

# EFFECT OF TRAINING AND DEVELOPMENT ON ORGANIZATIONAL COMMITMENT OF EMPLOYEES IN THE RETAIL INDUSTRY OF GHANA: A CASE STUDY OF MELCOM GHANA LIMITED

<sup>1</sup>Leslie Afotey Odai, <sup>2</sup>Jingzhao Yang, <sup>3</sup>Isaac Ahakwa, <sup>4</sup>Samuel Dartey, <sup>5</sup>Obed Afotey Okle

<sup>1</sup>Master Student, <sup>2</sup>Professor, <sup>3</sup>Master Student, <sup>4</sup>Master Student, <sup>5</sup>Master Student

<sup>1, 2, 3, 4, 5</sup> School of Management, Jiangsu University, Zhenjiang, China.

Email – <sup>1</sup>leslieodai3@gmail.com, <sup>2</sup>237599701@qq.com, <sup>3</sup>isaacahakwa@gmail.com,

<sup>4</sup>sammydarteson@gmail.com, <sup>5</sup>Obedniokle@gmail.com

**Abstract:** Training and development is recognized worldwide as an essential element that brings about all forms of organizational outcomes and employee behaviours. The study, therefore, sorts out to probe the effect of training and development (perceived availability of training, motivation to learn from training and perceived support for training) on organizational commitment, particularly affective commitment of employees in Melcom Ghana limited. Using both simple random and convenience sampling approach, data were distributed to 260 employees out of which 240 were used in the analysis and the remaining discarded due to its inaccuracy. Data retrieved were analysed using Statistical Package for Social Sciences (SPSS version 26) and partial least squared based on Structural Equation Modeling (SEM). The results indicate that the dimensions of training and development significantly affected organizational commitment with perceived availability of training having the most significant effect on organizational commitment. The study recommends that employers in the retail industry must make a conscious effort aimed at creating an emotional attachment between employees and their organizations to make employees committed and thus retaining them rather than lose them.

**Key Words:** Organizational commitment, Affective commitment, Perceived Availability of Training, Motivation to Learn from Training, Perceived Support for Training.

## 1. INTRODUCTION:

Employees are essentially crucial to the organization since their contribution is mostly intangible and not easily duplicated (Kasus et al., 2018). Current literature has, to date, provided evidence of the value of useful or active labour for an organization's survival (Bogdanowicz et al., 2008). According to Bashir & Long, (2015), training and development in a firm is a learning procedure whereby a training staff, Human resource, or management of the firm or organization make provision for essential learning opportunities in an organized fashion for its employees. Organizations that make a general provision or invest in training creates a sense of belonging of employees to the organization, which makes them feel like insiders. The feeling of being an insider is reflected in the effort that employees put in the duty assigned them, enhanced work ethic, increased productivity, and lesser likelihood that he or she will quit. Numerous researches document that training and development is an essential tool that facilitates the development of abilities, skills, and knowledge of employees in an organization. Training and development, apart from being a tool that improves the performance of employees, also accounts for a turnaround in the attitude and behaviour of employees towards organizations where such changes make employees committed to the respective organizations (Hussain et al., 2020).

Valaei & Rezaei, (2016) asserts that organizational commitment is a type of psychological attachment to an organization in which persons involved become committed employees and thus sometimes get an identity of their own from the organization and gain from their membership. Engaging employee commitment corresponds with an ambiance that encourages employee recognition, makes provision for growth, provides an open and collaborative environment, and creates a sense of being a second employee home (Koutroumanis et al., 2015). Commitment is one of the fundamental principles that impact organizations in several ways, as in most instances, as serves a yardstick for assessing employees. Lower intent to exist from an organization, improved attendance, higher job productivity, and increased retention are repercussions of organizational commitment (Loes & Tobin, 2020).

In recent years, Ghana's retail sector has expanded significantly, attracting a variety of foreign retail chains and brands. A widespread perception is that the retail industry has experienced an enormous increase, which is evident from the fact that shopping malls, such as Makola mall, Accra mall, A&C mall, and supermarkets such as Melcom, Game, shoprite, Maxmart, among others, keep surfacing in the Accra metropolis (Novixoxo et al., 2018). This has

subsequently brought about an increase in competition within the retail industry in the Accra Metropolis. However, the retail sector remains one of the industry with the highest turnover rate (Owusu, 2020). A report from Ghanatalksbusiness (2017) indicates that the retail industry is plagued with insufficient staff commitment, with players having to turnover employees more often than they want. Employee turnover accounts for the loss of revenue, precious employees, and experienced personnel within organizations (Alexander, 2020). When employees leave an organization either by being fired or quitting by choice, their absence creates a vacuum. Industries, especially those in retail, hate it when there are vacuums in merchandise, in displays, and schedules as this tend to affect not only their day to day activities but their customer base within their sphere of influence. Previous studies carried out by researches evidenced that human resource practices such as training and development validate a significant association with organizational commitment as committed workforce are less likely to part ways with the organization (A. Ahmad et al., 2019; Bartlett, 2001; Hanifah & Syaebani, 2016; Shafiq et al., 2013). Somers (1995) asserts that affective commitment is the steadiest predictor of organizational commitment, which solely predicts turnover and absenteeism of employees. Even though a lot of studies exists, signifying a positive association between training and development and organizational commitment, studies relating to the said variables are lacking in the retail industry of Ghana. This study is therefore aimed at investigating the influence of training and development (perceived availability of training, motivation to learn from training and perceived support for training) on organizational commitment of employees, particularly employee's affective commitment in the retail industry of Ghana, as a case study of Melcom Ghana limited.

## **2 LITERATURE REVIEW:**

### **2.1 Training and development.**

Abiodun, (1999) defined training and development as a systematic development of skills, knowledge and attitudes required by employees to execute a given task or job effectively. According to Paul (2004), training and development is a function of human resource management, involving organizational activities aimed at improving the performance of individuals and groups in a corporate environment, familiarized by countless names including “human resource development” and “learning and development”.

Dessler (2008) postulates that there are various methods or techniques of training and development, depending on the requirements of the job profile which are, on-the-job training that is seeing to it that individuals learn on the job by literally doing it and off-the-job training which is employees trained away from their place of work. In today's present economy, training and development is among one of the critical human resource management practices which bring about an increase in skills, abilities, superior knowledge, positive attitude and behaviour of employees, increasing organizational commitment (Tangthong et al., 2014). Occasional training throughout an employment relationship enables the employee to become more productive and upgrade skills, thereby producing an effective workforce (Ruth, 2015).

### **2.2 Organizational commitment.**

Organizational commitment, perceived as a frequently used concept, especially in organizational behaviour, has become a center of attention on which academicians have conducted numerous studies over the years (Aksoy & Yalçınsoy, 2017). Meyer & Allen (1990), described organizational commitment as the degree of attachment to an organization, characterized by valuing the shared benefits held between an employee and their organization. They further divided organizational commitment into three components which are affective commitment, continuance commitment, and normative commitment. Affective commitment signifies a sense of belonging and emotional attachment to the organization, whereas continuance commitment emphasizes the perceived costs of leaving the organization, and normative commitment reflects the perceived obligation of an employee to stay with the organization (Meyer & Allen, 1990).

## **3 RELATIONSHIP AND HYPOTHESIS DEVELOPMENT:**

### **3.1 Training and development and organizational commitment.**

Numerous studies have probed the relationship between training and development and organizational commitment, with results indicating a positive and significant relation and training and development as an essential determinant of organizational commitment (Bartlett & Kang, 2004; Hanifah & Syaebani, 2016; Shafiq et al., 2013). The authors argued that training contributes to career progress by enhancing employee's skills and expertise that translates into improved performance. They further asserted that training grooms employees to occupy higher positions and strengthens a sort of future job security in the form of experience and expertise, which gives the employees the notion of them being backed in terms of career and skills development. Such support and genuine care from an organization's employers bring about a psychological attachment of employees with the organization, reducing the likelihood of parting ways with the organization and putting in extra effort to realize the organization's

objectives. This perspective is in line with social exchange theory (Blau, 1964), which postulates that the psychological contract between the employer and the employee is an essential predictor of organizational behaviour. If employees expect investment from their employers in the form of training and development, performance improvement, and a sense of loyalty to stay with the organization for a lengthy period is expected from their employers. The principle of reciprocity is thus reflected in the relationship between training and development and organizational commitment.

### **3.2 Perceived availability of training.**

Perceived availability of training is defined as the extent to which employees feel that employers of an organization put in the effort to make training opportunities readily available. In a study conducted by Bartlett, (2001) on the relationship between employee attitude toward training and organizational commitment among registered nurses from five selected hospitals, findings of the study revealed that perceived availability of training, showed a stronger relationship with affective commitment and normative commitment, predicting a positive and significant relationship between training and development and organizational commitment. Similarly, a study conducted by Bartlett & Kang (2004), on training and organizational commitment among nurses of New Zealand and United states also revealed a positive and significant relationship between training and organizational commitment. In a like manner, the perceived availability of training showed a stronger relationship with affective commitment and normative commitment. These outcomes are in line with the findings of (Bashir & Long, 2015). Newman et al., (2011) conducted a study to assess the impact of employee's perceptions of training on organizational commitment and turnover intentions in the Chinese service sector. The findings of the results revealed a positive association between training and organizational commitment. However, availability of training revealed a stronger relationship with affective commitment and continuance commitment contrary to the findings of (Bartlett, 2001; Bartlett & Kang, 2004; Bashir & Long, 2015). Several studies, having also probed the relationship between training and organizational commitment, found a significant relationship and positive association among the two variables. However, a more substantial and positive relationship was found between perceived availability of training and affective commitment (Alhassan, 2012; Bulut & Culha, 2010; Newman et al., 2011). On the back of the above evidence, this study proposes the hypotheses that;

**H1: Perceived availability of training is positively and significantly related to organizational commitment.**

### **3.3 Motivation to learn from training.**

Motivation to learn from training is described as the vital interest of an individual to learn the content of a training program (Noe & Schmitt, 1986). Such interest to learn guarantees and sees employee's presence and involvement in training programs offered by organizations (Hussain et al., 2020). According to Bartlett, (2001) motivation to learn from training is categorized into two components namely, a general measure of how motivated an individual wants to learn and specifically, how motivated an individual wants to learn during participation in training programs. Numerous studies have been carried out to verify the positive association of motivation to learn from training and organizational commitment (Bartlett & Kang, 2004; Bulut & Culha, 2010; Newman et al., 2011). Bartlett, (2001) in examining the relationship between training and organizational commitment found a significant and positive relationship between motivation to learn and the normative and affective forms of commitment but a non-significant association with continuance commitment. The finding was consistent with the studies of (Ahmad & Bakar, 2003; Bartlett & Kang, 2004; Bashir & Long, 2015). However, the study of Newman et al., (2011) contradicts these findings as a positive and robust relationship was found between motivation to learn from training and continuance form of organizational commitment. It was further revealed that training is not voluntary among multinationals operating in china as the decision to partake in training programs is made by supervisors or the organization. Studies continue to reveal a positive and significant relationship between motivation to learn from training and organizational commitment (Dias et al., 2016; Hussain et al., 2020).

**H2: Motivation to learn from training is positively and significantly related to organizational commitment.**

### **3.4 Perceived support for training.**

In an organization, employees are inspired to undertake psychological obligations aimed at expanding their level of expertise in performing their work when they perceive a high level of support to develop their skills, practice new ways of executing their task and deal effectively with work-related problems through new approaches (Butcher et al., 2009). Bulut & Culha, (2010) asserts that the directions of support are either vertical or horizontal with vertical support showcasing perceived support from superiors or co-workers and horizontal support representing the degree to which peers are willing to help their colleagues in good faith. According Bartlett, (2001) Support from senior staff and

supervisors, co-workers as well as from peers plays a significant role in the frequency and duration of training program that an individual participates in. Results revealed in that study indicated a significant and positive association of both supervisory support and co-worker support for training with affective and normative forms of commitment. This results was backed by the findings of (Ahmad & Bakar, 2003; Bashir & Long, 2015; Newman et al., 2011) where a positive and significant association between both supervisor and co-worker support for training and organizational commitment was validated. A positive relationship between supervisor support or co-worker support for training and organizational commitment of employees is as a result of that feeling of responsibility and obligation attested by emotional bonds between employees (Bashir & Long, 2015). On the back of the above evidence, this study proposes that;

**H3: Perceived support for training is positively and significantly related to commitment.**

### 3.5 Conceptual framework.

Based on the review of literature, relationship and hypothesis development, the conceptual framework depicting the association of training and development and its dimensions with organizational commitment for the research problem is stated below;

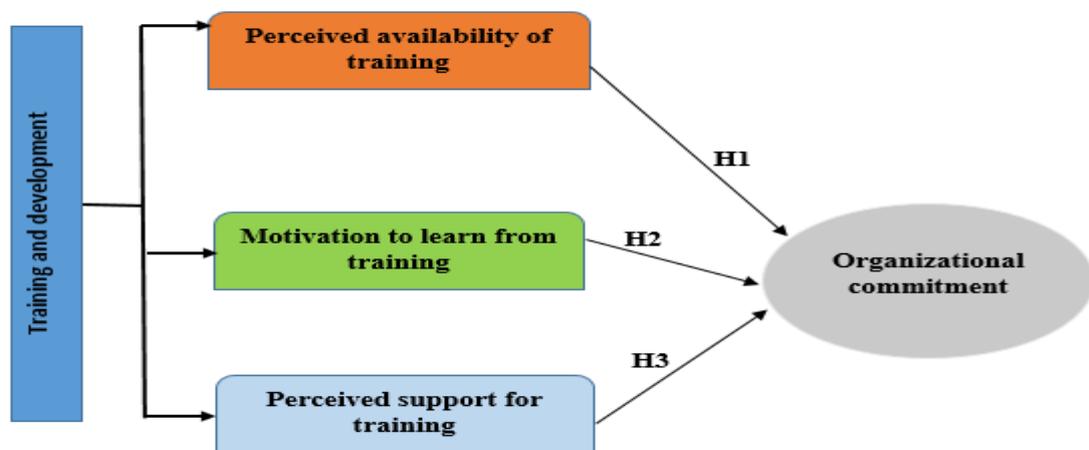


Figure 1: conceptual framework

## 4. METHODOLOGY:

### 4.1 Research Design.

A research design is defined as a collection of processes and methods used to collect and study measurements of factors recognized in a research problem (Cresswel, 2013). The study adopted a survey-based research design. A correlational research design was used to determine the association between training and development and organizational commitment.

### 4.2 Research population, sampling approach, sampling size.

Target population refers to the entire group of objects essential to the research project. The study will thus consider employees from the retail outlet of Melcom Ghana limited. Employees, in this sense, consist of sales representatives, cashiers, cleaners, and security personnel. This retail outlet was chosen due to its popularity among other retail outlets in the Accra metropolis Ghana and its enormous contribution to the country's economy.

In the process of conducting this study, both probability and non-probability sampling technique was considered in selecting the study respondents. A simple random sampling and convenience sampling approach was used to select employees (sales personnel, cashiers, cleaners, and security personnel). The simple random method enabled each of the employees to have an equal chance of being selected. Convenience sampling technique, on the other hand, was adopted because only the employees, both old and newly recruited, who are readily available to volunteer information as perceived by the researcher and as required by the study were sampled. The sample size for the study is 240, representing employees from selected departments of the retail outlet.

### 4.3 Research instrument and Data collection:

The primary tool for gathering information by the study was a close-ended questionnaire, making it an indispensable tool, enabling the researchers to collect immediate information concerning respondent's demographic characteristics and awareness of specific issues about the topic under study. The questionnaire, created through an online survey tool, was sectioned into five with the first part covering the demographics of the respondents, the second

part asking questions related to organizational commitment, the third part inquiring about perceived availability of training, the fourth part probing about motivation to learn from training and the fifth part rounding up with questions related to perceived support for training. These questions were all rated on a five-point Likert scale, ranging from (1), representing “strongly disagree” to (5), representing “strongly agree”. Two hundred and sixty (260) questionnaires in total were distributed through several online platforms to the convenience of the selected target population. Two hundred and forty (240) questionnaires out of the total, representing a response rate of 94% was eventually used for the analysis as they were deemed to be fit and appropriate, while the remaining 20 were excluded due to their inaccuracy.

**Table 1: Measurement of variables.**

Constructs	Number of items	Sources of literature
Organizational commitment	6	(J. P. Meyer et al., 1993)
Perceived availability of training	4	(Bartlett, 2001)
Motivation to learn from training	4	(Noe & Schmitt, 1986)
Perceived support for training	4	(Noe & Schmitt, 1986)

#### 4.4 Data analysis.

Data generated from the online questionnaire were computed and analysed using SPSS version 26 and SmartPLS 3.0. Both exploratory and confirmatory studies to ascertain the validity of the model were captured in the analyses. The demographic features of respondents, the measurement model, and the structural equation model were espoused to give meanings to the relationships among the constructs of the study. The significance of the path coefficients and the loadings were tested using the bootstrapping method (5000 resamples). Blindfolding and Smart PLS algorithm was used to determine the association between the dependent and the independent variable.

### 5 MODELLING RESULTS AND DISCUSSIONS.

#### 5.1 Demographic features of respondents.

Table 2 reveals a summary of the descriptive statistics of the demographic characteristics of 240 respondents. Their gender, age, educational level, department, and work experience is presented below;

**Table 2: Demographic distribution of respondents.**

Demographic characteristics		Frequency(N=240)	Percentage (%)
Gender	Male	55	22.9
	Female	185	77.1
Age	18-25 years	148	61.7
	26-39 years	78	32.5
	40 years and above	14	5.8
Educational level	SSCE/WASSCE	58	24.2
	Diploma Certificate	101	42.1
	Bachelor degree	81	33.8
Department	Sales and marketing department	150	62.5
	Finance department	49	20.4
	Security	23	9.6
	Maintenance	18	7.5
Work Duration	Less than 1 year	16	6.7
	1-2 years	154	64.2
	3-5 years	58	24.2
	5-10 years	12	5.0

The respondents included 55 males representing 22.9%, and the majority being females representing 77.1%. This implies that the organization is female-dominated, as evidenced by the retail sector being dominated by women. Additionally, respondents age was categorized into ranges of three (3), thus from age eighteen (18), up to age forty (40), and above. Majority of the respondents constituting a total of 148 (61.7%) fell in the age category of 18-25 years, followed by 78 (32.5%) respondents in the range of 26-39 years with age 40 and above constituting 14 (5.8%). Again,

150 (62.5%) represented respondents in the sales and marketing department, while 49 (20.4%), 23 (9.6%), and 18 (7.5%) showcased respondents from the department of Finance, Security and Maintenance. Moreover, 154 respondents having worked in the organization between the spaces of 1-2 years chalked the highest percentage of (64.2%) out of the total of 240 as presented in table 2.

**5.2 Evaluation of Measurement Model.**

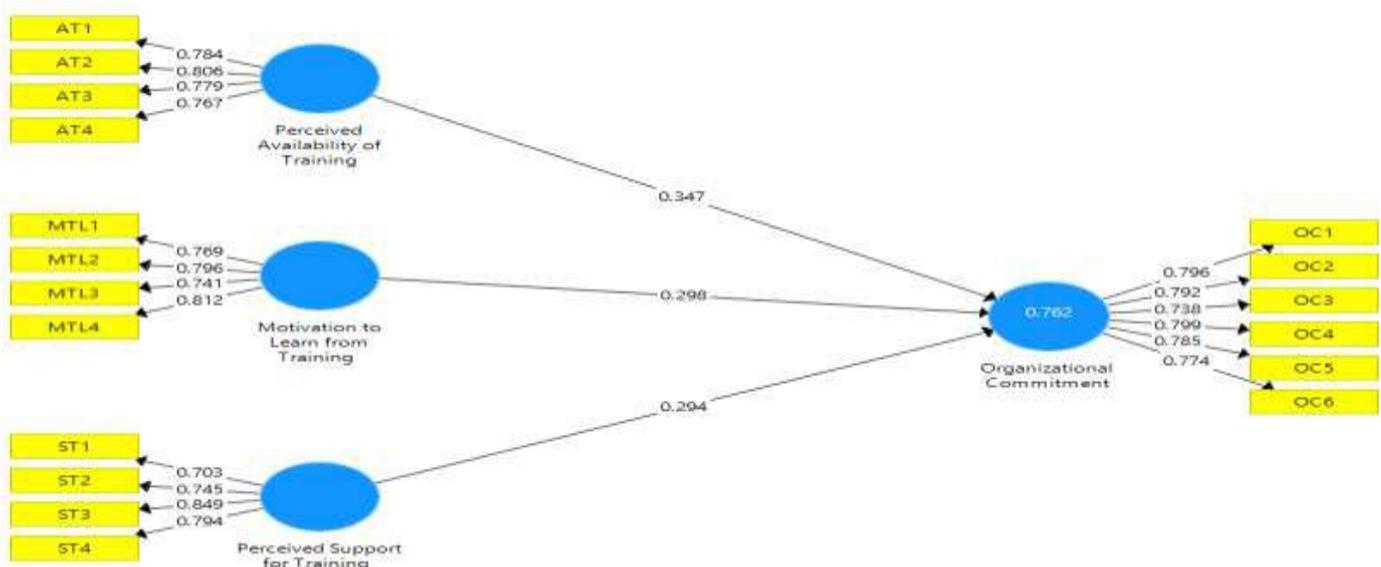
The model’s internal consistency reliability, convergent, and discriminant validity were analysed using the study’s data. The outer loadings, Cronbach  $\alpha$ , average variance extracted (AVE), and composite reliability, were formulated on the criterion of Hair jr et al., (2016) as presented in table 3.

**Table 3: Measurement model’s Validity and Reliability.**

Construct	Notations	Loadings	Cronbach Alpha $\alpha$	AVE	Composite reliability
Organizational Commitment	OC1	0.796	0.872	0.610	0.904
	OC2	0.792			
	OC3	0.738			
	OC4	0.799			
	OC5	0.785			
	OC6	0.774			
Perceived Availability of Training	AT1	0.784	0.791	0.615	0.865
	AT2	0.806			
	AT3	0.779			
	AT4	0.767			
Motivation to Learn from Training	MTL1	0.769	0.786	0.608	0.861
	MTL2	0.796			
	MTL3	0.741			
	MTL4	0.812			
Perceived Support for Training	ST1	0.703	0.775	0.600	0.856
	ST2	0.745			
	ST3	0.849			
	ST4	0.794			

Note: OC, (Organizational commitment); AT, (Perceived Availability of Training); MTL, (Motivation to Learn from Training); ST, (Perceived Support for Training)

Table 3 revealed that the factor loadings of all the indicators were more significant than the threshold value of 0.7 (Henseler et al., 2009).



**Figure 2: Structural Model**

The reliability of the measurement model was established as both Cronbach alpha, and composite reliability (CR) for all the constructs was above the recommended value of 0.70 by (Hair jr et al., 2016) (refer Table3). The validity of the measurement model was ascertained, making use of convergent validity and discriminant validity. Convergent validity was determined using both the composite reliability (CR) and average variance extracted (AVE) recommended values. The measurement model of the present study had sufficient convergent validity because all the constructs of the measurement model’s value for both CR and AVE were above the recommended values of 0.70 and 0.50 respectively, as suggested by (Hair jr et al., 2016) (refer Table 3).

**Table 4: Collinearity Value estimated by VIF.**

Construct’s	VIF
OC1	1.854
OC2	1.897
OC3	1.657
OC4	1.967
OC5	1.913
OC6	1.816
AT1	1.522
AT2	1.701
AT3	1.528
AT4	1.605
MTL1	1.522
MTL2	1.661
MTL3	1.476
MTL4	1.581
ST1	1.358
ST2	1.468
ST3	1.926
ST4	1.673

Table 4 reveals the collinearity values of the various constructs estimated using VIF. Values for all the constructs of VIF are all below the threshold of 5, asserting the non-existence of collinearity problems in the model (Kim, 2019).

**Table 5: Fornell & Larcker criterion for Discriminant Validity.**

Constructs	MTL	OC	AT	ST
Motivation to learn from training	<b>0.718</b>			
Organizational commitment	0.714	<b>0.781</b>		
Perceived availability of training	0.709	0.730	<b>0.763</b>	
Perceived support for training	0.701	0.706	0.758	<b>0.775</b>

Values on the diagonal (bolded) are the square root of the AVE, while the off-diagonals are correlations.

To estimate measurement model discriminant validity, which constitutes the degree to which the measures are not a duplication of other variables, this is stipulated by low correlations between the measures of interest and the measures of other constructs. Following the criterion of Fornell & Larcker (1981), each construct’s AVE square root (bolded diagonal values) is greater than its corresponding correlation coefficients, asserting a sufficient discriminant validity (refer Table 5).

**5.3 Evaluation of the Structural Model and Hypothesis testing.**

**Table 6: Hypotheses Testing.**

Hypotheses	Path Co-efficient (β)	t-value	p-value	f square (f <sup>2</sup> )	Decision
Perceived availability of Training -> Organizational Commitment	0.347	5.121	0.000	0.138	Supported

Motivation to learn from Training -> Organizational Commitment	0.298	3.650	0.000	0.122	Supported
Perceived Support for Training -> Organizational Commitment	0.294	2.977	0.003	0.108	Supported

**Table 7: Predictive Relevance.**

Constructs	R <sup>2</sup>	Adjusted R <sup>2</sup>	Q <sup>2</sup>
Organizational Commitment	0.762	0.759	0.429

To assess the structural model, (Hair jr et al., 2016) suggested the consideration of R<sup>2</sup>, path coefficient, and corresponding t-values via bootstrapping procedure. They also suggested that, in addition to these basic measures, researchers should also report the predictive relevance (Q<sup>2</sup>) and the effect sizes (f<sup>2</sup>). Firstly, the relationships between the variables were examined. Perceived availability of training positively and significantly impacted organizational commitment (β=0.347; t-value= 5.121; p < 0.05). Motivation to learn from training positively and significantly affected organizational Commitment (β=0.298; t-value= 3.650; p < 0.05) and In addition, perceived support for training also positively and significantly affected organizational commitment (β=0.294; t-value= 2.977; p < 0.05). Thus H1, H2, and H3 were all supported (refer Table 6). Perceived availability of training with a path co-efficient value of (β=0.347) indicates that it had the most significant effect on organizational commitment. Moreover, perceived availability of training, motivation to learn from training, and perceived support for training explain 76.2% of the variance in organizational commitment. The R<sup>2</sup> value of 0.762 is higher than the 0.26 value that Cohen (1988) suggests would indicate a substantial model. To measure the effect size (f<sup>2</sup>), we used Cohen’s (1988) guidelines, which are 0.02 for small effects, 0.15 for medium effects, and 0.35 for large effects. Table 6 shows that all the relationships on organizational commitment had a significant positive medium effect. In addition to the size of R<sup>2</sup> and f<sup>2</sup>, the predictive sample reuse technique (Q<sup>2</sup>) can also effectively show predictive relevance (Chin et al., 2008). Based on the blindfolding procedure, Q<sup>2</sup> shows how well data can be reconstructed empirically using the model and the PLS parameters. For this study, Q<sup>2</sup> was obtained using cross-validated redundancy procedures. A Q<sup>2</sup> greater than 0 implies that the model has predictive relevance, whereas a Q<sup>2</sup> less than 0 means that the model lacks predictive relevance. As shown in Table 7, Q<sup>2</sup> for all endogenous variables indicate acceptable predictive relevance.

**6. DISCUSSION OF RESULTS:**

The study provides empirical evidence aimed at probing the association between the dimensions of training and development and organizational commitment of employees, particularly the affective commitment of employees. The findings of the study revealed that perceived availability of training has a significant and positive relationship with organizational commitment confirming hypothesis 1. It was again revealed that once training and development is made readily available to employees, it places employees in a position to obtain and enhance relevant resources in the form of abilities, knowledge, and skills. Perceived access to training and development creates a solid base for employees to feel cared for and their growth appreciated by their employers, thereby causing employees to become emotionally attached to the organization. This finding is in line with previous studies (Alhassan, 2012b; Bartlett, 2001; Bartlett & Kang, 2004; Bashir & Long, 2015; Bulut & Culha, 2010; Newman et al., 2011).

The findings again revealed that motivation to learn from training has a significant and positive relationship with organizational commitment. It was further shown that when employees of the retail outlet are exposed to training programs tailored in accordance to their needs, this increases their desire and interest, causing them to be motivated to learn from the training. Motivation to learn increases the interest of employees to participate in training programs to enhance their expertise. This result is consistent with previous study outcomes (Ahmad & Bakar, 2003; Bartlett, 2001; Bartlett & Kang, 2004; Bashir & Long, 2015; Dias et al., 2016; Hussain et al., 2020).

Perceived support to learn from training is significant and positively related to organizational commitment confirming hypothesis 3. The results indicated that support from supervisors and co-workers of the retail outlets enables employees to consistently involve themselves in training programs and apply the knowledge acquired to execute their daily activities. A working environment structured to foster good relations among employees and their supervisors increases the emotional attachment of employees to their organization. These findings are consistent with that of previous researchers (Ahmad & Bakar, 2003; Bartlett, 2001; Bashir & Long, 2015; Newman et al., 2011). These results support the submissions of social exchange theory.

## 7. CONCLUSION:

The findings of the current study conclude that training and development improve skills and abilities and induce a change in behaviours of employees, which creates an emotional attachment of employees to their organization, reflecting an increase in organizational commitment. Training and development constitute a decisive means of retaining employees as it draws out a strong obligation within an employee to reciprocate with an organization having invested in their personal and career development.

## 8. POLICY IMPLICATION:

Concisely, it has been revealed that a significant and positive relationship exists between the dimensions of training and development and organizational commitment. The study asserts that employers must make it a mandate to address all issues serving as constraints to training being made readily available to its employee's convenience to enhance their competence and career growth. Again firms in the retail industry, in their strive to achieve a corporate strategy, must design their training programs in a manner that encourages and motivates its employees to learn from the training provided. Constant feedback concerning training programs must be sought after from employees by trainers to serve as a guide in effectively tailoring the training program in accordance with their strengths and interest. Moreover, managers in the retail industry must incorporate a supportive organizational culture within the organization, aimed at creating an open relationship between employees and their co-workers, and their supervisors.

## 9. LIMITATIONS AND RECOMMENDATIONS FOR FUTURE STUDIES:

Like any other research, this study has certain drawbacks as well. The study was conducted in only one retail outlet in the Accra metropolis, and therefore the result cannot be generalized to all other retail outlets. Again the study's sample size is small, and its increase can result in different outcomes. The study intended on using only one sampling technique, which is the simple random sampling, but due to the unwillingness of certain employees to answer the questionnaire readily made available to them through the internet, convenience sampling technique was then adopted. It is suggested for future researchers to consider expanding the scope of the study to cover many retail outlets in the country to make the findings generalizable. In other words, a similar study can be carried out with a larger sample size to enhance the generalization of the findings. A sampling technique that reduces the likelihood of over-representation of the population should be adopted.

## REFERENCES:

1. Kasus, S., Hasjrat, P. T., & Manado, A. (2018). *the Effect of Job Stress, Work Environment and Workload on Employee Turnover Intention (Case Study At Pt. Wika Realty Manado)*. 6(2), 851–861. <https://doi.org/10.35794/emba.v6i1.19270>.
2. Bogdanowicz, M. S., Bailey, E. K., Jorgensen, B., Beutell, N. J., Wittig-Berman, U., Cennamo, L., & Gardner, D. (2008). Generational differences in work values, outcomes and person-organisation values fit. *Journal of European Industrial Training*, 26(2/3/4), 891–906. <https://doi.org/10.1108/03090590210422003>
3. Bashir, N., & Long, C. S. (2015). *The relationship between training and organizational commitment among academicians in Malaysia*. October. <https://doi.org/10.1108/JMD-01-2015-0008>
4. Hussain, A., Khan, M. A., & Khan, M. H. (2020). The Influence of Training and Development on Organizational Commitment of Academicians in Pakistan. *Review of Economics and Development Studies*, 6(1), 43–55. <https://doi.org/10.47067/reads.v6i1.183>
5. Valaei, N., & Rezaei, S. (2016). Job satisfaction and organizational commitment: An empirical investigation among ICT-SMEs. *Management Research Review*, 39(12), 1663–1694. <https://doi.org/10.1108/MRR-09-2015-0216>
6. Koutroumanis, D. A., Alexakis, G., & Dastoor, B. R. (2015). *The Influence Organizational Culture Has On Commitment in the Restaurant Industry*. 11(2), 27–40.
7. Loes, C. N., & Tobin, M. B. (2020). Organizational Trust, Psychological Empowerment, and Organizational Commitment among Licensed Practical Nurses. *Nursing Administration Quarterly*, 44(2), 179–187. <https://doi.org/10.1097/NAQ.0000000000000414>
8. Novixoxo, J. Dela, Kumi, P. F., Anning, L., & Darko, S. (2018). The Influence of Price on Customer Loyalty in the Retail Industry. *Scholars Bulletin*, December, 860–873. <https://doi.org/10.21276/sb.2018.4.11.5>
9. Owusu, M. A. (2020). *Strategies to Improve Retention in the Small Retail Industry*.
10. Ghanatalksbusiness. (2017). *Mitigating the Syndrome of High Staff Turnover in Retail - Ghana Talks Business*. <https://ghanatalksbusiness.com/2017/02/mitigating-syndrome-high-staff-turnover-retail>.
11. Alexander, P. M. (2020). *ScholarWorks Strategies to Reduce Voluntary Employee Turnover*.
12. Ahmad, A., Kura, K. M., Bibi, P., Khalid, N., & Jaaffar, A. rahman. (2019). Effect of Compensation, Training and Development and Manager Support on Employee Commitment: The moderating effect of Co-worker

- Support. *Journal on Innovation and Sustainability RISUS*, 10(2), 39–55. <https://doi.org/10.23925/2179-3565.2019v10i2p39-55>
13. Bartlett, K. R. (2001). *The Relationship Between Training and Organizational Commitment : A Study in the Health Care Field*. 12(4), 335–352.
  14. Hanifah, N., & Syaebani, M. I. (2016). Effects of Compensation, Training and Development, and Supervisor Support Toward Organizational Commitment of Multigeneration Employees in a Public Sector Organization in Indonesia. *Jurnal Ilmu Manajemen & Ekonomika*, 8(2), 65. <https://doi.org/10.35384/jime.v8i2.7>
  15. Shafiq, M., Zia-ur-Rehman, D. M., & Rashid, M. (2013). Impact of Compensation, Training and Development and Supervisory Support on Organizational Commitment. *Compensation & Benefits Review*, 45(5), 278–285. <https://doi.org/10.1177/0886368713515965>
  16. Somers, M. J. (1995). Organizational commitment, turnover and absenteeism: An examination of direct and interaction effects Organizational Commitment, Turnover and Absenteeism: An Examination of Direct and. *Article in Journal of Organizational Behavior*, 16(1), 49–58. <https://doi.org/10.1002/job.4030160107>
  17. Abiodun, E. J. A. (1999). Human Resources management, an overview. *Concept Publication, Shomolu, Lagos*, 110–121.
  18. W. Paul. (2004). Role of microfinance institution in poverty eradication. *Journal of Finance*.
  19. Dessler, G. (2008). *Human Resource Management 11th ed. Pearson International Edition*.
  20. Tangthong, S., Trimetsoontorn, J., & Rojniruntikul, N. (2014). HRM Practices and Employee Retention in Thailand—A Literature Review. *International Journal of Trade, Economics and Finance*, 5(2), 162–166. <https://doi.org/10.7763/ijtef.2014.v5.362>
  21. Ruth, N. (2015). *Assessment of Employee Turnover on Organizational Efficiency*.
  22. Aksoy, C., & Yalçınsoy, A. (2017). Investigation on the Relationship Between Job Satisfaction, Organizational Commitment, Organizational Justice and Supervisor Support: an Application in the Health Sector. *Journal of Management Research*, 10(1), 26. <https://doi.org/10.5296/jmr.v10i1.12074>
  23. Meyer, J. P. ;, & Allen, N. j. (1990). *The measurement and antecedents affective, continuance and normative commitment to the organization* (pp. 1–18).
  24. Bartlett, K. R., & Kang, D. S. (2004). Training and organizational commitment among nurses following industry and organizational change in new zealand and the united states. *Human Resource Development International*, 7(4), 423–440. <https://doi.org/10.1080/1367886042000299799>
  25. M. Blau, P. (1964). Exchange and Power in Social Life. *American Sociological Review*, 30(5), 789. <https://doi.org/10.2307/2091154>
  26. Newman, A., Thanacoody, R., & Hui, W. (2011). The impact of employee perceptions of training on organizational commitment and turnover intentions: A study of multinationals in the Chinese service sector. *International Journal of Human Resource Management*, 22(8), 1765–1787. <https://doi.org/10.1080/09585192.2011.565667>
  27. Alhassan, J. U. (2012). *THE RELATIONSHIP BETWEEN EMPLOYEE PERCEPTIONS OF TRAINING, ORGANISATIONAL COMMITMENT AND THEIR IMPACT ON TURNOVER*. *March*. <http://etd.cput.ac.za/handle/20.500.11838/1728>
  28. Bulut, C., & Culha, O. (2010). The effects of organizational training on organizational commitment. *International Journal of Training and Development*, 14(4), 309–322. <https://doi.org/10.1111/j.1468-2419.2010.00360.x>
  29. Noe, R. A., & Schmitt, N. (1986). THE INFLUENCE OF TRAINEE ATTITUDES ON TRAINING EFFECTIVENESS: TEST OF A MODEL. *Personnel Psychology*, 39(3), 497–523. <https://doi.org/10.1111/j.1744-6570.1986.tb00950.x>
  30. Ahmad, K. Z., & Bakar, R. A. (2003). *The association between training and organizational commitment among white-collar workers in Malaysia*.
  31. Dias, Á. L., Silva, R. E., & Dias, A. L. (2016). the Role of Organizational Training on Organizational Commitment. the Case of Private Security Employees Working Remotely. *European Journal of Business and Social Sciences*, 5(08), 14–30. <https://www.researchgate.net/publication/315205660>
  32. Butcher, K., Sparks, B., & McColl-Kennedy, J. (2009). Predictors of customer service training in hospitality firms. *International Journal of Hospitality Management*, 28(3), 389–396. <https://doi.org/10.1016/j.ijhm.2008.10.004>
  33. Cresswel, J. (2013). Qualitative, quantitative, and mixed methods approaches. In *Research design*. <https://doi.org/10.2307/3152153>
  34. Meyer, J. P., Allen, N. J., & Smith, C. A. (1993). Commitment to Organizations and Occupations: Extension and Test of a Three-Component Conceptualization. *Journal of Applied Psychology*, 78(4), 538–551. <https://doi.org/10.1037/0021-9010.78.4.538>

35. Hair jr, Joseph F; Hult, G Tomas M; Ringle, Christian; Sarstedt, M. (2016). *A Primer on Partial Least Squares Structural Equation Modeling (PLS-SEM)* | SAGE Publications Inc. <https://us.sagepub.com/en-us/nam/a-primer-on-partial-least-squares-structural-equation-modeling-pls-sem/book244583>
36. Henseler, J., Ringle, C. M., & Sinkovics, R. R. (2009). The use of partial least squares path modeling in international marketing. *Advances in International Marketing*, 20, 277–319. [https://doi.org/10.1108/S1474-7979\(2009\)0000020014](https://doi.org/10.1108/S1474-7979(2009)0000020014)
37. Kim, J. H. (2019). Multicollinearity and misleading statistical results. *Korean Journal of Anesthesiology*, 72(6), 558–569. <https://doi.org/10.4097/kja.19087>
38. Fornell, C., & Larcker, D. F. (1981). Evaluating Structural Equation Models with Unobservable Variables and Measurement Error. *Journal of Marketing Research*, 18(1), 39–50. <https://doi.org/10.1177/002224378101800104>
39. Cohen, S. (1988). Perceived stress in a probability sample of the United States. - PsycNET. *Newbury Park, CA: Sage*, 31–67. <https://psycnet.apa.org/record/1988-98838-002>
40. Chin, W. W., Peterson, R. A., & Brown, S. P. (2008). Structural equation modeling in marketing: Some practical reminders. In *Journal of Marketing Theory and Practice* (Vol. 16, Issue 4, pp. 287–298). <https://doi.org/10.2753/MTP1069-6679160402>