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Employees Perception of Training and Its Relationship with Organizational Commitment among the Employees Working at Saudi Industrial Development Fund

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Abstract

- The purpose of this research is to analyze the connection between employee satisfaction with SIDF training and their dedication to the company. The questionnaire used in the study consisted of two validated, well-established international instruments: the perceived availability of training scale developed by Newman et al., (2011), which consists of a 22-item inventory measuring an individual's perceptions of training opportunities; and the commitment scale developed by Allen and Meyer, (1996), which consists of an 18-item inventory measuring an individual's commitment to a given goal. A selected sample of (200) Saudi Industrial Development Fund staff members was given this questionnaire. The response rate was 87%, with 175 completed surveys returned. The primary findings of this research, based on data analysis and hypothesis testing, are as follows: Affective commitment is positively associated to five training-related factors.

Keywords; Saudi Arabia, the Saudi Industrial Development Fund, training, organizational dedication, emotional dedication, ongoing dedication, normative dedication, and training.

1. Introduction

Management and academics in both the public and commercial sectors have paid more attention to the topic of training in recent years. Managers should care since most companies see training as an investment in their employees. It's the act of gaining more skill, understanding, and enthusiasm for working on a certain project. Employees are prompted to consider new approaches when they participate in training activities.

Although costly, training and development pay off in the long run by helping an organization produce a more capable staff. Goldstein and Gilliam (1990); Patrick and Bruce (2000); McNamara (2008); Afshan et al. (2012) all find that training has a direct effect on worker productivity, which in turn increases their market value.

Because of this, workers are better able to look for work elsewhere, which may increase turnover rates. However, workers may see a company that invests in its staff's development as a better place to work, leading them to pass up a number of promotions and remain where they are.

The level of dedication among workers may be greatly boosted by training. Organizational commitment has been the subject of much study since it is crucial for building dedicated teams within a company to attain peak performance. Understanding employee commitment to the company can help in formulating strategies for staff retention and morale improvement. Organizational dedication is the subject of several research and paradigms. The model of organizational commitment developed by Allen and Meyer (1991) was used for this study.

The purpose of this research is to learn more about the connection between SIDF training and employee dedication.

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Statement of the Problem

1.1 The ability to train employees is one of the most important concepts in management. However, it will evaluate the competencies that will ensure the organization's future success in the face of intense global competition. Improved organizational commitment is one consequence that may be achieved by training (Newman et al., 2011). Training's effect on employee dedication to the company, however, has received less attention. Numerous investigations have been carried out in the United States (Bartlett, 2001). This study's challenge, therefore, was to investigate how well instruction is received by workers. The study also attempts to investigate the connection between training and workers' dedication to the Saudi Industrial Development Fund. *The Purposes of the Study*

Training as a concept has been shown to affect employees' dedication to the company. The purpose of this research is to determine whether or not there is an actual correlation between workers' training and their dedication to the Saudi Industrial Development Fund.

This study's results and suggestions might help enhance the quality of work at the Saudi Industrial Development Fund and encourage scholars to concentrate on this important area, where there has been a dearth of prior work.

Leaders at the Saudi Industrial Development Fund will rely heavily on the findings of this study to inform their policy decisions, training initiatives, and staff dedication initiatives.

1.2 The Objectives of the Study

Evidence suggests that training may impact work-related behavior; thus, it is important to provide an adequate theoretical feedback that displays training and organizational commitment. However, the Saudi Industrial Development Fund lacks any studies that aim to link education with loyalty to the company. The purpose of this research is to determine whether there is a connection between the two factors. It will be a welcome addition to the literature on training and employee loyalty.

- It is hoped that the findings of this research would provide decision-makers at the Saudi Industrial Development Fund with insight into the

level of training and organizational commitment among its staff.

- The Saudi Arabian Ministry of Civil Service, the government department with the most authority over the country's public sector, might benefit from this research as well by learning more about human behavior and being better equipped to provide suggestions for boosting efficiency.

- Provide academics and human resource professionals with sound advice that will help them better understand the connection between training and employee loyalty to their organizations.

1.3 Study Hypotheses

The researchers divided hypotheses into three main parts:

H₁: The relationship between five training-related variables and affective commitment:

H_{1.1}: There is a positive relationship between the perceived availability of training and affective commitment.

H_{1.2}: There is a positive relationship between perceived co-worker support for training and affective commitment. **H_{1.3}**: There is a positive relationship between perceived supervisor support for training and affective commitment.

H_{1.4}: There is a positive relationship between the perceived benefits of training and affective commitment.

H_{1.5}: There is a positive relationship between motivation to learn and affective commitment.

H₂: The relationship between five training-related variables and continuance commitment:

H_{2.1}: There is a positive relationship between the perceived availability of training and continuance commitment.

H_{2.2}: There is a positive relationship between perceived co-worker support for training and continuance commitment. **H_{2.3}**: There is a positive relationship between perceived supervisor support for training and continuance commitment. **H_{2.4}**:

There is a positive relationship between the perceived benefits of training and continuance commitment. **H_{2.5}**: There is a positive relationship between motivation to learn and continuance commitment.

H₃: The relationship between five training-related variables and normative commitment:

H_{3.1}: There is a positive relationship between the perceived availability of training and normative commitment.

H_{3.2}: There is a positive relationship between

perceived co-worker support for training and normative commitment. **H_{3.3}**: There is a positive relationship between perceived supervisor support for training and normative commitment. **H_{3.4}**: There is a positive relationship between the perceived benefits of training and normative commitment.

H_{3.5}: There is a positive relationship between motivation to learn and normative commitment.

2. Theoretical Feedback and Previous Studies

2.1 Theoretical Feedback

2.1.1 Training

Organizations in the modern day are under intense pressure from a wide range of sources, including as the economy, the environment, the law, globalization, technical advancements, and competition. Organizational challenges like these call for HR to take on new responsibilities. The HR department's contributions to the achievement of management's strategic goals have been crucial. Human resources is becoming into a strategic partner for other parts of businesses, as outlined by Colbert et al., 2007.

Poor human resources planning has been directly responsible for the demise of several businesses. The field of human resources has become more vital in recent years. The value of human resources cannot be overstated due to its impact on a company's ability to: recruit the appropriate people, train and develop them, create policies and get organizational buy-in, pinpoint and address performance issues, and boost productivity.

Through training and development, managers may become an even more effective use of human resources. This improves managerial efficiency, which in turn helps the company reach its objectives. Professionalizing management is important for retaining top talent since many talented workers quit their companies due to incompetent management. Human resources provides guidance to managers on how to deal with challenging workers.

Human resources play a vital role in training employees. There is a dedicated training division at many large companies. Organizations benefit from training because it allows workers to acquire cutting-edge skills and knowledge. Training's benefits extend beyond the obvious ones of improving workers' abilities; it also fosters greater loyalty to the company and reduces employee turnover.

The following are typical effects of training on an organization: The first is that nobody is flawless. Workers have frailties, too. It is the responsibility of a company's training department to identify employee weaknesses and provide solutions. Each employee's training

needs are normally determined via a training need analysis conducted by the training department. Once the gaps in knowledge have been discovered via a needs assessment, the training division may fill them. The approach improves workers' knowledge, competence, and positive outlook on their work in the company. Second, both the quality and amount of work done by employees improves as workers refine their existing abilities and pick up new, relevant information. In modern businesses, it is expected that staff would also be instructed in soft skills such as environmental awareness, safety procedures, and interpersonal communication. Third, training functions aid workers in strengthening their dedication to their jobs and the company as a whole. Employees who are offered training opportunities often have a more positive impression of their employer. Many workers who get training from the company do it out of obligation and have no intention of leaving. Many employees would rather remain where they are in the belief that they will get enough training from inside the company. The fourth benefit is that workers are more motivated to do their best since they have access to opportunities to improve their skills.

improved as a result of working on one's skills. Many workers have the impression that their company is investing in them by providing funding for training and development opportunities. This fosters in them a sense of belonging and responsibility to the company.

Management should use every chance to increase their staff's skill set, and one of the most significant ways to do this is via training. Experts in management have various reservations about investing in staff education. Many of them see training as an expense and an administrative headache for the company. Although training has its detractors, it ultimately benefits the firm by increasing employee enthusiasm and competence. In this way, both the company and the worker profit.

How employees feel about training matters greatly to how they do their jobs. Ahmad and Baker (2003) argue that workers will be more motivated to pursue training if they have a favorable impression of it. They also discovered that employees are more dedicated to their jobs when the company invests in their professional development. They are also more dedicated to the company. Staff members' interest in and enthusiasm for training are crucial to their success. Employees' attitudes and beliefs regarding the value of training are crucial to the success of the training process (Burke & Hutchins, 2007). Employees' expectations about the training experience and its results have been

the subject of study.

2.1.2 Organizational Commitment

Management academics and organizational behavior scientists have taken an interest in the phenomenon of organizational commitment from both a theoretical and an empirical perspective (Allen and Meyer, 1996; Mowday et al., 1997; Porter et al., 1974). Employees who are emotionally invested in the company's success and who are devoted to its mission are said to have high levels of organizational commitment. The degree of dedication shown by workers varies not just across but also within companies.

One definition of organizational commitment is an employee's emotional investment in the company. An employee's likelihood of staying with the company is often evaluated in terms of their level of organizational commitment. The concept of employee loyalty has recently risen to prominence in the field of human resources. Understanding an employee's degree of dedication to the company is of utmost importance to any business. Organizational commitment was characterized by (Matthews and Jerry, 2002) as an internalized conviction held by workers. Organizational commitment has been described as "a force that binds an individual to a target (social or non-social) and to a course of action relevant to that target" (Meyer et al., 2006).

According to Meyer et al. (2006), an individual's level of engagement in an organization may be measured by how strongly they feel linked by their actions to the ideas that support those actions and involvement. According to Thompson-Hayes and Webb (2004), "the strength of an individual's identification with and involvement in a particular organization" is the definition of organizational commitment.

Some characteristics are used as standard indicators of employee dedication to an organization. These characteristics form a pattern that tells the management whether or not an employee is dedicated to the company. Commitment is seen as a dependable behavior by some studies (Porter et al., 1974; Koch and Steers, 1978) as a relationship between employee views and their conduct at work. Human resource management may better anticipate staffing needs with an accurate understanding of the turnover rate, which can be gleaned from an employee's degree of commitment. Employees' comments on a few well chosen characteristics may reveal their level of company commitment. There is a distinction to be made between organizational (or insular) and professional (or global) commitment when assessing dedication. An employee is deemed loyal to his or her employer if he or she is pleased with many aspects of working there. The opposite is true if the employee is dissatisfied with the leading indications. They connect with the

organization via their dedication, according to Islam and Ismail (2008). Another kind of dedication is loyalty. An employee is loyal if he stays with the company even when he has some complaints about his position or the company itself.

Affective commitment, continuation commitment, and normative commitment are the three components of organizational commitment that Allen and Mayer (1991) identify. Normative commitment occurs when an employee feels obligated to stay in an organization due to some goodness the employee received in the past, while continuance commitment is defined as covering the risks involved in leaving an organization. The employee's connection to the company may be broken down into these three aspects.

Employee dedication may be poor due to the following factors: To begin, the human resources process begins and ends with the recruiting phase, according to experts. Employee dissatisfaction is possible if the employee's talents are not a good fit for the position. Second, the environment at work is helpful to productivity. If employees aren't content in their work environment, they may start thinking about quitting. Commitment levels rise when workers have access to helpful resources, clear instructions, and a chance to show off their skills and talents. Third, a desire for upward mobility inside the company is a common motivator for workers. After a certain amount of time has passed, they anticipate promotions. If workers feel they have little chance of advancement due to the company's structure, they may become less invested in their work. When an employee does a good job, he wants his efforts to be noticed and rewarded. Some managers, either individually or as a part of the company's culture, fail to acknowledge an employee's exceptional achievement. Employees are less invested in the company since they are not properly acknowledged and appreciated. Fifth, according to ideas of employee motivation, pay should be standardized for comparable work. One of the leading causes of poor morale and disengagement among workers in any firm is unequal distribution of financial benefits. Sixth, training is one way to keep workers engaged and interested in their jobs. The availability of internal training programs is a major factor in keeping many personnel around. Employees are more likely to invest in a company that provides enough opportunity for professional development.

There are a variety of ways to gauge employees' dedication to their company. Researchers in the field of management and human resources have come up with a number of strategies. Lee et al. (2004) advocated looking into how workers feel

about the company on a psychological level. Hogg and Vaughan (2005) proposed researching compliance, identification, and internationalization as a means of gauging an employee's dedication to the company. Employee attitudes and actions toward coworkers and company regulations are key indicators of organizational commitment, according to Lin (2007).

Organizational commitment, as defined by Porter et al. (1974), is an employee's emotional investment in his or her workplace. They believe that a person's dedication to an organization may be gauged by their belief in its principles, their willingness to work for it, and their desire to have a sense of belonging there. Steers (1977) proposed a two-factor model that takes into account both the causes and effects of employee loyalty in the workplace. To further categorize antecedents, he categorized them based on personality type, work function, and tenure.

Model-based employee commitment assessment was proposed by Allen and Meyer (1991). In the context of measuring employees' dedication to their companies, this model ranks high. They were the first to propose that a thorough examination of employee loyalty to an organization included research into factors such as employee behavior and attitude toward the business and colleagues. They hypothesized that an employee's decision to remain with or leave an organization would depend on how well his own beliefs aligned with those of the company. The researchers looked at all three types of commitment to an organization: emotional, persistent, and moral.

2.2 Previous Studies

Researchers in organizational psychology and behavioral science are becoming more interested in the topic of employee dedication. Highly productive businesses often have highly committed staff members. The importance of training to the morale of an organization's workforce cannot be overstated. Organizational dedication has not previously been studied in connection to factors like training accessibility, training advantages, incentive to learn, the involvement of colleagues and supervisors, and so on.

This has been a popular study area in the last several years. Many more research have been conducted on topics similar to this one. Mathieu and Zajac (1990) discovered that the development of organizational commitment was strongly correlated with both individual qualities and the nature of the task. Their research suggests that it's vital to look at both the individual's background and the organization's infrastructure when trying to understand what motivates workers to stay put. Some examples of biographical characteristics include age, experience, gender, level of education, etc., whereas examples of environmental factors include the tasks

performed, the style of management, and the company's general culture. According to Becker et al. (1996), training is a strategy that may be used to boost employee engagement and loyalty. According to McNeese-Smith (2001), nurses' dedication to their organizations increases when they are given opportunities to further their education. Access to training was shown to have a favorable link with organizational commitment by Bartlett (2001). Training was shown to correlate with loyalty to the company among Malaysia's white-collar professionals by Ahmad and Abu Bakar (2003). Researchers Al-Emadi and Marquardt 2007 discovered a favorable correlation between relationship between trainees' optimistic impressions of training and subsequent dedication to the company. They also discovered that participants' positive reactions to the training contributed to a stronger sense of community inside the company. For the sake of the business as a whole, companies strive to improve their workers' opinions of the company. All training factors have a favorable effect on organizational commitment, according to Bulut and Culha (2010). According to Newman et al. (2011), training is an effective method of increasing Chinese workers' emotional organizational commitment. The favorable correlation between workers' views on the value of training and their dedication to their organizations was proven by Riaz et al., 2013 in the Pakistani banking industry. Finally, Chelliah et al. (2016) discovered a strong positive correlation between training elements and loyalty to the company. Organizational loyalty is monitored often by well-run businesses. An organization's financial and social stability may benefit greatly from a workforce that is highly committed to its success. The effects of low commitment on small and medium-sized businesses are amplified.

To the best of the researchers' knowledge, no prior research has dealt with the Saudi Industrial Development Fund (SIDF), and the current study also covered several hypotheses that have not been previously considered, at least empirically.

3. Study's Methodology

3.1 Employees at the Saudi Industrial Development Fund were surveyed using a descriptive and analytic research methodology to determine the correlation between training and organizational commitment. The researcher has gathered all the information and data he or she will need for the study. The present research included both primary and secondary sources of information. Questionnaires were used to obtain the primary data. Books, scientific publications, and the internet were scoured for secondary data (theoretical feed back and past experiments).

In this part, the authors provide a more in-depth

description of the study's methodology, procedure, sample selection, measuring devices, validity of the study's instrument, reliability, statistical techniques, limits, and ethical issues.

3.2 Methodology 7.1

3.3 Quantitative methods were used in this investigation. Methods used in quantitative research include the collection and analysis of numerical data.

3.4 7.2 Methods of Research

After outlining the study's purpose and methods, researchers contacted potential volunteers and requested them to take part.

Sampling Methodology and Sample Size

The analysis is done on an individual basis. All current and former workers of the Saudi Industrial Development Fund (SIDF) constitute the population for this analysis. The SIDF HR department provided the employee count used here. The current staff count is at 290 people. To be representative of the staff at Saudi Industrial Development Fund, 175 were selected at random from this pool using simple random selection.

Tools for Measuring

3.5 Researchers used questionnaire responses to compile their data. Forty questions were included, each with a weight of 1, 2, 3, 4, or 5. They were created using a (likert scale) with the following options: (strongly disagree, disagree, don't know, agree, strongly agree). The greater the mean, the greater the average agreement. Due to the fact that the survey was split into two sections, they are as follows:

In the first section, there were 22 questions designed to evaluate the effectiveness of the training from the viewpoint of the sample population. This item has been broken down into sub-items that assess various aspects of the training experience, including how readily available training is (items 1-6), how much support employees receive from their peers and superiors (items 7-9), how beneficial training is (items

15-19), and how motivated they are to learn (items 20-22). The twenty-two items are from the research of Newman et al. (2011).

The second section consisted of 18 tasks designed to gauge sample members' dedication to the organization. Affective commitment has been broken down into things (23-28), continuation commitment into items (29-34), and normative commitment into items (35-40). Allen and Meyer's (1996) research provided the source for all eighteen items.

3.6 Validity the Tool of the Study

Several measures were considered as evidence of the study's reliability: First, academics and experts in human resource management were asked to review the questionnaires and provide feedback on their correctness. Many changes were made to the questionnaire based on their suggestions and comments; some things were omitted, new ones were introduced, and other topics were rephrased. Second, the questionnaire's structure, layout, and question types were evaluated by a statistician to ensure they were appropriate for statistical analysis. Finally, the questionnaire's validity and reliability were checked by means of a fifty-person pilot research.

7.16 Reliability

Cronbach's alpha was utilized to determine the internal consistency of the training dimensions and the commitment dimensions, allowing for an analysis of the questionnaire's statement congruence. Training-related dimensions have a Cronbach's alpha of (0.83). We find a Cronbach's alpha of 0.78 for the commitment dimensions. This result shows that the dependability coefficient is greater than or equal to 0.60 across all dimensions. This also ensures the reliability and validity of the research instrument for use in scientific and statistics

research. The results are reported in Table 1.

Table 1. Cronbach's Alpha for the reliability of training and organizational commitment

Variables	No. of Items	Cronbach's Alpha
The perceived availability of training	5	0.88
Perceived co-worker support for training	4	0.61
Perceived supervisor support for training	5	0.88
The perceived benefits of training	5	0.86
Motivation to learn	3	0.59
The training-related variables	22	0.83
Affective commitment	6	0.72
Continuance commitment	6	0.82

Normative commitment	6	0.69
The commitment-related variables	18	0.78

3.7 Statistical Methods Used

Statement properties of the study sample and testing of study hypotheses were analyzed using frequency, percentage, mean, standard deviation, and Pearson correlation analysis.

7.17 Research Restrictions

The present study's design has a number of caveats that need to be taken into account, but this is true of all research. To begin with, this research is the first to examine how training affects employees' dedication to the Saudi Industrial Development Fund. Therefore, more research is required to evaluate the results' applicability in a broader setting. Because (1) most governmental and private organizations are situated in Riyadh and (2) time and money were limited, this research was conducted only in that city. The vastness of Saudi Arabia makes it difficult to provide adequate coverage. Therefore, the findings should be extrapolated upon with care. Third, female workers were not included in the research sample due to the conservative character of Saudi culture and the fact that the majority of employees in Saudi Industrial Development Fund are males. Men solely made up the sample population.

7.18 Moral Concerns

There were several ethical concerns with this research. All respondents said they were okay with taking part in the study. The ability to opt out at any moment and for any reason was also provided. Participants were also not told their identities or the names of their employers, nor were they told the aim of the research.

groups will be exposed as a result of the study. In addition, they were assured that their answers would be kept confidential and utilized exclusively for research purposes, without sharing any of the data with their employers.

8. Concluding Remarks and Data Analysis

Trying Out Predictions

Here we take a closer look at the hypotheses put out for this research, each of which reflects a potential connection between our two primary foci (training and organizational commitment). In order to verify the speculations, correlation was modified. Two things may be inferred from the correlation between two variables: (1) Whether the connection is going in a good direction, bad direction, or doesn't exist at all. (2) the size of the correlation, which indicates how strongly the two variables are linked.

H₁: The relationship between five training-related variables and affective commitment.

H_{1.1}: There is a positive relationship between the perceived availability of training and affective commitment.

Table 2. Pearson correlation between the perceived availability of training and affective commitment

The correlation coefficient	Sig. (2-tailed)
0.2158	0.01

Table 2 shows that there is a positive relationship between the perceived availability of training and affective commitment at the level of ($\alpha \leq 0.01$). In the light of the results of this hypothesis have shown that there is a positive relationships between the perceived availability of training and affective commitment of employees in the Saudi Industrial Development Fund. So the main hypothesis is accepted.

H_{1.2}: There is a positive relationship between perceived co-worker support for training and affective commitment.

Table 3. Pearson correlation between perceived co-worker support for training and affective commitment

The correlation coefficient	Sig. (2-tailed)	The relationship
0.1618	0.05	Positive relationship

Table 3 shows that there is a positive relationship between perceived co-worker support for training and affective commitment at the level of ($\alpha \leq 0.05$). In the light of the results of this hypothesis have shown that there is a positive relationships between perceived co-worker support for training and affective commitment of employees in the Saudi Industrial Development Fund. So the main hypothesis is accepted.

H_{1.3}: There is a positive relationship between perceived supervisor support for training and affective commitment.

Table 4. Pearson correlation between perceived supervisor support for training and affective commitment

The correlation coefficient	Sig. (2-tailed)	The relationship
0.3751	0.01	Positive relationship

Table 4 shows that there is a positive relationship between perceived supervisor support for training and affective commitment at the level of ($\alpha \leq 0.01$). In the light of the results of this hypothesis have shown that there is a positive relationships between perceived supervisor support for training and affective commitment of employees in the Saudi Industrial Development Fund. So the main hypothesis is accepted.

H_{1.4}: There is a positive relationship between the perceived benefits of training and affective commitment.

Table 5. Pearson correlation between the perceived benefits of training and affective commitment

The correlation coefficient	Sig. (2-tailed)	The relationship
0.3259	0.01	Positive relationship

Table 5 shows that there is a positive relationship between the perceived benefits of training and affective commitment at the level of ($\alpha \leq 0.01$). In the light of the results of this hypothesis have shown that there is a positive relationships between the perceived benefits of training and affective commitment of employees in the Saudi Industrial Development Fund. So the main hypothesis is accepted.

H_{1.5}: There is a positive relationship between motivation to learn and affective commitment.

Table 6. Pearson correlation between motivation to learn and affective commitment

The correlation coefficient	Sig. (2-tailed)	The relationship
0.1575	0.05	Positive relationship

Table 5 shows that there is a positive relationship between motivation to learn and affective commitment at the level of ($\alpha \leq 0.05$). In the light of the results of this hypothesis have shown that there is a positive relationships between motivation to learn and affective commitment of employees in the Saudi Industrial Development Fund. So the main hypothesis is accepted.

H₂: The relationship between five training-related variables and continuance commitment.

H_{2.1}: There is a positive relationship between the perceived availability of training and continuance commitment.

Table 7. Pearson correlation between the perceived availability of training and continuance commitment

The correlation coefficient	Sig. (2-tailed)	The relationship
0.2506	0.01	Positive relationship

Table 7 shows that there is a positive relationship between the perceived availability of training and continuance commitment at the level of ($\alpha \leq 0.01$). In the light of the results of this hypothesis have shown that there is a positive relationships between the perceived availability of training and continuance commitment of employees in the Saudi Industrial Development Fund. So the main hypothesis is accepted.

H_{2.2}: There is a positive relationship between perceived co-worker support for training and continuance commitment.

Table 8. Pearson correlation between perceived co-worker support for training and continuance commitment

The correlation coefficient	Sig. (2-tailed)	The relationship
-0.3973	0.01	Negative relationship

Table 8 shows that there is a negative relationship between perceived co-worker support for training and continuance commitment at the level of ($\alpha \leq 0.01$). In the light of the results of this hypothesis have shown that there is a negative relationships between perceived co-worker support for training and continuance commitment. So the main hypothesis is rejected and the alternative hypothesis is accepted which state on: there is negative relationship, statistically, at the level of ($\alpha \leq 0.01$), between perceived co-worker support for training and continuance commitment of employees in the Saudi Industrial Development Fund.

H_{2.3}: There is a positive relationship between perceived supervisor support for training and continuance commitment.

Table 9. Pearson correlation between perceived supervisor support for training and continuance commitment

The correlation coefficient	Sig. (2-tailed)	The relationship
0.1681	0.05	Positive relationship

Table 9 shows that there is a positive relationship between perceived supervisor support for training and continuous commitment at the level of ($\alpha \leq 0.05$). In the light of the results of this hypothesis have shown that there is a positive relationships between perceived supervisor support for training and continuous commitment of employees in the Saudi Industrial Development Fund. So the main hypothesis is accepted.

H_{2.4}: There is a positive relationship between the perceived benefits of training and continuance commitment.

Table 10. Pearson correlation between the perceived benefits of training and continuance commitment

The correlation coefficient	Sig. (2-tailed)	The relationship
-0.0003	(N. S.)	Non-existent relationship

Table 10 shows that there is no relationship between the perceived benefits of training and continuance commitment. In the light of the results of this hypothesis have shown that the relationship was non-exist between the perceived benefits of training and continuance commitment. So the main hypothesis is rejected and the alternative hypothesis is accepted which state on: there is no relationship, statistically, between the perceived benefits of training and continuance commitment of employees in the Saudi Industrial Development Fund.

H_{2.5}: There is a positive relationship between motivation to learn and continuance commitment.

Table 11. Pearson correlation between motivation to learn and continuance commitment

The correlation coefficient	Sig. (2-tailed)	The relationship
-0.0585	(N. S.)	Non-existent relationship

Table 11 shows that there is no relationship between motivation to learn and continuance commitment. In the light of the results of this hypothesis have shown that the relationship was non-exist between motivation to learn and continuance commitment. So the main hypothesis is rejected and the alternative hypothesis is accepted which state on:

there is no relationship, statistically, between motivation to learn and continuance commitment of employees in the Saudi Industrial Development Fund.

H₃: The relationship between five training-related variables and normative commitment.

H_{3.1}: There is a positive relationship between the

perceived availability of training and normative commitment.

Table 12. Pearson correlation between the perceived availability of training and normative commitment

The correlation coefficient	Sig. (2-tailed)
0.3578	0.01

Table 12 shows that there is a positive relationship between the perceived availability of training and normative commitment at the level of ($\alpha \leq 0.01$). In the light of the results of this hypothesis have shown that there is a positive relationships between the perceived availability of training and normative commitment of employees in the Saudi Industrial Development Fund. So the main hypothesis is accepted.

H_{3.2}: There is a positive relationship between perceived co-worker support for training and normative commitment.

H_{3.3}: There is a positive relationship between perceived supervisor support for training and normative commitment.

Table 14. Pearson correlation between perceived supervisor support for training and normative commitment

The correlation coefficient	Sig. (2-tailed)	The relationship
0.2972	0.01	Positive relationship

Table 14 shows that there is a positive relationship between perceived supervisor support for training and normative commitment at the level of ($\alpha \leq 0.01$). In the light of the results of this hypothesis have shown that there is a positive relationships between perceived supervisor support for training and normative commitment of employees in the Saudi Industrial Development Fund. So the main hypothesis is accepted.

H_{3.4}: There is a positive relationship between the perceived benefits of training and normative commitment.

Table 15. Pearson correlation between the perceived benefits of training and normative commitment

The correlation coefficient	Sig. (2-tailed)	The relationship
0.0575	(N. S.)	Non-existent relationship

Table 15 shows that there is no relationship between the perceived benefits of training and normative commitment. In the light of the results of this hypothesis have shown that the relationship was non-exist between the perceived benefits of training and normative commitment. So the main hypothesis is rejected and the alternative hypothesis is accepted which state on: there is no relationship, statistically, between the perceived benefits of training and normative commitment of employees in the Saudi Industrial Development Fund.

H_{3.5}: There is a positive relationship between motivation to learn and normative commitment.

Table 13. Pearson correlation between perceived co-worker support for training and normative commitment

The correlation coefficient	Sig. (2-tailed)
-0.3158	0.01

The relationship
Positive relationship

Table 13 shows that there is a negative relationship between perceived co-worker support for training and normative commitment at the level of ($\alpha \leq 0.01$). In the light of the results of this hypothesis have shown that there is a negative relationships between perceived co-worker support for training and normative commitment. So the main hypothesis is rejected and the alternative hypothesis is accepted which state on: there is negative relationship, statistically, at the level of ($\alpha \leq 0.01$), between perceived co-worker support for training and normative commitment of employees in the Saudi Industrial Development Fund.

Table 16. Pearson correlation between motivation to learn and normative commitment

The correlation coefficient	Sig. (2-tailed)	The relationship
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0.0432	(N. S.)	Non-existent relationship
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Table 16 shows that there is no relationship between motivation to learn and normative commitment. In the light of the results of this hypothesis have shown that the relationship was non-existent between motivation to learn and normative commitment. So the main hypothesis is rejected and the alternative hypothesis is accepted which state on: there is no relationship, statistically, between motivation to learn and normative commitment of employees in the Saudi Industrial Development Fund.

4. 7.17 Discussion

This study's explanation of its key findings may be broken down into three sections.

First, we discovered these outcomes in our research: (1) Affective, continual, and normative commitment are all positively associated to the two training-related factors (perceived availability of training and felt supervisor support for training). Two training-related factors (perceived advantages of training and drive to learn) have positive correlations with emotional commitment, as does the perception of coworker support for training.

We found that the findings of other researchers (Becker et al., 1996; McNeese-Smith, 2001; Bartlett, 2001; Ahmad and Abu Bakar, 2003; Bulut and Culha, 2010; Newman et al., 2011; Riaz et al., 2013; Chelliah et al., 2016) were similar with our own. The present study's results also corroborated the central tenet of social exchange theory, which has been successfully applied to the business world. Exchange behavior is described as "voluntary actions of individual that are motivated by the returns they are expected to bring and typically do in fact bring from others" (Blau, 1964a:91), therefore it is plausible that this is what the worker is doing.

In addition, according to the "norm of reciprocity" (Gouldner, 1960), employees who receive personal support from their leaders are more likely to feel the need to engage in a reciprocal exchange relationship with the organization or with the organization in general by doing things like (1) actively seeking out ways to promote the welfare of the organization and (2) voluntarily contributing to the firm in ways that are mutually beneficial (Organ, 1990).

Two commitment-related characteristics, continued participation and normative commitment, are negatively correlated with the perception of coworker support for training. "Employees' global beliefs concerning their coworkers' attitudes toward them" (Ladd & Henry, 2000, p. 2034) is how researchers have described coworker support. Affective commitment is characterized by a sense of belonging and devotion to one's employer and one's team (Limpanitgul et al., 2014) and, in fact, colleagues may give desired support that promotes great work experiences. Our results demonstrated a negative

correlation between the support of coworkers and a willingness to stay with the company. The results of other investigations (Bartlett, 2001; Ahmad and Abu Bakar, 2003) contradict this. One reason for the absence of a connection is because it is coincidental. Daily tasks in the Saudi workplace are often individual endeavors rather than collaborative efforts. Employees at Saudi Industrial Development Fund may miss the impact that support for their colleagues has on their commitment because they are usually expected to look out for themselves but not anyone else. This is despite the fact that working individually has many advantages and disadvantages.

Third, there is no connection between two commitment-related factors (continuation and normative commitment) and two training-related variables (perceived advantages of training and drive to learn). Previous research (Shore and Wayne, 1993; Newman et al., 2011) is congruent with our findings. It would indicate that trainees' perception of the expenses associated with quitting the company is unaffected by their level of interest in learning and participation in training. Training may be seen as beneficial by people, but this may not translate into a reduction in the perceived cost of leaving (Ahmad & Bakar, 2003). Furthermore, if employees do not receive some benefits from training (such as input into decision making, advancement opportunities, and the ability to apply newly acquired skills in settings very similar to those in which they were trained), they will not be more likely to remain with the organization that sponsored the training programme. Many training programs in Saudi Arabia and elsewhere may be lacking in enthusiasm since they are not optional.

5. Conclusions

This research looked at how workers' impressions of training correlated with their dedication to the company. The research was conducted for the SIDF (Saudi Arabian Industrial Development Fund). The study's empirical findings were discussed, and their implications were drawn. Five training-related variables were found to have a positive relationship with affective commitment, two training-related variables were found to have a positive relationship with two commitment-related variables (continuation and normative commitment), and perceived coworker support for training had a negative relationship with two commitment-related variables.

commitment). This study's findings are consistent with those of others, particularly those conducted in Arab nations. Finally, the current study addressed a number of possibilities that have not been previously

explored, at least experimentally, to the best of the researchers' knowledge.

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