

Impact of Training on Organizational Commitment: An Evidence of General Universities of Sindh

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Abstract



Research is being examined on the influence of training over organizational commitment amongst faculty members working in higher educational institutions in Sindh, concentrating on three general universities. A cross-sectional survey was conducted by collecting data from 380 faculty members. Validating scales focusing on three dimensions of organizational commitments affective, normative, and continuous. The study also evaluates the perceptions of training programs, including their kinds, adeptness, and relevance. Descriptive statistics concludes the characteristics of the sample and reliability analysis assured the survey's internal consistency. Regression analysis assessed the relationship between training and every dimension of organizational commitment along with demographic variables. The outcomes show a significant positive association between training and each dimension of organizational commitment. Faculty members who received training from their organization perceived the highest level of organizational investment for their career growth, which led to their commitment to their organizations/institutions.

Recommendations pertain to all the resources allocated for their training programs, encouraging continuous learning, and assimilating training objectives into performance management. Motivating faculty members for team management and knowledge sharing is being highlighted. The current research's consequences underscored the importance of ongoing training initiatives for improving organizational commitments and faculty retention. Limitations are focus is being made on specific institutions, the limitations in the causal interference are being designed on cross-sectional and potential response bias from personally reported data. Future studies should be longitudinal designs, and qualitative methodologies, and discover furthermore variables to clearly understand the association between training programs and all the dimensions of organizational commitment.

Keywords: Training, Affective Commitment, Continuance Commitment & Normative Commitment

Introduction

Organizational commitment, Employee engagement, and retention have always been a basic point of discussion in contemporary research at educational institutions. Along with its multidimensional nature encompassing affective, normative, and continuous dimensions, which shows the extent of employee's dedication and loyalty to their organization. In the present era research scholars have increasingly identified the critical role of training in enhancing the level of commitment among faculty members working in higher educational institutions and prompting an earlier evaluation of existing literature on the given topic.

Affective commitment describes the employee's feelings towards the organization and their emotional attachment has a significant impact on motivation as well as standardized performance. Normative commitment replicates a sense of responsibility or an obligation to work with an existing organization, which has a positive influence on society as well as organizational norms. On the other hand, Continuity commitment is characterized by an employee's internal desire to work with an existing organization rather than switch somewhere else because they realize that the organization has invested in them by putting efforts, time, and other essential resources for the stability and growth of an organization.

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The latest research underscores the significant influence of training programs over organizational commitment along with the dimensions discussed above. Different studies have discovered how training interventions not only improve employee's skills and competencies but it also enhances their level of commitment to the organization. Khan et al, (2021) discovered that organizations with healthy training programs tend to have a better level of continuance commitment among the faculty members, as they realize that the organization has made investments in their career development. Similarly, research made by Nandi et al (2020) to hold focuses on the role of training in strengthening affective commitment by providing opportunities for skill development and career advancement inside the organization. However, the importance of training in determining normative commitment has also been highlighted in the present literature. Faculty members, who are proceeding for comprehensive training, mostly develop a stronger sense of obligation and loyalty towards the organization, observing it as a supportive entity that has invested in their professional career growth (Dao, H. A., 2024). However, these observations, furthermore expansion is needed for further expansion needed into the nuanced relationship between training programs and organizational commitment. Different types of factors such as quality of training, organizational culture, and individual differences may facilitate the discussed relationship, necessitating a thorough research into the mechanism highlighting the impact of training on organizational commitment.

Research Objectives

RO1 Examine the impact of training on affective commitment

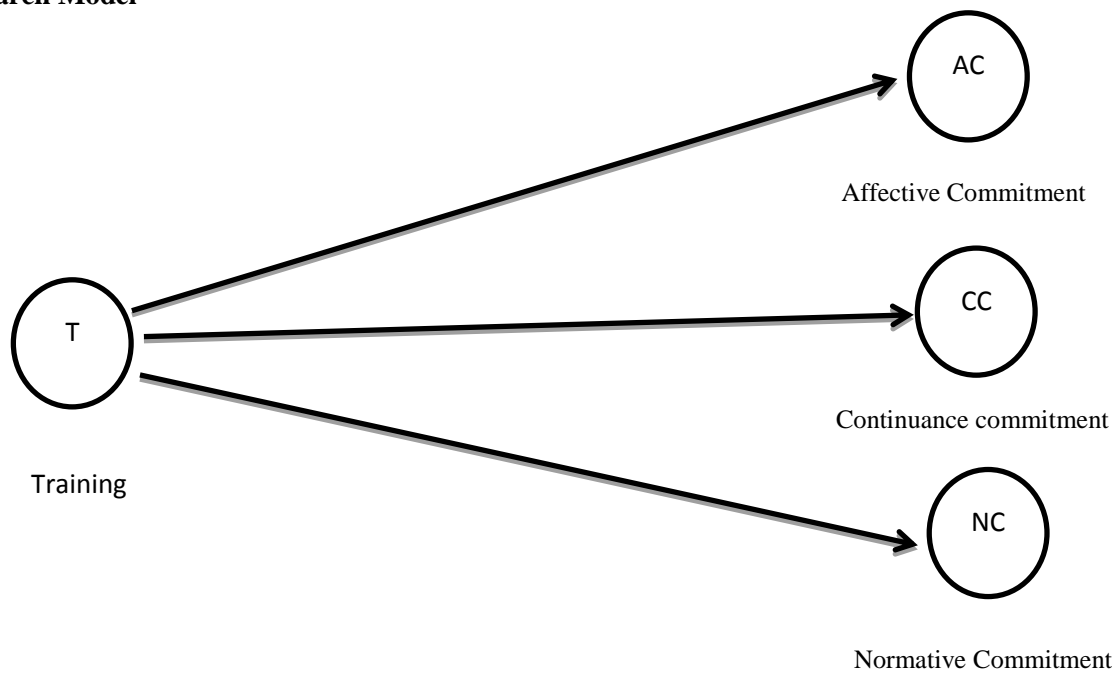
RO2 Examine the impact of training on continuance commitment

RO3 Examine the impact of training on normative commitment

Theoretical Framework

Nagpal, P. (2022) has introduced a Social Exchange Theory, which presents a comprehensive framework by elaborating on the relationship between training programs and organizational commitment, that focuses on affective, continuance, and normative commitment dimensions. According to existing theory, employees are busy in social exchanges along with the organizations where they are working, because they are investing their time and response with the hope that they will receive the rewards both in tangible like as development and career growth opportunities and intangible such as appreciation or recognition from the organization (Alkhateri et al, 2018). In the training programs context, employees perceive these opportunities as an investment made by the employer for their employee's career growth in the concerned profession. When organizations introduce such programs, employees perceive that the organization believes in the professionalism and fulfills its responsibilities for the betterment of their employees, and they feel the sense of responsibility to put their extraordinary efforts for effective performance in their profession which leads the employee's commitment towards betterment or success of the organization (Aranki et al, 2019). Affective commitment is also an output of the training programs which nurture the internal emotions of an employee such as satisfaction, gratitude, and loyalty towards an organization. When employees obtain training opportunities or other programs for their career growth, they feel the organization owns their employees and in return, they feel a strong emotional attachment to the organization which is acknowledged with commitment (Chigeda et al, 2022). From the Continuance commitment point of view, employees who participate in training interpret as an organization making a big investment for their long-term career ahead as well as their professional growth. Resultantly this investment brings extraordinary output and a sense of obligation or loyalty in their employees towards their organization, which turns into an increased level of continuance commitment (Ribeiro et al, 2021). Simultaneously, in Normative commitment employees who are going for training may experience a sense of acknowledgment toward the organization. Once they realize that the organization has invested in their career development, then they feel the sense of responsibility to be loyal and committed. This sense of obligation leads to normative commitment, as employees feel their moral duty to remain with the organization (Harini et al, 2022).

Research Model



Hypotheses

- H1** There is a positive relationship between training and Affective Commitment
- H2** There is a positive relationship between training and Continuance Commitment
- H3** There is a positive relationship between training and Normative Commitment

Literature Review

Organizational commitment (affective, continuance, and normative) has always been a very interesting area of research in the field of organizational behavior, particularly in connection with its relationship with training interventions. Recently different studies have pointed out the significant influence of training programs on the commitment of employees to their organization. Rifa'i, A. A. (2023) has focused on the role of training in enhancing organizational commitment (affective, continuance, and normative) by providing opportunities to their employees for personal development as well as professional career advancement inside the organization. This discovery highlights the significance of training, not only for enhancing job-related skills but also for encouraging loyalty as well as a sense of belonging among the employees. Egbon, M. O. (2023) has developed a positive relationship between training programs and organizational commitment (affective, continuance, and normative). Organizations with comprehensive training initiatives tend to promote higher levels of continuance commitment among employees, as they recognize the employer’s investment in employee training and development is a sign of support as well as recognition for their contribution. From this, it is proved that training programs not only contribute to employees’ personal development but also play an important role in shaping organizational commitment over a while. Tenggara et al, (2023) found that employees who undergo structured training programs, often develop a stronger sense of loyalty and obligation towards their organization. By initiating employee professional growth and development, the organization can instill a sense of reciprocity and duty among employees, therefore reciprocity and duty among employees, therefore strengthening their normative commitment to the organization.

There is an affirmative association between training programs and continuance commitment.

Kaur et al, (2023) have done extensive research by examining the influence of training involvements on organizational commitments, including its dimensions i-e affective, continuance, and normative commitment. But here the focus was on continuance commitment, their study reiterated previous findings, where it was demonstrated that organizations with organized / structured programs, efficiently implement the training programs and tend to stand in the highest level of continuance commitment among their employees. Personnel who identify their organizations’ investment in their career development programs through training initiatives are most likely to unveil a stronger commitment to work with the organization over some time. Moreover, research made by (Oliveira &

Honorio, 2020) provided furthermore support for this relationship by emphasizing the role of continuance learning opportunities for improving employees' commitment.

There is an affirmative association between training programs and normative commitment.

Shah et al, (2022) have conducted longitudinal research discovering the influence of training interventions on different dimensions of organizational commitment, i.e. continuance, affective, and normative commitment. Their outcomes provided persuasive evidence that organizations with healthy training programs are inclined to foster the strongest sense of loyalty and commitment among employees. Employees who are recommended for career growth training and development opportunities, as well as realize that the organization has care of employee's personal growth and success, would be leading to normative commitment. Similarly, studies by Chung, E. C. (2013) mainly focus on the role of organizational support in augmenting normative commitment through training. Their research states that employees whom organizations strongly support at the time of training are highly thankful to their employers as well as develop a sense of belonging and loyalty towards the organization. Resultantly employees show the highest level of normative commitment. Further, a Meta-analysis by (Ng, E. S., & Wyrick, 2011) synthesized findings from several researchers and concluded that training has a significant positive impact on normative commitment. The researcher's Meta-analytical approach shows very strong evidence, supporting the ideology that investing in employees in their training contributes to developing a sense of responsibility and obligation among employees towards their institution. Overall these most recent researches contribute to the growing body of literature assuring the positive relationship between training programs and normative commitment. They point out the significance of the organizations who are taking training initiatives not only for enriching employees' skills and competencies but also for instilling a sense of obligation and loyalty, which ultimately contribute more and are committed as well as engaged workforce.

There is an affirmative association between training programs and affective commitment.

Massingale Jr, C. L. (2011) performed a Meta-analysis synthesizing data from different research and found very strong evidence that supports the theory that employees' participation in training or such type of other programs has a positive impact on affective commitment. The above scholar's Meta-analysis suggests that employee who are involved in training programs identifies the highest level of organizational support and are involved in their career development, leading to highly emotional attachment to that organization. Likewise, a longitudinal research by Dongrey & Rokade, (2024). investigated the impact of training involvements on affective commitment over some time. Their outcomes are evidence of a significant positive association between training involvement and affective commitment. It suggests that employees who have gone through training have great opportunities for career growth and personal development for advancement within the organization, having a stronger emotional bond. Furthermore, recent studies made by Singh, A. (2022). emphasizing the role of qualitative training programs in shaping affective commitment. Above mentioned studies discovered that employees who are obtaining the training organized by employers are more interactive with their peer-to-peer colleagues had gotten opportunity to enlighten their personality and develop their professional skills, such kinds of employees have shown a high level of affective commitment towards their organization. This shows the significance of not only offering training opportunities but also assuring their efficiencies which are pertinent to employees' roles and career development. Moreover, research by Ghasempour Ganji et al (2021) concentrated on the mediating role of recognized organizational support in the association between training and affective commitment. Their results show that employees who have the greatest organizational support at the time of training are more emotionally attached and have a sense of obligation towards an organization. It highlights the culture of an organization and supports the mechanism that enhances affective commitment.

Research Methods

The research methodology aims to evaluate the influence of training upon organizational commitment among faculty members working in higher educational institutions of Sindh, mainly focusing on 03 general universities i-e University of Sindh Jamshoro, Shah Abdul Latif University Khairpur, and the University of Karachi. In this quantitative research, a cross-sectional survey is being used to gather data from 146 faculty members of the above said higher educational institutions. The instrument for survey is used to measuring the three dimensions of Organizational commitment i-e affective,

continuance and normative. Furthermore, some questions were also used to evaluate the faculty member’s perception about training programs offered by their respective institutions, which were included the types of training received, perceived effectiveness, relevancies with their roles. Beginning of data analysis was with descriptive statistics to summarize the sample’s characteristics, and examine the distribution of responses, pertaining to organizational commitment and training. Analysis of reliability was made to assure the internal consistency of the survey measures, by applying the techniques, such as Cronbach’s alpha. Subsequently, Regression analysis was applied to measure the relationship between training and organizational commitment (affective, continuance, and normative), while monitoring the relevant demographic variables like as academic, designation, experience, age, and gender. Current analysis given an insight into the extent to which training impacts on the different dimensions of organizational commitment discussed earlier among the faculty members.

Results

Table No.01 Demographics statistic

Name of variable	Option	Frequency	Percent	Valid Percent	Cumulative Percent
Gender of Respondent	Male	116	79.5	79.5	100
	Female	30	20.5	20.5	
Age of Respondent	22-30	40	27.4	27.4	100
	31-40	36	24.7	24.7	
	41-50	48	32.9	32.9	
Affiliation with University	51-60	22	15.1	15.1	
	Shah Abdul Latif University	45	30.8	30.8	100
	University of Sindh	57	39.0	39.0	
Working Experience of Respondent	University of Karachi	44	30.1	30.1	
	less than 5 Years	28	19.2	19.2	100
Designation of Respondents	5 Years	48	32.9	32.9	
	Greater than 5 Years	70	47.9	47.9	
	Teaching Assistant	28	19.2	19.2	100
Qualification of Respondents	Lecturer	36	24.7	24.7	
	Assistant Professor	24	16.4	16.4	
	Professor Associate	35	24.0	24.0	
	Professor	35	24.0	24.0	
	Professor	23	15.8	15.8	
	Graduation (4 Years)	14	9.6	9.6	100
Masters (Equivalent)	Masters (Equivalent)	38	26.0	26.0	
	PhD	82	56.2	56.2	
	No Reply	12	8.2	8.2	

Table No.02 Mean & Reliability analysis

Variables	Mean	Cronbach’s Alpha
Training	4.212	.885
Affective Commitment	4.11	0.88
Continuance Commitment	3.834	0.85
Normative Commitment	4.09	0.82

Descriptive Statistics

Training: The outcome of training’s mean score is 4.212, which shows that faculty members generally recognizes the trainings program offered by their institutions are very positively. This output of mean value reveals that trainings for faculty member’s growth are warmly welcomed and treated as beneficial for employee as well as organization.

Affective Commitment: The result / mean score of affective commitment equals 4.11, which reveals that faculty members feel the highest emotional attachment and recognition with their institution.

Personnel with the highest affective commitment show a strong sense of belonging as well as coordination among themselves close with the organization’s goals, mission, and vision.

Continuance Commitment: The results of continuance commitment are 3.834, indicating a moderate highest level of commitment among faculty members. These results state that faculty members think that a significant cost associated with switching institutions will be lost. Such as fringe benefits which are advancement of career, job security, goodwill of the organization, and so on, which are connected with their job.

Normative Commitment: The outcome of normative commitment is 4.09, highlighting the very strong sense of responsibility realized by faculty members to be loyal to their institution. This indicates that faculty members believe that they must own their organization, and do not think about switching or leaving, it’s because of organizational support and investment made for their employees.

Reliability Analysis

Training: (Cronbach’s Alpha: 0.885) the coefficient reliability of Training is very high, disclosing an excellent internal consistency among the items that are evaluating its variable. This suggests that questions about the training for the survey consistently examine a similar underlying construct.

Affective Commitment: (Cronbach’s Alpha: 0.88): The coefficient reliability of Affective Commitment is very high, indicating the ideal internal consistency. This states that items examining the affective commitment, are reliable to evaluating the employees’ emotional attachment and acknowledgment of the organization.

Continuance Commitment: (Cronbach’s Alpha: 0.85): The coefficient reliability of the Continuance Commitment scale is also high, revealing a strong internal consistency, which interprets that items evaluating the continuance commitment are trustworthy and yield a consistent evaluation for such type of commitment.

Normative Commitment: (Cronbach’s Alpha: 0.82): The coefficient reliability of Normative Commitment is good enough, suggesting that the items involved in evaluating the current variable are consistently showing the sense of responsibility by faculty members feel towards their organization.

The outcomes of three Regression models are shown on the next page, which gives a perception of how an independent variable Training, impacts the different dimensions of faculty member’s commitment: such as Affective Commitment, Continuous Commitment, and Normative Commitment.

Table No.03 Regression Analysis

	Name of Variable		Model Summary	ANOVA	Coefficients	
	Independent Variable	Dependent Variable	Adjusted R Square	Sig.	Beta	Sig.
Model –I	Training	Affective Commitment	.187	.000	.237	.000
		Continuous Commitment	.364	.000	.587	.000
Model –II		Normative Commitment	.561	.000	.340	.000

Model I: Training and Affective Commitment:

Model III shows the value of Adjusted R Square as 0.187, resultantly it is 18.7% of the variance on Affective Commitment which can be explained by Training. The value of ANOVA is 0.000, which is significant and ensures the fitness of the model. On the other hand, the Beta coefficient is 0.237, indicating a weaker, but still positive relationship between Training and Affective Commitment, compared to the other two models. However, the P-value of 0.000 for the Beta coefficient assures this relationship has a statistical significance. Employees’ emotional attachment, acknowledgment, and involvement inside the organization refers to the Affective Commitment. While Training has positive influences on this type of commitment, its impact is shortly pronounced compared to Continuance and Normative Commitment. Overall, Training has significant influences on all three types of employee commitment, but the impact is varying at different degrees. Results show the strongest impact on

Normative Commitment, suggesting that effectively organized training programs can substantially increase employee’s feelings of responsibility to work with the organization for a long. The influence on Continuance Commitment is also a strong one, which indicates that faculty members realize that significant costs are connected with switching or leaving, at the time of receiving adequate training. While the impact of training on Affective Commitment is positive but comparatively weaker, which suggests that when training contributes to emotional attachment and involvement, other factors might play a more important role in developing this type of commitment. These findings underscore the significance of investing on employees’ training to improve overall organizational commitment.

Model II: Training and Continuance Commitment:

The value of Adjusted Square shown in Model II is 0.364, suggesting the ratio of variance in Continuance Commitment is 36.4% which is explained by training. ANOVA shows the significance value (P-Value) is 0.000, which demonstrates that the model statistically is fit/significant and a meaningful relationship exists between Training and Continuance Commitment. The results show that the Beta Coefficient is 0.587, which indicates a strong and positive association, indicating that increases in training will also increase Continuance Commitment. The Beta coefficient shows significance (p-Value=0.000) which assures that the above relationship is statistically significant. Consequently, it can be concluded that Training is a substantial forecaster of Continuance Commitment, which indicates that employees intend to stay with the institution due to recognized costs connected with quitting.

Model III: Training and Normative Commitment:

Training has even an additional influence over Normative Commitment suggested by Model III, as a result of Adjusted R Square =0.561. This means that 56.1% of the variance in Normative commitment is explained by the training. Again the value of ANOVA shows a significance value that is (P-Value=0.000), confirming that the statistical model is significant. This model shows the value of the Beta Coefficient is 0.340, indicating a moderate positive association between Training and Normative Commitment. The Beta coefficient value which is for (p-value 0.000) assures that the statistical relationship for this is significant. Normative Commitment explains the employees’ sense of responsibility along with their organization/institution, and the consequences state that training programs significantly increase the sense of obligation.

Table No.04 Hypotheses testing

Hypotheses	Hypotheses	P-Value	Conclusion
H1	There is a positive relationship between training programs and affective commitment	0.001	Support H1
H2	There is a positive relationship between training programs and continuance commitment	0.000	Support H2
H3	There is a positive relationship between training programs and normative commitment	0.000	Support H3

The hypothesis tested in the research examines the association between training programs and different dimensions of employee commitment, such as Affective, Continuance, and Normative Commitment. The outcomes support all three hypotheses, showing that the training program impacts positively affective, continuance, and normative commitments among employees.

Hypothesis 1: Training Program and Affective Commitment

Hypothesis 1 suggests that there is a positive association between training programs and affective commitment. The current hypothesis has a 0.001 p-value, which supports the hypothesis. Affective Commitment is explaining an employee’s emotional attachment to an institution, affiliation with it, and involvement in the organization. Training programs can increase affective commitment by developing a sense of belonging and associating with the institution’s values and goals. Ashikali, T., & Groeneveld, S. (2015). state that employees who go for career development training feel more competent and valuable than before it, which strengthens their emotional attachment to the organization. Therefore, the weaker relationship compared to the continuance and normative commitment, and the positive influence of training over affective commitment is still significant, which points out the role of training in developing employees’ emotional attachment and loyalty towards the institution.

Hypothesis 2: Training Program and Continuance Commitment

Hypothesis 2 suggests that there is a positive association between training programs and continuance commitment. The current hypothesis has a 0.000 p-value; which concludes that it is supporting the

hypothesis. The outcomes/results connect with existing literature which has a main focus on the significance of training for increasing employees' recognized benefits and minimizing the perceived expenses associated with switching or leaving the organization. Nusu, N. I. S. suggested that continuance commitment is mainly determined by an employee's identification of the costs that are connected with switching/leaving their existing job, such as making the sacrifice for further career development opportunities by the organization through effective training programs. That's why, training can make more bound the employees to stay with the existing organization because their improved skills and developed knowledge will be more beneficial over there, and enhance their continuance commitment.

Hypothesis 3: Training Program and Normative Commitment

Hypothesis 3 suggests that there is a positive association between training programs and normative commitment. The current hypothesis has a 0.000 p-value; which concludes that it is supporting the hypothesis. Normative Commitment is the sense of responsibility, which makes feel the employees to work with the existing organization. Ejodame, K. (2017) found in his research that when institutions make investments in their employees through training, workforces feel more reciprocal responsibility to remain loyal to their organization. Such kind of responsibility is increased among the employees; when they realize how much the organization is concerned about their personal and professional development, then the ratio of normative commitment increases.

Discussion

The current research states that training and development enhance the skills and abilities to work enthusiastically and remain committed to the organization. It also prevents the talented faculty members from thinking about switching or leaving the organization, because talented/skilled faculty members enjoy work and feel a sense of responsibility to stay with an institution. They realize that existing organizations have invested in training and Development to improve the capabilities of staff to cope with the challenges of this dynamic environment. When faculty members are well-trained, give better results/output; otherwise who are not trained lag. As well as training for faculty members is the remedy of commitment and increasing the performance of higher educational institutions / Universities.

The current study has addressed the recognized investigation gaps by evaluating the connection among independent variables training (motivation enhancing practices), and dependent variables (Organizational Commitment) in the government sector universities / higher educational institutions of Sindh, Pakistan. Specifically, this study advances our knowledge of how to measure various Human Resource Management practices more effectively. The results provide a deeper understanding of how these different indicators relate to both proximal and distal outcomes. Essentially, our analysis has focused on the intervening mechanism, that is accountable for this impact rather than only demonstrating the effects of Human Resource Management packages on the link between faculty members' commitment. The results of this study are consistent with previous research, and some unexpected findings have also been reported, such as the lack of significance in the link between the intentions of talented faculty members to leave and the bundles of human resource management.

Overall, this study has suggested employee-related outcomes and established both theoretically and experimentally interpersonal skills and motivation-enhancing methods. The results of the study provide confidence in the idea that gifted persons may serve as resources for the organization and that their free will matters in determining decisions that affect the organization as a whole as well as those of its employees. Additionally, the study's conclusions offer valuable guidance to planners, policymakers, and human resource managers at universities and other higher educational institutions as they develop their strategies for upkeep going on, and human resource management.

Conclusion

The conclusion shows the findings of the current study, which tells us that there is robust support for the hypothesis and was proposed, that there is a positive relation between training programs and organizational commitment (affective, continuance, and normative) among faculty members working in universities / higher educational institutions in Sindh. The outcomes state that the training program has a significant influence over all the three above-discussed dimensions of organizational commitments. First of all, the examination shows that there is a positive relationship between training programs and affective commitment. Faculty members who are engaged in training programs have a

stronger emotional attachment and recognition with an organization, as they identified a big support and investment in their success Orphan, C. M., & Broom, S. (2021). It mainly focuses on the role of training in developing attachments such as satisfaction, gratitude, and loyalty toward the organization. Then, research was conducted on the other hypothesis which was, that there is a positive connection between training programs and continuance commitment. This means faculty member who attended/participated in the training programs; organized by the institution where they are working, and came to know about the organization's investment in their long-term career development, hold a loyalty and stronger sense of responsibility towards the organization (Nagoji, A., & Mackasare, S. (2022). These results show the importance of going on training opportunities which are fostering employee's commitment to stay/remain with the organization over a long period. Finally, the research demonstrated a positive relationship between training and normative commitment. It proves that employees who obtain the training offered by the institution feel a high sense of indebtedness as well as loyalty towards the organization, once realize that a large amount is being invested in their career development (Vondracek et al, 2019). These kinds of outcomes disclose the role of training and development programs in fostering a sense of responsibility and obligation among workforces and bringing a high level of normative commitment.

Generally, the abovementioned findings recommend that investment in comprehensive training programs is influential in developing more organizational commitment among the faculty members working in universities / higher educational institutions (Smith, D. G. (2024). To provide opportunities for career advancement, skills development, and organizational support, such types of training programs contribute to developing the commitment among employees. Keeping in mind the above facts organizations must focus and keep aside budget for such type of training programs, which fulfill the needs of their employees, because this is not beneficial only for individuals, but also strengthens the organizational commitments, as well as contributes in achieving the organizational goals.

Recommendations

- Universities / higher educational institutions must allocate significant amounts of resources to develop and implement research, as well as training and development programs, to fulfill the needs of faculty members. These programs will be helpful in skill development, career advancement, and in success of the organization in developing a sense of commitment among the workforce.
- Institutions must give priority to continuous learning and development programs by offering higher studies and ongoing training opportunities to their faculty members. This will not only improve their skills and competency, but it will also be useful in developing commitment towards the organization over a long period.
- Higher educational institutions should acknowledge their faculty members and provide rewards to those who actively participate in training and development programs. Recognition can be in different forms, including appreciation, incentives, awards, and opportunities for career advancement, to incentivize engagement with training and development initiatives.
- Create an organizational culture, that should be supportive of norms, and values, and promote learning and development. Faculty members may be encouraged to seek their higher educations or pursue them for continuous learning through training inside as well as outside the formal training programs, and developing the culture for lifelong learning within the institution.
- Recognizing the different ways of modern learning, needs, and preferences of faculty members as well as adapting the training and development programs accordingly. Opportunities may be provided for personal development, plans may be formulated for individualized coaching to address the specific areas for growth and improvement to cope with challenges.
- Continuously monitoring and evaluating the effectiveness of trainings program to make sure that, they are going in the direction of organizational goals and are according to the specification of faculty member's needs. Sometimes surprised feedback is obtained from the participants and stakeholders to ensure improvement and necessary adjustments if they are required to enhance the impact of training programs.

- Integrate the training and development goals into the performance management process, which may emphasize the significance of continuous learning and growth. Connecting the training results along-with output evaluations that can be furthermore instigate the faculty members to involve for actively participate in training and development activities.
- Encourage for collaboration and sharing the knowledge among faculty members by organizing seminars, workshops, and peer learning programs/ sessions. Providing interdisciplinary collaboration opportunities, and best-practicing approaches for exchange, as well as enriching the learning experience to promote the culture for research and innovations.

Implications

The research expedites the critical role of training programs to improve organizational commitment among faculty members working in higher educational institutions. Findings support the need for engineered training programs, having a focus on career advancements, skills development as well as organization support. Recommendations point out the importance of distributing resources, developing the culture for continuous learning, as well as identifying the faculty member's engagements. Institutions must give priority to plans for personal development, monitor the program's effectiveness, and incorporate the goals for training into performance management. Encouraging the faculty members to collaborate in their activities, and knowledge sharing for further improving the impacts of training programs, and contributing toward commitment, keeping engaged faculty members, ultimately benefiting the organizational success, as well as employee retention.

Limitations

The limitations of research; include focus on selected higher educational institutions working in Sindh, potentially limiting them from general to specific. The cross-sectional survey design may restrict causal inferences, and data reported personally, which can introduce response biases. Furthermore, relying more on the quantitative methods may overlook qualitative distinctions. Additionally, demographic variables such as academic qualifications, experiences, position, age, and gender were controlled for, but other relevant factors like organizational culture, and job satisfaction were not completely explored. In the future research can be designed as longitudinal design, incorporating qualitative methodologies, as well as to consider the broadening range of contextual variables to yield a more comprehensive understanding of the relation between training programs and organizational commitment and its dimensions (affective, continuance, and normative).

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