Relationship between Training and Organisational Commitment at Takoradi Polytechnic

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Abstract

The purpose of the study was to establish the relationship between training and organisational commitment at the Takoradi Polytechnic.

Descriptive and cross-sectional research designs were used in collecting data from senior member, senior staffs and junior staffs through questionnaires. A multi-stage sampling technique helped in arriving at a sample size of 267. Demographic and organisational characteristic data were presented in frequencies and percentages whereas linear correlation analysis tested the relation between the observed variables and the underlying construct variables.

The study revealed majority of the respondents agreeing that they received training when they joined the institution, and the training received was sufficient and principally on-the-job approach meeting their satisfaction. On the level of employee commitment, a higher percentage of the respondents (26.8%) disagree they don't feel emotional attached to the institution. Rather, majority of the respondents agree the institution has a great deal of personal meaning for them, feel as if the institutional problems are their own, hence, the institution deserve their loyalty, and much of their life would be disrupted if decide to leave the institution, therefore, will be happy to spend the rest of their career with the institution. Besides that, the study showed a positive correlation between training and organizational commitment ($p < 0.01$).

It is therefore recommended that the Takoradi Polytechnic intensify its training of staffs to attain maximum organizational commitment.

Key Words: Organizational Commitment, Training, Commitment, Takoradi Polytechnic.

1ntroduction

There is a growing consensus that human resource management practices such as training influence employee commitment and work-related behaviour (Gould-Williams, 2007). In order to judge better the effectiveness of training, it has been suggested that its relationship to organisational commitment be examined directly. This has been demonstrated as positively related to organisational commitment (Bartlett, 2001). In view of this, the study seeks to determine the relationship between training and organisational commitment in the public sector of Ghana.

According to Wilson and Frimpong (2004), there is a correlation between training and organisational commitment. Thus, employees' access to training is positively associated with higher commitment (Bartlett, 2001). This means that organisations can increase the commitment level of employees by simply promoting training and making them accessible to their employees. Meyer (2009) defines commitment as a mental entity existing inside or inhabited within the individual. It is emphasised that commitment is an "internal force that binds an individual to a target, social or nonsocial and/or to a cause of action of relevance to the target" (Klein, Becker & Meyer, 2009). A literature review by Meyer and Allen (1991), in collaboration with Dunham, Grube and Castaneda (1994) depicted that the concept of organisational commitment is based on three components: affective, continuance and normative.

According to Meyer and Allen (1997), affective commitment is the employee's emotional attachment to, identification with, and involvement in an organisation. Employees who are affectively committed to the organisation continue to work for the organisation because they want to (Meyer & Allen, 1991). Employees who are committed on affective level stay with the organisation because they view their personal employment relationship as compatible to the goals and values of the organisation (Beck & Wilson, 2000). Affective commitment is categorized into three factors; the acceptance of the organisational goals and values (identification), the willingness to invest effort on behave of the organisation (involvement) and the desire to keeping up the membership in the organisation (loyalty), (Mowday, Steers & Porter, 1979).

Meyer and Allen (1997) define continuance commitment as "awareness of the costs associated with leaving an organisation". Kanter (1968) as cited by Dixit and Bhati (2012) supports this definition and states that it is the "profit associated with continuous participation and a cost associated with leaving the organisation". It is calculative in nature because of the individual's perception or weighing of costs and risks associated with leaving the current organisation (Meyer & Allen, 1997). Meyer and Allen (1991) further state that employees whose primary link to the organisation is based on continuance commitment remain because they need to do so. Continuance commitment can be regarded as an influential attachment to an organisation, whereby the individual's association with the organisation is based on assessment of economic benefits gained (Beck & Wilson, 2000).

Meyer and Allen (1997) define normative commitment as a feeling of obligation to continue employment. Internalised normative beliefs of duty and obligation make individuals obliged to sustain membership in the organisation (Allen & Meyer, 1990).The normative component is viewed as the commitment employees consider morally right to stay in the company, regardless of how much status enhancement or satisfaction the firm gives him or her over the years (Marsh & Mannari, 1977). The strength of normative organisational commitment is influenced by accepted rules about reciprocal obligation between the organisation and its employees (Suliman & Lles, 2000).

The reciprocal obligation is based on the social exchange theory, which suggests that a person receiving a benefit is under a strong normative obligation or rule to repay the benefit in some way (McDonald & Makin, 2000). Meyer and Allen (1991) argue that this moral obligation arises through a process of socialisation within the organisation. Employees consequently feel obliged to repay the benefits from the organisation by remaining as part of the work force. So employees who have benefited from training provided by an organisation are likely to stay committed to that organisation.

According to Wagonhurst (2002) training can be defined as development of skills, specifies measurable objectives, and should result in observable change in behaviour. Training is a systematic process, which helps people to learn how to be more effective at work by modifying knowledge, skills or attitudes through learning experience to achieve effective performance (Buckley & Caple, 2000). According to Buckley and Caple (2009) ultimate training activities should help to improve and enhance an individual's competence and potential. A research by Bartlett (2001) depicted that there is a strong relationship between training variables and affective and normative commitment. For continuance commitment, a research has demonstrated that, there is also significant positive correlation between training environment and perceived training benefits (n & Bakar, 2003).

However the impact of training on organisational commitment has not been so widely researched, though limited number of studies have been conducted in developed countries (Bartlett, 2001) and developing countries (Ahmad & Bakar, 2003). In view of this, the study seeks to determine whether the relationship between training and organisational commitment can be replicated in the public sector of Ghana. The major objective of this study is to establish the relationship between training and organisational commitment in the public sector of Ghana. The research seeks to make a contribution particularly to the understanding of training and its effect on organisational commitment in Ghanaian public sector. Academicians can use the study as a basis for further research on organisational commitment in Ghana and Africa as a whole. The research concluded that there is a positive correlation between employees' training and their commitment level at public universities in Ghana. Therefore to ensure staff commitment at public universities, management of public universities should employ training as a tool to ensure that. The research work is organized under the following sections:

1. Conceptual review
2. Methodology

3. Findings, Discussions and conclusion.

Statement of the Problem

The training level of employees in any organisation has immediate and direct impact on their commitment level to that organisation. Ahmad and Bakar (2003) suggested that employees' access to training in every organisation is positively associated with higher organisational commitment. It can therefore be deduced that for employees in an organisation to be able to commit to their organisation and make meaningful contributions to the success of organisational goals, they need to acquire the relevant skills, knowledge and abilities. Laabs (1996) stated that the old employment contract of lifetime employment in exchange for loyalty in organisations is gone. Unfortunately for many organisations, commitment fled with it. Thus according to Laabs, the old fashion practices of employers' beliefs that the only way to ensure Organisational Commitment was to offer long term job security to employees is no longer workable. Many organisations are challenged with high employees' turnover, absenteeism, employee apathy and low employee performance as a result of lack of organisational commitment.

Cole (2012) also establishes that training enhances skills, knowledge and ability and makes staff committed, thus increasing work performance and productivity in organisations. This assertion by Cole contrast training and its associated commitment levels of staff at Takoradi Polytechnic. According to auditor's report 2014, for some few years now, training in Takoradi Polytechnic is disorganised, unplanned and unsystematic and mostly its employees such as machine operators, security men, account clerks, secretaries, drivers, junior and middle level engineers, technicians and many other categories of workers do not acquire any form of training.

What is more, a brief interaction with some employees shows that management of Takoradi Polytechnic see the cost incurred in the acquisition of plant and equipment as more important than the expenses on the training of staff. The result is the seeming lack of commitment among the staff of the institution. This is confirmed by Asafo-Adjei's (2012) study that found that the employees of Takoradi Polytechnic exhibit negative factors such as staff making mistakes on the job, high level of staff turnover, staff feeling isolated and feeling unconcerned about the importance of organisational and departmental goals. These negative factors are as a result of lack of perceived organisational commitment by employees.

The question therefore arises: why is management not very much concerned about staff training? Is there any relationship between training and staff commitment? What is the level of staff commitment in the absent of training and to what extent is this affecting their output? It is against this background that the researcher has deemed it expedient to investigate the relationship between training and staff commitment and the generalisation would eventually impact management decision and can be replicated in other institutions.

Objectives of the Study

The major objective of this study is to establish the relationship between training and organisational commitment. To achieve this objective the following are set:
1. To examine the extent to which training is provided for the staff of Takoradi Polytechnic.
2. To assess the level of employee commitment at Takoradi Polytechnic.
3. To examine the relationship between training and employee commitment.

Conceptual Review

Training of employees is one of the imperative components of human resource management. Jackson and Schuler (2000) state that tomorrow's most competitive organisations are working now to ensure they have available tomorrow and a decade from now employees who are eager and able to address competitive challenges. Training involves an expert working with learners to transfer to them certain areas of knowledge or skills to improve in their current jobs (McNamara, 2008).

Al-Emadi and Marquardt (2007) defined training as planned activities on the part of the organisation targeted towards increasing the job knowledge and skills or to modify the attitudes and behaviours of employees in ways consistent with the goals of the organisation and the requirements of the job". Benkhoff (1997) suggested that training can be important in explaining work-related behaviour of employees and

impact on performance: committed employees are expected to perform better and have less intention to leave the organisation.

According to Nehmeh (2009), the concept of organisational commitment has received significant attention in recent years, especially in the area of human resource management where organisational commitment has become a major objective. Commitment has become a popular topic of research in and behavioural sciences since the work of Becker (1960) was published (Al-Emadi & Marquardt, 2007).

Becker (1960) suggested that commitment comes into play when a person makes side-bets and links his or her interests with some consistent line of action. For instance, employees are bonded to their organisations by salary and other benefits. However researchers, such as Meyer and Allen (1997), has suggested that employee commitment is based not on financial rewards, but on opportunities to interact with people, have challenging work, and constantly develop skills.

Definitions of the concept of organisational commitment include Porter's (1974) definition, which defined organisational commitment as the relative strength of an individual's identification with and involvement in a particular organisation. Subsequently, many definitions have been proposed for organisational commitment concept, but a recurring strand seems to be the idea of a psychological bond – an intrinsic attachment or identification of a person with something outside of oneself (Firestone & Pennell, 1993).

O'Reilly (1989) defines organisational commitment as "an individual's psychological bond to the organisation, including a sense of job involvement, loyalty and belief in the values of the organisation". Organisational commitment from this point of view is characterised by employee's acceptance of organisational goals and their willingness to exert effort on behalf of the organisation (Miller & Lee, 2001).

Hau-siu Chow (1994) defined organisational commitment as the degree to which employees identify with their organisation and the managerial goals, and show a willingness to invest effort, participate in decision making and internalize organisational values.

According to Mowday, Porter and Steers (1982) as cited by Pool and Pool (2007), organisational commitment is the relative strength of an individual's identification and involvement in a particular organisation. More committed employees will most likely remain with an organisation for a longer period of time than less committed employees (Brum, 2007). The more committed an employee is to an organisation, the more effort exerted by the employee towards achievement of organisational goals (Nehmeh, 2009).

Empirical relationship between Training and Organisational Commitment

There have been a number of empirical studies in support of the relationship between training and commitment. All the evidences pointed to the fact that, there is a positive correlation between training and organisational commitment. These include the following studies and their respective findings; Bartlett (2001) studied the relationship between employee attitudes toward training and feelings of commitment among a sample of 337 registered nurses from five hospitals. The study revealed that perceived access to training, social support for training, motivation to learn, and perceived benefits of training are positively related to commitment.

According to Ahmad and Bakar (2003) the relationship between training and organisational commitment suggests that individual perception on training plays an important role in affecting commitment. It was found that availability of training, support for training, and motivation to learn were significantly and positively associated with affective, normative, and overall commitment but not continuance commitment. On the other hand, training environment and benefits of training seemed to correlate with all three types of commitment as well as overall organisational commitment.

Bartlett and Kang (2004) examined the relationship between employee attitudes related to training and 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 commitment.

Azad and Michael (2007) examined the relationship between the beliefs of senior staff Qatari national employees regarding training benefits as measured by the benefits of employee training, and employees' commitment. The key finding of their study was that there is a positive relationship between employees'

beliefs regarding training benefits and employees' commitment. Additionally, the findings revealed that personal benefits of employee training and age are significantly related to affective and normative commitment, and career benefits of employee training and years of service are significantly related to continuance commitment.

Methodology

The author adopted the descriptive research design since the study seeks to examine the relationship between two variables i.e. training as the independent variable and commitment as dependent variables.

In addition, the study is considered cross-sectional because it was conducted across all the four schools of Takoradi Polytechnic. Different categories of staff, sexes, and the various qualifications were all simultaneously considered. The sample size of two hundred and sixty seven (267) out of the population of eight hundred and eighty (880) was determined using Krejcie and Morgan (1970) statistical table.

Data Collection Techniques

The main instrument used for the study was questionnaires. The questionnaires were administered to senior members, senior staff, and junior staff of Takoradi Polytechnic. Questionnaires have been associated with low response rates and other errors such as response biases, response order biases and response set biases. Per this study, these problems were minimized by carefully designing the questionnaire and pilot testing it to remove any potential difficulties to respondents.

Another way out was that the questionnaires were administered on a face-to-face basis. The personal interaction yielded a higher response rate, as the respondents were walked through the questionnaires and clarifications made when necessary. The face-to-face encounter also prevented procrastination and its affiliated result of non-response.

Data Processing and Analysis

Data collected from the survey design were analysed quantitatively using both descriptive and inferential statistics. Responses from each item of the questionnaire were edited. Editing of data detects errors and omissions, corrects them where possible and certifies that the minimum data quality standard has been achieved. The main purpose of editing is to guarantee that data are accurate, consistent with the rationale of the questions, uniformly entered, complete and arranged to simplify coding and tabulation. Data collected from the respondents were edited to achieve these objectives. The completed questionnaires were edited and organised to simplify the process of coding.

After the editing, all the questions in the questionnaire were coded for easy classification. Data was analysed using the Statistical Package for Service Solution (SPSS Version 19.00). This statistical tool was used, since it is capable of handling large amount of data, can perform all the analyses covered in the text and is good for making inferences. Comprehensive and reliability and validity checks were carried out on the survey results. A linear correlation analysis was used to test the relation between the observed variables and the underlying construct variables. Summary statistics, including the computation of means, ranges, standard deviations, frequency counts, and percentages of all demographic and organisational characteristic data, were performed according to data levels (nominal, ordinal, or interval).

Response Rate of the Study

Data was collected from senior members, senior staff and junior staff selected from the Takoradi Polytechnic. Based on the table of Krejcie & Morgan (1970) and with a population size of eight hundred and eighty (880) employees, a total of two hundred and sixty seven (267) questionnaires were issued from which 265 were filled and returned which represents a response rate of 99.25%.

This response rate was considered excellent on the basis of the assertion made by Nyamjom, (2013) who conducted a study on staff retention in state corporations and got a response rate of 75% and regarded it to be excellent and a representative of the population.
This implies that the attained success rate of 99% in this study could be considered to be more than excellent.

Table 1: Response Rate of the Study

Questionnaire	Count	Percentage (%)
Returned	265	99.25
Non Returned	2	0.75
Total	267	100

Source: Field survey, Okine (2016)

The success rate in this study could be ascribed to the self-administration of the questionnaires applied by the researcher from which the intended respondents were pre –notified on the actual date and venue before the data collection although the questionnaires were self-administered. The researcher also made frantic efforts to make a lot of follow-up calls to clarify queries with the intention to boost the high response rate. The response rate is represented in table 1 above.

Validity

Validity with respect to research simply means the extent to which instruments (questionnaires or structured interview schedules) measure what they intend to measure. In other words, validity means to what extent that the selected tool measures the intended research objectives (Bowling, 2009). To address the face validity, the experts painstakingly read the questionnaires and the appropriate corrections were made before it was given out. Peer review was also of immense importance.

Content validity was further enhanced by asking experienced experts in the field to go through the questionnaire before it was administered to the respondents. Experts 'responses were dichotomous (clear/unclear), or according to relevancy (not relevant, somewhat relevant, quite relevant, and highly relevant). All efforts were taken to consider all of the contributions of the panel and their suggestions whether addition or dropping certain items from the questionnaire. Many items of domains and sub-domains were manipulated and reconstructed with minor language adjustments to enhance clarity, and to be assured that the instrument is entirely applicable.

Reliability

Reliability refers to the extent to which the application of a scale produces consistent results if repeated measures are taken (Kent, 2007).It can be achieved when keeping results at a consistent level despite changing of time and place (Bowling, 2009). According to Christensen (1997), reliability refers to consistency or stability. Reliability in the literature review will be ensured by using existing literature sources, theories and models that are available to other interested academics.

In the empirical study, all research participants were given the same instructions. The research participants completed the training and organisational commitment questionnaire. These completed questionnaires were collated and process using Statistical Package for Service Solution (SPSS Version 19.00).

Ethical Issues

Johnson and Long (2010) suggested that, researchers may encounter moral dilemmas due to using methods that are seen to have violation against human rights or possibly causing harm. Ethical issues in social research are both important and ambiguous. For this reason, most of the professional associations of social researchers have created and published formal codes of conduct describing what is considered acceptable and unacceptable professional behaviour (Babbie, 2005).

To a large extent, the validity and reliability of a study depend upon the ethics of the researcher (Merriam & Associates, 2002). According to Flick (2009), in many domains, research has become an issue of ethics and questions of how to protect the interests of those who are ready to take part or scandals referring to manipulated data have repeatedly drawn research ethics to the foreground.

In order to protect the rights of respondents, the following ethical issues were observed; the research and ethics committee of the Ethical Committee of the School of Business Studies, Cape Coast University reviewed the research topic and approved its implementation; each participant, whether in the survey was provided with an information sheet explaining the aims and purposes of the study and what is expected from their participation; respondents were not coerced to answer questions against their will.

Confidentiality, self-determination and subject anonymity were strictly preserved at every level of the study. All efforts were undertaken to avoid any identification or disclosure of individuals, entities, organisations, or systems in order to maintain appropriate anonymity and to safeguard confidentiality. Last but not the least, acknowledgement of authors and proper referencing were adhered to.

Finding and Discussions

In order to understand the background of the respondents of the respondents, the first section of the questionnaires was designed to reflect their backgrounds. After analysing their answers, the data that was obtained had been summarized and shown in Table 3. From the table, it can be noted that the majority of the respondents were men (59.2%) while the female was only 39.6%. However, despite the fact that the majority of the employees are males, it can be said that the institution does not violate the gender equality policy enshrined in the constitution which stipulates that both men and women should be treated equally.

It can be deduced from the study that the figure of male being majority might have been mere coincidence but not a police of the institution. In terms of age, the results indicated that the most of the respondents' age was between 21-30 years with a percentage figure of 39.6%, followed by those between the ages of 31-40 years (38.1%) while 12.8% aged between 41-50 years. The least age group was those of 51 and above with a percentage figure of 9.1%. What can be deduced from this age demographic issue of the respondents is that, in the first place, the sample could be considered to be all-inclusive as it captured the opinions of various age groups within the institution.

Furthermore the findings also depict that the respondents were old enough to provide vital responses to the questionnaires. In addition, the fact that the majority of the respondents were between 21-30 shows that the institution has great potentials of talented workers who could stay with the institution a longer period and be able to contribute to the wellbeing of the institution. When it comes to educational level, those who were the majority were those with HND (37.7%). this was followed by first degree holders (26.8). Respondents with second degree were made up of 24.5% of the total sample size, whereas the least were those with others (0.8%). The findings imply that the majority of the respondents were well educated and brought credibility to the research.

Another finding on the demographic features was about the staff ranking. On this issue, it can be noted that majority of the respondents were senior staff (64.5%) followed by the senior members of 24.5%. The least was the junior staff (9.4%). With regards to experience which reflects on the number of years worked**, t**he findings show that those who have worked between 1-5 years are the majority with 40.8% while those between the years of 6-10 are the second highest of 34.7%.

Table 2: Background of the Respondents at Takoradi Polytechnic

Variable		Frequency	Percentage (%)
Gender	Female	105	39.6
	Male	157	59.2
	No Response	3	1.1
	Total	265	100
Age Group	21-30 Years	105	39.6
	31-40 Years	101	38.1
	41-50 Years	34	12.8
	51 Years And Above	24	9.1
	No Response	1	0.4
	Total	265	100

Level of education	Certificate 'A'	10	3.8
	Diploma	14	5.3
	HND	100	37.7
	1st Degree	71	26.8
	2nd Degree	65	24.5
	Professional	0	0.0
	Others	2	0.8
	No Response	3	1.1
	Total	265	100
Position in the Polytechnic	Senior Member	65	24.5
	Senior Staff	171	64.5
	Junior Staff	25	9.4
	No Response	4	1.5
	Total	265	100
Number of years worked in the Polytechnic	1-5 Years	108	40.8
	6-10 Years	92	34.7
	11-12 Years	36	13.6
	13 Years And Above	27	10.2
	No Response	2	0.8
Total		265	100

Source: Field survey, Okine (2016)

This is followed by 13.6% who had worked for a period between 11-12 years and above. Those with working experience of 13 years and above are the least represented as they are only 10.2%. This suggests that while most of the staff at Takoradi Polytechnic have not worked for a longer period and therefore may lack experience compared to the number of staff who have worked for longer period and have had enough experience, there is a right mixture of workers in the institution. The experienced ones are relatively large enough to be able to impact their knowledge on the inexperience ones.

To examine the extent to which Training Programmes are provided for the Staff of Takoradi Polytechnic

Table 3 comprises of series of statements intended to elicit from respondents whether training is provided by Takoradi Polytechnic to its staff. The table is made up variables (statements on training), frequency and percentage of each result from the staff of Takoradi Polytechnic. In line with this research objective, it was gathered that, when respondents were asked whether they received training when they joined the institution, 26% and 49.1% of the respondents strongly agreed and agreed respectively that training was provided for them when they joined Takoradi Polytechnic. This means that as soon as the staff are employed into the institution, training is provided for them before they begin to work at their various job designation.

About 8.3% of the respondents posited that training was not provided for them when they were employed followed by 6% who strongly disagreed to same statement. With respect to the statement 'the training I received was sufficient' 21.9% and 43.8% strongly agreed and agreed respectively that the training received after joining the institution was sufficient enough to equip them for their job. Meanwhile 14.7% of the respondents disagreed that the training was sufficient, followed by 4.9% of the respondents strongly disagreed to same and 14.7% remained neutral. Thus, majority of the respondents claimed that Takoradi Polytechnic provides sufficient training to equip its staff for them to work effectively and efficiently.

When the respondents were asked whether they have received further training after staying on the job for some time, 20.4% of the respondents strongly agreed that they received training after some times,

followed by 50% of the respondents who agreed to same. Also 14% (disagreed) and 5.3% (strongly disagreed) claimed that, they did not received training after some times whiles

Table 3: Provision of Training Activities in Takoradi Polytechnic

Variable		Frequency	Percentage (%)
I received training when I joined the institution	SA	69	26
	A	130	49.1
	N	28	10.6
	D	22	8.3
	SD	16	6
	Total	265	100
The training I received was sufficient	SA	58	21.9
	A	116	43.8
	N	39	14.7
	D	39	14.7
	SD	13	4.9
	Total	265	100
I received further training after sometime	SA	54	20.4
	A	133	50
	N	27	10.2
	D	37	14
	SD	14	5.3
	Total	Total	100
The training programmes of the institution are principally on-the-job approach	SA	46	17
	A	138	52.1
	N	41	15.5
	D	35	13.2
	SD	5	1.9
	Total	265	100
The training programmes of the institution are principally off-the-job approach	SA	46	17
	A	138	52.1
	N	41	15.5
	D	35	13.2
	SD	5	1.9
	Total	265	100
I am satisfied with the training I have received so far	SA	60	22.6
	A	100	37.7
	N	43	16.2
	D	45	17
	SD	17	6.4
	Total	265	100

Source: Field Survey, Okine (2016)

Key: Strongly Agree - A, Agree - A, Neutral - N, Disagree - D, Strongly Disagree – SD

10.2% were neutral. 69.1% of the respondents (17% strongly agreed and 52.1% agreed) indicated that the training programmes of the institution were principally on-the-job approach, whereas 15.5% of the respondents disagreed and merely 1.9% of the respondents strongly disagreed to the statement. This implies that management of Takoradi Polytechnic provides on-the-job training in equipping its staff.

More so 17% and 52.1% of the respondents strongly and agreed respectively said that the training programmes of the institution are principally off-the-job approach. Whiles 13.2% and 1.9 % of the respondents disagreed and strongly disagreed respectively that training received was principally off-the-job. It can be deduced that Takoradi Polytechnic provides both on-the-job and off-the-job training to its employees. Lastly, 22.6% of the respondents claimed that they were satisfied with the training they have received so far. This is followed by 37.7% of the respondents who also agreed to same.

However 17% and 6.4% of the respondents disagreed and strongly disagreed respectively to the fact that they were satisfied with the training they have received so far. This means that the respondents received some kind of training but it was not sufficient enough to equip them to perform their job.

Discussions

Considering objective 1 (to examine the extent to which training programmes are provided for the staff of Takoradi Polytechnic), it was noted that there exist training programmes for the staff at Takoradi Polytechnic. Majority of the respondents (75.1%) expressed that, they had training when they were employed and about 65.7% of the respondents claimed that the training was sufficient enough to equip them for the job.

It was realised that the initial training at the point of entry the polytechnic does not stop there as subsequently the institution provides further training for it staff (70.4% of the respondents). This implies that there is deliberate effort by the Takoradi Polytechnic to train its staff as soon as they are employed. Thus, Takoradi Polytechnic place premium on staff training as training is noted to be very important for the survival of every institution.

This is very critical since training of employees is one of the vital components of human resource management and so for the polytechnic to be most competitive both in the present and the future, the institution must ensure that they have the most effective and efficient human resources available. This assertion is supported by the literature which was posited by Jackson and Schuler (2000) who claimed that tomorrow's most competitive organisations are working now to ensure they have available tomorrow and a decade from now employees who are eager and able to address competitive challenges.

However the findings of minority of the respondents disagreed with this assertion. This could be as a result of the fact that the employees who were employed by the polytechnic did not need any special training to enable them to execute the functions or the employees were already experts on their field of endeavour before they were employed. It was also established that Takoradi Polytechnic employs the two main types of training in equipping its staff as confirmed by Kempton (1995) that, there are two types of training, which are on-the-job and off-the-job.

Majority of the respondents (69.1%) claimed that the institution engaged in on-the-job training to equip its staff. This implies that as soon as staff of the Polytechnic are employed, they are taken to the place of work for an experienced immediate supervisors and qualified trainers for orientation before they start work. This is one of the most effective ways of training staff in an institution. However, the effectiveness of on-the-job training is dependent on the immediate supervisors and qualified trainers available at the polytechnic as confirmed by the literature by Kenny and Reid (1986).

It can therefore be deduced that the on-the-job training is often used by Takoradi Polytechnic as the case may be for several institutions which can leads to abuse. The abuse of the on-the-job training was expressed in the view of the minority of the respondents (19.6%) who said that the training they received was not sufficient. This assertion is supported by literature posited by Kenny and Reid (1986) that on-the-job training has been argued to be the most useful but equally the most abused and most unsuccessful type of training.

The provision of on-the-job training by Takoradi Polytechnic implies that the management of Takoradi Polytechnic set out the training programmes as part of the normal workplace activities and inculcate the job

itself as part of the way of the staff acquiring practical skills. Thus the management of the polytechnic normally set aside a period where there is little or no useful productivity as a period for the training programme at the place of the work. This is actually confirmed in the literature as claimed by Tews and Tracet (2008).

The findings of the study also proved that the on-the-job training provided by the polytechnic takes the form of job rotation. In this case, management of the polytechnic frequently move the staff systematically and in well planned manner across the various job spectrum within the polytechnic. With this, management is perceived to achieve the required human resources by enhancing staff career development and exposing the staff of the polytechnic to diverse work environment. This was confirmed by woods (1995) who defined job rotation as systematic movement of employees from job to job or project to project to achieve a required human resource objectives.

The results of the findings show that management of Takoradi Polytechnic does these transfers at least once in every academic year. However, per this study what seemed to be lacking at the polytechnic so far as training is concerned is the ability to provide coaching and mentoring which happen to be other types of on-the-job training. It is therefore assumed that the polytechnic prioritizes on job orientation and job rotation as the two main types of on-the-job training for its staff.

Notwithstanding, the findings also show that Takoradi Polytechnic also provides opportunities for its staff to take courses off-the-job to develop their potentials. This was expressed by the majority of the respondents (69.1%). This kind of training takes place outside the work environment and provided opportunity to impart knowledge and skills that can be practiced in a safe environment as in the literature by Kempton (1995). This type of training also takes the form of lectures, computer based training, games and stimulation.

As a matter of fact the findings proved that Takoradi Polytechnic has a policy to develop the potentials of its staff with respect to their respective areas of their (staff) operations. Thus the polytechnic will only sponsor an employee to pursue a course or develop his/her career along a current job area. However, the management of the polytechnic allows staff to pursue courses of their choice if only they (staff) can bear the cost of the programme. This is so, because the management of the polytechnic is always mindful of the need for the staff to transfer the acquired skills on the respective job after the sponsored training programme. This is what was confirmed in the definition of training transfer by Broad and Newstrom (2001) who declared that training transfer is the effective and continuing application of acquired skills and knowledge on the job.

The findings of this study is significant as the results show that Takoradi Polytechnic has in place a training system that gives equal opportunity to its staff. Although the 2014 auditor's report of Takoradi Polytechnic claimed that training activities at the polytechnic are disorganised, unplanned and unsystematic the findings of this study show that there is a certain level of training activities provided by the institution.

This contradicts the definition of training as suggested by Al-Emadi and Marquardt (2007) who defined training as planned activities on the part of the organisation targeted towards increasing the job knowledge and skills or to modify the attitudes and behaviours of employees in ways consistent with the goals of the organisation and the requirements of the job. Finally, it can be deduced from the findings that the training measures put in place by the Takoradi Polytechnic was done in order to bridge a gap between 'what is' and 'what ought to be' regarding development activities within the polytechnic as suggested in the literature by Bartram, Sharon, Bartram and Gibson (1999).

The essence of the training provided by the institution can be said to impart the staff so that the needed human resource is derived and skills and knowledge transferred to the job which can ensure institutional development. Thus training is offered so that trainees can transfer the knowledge and skills acquired on the job. Per these findings of the study, it can be deduced that Takoradi Polytechnic provides training for the staff of the polytechnic.

To assess the level of employee commitment at Takoradi Polytechnic

Table 4 comprises of series of statements developed by the researcher which were intended to find out from respondents the level of their commitment at Takoradi Polytechnic. The table is made up variables (statements that depict commitment levels of staff), frequency and percentage of each result from the staff of Takoradi Polytechnic. In line with this objective the respondents were asked stipulated questions in table 4 below in order to extrapolate the level of staff commitment at Takoradi Polytechnic.

In response to this questions, various views were expressed and the results are demonstrated as follow; it was identified that about 30.6% of the respondents strongly agreed that the institution has a great deal of personal meaning to them, followed by 41.5% of the respondents who agreed to same assertion whiles 8.3% and 2.7% disagreed and strongly disagreed respectively that the institution has a great deal of personal meaning to them. When staff were asked whether the institution's problems are perceived to be their problems, 26.4% and 37.7% of the respondents strongly agreed and agreed respectively to the question whereas 6.4% of the respondents remained neutral, 18.1% disagree that the institution's problems are their problems and 11.3% strongly disagreed. With respect to the fact that 'I don't feel emotionally attached to this institution', 15.5% of respondents strongly agreed, 21.6% agreed that they were not emotionally attached to Takoradi Polytechnic, whiles 23.4% were neutral, 26.8% disagreed and 12.8% strongly disagreed to the fact that they were not emotionally attached to Takoradi Polytechnic. This means that about 39.6% believed that they are emotionally attached to the polytechnic.

 In the researcher's quest to find out whether the institution deserves the loyalty of its employees, majority (75.5%) of the respondents believed that the institution deserves their loyalty whereas 9.8% believed that the institution does not deserve their loyalty. Meanwhile 14.7% were not sure whether the institution deserves their loyalty or not.

It was realised from the table that about 21.9% and 32.5% of the respondents strongly agreed and agreed respectively that too much of their life would be disrupted when they decide to leave Takoradi Polytechnic, Also about 17.7% of the respondents ticked the neutral option whiles 17.4% and 10.6% disagreed and strongly disagreed respectively that their life will be disrupted when they leave the institution. Thus 28% of the respondents believed their careers will not be disrupted when they decide to quit the institution.

When respondents were asked whether they would be very happy to spend the rest of their career with the institution, 38.9% of the respondents strongly agreed that they would be very happy to spend the rest of their career with Takoradi Polytechnic. 41.5% of the respondents also agreed that they would be very happy to spend the rest of their career with Takoradi Polytechnic. More so, 8.3% of the respondents disagreed to the fact that they would be very happy to spend the rest of their career with the institution, likewise 9.4% of the respondents strongly disagreed to same statement.

Table 4: Commitment Level of Staff at Takoradi Polytechnic

Variable		Frequency	Percentage (%)
This institution has a great deal of personal meaning for me	SA	81	30.6
	A	110	41.5
	N	45	17
	D	22	8.3
	SD	7	2.6
	Total	265	100
I really feel as if the institution's problems are my own.	SA	70	26.4
	A	100	37.7
	N	17	6.4
	D	48	18.1
	SD	30	11.3
	Total	265	100
I don't feel emotionally attached to this institution	SA	41	15.5
	A	57	21.6
	N	62	23.4
	D	71	26.8

	SD	34	12.8
	Total	265	100
This institution deserves my loyalty	SA	57	21.5
	A	143	54
	N	39	14.7
	D	20	7.5
	SD	6	2.3
	Total	265	100
Too much of my life would be disrupted if decided to leave my institution now	SA	58	21.9
	A	86	32.5
	N	47	17.7
	D	46	17.4
	SD	28	10.6
	Total	265	100
I would be very happy to spend the rest of my career with this institution	SA	81	38.9
	A	110	41.5
	N	27	10.2
	D	22	8.3
	SD	25	9.4
	Total	265	100

Source: Field Survey, Okine (2016)

Discussions

From table 4 on the study objective two which focuses on the assessing the level of employee commitment at Takoradi Polytechnic, at least two-thirds of the respondents agreed to the fact that they are committed to the course of the polytechnic. It is worthy to note that about 72.1% of the respondents affirmed the fact that Takoradi Polytechnic has a great deal of personal meaning for them whereas about 10.9% of the respondents thought otherwise.

The findings imply that, staff of Takoradi Polytechnic are more willing to involve and identify themselves with the polytechnic in the line with their duty. This assertion is explained by the theory posited by Mowday, Porter and Steers (1982) who stipulated that organisational commitment is the relative strength of an individual's identification and involvement in a particular organisation. This relative strength of staff identity and involvement in the affairs of the polytechnic was expressed by the majority of the staff. The staff of polytechnic are perceived to be willing to sacrifice everything for the betterment of the polytechnic.

It can also be deduced from these findings that the staff of Takoradi Polytechnic will endeavour to exert much effort in the course of their work performance towards the achievement of the goals of the polytechnic. This is confirmed by Nehmeh (2009) in the literature that, the more committed employees are to an organisation the more effort the employees exert towards the achievement of the organisational goals. In addition, it can be deduced that the staff of Takoradi Polytechnic are perceived to be content to be part of the institution as the staff perceive the roles they play in the polytechnic as part of their self-identity.

This deduction from the findings of the study is confirmed by the views expressed Best (1994), who posited that committed employees normally feel proud to be part of the organisation and they may regard the roles they play in the organisation as part of their self-identity. The opposite is said to be true with the minority of the respondents who expressed the view that the institution had no personal meaning to them. Thus, these staff of the polytechnic will not identify, involve themselves and exert a great deal of effort in the course of performing organisational functions in achieving the goals of Takoradi Polytechnic.

Secondly, from the findings of the study 36.7% of the respondents said that they were not emotionally attached to Takoradi Polytechnic. This implies that 36.7% of the respondents claimed that they are not affectively committed to the polytechnic. Considering the percentage difference, it can be deduced that some of the staff of the polytechnic who claim that they are not emotionally attached to Takoradi Polytechnic are also claiming that they (respondents) believe that the polytechnics problems are their problem. This is a sharp contradiction to the meaning of commitment as posited by Allen and Meyer (1990) who defined affective commitment as the employee's emotional attachment to, identification with, and involvement in an organisation.

However, from table 4, about 39.6% of the respondents from the study claimed that, they are emotionally attached to Takoradi Polytechnic. Thus it can be deduced from the findings that majority of the respondents believed that they are affectively committed to the polytechnic. This is in sync with the definition of affective commitment as espoused by Allen and Meyer (1990), who defined affective commitment as employees' emotional attachment to, identification with, and involvement in the organisation.

More so, from the findings of the study, majority of the respondents (75.5%) claimed that Takoradi Polytechnic deserves their loyalty. The findings show that the staff of the polytechnic had developed not only sense of belongingness so far as the Takoradi Polytechnic's goals are concerned but also enormous passion to stay with the polytechnic. At this stage it can be realised that the motive behind the stay is as results of the values of the staff of the polytechnic that are perceived to be congruent with those of colleague staff and the polytechnic as whole.

This is supported by literature espoused by Suliman & Iles (2000) who claimed that every committed employee of an organisation exhibits values that are perceived to be congruent with a group he/she belongs to, as well as the organisation. Furthermore, the findings of the study also imply that staff of Takoradi Polytechnic have developed perceived cognitive attachment between themselves and the institution and an attempt to separate themselves (the staff of the polytechnic) from the institution will cost them (the staff). This is as a result of perceived benefit derived by the polytechnic staff from Takoradi Polytechnic.

This cost of leaving the institution can be associated with either social or economic cost as affirm in the literature by Jaros (1997) who said that employees are committed to organisations because the cost of leaving an organisation either social or economic cost outweighs the benefits   of staying with the organisation.
Additionally, 54.4% of the respondents said too much of their lives would be disrupted if they decided to leave the institution.

Findings of this study confirm that there are certain perceived benefits that bind the majority of the staff and the polytechnic together. It can be deduced that the staff of the Takoradi Polytechnic believed that the benefits of staying with the institution outweigh the cost of leaving the institution. The staff intends to commit their future to the institution rather than leaving it. This assertion is confirmed by what was posited by Brum (2007) in the literature that the more committed employees are the most likely they will remain with an organisation.

Furthermore, the findings of the study on commitment levels of employees of Takoradi Polytechnic depicts that majority of the staff of the polytechnic believed that they would be very happy to spend the rest of their career with the institution. This shows that majority of the respondents (80.4%) from Takoradi Polytechnic are perceived to be committed to the institution because they believe in the goals of the Polytechnic and wish to maintain their membership with the institution.

This finding signifies that there is a perceived unique bond which has developed between the staff of Takoradi Polytechnic and the polytechnic itself. This bond is so strong that the employees are ready and happy to spend the rest of   their life with the institution. This position is confirmed by O'Reilly (1989) who stated in the literature that organisational commitment is as results of an individual psychological bond to the organisation.

This perceived bond between the staff and Takoradi Polytechnic could have been developed as results of sense of job involvement, loyalty and the belief in the values of the polytechnic on the part of the staff. This is confirmed by O'Reilly (1989) who defined organisational commitment as "an individual's psychological bond to the organisation, including a sense of job involvement, loyalty and belief in the values of the organisation".

It can also be deduced that, the perceived bond is seen to have been developed as a results of a perceived developed cognitive attachment of employees with Takoradi Polytechnic which is underpinned by perceived factors such as level of investment (both financial and non-financial investment) accumulated in institution by the employees and perceived lack of alternatives outside the institutions. This assertion is confirmed in the literature and theory by Mayer and Schoorman (1998) who claimed that employees normally develop cognitive attachment with organisations on the basis of perceived level of investment within the institution and lack of alternative opportunities.

Notwithstanding, the views of those in the minority from the findings of the study contradict the above mentioned factors that underpinned commitment level of staff within Takoradi Polytechnic. This is attributed to a perceived lack of capacity or inability of the polytechnic to meet the various expectations of some of the staff of the institution. This assertion confirms the claim made by Becker (1960) who suggested that commitment comes into play when a person makes side-bets and links his or her interests with some consistent line of action. Thus employees are bonded to their organisations by salary and other benefits. The moment these interests are not met, the employees look elsewhere for their expectations to be met.

The minority views of the respondents from the study were what was perceived also by Asafo-Adjei (2012) that, the employees of Takoradi Polytechnic exhibit negative factors. These negative factors are as a result of lack of perceived organisational commitment by employees. It can be deduced that the staff of the polytechnic in the minority are perceived to be ready to leave Polytechnic at the least opportunity at their disposal. 29.4% of the respondents also believed the polytechnic's problems are not the problems of the staff.

These 29.4% of the respondents of the study imply that there are some of the staff of Takoradi Polytechnic who are perceived to be loyal to the polytechnic but do not also believed that the problems of the polytechnic are their problems. This is because about 75.6% of the respondents said that Takoradi Polytechnic deserve their loyalty. This is a sharp contrast as compare to the literature posited by Hau-siu Chow (1994) who suggested that organisational commitment comes about as a result of individual employees identifying with the organisation and the managerial goals and a show of willing to invest effort, participate in decision making and Internalised organisational values.

Finally, 28% of the respondents in the study disagreed that too much of their life would be disrupted if decided to leave Takoradi Polytechnic now. This implies that staff of the polytechnic believed their life will rather be enhanced if they decide to leave the institution for opportunity elsewhere. It can therefore be deduced that the staff of Takoradi Polytechnic will show little or no commitment at all to the course of the polytechnic.

This is possible since the staff of the polytechnic believe that the perceived benefits of leaving Takoradi Polytechnic outweigh the perceived benefits of staying with the polytechnic. This assertion is confirmed in the literature by Jaros (1997) who posited that employees are committed to organisations because the costs of leaving organisations either social costs or economic costs outweigh the benefits of staying with the same organisation.

The Relationship between Training and Commitment

The third objective of this study was to examine the relationship between training and organisational commitment in Takoradi Polytechnic. In line with this objective, the researcher runs data on two variables as shown in the table 5. The results from the table 5 illustrate the mean, standard deviation and the number of respondents recorded.

The table shows that the mean for the item 'the training I received is sufficient', is 2.37 with a standard deviation of 1.124 whilst the mean for 'I would be very happy to spend the rest of my career with this institution' is 2.20 with a standard deviation of 1.012 and there were 265 respondents (N) for each of the two variables. On the face value, it can be deduced that there are similarities in the values generated for the various items on table 6. The result from the findings show that there is a perceived positive relationship between the statements 'the training I received is sufficient' (training) and 'I would be very happy to spend the rest of my career with this institution' (commitment).

Table 5: Relationship between Training and Commitment at Takoradi Polytechnic

Item	Mean	Std. Deviation	N
The training I received is sufficient	2.37	1.124	265
I would be very happy to spend the rest of my career with this institution	2.20	1.012	265

Source: Field Survey, Okine (2016)

For the purpose of having a deeper understanding of the relationship between the two statements in table 5 above, correlation analysis was ran. According to Ramsey (2016), in statistics, the correlation coefficient (r) measures the strength and direction of a linear relationship between two variables on a scatterplot. The value of 'r' is always between +1 and -1. By interpretation, Ramsey said that if the value of 'r' is equal to 1.0, it means there exist perfect correlation between the variables. This implies that the two variables tend to increase or decrease together in the same direction. On the other hand if the value 'r' is 0, it therefore means that, the two variables do not vary together at all.

However if the value of 'r' is between -1 and 0 then it implies that as one variable increases, the other variable decreases. Thus the linear relationship between is inversely related. From Table 6, it was revealed that the correlation coefficient value obtained was 0.381. This basically indicates that there exists a moderate linear relationship between training and organisational commitment.

Table 6: Correlation Analysis for Training and Organisation commitment

Correlations

		The training I received is sufficient	I would be very happy to spend the rest of my career with this institution
The training I received is sufficient	Pearson Correlation	1	.381[**]
	Sig. (2-tailed)		.000
	N	265	265
I would be very happy to spend the rest of my career with this institution	Pearson Correlation	.381[**]	1
	Sig. (2-tailed)	.000	
	N	265	265
**. Correlation is significant at the 0.01 level (2-tailed).			

Source: Field Survey, Okine (2016)

The corresponding significant value (0.000) implies that the relationship that exist between the two variables are statistically significant. The positive correlation between training and organisational commitment indicates that the variables trend to increase together; thus accessibility to training is associated with organisational commitment.

Discussions

With respect to the third objective (to examine the relationship between training and commitment), it was revealed that the correlation coefficient value obtained was 0.381 which implies that there exist a

moderate linear relationship between training and organisational commitment. Thus, training and organisational commitment are positively related. As the provision of training increases in Takoradi Polytechnic, the commitment level of the staff also increases.

Likewise as the provision of training decreases, the commitment level of the staff of the institution also decreases. Following the results, it can deduced that the provision of training programmes by Takoradi Polytechnic has led to organisational commitment at the institution. The implication is that, the staff of the polytechnic are responding to a certain stimuli by way of paying back the training they have received from the polytechnic. This clearly shows that there have been an exchange of both social and economic relationship between Takoradi Polytechnic and its staff. This assertion is confirmed by what was stipulated by the social exchange theory which forms the theoretical frame work of the study.

According to Kipkebut (2010) the social exchange theory views the employment relationship between employers and employees as consisting of exchanges both social and economic. This kind of exchanges as posited by Kipkebut is dependent on the norm of reciprocity as confirms by Gouldner (1960) who said that a social exchange relationship between employers and employees rests on the norm of reciprocity. This reciprocity is what has been perceived to be exhibited by the staff of Takoradi Polytechnic per the findings of the study.

The results from the findings imply that the provision of training programmes by Takoradi Polytechnic to its staff is being reciprocated by the staff of the institution with their commitment level. Thus training is perceived by the staff of the polytechnic as an antecedent to enhance their commitment level within the institution. This is confirmed in the literature by Blut and Culha (2010) who posited that training in organisations should be considered as an antecedent to enhance employees' commitment.

Additionally, it can be deduced that the staff of the polytechnic has cultivated a perceived feeling of obligation to repay Takoradi Polytechnic for the favourable treatment received from the institution by way of the training provided for the staff. This is supported in the literature by Robinson (1996) who posited that, when employees perceive that the employment relationship is based on social exchange and the exchange is fair, then the employees are motivated to commit themselves to the institution in question. However, if the perceived employment relationship is based on unfair treatment, then the views expressed by the minority of the respondents who are not perceived to be committed to Takoradi Polytechnic holds.

More so, the results from table 6 show that, the views of the majority of the staff of Takoradi Polytechnic indicate that, the staff perceived that the polytechnic is taking good care of them so they (staff) will also take good care of the polytechnic. This confirms the theory of Cropanzano, Byrne, Bobocel, and Rupp (2001) who said that social exchange theory revolves around relationship when employers take of employees which thereby engender beneficial consequences.

The findings also show that the perceived access to training, social support for training, motivation to learn, and perceived benefits of training by the staff of Takoradi Polytechnic positively trigger the commitment levels of the staff. As the perceptions of the provision or the availability of training programmes increase, the commitment level of the staff increases. This position is affirmed by Bartlett (2001) who established that there is perceived positive relationship between training and organisational commitment. This is also confirmed by Azad and Michael (2007) who claimed that there is a positive relationship between employees' beliefs regarding training benefits and employees' commitment.

Furthermore, the findings are also supported by the study of Bartlett and Kang (2004) who examined the relationship between employee attitudes related to training and commitment among a sample of nurses in New Zealand and the United States. Their results confirmed the claim that, a perceived access to training, supervisory support for training, motivation to learn from training and perceived benefits of training were positively related to the organisational commitment. Also Bulut and Culha (2010), in their study investigating the impact of training on employee commitment focusing on employees emotional and affective responses towards their organisation confirmed the findings that that all dimensions of training positively affected employee commitment in the institution.

It is also worthy to understand that the level of organisational commitment exhibited by the staff of the polytechnic can be deduced into three types as the perceived staff commitment of individual staff differs. The commitment level can be affective, continuance or normative. This was confirmed by Meyer and Allen (1991) who claim in the literature that commitment is multidimensional construct comprising affective, continuance and normative commitment. As expressed by the staff of Takoradi Polytechnic, the affective

commitment development involves the staff desire to establish a rewarding relationship with the institution. This rewarding relationship explains why the provision of training at Takoradi Polytechnic influences the commitment level of staff of the institution.

Additionally, continuance commitment come to play with the commitment level of the staff of Takoradi Polytechnic because the staff believed that leaving the institution (Takoradi Polytechnic) means forfeiting the training opportunity being provided by Takoradi Polytechnic. As the training provided by the polytechnic is perceived by the staff to be more important to their career development. This assertion agreed with what was posited by Jaros (1997) in the literature.

Jaros (1997) claimed that continuance commitment occurs because cognitive attachment develops between employees and organisations which implies that, staff always weigh the cost of leaving the institutions as against the benefits of staying with institution. In the case of Takoradi Polytechnic the staff are perceived to believe that, the costs of living the institution outweigh the benefits of staying with the institution. Hence, the need to stay with Takoradi Polytechnic.

Finally the findings also show that the staff of Takoradi Polytechnic exhibited some level of normative commitment as some of the staff intended to stay with the institution because of perceived personal experience after entering the institution. Thus, as a result of the training opportunity provided by Takoradi Polytechnic, the staff believes it is morally right to remain with the institution. This is due to the feeling of obligation, sense of duty and loyalty on the part of the staff of Takoradi Polytechnic to remain with the institution.

This perception is confirmed by the literature espoused by wiener and Vardi (1980) who believed that normative commitment is the work behaviour of individuals, guided by a sense of duty, obligation, and loyalty towards the organisation. So from table 7, it can be confirmed that the provision of training by Takoradi Polytechnic has a direct and positive relationship with the organisational commitment level of the polytechnic.

Conclusion

The study has shown that Takoradi Polytechnic provides training for its employees at the point of entry the institution and these training activities are also provided intermittently for the employees in order to upgrade the skills and knowledge of employee for them to be abreast with current global trends in the industry. This supports the assertion that today institutions are building the capacity of their workforce for tomorrow competition. The employees at Takoradi Polytechnic per the study were also perceived to be happy and are willing to stay with the institution. This level of commitment by the employees of Takoradi Polytechnic was as a result of perceived policies that had been put in place by the institution to equip the employees to discharge their responsibilities effectively and efficiently. This depicts that there is a perceived bond between the staff and the polytechnic.

Finally, it had been established by this study that there is positive relationship between training and organisational commitment. This shows that the more training provided by Takoradi Polytechnic, the more the staff will be committed to the institution. Hence there is a direct relationship between training and organisational commitment. By this study, it can therefore be deduced that, human resource practices such as the provision of training for employees by their respective institutions can lead to organisational commitment.

Recommendations

With respect to this study and based on the above discussions, it is rational to suggest that the provision of training at Takoradi Polytechnic is very important factor in determining the commitment level of staff which intend lead to success of the institution and as such, finding ways of improving certain aspects of the system is very important. Based on the findings, the following recommendations are made to enhance the provision of training at Takoradi Polytechnic.

The study found that, though there was a training system in place at Takoradi Polytechnic for its employees, there was lack of adequate planning, organised and a well thought out policy to ensure periodic job need analysis and to enroll employees onto a training programme periodically. Based on this study, it is recommended that for training to be effective, management of Takoradi Polytechnic should put in the first

place, a well-developed and thought out training policy in the institution. There should be a clear policy in place that management will follow to ensure periodic in service training, seminars and workshops for staff, the availability of training equipment and materials and focusing training on technology.

This policy should be enshrined in the condition of service of the employees of the institution. This will bind both management and employees to ensure the elimination of perceived favouritism and nepotism by the employees of Takoradi Polytechnic. This will make training at Takoradi Polytechnic to be organised in a well-planned manner, a priority and ensure substantial investment into training of staff.

The findings of the study also show that the management of Takoradi Polytechnic lay emphasis on only job orientation and job rotation with respect to on-the-job training and lectures for off-the-job training to the neglect of other important training methods. The Polytechnic should also employ mentoring, coaching (by assigning employees to experts and other experienced employees), seminars, symposia which can be organised regularly to enhance the skills and knowledge of the staff. The management should also design system in place to ensure that trained staff are monitored in the discharge of their duties after training. This will ensure that acquired knowledge and skills after training programme are transferred to the job to achieve the required objectives.

Finally the study found that in spite of the provision of training by the Polytechnic for its employees, some of the employees were not happy and were willing to leave the Polytechnic. In view of this, it is recommended that management of Takoradi Polytechnic in addition to training, should endeavour to ensure that other motivational factors such as improvement in working conditions of staff, effective communication within the institution, staff participation in decision making at all level and enhanced salary should not be overlooked since they are also major determinants of organisational commitment. Also, against the background of the limitations of this study, future studies could use the mixed method to further explore the relationship between training and organisational commitment.

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