Organizational Training and Organizational Commitment: A Literature Review and Conceptual Development

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Abstract

In a global economy without barriers that provide protection to the organizations, all available resources are critical to achieving success and market leadership.

People, i.e. employees, assume a leading role in the weapons that the organizations have. Organizations seek, globally, the best employees. Attract and retain the best employees motivated is vital for any organization that wants to distinguish.

Organizational training is privileged to attract knowledge to the organization, which in, addition to traditional benefits, can contribute and play a leading role in motivating and retaining the best employees.

The purpose of this article is to make a literature review of organizational training, and organizational commitment, as well as the already studied relationship between the constructs.

Keywords: Organizational training; Organizational commitment; Affective organizational commitment; Continuance organizational commitment; Normative organizational commitment.

1. Introduction

Understanding the sources of sustained competitive advantage, it has become an important area of research in strategic management (Barney, 1991). The success of organizations is largely the quality of its human resources. Motivated employees with superior performance are a major advantage for organizations distinguish themselves from their competitors. An organization has a sustainable competitive advantage when it can continuously create value and when competitors or potential competitors are not able to mimic this strategy (Barney, 1991): So the specificity, originality and inimitable skills and knowledge of employees are decisive factors for distinctive competences.

It is important for organizations to continuously work this concept of organizational commitment, however there are times where it is of utmost importance, for example, during the turbulent stages of restructuring or organizational changes, where performance is thoroughly monitored, with the importance of organizational commitment possibly more emphasized (Barrett & Kang, 2004).

Training comes attached to skills required by the organization, employees must have in order to contribute to the achievement of organizational goals (Jehanzeb, Rasheed & Rasheed, 2013). To improve employee's skills, organizations must invest in their training. Training then becomes an available organizational "tool" to interact with their employees, through the acquisition of new knowledge, and the development of knowledge which it already owns.

In a global and competitive market, organizations are looking for more than survival, constantly looking to outperform competitors and be able to achieve and maintain top positions in their industries, using differentiation based on skills, knowledge and motivation of its workforce (Aguinis & Kraiger, 2009).

For this purpose, its employees are a differentiating factor. Therefore attract and retain the best employees is one of the main tasks of human resource departments.

2. Framework and Concepts

2.1. Organizational Training

Being such a comprehensive subject, and extensively studied from various points of view, we posit main concepts and indicate that the intended path for this research.

Since the subject of organizational training will be studied together with the organizational commitment, it will be interesting to analyze it in an organizational context, i.e., training individuals (employees) who are already integrated in the organizations, seen as comprehensive training encompassing all educational processes following the initial vocational training to enable them to adapt to technological and technical changes, promote social advancement of people and allow them to contribute to the cultural development , economic and social. (CIME, 2001).

Then we plan to address the training as a recovery factor of human resources as an advantage both for employees and for organizations under the perspective of human resource management, always having people at the center of the organization and looking at them as a competitive advantage. The training is to be assumed as a central element in the management of human resources, alongside other like as recruitment, selection and reward (Bulut & Culha, 2010).

It is recognized in a comprehensive manner that training originates benefits both for employees or for organizations (Aguinis & Kraiger, 2009), one would expect that this practice was more mass in organizations, however, there is an important factor that can in some way, do not allow further growth of the training activity in organizations, which is its cost. Although considered as an investment in a direct way, the cost of training come as an expense, it is not often easy to measure or know your return and, if any, when will occur. The relevance that has, organizational training should never be considered solely from a financial point of view and should therefore arise associated with the development of skills and increased competitiveness, given its potential for increased employee productivity and develop the originality of human

resources (Castellanos & Martín, 2011). Training plays a major role among the most common methods to improve employee productivity (Madera, Steele & Beier, 2011).

Looking at the human resources as important assets of organizations, organizational training and its annual budget should not be seen as a cost, as previously mentioned, but as an investment, something that will bring returns in the future, because although different from physical and financial investment, the investment in training produces a distinctive advantage for organizations, as training improves organizational performance (Bulut & Culha, 2010). The training evaluation in research and organizational contexts is critical to ensure informed decisions about the real value of training (Ritzmann, Hagemann & Kluge, 2014).

However, setting up as something expensive essential in an organization, organizational training cannot be improperly used. It must be seen as a scarce resource, and due to its cost, its planning and implementation must be handled in a professional way, assuming an undeniable role in retaining talent, once the organizations which have convenient training program for the development of their employees, obtain high success ratio and lower level of employee turnover (Jehanzeb, Rasheed & Rasheed, 2013).

Besides the investment and the expected return through training programs in the area of human resource management, it is important to also look at the training as part of a global system interacting with other factors, which also makes it possible to reduce or eliminate costs because it is very important to know deeply the relationship between employee training and organizational commitment is a key factor for reducing costs related to human resources, such as employee turnover, recruitment and training (Al-Emadi & Marquardt, 2007).

Training has been identified as an example of a practice of human resource management that contributes to a competitive edge (Schuler & MacMillan, 1984), and its importance assumes a leading role and organizations are using it to compete with their direct competitors (Jehanzeb, Rasheed & Rasheed, 2013).

In the same direction, also Ashar, Ghafoor, Munir & Hafeez (2013), they argue that the training can be used as an example of human resource practices that serve to achieve an advantage over competitors and organizations try to enhance the performance of its employees through extensive training programs, where human resource management plays a role as a catalyst for motivating employees, ensuring the opportunity of employees are directly involved in training activities, which will increase the sense of commitment to the organization (Bulut & Culha, 2010).

Training according Sparrow (1998), it can be described as a method used by the organization to draw a desired set of attitudes and behaviors of employees, such as organizational commitment, and include activities to develop and improve employees' skills, knowledge and behaviors to enable them to perform duties, execute their tasks and meet the quality requirements of HR for the future (Bulut & Culha, 2010). We cannot confine vocational training to training rooms where it is given, as, for example, in behavioral areas, where the organization intends to change the level of the behavior of its employees, it is essential that the knowledge acquired in the rooms are worked by managers in day by day, leading to a link between practice and theory.

It is through training that organizations prepare their future, since the success or failure of any organization depends tremendously of human resources (Jehanzeb, Rasheed & Rasheed, 2013), and therefore the bond of creation of knowledge and know-how necessary for survival and success in a globalized world and frantic, allows the development of employees in the wake of their careers. It is vital for organizations that training also has a central role in developing human resources

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skills to keep them up to date in order to follow best practices and existing techniques in the market. The preparation, for example, a manager certainly goes through training in areas not just technical but also behavioral, regardless of their base academic, because as a leader should coordinate a team and issues such as cooperation, motivation and team work they are essential.

The training comes associated with the development of individual skills fundamental to the achievement of organizational goals (Jehanzeb, Rasheed & Rasheed, 2013), defining the careers of its employees either in specific pathways with expertise in current areas, whether in broadening horizons and provide certain employees with expertise in new areas, allowing them a more comprehensive training for, for example, allow an internal frame rate higher among several departments or directions, or even between companies of economic groups, vital to the organization's growth.

Organizational training has been discussed and evaluated in a multidimensional structure that, among other things, comprises: (i) motivation for training; (ii) access to training; (iii) benefits from training; and (iv) support for training (Bulut & Culha, 2010).

2.1.1. Motivation for training

The motivation for training, i.e. the motivation of employees to attend training sessions, has a very large share in the success of training as a means or tool to enhance performance either individually or global organizations. The motivation for the training focuses on the intensity and persistence of developers to apply efforts before, during and after the frequency of training programs (Salas & Cannon-Bowers, 2001).

The success will be different for employees motivated to attend and benefit from the training actions, or for employees attending training actions imposed by hierarchy. Robinson (1985) states that the motivation for training is based on the level of effort that employees are willing to do to improve their skills, the work they do and their professional performance, through training activities.

Training should always be seen as an investment, but in practice is enormous costs for organizations which it invests and which expect a return, which will depend on various factors, including the motivation of employees to attend the training sessions, which can depend on multiple conditions, especially the times, duration, location and relevance to the duties performed. If the employees are motivated they will be more likely to have a positive perception of surroundings training in their organizations (Newman, Thanacoody & Hui, 2013).

The motivation is linked to the stimulus, the enthusiasm and the desire that employees have to attend training sessions, to seize the transmitted content and, in a subsequent phase, comply with the tasks of your day by day. Noe (1986), refers to this issue of motivation for training, with a simplified and direct way, stating that the motivation for the training involves the intention of employees in attending the training programs.

2.1.2. Access to training

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Access to training can be set through the perception of employees regarding the probability to participate or not in the training plans developed by your organization or participation is or not defined by objective and fair criteria, or the application process whether, or not, evident and formally disseminated and whether the applications are or not supported by hierarchy (Bulut & Culha, 2010). We can also reference the access to training and the perception of availability of training, seen by employees as the possibility to be included in training programs (Newman, Thanacoody & Hui, 2013).

According Bartlett (2001), the perception of employees of access to training involves two distinct situations: (i) the opportunity to participate in training programs for the acquisition of knowledge and enhance their skills and abilities for tasks that currently play, and (ii) the decrease organizational barriers that enable participation in training activities. Existing research on the subject of access to training, they demonstrated that the perception of employees such access or availability is related to the effective participation in training programs, indicating that training is provided and supported by the organization (Ashar, Ghafoor, Munir & Hafeez, 2013), and that this perception of access to training as a form of new opportunities to improve skills, knowledge and skills, it also has a significant impact on organizational commitment (Bulut & Culha, 2010).

Bulut & Culha (2010), also notes that often the process of training is seen from a simplistic way, and the annual or multi-annual training plans are drawn up unilaterally by the management of human resources, which decides the areas of training, the number and duration of action and places or centers training where training will be provided. This information is then passed to the various departments, employees who decide that name. Despite this being a simple and practical method for planning training, it is not what will best serve the interests of the organization, which would be expected a return for the investment.

2.1.3. Benefits from training

Previous research, suggest that investment in training can be justified by its contribution to the improvement of individual and organizational performance (Bartel, 2000), which results in a manifest benefit for either employees or for organizations.

Thus we believe that the benefits of training are mutual, both for employees and for organizations (Aguinis & Kraiger, 2009). For employees, the return of organizational training can be reflected in benefits for their jobs, careers and personal development objectives (Bulut & Culha, 2010).

The benefits of organizational training, come in the wake of motivation and access to training, discussed above, because if employees feel that participation in organizational training actions will bring benefits to themselves and their organizations, and if they have opportunity to apply, day-by-day, their knowledge, their willingness to participate in future training activities will be higher (Facteau, Dobbins, Russell, Ladd & Kudisch, 1995).

Then we can proceed by two separate ways regarding the benefits of vocational training: (i) benefits for employees, and (ii) benefits for organizations.

On benefits for employees, Nordhaug (1989) identified three types of benefits for employees participating in training activities related to: (i) current job, (ii) career, and (iii) personal benefits. The benefits related to the current job reflect the perception that employees have the advantage of participation in training programs as enhancer of a performance improvement in their current roles. Benefits in terms of career, where employees understand organizational training as a tool to develop new skills for a possible change of job. Finally, the personal benefits, interacting psychological, politically and socially with the desktop.

Although the level of benefits for employees, we can consider career development, job security, self-esteem, job satisfaction and organizational commitment (Geale, 1995), and beyond that employees who expect benefits from their participation in training programs are more committed to their organizations (Bulut & Culha, 2010).

Research conducted show that vocational training has a positive impact on individual and team performance, as well as bring benefits in other aspects such as attitudes, motivation and delegation of authority. Several studies conducted show that there are benefits such as increased performance, and variables with him directly related (innovation and tacit skills, adaptive expertise, technical skills, self-management skills and cross-cultural adjustment) and indirectly related (empowerment, communication, planning and team coordination) (Aguinis & Kraiger, 2009).

In another side, in respect of benefits for organizations, several studies have also shown that there are benefits in terms of organizational performance (profitability, effectiveness, productivity and operating revenue per employee) as well as other benefits such as cost reduction, improved quality and quantity, reduced employees turnover and organizational reputation (Aguinis & Kraiger, 2009).

2.1.4. Support for training

Support for training can be vertical through the hierarchy, or horizontal by co-workers in supporting and incentive to implement new ways of solving problems. Support can be vertical or horizontal, where vertical support is the one coming from the top or from the most experienced co-workers and horizontal support is the degree to which co-workers are willing to help in troubleshooting or implementing different and better ways to perform the tasks (Bulut & Culha, 2010).

This support, as embracing and extended as possible, either from co-workers, where the more experienced take on a leading role, either from direct supervisors, is very relevant to propitiate a favorable environment for participation in training, because the perception of this support may also have a valuable contribution as facilitator of a positive attitude on the part of employees in their work, through participation in training activities (Madera, Steele & Beier, 2011).

Noe & Wilk (1993), accentuate that the support provided by more experienced co-workers is very important to motivate involvement environment around training. From a general way, we can thus consider that there are three important factors with regard to support for training: (i) co-workers, (ii) family and friends (Ganster, Fusilier & Mayes, 1986), and (iii) supervisor (Eisenberger, Stinglhamber, Vandenberghe, Sucharski & Rhoades, 2002).

However, the very attitude of the employees, supported by past experience (quantity and quality of training) may, initially, be a barrier and a factor complicating the participation in training programs. One possibility to overcome this

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barrier, caused by the employee attitude, and take him to be motivated to participate in training activities, can go through the social support and the career focus (Tharenou, 1997).

In addition to support, the perception of support that employees have with the organization's values and encourages vocational training can change the importance they attach to training programs (Madera, Steele & Beier, 2011), and it is extremely important, it being understood that employees feel more connected to the organization in accordance with the degree of support they receive to participate in training programs (Bulut & Culha, 2010). Many studies have confirmed that support in the workplace has a strong and positive implications for the smooth functioning of the organization on a global level (Newman, Thanacoody & Hui, 2013), and this support is based on a very close and restricted core, which includes their co-worker and direct supervisors.

As the support of the surrounding structure, the perception of this support is also very important for the employee to be motivated to participate in training programs developed by the organization. Companies where employees have the perception of a high level of support to develop their skills, using new ways in the development of their daily work and solve problematic situations at work by encouraging employees to potentially performance in carrying out their tasks (Butcher, Sparks & Kennedy, 2009).

2.2. Organizational Commitment

The concept of organizational commitment has been the subject of numerous studies (Giauque, Resenterra & Siggen, 2014) and target of interest and attention of various authors over the past decades, and for this reason understandable that is defined and measured in several ways (Allen & Meyer, 1990).

Despite advances in the understanding of the concept, theoretical disputes and controversies persist as to the nature and definition of the concept (Meyer & Herscovitch, 2001). Meyer & Herscovitch (2001), They have reviewed the various definitions of commitment, a comprehensive point of view, according the situation under study (general, organizational, job, career, goals, organizational change and strategy). Next, we highlight some of the reference settings for the organizational commitment:

Table 1: Definitions of Organizational Commitment

Definition	Author(s)
"… the relative strength of an individual's identification with and involvement in a particular organization."	Mowday et al., 1979, pp. 226
"… the totality of normative pressures to act in a way which meets organizational goals and interests."	Wiener, 1982, pp.421
"… the psychological attachment felt by the person for the organization; it will reflect the degree to which the individual internalizes or adopts characteristics or perspectives of the	O'Reilly & Chatman, 1986, pp. 493

organization."	
"… a psychological state that binds the individual to the organization (i.e., makes turnover less likely)."	Allen & Meyer, 1990, pp. 14
"… a bond or linking of the individual to the organization."	Mathieu & Zajac, 1990, pp. 171

Source: adapted from Meyer & Herscovitch (2001)

Of research conducted with organizational commitment as a major theme, much of the attention given to him, has focused on the study of their background and results from the employee's commitment to their organization. (Odeh & Alghadeer, 2014).

The research developed in this theme, after an initial phase of contributions spaced something which arise, however, the brisk, lead us to say that in the 1990s, organizational commitment continued to be a major focus of research (Meyer, Stanley, Herscovitch & Topolnytsky, 2002), continuing from this period deserving a growing interest of more and more authors, and related to other concepts or separately, been the focus of considerable attention in recent years, becoming a central objective for the area of human resource management (Kheirkhah, AliAkbar & Fathi, 2014).

The organizational commitment, in view of all the surroundings and quantity publications, can, however, also be defined in a more simple, clear and direct way, i.e. as "the psychological bond created between the employee and his or her organization" (Nicol, Rounding & MacIntyre, 2011, p. 895).

The organizational commitment is not only to a strong psychological connection felt by employees towards their organization (Agarwala, Arizkuren-Eleta, Castillo, Muñiz-Ferrer & Gartzia, 2014), or a sense of loyalty of employees to organizations, played a passive and static form. It also implies a dynamic and action posture where employees seek in an active way, contribute to the common good of the organization, and therefore, organizational commitment reflects positive feelings of employees towards the organization (Ifie, 2014).

The origin of organizational commitment was introduced by Becker in 1960 (Chen, Su, Lo, Chiu, Hu & Shieh, 2013), getting thus signed an important milestone in the study of this construct, becoming at once as one of the first and most significant attempts to advance a comprehensive conceptual framework on the organizational commitment (Cohen, 2007).

Becker's work (1960), It became known for the use of the term "side-bet", an association to investments made by the employees to remain in organizations. The "side-bets", seen as the cumulative investment over the period of stay of employees in organizations associated with the ancient, hampering the decision of employees to leave voluntarily organizations because of the associated costs, where they include the lack of alternatives employment and high personal sacrifices. Employees align their activities with the organization in order to satisfy their individual interests, so when employees feel that their psychological contract has been or is broken, are led to believe that your organization can not be trusted in fulfilling their future obligations and thus decrease their level of commitment to the organization in order to restore balance in the exchange relationship (Guerrero, Bentein & Lapalme, 2014).

Even in the variety of approaches to organizational commitment and in the 1990's, Crewson (1997) believes that organizational commitment should be analyzed from three distinct dimensions: (i) a strong belief and acceptance of the

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values and objectives of the organization; (ii) a strong desire to work hard for your organization; and (iii) a desire to remain a member of the organization.

Another of the also important contributions, even in an initial period for the study of this construct was the authors Porter, Steers, Mowday & Boulian (1974), who presented the organizational commitment as an attitude, which contributed greatly to the development of this perspective by many authors that followed.

Among the most important works include the Meyer & Allen's work (1991). Meyer & Allen (1991) initiated a multidimensional model for the study of organizational commitment. The authors with a review of all existing definitions in the literature on the concept of organizational commitment, understood that they were based on three overarching themes: (i) a desire (affective commitment), (ii) a need (continuance commitment), and (iii) an obligation (normative commitment) to maintain employment in an organization.

3. Conceptual Development

3.1. Organizational training and Organizational commitment

Companies seeking to develop the skills of their employees through human resources policies, which include the training and retention of the best talent. Analyzing literature review of training and organizational commitment suggests there is a relationship between employee training and organizational commitment, hence to understand this relationship, among other advantages, it is assumed as a critical factor in supporting organizations to reduce related costs with the recruitment, hiring and training (Al-Emadi & Marquardt, 2007).

Newman, Thanacoody & Hui (2011), conducted a study with the purpose of examines the impact of employee perceptions of training on organizational commitment, and the latter's relationship with turnover intentions. The sample was constituted by 437 Chinese employees of five multinational enterprises operating in the Chinese service sector. To characterize the training, they used five variables: (i) perceived availability of training, (ii) motivation to learn, (iii) perceived supervisor support for training, (iv) perceived co-worker support for training, and (v) perceived benefits of training. They confirm existing findings by demonstrating a strong relationship of three variables (the perceived availability of training, supervisor support for training and co-worker support for training) to affective commitment. They also confirm a significant relationship between one variable (perceived availability of training) and continuance commitment. The authors found no relationship between motivation to learn and the perceived benefits of training, and both types of commitment (affective, continuance and normative).

Jehanzeb, Rasheed & Rasheed (2013), conducted a study based in a sample with 251 respondents from leading private organizations of Saudi Arabia. They analyze training from three variables: (i) availability of training, (ii) motivation to learn, and (iii) manager support for training, relating them to the organizational commitment. The three initially hypotheses advanced on training and organizational commitment, confirmed the validity of two of them. They confirmed: (i) a positive relationship between availability of training and organizational commitment, and (ii) a positive relationship between

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manager support for training and organizational commitment, not proving a positive relationship between employee motivation to learn and organizational commitment.

Barrett & Kang (2004), carried out a survey study to examine the relationship between employee attitudes related to training and organizational commitment among a sample of nurses in New Zealand and the United States.

Results show that perceived access to training, supervisory support for training, motivation to learn from training and perceived benefits of training were positively related to the affective and normative components of organizational commitment. With regard to the relationship between perceived access to training, training frequency and the three types of organizational commitment (affective, continuance and normative), they confirmed the existence of a significant positive relationship with affective and normative commitment, and a negative correlation between both access to training and training frequency, and continuance commitment On the relationship of access to training with the instrumental commitment, verified the existence of a positive, but not significant, while the training frequency established a non-significant negative correlation with the instrumental commitment. Examined the relationship between motivation to learn from training and organizational commitment, the authors founded a positive and significant relationship between motivation to learn from training, and the both the affective and normative forms of commitment. About the relationship with continuance commitment was non-significant, but it produced a negative relationship. The relationships between job-, career- and personal-related benefits from training and affective commitment were also positive and significant, indicating that employees who believe that participation in training creates rewards or benefits for your job, career or personal life are more likely to show more lift levels of affective organizational commitment. Based on the initial assumption of the existence of a positive relationship between support for training and the three components of organizational commitment, the study proved the presence of a significant positive relationship, but only two components: the affective and normative commitment.

Bulut & Culha (2010), developed a study to investigate the impact of organizational training on employee commitment focusing on employees' emotional and affective responses towards their organization. The sample was composed with 298 participants of four- and five-star hotels operating in Izmir, Turkey. Organizational training was analyzed in four variables: (i) support for training; (ii) motivation for training; (iii) access to training; and (iv) benefits from training. The empirical study, concluded that all the variables of organizational training affect positively the organizational commitment.

Al-Emadi & Marquardt (2007), studied the relationship between the beliefs of senior staff Qatari national employees regarding training benefits as measured by the benefits of employee training, and employees' organizational commitment as measured by the three-component model of organizational commitment. They confirmed that the training benefits (personal and career) are significantly related to the three components of organizational commitment (affective, instrumental and normative). In this regard, the authors concluded that: (i) participation in training programs helps employees network, improve their job performance and make progress towards their personal development, and (ii) participation in training programs lead to identifying career objectives, reaching career objectives and creating opportunity to pursue new career paths.

Conclusion

The review of the existing literature was made according two concepts: training and organizational commitment, especially the relationship already studied between organizational training and organizational commitment.

The vast and rich literature demonstrates the high importance of these two concepts in the organizational context. Many articles and studies have shown over the last few decades the relevance of organizational commitment relating it to different concepts either as antecedent or as consequence. In this literature review, we wanted to study the documented relationship with organizational training as antecedent.

This article shows a clear interest in the relationship of the concepts, serving as a solid theoretical basis for an empirical study to prove, whether or not, the perception that employees have the training affects the psychological connection to their company.

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