The Role of Perceived Training Effectiveness in Shaping Employees Commitment: Insight from Pakistani Organizations

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This research aimed to examine the impact of training variables (access to training, motivation for training and perceived benefits of training) on organizational commitment of employees. Previous empirical research shows a strong and positive association between these three training variables and organizational commitment. Structural equation modeling technique is carried out on survey data from 200 workers employed in various industries in Lahore, Pakistan. Self-report measures including organizational commitment (Newman et al., 2011), Access to training (Dhar, 2015), Motivation for training (Bulut & Culha, 2010) and perceived benefits of training (Dhar, 2015) were employed to evaluate the research variables. The results were consistent with the social exchange theory. Multiple regression model results show that all training variables combined had a significant positive association with organizational commitment. The variables: access to training and motivation for training also had a strong favorable relationship with organizational commitment. The findings differ for perceived benefits for training which showed positive but insignificant relationship with organizational commitment. This may be due to the struggle employees go through in implementing the learnt skills, receive promotion or limited career opportunities. Implications for analyst and modern human resource specialists are presented to thrive the workers to apply organizational training elements towards encouraging workers engagement.

Keywords. Training, organizational commitment, access to training, availability of training, motivation for training, perceived benefits of training

Employee knowledge and skills have grown in importance in terms of organizational performance, competitiveness, and creativity

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(Bashir & Long, 2015). Companies that effectively oversee their personnel typically enjoy a stronger competitive edge compared to their rivals (Agustian, 2023). Organizations spend a lot of capital and funds to educate their staff in the hopes of improving the organization's performance. Contemporary worldwide human resource management research is heavily focused on ways organizations could strengthen employee organizational commitment (Malhotra et al., 2007). The latest Labour force survey 2020-2021 in Pakistan show that there are 17.4 million trained population, out of them 14.8 Million have informal apprenticeship and 1.7 million are trained from private/ public, training institutions.

Allen and Meyer (1990) explained organizational commitment through a three component model: Affective, continuance and normative. Normative commitment takes into account employee's values, which are influenced by their cultural, social, familial upbringing, as well as earlier experiences. Our study mainly focuses on the influence of human resource management involvements, especially training, once employees join a company on their emotional and long-term commitment.

The benefits that companies derive from organizational commitment are extensively examined in both Asian and western contexts (Bulut & Culha, 2010; Meyer et al., 2019). Higher organizational commitment yields benefits such as job satisfaction, greater production and a reduction in employee turnover. Allen et al. (2003) believed that effective human resource strategies have been found to have a vital impact in creating and keeping employee loyalty to the organization. Social exchange theory paves way as to how employees make a connection with a company to increase the rewards they receive (Blau, 1964).

This research contributes to theory and practice in numerous ways. In their study, Malhotra et al. (2007) noted that there appears to be little agreement on the precursors of organisational commitment, despite the abundance of research on the impact of human resource management on the specified physical contract. Western research provides the majority of information regarding organizational commitment (Gamble & Huang, 2008). Limited study has been performed on the following subject matter outside the west specifically in the Asian countries (Bashir & Long, 2015). Moreover, various studies have supported that researches on employee dedication and loyalty may vary from district to district or country to country because of cultural variances (Chen & Francesco, 2000; Glazer et al., 2004). This research studied the association between workers

perceptions of training and organizational commitment in Pakistan specifically Lahore.

Even though this multidimensional structure of organizational training perception has been proposed, past studies have not specifically described on the measurement quality, validity, or reliability of the instrument (scale) used for assessment (Bulut & Culha, 2010). Through appropriate methods, this study attempts to simplify this key matter for academics by establishing the accuracy and consistency of the instruments utilized to assess training. Moreover very limited researches have been carried out on either training or organizational commitment with more factors (Bashir & Long, 2015). This study also takes into account the employees from various ethnicities, working in different sectors and industries rather than focusing on one particular sector.

Organizational Commitment

Porter et al. (1974) described organizational commitment as a person's alignment with the organization's goals and values, along with a strong longing to remain with the organization. Organizational commitment indicates the different loyalties and connections individuals have with their organizations (Rainey, 2009). Naqvi and Bashir (2015) described it as the emotional bond, identification, and engagement an employee feels toward a specific organization. A worker becomes more responsible to the company when the organizational commitment is higher (Chen, 2013). Buchanan (1974) in his research proposed that organizational commitment consists of three components naming them: identification, involvement, and loyalty. Studies done in Arab regions have long established organizational commitment to be a multidimensional variable (Suliman & Iles, 2000).

Allen and Meyer (1990) defined organizational commitment through a three component model as affective, normative and continuance also known as "three component organizational commitment model" (p.3). Affective element of organizational commitment highlights an employee's emotional bond, identification, and engagement with the organization. Workers that have higher affective commitment tend to stick longer as they have greater emotional relationship with the company. Continuance commitment refers to the costs and liabilities workers perceive when departing from the organization (Bulut & Culha, 2010). Workers with stronger continuance commitment continue longer with the company for their personal advantage. Thirdly, the normative element is defined as

employees' sense of duty to their bosses, colleagues, assistants, and other stakeholders to stay with the firm (Bulut & Culha, 2010). This research only emphasis on two forms of commitment namely: affective and continuance commitment because of the motives mentioned above.

Affective element of organizational commitment is the most desirable of the three mentioned in the literature, and businesses should make every effort to improve it in their organizations (Meyer et al., 1989). Workers who tend to be emotionally committed are more probable than others to remain members of an organization (Suliman & Iles, 2000). Organizational commitment is best and reliably measured by affective commitment and a forebear of employee performance (Wasti & Can, 2008). Over the last decades, numerous researches have been conducted on the organizational commitment (Ahmad & Bakar, 2003; Bartlett, 2001; Ismail, 2016; Naqvi & Bashir, 2015; Newman et al., 2011).

Training and Organizational Commitment

In any business, employee training and development is the core of modern management (Purcell, 2000). For future human resource development practices to be successful, sustainable training is essential, making employee training one of the best central traits of competitiveness and planning (Tanova & Nadiri, 2005). In organizations, training is recognized as a component of capacity building and personnel advancement. Training refers to as "a planned and systematic effort to modify or develop knowledge, skills and attitudes through learning experiences in order to achieve effective performance in an activity or a range of activities" (Garavan, 1997, p. 40). Training is interpreted as structured efforts aimed at enhancing workers' abilities, expertise and actions to help them fulfill job responsibilities, achieve target goals, and meet future human resource quality standards (Bulut & Culha, 2010). The employees' perceptions of training have been examined in numerous past studies (Bartlett & Kang, 2004; Bulut & Culha, 2010; Riaz et al., 2013). Workers perceived thoughts about training are administered using a multidimensional construct which include: motivation, access, benefits and support (Bulut & Culha, 2010).

One of the most significant independent variables that are connected to organizational commitment is training (Naqvi & Bashir, 2015). Companies that make investments in training hope to grow and enhance employees' existing competence and proficiencies, resulting in a higher performance level and increased workers self-satisfaction

in the organizations (Tomer, 2001). The association connecting training and organizational commitment has to be examined to enhance the efficacy of training (Bartlett, 2001). Hence, becomes necessary to explore the aspects that influence organizational commitment because it occupies a significant position that cannot be overlooked (Chen, 2013).

Allen et al. (2003) in his research believed that optimistic work place conduct and attitudes is determined by employee opinions, to the amount of degree to which their employer appreciates their participation and protect their welfare. This observation is compatible with social exchange theory which highlights the concept of sharing and offers an academic explanation for this association (Blau, 1964). According to this theory, workers involve in mutual exchanges that upsurge the likelihood of achieving desired outcomes and benefits. From an employee's point of view, training can help employees improve their abilities and expertise, which will ultimately advance their professional aspects and increase their intrinsic and extrinsic rewards. As a result, employees feel greater sense of liability to give in return and to reimburse their owners by increased levels of commitment to keep this positive association going (Hannah & Iverson, 2004; Shore & Wayne, 1993). Therefore, social exchange theory suggests that companies that allow access to training for their workers help in increasing the organizational commitment of workers towards their organization.

The link connecting training and organizational commitment should be directly examined to assess the efficacy of training. Numerous studies proposed a favorable association between training and organizational commitment (Bartlett, 2001; Ehrhardt et al., 2011). Research on organizational commitment was also done in some Arab countries (Awamleh, 1996; Suliman, 2001). Strong positive association is found among training perceptions and affective organizational commitment (Ahmad & Bakar, 2003; Owens, 2006).

Ogunjinmi et al. (2014) in his study on Nigeria National Parks employees enlightened the significance of training perceptions on commitment of employees towards their organization. A research was conducted by Bulut and Culha (2010) on 298 employees employed in hoteling industry in Izmir located in Turkey. The findings depicted favorable connection to organizational commitment for all the elements of training. Naqvi and Bashir (2015) carried out a research on IT sector employees in Pakistan. Findings revealed, training as a significant independent variable having a strong positive association with organizational commitment. These results are supported by Shelton (2001).

Another study conducted in Lebanon on 124 employees from different industries explained a favorable and strong connection amongst organizational commitment and training (Ismail, 2016). Opinions of quality training had a favorable impact on professional attitude mutually. Effective training simplifies tasks and boosts employee productivity, leading to greater job satisfaction and a stronger sense of achievement. When an organization offers quality training, workers tend to bond with the company, strengthening their connection towards the company (Lambert et al., 2020). Soomro et al. (2023) also carried out a research on 270 banking employees of Pakistan. The results showed a significant and positive association among training and organizational commitment.

Perceived Access to Training

The perceived access to training is well-defined by Newman et al. (2011) "as the extent to which employees believe they can easily acquire training prospects". Availability to organizational training possibilities or ventures is a crucial part in developing a good business culture, and it favorably linked to organizational commitment (Boon & Arumugam, 2006). Companies with a better perception of giving all employees the same availability of organizational training opportunities have more chances for greater amount of devoted workers working in their companies (Bartlett, 2001). Workers who perceive higher availability of training tend to be more emotionally committed to the organizations (Aube et al., 2007; Lam & Zhang, 2003).

Two studies disseminated by Ahmad and Bakar (2003) and Bartlett (2001) described that availability of training has a strong favorable connection with affective form of commitment. Bartlett and Kang (2004) carried out research between healthcare nurses in USA and New Zealand to associate the connection amongst training perception and organizational commitment. The findings of both categories of nurses revealed that availability of training was favorably associated with organizational commitment. Employees who have a higher affective attachment to their organization are also more likely to perceive that regular engagement in training programs is required to develop their expertise, information, and capabilities in order to meet organizational goals.

Bulut and Culha (2010) disseminated a field research using 298 workers employed in hotels functioning in Izmir, a city in Turkey. Results concluded a strongly favorable association amongst availability of training and organizational commitment. An empirical

research by Newman et al. (2011) focused on research data collected from 437 employees working in five multinational companies functioning in the service sector of China. A Strong association was found amongst access to training and organizational commitment. This implies that workers who have a good opinion on access of training in their firm have higher to stay since they are afraid of missing the training chances that departure from the company may entail. Another research was carried out by Oppong (2017) on workers of Ghana Immigration Service on training perception and organizational commitment. The results indicated a positive correlation between access to training and both affective commitment and organizational commitment. A study was conducted by Rawashdeh and Tamimi (2020) on nurses working in Jordon hospitals. The results highlighted that nurses responded positively to access to training which lead to higher commitment towards the hospitals they were working.

H$_1$: Organizational commitment and perceived access of training are positively correlated.

Motivation for Training

Robinson (1985) defined motivation for training as the extent workers become eager to do additional struggles to advance and progress individually, in their respective jobs and task accomplishment through organizational training programs. Employees that are more motivated tend to have an optimistic attitude of the training environment in their organizations. Hence, more employees are eager to participate in training programs (Mathieu et al., 1992). Numerous studies show that employees that have higher motivation to learn are more likely to practice learnt expertise more efficiently (Facteau et al., 1995). The subsequent advantages would engender optimistic attitudes and feelings regarding the company thus, boosting affective commitment.

Facteau et al. (1995) in his research believed that employees with higher organizational commitment are more likely to take advantage of available training programs compared to those with lower commitment. Nonetheless, if workers believe learning new skills would be valuable for the company and their careers, and chances are to apply and exercise what was learnt from the training, they will be more eager to join organizational training in future, with higher results from the training.

According to the results of a research conducted by Bartlett (2001) to examine the association among training perceptions of

employees and organizational commitment between nurses in North America, there was a strong favorable association amongst enthusiasm to learn and affective and organizational commitment. Another study in Hong Kong similarly approved a strong favorable association linking motivation of training and employee's commitment towards organization (Cheng & Ho, 2001). Empirical research by Ahmad and Bakar (2003) revealed a positive and strong association amongst an employee's motivation for learning and affective form of commitment. The outcomes indicate that companies may enhance affective commitment by encouraging the workers to take part in training campaigns. Similar findings were stated by Bartlett and Kang (2004) in their study on nurses in New Zealand.

Bulut and Culha (2010) believed that employees that are highly motivated tend to have higher organizational commitment. Another research carried out by Oppong (2017) on Ghana immigration service revealed that motivation to learning/training is favorably and strongly associated with employees' commitment towards their organization. Luthfi et al. (2022) also reported that employees who were more motivated to work and learn skills had higher organizational commitment with their organizations.

H₂: Organizational commitment and motivation for training are positively correlated.

Perceived Benefits of Training

The perceived benefits of training are a crucial factor in determining the contribution and employees commitment towards training. The benefits worker gains from training are classified into three categories: personal, career, and job-related benefits (Nordhaug, 1989). Employees with higher perceptions on the benefits of training are supposed to display higher sense of loyalty towards the company which provided them with training opportunities. Advantages mentioned above tend to have favorable impact on the organization which includes: employee retention and higher organizational production. From organization's outlook, training activities deliver abundant benefits to the company comprising: workers growth & development, higher efficiency and increased employee production (Elangovan & Karakowsky, 1999; Watson, 2008).

Research conducted in past have supported favorable association between worker's benefits perceived from training and organizational commitment. Empirical work indicated of strongly favorable association amongst benefits perceived from training and

organizational commitment (Bartlett & Kang, 2004; Sabuncuoglu, 2007).

Bartlett (2001) investigated the association between benefits perceived from training and commitment towards organization amongst nurses in North America. Results revealed that employees' perceived benefits of training are favorably associated with commitment to the organization. Ahmad and Bakar (2003) in their research on organizational commitment and training supported the view that a favorable and strong association exist among benefits perceived from training and organizational commitment. Findings of the study suggested that workers who recognize the perks from training will have higher commitment to the company and will be eager to contribute in the training programs of the company.

Bulut and Culha (2010) tested the correlation among benefits perceived from training and commitment towards organization amongst hotel staff. The findings testified a strong and favorable association among the two variables. Another similar study was carried out by Riaz et al. (2013) between employees in Pakistan on the banking industry. A survey was conducted from 155 workers from banks of two major cities (Lahore and Faisalabad) of Pakistan using probability sampling technique. They also reported a strong favorable correlation among perceived training benefits and commitment towards the organization.

Bashir and Long (2015) conducted their research on academic personnel in one of the public university in Malaysia. The results supported the previous studies that reported a strong favorable association among perceived benefits of training and organizational commitment. Several studies have indicated a significant link between the perceived availability of training and both affective and continuance commitment (Alamri & Al-Duhaim, 2017; Silva & Dias, 2016). A study carried out by Person (2018) on the rental housing management sector suggests that there is a connection between perceived benefits of training and organizational commitment (Person, 2018).

H_3: Organizational commitment and perceived benefits of training are positively correlated.

Figure 1 below shows the theoretical framework proposed for this study.

Figure 1: *Theoretical Framework*
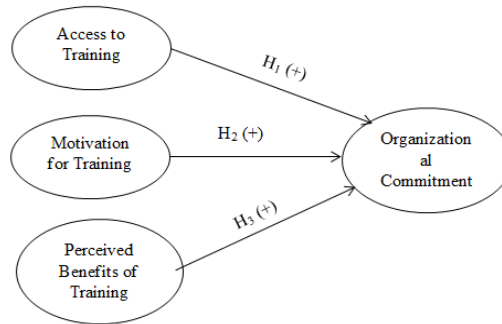
Method

Research Design

Data for this study was gathered through the distribution of a structured questionnaire via convenience sampling. To ensure a high response rate, printed versions of research instruments were delivered to employees of 20 companies in Lahore, Pakistan. Measures based on self-report were employed.

Sample

The participants for this research were 200 employees who were presently working in different organizations in Lahore, Pakistan. Most of the participants were males (60%) and had their age ranged between 31-40 years (56.5%). Most of the employees (61.5%) were working in a private sector and most of them (64.5%) were employed in a service sector. 45% of the respondents worked in mid-level position an organization and 86% were of Punjabi ethnicity.

To develop survey frame respondents were selected only if they were presently working in an organization. These employees were asked to fill the questionnaire. The inclusion criteria also included that the organizations chosen provided training and development facility to their employees. A printed questionnaire was distributed to 230 employees. Following data screening and addressing missing values, 200 valid responses were eligible for analysis. This yielded a response rate of 87 percent. The distribution and collection process spanned four months. Participants were selected for data collection using convenience sampling. Table 1 below shows an overview of participant's demographics.

Table 1: *Overview of Participant's Demographics (N = 200)*

Demographic Characteristics	F	%
Gender		
Male	120	60%
Female	80	40%
Age		
20 - 30 years	33	16.5%
31 - 40 years	113	56.5%
41 - 50 years	42	21%
51 years and above	12	6%
Sector		
Private sector	123	61.5%
Public sector	77	38.5%
Organization		
Manufacturing/Industrial	71	35.5%
Services	129	64.5%
Position		
Top Management	35	17.5%
Mid-level Management	90	45%
Lower level Management	75	37.5%
Ethnicity		
Punjabi	172	86%
Sindhi	10	5%
Balochi	7	3.5%
Pathan	11	5.5%
Marital status		
Married	130	65%
Non-married	70	35%

Measures

This study used existing research scales developed by previous empirical research for this study instrument.

Perception of Organizational Commitment Scale

Organizational commitment was measured by the constructs adapted by Newman et al. (2011). To quantify the commitment variable a five point scale using a likert format was used, spanning from 1 = "*strongly agree*" and 5 = "*strongly disagree*". The items were modified so that they could be easily understandable to the employees. This study used two different constructs of Organizational commitment: Affective and Continuance commitment. A total of four items were used to measure each component of commitment. Organizational commitment's instrument had validity and reliability with CR = .81, AVE = .60 and α = .80 as recommended by Hair et al. (2020).

Access to Training Scale

To measure the variable access to training, three items based on Dhar (2015) were utilized. To assess the variable a five point scale using a likert format was used, spanning from 1 = "*strongly agree*" and 5 = "*strongly disagree*". These items were altered in accordance with the understand ability of the employees. They were asked to deliberately remember the availability of training provided by their organization while responding to the queries. In this research, the instrument access to training results were consistent and accurate with CR = .60, α = .58 and AVE = .45 as recommended by Hair et al. (2020).

Motivation for Training Scale

Motivation for training was measured using an instrument developed by Bulut and Culha (2010). It nine item scale to measure motivation for training variable. Items were modified accordingly. To evaluate the variable a five point scale using a likert format was used, spanning from 1 = "*strongly agree*" and 5 = "*strongly disagree*". The study results depicted that the construct motivation for training had reliability and validity with the CR = .88, AVE = .46 and α = .88 as in accordance with Hair et al. (2020).

Perceived Benefits of Training Scale

Lastly, this construct was assessed using five items modified from the research by Dhar (2015). To estimate the variable a five point scale using a likert format was used, spanning from 1 = "*strongly agree*" and 5 = "*strongly disagree*". The concept utilized to measure perceived benefits of training had validity and reliability with the CR = .81, AVE = .47 and α = .82 as recommended by Hair et al. (2020).

Procedure

This study was conducted after taking consent from the head of the organizations and written and oral consent was confirmed the research participants. Two hundred and ten employees that were working in different companies and had access to training in their organizations were handed over a printed questionnaire. After data screening and looking for missed values a total of 200 participants were found to be appropriate for examination. The data collected for the study showed a response rate of 95.2 percent. Three months were spent in dissemination and gathering of the questionnaire.

Table 2: *Factor Loadings, Internal Consistency, and Reliability*

Construct	Item	Cronbach α	λ (F.L)	CR	AVE
Organizational Commitment Affective Commitment	"I feel as if this organization's problems are my own"		.81		
	"I feel a strong sense of belonging to this organization"		.88		
	"I feel emotionally attached to this organization"	.80	.73	.81	.60
	"I feel like "part of the family" at this organization"		.65		
Continuance Commitment	"It would be very costly for me to leave this organization right now"		.77		
	"Too much of my life would be disrupted if I decided that I wanted to leave this organization now"		.73		
	"I would not leave this organization right now because of what I would stand to lose"		.63		
	"For me personally, the cost of leaving this organization would be far greater than the benefit"		.52		
Access to Training	"My organization has stated policies on the amount and type of training the employees can expect to receive"	.58	.56	.60	.45
	"I am aware of the amount and type of training that my organization is planning for me in the coming year"		.59		
	"This organization provides access to training"		.55		
Motivation for Training	"I try to learn as much as I can from training programs"	.88	.72	.88	.46
	"I tend to learn more from training programs"		.74		
	"I am usually motivated to learn the skills emphasized in training programs"		.74		

Continued…

Construct	Item	Cronbach α	λ (F.L)	CR	AVE
	"I am willing to exert considerable effort in training programs in order to improve my skills"		.71		
	"I believe I can improve my skills by participating in training programs"		.68		
	"I believe I can learn the material presented in most training programs"		.68		
	"Participation in training programs is of little use to me because I have all the knowledge and skills I need to successfully perform my job"		.63		
	"I am willing to invest effort to improve skills and competencies related to my current job"		.62		
	"I am willing to invest effort to improve skills and competencies in order to prepare myself for a promotion"		.55		
Perceived Benefits of Training	"Participating in training programs will help my personal development"	.82	.79	.81	.47
	"Participating in training programs will help me perform my job better"		.81		
	"Participating in training programs will lead to more respect from my peers"		.64		
	"Participating in training programs will help me network with other employees"		.60		
	"Participating in training programs will help me stay up to date on new processes and products or procedures related to my job"		.55		

Note. F. L = Factor Loadings, CR = Composite Reliability, AVE = Average Variance Extracted.

Results

To ensure that the collected data was suitable for the investigation, it was examined for normality, missing values, and outliers. This study employed Structural Equation Modeling technique in order to analyze the research framework (Hair et al., 2020). Confirmatory factor analysis was conducted using AMOS to determine the proposed model is appropriate for analyzing multi variable data (Fox, 2010). Standardized factor loadings of all the items were substantial and surpassed the benchmark value of .50 (Wu et al., 2011). Internal consistency and dependability of the constructs were assessed as well. Pearson's correlation analysis was performed along with calculating the means and standard deviations of all the constructs of the research. Correlation analysis in Table 3 depicted that organizational commitment was positively and strongly related with all the three variables of training: access to training, motivation for training and perceived benefits of training. Motivation to training and organizational commitment has the highest positively correlated value of 81% at .01 significance. It means the two variables are important and higher correlation with each other. Meanwhile, access to training (59%) and perceived benefits of training (67%) of the employees has significant positive association with the organization commitment noteworthy at the 0.01 level of significance.

Table 3: *Descriptive Statistics and Correlations of Latent Constructs (N = 200)*

Variables	*M*	*SD*	AT	MT	PBT
Access to Training (AT)	3.63	.58			
Motivation for training (MT)	3.62	.62	.58**		
Perceived benefits of training (PBT)	3.63	.66	.55**	.76**	
Organizational Commitment	3.50	.64	.59**	.81**	.67**

Note. AT = Access to training, MT = Motivation for training, PBT = Perceived benefits of training.
*$p < .05$; **$p < .01$; ***$p < .001$.

As recommended by Hair et al. (2020) the suggested framework was found to be acceptable and confirmed to be an adequate fit, as reported in Table 4. The entire model fits: GFI, TLI, CFI, and IFI were all above .9, the χ^2/df measure was reported to be 1.55 which is between the value of 1 and 3 and the RMSEA value was below .08. Aforementioned all values meet the requirements for an excellent fit.

Table 4: *Model fit Indicators From CFA*

Df	262
χ^2	407.049
χ^2/Df	1.554
p value	***
Goodness-of-fit index (GFI)	0.856
Adjusted goodness-of-fit index (AGFI)	0.821
Root mean square error of approximation (RMSEA)	0.053
Comparative fit index (CFI)	0.940
Normed fit index (NFI)	0.850
Incremental fit index (IFI)	0.941
Tucker Lewis index (TLI)	0.931

Note. $N = 200$, *** $= p < .001$.

The main motivation of the survey was to study the training variable as a significant predecessor of organizational commitment. Hypotheses were examined through a multiple regression model because the perceived organizational training element is multidimensional. The analysis demonstrated that the perceived organizational commitment was influenced by all elements of the organizational training variable. Table 5 displays the multiple regression analysis's outcomes.

The predictive framework to examine our proposition was substantial ($F = 139.83$; $p < .000$) and R_2 found satisfactory variance explained ($R_2 = .68$), providing indication that training activity describes adequate adjustment of organizational commitment. H1 stated access to training had a favorable association with organizational commitment hence, approved ($\beta = .17$, $p < .002$). Furthermore, motivation for training also significantly and favorably effects organizational commitment ($\beta = .68$, $p < .000$), supporting H2. On the other hand, the benefits perceived from training was favorably related to employees commitment towards their organization but was insignificant hence, H3 was not supported ($\beta = .08$, $p > .20$). One more significant outcome of multiple regression analysis is that altogether sub-dimensions of training provided by organization have strong, favorable and combined influence on worker's obligation towards their organization, that evidently contributes to the theory of the research claiming that organizational training and improvement activities are a precedent of organizational commitment. All perceived training variables combined have a significant positive association with organizational commitment ($\beta = .93$, $p > .000$) hence supporting H4.

Table 5 indicated that motivation for training ($\beta = .68$) is the best anticipator of organizational commitment. Access to training ($\beta = .17$) acted as the second most significant aspect in anticipating organizational commitment. Perceived benefits of training ($\beta = .08$) appeared to be the least important amongst all in predicting commitment to the organization.

Table 5: *Results of Structural Model*

Hypothesized paths		B	T	p	Result
H_1: AT	$\rightarrow$OC	.17	3.08	.002	Supported
H_2: MT	$\rightarrow$OC	.68	10.1	.000	Supported
H_3: PBT	$\rightarrow$OC	.08	1.30	.195	Not Supported
H_4: TT	$\rightarrow$OC	.93	19.8	.000	Supported

Note. AT = Access to training, OC = Organizational Commitment, MT = Motivation for Training, PBT = Perceived benefits of training.
F = 139.83; p < .000, R2 = .68.

Discussion

This study intends to investigate the effects of three organizational training dimensions: Availability of training, motivation for training and benefits perceived from training on commitment towards their organizations/companies among workers employed in various sectors and companies in Lahore, Pakistan. At some levels, our findings reinforce the claims of social exchange theory.

Hypotheses 1 result of the research stated that access to training had a favorable association with commitment of employees towards their organization. Employees who are provided better access to training tend to have stronger commitment with their organization (Aube et al., 2007; Newman et al., 2011). Workers who have strong emotional attachment with their companies realize that participating in training campaigns is important to develop their knowledge, skills and capabilities which will help them to achieve organizational objectives (Bartlett & Kang, 2004, Oppong, 2017; Rawashdeh & Tamimi, 2020). Companies that provide better availability of training make their employees more committed; they believe their organizations value them and are ready to invest in their development. Thus, the workers work harder, get emotionally attached to the company and display organizational citizenship.

Second, motivation for training in this study is strongly and positively associated with organizational commitment. Individuals

who actively take interest in their employment have higher chances for thriving because training improves skills, performance of job, and emotions of self-esteem (Mathieu et al., 1993). Employees who have higher enthusiasm to take part in training and development programs tend to have a resilient feeling of belonging to their organization and believe that staying is the proper thing to do. Results are supported in previous studies (Bulut & Culha, 2010; Luthfi et al., 2022; Oppong, 2017). Motivation for training refers to how eager a worker is to acquire innovative ideas and/or how eager a person is to learn while training and implement what he or she has learned on the job. Better job performance results when an individual is willing to pursue and utilizes new learned knowledge or abilities on their employment. Such excitement displays a sense of commitment as a result of bonding with organization.

The findings of the empirical research found that perceived benefits of training was not considerably associated with organizational commitment. Though, many studies in the past supported the view that there was strong favorable association among perceived benefits of training and organizational commitment (Bartlett & Kang, 2004; Riaz et al., 2013). Research conducted by Newman et al. (2011) on the association linking the benefits perceived from training and loyalty of Chinese workers in multinational corporations in China also supported our result. The results revealed that tend to be no indication of a connection among perceived benefits of training and their commitment towards their organizations. They argued that even if workers were enthusiastic to engage in the training activities, but if were unable implement the skills they acquired or receive no promotion, they would be dissatisfied with their company. Another empirical research was done by Bashir and Long (2015) on academic staff at one of Malaysia's public universities. The findings demonstrated that perceived benefits of training had a favorable and substantial connection with affective commitment but none with continuance form of commitment. Another study conducted by Rawashdeh and Tamimi (2020) also reported a negative relationship between organizational commitment and perceived benefits of training.

The study also revealed that all perceived training variables combined have a strong positive association with organizational commitment. All these training variables together tend to encourage the employees to train, acquire new expertise, knowledge and abilities and then apply them in their organizations. By applying the learned skills they become satisfied and hence are more committed to organization than before. This research also concludes that when

employees receive proper and adequate training, they maintain a level of loyalty towards their respective firm, as well as a high level of competency develops among them.

Implications and Conclusion

The results have significant management suggestions. They offer preliminary advice to businesses looking to increase the organizational commitment of Pakistani personnel in Lahore. The outcome of training activities on employee loyalty must be recognized and appreciated in order to improve organizational commitment, which is one of an organization's key performance metrics. An organization's spending on initiatives for training and advancement is beneficial for the employer and as well as the employees.

Training activities provide substantial support to workers in terms of identifying their professional goals. Satisfactory training programs provided to the workers help the labor force to gin their supervisor's confidence by taking on further duties and tasks. Companies should therefore ensure that their employees have equal access to training programs.

Our findings support a strong and favorable association between access to training and organizational commitment. As a result, businesses should develop employee views of training and related development prospects in order to match their employees' expectations (Bartlett, 2001). The organization could accomplish this by making training prospects extensively recognized and assisting management in explaining the availability of training prospects to their workers. Organizations can also create additional in-house training and development programs/activities, along with encouraging and financially funding external training activities that would help employees improve their abilities. Such an action by organizations may be seen as support and concern by employees, leading to improved organizational performance.

The research supports a favorable and significant association between motivation for training and organizational commitment. Initiatives should be taken by the company to boost the employee's enthusiasm to acquire and learn new skills. Allowing employees to try innovative ideas, take realistic risks, and explore unconventional results influences organizational commitment by enhancing employee enthusiasm and employee's feeling of being encouraged and assisted (Gingerich, 2007).

The results of the study show insignificant association between benefits perceived of training and organizational commitment which suggests that providing for training should not be encouraged to increase organizational commitment in Pakistan. Companies should explore upgrading their wage and fringe benefit packages to accomplish commitment to the organization. Previous studies indicate that these external factors may be more important than training provision in building commitment of employees towards their organization (Malhotra et al., 2007).

Limitations and Suggestions

This is preliminary research on the perceptions of training on commitment of employees towards their organization. Aforementioned research can be used as a reference by academics in the future to get extensive understanding by evaluating sophisticated research models with a variety of other variables that affect organizational commitment. More training factors like supervisory support for training and coworker support for training should also be incorporated in future studies.

Moreover, this study didn't use employee tenure (permanent or temporary) in comparison to study the result of training perceptions on organizational commitment. As a result, it is proposed that prospective studies should analyze employees with diverse background in order to ascertain the consequences of training perceptions on the commitment of workers towards their organizations.

One of the drawbacks of this study is its small sample size of 200 employees. This may have lowered our statistical power in detecting further correlations among our factors of concern. Hence, it is suggested to replicate this study with larger sample size to generalize its results more assertively.

Further research across multiple geographical locations is required before these findings can be generalized (Newman et al., 2011). The present study's sample is restricted to one city of Pakistan i.e., Lahore. This, in turn, may limit the study's border relevance of the study's findings and deductions due to different culture, norms and traditions. In future different cities of Pakistan might be chosen. Future studies may also replicate this research in other regions and countries to endorse its generalization to other regions and countries.

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