# The Mediating Role of Organizational-Based Self-Esteem in Training-Commitment Relationship

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# EXECUTIVE SUMMARY

This study investigates the relationships between the provision of training by organizations and affective, continuance and normative commitment, as well as the mediating role of organizational-based self-esteem in these relationships.

Based on a sample of 111 full-time employees from 10 different organizations in Hong Kong, training frequency is a significant predictor of affective and continuance commitment, and organizational-based self-esteem mediates the relationships. Training duration is not related neither to affective, nor continuance and normative commitment.

The findings are discussed for their implications of practical application to organizations and for advancement of future research on this topic.

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# CHAPTER 1
# INTRODUCTION

**Background**

Since the early 1990s, mergers, re-engineering, and downsizing of firms have been predominating and job security for employees has completely died out nowadays. As the traditional employment relationship in which employees exchange commitment to an organization for long-term employment has been undermined, organizations have to develop new ways of inspiring commitment among employees (Benson, 2006).

**Problem**

Over the past few decades, researchers have been extensively studying organizational commitment on its nature (Penley & Gould, 1988), antecedents (Bateman & Strasser, 1984; Sturges, Guest, Conway, & Davey, 2002), and consequences (Riketta, 2002; Somers, 1995). The extensive research on the antecedents of organizational commitment has focused on factors such as job satisfaction (Knights & Kennedy, 2005) and perceived organizational support (Vandenberghe, Bentein, & Stinglhamber, 2004), which cannot be controlled solely by human resources practice.

Training, which is one of the most significant processes in the human resources management function in organizations (Valle, Martin, Romero, & Dolan, 2000), received greatest attention from researchers on its impact on job performance (Bartel, 1995; Latham & Budworth, 2006). In comparison, only a few researches are on how training leads to organizational commitment. Employee development research adopted social exchange model generally assumes that skill development and training

opportunity are considered by employees as something valuable and contribute to organizational commitment (Meyer & Smith, 2000; Tansky & Cohen, 2001). Yet, this assumption remains largely untested.

**Purpose**

The purpose of this study is to examine the motivational effect of training on organizational commitment. Several researchers have noted the role individual differences such as personality (Rowold, 2007) might play in training-employee response relationships. This research focuses on one of those individual differences, organizational-based self-esteem, as one way in which training may have impact on organizational commitment. Specifically, there are four research questions:

a. Is there a relationship between training and organizational commitment?

b. Is there a relationship between training and organizational-based self-esteem?

c. Is there a relationship between organizational-based self-esteem and organizational commitment?

d. Does organizational-based self-esteem mediate the training-organizational commitment relationship?

**Literature review**

*Training and commitment*

Organizational commitment is defined as a strong identification with and involvement in the organizations (Knights & Kennedy, 2005). Organizational commitment was a one-dimensional concept before long (Mowday, Steers, &

Porter, 1979).   However, Meyer and Allen (1991) introduced a three-component conceptualization of organizational commitment this way: "Affective commitment refers to the psychological attachment to the organization, continuance commitment refers to the costs associated with leaving the organization, and normative commitment refers to a perceived obligation to remain with the organization" (p. 61).   This multidimensional construct of organizational commitment is now more accepted and widely used by researchers (Meyer & Allen, 1997).   A series of studies have also indicated that affective, continuance, and normative commitment are distinct from each others (Hackett, Bycio, & Hausdorf, 1991; Meyer & Allen, 1991; Somers, 1993). Based on their disparities, a multi-components model of organizational commitment would be used throughout the study to determine the specific relationships between each types of commitment and other variables (Somers, 1995).

Training is a systematic process of developing employees' knowledge, skills, and abilities that are essential to perform the job effectively (Davis, Davis, & Van Wert, 1998; Patrick, 2000; Swanson & Holton, 2001).   Organizations recognized the importance of training in terms of its contributions to productivity and organizational performance (Scott & Meyer, 1991).   The Hong Kong Institute of Human Resource Management (2007) has surveyed over 100 companies in Hong Kong and reported that 80% of them prepared a formal budget on training for year 2007.   The survey has also shown an increase in resources investing in training by organizations.   On average, the money budgeted on training was 2.8% of the total base salary, which was 0.7% higher than 2006.   In terms of time spent, employees were trained for an average of 20

hours annually. Both figures on employers' investment on and employees' participation in training have indicated the increasing importance of the role of training in organizational effectiveness.

Some research has shown that training affects organizational commitment (Bartlett, 2001; Birdi, Allan, & Warr, 1997; Tannenbaum, Mathieu, Salas, & Cannon-Bowers, 1991), which is explained by social exchange theory (Blau, 1964). In this case, social exchange theory focuses on the exchange relationships between organizations and employees in which organizations have something that employees value. When employees receive something which they perceived as valuable, they will react by performing actions that the organizations value in return (Benson, 2006). Employees view training as an employment benefit (Ashenfelter & LaLonde, 1998), as a right of employment membership (Scott & Meyer, 1991), and as a benefit going together with pay and other fringe benefits (Nordhaug, 1989). Such employees' perceptions on training imply that training is something valuable to them, according to the social exchange theory just mentioned, employees will then commit more (as one way to perform actions that is valuable to the organizations) as a return.

*H1: The provision of training by an organization is positively related to affective, continuance and normative commitment.*

### Training and organizational-based self-esteem

Early researchers have worked out that self-esteem is a multifaceted construct (Tharenou, 1979). Simpson and Boyle (1975) have discovered that researchers have measured global self-esteem in terms of an overall evaluation of

self-worth, role-specific self-esteem in terms of the self-evaluation of many roles that one performs in life, and task or situation-specific self-esteem in terms of the self-evaluation resulting from the competence in a task just performed and from behavior in a particular situation. Pierce, Gardner, Cummings, and Dunham (1989) noted the inadequacy of early self-esteem construct because self-esteem was employed in many research in an organizational perspective but self-esteem, itself, was not addressed in an organizational frame of reference. They introduced organizational-based self-esteem, which "reflects the self perceived value that individuals have of themselves as organization members acting within an organizational context" (p. 625), as a better way to discuss self-esteem in relation to other organizational-based subjects. In this research, organizational-based self-esteem is examined because more consistent relationships are expected when all variables (in this case training, self-esteem, and commitment) are measured within the same organizational frame of reference (Pierce, Gardner, Dunham, & Cummings, 1993).

Korman (1970) suggested that organizational-based self-esteem is influenced by organizational factors:

Self-perceived competency and self-evaluation may be assumed to be a function of social learning experience and the value a person has come to place on himself as a function of his interaction with others. Thus, organizations, and their environments, and their actors may be viewed in terms of the self-evaluations that such environments cultivate. (p. 33)

Pierce et al. (1989) also agreed that one's experiences in an organization affect organizational-based self-esteem. A recent research (McAllister & Bigley,

2002) has pointed out that organizational care, which is a set of organizational policies aiming at satisfying needs, concerning best interests, and valuing contributions of employees (Tronto, 1998), has effect on organizational-based self-esteem.    To achieve the aims of organizational care policies, both organizational representatives' effort and a care-enabling infrastructure are needed (Liedtka, 1999).    Training is considered by Korman (1970) to be one component of this infrastructure.    Viewing training as an organizational practice implies that it influences organizational-based self-esteem.

*H2: The provision of training by an organization is positively related to organizational-based self-esteem.*

### Organizational-based self-esteem and commitment

Self-consistency theory (Korman, 1970; Pierce et al., 1989) argues that individuals are motivated to maintain a positive self-perception.    By applying this theory, employees with high organizational-based self-esteem who consider themselves as valued by the organizations will involve themselves in behaviors which the organizations value so as to maintain their self-concept. Organizational commitment is one way in which they can maintain behavior that is consistent with their self-concept.

Research has shown a positive relationship between organizational-based self-esteem and organizational commitment (Gardner & Pierce, 1998; Pierce et al., 1989; Pierce et al., 1993).    Hui and Lee (2000) further suggested organizational-based self-esteem upholds commitment even during uncertainty. Consistent with these researches and self-consistent theory, it is believed that the

psychological process of self-evaluation in organizational-based self-esteem affects organizational commitment.

*H3: Organizational-based self-esteem is positively related to affective, continuance and normative commitment.*

### The mediating role of organizational-based self-esteem

In the previous sections, three hypotheses are proposed: (a) The provision of training by an organization affects affective, continuance, and normative commitment, (b) The provision of training by an organization affects organizational-based self-esteem, and (c) organizational-based self-esteem affects affective, continuance, and normative commitment. We now propose that training affects affective, continuance, and normative commitment through its effect on organization-based self-esteem. In other words, organizational-based self-esteem mediates the training-commitment relationship. This hypothesis emphasizes the psychological effect of training on affective, continuance, and normative commitment through organizational-based self-esteem.

Training signals value and importance to the organization. Training is considered as a practice that can be managed to generate favorable employee attitudes and behaviors (Sparrow, 1998) and creates a competitive advantage through employee enhancement (Delery & Doty, 1996). Over time, employees who receive training will perceive that they are worthy and valuable to the organization and this becomes their self-concept. As mentioned before, employees who receive training are now motivated by self-consistency to

maintain a positive self-perception.   They then put effort to commit and involve in the organization so as to justify their self-perceived worthiness.

In summary, we propose that training is one indicator of employees' value to the organization and thus it strengthens employees' organizational-based self-esteem that influences affective, continuance, and normative commitment.

*H4: The relationship between the provision of training by an organization and affective, continuance and normative commitment is mediated by organizational-based self-esteem.*

The figure below shows the conceptual framework of the four hypotheses.

**Figure 1** *Conceptual Framework of Hypotheses*
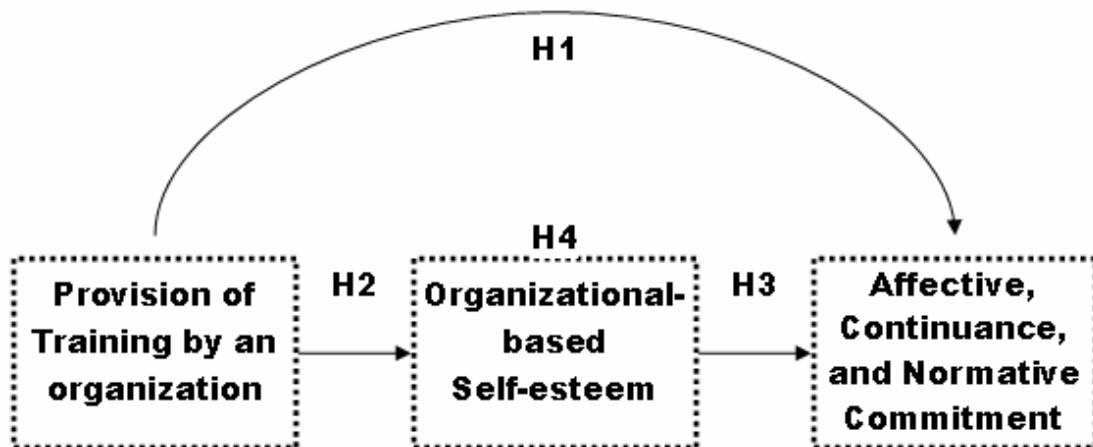
# CHAPTER 2
# METHODOLOGY

**Subjects**

The subjects of this research were full-time employees who have at least one year of tenure in their current companies in Hong Kong. 200 questionnaires were distributed and a total of 127 questionnaires was returned, which generated a response rate of 63.5%. Among those questionnaires, 111 were usable because part-time employees were excluded due to their limited access to training (Steffy & Jones, 1990). In addition, employees having less than one year of tenure in the organizations were not included because employees' participation in training is measured over the past 12 months.

Table 1 shows the descriptive statistics of demographics characteristics. From the sample (n=111), 56.8% were female and 43.2% were male. Of these 1.8% aged under 20, 64.9% aged 20 to 29, 28.8% aged 30 to 39, 3.6% aged 40 to 49 and 0.9% aged 50 to 59. In terms of education level, 5.4% were below Form 5. 15.3% and 18.9% attained HKCEE level and HKALE level respectively. More than half of the respondents were educated beyond secondary school level, of which 22.5% had diploma, high diploma or associate degree, 35.1% had bachelor's degree, and 2.7% had master's degree. As to the tenure, over half of the respondents (53.2%) have worked in the current company for 1 to 2 years, 26.1% have worked for 3 to 4 years, 10.8% have worked for 5 to 6 years, 3.6% have worked for 7 to 8 and 9 to 10 years and 2.7% have worked over 10 years.

**Table 1** *Demographics Characteristics of Sample (n=111)*

| Demographic Variable | Frequency | Percentage |
|---|---|---|
| **Gender** | | |
| Male | 48 | 43.2% |
| Female | 63 | 56.8% |
| **Age** | | |
| Under 20 years old | 2 | 1.8% |
| 20 to 29 years old | 72 | 64.9% |
| 30 to 39 years old | 32 | 28.8% |
| 40 to 49 years old | 4 | 3.6% |
| 50 to 59 years old | 1 | 0.9% |
| **Education level** | | |
| Below Form 5 | 6 | 5.4% |
| HKCEE | 17 | 15.3% |
| HKALE | 21 | 18.9% |
| Diploma/ High Diploma/ Associate Degree | 25 | 22.5% |
| Bachelor's Degree | 39 | 35.1% |
| Master's Degree | 3 | 2.7% |
| **Number of year(s) working in the current company** | | |
| 1 to 2 year(s) | 59 | 53.2% |
| 3 to 4 years | 29 | 26.1% |
| 5 to 6 years | 12 | 10.8% |
| 7 to 8 years | 4 | 3.6% |
| 9 to 10 years | 4 | 3.6% |
| Over 10 years | 3 | 2.7% |

**Procedures**

Considering individual preferences towards using printed and electronic questionnaires, both were adopted. Both types of questionnaires were proved to be interchangeable and equally reliable by some researches (Boyer, Olson, Calantone, & Jackson, 2002). Printed questionnaires were put inside a ready-to-seal envelope so as to ensure privacy. Regardless of the style, each questionnaire was attached with a cover letter, stating the purpose of the study, assuring anonymity, providing contact information, so as to enhance the transparency of the research process and respondents' confidentiality (Miller, Cardinal, & Glick, 1997).

200 questionnaires in both printed and electronic versions were distributed in total.   Printed questionnaires were distributed through 10 coordinators in 10 different companies and electronic questionnaires were emailed to the coordinators' account and then forwarded to others.   The participants were asked to return the completed questionnaires to the coordinators for printed version and directly email to me for electronic version.

**Measures**

As supported by Schneider, Ashworth, Higgs, and Carr (1996), the evaluation results of organizational practices from employees and those from external observers are nearly interchangeable.   Therefore, a self-reported questionnaire, which is a combination of measures that were drawn from several previously published researches, will be used to collect individual-level data on training, organizational-based self-esteem, organizational commitment, and personal information.

The questionnaires of organizational-based self-esteem and organizational commitment were acquired directly from the founders of them by email.

All of the questionnaires were bilingual (refer to Appendix 2).   The original questions were translated from English to Chinese by myself and then translated back to English by my classmate until they reach agreement (Brislin, 1986).

A pilot test was conducted with a total of 5 people including 2 students and 3 full-time employees so as to ensure the questions were understandable.   Some amendments were made after the test regarding the Chinese translation.

### *Training participation*

2 questions were created in reference to Tharenou and Conroy (1994)'s measurement of training in terms of frequency and duration. Respondents were asked to fill in both the frequency and number of hours that he or she participated in the training programs provided by his or her company in the past 12 months.

### *Organizational-based self-esteem*

Pierce et al. (1989)'s seven-point measurement of organizational-based self-esteem was widely used not only in foreign research (Bartlett, 2001), but also in local research (Hui & Lee, 2000). Respondents were asked to indicate from 1 (strongly disagree) to 7 (strongly agree) for the items about organizational-based self-esteem. A sample item of Pierce et el. (1989)'s ten-item instrument using a seven point Likert scale is "I count around here".

### *Organizational commitment*

Organizational commitment is measured by Meyer and Allen (1997)'s Affective, Continuance, and Normative Commitment Scales. Respondents were asked to choose from 1 (strongly disagree) to 7 (strongly agree) for the items under each subscale of organizational commitment. There are a total of 18 items in which each of the 3 subscales account for 6 items equally. A sample item for affective commitment is "I would be very happy to spend the rest of my career in this organization", for continuance commitment is "It would be very hard for me to leave my organization right now, even if I wanted to", and for normative scale is "I would feel guilty if I left my organization now".

Table 2 shows items related to each subscales.

**Table 2** *Items of Each Subscale of Organizational Commitment*

| Subscales | Items |
| --- | --- |
| Affective commitment | 1, 4, 7r, 10r, 13r, 16 |
| Continuance commitment | 2, 5, 8, 11, 14, 17 |
| Normative commitment | 3r, 6, 9, 12, 15, 18 |

*Note: Items followed by "r" should be reverse-scored.*

### *Control variables*

Gender is controlled as female generally has higher organizational commitment than male (Peterson, 2004).

Age has been found to have relationship with organizational commitment (Suliman & Iles, 2000). A 6-point scale (1=under 20, 2=20-29, 3=30-39, 4=40-49, 5=50-59, and 6=60 or above) is adopted as a measurement.

Education level is controlled because of its effects on training participation of employees (Frazis, Herz, & Horrigan, 1995). A seven-point scale (1=below form 5, 2=HKCEE, 3=HKALE, 4=diploma/ associate degree, 5=bachelor's degree, 6=master's degree, and 7=doctoral degree or above) is used to measure education level.

Tenure is measured in this study as the number of years between employees' joining date and March 2008. A seven-point scale (1=less than 1 year, 2=1-2 year(s), 3=3-4 years, 4=5-6 years, 5=7-8 years, 6=9-10 years, and 7=over 10

years) is employed. We control tenure because of its effect on training participation (Kozlowski & Farr, 1988) and organizational commitment (Mathieu & Zajac, 1990).

**Analyses**

Data collected from questionnaires were inputted into the Statistical Package for the Social Sciences statistical software for analysis. Before testing the relationships among variables, Cronbach's alpha was used to test the reliability of the scales used in measuring organizational-based self-esteem and affective, continuance, and normative commitment. Scales having a significance level over 0.7 were reliable and were adopted in further analysis.

Means and standard deviations of each study variable were calculated to give an overall picture of statistical dispersion. Pearson correlation was generated to test the relationships between variables.

As suggested by Baron and Kenny (1986), a series of hierarchical multiple regression analyses were generated to test for mediation. Before establishing mediation, the mediator (organizational-based self-esteem) was regressed on the two independent variables (training frequency and training hours) separately to show that both training frequency and training hours significantly affect organizational-based self-esteem.

After proving the significance of the above regression equation, the next step was to test for mediation. In the hierarchical regression, the control variables were inputted into the regression equation as the first step. The second step was to regress the dependent variables (affective, continuance, and normative commitment) on the

independent variables.    Third, the dependent variables were regressed on the independent variables and the mediator.

According to Baron and Kenny (1986), the following conditions are needed to prove the mediational hypothesis: First, the independent variables must significantly influence the mediator; second, the independent variables must significantly influence the dependent variables; third, the mediator must significantly influence the dependent variables; and if all of these conditions took place, the effect of independent variables would be weakened when the mediator was entered in the last step.    In addition, full mediating effect occurs if the independent variables become insignificant when the mediator accedes to the equation.

# CHAPTER 3
# RESULTS

**Means, standard deviations, zero-order correlations and Cronbach's alpha**

**reliability**

Table 3 presents the means, standard deviations, zero-order correlations and Cronbach's alpha reliability of the study variables. For the reliability tests, all measures used in this study are accepted with Cronbach's alpha .91 for organizational-based self-esteem, .71 for affective commitment, .70 for continuance commitment and .73 for normative commitment.

The average number of times that the respondents participated in training over the past 12 months was 1.9, ranging from the minimum of 0 time to the maximum of 10 times. Training hours displayed dispersed distribution. The average training hours of all respondents were 9.2 hours, ranging from 0 to 90.

The mean score of organizational-based self-esteem was 4.96. The means of continuance and normative commitment were more or less the same (3.91) and that of affective commitment was the lowest (3.66).

Training frequency was positively related to all the organizational commitment factors: affective commitment ($r=.284$, $p<.01$); continuance commitment ($r=.268$, $p<.01$); normative commitment ($r=.214$, $p<.05$). However, the results indicated a significant positive relationship between training hours and affective commitment ($r=.244$, $p<.01$) only.

Both training frequency ($r=.262$, $p<.01$) and training hours ($r=.228$, $p<.05$) were shown to have significant relationships with organizational-based self-esteem.

All components of commitment have significant relationships with organizational-based self-esteem with r=.500, p<.01 for affective commitment; r=.483, p<.01 for continuance commitment; r=.511, p<.01 for normative commitment.

The results of correlations have provided initial support for *H2, H3* and part of *H1*.

**Table 3** *Mean, Standard Deviation, Zero-order Correlation & Cronbach's Alpha Reliability Test (n=111)*

| | Variables | Mean | S.D. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. | Gender [a] | 1.568 | .498 | - | | | | | | | | | |
| 2. | Age [b] | 2.369 | .631 | -.124 | - | | | | | | | | |
| 3. | Education level [c] | 3.748 | 1.304 | .012 | .092 | - | | | | | | | |
| 4. | Tenure [d] | 2.865 | 1.239 | -.007 | .343** | -.179 | - | | | | | | |
| 5. | Training Frequency | 1.991 | 2.372 | .012 | -.071 | .099 | -.115 | - | | | | | |
| 6. | Training Hour(s) | 9.216 | 13.835 | -.051 | .062 | .352** | -.164 | .461** | - | | | | |
| 7. | Organizational-based self-esteem | 4.959 | .882 | -.049 | .016 | .038 | .215* | .262** | .228* | .901 | | | |
| 8. | Affective commitment | 3.656 | .829 | -.040 | .123 | .079 | .072 | .284** | .244** | .500** | .714 | | |
| 9. | Continuance commitment | 3.913 | .884 | -.104 | -.031 | -.131 | .061 | .268** | .085 | .483** | .433** | .702 | |
| 10. | Normative commitment | 3.905 | .896 | -.106 | .038 | .055 | .059 | .214* | .107 | .511** | .739** | .592** | .729 |

*Notes:* * $p<0.05$.
  ** $p<0.01$.
  [a] *Male=1; Female=2.*
  [b] *Under 20 years old=1; 20 to 29 years old=2; 30 to 39 years old=3; 40 to 49 years old=4; 50 to 59 years old=5; 60 years old or above=6.*
  [c] *Below Form 5=1; HKCEE=2; HKALE=3; Diploma/ High Diploma/ Associate Degree=4; Bachelor's Degree=5; Master's Degree=6; Doctoral Degree or above=7.*
  [d] *Less than 1 year=1; 1 to 2 year(s)=2; 3 to 4 years=3; 5 to 6 years=4; 7 to 8 years=5; 9 to 10 years=6; over 10 years=7*

**Hierarchical regression analysis**

Table 4 and 5 show the results of hierarchical regression for training frequency on affective, continuance and normative commitment, and for training hours on affective, continuance and normative commitment respectively.

As shown in Table 4, when organizational-based self-esteem was regressed on training frequency, a significant relationship ($\beta$=.284, p<.01) was displayed.   Table 5 also indicated a significant relationship ($\beta$=.279, p<.01) between training hours and organizational-based self-esteem.   Thus, *H2* was supported.

*Step 1:* Referring to Table 4 and 5, none of the demographic factors have found to have significant relationship with affective, continuance and normative commitment.

*Step 2:* As shown in Table 4, after controlling the demographic factors (gender, age, education level and tenure), the positive relationships remain statistically significant between training frequency and affective commitment ($\beta$=.296, p<.01) and training frequency and continuance commitment ($\beta$=.290, p<.01).   However, as the overall model of normative commitment was not significant when training frequency was controlled, there is no significant relationship found between training frequency and normative commitment.   As shown in Table 5, when training hours was entered into the three separate models of affective, continuance and affective commitment, the three independent overall models were not significant.   Thus, training hours was not a significant predictor of affective, continuance and normative commitment respectively after control.   Hence, *H1* was partially supported.

*Step 3*: Referring to Table 4, organizational-based self-esteem was found to have significant positive relationships with affective commitment ($\beta$=.465, p<.001), continuance commitment ($\beta$=.454, p<.001) and normative commitment ($\beta$=.495, p<.001).    Referring to Table 5, again organizational-based self-esteem is significantly and positively related to affective commitment ($\beta$=.484, p<.001), continuance commitment ($\beta$=.497, p<.001) and normative commitment ($\beta$=.530, p<.001).    *H3* was therefore supported.

*H4* hypothesized that organizational-based self-esteem mediates the training-commitment relationships.    Now, let's see if mediating effects take place.

Looking at affective commitment individually, significant relationships were found between training frequency and affective commitment and between organizational-based self-esteem and affective commitment as mentioned before. The control variables, training frequency, together with organizational-based self-esteem accounted for 29.5% of the variance on affective commitment.    Full mediating effect occurred as training frequency became insignificant when organizational-based self-esteem got into the equation.

As to continuance commitment, again there were significant relationships found between training frequency and continuance commitment and between organizational-based self-esteem and continuance commitment.    The control variables, training frequency, and organizational-based self-esteem explained 29.1% of the variance on continuance commitment.    Again, training frequency turned into an insignificant predictor in step 3 which demonstrated full mediating effect.

As mentioned above, neither training frequency was found to be an insignificant

predictor of normative commitment nor was training hours a significant predictor of affective, continuance and normative commitment respectively. In short, organizational-based self-esteem did not play any mediating role in these variables.

Therefore, organizational-based self-esteem mediated the relationships between training frequency and affective and continuance commitment only. *H4* was partially supported.

**Table 4** *Results of Mediated Regression for Training Frequency on Affective Commitment, Continuance*

*Commitment, and Normative Commitment (n=111)*

| Independent variables | OBSE | Step 1 (AC) | Step 2 (AC) | Step 3 (AC) | Step 1 (CC) | Step 2 (CC) | Step 3 (CC) | Step 1 (NC) | Step 2 (NC) | Step 3 (NC) |
|---|---|---|---|---|---|---|---|---|---|---|
| **Controls** | | | | | | | | | | |
| Gender | -.061 | -.030 | -.031 | -.002 | -.108 | -.110 | -.082 | -.107 | -.108 | -.078 |
| Age | -.076 | .094 | .108 | .144 | -.054 | -.040 | -.006 | -.007 | .005 | .042 |
| Education Level | .069 | .080 | .054 | .022 | -.114 | -.140 | -.171* | .070 | .050 | .016 |
| Tenure | .286** | .054 | .079 | -.054 | .059 | .082 | -.047 | .073 | .091 | -.050 |
| **Predictor** | | | | | | | | | | |
| Training Frequency | .284** | - | .296** | .164 | - | .290** | .162 | - | .221* | .081 |
| **Mediators** | | | | | | | | | | |
| OBSE | - | - | - | .465*** | - | - | .454*** | - | - | .495*** |
| | | | | | | | | | | |
| $\Delta R^2$ | .079** | | .086** | .186*** | | .082** | .177*** | | .048* | .211*** |
| $R^2$ | .140** | .023 | .109* | .295*** | .031 | .114* | .291*** | .019 | .067 | .278*** |
| F | 3.425 | .623 | 2.559 | 7.250 | .860 | 2.696 | 7.102 | .521 | 1.512 | 6.670 |

*Notes: * $p<0.05$.*

*   ** $p<0.01$.*
*   *** $p<0.001$.*
*   OBSE=Organizational-based self-esteem.*
*   AC=Affective commitment.*
*   CC=Continuance commitment.*
*   NC=Normative commitment.*

**Table 5** *Results of Mediated Regression for Training Hour(s) on Affective Commitment, Continuance*

*Commitment, and Normative Commitment (n=111)*

| Independent variables | OBSE | Step 1 (AC) | Step 2 (AC) | Step 3 (AC) | Step 1 (CC) | Step 2 (CC) | Step 3 (CC) | Step 1 (NC) | Step 2 (NC) | Step 3 (NC) |
|---|---|---|---|---|---|---|---|---|---|---|
| **Controls** | | | | | | | | | | |
| Gender | -.047 | -.030 | -.018 | .005 | -.108 | -.101 | -.078 | -.107 | -.102 | -.078 |
| Age | -.110 | .094 | .076 | .129 | -.054 | -.065 | -.011 | -.007 | -.014 | .044 |
| Education Level | .004 | .080 | -.001 | -.003 | -.114 | -.164 | -.166 | .070 | .036 | .034 |
| Tenure | .299** | .054 | .088 | -.057 | .059 | .079 | -.070 | .073 | .087 | -.072 |
| **Predictor** | | | | | | | | | | |
| Training Hour(s) | .279** | - | .254** | .118 | - | .154 | .015 | - | .104 | -.044 |
| **Mediators** | | | | | | | | | | |
| OBSE | - | - | - | .484*** | - | - | .497*** | - | - | .530*** |
| | | | | | | | | | | |
| $\Delta R^2$ | .067** | | .055* | .204*** | | .020 | .216*** | | .009 | .245*** |
| $R^2$ | .129* | .023 | .078 | .282*** | .031 | .052 | .267*** | .019 | .029 | .274*** |
| F | 3.099 | .623 | 1.781 | 6.808 | .860 | 1.150 | 6.328 | .521 | .617 | 6.529 |

Notes: * $p<0.05$.
　　* * $p<0.01$.
　　* * * $p<0.001$.
　　OBSE=Organizational-based self-esteem.
　　AC=Affective commitment.
　　CC=Continuance commitment.
　　NC=Normative commitment.

# CHAPTER 4
# DISCUSSION

**Discussion**

Majority of prior research on the effects of training has stressed on job performance (Bartel, 1995; Latham & Budworth, 2006). In contrast, the purpose of this study was to enhance the understanding of how training affects affective, continuance and normative commitment. Given the large and increasing expenses that training represents to many organizations, understanding how and why training affects employees' commitment would offer practical insights in real life business practices. In addition, individual differences on training-employee response relationship were called for study in previous research. This research demonstrated organizational-based self-esteem as one of the many individual differences that might link training and commitment together.

In this study, we examined how training frequency and training hours influence affective commitment, continuance commitment, and normative commitment separately. Organizational-based self-esteem was hypothesized as mediating variable that enhance the relationships between the independent variables and dependent variables.

The results supported most of the hypotheses. Organizational-based self-esteemed was displayed to relate positively to all independent and dependent variables.

From the results shown previously, affective and continuance commitment are also positively related to training frequency. The results also supported mediation of the training frequency-affective commitment relationship and training

frequency-continuance commitment relationship by organizational-based self-esteem.

In sum, this study displayed that employees who often participate in training feel more highly valued by the organization and those who feel more valuable will commit more.

Consistent with previous research, there were no associations neither between training frequency nor training hours and normative commitment (Bartlett, 2001). Because of its obligation nature of normative commitment, Meyer and Allen (1991) reported that one way to develop normative commitment is to invest something that is difficult to reciprocate on employees.  "Organization sponsored tuition payments made on behalf of employees" was an example of such investment given by Meyer and Allen (1997).  This argument has justified the results of the present study as respondents were asked to exclude those training courses paid by the organizations that would lead to a degree or diploma, which is one possible mean to induce normative commitment.

Contrary to Bartlett (2001), a significant positive relationship was revealed between training frequency and normative commitment in this study.  This might be explained by the tailor-made organization training provided by the respondents' companies (Meyer & Allen, 1997).  The lower the transferability of training skills, the higher the continuance commitment is.  Another explanation of the significant training-normative commitment relationship would be the less training opportunities resulting from working in alternative companies.  If organizations offer training that is highly valued by employees (for example overseas training), the cost associated with leaving the organizations would be higher, and continuance commitment would be developed.

Interestingly, one unexpected result was found in this study. There were no statistically significant relationships found between training hours and all components of organizational commitment. We can infer that organizational commitment was influenced more by training frequency than the duration of it.

**Implications**

*Developing recruitment and selection strategies*

In this study, the provision of training by an organization was proved to be valued by employees. According to Schmidt (2007), training and development opportunities are main concern of employees in choosing their careers. Therefore, by highlighting training opportunities in recruitment advertisements would appeal potential candidates especially when salary is not a major competitive tool used to compete for talents with competitors.

From our results, organizational-based self-esteem is positively related to organizational commitment. Including organizational-based self-esteem aspect in personality test during the selection process would help to identify right candidates who are probably more committed to the organizations.

*Formation of compensation and benefits system*

Our results supported that the provision of training signaled a sense of self-worthiness to employees, and both the provision of training and organizational-based self-esteem would contribute to future organizational commitment. Further, employees with higher organizational-based self-esteem generally do not only have a more positive working attitude, and also better

performance than those with lower organizational-based self-esteem (Gardner, Dyne, & Pierce, 2004). Hence, an inclusion of training provision as an employment benefit would uplift employees' satisfaction (Rowden & Conine, 2003) and organization performance (Schmidt, 2007).

### Provision of more frequent training

This study offers several recommendations for organizations to boost employees' commitment. At one level, organizations could increase the frequency of training and shorten the duration in response to our findings that frequency (but not duration) is a significant predictor of organizational commitment. This would be more practical to raise commitment wisely without expanding the training budget.

### Provision of training at the right time

More specifically, affective commitment is easier to develop during the initial stage of employment (Allen & Meyer, 1990a). Organizations should grasp this golden period to frequently carry out training to these newcomers.

### Designing training courses

Another way to cultivate affective commitment is through "competence-enhancing experiences" (Meyer & Allen, 1997). Companies could substitute competence-based training for general training courses as supported by early research that a strong linkage was found between commitment and employees' perceived competence (Mathieu & Zajac, 1990).

The proved positive association between continuance commitment and

provision of training has given some implications in the training design. Training courses should be customized to the organizations. As the more specific and unique the skills acquired from training, the lower the transferability of it (Allen & Meyer, 1990b). In this sense, organization-customized training courses would limit the transferability of skills to another company and hence raise continuance commitment.

### Enhancing training participation

A good training course is worth nothing if no one participates in it. Motivations should be given by organizations to participate in training events. Considering training participation as one of the criteria in promotion would supply incentives for employees to attend training courses and boost commitment (Johnston, Griffeth, Burton, & Carson, 1993).

### Communicating importance

Pierce & Gardner (2004) has suggested measures by relying on managers to communicate employees' importance in organizations so as to boost organizational-based self-esteem. However, this would not be feasible in the Chinese culture in which implicit communication style predominates. Rather, celebrating for success by holding small departmental party and praising through email would be more effective. Higher organizational-based self-esteem should, based on our findings, improve organizational commitment.

## Limitations and suggestions for future research

There are several limitations in this study. First, the data collected was

self-reported in nature.   This might involve forgetfulness regarding the frequency and duration of training participation over the past 12 months.   Future studies could code the data of participation directly from the companies' record.

It is difficult to examine the causal relationship with cross-sectional data used in this study.   A longitudinal research is needed to establish training-commitment relationship over time and space.

Just like most research, as only full-time employees were targeted in this study, the findings might not apply to part-time employees.   However, organizations in Hong Kong are employing more and more part-time workers in order to reduce labor costs and benefits and gain flexibility.   Research for part-time workers should be called.

In measuring training participation, tuition sponsored by organizations that would lead to a degree or diploma was excluded.   This exclusion might account for the insignificant relationship between training and normative commitment. Therefore, future research is recommended to predict the impact of a wider coverage aspect of training on organizational commitment.

Comparing to the other two components of organizational commitment, least empirical evidence is known about normative commitment (Meyer & Allen, 1997). Though there was no significant relationship found regarding normative commitment in this study, it is advised that future research should not neglect normative commitment as Meyer and Allen (1997) further suggested that the 3 components of commitment generally move together in the same direction.

Other individual differences, for example self-efficacy and need for achievement,

might mediate the relationship between work experiences and organizational commitment. Comprehensive research on the mediating role of these individual differences is recommended.

**Conclusion**

In the present research, we outlined the mediating role of organizational-based self-esteem in the training-commitment relationship. Though discrepancies appeared, the findings were generally consistent with the hypotheses.

The results displayed that training frequency predicts affective and continuance commitment and organizational-based self-esteem mediates the relationships. However, no significant relationship was found between training frequency and normative commitment. Moreover, training duration was shown not to relate to any of the 3 components of organizational commitment.

Based on the findings, suggestions for organizations were made to uplift organizational-based self-esteem, boost organizational commitment, and advance the provision of training.

Limitations and recommendations for future research were made in the light of research methods, sample, and all variables used in the present study.

Hopefully, this research could make contributions to future research and provide some business insights to organizations in Hong Kong.

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# Appendix 1

# Figures and Tables

**Figure 1** *Conceptual Framework of Hypotheses*

**Table 1** *Demographics Characteristics of Sample (n=111)*

| Demographic Variable | Frequency | Percentage |
|---|---|---|
| **Gender** | | |
| Male | 48 | 43.2% |
| Female | 63 | 56.8% |
| **Age** | | |
| Under 20 years old | 2 | 1.8% |
| 20 to 29 years old | 72 | 64.9% |
| 30 to 39 years old | 32 | 28.8% |
| 40 to 49 years old | 4 | 3.6% |
| 50 to 59 years old | 1 | 0.9% |
| **Education level** | | |
| Below Form 5 | 6 | 5.4% |
| HKCEE | 17 | 15.3% |
| HKALE | 21 | 18.9% |
| Diploma/ High Diploma/ Associate Degree | 25 | 22.5% |
| Bachelor's Degree | 39 | 35.1% |
| Master's Degree | 3 | 2.7% |
| **Number of year(s) working in the current company** | | |
| 1 to 2 year(s) | 59 | 53.2% |
| 3 to 4 years | 29 | 26.1% |
| 5 to 6 years | 12 | 10.8% |
| 7 to 8 years | 4 | 3.6% |
| 9 to 10 years | 4 | 3.6% |
| Over 10 years | 3 | 2.7% |

**Table 2** *Items of Each Subscale of Organizational Commitment*

| Subscales | Items |
|---|---|
| Affective commitment | 1, 4, 7r, 10r, 13r, 16 |
| Continuance commitment | 2, 5, 8, 11, 14, 17 |
| Normative commitment | 3r, 6, 9, 12, 15, 18 |

*Note: Items followed by "r" should be reverse-scored.*

**Table 3** *Mean, Standard Deviation, Zero-order Correlation & Cronbach's Alpha Reliability Test (n=111)*

| | Variables | Mean | S.D. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 11. | Gender [a] | 1.568 | .498 | - | | | | | | | | | |
| 12. | Age [b] | 2.369 | .631 | -.124 | - | | | | | | | | |
| 13. | Education level [c] | 3.748 | 1.304 | .012 | .092 | - | | | | | | | |
| 14. | Tenure [d] | 2.865 | 1.239 | -.007 | .343** | -.179 | - | | | | | | |
| 15. | Training Frequency | 1.991 | 2.372 | .012 | -.071 | .099 | -.115 | - | | | | | |
| 16. | Training Hour(s) | 9.216 | 13.835 | -.051 | .062 | .352** | -.164 | .461** | - | | | | |
| 17. | Organizational-based self-esteem | 4.959 | .882 | -.049 | .016 | .038 | .215* | .262** | .228* | .901 | | | |
| 18. | Affective commitment | 3.656 | .829 | -.040 | .123 | .079 | .072 | .284** | .244** | .500** | .714 | | |
| 19. | Continuance commitment | 3.913 | .884 | -.104 | -.031 | -.131 | .061 | .268** | .085 | .483** | .433** | .702 | |
| 20. | Normative commitment | 3.905 | .896 | -.106 | .038 | .055 | .059 | .214* | .107 | .511** | .739** | .592** | .729 |

Notes: * p<0.05.
    ** p<0.01.
[a] Male=1; Female=2.
[b] Under 20 years old=1; 20 to 29 years old=2; 30 to 39 years old=3; 40 to 49 years old=4; 50 to 59 years old=5; 60 years old or above=6.
[c] Below Form 5=1; HKCEE=2; HKALE=3; Diploma/ High Diploma/ Associate Degree=4; Bachelor's Degree=5; Master's Degree=6; Doctoral Degree or above=7.
[d] Less than 1 year=1; 1 to 2 year(s)=2; 3 to 4 years=3; 5 to 6 years=4; 7 to 8 years=5; 9 to 10 years=6; over 10 years=7

**Table 4** *Results of Mediated Regression for Training Frequency on Affective Commitment, Continuance*

*Commitment, and Normative Commitment (n=111)*

| Independent variables | OBSE | Step 1 (AC) | Step 2 (AC) | Step 3 (AC) | Step 1 (CC) | Step 2 (CC) | Step 3 (CC) | Step 1 (NC) | Step 2 (NC) | Step 3 (NC) |
|---|---|---|---|---|---|---|---|---|---|---|
| **Controls** | | | | | | | | | | |
| Gender | -.061 | -.030 | -.031 | -.002 | -.108 | -.110 | -.082 | -.107 | -.108 | -.078 |
| Age | -.076 | .094 | .108 | .144 | -.054 | -.040 | -.006 | -.007 | .005 | .042 |
| Education Level | .069 | .080 | .054 | .022 | -.114 | -.140 | -.171* | .070 | .050 | .016 |
| Tenure | .286** | .054 | .079 | -.054 | .059 | .082 | -.047 | .073 | .091 | -.050 |
| **Predictor** | | | | | | | | | | |
| Training Frequency | .284** | - | .296** | .164 | - | .290** | .162 | - | .221* | .081 |
| **Mediators** | | | | | | | | | | |
| OBSE | - | - | - | .465*** | - | - | .454*** | - | - | .495*** |
| | | | | | | | | | | |
| $\Delta R^2$ | .079** | | .086** | .186*** | | .082** | .177*** | | .048* | .211*** |
| $R^2$ | .140** | .023 | .109* | .295*** | .031 | .114* | .291*** | .019 | .067 | .278*** |
| F | 3.425 | .623 | 2.559 | 7.250 | .860 | 2.696 | 7.102 | .521 | 1.512 | 6.670 |

Notes: * $p<0.05$.
     ** $p<0.01$.
     *** $p<0.001$.
     OBSE=Organizational-based self-esteem.
     AC=Affective commitment.
     CC=Continuance commitment.
     NC=Normative commitment.

**Table 5** *Results of Mediated Regression for Training Hour(s) on Affective Commitment, Continuance*

*Commitment, and Normative Commitment (n=111)*

| Independent variables | OBSE | Step 1 (AC) | Step 2 (AC) | Step 3 (AC) | Step 1 (CC) | Step 2 (CC) | Step 3 (CC) | Step 1 (NC) | Step 2 (NC) | Step 3 (NC) |
|---|---|---|---|---|---|---|---|---|---|---|
| **Controls** | | | | | | | | | | |
| Gender | -.047 | -.030 | -.018 | .005 | -.108 | -.101 | -.078 | -.107 | -.102 | -.078 |
| Age | -.110 | .094 | .076 | .129 | -.054 | -.065 | -.011 | -.007 | -.014 | .044 |
| Education Level | .004 | .080 | -.001 | -.003 | -.114 | -.164 | -.166 | .070 | .036 | .034 |
| Tenure | .299** | .054 | .088 | -.057 | .059 | .079 | -.070 | .073 | .087 | -.072 |
| **Predictor** | | | | | | | | | | |
| Training Hour(s) | .279** | - | .254** | .118 | - | .154 | .015 | - | .104 | -.044 |
| **Mediators** | | | | | | | | | | |
| OBSE | - | - | - | .484*** | - | - | .497*** | - | - | .530*** |
| | | | | | | | | | | |
| $\Delta R^2$ | .067** | | .055* | .204*** | | .020 | .216*** | | .009 | .245*** |
| $R^2$ | .129* | .023 | .078 | .282*** | .031 | .052 | .267*** | .019 | .029 | .274*** |
| F | 3.099 | .623 | 1.781 | 6.808 | .860 | 1.150 | 6.328 | .521 | .617 | 6.529 |

Notes: * $p<0.05$.
    ** $p<0.01$.
    *** $p<0.001$.
    OBSE=Organizational-based self-esteem.
    AC=Affective commitment.
    CC=Continuance commitment.
    NC=Normative commitment.

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# Appendix 2

# Cover Letter and Questionnaire-Bilingual

# (Printed and Electronic Versions)

# Employee Survey

Dear Survey Participant,

As a final year student in Human Resources Management at Hong Kong Baptist University, I am currently working on my honors project which focuses on employees' attitudes about their jobs. Your completion of this survey is vitally important because you are representing the opinions, interests, and behaviors of employees in Hong Kong.

The enclosed questionnaire will only take you about 10 minutes to complete. It is important that you provide honest responses with careful consideration. Your responses will be kept in the strictest confidence.

When you have completed the survey, please check to be sure you have responded to all items. To further insure confidentiality, please place your completed questionnaire in the envelope provided, seal it and return to the contact person in your company within fourteen days of receipt. Your time and cooperation are truly appreciated.

If you have any concerns, please feel free to contact me at 9385 5720 or via e-mail at 05016371@hkbu.edu.hk.

Thank you for your assistance.

Sincerely,

Ruby L. F. Tang
Final Year Student, BBA (Hons) Human Resources Management
Hong Kong Baptist University

(中文譯本見後頁)

# <u>雇員調查</u>

敬啓者：

本人爲香港浸會大學人力資源管理學系三年級生。目前正進行一項有關雇員工作態度的調查，作爲畢業論文之研究用途。由於閣下是香港雇員的一分子，因此閣下的意見對此項調查十分重要。

懇請閣下花大約十分鐘去完成本問卷。閣下的資料將會絕對保密，希望閣下能仔細及誠實作答。

完成問卷後，請把問卷放回信封內密封，並於收到問卷後十四天之內交回貴公司所負責之同事。本人衷心感謝閣下能抽空完成問卷。

如有任何疑問，歡迎致電 9385 5720 或電郵至<u>05016371@hkbu.edu.hk</u>。

本人再次感謝閣下參與是次調查。

香港浸會大學人力資源管理學系三年級生

鄧麗芬 謹啓

## SECTION ONE  第一部分
## TRAINING PARTICIPATION 培訓參與

Please answer all questions by giving information on your participation in training in the company **OVER THE PAST 12 MONTHS**.

請提供<u>過去十二個月內</u>於現職公司參與培訓的資料，以回答所有問題。

1. How many **times** have you attended training courses sponsored paid by your company over the past 12 months? Please include those run both by your company training staff and those offered by outside organizations. DO NOT include programs that lead to a degree or diploma.

   在過去十二個月內，您參加了多少<u>次</u>由公司資助的培訓課程？請包括由公司培訓員以及其他培訓公司所提供的課程，但不包括學位或文憑課程。

   _____Time(s)  次

2. How many **hours** in total did you spend to these training courses?

   您總共花了多少個<u>小時</u>參與以上所指的培訓課程?

   _____Hour(s)  小時

## SECTION TWO  第二部分
## ORGANIZATIONAL-BASED SELF-ESTEEM  組織自尊

The following questions ask about you and your relationship with this organization. Please indicate the extent to which you believe in each of the following statements by expressing the level of your agreement or disagreement.
以下的問題旨在了解您和公司的關係。請表達您對以下句子同意或不同意的程度。

| 1<br>Strongly Disagree<br>非常不同意 | 2<br>Moderately Disagree<br>部分不同意 | 3<br>Slightly Disagree<br>稍微不同意 | 4<br>Neutral<br>不能確定 | 5<br>Slightly Agree<br>稍微同意 | 6<br>Moderately Agree<br>部分同意 | 7<br>Strongly Agree<br>非常同意 |
|---|---|---|---|---|---|---|

1. I count around here.
   在此公司，我有重要的意義。　　1　2　3　4　5　6　7

2. I am taken seriously around here.
   在此公司，我是受重視的。　　1　2　3　4　5　6　7

3. I am an important part of this place.
   我是此公司重要的一份子。　　1　2　3　4　5　6　7

4. I am trusted around here.
   在此公司，我是被信任的。　　1　2　3　4　5　6　7

5. There is faith in me around here.
   此公司的人對我有信心。　　1　2　3　4　5　6　7

6. I can make a difference around here.
   在此公司，我可以與眾不同。　　1　2　3　4　5　6　7

7. I am a valuable part of this place.
   我是此公司有價值的一份子。　　1　2　3　4　5　6　7

8. I am helpful around here.
   在此公司，我是一個樂於助人的人。　　1　2　3　4　5　6　7

9. I am efficient around here.
   在此公司，我是一個高效率的人。　　1　2　3　4　5　6　7

10. I am cooperative around here.
    在此公司，我是一個樂意合作的人。　　1　2　3　4　5　6　7

## SECTION THREE 第三部分
## ORGANIZATIONAL COMMITMENT 組織承諾

Listed below is a series of statements that represent feelings that individuals might have about the company or organization for which they work. With respect to your own feelings about the particular organization for which you are now working, please indicate the degree of your agreement or disagreement with each statement by circling a number from 1 to 7.
以下一系列的句子是評估個人對公司的感覺。請根據您對現職公司的感覺，表達對以下句子同意或不同意的程度。

| 1<br>Strongly<br>Disagree<br>非常不同意 | 2<br>Moderately<br>Disagree<br>部分不同意 | 3<br>Slightly<br>Disagree<br>稍微不同意 | 4<br>Neutral<br>不能確定 | 5<br>Slightly<br>Agree<br>稍微同意 | 6<br>Moderately<br>Agree<br>部分同意 | 7<br>Strongly<br>Agree<br>非常同意 |
|---|---|---|---|---|---|---|

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 1. | I would be very happy to spend the rest of my career with this organization.<br>我很樂意在此公司長期工作，直至退休。 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 2. | Right now, staying with my organization is a matter of necessity as much as desire.<br>目前來說，我需要並且渴望留在此公司。 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 3. | I do not feel any obligation to remain with my current employer.<br>我不覺得我有任何義務留在此公司。 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 4. | I really feel as if this organization's problems are my own.<br>我深深覺得此公司的問題就如我的問題。 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 5. | It would be very hard for me to leave my organization right now, even if I wanted to.<br>對我而言，即使我現在想離開此公司，卻很難做到。 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 6. | Even if it were to my advantage, I do not feel it would be right to leave my organization now.<br>即使現在離開此公司對我有利，我也不覺得這樣做是對的。 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 7. | I do not feel a strong sense of "belonging" to my organization.<br>對於此公司，我沒有很強的歸屬感。 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

8. Too much of my life would be disrupted if I decided I wanted to leave my organization right now.
如果我現在決定離開此公司，很多生活現狀將會受到干擾。

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

9. I would feel guilty if I left my organization now.
如果我現在離開此公司，我會感到內疚。

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

10. I do not feel like "emotionally attached" to this organization.
我不覺得情感上屬於此公司。

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

11. I feel that I have too few options to consider leaving this organization.
我認爲如果我考慮離開此公司，我沒有太多選擇。

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

12. This organization deserves my loyalty.
此公司值得我對它的忠誠。

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

13. I do not feel like "part of the family" at my organization.
我不覺得自己在此公司是「家中的一份子」。

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

14. If I had not already put so much of myself into this organization, I might consider working elsewhere.
如果我不是已投入太多於此公司的話，我可能考慮到其他公司工作。

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

15. I would not leave my organization right now because I have a sense of obligation to the people in it.
因爲我對此公司的人有一種責任感，所以我現在不會離開這裡。

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

16. This organization has a great deal of personal meaning for me.
此公司對我個人意義重大。

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

17. One of the few negative consequences of leaving this organization would be the scarcity of available alternatives.
缺乏選擇是離開此公司的其中一個不良後果。

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

18. I owe a great deal to my organization.
對於此公司我心存感激。

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

## SECTION FOUR 第四部分
## BACKGROUND INFORMATION 基本資料

Please provide some personal information by checking the box that best describes your situation.

此部分希望收集您的個人資料，請在合適的方格內加上"✔"號。

1. Gender 性別
   ❑ Male 男      ❑ Female 女

2. Age 年齡
   ❑ Under 20 以下      ❑ 20-29      ❑ 30-39
   ❑ 40-49      ❑ 50-59      ❑ 60 or above 或以上

3. Education Level 教育程度
   ❑ Below Form 5 中五以下
   ❑ HKCEE 香港中學會考
   ❑ HKALE 香港高級程度會考
   ❑ Diploma/ High Diploma/ Associate Degree 文憑/ 高級文憑/ 副學士
   ❑ Bachelor's Degree 學士學位
   ❑ Master's Degree 碩士學位
   ❑ Doctoral Degree or above 博士學位或以上

4. Employment Status 雇用狀況
   ❑ Full-time 全職      ❑ Part-time 兼職

5. Number of Year(s) Working in the Current Company 於現職公司的年資
   ❑ Less than 1 year 少於一年      ❑ 1-2 year(s) 年      ❑ 3-4 years 年
   ❑ 5-6 years 年      ❑ 7-8 years 年      ❑ 9-10 years 年
   ❑ Over 10 years 超過十年

**- THE END –**
**- THANK YOU FOR YOUR PARTICIPATION –**
**- 完 -**
**- 謝謝您的參與 -**

# **Employee Survey**

Dear Survey Participant,

As a final year student in Human Resources Management at Hong Kong Baptist University, I am currently working on my honors project which focuses on employees' attitudes about their jobs. Your completion of this survey is vitally important because you are representing the opinions, interests, and behaviors of employees in Hong Kong.

The enclosed questionnaire will only take you about 10 minutes to complete. It is important that you provide honest responses with careful consideration. Your responses will be kept in the strictest confidence.

When you have completed the survey, please check to be sure you have responded to all items. To further insure confidentiality, please directly e-mail the completed questionnaire to me at 05016371@hkbu.edu.hk within fourteen days of receipt. Your time and cooperation are truly appreciated.

If you have any concerns, please feel free to contact me at 9385 5720 or via e-mail at 05016371@hkbu.edu.hk.

Thank you for your assistance.

Sincerely,

Ruby L. F. Tang
Final Year Student, BBA (Hons) Human Resources Management
Hong Kong Baptist University

# 雇員調查

敬啓者：

本人爲香港浸會大學人力資源管理學系三年級生。目前正進行一項有關雇員工作態度的調查，作爲畢業論文之研究用途。由於閣下是香港雇員的一分子，因此閣下的意見對此項調查十分重要。

懇請閣下花大約十分鐘去完成本問卷。閣下的資料將會絕對保密，希望閣下能仔細及誠實作答。

完成問卷後，請於收到問卷後十四天之內直接電郵至05016371@hkbu.edu.hk給本人。本人衷心感謝閣下能抽空完成問卷。

如有任何疑問，歡迎致電 9385 5720 或電郵至05016371@hkbu.edu.hk。

本人再次感謝閣下參與是次調查。

香港浸會大學人力資源管理學系三年級生

鄧麗芬　謹啓

## SECTION ONE  第一部分
## TRAINING PARTICIPATION 培訓參與

Please answer all questions by giving information on your participation in training in the company **OVER THE PAST 12 MONTHS**.
請提供<u>過去十二個月內</u>於現職公司參與培訓的資料，以回答所有問題。

3.  How many **times** have you attended training courses sponsored paid by your company over the past 12 months? Please include those run both by your company training staff and those offered by outside organizations. DO NOT include programs that lead to a degree or diploma.
    在過去十二個月內，您參加了多少<u>次</u>由公司資助的培訓課程？請包括由公司培訓員以及其他培訓公司所提供的課程，但不包括學位或文憑課程。

    _____Time(s)  次

4.  How many **hours** in total did you spend to these training courses?
    您總共花了多少個<u>小時</u>參與以上所指的培訓課程?

    _____Hour(s)  小時

## SECTION TWO 第二部分
## ORGANIZATIONAL-BASED SELF-ESTEEM 組織自尊

The following questions ask about you and your relationship with this organization. Please indicate the extent to which you believe in each of the following statements by expressing the level of your agreement or disagreement.
以下的問題旨在了解您和公司的關係。請表達您對以下句子同意或不同意的程度。

| 1<br>Strongly<br>Disagree<br>非常不同意 | 2<br>Moderately<br>Disagree<br>部分不同意 | 3<br>Slightly<br>Disagree<br>稍微不同意 | 4<br>Neutral<br>不能確定 | 5<br>Slightly<br>Agree<br>稍微同意 | 6<br>Moderately<br>Agree<br>部分同意 | 7<br>Strongly<br>Agree<br>非常同意 |
|---|---|---|---|---|---|---|

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 11. I count around here.<br>在此公司，我有重要的意義。 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 12. I am taken seriously around here.<br>在此公司，我是受重視的。 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 13. I am an important part of this place.<br>我是此公司重要的一份子。 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 14. I am trusted around here.<br>在此公司，我是被信任的。 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 15. There is faith in me around here.<br>此公司的人對我有信心。 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 16. I can make a difference around here.<br>在此公司，我可以與眾不同。 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 17. I am a valuable part of this place.<br>我是此公司有價值的一份子。 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 18. I am helpful around here.<br>在此公司，我是一個樂於助人的人。 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 19. I am efficient around here.<br>在此公司，我是一個高效率的人。 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 20. I am cooperative around here.<br>在此公司，我是一個樂意合作的人。 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

## SECTION THREE 第三部分
## ORGANIZATIONAL COMMITMENT 組織承諾

Listed below is a series of statements that represent feelings that individuals might have about the company or organization for which they work. With respect to your own feelings about the particular organization for which you are now working, please indicate the degree of your agreement or disagreement with each statement by circling a number from 1 to 7.

以下一系列的句子是評估個人對公司的感覺。請根據您對現職公司的感覺，表達對以下句子同意或不同意的程度。

| 1<br>Strongly<br>Disagree<br>非常不同意 | 2<br>Moderately<br>Disagree<br>部分不同意 | 3<br>Slightly<br>Disagree<br>稍微不同意 | 4<br>Neutral<br>不能確定 | 5<br>Slightly<br>Agree<br>稍微同意 | 6<br>Moderately<br>Agree<br>部分同意 | 7<br>Strongly<br>Agree<br>非常同意 |
|---|---|---|---|---|---|---|

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 19. | I would be very happy to spend the rest of my career with this organization.<br>我很樂意在此公司長期工作，直至退休。 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 20. | Right now, staying with my organization is a matter of necessity as much as desire.<br>目前來說，我需要並且渴望留在此公司。 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 21. | I do not feel any obligation to remain with my current employer.<br>我不覺得我有任何義務留在此公司。 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 22. | I really feel as if this organization's problems are my own.<br>我深深覺得此公司的問題就如我的問題。 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 23. | It would be very hard for me to leave my organization right now, even if I wanted to.<br>對我而言，即使我現在想離開此公司，卻很難做到。 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 24. | Even if it were to my advantage, I do not feel it would be right to leave my organization now.<br>即使現在離開此公司對我有利，我也不覺得這樣做是對的。 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 25. | I do not feel a strong sense of "belonging" to my organization.<br>對於此公司，我沒有很強的歸屬感。 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 26. Too much of my life would be disrupted if I decided I wanted to leave my organization right now.<br>如果我現在決定離開此公司，很多生活現狀將會受到干擾。 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 27. I would feel guilty if I left my organization now.<br>如果我現在離開此公司，我會感到內疚。 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 28. I do not feel like "emotionally attached" to this organization.<br>我不覺得情感上屬於此公司。 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 29. I feel that I have too few options to consider leaving this organization.<br>我認爲如果我考慮離開此公司，我沒有太多選擇。 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 30. This organization deserves my loyalty.<br>此公司值得我對它的忠誠。 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 31. I do not feel like "part of the family" at my organization.<br>我不覺得自己在此公司是「家中的一份子」。 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 32. If I had not already put so much of myself into this organization, I might consider working elsewhere.<br>如果我不是已投入太多於此公司的話，我可能考慮到其他公司工作。 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 33. I would not leave my organization right now because I have a sense of obligation to the people in it.<br>因爲我對此公司的人有一種責任感，所以我現在不會離開這裡。 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 34. This organization has a great deal of personal meaning for me.<br>此公司對我個人意義重大。 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 35. One of the few negative consequences of leaving this organization would be the scarcity of available alternatives.<br>缺乏選擇是離開此公司的其中一個不良後果。 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 36. I owe a great deal to my organization.<br>對於此公司我心存感激。 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

## SECTION FOUR  第四部分
## BACKGROUND INFORMATION  基本資料

Please provide some personal information by checking the box that best describes your situation.

此部分希望收集您的個人資料，請在合適的方格內加上"✓"號。

6.  Gender  性別
    ❑ Male  男　　　　❑ Female  女

7.  Age  年齡
    ❑ Under 20  以下　　　❑ 20-29　　　　❑ 30-39
    ❑ 40-49　　　　　　　❑ 50-59　　　　❑ 60 or above  或以上

8.  Education Level  教育程度
    ❑ Below Form 5  中五以下
    ❑ HKCEE  香港中學會考
    ❑ HKALE 香港高級程度會考
    ❑ Diploma/ High Diploma/ Associate Degree  文憑/ 高級文憑/ 副學士
    ❑ Bachelor's Degree  學士學位
    ❑ Master's Degree  碩士學位
    ❑ Doctoral Degree or above  博士學位或以上

9.  Employment Status  雇用狀況
    ❑ Full-time  全職　　　❑ Part-time  兼職

10. Number of Year(s) Working in the Current Company  於現職公司的年資
    ❑ Less than 1 year  少於一年　　❑ 1-2 year(s)  年　　　❑ 3-4 years  年
    ❑ 5-6 years  年　　　　　　　　❑ 7-8 years  年　　　　❑ 9-10 years  年
    ❑ Over 10 years  超過十年

### - THE END –
### - THANK YOU FOR YOUR PARTICIPATION –
### - 完 -
### - 謝謝您的參與 -