation - Kwashieman for their physical and spiritual assistance as well as all others who in diverse ways contributed either directly or remotely to the accomplishment of this dissertation.

 I cannot however end this section of the dissertation without mentioning the staff of Ghana Immigration Service, Wa who took time off their busy schedules to answer research questions for the project. I am very grateful to you all.

DEDICATION

To the loving memory of my late father, Mr. Fredrick Kwame Oppong.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF ABBREVIATIONS

T & D   Training and Development

KSA   Knowledge, Skills and Abilities

HRD   Human Resource Development

CHAPTER ONE

INRODUCTION

This section presents the overview on the study which includes the background to the study, statement of problem, purpose of the study, objectives of the study, research questions, significance of the study, delimitations of the study, and organization of the study.

Background to the study

Gaining and maintaining competitive advantage is critical to the organisations. Organisations adopt many policies to gain advantage over their competitors, but capitalising human resources is still not commonly acknowledged (Ashar, Ghafoor, Munir & Hafeez, 2013). According to Nguyen (2009), human resource capital is a key source of achieving competitive advantage. Human capital is neither duplicated nor bought in the market and in order to survive and prosper in the business envvironment, the concept of employee commitment is now very important for many African institutions. Many organizations have found it very important to invest in employees through training to improve employee proficiencies so that they can acquire a greater return in human capital investment through increased job commitment and high employee retention. The world is constantly shifting such that institutions of all types have to adapt to external and internal changes for their own survival (Cummings & Worley 2005).

1

According to Samuel and Chipunza (2009), retaining skilled employees is critical in order to sustain competition and to render effective and efficient service delivery among organizations. In Africa's job market, retaining key employees has become a critical issue for organizations. Employers are seizing on training as one of the most effective retention tools available. Kauffman (2010) argues that when it comes to improving employee retention. It is imperative to use grass-root employee involvement program like training in the firm's business. Today's employees are now very different because they now have so many opportunities at their disposal (Kauffman, 2010). If they are not happy with their present company they move over to the next organization. The responsibility therefore lies with the employer to ensure that they preserve and maintain their best employees. A good employer is one who knows how to both attract and retain its employees. This can be achieved through providing adequate employee training.

Therefore, if training is not devised, it may also pose a threat to employee organizational commitment which in turn leads to a negative impact to the organizational success. Thus, training and development can provide abilities knowledge and skills that enhance individual performance and ultimately lead towards organizational performance. Employee commitment is vital and the turnover of trained employee is social loss for the organisation (Dess & Shaw, 2001).

In the context of Ghana concerning training and development, the government of Ghana has trumpeted its aims of making Ghana the gateway to

West Africa. To be able to achieve this set objective the human resource base of the country should be developed such that they would be able to deliver the best service or product. Globalisation has shown that change is inevitable, to be able to succeed in the constantly changing environment, an organisation must be good at preparing its greatest asset (human resource) such that they would fit into whatever changes that would occur (Alhassan, 2012). Ghana Immigration Service being one of the main public service organisations at our entry points has a major role to play if the government's aim of making Ghana the gateway to our sub-region a reality. For effective discharge of its numerous duties it is imperative that the training and development of its human resource base be of top priority to the state.

Training and development of human resource as a means of achieving positive business results, encouraging employee commitment, and reducing turnover intentions is the traditionally dominant approach. However, it appears that many organisations including Immigration Service have not paid sufficiently close attention to training and career development of their human resources, leading to an under-utilisation of talent in the workforce. Ghana Immigration Service aims at not only increasing revenue for the government of Ghana but also ensuring they stop all those involved in illegal activities from entering the country. To be able to do this, management of Ghana Immigration Service needs to equip its employees adequately. If human resources are so important to improving an organisation's assets, then training and development should be that organisation's top priority. It is against this background that this research is being carried out.

Statement of the Problem

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, 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 practice in any organization (Purcell, 2000). 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).

Additionally, employee commitment has been a cause for concern for every organization, especially when the best and brightest employees are not committed and are prepared to leave your organization for another. Lack of commitment is costly for organizations. Direct costs such as recruitment, selection, and training of new employees, as well as indirect costs, such as stress on remaining workers, reduced productivity, and low morale for organizations, can cost as much as two year's pay and benefits (Ramlall, 2004).

However, in spite of the popularity of organizational commitment and training as research subjects, little is known about the relationship between

4

them, especially within the Ghanaian context. A review of the literature on employee training and organizational commitment suggested that there is such a relationship in other contexts (Bartlett, 2001; Grossberg, 2000). In spite of these association that exists there seems to be a grey area between training and employee commitment because most researches that have been conducted on the impact of training on employee commitment have mainly focused on the private sector (Coetzee, 2010; Terera & Ngirande 2014). Thus, there is limited research that examines this relationship using data from Ghanaian public sector to provide empirical support for the organisational training and affective commitment as perceived by staff of public sector in Ghana.

Moreover, while the previous studies were largely based on data either at the organizational level (Bartlett 2001) or the market level (Acemoglu & Pischke, 1999), these studies failed to develop a comprehensive understanding on training consequences and their importance for individual commitment behavior (Benson et al., 2004). In essence, although there has been research conducted by other researchers (Strong & Harder, 2009, Scott, Swortzel, & Taylor, 2005, Rousan & Henderson, 1996), none has investigated this phenomenon targeted at Immigration officers training practices and their influence on affective commitment in Ghana. Therefore, there is paucity of information on the relationship between organizational commitment and training through empirical study in the context of Africa. It is against this background that this study is conducted.

5

This study seeks to investigate the impact of training on employee commitment with reference to Immigration Ghana Immigration Service particularly in the Upper West Region of Ghana.

Purpose of the Study

The main purpose of the study is to investigate into the perception on training and organisational commitment among staff of Ghana Immigration Service in the Upper West region.

Objectives of the Study

The following are the specific objectives of the study:

1. To examine the perceived benefits of organizational training among staff of Ghana Immigration Service in the Upper West Region

2. To determine the nature of organisational commitment among staff of Ghana Immigration Service in the Upper West Region

3. To assess the extent to which the main individual organisational training factors influence employee's commitments based on the perceptions of the staff at Ghana Immigration Service in the Upper West Region

4. To examine the relationship between organisational training and commitment based on the perceptions of the staff at Ghana Immigration Service in the Upper West Region of Ghana.

Research Questions

The following research questions will be asked to achieve the objectives of the study:

6

1. What are the perceived benefits of organizational training among staff of Ghana Immigration Service in the Upper West Region?

2. What is the nature of organisational commitment among staff of Ghana Immigration Service in the Upper West Region?

3. To what extent do the main organisational training factors influence employee's commitments as perceived by staff of Ghana Immigration Service in the Upper West Region?

5. What is the relationship between organisational training and commitment based on the perceptions of staff at Ghana Immigration Service in the Upper West Region of Ghana?

Significance of the Study

Human resource development has become a very important issue nowadays and so for institutions that desire to achieve their mandates, it is imperative that they adopt this management principle. The study will therefore be of great benefit to the management of Ghana Immigration Service since it will bring to light the benefits of human resource development by providing an insight into how Ghana Immigration Service can effectively streamline its training and human resource development to ensure employee commitment and to reduce employee turnover intentions.

The study may also help improve training and career development practices in Ghana Immigration Service by providing practical information about core training and human resource development issues. A clear relationship between training and organizational commitment could help HRD

7

practitioners in the public sectors to promote and communicate the benefits of training to those employers who doubt that benefits of training. In addition, HRD practitioners could develop more strategic approaches to link the outcomes of training to both individual and organizational benefits. The Immigration Office management can use the results in order to decrease unnecessary mobility of their workers by knowing the causes of the turnover intentions and to find the right balance between employee and organization. Thus, the findings of this study will contribute and complement the already existing knowledge and literature on the role of training and human resource development particularly in the public services sector in Ghana.

On the theoretical basis, the study will also benefit academia because the study contributes to the current literature by getting more insights in the effects of Training on commitment of employees. Therefore, it would serve as a basis for further research into the subject matter especially in the training and human resources development.

Delimitations of the Study

The study covered human resource training programmes at Ghana Immigration Service and specifically focuses on Upper West region. Ghana Immigration Service will serve as a reference point to determine the administrative staff will be the main respondents for the study.

Limitations to the Study

This research encountered several problems especially gathering appropriate data for the analysis. Generally, apathy was the major problem since some of the respondents failed to answer the questionnaire. The respondents might not have disclosed their actual opinions on certain issues related to the organization which could be confidential in nature. Therefore, bias in their responses could be possible.

Another limitation is that the quantitative nature of the research may not allow respondents to express themselves in detail. Respondents had to answer questions by choosing the options that had been provided. Thus while this method provides answers to the problems of the study that are relatively more objective, respondents had to answer questions by choosing the options that had been provided. In this case they have no room to air their views in greater depth.

Furthermore, while the study examined the employee Training and development and its effect on employee commitment, the study involved only a very limited sample of respondent from only one region in Ghana. As a result the conclusion that could be drawn from the study results could not be generalized as the views of these administrative staff would not reflect the views of all the others in the country.

Organization of the Study

The study is organised into five chapters. The first chapter which is chapter one includes the background to the study, the statement of the problem, objectives, research questions, significance of the study, scope of the study and

9

the organisation of the chapters. Chapter two covers the review of related literature on human resources management. It enumerates the theories and concepts available on training, organizational commitment, and conceptual framework as well as empirical literature. Chapter three will deal with the methods to be used and how the data for the study will be analysed and presented. Chapter Four provides information on data presentation, analysis and discussion of findings. Chapter five covers the summary, conclusion, and recommendations for the study and suggested areas for further studies.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter seeks to review literature based on the objectives and research questions. There is the need to review literature related to this work to establish the basis for the study. For easy referencing, this literature is reviewed under the following sub-headings. The first section explores the theoretical models underpinning the study and these include Human Capital, Herzberg 1968's two factor theory and Psychological Contract. The second section examines concepts such as organizational training; Benefits of Training; Training Methods as well as the employee commitment and its types. The last section focuses on empirical literature of the relationship between Training and Employee commitment with a conceptual framework within the context and scope of the study.

Theoretical Framework of Employee Training

Theoretical models are body of knowledge that seeks to observe, understand and explain concepts. There are several theoretical approaches towards employee training, but this study will consider the human capital approach, the concept of psychological contract and Herzberg 1968's two factor theory.

Human Capital Theory

The theory of human capital was proposed by Schultz (1961) and developed by the Nobel prize-winning economist Gary S. Becker in his seminal work on the economics of employer-provided training (1962, 1964). Human capital theory advocates that education or training imparts useful knowledge and skills to workers which in turn increase their productivity and incomes (Becker, 1964). Becker distinguishes between specific human capital and general human capital. Specific human capital includes expertise acquired through education and training which is specific to a particular firm (firm-specific or context-specific skills). General human capital (general skills), on the other hand, is knowledge gained through education and training which is valuable across board (e.g., reading and writing).

The term *human capital* has a long but discontinuous history (Kiker, 1966). It, however, was formally introduced in the 1950s and its analytical framework was developed mostly by academicians at Chicago School of Economics such as Theodore Schultz and Gary Becker. At that time, the term *human capital* was severely criticized by some liberal academicians due to its negative connotations with slavery. In fact, even before the 20th century, the liberal philosopher J. S Mill (1806–1873) criticized it and noted that "the human being himself. . .. I do not class as wealth. He is the purpose for which wealth exists" (Mill, 1909, p. 47). The human capital theorist Schultz (1959) referred to these liberals as sentimentalists: those who argued that treating human beings as if they were a commodity or machinery could lead to the justification for

12

slavery. Human capital theory derives from the neoclassical school of thought in economics.   It postulates that individuals invest in education and training in the hope of getting a higher income in the future.

Becker views human capital as similar to "physical means of production", e.g., factories and machines: one can invest in human capital (via education, training, medical treatment) and one's outputs depend partly on the rate of return on the human capital one owns. Thus, human capital is a means of production, into which additional investment yields additional output. Human capital theory is concerned with how people in an organization contribute their knowledge, skills and abilities to enhancing organizational capability and the significance of that contribution (Armstrong & Taylor, 2014). According to Flamholtz & Lacey (1981), human capital theory proposes that people's skills, experience, and knowledge are a form of capital and that returns are earned from investments made by the employer or employee to develop these attributes.

Human capital theory rests on the assumption that formal education is highly instrumental and necessary to improve the productive capacity of a population. In short, human capital theorists argue that an educated population is a productive population. Human capital theory emphasizes how education increases the productivity and efficiency of workers by increasing the level of cognitive stock of economically productive human capability, which is a product of innate abilities and investment in human beings. The provision of formal education is seen as an investment in human capital, which proponents

13

of the theory have considered as equally or even more worthwhile than that of physical capital (Woodhall, 1997).

Human Capital Theory (HCT) concludes that investment in human capital will lead to greater economic outputs, however the validity of the theory is sometimes hard to prove and contradictory. In the past, economic strength was largely dependent on tangible physical assets such as land, factories and equipment. Labour was a necessary component, but increases in the value of the business came from investment in capital equipment. Modern economists seem to concur that education and health care are the key to improving human capital and ultimately increasing the economic outputs of the nation (Becker 1994).

Herzberg 1968's Two Factor Theory

This theory was utilized for this study to better comprehend employees 'attitudes and motivations to remain in or leave an organization. Frederick Herzberg performed studies in the workplace to establish factors that led to satisfaction or dissatisfaction. Interviews were conducted whereby employees were asked about factors that pleased them in an organisation and those that they were unhappy about (Herzberg 1966). Herzberg further formulated the motivation-hygiene theory to give details of the results. He called the satisfiers motivators and the dissatisfiers hygiene factors.

Hygiene factors were considered maintenance factor that are required to avoid dissatisfaction but they themselves do not cause satisfaction. Herzberg (1966) differentiated factors leading to satisfaction from those leading to dissatisfaction. Motivators came about with factors built into the job itself, such

14

as achievement, recognition, responsibility and advancement. Hygiene factors were related to feelings of dissatisfaction within the employees and were extrinsic to the job, such as interpersonal relations, salary, supervision and company policy (Herzberg, 1966).

Thus, according to the two-factor theory the presence of hygiene factors does not result in satisfaction but however their absence certainly leads to dissatisfaction in employees. In contrast the presence of motivation factors in an organization leads to higher satisfaction and their absence results in no satisfaction in employees.

Psychological Contract

The concept of psychological contract helps us understand employment relationship between employer and employee, especially in respect to training. Psychological contract concept was developed by Denise Rousseau in contemporary research. However, its origin could be traced to as far back as 1960. While there has not been one universally accepted definition of psychological contract, most authors tend to see it as an implicit understanding of mutual obligations between an employer and an employee. The most widely accepted definition of psychological contract is that of Rousseau (1995) in his book titled "Psychological Contracts in Organization" as: "The psychological contract is individual beliefs, shaped by the organization, regarding terms of an exchange arrangement between the individual and their organization" (Rousseau, 1995).

Rousseau's earlier definition, refers psychological contract as an individual's belief regarding the terms and conditions of a reciprocal exchange agreement between the focal person and another party. It is distinguishable from the formal written contract of employment which specifies the formal duties, responsibilities and obligations of employer and employee in an employment relationship. When used in terms of training, the psychological contract helps us understand that some employers invest in training as a sign of trust in their employees and also as a way of 'buying' their commitment and loyalty (Okanya, 2008). It also shows that they are valued by the organization. It has been argued that organizations that recognize the importance of psychological contracts and have invested in lifelong learning characterized by long term, high trust, HRD strategies embracing education, training and career development have had positive responses from employees even in conditions of adversity (Graeme et al. 1999).

The Concept of Training

Training and development for the effective use of human resource is one of the most important areas of the Human Resource Management practices. Training is the act of increasing the knowledge, skills and abilities of an individual for doing a particular job. Armstrong, (2008), defined training as the planned and systematic modification of behavior through learning events, programs and instructions, which enable individuals to achieve the levels of knowledge, skill and competence needed to carry out their work effectively.

16

Different researchers describe training in various ways. Schuler and Macmillan (1984) emphasized that the training was used as a tool of human resource practice to achieve competitive advantage. According to Heyes and Stuart, (1996) training is a way to engage committed employees to the organization. On the other hand training is examined as a designed and organized effort to change or expand expertise, awareness and capabilities to attain effective performance and as a way to update knowledge, advance abilities of the employee to carry out activities and assignment successfully and competently (Buckley & Caple, 2009). Srinivas (2008) studies and explores the impact of general training on delineation mid-career employees. The researcher found that educated employees in focused professional line of work were the most common beneficiaries of broad-spectrum training. The regular training program to upgrade the employee skills is the most influential reason for retention of employees in the organizations.

The Benefits of Training

From the point of view of Nordhaug, (1989) trainees can benefit from training in so many ways such as promotion, salary increase, new skills acquisition, performance improvement, and so on. From the individual point of view, the perceived training benefits are congruent with different types of rewards that are supplementary to the formal reward system. From the organizations' point of view, the benefits represent competence resources which may be utilized when work tasks are to be performed. It means that training helps the staff or trainee acquire new skills, technical knowledge and problem –

solving ability, thereby increasing the performance of the staff. It also tries to improve skills and add to the existing level of knowledge so that the employee is better equipped to do his present job, or to mould him to be fit for a higher job involving higher responsibilities Thus employee training is the planned and systematic modification of behavior through learning events, activities and programs which results in the participants achieving the levels of knowledge, skills competencies and abilities to carry out their work effectively (Gordon, 1992)

Nordhaug (1989) identified three different types of benefits that employees obtain from participation in training programmes. The benefits included enhanced motivation to learn, career development and psychosocial development. Noe and Wilk (1993) proposed that employee participation in training activities results in three types of benefits: personal, career, and job-related benefits.

Other research carried out by Birdi et al. (1997) also presented three types of possible benefits:

First are job-related benefits, such as increased job performance or promotability. These have been of traditional interest, but possible job-related gains from non-work development activities have not been systematically investigated. Second, the current concern for learning of all kinds makes it desirable also to examine non-job benefits such as improved hobby or household skills. Third, development activities may lead to changes in learning orientation, such as a greater interest in the acquisition of knowledge and skill

and more openness to new ideas in general (Corney, 1995, p. 848). These perceived training benefits, functioning as extrinsic or intrinsic rewards, have been found to foster work attitudes and motivation to engage in training (Maurer & Tarulli, 1994). Employees who reflect positively on training benefits and expect benefits from their participation in training are likely to feel a deeper sense of organizational commitment (Ahmad & Bakar, 2003; Bartlett, 1999). Phillips (2012) identified organizational commitment as one of the intangible benefits of training as well. Thus training is needed so as to introduce a new process; improve the efficiency of the staff; provide training for unskilled workers to make them more valuable to the firm; decrease supervision needed; improve the opportunities for internal promotions as specific skills, communication and behavior; decrease the chances of accidents.

Vinesh, (2014) also opined that training is very vital in any company or organization that aims at progressing. This includes decision making, thinking creatively and managing people. Training is so important because they help in addressing employee weaknesses. It also leads to improvement in worker performance due to consistency in duty performance. Furthermore, it helps in ensuring reduction in supervision, increase worker satisfaction and productivity. Also it improves quality of service and products leading to reduction in cost. In addition, training helps in optimizing the utilization of human resources and helps in creating a better corporate image. Besides, training helps in inculcating the sense of team work, team spirit, and inter-team collaborations, (Vinesh, 2014).

19

Finally, training helps in improving the health and safety of the organization thus preventing obsolescence and helps in systematic development of managerial talent and for its own survival in an increasingly changing environment (Tsai, & Tai, 2003). The changes expected in the individual can be perceived in three different areas. Firstly, relates to ones' attitudes such as ones motivational, emotional or intellectual make-up and is likely to enhance the effectiveness of an individual to a variety of external stimuli. Secondly, the skills of the individual especially the intellectual and inter-personal abilities undergo a change. Thirdly, the knowledge and in particular the extent of information also changes. All these changes are capable of enhancing the effectiveness of the individual as a manager (Landale, 1999). In essence, skill and knowledge improvement is necessary to meet the demands of rapidly changing world. In the current scenario, organizations are investing through training in order to retain and to upgrade the performance level of their employees. Organizational learning has an affirmative consequence on perceived service quality in a service organization and helps to improve the relationship between capabilities and competencies (Hays & Hill, 1999)

Types and Methods of Training

The type of employee training which is best suited to a particular organization depends on a number of considerations. The skill gap to be filled, the job description, the employee present qualification and the challenges faced by the employee in performing his/her job. The approaches that can be used in implementing training fall broadly into two categories namely: on-the job and

20

off-the job techniques, notwithstanding that some of the training techniques cut across (Kempton, 1995).

The first approach to training considered in this study is On-the-Job training. Adamu (2008) asserts that on-the-job training is designed to impart knowledge of job by working under an experienced worker. The trainer or the experienced worker teaches and advices the trainee on specific methods and techniques of doing the job. In some cases, the trainee is expected to learn by watching the master. The trainee is learning and at the same time working, although the trainee's output will not be much. The procedure is usually unsystematic and most times, it is by trial and error. Baum and Devine (2007) opine that it is better for the organizations to give their employees on the job training because it is cost effective and time saving. Besides, it helps their employees learn in a practical way.

Off-the job training is a process of acquiring skill and knowledge at a location different from the employee office. It includes group discussion, individual tutorials, lectures, reading, training courses and workshops (Kempton, 1995). It permits individuals to leave their primary place of work for a different location. Its advantage includes, the trainee's ability to concentrate, analyse past behaviours and reflect on what has been successful and what has not (Okanya, 2008). This kind of training offers an opportunity to impart knowledge and skills that can be learnt or practiced in a safe and conducive atmosphere. Kempton (1995) opines that if training is conducted in an organized and systematic way it should be able to develop new attitudes and

21

experiences that contribute to the success of the organization, improve employee morale which would translate to better performance and greater productivity.

Various Means of Implementing the Training Programmes

The effectiveness of training depends on the methods and techniques used. However, choice of any method by an organization will depend on cost, time available, number of employees to be trained, the depth of knowledge required and the trainee's background. (Adamu, 2008). Everyone involved in the training should be informed well in advance of the training session(s). It is equally important that the person(s) delivering the training – whether on-job or off-job training – are well versed in what has to be achieved and the most suitable techniques to adopt.

On the job training: This form of training, according to Decouza and Robbins (1996), includes the following; Orientation training, Apprentice training, Coaching or understudy method, Mentoring, Job rotation, Special assignment, Distance and internet-based training and Lectures and seminars. These are further explained below

Orientation training: This is a means of providing new employees with basic information about the employer and this training programme is used to ensure that the new employee has the basic knowledge required to perform the job satisfactorily. Orientation programs not only improve the rate at which employees are able to perform their jobs but also help employees satisfy their personal desires to feel they are part of the organization's social fabric. The

Human Resource department generally orients newcomers to broad organizational issues and fringe benefits and supervisors complete the orientation process by introducing new employees to co-workers and others involved in the job.

Apprentice training: According to (Dessler, 2015), apprenticeship is "a structured process by which people become skilled workers through a combination of classroom instruction and on-the-job training. This is usually under the tutelage of a master craftsperson. This method of training is usually done in crafts, trades and in technical areas. It is the oldest and most commonly used method, if the training is relatively for a longer period. Here a major part of training is spent on the job productive work as each apprentice is given a program of assignments according to a pre-determined schedule, which provide for efficient training in trade skills. Most companies have adopted an apprenticeship approach to training which involves giving the employee the opportunity to understanding and identify problems as well as providing efficient and effective solutions for the problems.

Mentoring: This involves having a more experienced staff member who provides help and support to a less experienced colleague to improve his or her job performance (Landale, 2004). Coaching and mentoring provides an internal answer to employee and individual training needs since it can be personalized and there is more validation if the coach or mentor is the employee's immediate boss or superior Laird et al, (2003). Also, Johnson et al (2005) states that coaching and mentoring is used to "support self-development and they are

23

important skills for individuals if their organization's strategies are changing and developing constantly".

Job rotation: This is also a form of on-the-job training method which involves movement from one job to the other at planned intervals (Dessler, 2008). Job rotation helps the employee to develop, become multi-skilled and be able to take over any of the jobs in the work area (Rae, 2000). Therefore, Organizations must give employees the opportunity to multi-skilled and multi-tasked by rotating them within different department and areas normally for about seven to eight months. This helps a lot especially in situations where an employee is being promoted or sitting in for an absent or sick colleague. Job rotation builds team work and attitude because you know what goes on in other departments and the problems faced in that department and it makes it easier to get assistance from other colleagues.

Coaching or understudy method: This is the most common on-the-job training method. This is all about "having experienced worker trains the employee and they learn by observation or having the trainer showing the employee the basic procedures of what is done in the organization" (Dessler, 2015). In some organizations, each manager gets the opportunity to have a face to face or telephone coaching from a qualified life coach.

Special assignment: This gives the employee first-hand experience and opportunity to work on actual problems, finding solutions to those problems. It also helps the individual to acquire the desired skill and knowledge. Special assignment is essential especially when specialists need to know the practices

24

that go on in other department in order to manage "hand-offs" without any difficulty as well as when middle or staff managers need insight on how other departments operate, Laird et al, (2003). This is normally seen with lower level executives.

Distance and internet-based training: This involves various forms of training which includes tele-training, videoconferencing and internet-based classes. (Landale, 2004), states that, with access to Web-based communication over company intranets or via the internet, training is now being made available to staff at their own workstations. With this specific program are designed for the employee to shape up his or her expertise in a chosen career. The programs are designed in such a way that you can learn at their own pace and time and take control of their development. Employees are also given the opportunity to branch into professional qualifications as time goes on and they are able to develop their leadership capabilities

Lectures and seminars: These are another way that most organizations train its staff and employees which lasts for one to three months. This is a simple and quick way to impact knowledge to a large group of employees (Dessler, 2005). It involves having an instructor or teacher who lectures a group of individuals in the same room and takes place in situations where there is the need for employees to learn more about a new product or service. The instructor can be from the organization or a third party from outside the organization.

According to DeCouza et al (1996), Off-the-Job Training can be carried out in forms of; Vestibule training, lecture, Demonstrations and Example and

25

Case study. DeCouza et al (1996) points out that Vestibule training method attempt to duplicate on-the-job situation in a company classroom. It is a classroom training that is often imported with the help of the equipment and machines, which are identical with those in use in the place of work. This type of training is efficient in training semi-skilled personnel, particularly when many employees have to be trained for the same kind of work at the same time. It is often used to train – underwriters, investigators, machine operators, typists etc. In this, training is generally given in the form of lectures, conferences, case studies, role-play etc.

Furthermore, lecture is a verbal presentation of information by an instructor to a large audience. The lecture is presumed to possess a considerable depth of knowledge of the subject at hand. A virtue of this method is that it can be used for very large groups, and hence the cost per trainee is low. This method is mainly used in colleges and universities, though its application is restricted in training factory employees. Limitations of the lecture method account for its low popularity. The method violates the principle of learning by practice. It constitutes a one-way communication (DeCouza et al,1996).

Dessler (2015) defines Demonstrations and example as a type of training method, in which the trainer describes and displays something, as and when he teaches an employee, how to do something, as and when he teaches an employee, how to do something by actually performing the activity himself and going on explaining why and what he is doing. This method is very effective in teaching because it is much easier to show a person how to do a job than tell

26

him or give him instruction about a particular job. This training is done by combination of lectures, pictures, text materials etc.

Armstrong and Taylor (2014) point out that the case study method is based upon the belief that managerial competence can best be attained through the study, contemplation and discussion of concrete cases. When the trainees are given cases to analyse, they are asked to identify the problem and recommend tentative solution for it. In case study method, the trainee is expected to master the facts, be acquainted with the content of the case, define the objective sought in dealing with the issues in the case, identify the problem, develop alternative courses of action, define the controls needed to make the action effective and role play the action to test its effectiveness and find conditions that may limit it.

Organisational training factors that contribute to employees' commitment

Organizational training refers to systematic activities to develop and improve employees' skills, knowledge and behaviours to enable them to perform job-related duties, accomplish specific tasks and meet the quality requirements of HR for the future. 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.

Motivation for training

Motivation for training is the degree to which employees are willing to make efforts to improve themselves and their task and job performances by

27

training (Robinson, 1985) Here the motivation is a force that influences enthusiasm towards a training programme (Noe & Wilk, 1993) and a stimulus that directs employees to learn and to attempt to master the content of the programme. It is 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 Noe & Wilk, 1993). All these motivational aspects are put forward as enhancing organizational commitment. In other words, contrary to Orpen (1999), it is argued that those employees who are more motivated to undertake training at the outset would be predicted to be more committed to the organization.

Access to Training

Access to training refers to employees' perceptions of the probability of their attendance at organizational training, whether or not participation is based on objective and fair selective criteria, whether or not the application procedure is explicitly formalized and whether or not applicants are supported by their managers. Annual organizational training plans of HR are often determined with a simple philosophy. Decision makers in the HR department often determine the topics, the number of training events and places, and circulate this information to other department managers. Department managers then assign these training programmes to employees who are performing relatively well. This process of selection for training is attractive because it is less costly in money and time, but it does not serve the purposes of organizational training. Rather, it serves as a reward system for better performing employees.

Increasing employees' perceived access to training programmes would be a more productive approach than simply requiring participation in a predetermined number of training events each year (Bartlett & Kang, 2004). Probability of access to organizational training opportunities or activities is an important factor in strong corporate culture and was found to be positively related to organization commitment (Bartlett, 2001; Ooi & Arumugam, 2006; Lam & Zhang, 2003). Firms with higher levels of perceived fair access to organizational training programmes will be more likely to increase the number of committed employees in their organization (Bartlett & Kang, 2004). Employees may view an effective training experience as an indication that the organization is willing to invest in them and cares about them; thus, training may enhance their commitment to the organization (Chiang & Jang, 2008; Tannenbaum et al., 1991).

Perceived Benefits from Organizational Training

Benefits of any organizational training are reciprocal. However, 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). From a management point of view, training programmes are expected to provide numerous benefits to the organization including employee development, increased productivity and improved employee performance (Elangovan & Karakowsky, 1999; Gultek et al., 2006; Watson,

29

2008). From the view of the employee, outcomes of training might be beneficial to their jobs, careers and personal development objectives.

Employees' expectations from organizational training can be job-related, career-related or personal. Job-related benefits reflect employees' expectations that their efforts as regards training will allow promotions and improvements in their current positions. Career-related benefits will likely assist in the development of skills for a future job. Personal benefits reflect psychological, political and social outcomes that may or may not be directly related to the work setting but enhance their intrinsic motivation (Nordhaug, 1989; Washington et al., 2003). Therefore, employees' positive feelings in relation to participation in training should be beneficial to their jobs, their careers, themselves or any combination of these. In essence, employees' degree of perceived benefits from training positively affects their organizational commitment.

Support for Organizational Training

The literature has also shown that firms where employees perceive a high degree of support to develop their skills, practice new means of conducting their work and solve work-related problems through novel approaches encourage employees to undertake psychological obligations to develop themselves in performing their work (Butcher et al., 2009; Eisenberger et al., 1986). When employees perceive support from their organization, they feel obligated to their organization. When they feel like the support is absent, they feel betrayed and tend to decrease their commitment (Robinson & Morrison, 1995).

30

The directions of support are either vertical or horizontal; vertical support is perceived support from superiors or tenured co-workers; horizontal support is the degree to which peers are willing to help their colleagues in good faith by, for example, solving problems or implementing an improved way of working. Employees' perceived degree of either vertical or horizontal support for organizational training not only enhances the employees' attitudes towards their colleagues but also increases their job satisfaction and affective organizational commitment (Bartlett, 2001). In this case it can be inferred that employees' degree of perceived support for training positively affects their organizational commitment.

Employee Commitment

While several definitions of employee commitment abound, a common theme in most of them is that committed individuals believe in and accept organizational goals and values, are willing to remain with their organizations and are willing to provide considerable efforts on their behalf (Mowday, Porter, & Steers, 1979). Employee commitment refers to the strength of attachment of a person to his or her organization (Angel & Perry, 1983). Employee commitment is defined as one's emotional and functional attachment to one's workplace (Elizur & Koslowsky, 2001). Thus, it is now widely accepted that employee commitment can take different forms.

There have been many conducted researches in employee commitment since there are many findings that there is a positive relationship with important work-related attitude variables such as job satisfaction, retention rate and

31

performance. One of main reasons that research continues to be carried out concerning this kind of organizational commitment is that studies have suggested low levels of organizational commitment may be dysfunctional to both the organization and the individual, while high levels may have positive effects (higher performance, greater satisfaction, lower turnover) (Mathieu & Zajac, 1990). If existing research understood organizational commitment from a unidimensional perspective, the studies carried out by Meyer & Allen saw it in a multidimensional manner (Bartlett, 2001). According to the findings of Meyer and Allen, employee commitment is not determined based on a single reason and as such emphasized that it should be examined from a multidimensional perspective and analyzed the psychological state that lay the foundation for organizational commitment. These varying states bring about different kinds of employee commitment.

Types of Employee Commitment

One factor that may contribute to employee connection is known as organizational commitment. Many studies have been conducted in the area of organizational commitment. The theory of organizational commitment was established by Porter, Steers, Mowday and Boulian (1974). Their definition of organizational commitment discusses three major components including "a strong belief in and acceptance of the organization's goals, a willingness to exert considerable effort on behalf of the organization, and a definite desire to maintain organizational membership" (Porter, Steers, Mowday, & Boulian, 1974, p. 604).

32

Meyer and Allen (1991) expanded on this theory by adding three components of commitment: *affective commitment, continuance commitment, and normative commitment*. Affective commitment is defined as the emotional attachment, identification, and involvement that an employee has with its organization and goals. Continuance commitment is the willingness to remain in an organization because of the investment that the employee has with "nontransferable" investments such as retirement, relationships with other employees, or things that are special to the organization. It takes into account the costs associated with leaving the organization, such as the time invested by the employee or unfavorable economic conditions.

Normative commitment is a feeling of obligation to stay with an organization. This could be related to societal expectations or family influences that have taught that one must be loyal to their employer. "Common to the three approaches is the view that commitment is a psychological state that (a) characterizes the employee's relationship with the organization and (b) has implications for the decision to continue or discontinue membership in the organization" (Meyer, Allen & Smith, 1993, p. 539). "Most empirical studies of organizational commitment have focused on affective commitment. This is because affective commitment is the strongest. These three components show or predict differential behavioral implications for affective, and most consistent predictor of organizationally desired outcomes such as employee retention" (Mohamed, Taylor, & Hassan, 2006, p. 514).

Thus, it has to be said that although all three components of commitment reduce the likelihood that employees will leave the organization, perhaps the most important reason for distinguishing among them is that they can have quite different implications for on-the job behavior. Meyer and Allen (1991) argued that employees who want to remain (affective commitment) are likely to attend work regularly, perform assigned tasks to the best of their ability, and also carry out additional tasks for the greater good. Those who remain out of a sense of obligation (normative commitment) may do likewise only of they see it as a part of their duty, or as a means of reciprocation for benefits received. In contrast, employees who remain primarily to avoid cost (continuance commitment) may do little more than is required to maintain employment.

However, in the context of this study, Affective commitment is the one considered. This based on several reasons. One major reason is that it is the most consistent predictor of organizational commitment, which is the sole predictor of turnover and of absenteeism (Somers, 1995). Emotionally strong commitment results in lower absenteeism and turnover rates (Jackson & Schuler, 2000; Somers, 1995). There is a significantly strong relationship between organizational commitment and job satisfaction (Yang, 2009; Yilmaz, 2002), and a negative effect of affective commitment on employees' intention to leave their organization (Karatepe & Uludag, 2007; Paul & Anantharaman, 2004). Furthermore, affective commitment is also found as an antecedent of employee performance (Maxwell & Steele, 2003; Wasti, 2002; Wasti & Can, 2008).

Empirical Review

Organisational commitment is increasingly becoming an important variable in explaining work-related behaviour and its impact on performance. Committed employees are less likely to leave their jobs and more likely to perform well. Higher levels of commitment have also been demonstrated to have stronger positive relationships with attendance and effort exerted on the job (Ahmad & Bakar, 2003:167-168). Therefore, in order to judge the effectiveness of training, its relationship to organisational commitment should be examined directly (Newman, Thanacoody and Hui 2009).

Trained employees were more satisfied and committed than the untrained employees (Abdulla et al., 2011). When the training and development programmes are held each and every employee has a chance to improve his current skills and adopt new skills which might be needed in future. In training sessions employee can see where they are performing well and in which areas they are lacking behind or their performance is not satisfactory. So in this way the employees have perception that organization is helping them to increase their skills and they feel that if they will have some sort of issue regarding performance they, by participating in Training programmes can resolve those issues and in result they are satisfied that they are being valued by organization and organization is investing in them.

These all factors leading to satisfaction result in highly committed employees and improved their performances. When the employees are well trained and they know that their organization is spending huge sum of money in

35

training and development programmes they in return want to give back to organization by showing them their commitment and improved performance. As the employees are satisfied with their job they don't feel any stress or burden, which are most common reasons for employee's bad performance, the employees are happy and it is common perception that happy employees are good performers.

Ahmad and Bakar (2003) contend that the relationship between training and organisational commitment has received very little attention outside Western countries. According to Bartlett (2001), previous studies have illustrated positive outcomes (such as reduced turnover, reduced absenteeism and enhanced employee performance) from the investigations on the relationships between employee training and organisational commitment. These findings are consistent with the psychological contract, a relationship embedded in the social exchange theory. The psychological contract defines an employee's belief about their employment relationship, and guides the individual's belief on what they perceive they are entitled to receive from their employer (Rousseau 1989). The psychological contract acts as an important determinant of organisational behaviour.

In view of this, Malhotra, Budhar & Prowse (2007) stipulate that fulfilment of the psychological contract enhances an employee's commitment to the organisation. Several studies have shown a positive relationship between training and organisational commitment - such as Bartlett (2001) who maintains that there is a positive relationship between employees" perceived attitude

towards training and organisational commitment. This was substantiated in a study of US Navy recruits, where it was demonstrated that organisational commitment increased following participation in training. Similarly, according to Sahinidis and Bouris (2008), there is a positive relationship between employee perceived training effectiveness and organisational commitment. Al-Emadi and Marquardt (2007) also established that employee personal and career benefits of training are significantly related to organisational commitment.

On the other hand, Benson (2006) found that the relationship between training and organisational commitment is based on the type of training implemented. Benson et al. (2000) argues that employees who participate in on-the-job training gain specific skills and become more committed to the organisation but on the contrary, employees that participate in college courses gain more general skills and become less committed. Organisational commitment is increasingly being considered as an important variable in the explanation of employee work related behaviour due to its impact on performance. However, building and maintaining commitment has been shown to be dependent on a reciprocal relationship between the organisation and the employee (Sturges *et al.,* 2005). Brum (2007) affirms that the principle behind this reciprocity is that the employees will help the organisation because the organisation has helped them. This happens to be the underlying premise behind the social exchange theory.

Jehanzeb, Rasheed, and Rasheed (2013) results on their study shows that there is strong negative relationship between organizational commitment and

37

turnover intentions of an employee. In addition to that numbers of previous studies confirms that that organizational commitment is negatively related to turnover intentions (Addae & Parboteeah, 2008). In the same way, Hussain, and Asif (2012) also mentioned that strong organizational commitment derives and shapes organizational culture that promotes a sense of belonging and ownership among employees; essential for being satisfied, productive, and loyal employees.

The Conceptual Framework

This framework has been taken from the theoretical principles of the research in which the variable organisational training has been considered as an independent variable and the variable staff commitment has been thought of as the dependent variable.

Independent variable   **Dependent variables**

| Organisational Training | → + - | Staff commitment |
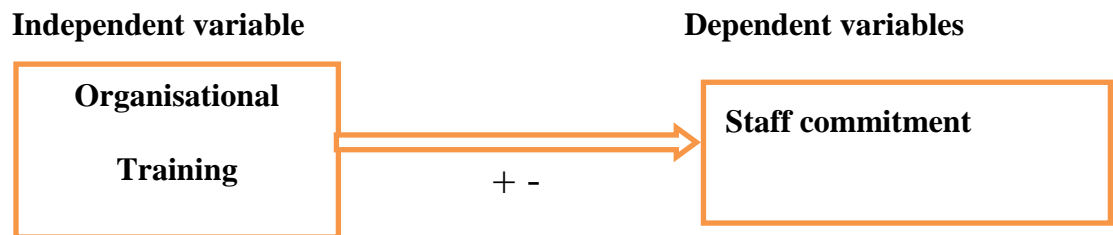
Source: Authors own construct, Oppong (2017)

Figure 1: Conceptual framework

Based on the above framework, the central research question of the study can be formulated to reflect on the emphasis on all the dimensions of the staff commitment. In the light of this, the following research question can be derived based on the practical and theoretical background of the study: *To what extent do perceptions of training among Immigration's employees influence their commitment to the service?*

Chapter Summary

This chapter has sought to review literature based on the objectives and research questions. This literature was reviewed under the following sub-headings. The first section explored the theoretical models underpinning the study and these theories included: Human Capital, Herzberg 1968's two factor theory and Psychological Contract. The second section also examined concepts such as Training and Development; Benefits of Training; Training and Development Methods as well as the employee commitment and satisfaction. Finally, the last section focused on empirical literature of the relationship between T& D and Employee commitment with a conceptual framework within the context and scope of the study also discussed.

CHAPTER THREE

RESEARCH METHODS

Introduction

This chapter presents the research methods to be employed in the study. This includes the research design, target population, sample size, sampling and sampling technique, data collection procedure (instrumentation) and data analysis.

Research Design

A research design expresses the mutual efforts of the major parts of the research project in the solution of research question (Orodtho, 2003). Creswell and Creswell (2017) indicates that in conducting a research, the researcher needs to think about the philosophical worldviews, the strategy of enquiry related to the worldviews and the methods and procedures of the research. The research design employed in this study is a case study approach. The justification for the use of a case study was based on (Yin, 2004) assertion that a case study research excels at ensuring an understanding of a complex issue or object and can extend experience or add strength to what is already known through previous research. Yin (2009) **r**eports that researchers have used the case study research method for many years across a variety of disciplines, to examine contemporary real-life situations. A case study is geared towards understanding the uniqueness and peculiarity of a single bounded system, typical of a social nature for instance a single industry such as oil. Yin (2009) also asserts that case studies are the preferred strategy when 'how' and 'why'

40

questions are being posed about a modern-day incident because they are concerned with providing credible representations of reality and so give the reader a sense of being there.

However, it is noted that case study research involves the application of quantitative research methods to non-probability samples which provide results that are not necessarily designed to be generalizable to wider populations (Yin, 2009).

Research Approach

The study adopted the quantitative research method as its primary approach in collecting and analyzing data. This approach was used because according to Johnson & Onwuegbuzie, (2004) quantitative research approach is a type of research approach in which quantitative techniques in the form of descriptive and inferential statistics are used to describe issues study. Also, the approach was used based on the aim of having objective answers to the research questions and to help the researcher to remain unbiased and independent of what is being researched. In addition, such an approach helps the values of the researcher not to interfere with, or become part of, the research. Finally, such method can help measure variables with numbers, and analyze the issues using statistical techniques. In this way, the method can help minimize the problem associated with the generalizations of the study outcome since the views are more objective than being subjective. However, the use of this research approach requires a lot of scientific cautions and principles which when violated could distort findings (Creswell & Creswell, 2017).

Study Area

Upper West Region of Ghana is quite big. It is made up many businesses and firms and has quite big population. The Region is very busy and is noted for business activities attracting people from all over its shores. This area is specifically chosen for this study because it is where many institutions including particularly Immigrations service is located which makes it easy for soliciting information needed to achieve the objectives of the study. The majority of its constituent institutions have established for themselves enviable reputations as premier centres which have led to the success of some of the institutions in the area.

Target Population

The target population for the study is the employees of Ghana Immigration Service in the Upper West Region of Ghana making up to a total of Eighty (85) employees.

Sample Size

According to Israel (1992) there are several approaches to determining the sample size. These include using census for small populations, imitating a sample size of similar studies, using published tables, and applying formulas to calculate sample size. In the context of this study, a census was used because of the small number of population size, hence the sample size was 85.

The advantages of a census are that although cost consideration makes this impossible for large populations, it is attractive for small populations (e.g.,

200 or less). A census eliminates sampling error and provides data on all the individuals in the population. In addition, some costs such as questionnaire and developing the sampling frame are "fixed," that is, they will be the same for samples of 50 or 200. Finally, virtually the entire population would have to be sampled in small populations to achieve a desirable level of precision.

Method of Data Collection

The instrument used for data collection was a self-administered questionnaire which was distributed to the target population and collected after two weeks. Questionnaire is a set of questions with a definite purpose designed for a target group of people to be administered by themselves within a particular time frame. According to Plano (2010), questionnaire guarantees high efficiency in data collection and high generalizability of results over the more intensive research designs. In addition, Questionnaire was selected for this kind of study, because it is a self-reported measure which guarantees confidentiality and therefore it is more likely to elicit truthful response with regard to the information required from the respondents (Creswell & Creswell, 2017). However, (Creswell & Plano, 2011)emphasize that questionnaire lacks flexibility in that once a questionnaire has been designed and distributed out it becomes difficult to change the categories of data collected.

The questionnaire was composed in a brief and appropriate language to avoid ambiguity and to attract respondent's interest. (See an Appendix B). The questionnaire consisted of different types of questions. Information about the demographic data of the participants is gathered from the multiple choice

43

questions (closed), which just required that the right answers be ticked by the respondents. The main part of the questionnaire, which concerns the objectives of the thesis, consisted of likert-scale questions. These questions help to ascertain how strongly the respondents agreed with a particular statement. Convenience sampling technique was used to distribute questionnaires. A five point likert-scale was used with 5 representing strongly agree and 1 representing strongly disagree. The questionnaires were personally distributed to respondents working in the oil and gas industry.

Pre-Test

Validity and reliability indicates how best the instrument used in the study best measures the parameters it is meant to measure and it is the measure of accuracy in terms of results attained in the study (Cook & Campbell, 1979). In this study, a pre-test of the research questionnaire of ten was done at the Customs office, since it has similar structure just like the Immigration and also has its own method of training similar to that of the Immigration. This process was aimed at testing the accuracy and strength of the questionnaire in eliciting data needed for the study. In other words, this was to help in assessing the clarity of our questions to the respondents and to elicit their understanding in regards to answering questions. The questionnaires were administered and after receiving them back, it was realized that the questionnaires did not need any significant changes.

Validity

Validity in research simply means the extent to which instruments (questionnaires or structured interview schedules) measure what they intend to measure. In other words, validity means to what extent that the selected tool measures the intended research objectives (Bowling, 2009).

In the context of this study, several strategies were undertaken to validate and refine the content of the questionnaire so as to ensure the validity of the study. To address the face validity, the researcher painstakingly read the questionnaires and the appropriate corrections were made before it was given out. Peer review was also of immense importance as the researcher allowed his colleagues to go through the questionnaires to correct all the mistakes. Content validity was further enhanced by asking experienced experts in the field such as the researcher's supervisor to go through the questionnaire before it was administered to the respondents. Also the pretesting contributed to the validity of the questionnaires.

Reliability

Reliability refers to the extent to which the application of a scale produces consistent results if repeated measures are taken (Kent, 2007).It can be achieved when keeping results at a consistent level despite changing of time and place (Bowling, 2009). Internal consistency: Internal consistency comprises testing the homogeneity that assesses the extent to which personal items are inter-correlated, and the extent to which they correlate with overall scale findings and this can be performed by using Cronbach's alpha test (Polit &

45

Beck 2008).   In terms of observation, reliability of observation refers to the consistency of observation in which the observers reached to the same inferences or activities of intra-observation (one observation at different time) and inter-observation reliability (more than one observer) (Polit & Beck 2008).

The Cronbach's coefficient alpha (α) was used in this study to determine the reliability of items in the questionnaire. The value of Cronbach's alpha ranged from 0 to 1. It is worthy to note that, the closer the value of α to 1, the better its reliability. Nunnally (1967) suggested an alpha threshold of 0.5 for basic research and later adjusted the value to 0.7 (Nunnaly, 1978).

Results of the Cronbach's Alpha in this Study

As said earlier, in order to measure the reliability of the gathered data, Cronbach's alpha was used. Table 1 shows Cronbach's alpha of all indicators.

Table 1: Reliability of scales and Cronbach's alpha of study variables

Variable	Items Retained	Cronbach's Alpha
Organisational Training	10	0. 845
Commitment	9	0. 748
Continuance	6	0.686
Normative	5	0.902
Affective	9	0.925

Source: Field survey, Oppong (2017)

The Table 1 above provides the values of Cronbach's alpha for all the variables. It appears from the table that the values of Cronbach's alpha range between 0.686 and 0.925. These values are all almost equal or well above the minimum value of 0.70. Thus, it can be concluded that the measures have an acceptable level of reliability.

46

Data Analysis

The data were analysed quantitatively and this was done using Mean, Standard deviations, Correlations and Regression. And it was processed using Statistical Product for Service Solution (SPSS) version 20. The responses received from the respondents were initially tabulated according to four scales (options) contained in the questionnaire. These scales were Strongly Disagreed (SD), Disagreed (D), Agreed (A) and Strongly agreed (SA), with 1 being Strongly disagreed, 2 disagreed, 3 Agreed and 4 Strongly agreed.

As per scoring given above, the entire data of 85 questionnaires was tabulated in an Excel Spread Sheet and later fed into SPSS for calculation of results. The results produced by the SPSS tool were then tabulated and interpreted. For convenience of statistical analysis and keeping in view the significance of relevant responses, the options of Strongly Agree (SA) and Agree (A) and Strongly Disagree (SD) and Disagree (D) have been clipped into two options of Agree and Disagree. The N (Neutral) option has been ignored for statistical analysis as neutral replies carry no statistical significance.

Quantitative data analysis makes use of descriptive statistics including measures of central tendency (averages, mean, median and mode) and measures of variability about the average (range and standard deviation) (Cohen, et al., 2007). Thus, means and standard deviations, as well as inferential statistics such as correlation and regression analysis were used to test on the relationship between the variables of the study. This was then represented in the form of

tables for interpretation and discussion. In assessing the influence of Training on employee commitment, a simple linear regression analysis was used.

Ethical Consideration

Bless and Higson Smith (2000), state the main rules of data collection as: a) voluntary participation, (b) the right to privacy, (c) Freedom, (d) Anonymity and (e) Confidentiality. All these ethical rules have been met in this research study. In the first place, in order not to waste the valuable time of the workers, and not to disrupt the work in the firm, as advised by the managers of the firm, the researcher visited the workers during the lunch breaks and collected the data. An introductory letter was obtained from the Department of Human Resource Management of the School of Business, University of Cape Coast to introduce the researcher to the institution. To gather data from the sampled staff, permission was sought from the management of the institution. Employees had their consents sought through the management.

A research is expected to be free from any biases and it must be scientifically sound and reported honestly, thoroughly and completely (Malhotra & Birks, 2007). As such, potential respondents were informed about the purpose of the research and what objective it sought to achieve. They were encouraged to feel free and express their views as objectively as possible and that they have the liberty to choose whether to participate or not. They also had the option to withdraw their consent at any time and without any form of adverse consequences.

48

Anonymity and confidentially were guaranteed and the researcher did not cause harm or mental stress to those who choose to participate. This research and its associated methodology adhere to all of these ethical considerations. An organizational entry protocol was observed before the data were collected. Individual staff was informed of the reason for the whole exercise and the tremendous benefit the institution would derive if the research was carried out successfully.

Chapter Summary

This chapter was to describe the methods used in achieving the aim of this study. It has revealed the study design and the researcher's reason for choosing a particular design. The population, as well as the sample size for the study and the sampling techniques used had been discussed. For analysis sake, the chapter touched on the methods for collecting the data and the instruments employed in collecting the data. The chapter has shown enough information about analysing the data and complying with ethical stance. Chapter four gives a presentation of the results of the collected and analysed data.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

In this study, the main research objective has been, "*to investigate into the perceptions on Organisational Training and Commitment among Staff of Ghana Immigration Service in the Upper West Region*".

Based on this main research objective, specific objectives were employed to achieve the study goal. In line with these original research objectives and the method used, this chapter provides the findings and discussions which reflect on the core study specific objectives as outlined in Chapter one. The first section discusses the demographic features of those respondents. However, the second section, addresses the specific research questions relating to the topic namely:

Research Objectives

The following research questions will be asked to achieve the objectives of the study:

1. What are the perceived benefits of organizational training among staff of Ghana Immigration Service in the Upper West Region?

2. What is the nature of organisational commitment among staff of Ghana Immigration Service in the Upper West Region?

3. To what extent do the main organisational training factors influence employee's commitments among staff of Ghana Immigration Service in the Upper West Region?

4. What is the relationship between organisational training and affective commitment among staff of Ghana Immigration Service in the Upper West Region?

Response Rate

The data was collected from both the senior and junior staff drawn from the Immigration Service at Wa. The population size was 85 employees and due to the small number of the population the same number was used for the sample size. This means that a total number of 85 were issued from which eighty (80) were filled and returned which represented a response rate of (94.11%). According to Mugenda and Mugenda (2008) this response rate could be judged to be acceptable because a response rate of 50% is satisfactory enough for analysis. The basic reason for this success rate could be attributed to the hard work of the researcher who administered the questionnaires personally to the respondents. In addition, the intended respondents were pre-informed on the real date before the data collection. Finally, a lot of efforts were made in making many follow-up calls to clarify queries by the researcher with the intention to enhance the high response rate. The response rate is represented in table 1 below.

Table 2: Response Rate

Questionnaire	Count	Percentage (%)
Returned	80	94.11%
Non-Returned	5	5.89%
Total	85	100

Source: Field survey, Oppong (2017)

Demographic Characteristics of the Respondents

To establish the demographic characteristics of the respondents, the study considered it appropriate to find out the demographic data of the respondents in order to give a clear focus of the study by providing relevant data concerning Immigration service in the region. The reason being that, sex, level of education and the number of years one has been in the service play a significant role in saying or leaving the service. Table 3 presents demographic statistics on the frequencies and percentages of responses received from the respondents.

Table 3: Gender of respondents

Gender	Frequency	Percentage (%)
Male	62	77.8
Female	18	22.2
Total	80	100

Source: Field Data, Oppong, 2017

Table 3 clearly illustrates that there were more male participants than their female's counterparts in this survey. Majority of the respondents (77.8%) were males while the remaining respondents, (that is 22.2%) were females. This means that majority of the personnel were males. This implies that a lot of males are employed in the service.

Age Distribution of Respondents

The study sought information on the age distribution of the respondents and the responses are as presented on Table 4 below.

Table 4: Age distribution of respondents

Age (Years)	Frequency	Percentage (%)
18 – 25	10	12.3
26– 35	49	60.5
36 – 45	20	25.9
46 – 55	1	1.2
Total	80	100

Source: Field Data, Oppong, 2017

On the age distribution of the respondents, it was found out that the majority of the respondents (49) are between the age of 26 and 35 years representing about (60.5 %). This higher percentage of young officers gives a positive impression that there are more young officers in the service. This could mean that the service is of interest to the young adults and for that matter attracting more young people with potentials and ideas. Again, Table 2 shows that 20 respondents representing (25.9%) were between 36 to 45 years which

53

implies that in the service, majority of the respondents are in their youthful age and that the institution can be thought of experiencing development in the future. In addition, 10 of the respondents representing (12.3%) were between the ages 18 to 25 years followed by 1 respondent between the ages of 46 to 55 representing (1.2%) in the service. This implies that only a few of the respondents are approaching the retirement age.

Level of Education of Respondents

To determine the highest qualification of the various respondents in the service, respondents were asked to state their highest qualifications.   The responses were summed up in Table 5.

Table 5 Professional qualification of the respondents

Qualification	Frequency	Percentage (%)
Primary/JHS	1	1.2
SHS	37	45.7
Diploma	27	33.3
Degree	15	19.8
Total	80	100

Source: Field Data, Oppong, 2017

From Table 5, it was realized that 37 respondents representing (45.7%) had senior high school education from various fields, while 27 respondents representing (33.3%) had diploma education. Also, 15 respondents representing (19.8%) had first degree education and finally 1respondent representing (1.2%) was with primary/junior high education. From the Table it is realized that nearly

54

a half of the respondents 46% have gone through tertiary education. This implies that most officers in the institution consider education as important to the growth of the country.

Positions of the Officers in the Service

This was to find out the positions of the officers in the service. The responses are presented in Table 6**.**

Table 6: Positions of respondents

Position	Frequency	Percentage (%)
Senior Officers	13	16.0
Junior Officers	67	84.0
Total	80	100

Source: Field Data, Oppong, 2017

Table 6 shows that majority of respondents, that is, 67 representing (84.0%) of the sampled population were in junior officers' positions, whilst 13 respondents representing (16.0%) of the population were in senior officers' positions. This implies that majority of officers' fall within the junior officers' positions in the institutions.

Main Study Findings

Objective One: To examine the perceived benefits of organizational training programmes at Wa Immigration Service?

This question sought to establish the perception that the employees have about the benefits of organizational training (OT) programmes at the

Immigration Services. Accordingly, organizational training was seen to be a essential activity with a number of benefits as can be seen in Table 7 below.

Table 7: Descriptive Statistics of Perceived Benefits of OT

	N	Min	Max	Mean	SD
Participation in OT programmes help my personal development through mastery of the skills learned on the job	80	1	4	3.26	.882
Participation in OT programmes give me a better idea of the career path I want to pursue and help me reach my career objective.	80	1	4	3.09	.944
Participation in OT programmes help me perform my job better	80	1	4	2.76	.815
Participation in OT programmes help me improve the quality of services I provide	80	1	4	3.07	.938
Participation in OT programmes increase my chances of getting a promotion	80	1	4	2.79	1.002
Participation in OT programmes give self-confidence and job satisfaction	80	1	4	2.88	1.060
Participation in OT programmes help to improve my technological know-how which helps me meet managers' expectations	80	1	4	3.03	.905
Participation in OT programmes help me get along better with my peers and supervisor	80	1	4	2.89	1.019
Participation in OT programmes help me to stay up-to date on new processes and procedures related to the job	80	1	4	2.35	.982
Participation in OT programmes motivate me to be loyal to my organisation	80	1	4	2.28	.993

Source: Field survey, Oppong 2017

From the table it can be seen that all the respondents accepted the fact that OT provided very priceless benefits to the Sector. For example, looking at the Table 5, it could be noted that one of the most important benefits of OT considered by the employees of Immigration Service was the improvement that OT brings in terms of the enhancement of the mastery of the skills learned on the job and the improvement in personal development (Mean=3.26, SD=0.882).

The second most important benefits perceived by the employees was the idea that "participating in OT programmes help them network with other employees thereby helping them to reach their career objectives" (Mean =3.09, SD=0.944). The third benefit was perceived to be that the participation in OT programs helps me improve the quality of services I provide (Mean = 3.07, SD = 0 .938). The fourth perceived benefit was seen to be that "participation in OT programmes help to improve my technological know-how which helps me meet managers' expectations "(Mean = 3.03, SD= 0.905).

Other important benefits, in order of significance as considered by the employees include: Improvement in staying up-to date on new processes and procedures related to the job (Mean=2.89, SD= 1.019); improvement self-confidence and job satisfaction (Mean= 2.88; SD= 1.060); increases in the chances of getting a promotion (Mean= 2.79, SD = 1.002); helping to perform employees' jobs better (Mean=2.76, SD =0.815; helping to get along better with peers and supervisors (Mean =2.35, SD=0.982); OT motivates employees to be loyal to their organization (Mean=2.28; SD= 0.993).

The general impression in these results is that OT enhances employees' new skills, improves employees' self-confidence, saves cost and or leads to technological advancement and thus provision of better quality of service. One implication of this study's findings is that the idea that the majority of the respondents believed that OT at the Immigration Service improves the self-confidence of employees which has positive effect on the quality of services corroborate with the findings of Burrow and Berardinelli (2003) and Redshaw (2000). According to these authors' findings, OT courses could significantly improve employees 'performances, increasing quality of services and satisfying clients.

Another significance of this finding is that the study result supports the study findings by McCracken and Wallace (2000) who found that OT assists in the introduction of innovative products and quality services to meet customer or clients' needs. On the basis of the finding that OT assists employees to improve upon the quality of services they provide, it can be said that this finding is in line with the argument made by Blundell et al. (1999). The authors argued that through training, error rates can be minimized thereby enhancing quality of services leading to the growth of productivity. In addition, the finding that OT helps to improve technological know-how as well as helping employees to stay up-to date on new processes and procedures related to the job confirms Noe *et al.* (2003) findings who concluded that, through training, employees can quickly adopt newly developed and advanced technology such as robots and computer-based manufacturing processes. In essence, it can be concluded that OT

contributes in improving the competitive advantage of an organization as stated by Figliolini et al. (2008) that training is crucial for an organization's growth, primarily in this period of technological development and changing innovation and information.

Second Objective: To determine the nature of organisational commitment among staff of Ghana Immigration Service in the Upper West Region

In terms of the nature of commitment it was found that the employees had the perceptions that their Affective commitment (M=2.74, SD=0.960) was higher, followed by Normative (M=2.49, SD=1.105) and Continuance (M=2.38, SD=1.126) as the table 8 below indicates.

Table 8 Descriptive Statistics of the dimensions of commitment

	N	Min	Max	Mean	S.D
Normative commitment	80	1	4	2.49	1.105
Affective commitment	80	1	4	2.74	0.960
Continuance commitment	80	1	4	2.38	1.126

Source: Field survey, Oppong, (2017)

From the results above on Table 8, it can be inferred that first of all, staff at Wa immigration service have emotional involvement which has led to the identification and commitment with the Organization as a result of OT. This sort of strong affective commitment means that the staff have a psychological attachment developed by employees to their organization in such a way that the staff are strongly committed to the service not only physically, but also emotionally (Sayani & Swamy, 2014) which in extent causes them to develop

59

intense desire to stay at the organization (Alhassan, 2012). Secondly, the high level of affective commitment is said to happen because the staff 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 (Sow, 2015). According to Alhassan, (2012), when there is high affective form of commitment from the employees, then there is a high sense of belonging and desire to identify themselves with the organization and its overall undertakings.   Thus, immigration staff having high levels of affective commitment implies that staff can be seen to stay with the service purely out of their choice, and not because it is mandatory as may be prescribed by organizational polices for them to do (Chung, 2013).

With regards to the second highest commitment which is normative, it can be said concluded that the immigration service personnel have adequate individual feelings of the necessity to reciprocate a good deed accorded to them by the employer – government. Its propensity is generally an obligation based on personal morals in which the staff feels obliged to stay with an organization to do it good because it offered them some benefits (Sayani & Swamy, 2014). The idea here is that with this high level of normative commitment, according to Mouhamadou, (2015), it is possible that the staff might have developed this kind of commitment because the government who the employer rewards the

staff in advance or in situations where the employer incurs costs that can be deemed high on behalf of the employees or the staff of the immigration. Such costs could include costs that relate to job training. When employees think about such costs and benefits by the employer, they might felt the obligation to remain a part of the organization and play a key role in making it succeed (Chung, 2013).

Finally, the level of continuance commitment could be attributed to the staff realization of the high cost that may arise as a result of leaving the organization or the immigration service. Due to this, the employees might have found it necessary to stick to their current job place considering the fact that there is lack of better alternatives or as well due to the repercussion of failing to be committed to the employer organization (Sow, 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. From the point of view of Newman, Thanacoody & Hui, (2010), when employees have formed a good continuance commitment to the organization, they are bound to stay with it out of self-interest.

According to Chung (2013), employees having strong commitment continuance to their organization 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 deem to be significantly high, a risk not worth to take. In essence, the immigration staff's continuance commitment further entails an 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)

Objective 3: To assess the extent to which the main individual organisational training factors influence employee's commitments as perceived by the staff

In line with the research objective three, there was a need to know the extent to which the main individual organisational training factors influence employee's commitments programmes at the Immigration Services. Consequently, using a set of questions, respondents were asked to rate the extent to which the identified OT factors influence their commitment. Table 9 demonstrates the results of this assessment.

Table 9: Descriptive Statistics of extent to which the main individual OT factors influence employee's commitments

	N	Mini	Max i	Mean	SD
Motivation for training	80	1	4	3.15	0.858
Perceived benefits of training	80	1	4	3.01	0.787
Access to training	80	1	4	2.82	1.053
Management Support for training	80	1	4	3.26	0.868

Source: Field Data, Oppong, 2017

From the results shown in Table 9, it can be said that, although the staff's commitment may be influenced by various OT programmes' factors, the extent of it has not been the same. For example, among the factors, management support for training was considered to be the most important factor (Mean =3.26, SD =0.868). This was followed by the motivation for training (Mean =3.15, SD=0.858). The third most important factor was perceived benefits of training (Mean =3.01, SD= 0.787), while the least perceived important factor was Access to training was (Mean= 2.82, SD =1.053).

The finding of this study is significant in that they corroborate with the existing literature. For example the finding that perceived most important factor being management support for training among employees in the workplace plays a very important role in the overall organizational commitment is in line with the study of Bartlett (2001). Bartlett (2001) in a study investigating the role of social support on commitment reported a significant relationship between support for training from senior staff and all the three components of organisational commitment. Also, in a similar study by Rhoades et al. (2001) it was shown that management support was an important fact because it had a positive relationship with affective commitment.

The practical implication of this study results is that good relationship between supervisors and employees is vital to increasing the employees' organizational commitment. This is because it enables the psychological, physical and overall well-being of individuals and organisational commitment and negatively relates to turnover and absenteeism (Allen and Meyer, 1990;

Hutchison and Garstka, 1996). According to Wang (2008) supervisor and management support are likely to increase employees' affective and normative commitment due to the emotional bonds. Wang (2008) reported in some cultures, emotional bonds developed among employees lead to feelings of sense of obligation and responsibility which increases motivation to assist one another. Such emotional bonds lead employees to cooperate with each other in completing tasks which in turn improves the employees' responsibilities towards the organisation. Therefore in this context, it can be argued that the positive relationship between supervisor support and co-worker support for training and employee organizational commitment is due to that feeling of obligation and responsibility (borne out of emotional bonds) between employees.

With the second most important factor, like motivation for training to learn, it has been found that the specific desire of an employee to learn the content of a training programme is very vital in organizational commitment. From the perspectives of Noe and Schmitt (1986) employees who lack the motivation to learn may fail to learn or master the content of a training programme, and therefore will lack the organisational commitment. In contrast, Cannon-Bowers et al., (1995) have opined that individuals that have high motivation are more likely to apply the skills they learnt during their training on their jobs, and hence more committed. Bulut and Culha (2010) argued that employees that had high motivation right from the outset can be predicted to have organisational commitment.

A number of studies in the past have reported such a positive relationship between learning motivation and organisational commitment. For example, findings in a study by Bartlett (2001) to explore the relationship between employees' perception towards training and organisational commitment among nurses in North America revealed that there was a significant positive relationship between motivation to learn and the affective and normative forms of organisational commitment. However, a negative but non-significant relationship existed between motivation to learn and the continuance form of organisational commitment. Similar results were reported by Bartlett and Kang (2004) when they conducted similar studies among nurses in New Zealand.

In the case of the finding associated with perceived benefits of training as the most important factor, it can be said that this finding is consistent with Klein and Weaver (2000) study result which was a study to examine the impact that attending a voluntary orientation training programme has on the organisational commitment of newly hired employees in an educational institution. Results from the study showed that employees that attended the orientation training programme had higher affective organisational commitment compared to those who did not attend. In addition, in a study by Bartlett (2001) which investigated the relationship between three types of perceived benefits of training and organisational commitment, revealed that employees 'perceived career benefits significantly related to all the three components of organizational

commitment whereas personal benefits were related to affective and normative commitments only.

However, in Ahmad and Bakar (2003) study, where the relationship between employees' perception on the benefits of training and commitment was investigated, it was found that there was a positive and significant relationship between perceived benefits of training and all the three components of organizational commitment. Specifically, 19 per cent of the variance in affective commitment was accounted for by the perceived benefits of training. Additionally, Al-Emadi and Marquardt (2007) conducted a study to examine the relationship between the beliefs regarding training benefits (namely, personal, career and job-related benefits) and organisational commitment among senior staffs of a Qatari Petroleum company. Their study also revealed a positive relationship between employees' belief in the training benefits and commitment.

Finally, the fourth, the significant factor was found to be access to training and or availability of training. This finding is supported by Bartlett (2001) who explored the relationship between employees' perception towards training and organisational commitment. The target population were nurses in five public hospitals. Among the variables-related training that were measured, perceived access to training had the highest correlation with organisational commitment.

In a similar study, Bartlett and Kang (2004) conducted a study to compare the relationship between perception of training and organisational commitment between nurses in New Zealand and the USA. Results from the

two groups of nurses showed that perceived access to training were positively related to affective and normative components of organisational commitment. However, the study showed that nurses from New Zealand reported lower levels of organisational commitment as compared to their counterparts in the USA. In the same way, Ahmad and Bakar (2003) also carried out a study among local professionals in Malaysia to explore the relationship between training and organisational commitment.

Their study investigated the relation between five training variables and the three components of organisational commitment. Results showed that in general there is positive relationship between all the training variables and the three components of organisational commitment. However availability of training significantly correlated with affective commitment and normative commitment and less significant with continuance commitment.

A comparable study was carried out in China among Chinese employees working in multinational companies by Newman et al. (2011). However, the results of their study showed a strong relationship between perceived availability of training and continuance commitment. In addition, Yang et al. (2012) also reported a relationship existed between employees' perception on access to training and organisational commitment. Data from employees in two organisations from Philippines showed that the employees' perceived access to training positively related well with organisational commitment.

Objective 4: to examine the relationship between OT and staff Commitment

As part of the examination of the influence of OT on employee commitment the study conducted correlation analysis to test on the strength of association/relationship between the study's variables: the independent variable (OT) and dependent variable (staff commitment). Correlation analysis results with Pearson correlations given in Table 10 shows that the Pearson correlation coefficient was 0.809 and this demonstrates that OT has a positive correlation with employee commitment.

Table 10. OT and employee commitment correlations

		COMMITMENT	TRAINING
COMMITMENT	Pearson Correlation	1	.809**
	Sig. (2-tailed)		.000
	N	80	80
TRAINING	Pearson Correlation	.809**	1
	Sig. (2-tailed)	.000	
	N	80	80

**. Correlation is significant at the 0.01 level (2-tailed).

Source: Field survey, Oppong, (2017)

Theoretically, this finding is significant because it is in supports the psychological contract theory. The psychological contract defines an employee's belief about their employment relationship, and guides the individual's belief on what they perceive they are entitled to receive from their employer (Rousseau 1989). The psychological contract acts as an important determinant of organisational behaviour. In view of this, Malhotra, Budhar &

68

Prowse (2007) stipulate that fulfilment of the psychological contract enhances an employee's commitment to the organisation. However, according to Benson (2006) the relationship between training and organisational commitment is based on the type of training implemented. Benson (2006) argues that employees who participate in on-the-job training gain specific skills and become more committed to the organisation but on the contrary, employees that participate in college courses gain more general skills and become less committed.

Ahmad and Bakar (2003) who asserted that when the employees are well trained and they know that their organization is spending huge sum of money on OT programmes they in return want to give back to organization by showing them their commitment and improved performance. This finding also corroborates with many other studies that have shown positive relationships between OT and organisational commitment. Amongst them include Bartlett (2001) who maintains that there is a positive relationship between employees' perceived attitude towards training and organisational commitment. This was substantiated in a study of US Navy recruits, where it was demonstrated that organisational commitment increased following participation in training. In the same way, according to Sahinidis and Bouris (2008), there is a positive relationship between employee perceived training effectiveness and organisational commitment. Al-Emadi and Marquardt (2007) also established that employee personal and career benefits of training are significantly related to organisational commitment.

Regression Analysis on the relationship between OT programmes and commitment

Simple regression analysis was done to determine the influence of OT programmes on employee commitment and the result is shown in Table 11 below.

Table 11: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.809[a]	.654	.649	.586
a. Predictors: (Constant), TRAINING				

Source: Field survey, Oppong, (2017)

Table 11 above shows that the coefficient of determination R square is 0.654 and R is 0.809 at 0.05 significant levels. The coefficient of determination indicates that 65.4% of the variation in the response to employee commitment is explained by OT programmes, while the rest of 34.6% are explained by other variables which are not considered in this study. The implication here is that OT programmes have been successful in enhancing staffs' commitment. OT programmes contribute in creating positive opinions and feelings about the Immigration Services among the staffs. Such programmes bring about loyalty and therefore serve as a source of commitment.

Table 12: Pearson Correlations between OT and employees 'commitment

		TRAINING	COMMITMENT
TRAINING	Pearson Correlation	1	.832[**]
	Sig. (2-tailed)		.000
	N	80	80
COMMITMENT	Pearson Correlation	.832[**]	1
	Sig. (2-tailed)	.000	
	N	80	80
**. Correlation is significant at the 0.01 level (2-tailed).			

Source: Field survey, Oppong, (2017)

70

The significance of these two variables vis-à-vis Independent (OT) and dependent (Commitment) can be seen from the t-value, (12.139, p=000) in table 1**3** below. This implies that there is significance relationship between employee T&D programme and staffs 'commitments.

Table 13**: T-value on the relationship between OT programme and staffs 'commitments**

Model		Unstandardized Coefficients		Standardized Coefficients	**T**	Sig.
		B	Std. Error	Beta		
1	(Constant)	.325	.209		1.552	.125
	TRAINING	.832	.069	.809	12.139	.000
a. Dependent Variable: COMMITMENT						

Source: Field survey, Oppong, (2017)

The finding suggests that employees who claimed to have acquired competencies through OT are more likely to be committed to the organisation than those who claimed otherwise. This result is an indication that employees 'commitments may be enhanced by giving them the opportunity to participate in regular OT exercises. The finding of this study confirmed those of Bulut and Culha (2010) who found that training positively influenced on employee commitment. Sunyoung & Hea (2008) also showed that HRD programmes like on-the-job training, mentoring, coaching and self-development significantly influence organisational commitment.

The result can be explained thus: employees' commitment can be boosted when OT is offered at no cost to them. Such an exercise instils a sense of belonging in the individual. A further explanation is that when employees

71

perceive OT as an incentive, they have a greater sense of debt to the organization and commit themselves to the organisation where they have career prospects (Brum, 2007). When employees receive appropriate OT, they feel valued by their employers (Shelton, 2001). Employees are happy to work for and identify with an organisation that is prepared to invest money in their career advancement (Wilson, 2000 cited in Shelton, 2001).

Furthermore, the association between OT and employees' commitment is that better trained employees are more competent and relish the opportunity to take control of their jobs; hence, they are more committed (Owoyemi et al., 2011, Brum, 2007). In that situation, employees are happy to work for and identify with an organisation that invests in their career advancement. Thus, existing research suggests that OT provision is taken as a sign by employees that their organization desires to enter into a social exchange with them (Newman et al., 2011). Furthermore, according to Malhotra, et al. (2001), individuals increase their organisational commitment, if the organisation meets their expectations in relation to fulfillment of their various individual needs. However, this study made the major discovery that training on its own is unlikely to make a large contribution to enhancing employees 'commitment. Instead, there are other factors that need to be considered as well (Owoyemi et al., 2011)

Summary of the Chapter

The discussion of this chapter has focused on the influence of T&D on employee commitment at The Immigration Services at Wa. Accordingly, this chapter has provided the findings and discussions which reflect on the core study objectives. The first section discussed the demographic features of those respondents which centred on sex, education, age, staff ranking and experience. However, the second section addressed the specific research objectives relating to the topic namely: the nature of organisational commitment among staff, assess the extent to which the main individual organisational training factors influence employee's commitment and the relationship between organisational training and affective commitment based on the perceptions of the staff at Ghana Immigration Service in the Upper West Region of Ghana.

The goals of these four specific objectives were achieved with the first objective finding demonstrating that the employees perceived that OT programmes have various benefits to staffs. With regards to the second objectives relating to the nature of organisational commitment among staff, the study found that the Immigration Services have more affective commitment followed by normative and then continuance. With the third objective on the main individual organisational training factors that influence employee's commitment, it was found that the employees perceived management support for training, motivation for training, perceived benefits of training and access to training respectively as the best factors OT that influence on organisational commitments. Finally, through the use of Pearson correlation coefficient it was found that OT has a positive correlation with employees' commitment.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter presents a summary of the findings that emerged from the study and data analysis. It draws conclusions and makes recommendations on how best they can sustain and promote staffs' commitments through T&D programmes. Finally, the suggestion for future research is also highlighted.

Summary

The study set out to examine the influence of T&D programmes on employee commitment in the Immigration Services at Wa, Upper West region. There were four main specific objectives, which the study aimed to achieve and these included to:

1. To examine the perceived benefits of organizational training among staff of Ghana Immigration Service in the Upper West Region.

2. To determine the nature of organisational commitment among staff of Ghana Immigration Service in the Upper West Region.

3. To assess the extent to which the main individual organisational training factors influence employee's commitments based on the perceptions of the staff at Ghana Immigration Service in the Upper West Region.

4. To examine the relationship between organisational training and affective commitment based on the perceptions of the staff at Ghana Immigration Service in the Upper West Region of Ghana.

The study was based on the views of 80 staff from the study area. A self-administered questionnaire was the main research instrument. The questionnaire contained several questions (items) and was subdivided into subscales. The maximum and minimum score for each question ranged from 4 to 1 where 4 stands for Strongly Agreed, 3 is Agreed, 2 is Disagreed and 1, Strongly Disagreed. The data from the survey were processed with the help of the Statistical Package for the Social Sciences (SPSS 20.0 version) software. The analysis was done with mean, standard deviation, correlation and regression analysis. The major findings as they related to the specific objectives of the study have been summarized below:

Considering the first objective, the study found that the employees perceived training development programmes to have several benefits. Amongst these include: Skills acquisition, improvement in the self-confidence of trainees, motivation and job satisfaction, quality of services to the customers, enhancement in the mastery of the skills learned on the job, and improvement in technical know-how of employees which enables them to stay on to new procedures and related jobs. All these helps to enhance employee commitment.

With regards to the objective two, relating to the nature of organisational commitment among staff, the study found that the Immigration Services have more affective commitment followed by normative and then continuance. With the third objective on the main individual organisational training factors that influence employee's commitment, it was found that the employees perceived management support for training, motivation for training, perceived benefits of

training and access to training respectively as the best factors of OT that influence on organisational commitments. Finally, it was found that OT has a positive correlation with employees' commitment. This was noted through the use of regression analysis, which showed that the coefficient of determination indicates a positive influence on employee performance.

Conclusion

The general objective of this research was to assess the influence of T&D on staff commitment of Immigration Services at Wa. The finding of this research confirms that the OT programmes ensure higher commitment from the staff. The inference here is that it is very necessary for the organization to focus on the T&D programmes so as to achieve high commitments of employees. However, it must be said that the level of commitment will depend on a number of factors which should be considered especially management support for training. On the whole, T&D programmes may cost the organisation, in the long run the benefits in terms of employees' commitments could be huge. Thus, for an organization to be able to compete in this challenging and changing world, OT should be taken seriously as it will help increase the commitment levels of employees. This confirms the argument of Heras, (2006) which states that OT is essentially directly related to employee but its eventual consequence goes to organization because the end beneficiary is the organization itself.

Additionally, the study has so far revealed that employers who neglect OT programmes which is the important aspect of human resource management are bound to suffer the consequences as warned by Nel et al. (2004), who stated

76

that those who fail to invest in employee OT programmes would not be able to compete in today's competitive marketplace especially in Africa with its past history. Moreover, Noe et al. (2003) reminded us that, as employees undergo training, their confidence can be increased and their commitment can be enhanced as well. This is because through OT, new knowledge, skills and changing attitudes could be achieved which in the end enhances the employees' emotional attachment and or sense of belonging (i.e. affective commitment) and loyalty (i.e. normative commitments).

Recommendation

Based on the study findings with regards to the positive between relationship between training and organizational commitment the management must give full support to training programmes as that could help workers to be loyal and committed to the Immigration Services. Secondly, this study has revealed less continuance commitment among staff and therefore indicating that the Immigration service should not expect a continuance organisational commitment from its academic staff through provision of training. However, studies have shown that employees' continuance commitment to their organisation could be enhanced by provision of benefits and rewards (Becker, 1975; Malhotra et al., 2007). Therefore to enhance continuance commitment, the Immigration Service could attach incentives to training participation such as part of criteria for promotion, financial support for trainings outside the organisation, etc.

Finally, the finding from this study is that the Immigration service could enhance the affective and normative organisational commitments of its staff by improving their motivations to learn as well as create awareness on the benefits of participating in training.

Suggestions for Further Research

This study was based on quantitative analysis but in the near future, both qualitative and quantitative methods should be used and this will help employees to better describe the situation and also explain in detail the reason for the answers that have been uncovered using quantitative. Also, future research could be conducted to address one of the limitations outlined in this study. For example, this study only concentrated on staff at Wa, Upper West Region. This means the views of the employees could not be generalized. As a result, the future research could extend the investigation to different regions and to obtain a wider generalization of the study.

REFERENCES

Abdulla, J., Djebarni, R., & Mellahi, K. (2011). Determinants of job satisfaction in the UAE: A case study of the Dubai police. *Personnel review,* 40(*1*), 126-146.

Adamu, S. (2008), Manpower Planning and Administration, Lagos: National Open University of Nigeria

Ahmad, K. Z. & Bakar, R. A. (2003). The Association between Training and Organizational Commitment among White Collar Workers in Malaysia, *International Journal of Training and Development*, 7(3): 166-185.

Al-Emadi, M. A. S., & Marquardt, M. J. (2007). Relationship between employees' beliefs regarding training benefits and employees' organizational commitment in a petroleum company in the State of Qatar. *International journal of training and development*,*11*(1), 49-70.

Alhassan, J. U. (2012). The Relationship between Employee Perceptions of Training, Organizational Commitment and Their Impact on Turnover Intentions: A Survey of Selected SMMES in the Cape Metropole Area. Unpublished Thesis. Cape Peninsula University of Technology

Allen, N.J., & Meyer, J.P (1990), "The Measurement and Antecedents of Affective, Continuance, and Normative Commitment to the Organization," *Journal of Occupational Psychology*, 63 (*1*), 1–18.

Angle, H. L., & Perry, J. L. (1983). Organizational commitment: Individual and organizational influences. *Work and Occupations*, *10*(2), 123-146.

Armstrong, M. (2000). *Understanding Training: Human Resource Management Practice.* 8th Edition. London: Kogan Page Limited.

Armstrong, M., & Taylor, S. (2014). *Armstrong's handbook of human resource management practice*. Kogan Page Publishers.

Acemoglu, D. and J.S. Pischke, (1999b), Beyond Becker: *Training in Imperfect Labor Markets, Economic Journal* 109: F112- F142.

Ashar, M., Ghafoor, M., Munir, E., & Hafeez, S. (2013). The impact of perceptions of training on employee commitment and turnover intention: Evidence from Pakistan. *International Journal of Human Resource Studies*, 3(*1*), 74-88.

Baum, T., & Devine, F. (2007). Skills and training in the hotel sector: The case of front office employment in Northern Ireland. *Tourism and Hospitality Research*, *7*(3-4), 269-280.

Barrington, K., & Stimpson, P. (2002). *Business studies*, Muray Publishers.

Bartlett, K. R. (2001). The relationship between training and organizational commitment: A study in the health care field. *Human Resource Development Quarterly*, 335–352

Bartlett, K., & Kang, D. S. (2004). Training and organizational commitment among nurses following industry and organizational change in New Zealand and the United States. *Human Resource Development International*, *7*(4), 423-440.

Barney, J. B. (2001), 'Resource-based theories of competitive advantage: a ten-year retrospective on the resource-based view', *Journal of Management,* 27, 6, 643–50.

Becker, G. (1964). human capital, NY. *GS Becker*.

Benson, J., Debroux, P., Yuasa, M., & Zhu, Y. (2000). Flexibility and labour management: Chinese manufacturing enterprises in the 1990s. *International Journal of Human Resource Management*, *11*(2), 183-196.

Benson, G. S., Finegold, D., & Mohrman, S. A. (2004). You paid for the skills, now keep them: Tuition reimbursement and voluntary turnover. *Academy of management journal*, *47*(3), 315-331.

Becker, G. S. (1994). Human capital revisited. In *Human Capital: A Theoretical and Empirical Analysis with Special Reference to Education (3rd Edition)* (pp. 15-28). The university of Chicago press.

Birdi, K., Allen, C., & Warr, P. (1997). Correlates of perceived outcomes of four types of employee development activity. *Journal of Applied Psychology* 82, 854-857.

Blundell, R., Dearden, L., Meghir, C., & Sianesi, B. (1999). Human capital investment: the returns from education and training to the individual, the firm and the economy. *Fiscal studies*, *20*(1), 1-23.

Brum, S. (2007). What Impact does Training have on Employee Commitment and Employee Turnover? *Schmidt Labor Research Center Seminar Research Series*, University of Rhode Island.

Buckley, R., & Caple, J. (2009). *The theory and practice of training*. Kogan Page Publishers.

Bulut, C., & Culha, O. (2010). The effects of organizational training on organizational commitment. *International Journal of Training and Development*, *14*(4), 309-322.

Burrow, J., & Berardinelli, P. (2003). Systematic performance improvement– refining the space between learning and results. *Journal of Workplace learning*, *15*(1), 6-13.

Butcher, K., Sparks, B., & McColl-Kennedy, J. (2009). Predictors of customer service training in hospitality firms. *International Journal of Hospitality Management*, *28*(3), 389-396.

Cannon-Bowers, J. A., Salas, E., Tannenbaum, S. I., & Mathieu, J. E. (1995). Toward theoretically based principles of training effectiveness: A model and initial empirical investigation. *Military psychology*, *7*(3), 141-164.

Chiang, C. F., & Jang, S. S. (2008). An expectancy theory model for hotel employee motivation. *International Journal of Hospitality Management*, *27*(2), 313-322.

Chung, E. (2013). The Relationship of Training and Organizational Commitment in One Korean Organization. Unpublished Dissertation. The University Of Minnesota

Cohen, L. (2007). Experiments, quasi-experiments, single-case research and meta-analysis (Cohen, L., Manion, L., & Morrison, K. in Eds) Research methods in education. (6th eds.).

Coetzee, M. (Ed.). (2010). *Personnel psychology: An applied perspective*. Oxford University Press Southern Africa.

Coney, S. (1996). AUCKLAND Relentless unravelling of New Zealand's health-care system. *The Lancet*, *347*(9018), 1825.

Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.

Creswell, J. W., & Plano Clark, V. L. (2011). Choosing a mixed methods design. *Designing and conducting mixed methods research*, 53-106.

Cummings TG, & Worley CG (2005). Organization Development and Change. Ohio: South-Western

Decouza, D. A. & Robbins, S. P. (1996), Human Resource Practice, 5th edition. New York: John Wiley & Sons Inc.

Dess, G. G., & Shaw, D. J. (2001). Voluntary turnover, social capital, and organizational performance. *Academy of Management Review*, 446-56.

Dessler, G. 2104. *Human Resource Management. (14th ed.). New Jersey: Pearson Inc*.

Eisenberger, R., Huntington, R., Hutchinson, S. and Sowa, D. (1986), 'Perceived organizational support', *Journal of Applied Psychology*, 71, 3, 500–7

Elangovan, A. R. and Karakowsky, L. (1999), 'The role of trainee and environmental factors in transfer of training: an exploratory framework', *Leadership and Organization Development Journal,* 20, 5, 268–75

Elizur, D., & Koslowsky, M. (2001). Values and organizational commitment. *International journal of Manpower*, 22(7), 593 599

Facteau, J. D., Dobbins, G. H., Russell, J. E. A., Ladd, R. T. and Kudisch, J. D. (1995), 'The influence of general perceptions of the training environment on pretraining motivation and perceived training transfer', *Journal of Management*, 21, 1, 1–25

Fan, C. K., & Cheng, C. L. (2006). A study to identify the training needs of life insurance sales representatives in Taiwan using the Delphi approach. *International Journal of Training and Development*, *10*(3), 212-226.

Figliolini, A. J., Hofmann, A., & Kanjirath, T. (2008, May). Growth in the Middle East and HR capabilities. In *Background papers for Spring international sponsor meeting of Centre for Advanced Human Resource Studies, Dubai, UAE.*

Flamhotz E. G. & Lacey J. M. (1981). Personnel management, human capital theory, and human resource accounting. Los Angeles: Los Angeles University Press.

Flamholtz, E. G., & Lacey, J. (1981). The implications of the economic theory of human capital for personnel management. *Personnel Review*, *10*(1), 30-40.

Gordon, B. (1992). Are Canadian firms under investing in training? *Canadian Business Economics 1*(1), 25–33.

Graeme, M., Pate, J and McGoldrick, J (1999), Do HRD investment strategies pay? Exploring the relationship between lifelong learning and psychological contracts, *International Journal of Training and Development* 3(3), 200-214.

Grossberg, A.J. (2000). The effects of formal training on employment duration. *Industrial Relations*. 39(4), 578-588.

Gultek, M. M., Dodd, T. H., & Guydosh, R. M. (2006). Attitudes towards wine-service training and its influence on restaurant wine sales. *International Journal of Hospitality Management*, *25*(3), 432-446.

Gumuseli, A. I., & Ergin, B. (2002). The manager's role in enhancing the transfer of training: A Turkish case study. *International Journal of Training and Development*,*6*(2), 80-97.

Hays, J., & Hill, A. V. (1999). Gaining competitive service value through performance motivation. *Journal of Strategic Performance Measurement*, *3*(5), 36-40.

Herzberg, F. I. (1966). Work and the nature of man. Cleveland, OH: World Publishing Company

Heyes, J. and Staurt, M. (1996) 'does training matter? Employee experience and attitudes', *Human Resource Management Journal*, 6(30:7-21.

Hussain, T., & Asif, S. (2012). Is employees' turnover intention driven by organizational commitment and perceived organizational support. *Journal of quality and technology management*, *8*(2), 1-10.

Hutchison, S., & Garstka, M. L. (1996). Sources of perceived organizational support: Goal setting and feedback. *Journal of Applied Social Psychology*, *26*(15), 1351-1366.

Israel, G. D. (1992). *Determining sample size* (pp. 1-5). Gainesville: University of Florida Cooperative Extension Service, Institute of Food and Agriculture Sciences, EDIS.

Jackson, S. E., & Schuler, R. S. (2000). Managing human resources: A partnership perspective, Cincinnati. *Ohio: South-Western College Publishing/Thomson Learning*.

Jehanzeb, K., Rasheed, A., & Rasheed, M. F. (2013). Organizational Commitment and Turnover Intentions: Impact of Employee's Training in Private Sector of Saudi Arabia. *International Journal of Business and Management,* 8(8), 79-90.

Kanter, R. M. (2006). Innovation: The classic traps. *Harvard business review*, *84*(11), 72-83.

Karatepe, O. M., & Uludag, O. (2007). Conflict, exhaustion, and motivation: A study of frontline employees in Northern Cyprus hotels. *International Journal of Hospitality Management*, *26*(3), 645-665.

Kauffman C 2010. Employee involvement: A new blueprint for success. *Journal of Accountancy*, 209 (5), 46-49.

Kempton, J. (1995). *Human resource management and development: Current issues and themes*. Springer.

Klein, H. J., & Weaver, N. A. (2000). The effectiveness of an organizational-level orientation training program in the socialization of new hires. *Personnel Psychology*, *53*(1), 47-66.

Laird, R. D., Pettit, G. S., Bates, J. E., & Dodge, K. A. (2003). Parents' monitoring-relevant knowledge and adolescents' delinquent behavior: evidence of correlated developmental changes and reciprocal influences. *Child development*, *74*(3), 752-768.

Lam, T., & Qiu Zhang, H. (2003). Job satisfaction and organizational commitment in the Hong Kong fast food industry. *International Journal of Contemporary Hospitality Management*, *15*(4), 214-220.

Landale, A. (2004). Mental-agility training helps CSA staff to navigate rapid change. *Human Resource Management International Digest*, *12*(2), 20-23

Malhotra, N., Budhwar, P., & Prowse, P. (2007). Linking rewards to commitment: an empirical investigation of four UK call centres. *The International Journal of Human Resource Management*, *18*(12), 2095-2128.

Mathieu, J. E., & Zajac, D. M. (1990). A review and meta-analysis of the antecedents, correlates, and consequences of organizational commitment. *Psychological bulletin*, *108*(2), 171.

Maurer, T. J., & Tarulli, B. A. (1994). Investigation of perceived environment, perceived outcome, and person variables in relationship to voluntary development activity by employees. *Journal of applied psychology*, *79*(1), 3-14.

Maxwell, G., & Steele, G. (2003). Organisational commitment: a study of managers in hotels. *International Journal of contemporary hospitality management*, *15*(7), 362-369.

McCracken, M., & Wallace, M. (2000). Towards a redefinition of strategic HRD. *Journal of European industrial training*, *24*(5), 281-290.

Meyer, J. P., & Allen, N. J. (1997). *Commitment in the workplace: Theory, research, and application*. Sage.

Meyer, J. P., Allen, N. J., & Smith, C. A. (1993). Commitment to organizations and occupations: Extension and test of a three-component conceptualization. *Journal of applied psychology*, *78*(4), 538.

Meyer, J. P., Stanley, D. J., Herscovitch, L., & Topolnytsky, L. (2002). Affective, continuance, and normative commitment to the organization: A meta-analysis of antecedents, correlates, and consequences. *Journal of vocational behavior*, *61*(1), 20-52.

Mohamed, F., Taylor, G. S., & Hassan, M. (2006). Affective Commitment and Intent to Quit: The Impact of Work and Non-work Related Issues. *Journal of Managerial Issues, 18*(4), 512-529.

Mowday, R. T., Steers, R. M., & Porter, L. W. (1979). The measurement of organizational commitment. *Journal of vocational behavior*, *14*(2), 224-247.

Newman, A., Thanacoody, R., & Hui, W. (2011). The impact of employee perceptions of training on organizational commitment and turnover intentions: a study of multinationals in the Chinese service sector. *The International Journal of Human Resource Management*,*22*(8), 1765-1787.

Noe, R. A., & Schmitt, N. (1986). The influence of trainee attitudes on training effectiveness: Test of a model. *Personnel psychology*, *39*(3), 497-523.

Noe, R. A., & Wilk, S. L. (1993). Investigation of the factors that influence employees' participation in development activities. *Journal of applied psychology*,*78*(2), 291.

Noe, A.R., Hollanbeck, R.J., Gerhart, B. and Wright, P.M. (2003). *Human resource management* (3 rd Ed) USA: McGraw-Hill.

Nordhaug, O. (1989). Reward functions of personnel training. *Human Relations*, *42*(5), 373-388.

Okanya, S. P. (2008). *Reconciling Organisational Performance and Employee Satisfaction Through Training* (Doctoral dissertation, Erasmus University).

Ooi, K. B., & Arumugam, V. (2006). The influence of corporate culture on organizational commitment: case study of semiconductor organizations in Malaysia. *Sunway Academic Journal*, *3*, 99-115.

Orodho, A. J. (2003). *Essentials of Educational and Social Sciences Research Method*. Nairobi: Masola Publishers

Orpen, C. (1999). The influence of the training environment on trainee motivation and perceived training quality. *International Journal of Training and Development*, *3*(1), 34-43.

Owoyemi, O. A., Oyelere, M., Elegbede, T., & Gbajumo-Sheriff, M. (2011). Enhancing employees' commitment to organisation through training. *International Journal of Business and Management*, *6*(7), 280.

Paul, A. K., & Anantharaman, R. N. (2004). Influence of HRM practices on organizational commitment: A study among software professionals in India. *Human Resource Development Quarterly*, *15*(1), 77-88.

Phillips, J. J. (2012). *Handbook of training evaluation and measurement methods*. Routledge.

Porter, L. W., Steers, R. M., Mowday, R. T., & Boulian, P. V. (1974). Organizational commitment, job satisfaction, and turnover among psychiatric technicians. *Journal of applied psychology*, *59*(5), 603.

Rae, L. (2000). *Effective planning in training and development*. Kogan Page Publishers.

Keep, E., & Rainbird, H. (2000). Towards the learning organization?.Oxford: Balckwell

Ramlall, S. (2004). A review of employee motivation theories and their implications for employee retention within organizations. *Journal of American Academy of Business*, 5(1), 52-63.

Redshaw, B. (2000). Do we really understand coaching? How can we make it work better?. *Industrial and Commercial training*, *32*(3), 106-109.

Rhoades, L., Eisenberger, R., & Armeli, S. (2001). Affective commitment to the organization: The contribution of perceived organizational support. *Journal of applied psychology*, *86*(5), 825.

Robinson, K.A. (1985), "*Handbook of training management"*, London: Kogan Page

Robinson, S. L., & Morrison, E. W. (1995). Psychological contracts and OCB: The effect of unfulfilled obligations on civic virtue behavior. *Journal of organizational behavior*, *16*(3), 289-298.

Rousseau, D. M. (1989). Psychological and implied contracts in organizations. *Employee responsibilities and rights journal*, *2*(2), 121-139.

Rousan, L. M., & Henderson, J. L. (1996). Agent turnover in Ohio State University Extension. *Journal of Agricultural Education, 37*(2), 56-62.

Rousseau, D. (1995). *Psychological contracts in organizations: Understanding written and unwritten agreements*. Sage Publications.

Sabuncuoglu, E. T. (2007). Analysing of the relationship between training, organizational commitment and intend to leave. *Ege Academic Review*, *7*(2), 613-628.

Sahinidis, A. G., & Bouris, J. (2008). Employee perceived training effectiveness relationship to employee attitudes. *Journal of European Industrial Training*, *32*(1), 63-76.

Samuel, M. O., & Chipunza, C. (2009). Employee retention and turnover: Using motivational variables as a panacea. *African journal of business management*, *3*(9), 410.

Ghosh, S., & Swamy, D. R. (2014). A Literature Review on Organizational Commitment-A Comprehensive Summary. *Int Journal of Engineering Research and Aplications*, *4*(12), 04-14.

Scott, M., Swortzel, K.A., & Taylor, W.N. (2005). Extension agents' perceptions of fundamental job characteristics and their level of job satisfaction. *Journal of Southern Agricultural Education Research*, 55(1), 88-101.67

Schuler, R. S., & MacMillan, I. C. (1984). Gaining competitive advantage through human resource management practices. *Human Resource Management*, 23(3), 241-255.

Schultz, T. W. (1961). Investment in human capital. *The American economic review*, *51*(1), 1-17.

Shelton, K. (2001). The effects of employee development programs on job satisfaction and employee retention. *Master of Science in Training and Development research Paper, The Graduate College, University of Wisconsin-Stout, Menomonie, WI, 54751*.

Somers, M. J. (1995). Organizational commitment, turnover and absenteeism: An examination of direct and interaction effects. *Journal of organizational Behavior*,*16*(1), 49-58.

Sow, M. T. (2015). *Relationship between organizational commitment and turnover intentions among healthcare internal auditors* (Doctoral dissertation, Walden University).

Strong, R., & Harder, A. (2009). Implications of maintenance and motivation factors on Extension agent turnover. *Journal of extension*, *47*(1), 1-8.

Srinivas, S. (2008). Employer – Sponsored Training and Job retention of Mid – Career Employees. *Journal of Business and Economic Research,* 6(11), 89-*98.*

Sturges, J., Conway, N., Guest, D., & Liefooghe, A. (2005). Managing the career deal: The psychological contract as a framework for

understanding career management, organizational commitment and work behavior. *Journal of organizational behavior*, *26*(7), 821-838.

Nguyen, T. (2009). *Human resource training, organisational strategy and firm performance in emerging economies: The case of Vietnam* (Doctoral dissertation, Ghent University).

Tanova, C., & Nadiri, H. (2005). Recruitment and training policies and practices: The case of Turkey as an EU candidate. *Journal of European Industrial Training*, *29*(9), 694-711.

Terera SR, Ngirande H (2014). The impact of rewards on job satisfaction and employee retention. *Mediterranean Journal of Social Sciences*, 5(1), 481- 487.

Tannenbaum, S. I., Mathieu, J. E., Salas, E., & Cannon-Bowers, J. A. (1991). Meeting trainees' expectations: The influence of training fulfillment on the development of commitment, self-efficacy, and motivation. *Journal of applied psychology*, *76*(6), 759.

Tsai, W. C., & Tai, W. T. (2003). Perceived importance as a mediator of the relationship between training assignment and training motivation. *Personnel review*,*32*(2), 151-163.

Vinesh, (2014) Role of Training & Development in an Organizational Development, *International Journal of Management and International Business Studies,* 4(2), 213-220.

Wang, Y. (2008). Emotional bonds with supervisor and co-workers: Relationship to organizational commitment in China's foreign-invested companies. *The International Journal of Human Resource Management*, *19*(5), 916-931.

Washington, K., Feinstein, A. H. and Busser, J. A. (2003), 'Evaluating the effect of training on perceptions of internal occupational status', *International Journal of Hospitality Management*, 22(3), 243–65.

Wasti, S. A. (2002). Affective and continuance commitment to the organization: Test of an integrated model in the Turkish context. *International Journal of Intercultural Relations*, *26*(5), 525-550.

Wasti, S. A., & Can, Ö. (2008). Affective and normative commitment to organization, supervisor, and coworkers: Do collectivist values matter?. *Journal of Vocational Behavior*, *73*(3), 404-413.

Woodhall, M. (1997). Human capital concepts. Education, culture, economy, and society. *International Journal of Development*, *2*(3), 219-223.

Yang, J. T. (2010). Antecedents and consequences of job satisfaction in the hotel industry. *International Journal of Hospitality Management*, *29*(4), 609-619.

Yilmaz, C. (2002). Salesperson performance and job attitudes revisited: an extended model and effects of potential moderators. *European Journal of Marketing*,*36*(11/12), 1389-1414.

Yin, R. K. (2004). *The case study anthology*. Sage.

Yin, R. K. (2009). Case study research: design and methods (4th ed.). Thousand

    Oaks, CA: Sage.

LIST OF APPENDICES

APPENDIX A

Introductory Letter

UNIVERSITY   OF   CAPE COAST

SCHOOL OF BUSINESS

DEPARTMENT OF HUMAN RESOURCE MANAGEMENT

Telephone   **03321 32440/32444 Ext. 219/220**   **UNIVERSITY POST OFFICE**
Direct   **03321 37870**   **CAPE COAST, GHANA**
Telegrams: **University, Cape Coast**
Telex: **2552, UCC, GH.**

Dear Sir/Madam,

INTRODUCTORY LETTER

The bearer of this letter, Benjamin Oppong, is a (Human Resource Management) student of the School of Business. He is writing his dissertation on "The Perception of Training and Organisational Commitment among Staff of Ghana Immigration Service in the Upper West Region"

We would be grateful if you could assist him with the filling of the questionnaires and any other information that she may need to complete his work.

We appreciate your co-operation.

Yours faithfully,

Signed

Dr. Felix Opoku

HEAD

97

Appendix B: Questionnaire

UNIVERISTY OF CAPE COAST

SCHOOL OF BUSINESS

DEPARTMENT OF MANAGEMENT STUDIES

THE PERCEPTION OF TRAINING AND ORGANISATIONAL COMMITMENT AMONG STAFF OF GHANA IMMIGRATION SERVICE IN THE UPPER WEST REGION

Dear Respondent,

I am a student of University of Cape Coast, offering Masters In Business Administration (Human Resource Management) programme at the Department of Management Studies, School of Business. This questionnaire is designed to ascertain information for my research work on the topic: "**THE PERCEPTION ON TRAINING AND ORGANISATIONAL COMMITMENT AMONG STAFF OF GHANA IMMIGRATION SERVICE IN THE UPPER WEST REGION.** This research is in partial fulfilment of the requirement for the award of Masters in Business Administration (Human Resource Management) Degree at the University of Cape Coast.

All the answers you provide will be treated with utmost confidentiality and for academic purpose only. Please feel free to answer the questions as candid as possible.

Thank you.

To answer a question, either tick [√] or write short notes on the space provided where necessary.

SECTION A: SOCIO-DEMOGRAPHIC DATA OF RESPONDENTS.

1.   Gender: Male [   ]   Female [   ]

2.   Age Range: 21-30 [   ]   31-40 [   ]   41-50[   ]   51 and above [   ]

3.   Staff position: Junior [   ]   Senior [   ]

4.   Work Experience: 1-2 yrs [   ]   3-5yrs [   ]   6-9yrs [   ]   10 and above [ ]

5.   Education level: SSS [   ], Diploma [   ], 1st Degree [   ]   2nd Degree [ ]Professional [   ],

SECTION B: QUESTIONNAIRES TO THE EMPLOYEES

On a scale of 1 to 4 with 1 being Strongly disagree and 4 being Strongly agree, indicate the extent to which you agree or disagree with the statement below on your perception about benefits of training

6. TRAINING BENEFITS

	SD	D	A	SA
Training helps in skills acquisition				
Training improves motivation and improves job satisfaction of the trainees as well				
Training at the bank improves the self-confidence of trainees				
Training enhances the mastery of the skills learned on the job				
Training improves the technical know-how of employees and enables them to use new tools and machines				
Training helps employees to meet organisational targets				
Training improves the competitive advantage of the organisation and increases its profit margins				
Training increases employee commitment and retention				

99

7.	Nature of Commitment

A Three-Component Organizational Commitment Questionnaire By Natalie Allen and John Meyer Instructions: Listed below are comments about how people may feel about their organizations. On a scale of 1 to 4 with 1 being Strongly disagree and 4 being Strongly agree, indicate the extent to which you agree or disagree with the statement below about the nature of your commitment to Ghana Immigration Service in the Upper West Region, Wa.

Affective Commitment Scale Items	SD	D	A	SA
1. I would be very happy to spend the rest of my career with this organization.				
2. I enjoy discussing my organization with people outside it.				
3. I really feel as if this organization's problems are my own.				
4. I think that I could easily become as attached to another organization as I am to this one.				
5. I do not feel like 'part of the family' at my organization.				
6. I do not feel 'emotionally attached' to this organization.				
7. This organization has a great deal of personal meaning for me.				
8. I do not feel a strong sense of belonging to my organization.				
Continuance Commitment Scale Items				
1. I am not afraid of what might happen if I quit my job without having another one lined up.				
2. It would be very hard for me to leave my organization right now, even if I wanted to.				
3. Too much in my life would be disrupted if I decided I wanted to leave my organization now.				
4. It wouldn't be too costly for me to leave my				

organization now.				
5. Right now, staying with my organization is a matter of necessity as much as desire.				
6. I feel that I have too few options to consider leaving this organization.				
7. One of the few serious consequences of leaving this organization would be the scarcity of available alternatives.				
8. One of the major reasons I continue to work for this organization is that leaving would require considerable personal sacrifice— another organization may not match the overall benefits I have.				
Normative Commitment Scale Items				
1. I think that people these days move from company to company too often.				
2. I do not believe that a person must always be loyal to his or her organization.				
3. Jumping from organization to organization does not seem at all unethical to me.				
4. One of the major reasons I continue to work for this organization is that I believe that loyalty is important and therefore feel a sense of moral obligation to remain.				
5. If I got another offer for a better job elsewhere I would not feel it was right to leave my organization.				
6. I was taught to believe in the value of remaining loyal to one organization.				
7. Things were better in the days when people stayed with one organization for most of their careers.				
8. I do not think that wanting to be a "company man" or "company woman" is sensible anymore.				

Source: Allen, N. and Meyer, J. (1990).

8. On the basis of the training dimensions, indicate which of the contributing factors mentioned below is the most important one that influence your commitment

TRAINING METHODS

I.	Training Motivation	[ ]
II.	Access to Training	[ ]
III.	Management support	[ ]
IV.	Benefits of training	[ ]

9. On a scale of 1 to 4 with 1 being Strongly disagree and 4 being Strongly agree, indicate the extent to which you agree or disagree with the statements below about the most important factor that influence your commitment

Items	SD	D	A	SA
motivation for training				
1. I try to learn as much as I can from training programmes.				
2. I tend to learn more from training programmes than most people.				
3. I am usually motivated to learn the skills emphasized in training programmes				
4. I am willing to exert considerable effort in training programmes in order to improve				
my skills.				
5. I believe I can improve my skills by participating in training programmes.				
6. I believe I can learn the material presented in most training programmes.				
7. Participation in training programmes is of little use to me because I have all the knowledge and skills I need to successfully perform my job				
8. I am willing to invest effort to improve skills and competencies related to my current job.				
9. I am willing to invest effort to improve skills and competencies in order to prepare				
myself for a promotion.				

102

2. Access to training				
1. My organization has stated policies on the amount and type of training the employees can expect to receive.				
2. I am aware of the amount and type of training that my organization is planning for me in the coming year.				
3. This organization provides access to training.				
3. Benefits of training				
1. Personal-related benefits of training				
2. Participating in training programmes will help my personal development.				
3. Participating in training programmes will help me perform my job better				

10. On a scale of 1 to 4 with 1 being Strongly disagree and 4 being Strongly agree, indicate the extent to which you agree or disagree with the statement below about your commitment

Items	SD	D	A	SA
Organizational commitment				
1. I would be very happy to spend the rest of my career in this organization.				
2. I really feel as if this organization's problems are my own.				
3. I feel like 'part of the family' at my organization.				
4. I feel 'emotionally attached' to this organization				
5. This organization has a great deal of meaning for me.				
6. I feel a strong sense of belonging to my organization				

11. On a scale of 1 to 4 with 1 being Strongly disagree and 4 being Strongly agree, indicate the extent to which you agree or disagree with the statement below on the relationship between training and organisational commitment

RELATIONSHIP BETWEEN TRAINING AND COMMITMENT OF EMPLOYEES

Items	SD	D	A	SA
1. Training helps me to happy to spend the rest of my career in this organization				
2. Training really makes me feel as if this organization's problems are my own				
3. Training makes me feel like 'part of the family' at my organization				
4. Training makes me feel 'emotionally attached' to this organization				
5. Training makes me know that this organization has a great deal of meaning for me.				
6. Training makes me feel a strong sense of belonging to my organization				

Thank you for your time.