

Human Resource Development Practices and Employee Commitment of Government Owned Hospitals in Port Harcourt

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Abstract: *The study examined the relationship between human resource development practices and employee commitment of government owned hospitals in Port Harcourt, Rivers State. Human resource development (HRD) practices were studied using developmental HRD practices and collaborative HRD practices, while employee commitment has affective- and continuance commitment. The study adopted a cross-sectional survey design while primary data was collected via the administration of a structured questionnaire. Copies of the questionnaire were administered to 108 medical/health employees of four selected government owned hospitals. Spearman Rank Correlation with the aid of Statistical Package for Social Science (SPSS) version 22 was deployed to test the hypothesized relationships. The results of the analyses show that dimensions of human resource development practices (developmental HRD practices and collaborative HRD practices) significantly and positively correlated with measures of employee commitment (affective- and continuance commitment). The result shows that human resource development practices amplify the hospitals' employee commitment. Thus, it was recommended that employees should enroll for various training programmes for continuous development. There should also be a management-trainee program in order to nurture management talents. Furthermore, there should be interaction and collaboration among employees to foster unity. There should also be communication between management and employees which will enhance commitment.*

Keywords: *Human Resource Development Practices, Developmental HRD practices, and Collaborative HRD practices, Affective Commitment, Continuance Commitment*

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1. Introduction

Employee commitment is the degree to which an individual identifies with and participates in a particular organisation (Mowday, Porter & Steers, 1982). Employee commitment has been related to lower turnover, increased information sharing, increased organisational citizenship behaviors, higher acceptance of organisational reform, ethical actions, and lower absenteeism in organisations (Mowday, *et al.*, 1982; Huselid, 1995). Furthermore, Colbert and Kwon (2000) asserted that workers who lack commitment are less likely to build their skills and competencies,

accept increased responsibility for quality, and 'go the extra mile' to make improvements. Higher or lower levels of commitment have been shown to be a major factor in whether workers remain with or leave a business (Shaw, Duffy, Johnson & Lockhart 2005). Allen and Meyer (1990) postulated that employee commitment is a three-dimensional construct; namely affective, continuance, and normative commitment. However, this study will discuss only affective and continuance commitment.

Affective commitment is described as a commitment centered on the emotional connections that an employee establishes with the organisation, which are mainly formed through positive work experiences. Affective commitment gives the employee the feeling of wanting to remain with the company as long as possible, carrying the organisation's responsibility as his or her own, and feeling very relaxed addressing the organisation's prospects outside the organisation (Meyer & Allen, 1997).

Continuance commitment represents commitment based on the potential costs of quitting the organisation, both economic and social (Meyer & Allen, 1997). Continuance commitment informs employees of why it is important to keep their employment with the company due to labor shortages. Furthermore, it informs the employee of the consequences of leaving the job as well as the benefits that come with staying (Singh & Gupta, 2015).

Swanson and Holton (2001) see human resource development practices (HRD practices) as a process of developing and unleashing expertise for the purpose of improving individuals, teams, work processes and organisational system performance. Simachew (2020) submitted that the main purpose of HRD practices is to develop employees' skills and competences in line with organisational objectives there need to be a feasible transfer of development programmes in to workplace. In discussing the importance of HRD practices, Anyim, Ikemefuna and Mbah (2011) averred that it develops key competencies that enable individuals to perform current jobs and that will allow them to adapt quickly to new challenges and opportunities. Gilbreath and Montesino (2006) and Lin, Li and Lam (2019) opine that it helps to lower employee turnover and improve well-being. In this study, human resource development practices (HRD practices) is bifurcated as a construct that comprises developmental HRD practices and collaborative HRD practices, (Chen, Lam & Zhu, 2019) as important dimensions for enhancing employee commitment.

Developmental HRD practices leads to increase in employees' retention by improving the employees' commitment (Holton & Yamkovenko, 2008). Through developmental HRD practices organisations offer different types of training programmes, attach importance to employees' training activities, provide continuous developmental opportunities for employees, and provide management-trainee program to continuously cultivate management talents (Chen *et al.*, 2019)

Collaborative HRD practices help to improve group dynamics and team development (Holton & Yamkovenko, 2008). Collaborative HRD practices are HRD interventions that facilitate interactions, collaborations and relationships among organisational members (Tabassi, Ramli & Bakar, 2012). Furthermore, Chen *et al.* (2019) in exploring the significance of collaborative HRD practices declared that: (a) it encourages employees to interact informally with one another

in order to promote cooperation; (b) creates team-building activities to strengthen employee cohesion, (c) establishment of team-building activities to strengthen employee cohesion.

In today's competitive environment, no organisation can achieve peak success unless its employees are committed to the organisation's goals and act as productive team members (Dixit & Bhati, 2012). One of the problems facing most organisations around the world in recent years has been how to deepen employee commitment (Akinbode & Oni, 2012). As a result, Nigerian researchers started to look at issues of commitment in the workplace, like hospitals (Igbeneghu & Popoola 2011; Ahiauzu & Asawo, 2012).

When it comes to managing, attracting, and keeping workers committed, hospitals face many challenges (Oparanma, 2019). Unfortunately, hospital jobs have a reputation for being stressful and workers in Nigeria context earn poor salaries, which has a negative impact on employee commitment (Akinbode & Oni, 2012). Employee commitment, on the other hand, varies by individual, making it difficult to quantify, categorize, and generalize (Nicholson, 2003). The rate at which workers display less dedication to work, according to Fasola, Adeyemi, and Olowe (2013), is troubling, and this has been a source of concern for businesses.

Low employee commitment, which can lead to high employee turnover, low loyalty, absenteeism, a high rate of fraud, and horseplay while on duty (Yahaya & Ebrahim, 2016), are all threats to an organisation's continued life, as a lack of qualified employees can affect the organisation's fortunes (Abasilim, Gbervbie & Osibanjo, 2018a). Employees who are highly committed should have a low likelihood of quitting (Whitener, 2001).

Human resource development (HRD) practices provide the intellectual capital, which for many organisations has become their most critical asset. With committed employees, there would be low absenteeism, productivity would be high, and employees are unlikely to leave their jobs (Oparanma, 2019). Therefore, it is vital to understand the consequences of human resource development practices and its impact on employees' commitment.

Based on above, this study therefore, considers the issues of human resource development practices in government owned hospitals in Port Harcourt, with a view to improving employees' commitment.

Conceptual framework of the study

Based on the foregoing, a conceptual framework is developed as shown below

Conceptual Framework

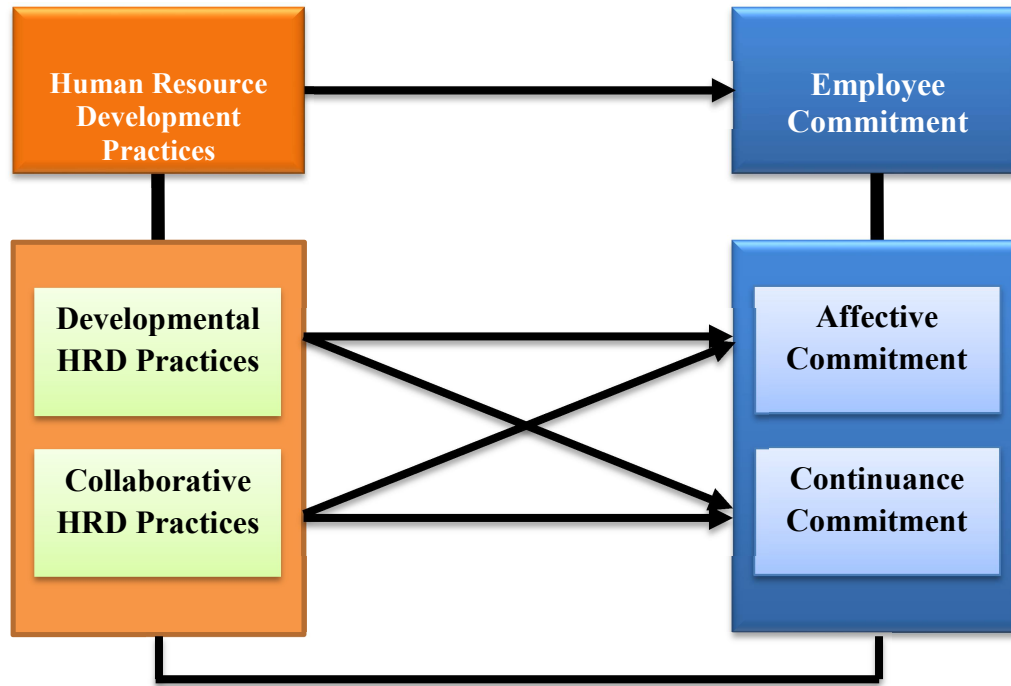


Figure 1: Conceptual Framework of the Study

Source: The independent variable for this study is human resource development practices, with dimensions as developmental - and collaborative HRD practices (Chen, Lam & Zhu, 2019) while the dependent variable is employee commitment with measures as affective - and continuance commitment (Allen and Meyer, 1990).

The following hypotheses are formulated for this study.

- H₀₁:** There is no significant relationship between developmental HRD practices and affective commitment.
- H₀₂:** There is no significant relationship between developmental HRD practices and continuance commitment.
- H₀₃:** There is no significant relationship between collaborative HRD practices and affective commitment.
- H₀₄:** There is no significant relationship between collaborative HRD practices and continuance commitment.

2.0 Literature Review

2.1. Baseline Theories

2.1.1 Human Capital Theory

Human Capital Theory was proposed by Schultz in 1961 and later extensively developed by Becker (1964) and Rosen (1976). According to Schultz (1979) human capital involves increase investment in education and training of the individuals. Individual's abilities can be enhanced through education and training that bring about effective change in the performance of jobs. To Okojie (1995) human capital refers to the "abilities and skills of the human resources of a country." In the words of Marimuthu, Arokiasamy and Ismail (2009) human capital "is related to training, education and other professional activities as a means to improve abilities, knowledge, skills, values, and social assets of an employee which culminates to employee's job satisfaction and performance" (p. 23).

Recently, the definition of human capital has revealed that it is not based on knowledge or skills but also 'attributes', and 'attitudes' such as 'reliability, honesty, self-reliance, and individual responsibility' as well as 'competencies', (Becker, 2002, p. 6). However, education takes the podium, as the anchor in forming human capital, which is vital 'economic success' (Gurria 2007). Studies shows that human capital is linked with enhanced- commitment (Iles, Mabey & Robertson, 1990), organisational retention (Robertson, Iles, Gratton & Sharpley, 1991) and performance and sustainable competitive advantage (Noudhaug, 1998).

In the context of human resource development (HRD) practices, human capital has been viewed as a source of value in effective organisation (Thomas & Diez, 2013). This is evident because of the established nexus between human capital theory and the field of human resource development (HRD) practices (Swanson, 1999; Nafukho & Chermack, 2007; Mclean, 2014). Furthermore, human capital is a base on which HRD practices such as training and development are linked to other areas of HRD practices. The value of human capital theory is widely accepted in order to increase organisational performance as a result of enhanced employee commitment. Thus, organisations rely on employees' skill, knowledge, ability as a key concept of value creation.

2.1.2 Expectancy Theory

Victor Vroom (1964) developed the expectancy theory through his study of the motivation behind decision making. The expectancy theory of motivation explains the behavioral process of why individuals choose one behavioral option over the other. This theory explains that individuals can be motivated towards goals if they believe that there is a positive correlation between efforts and performance, the outcome of a favorable performance will result in a desirable reward, a reward from a performance will satisfy an important need, and/or the outcome satisfies their need enough to make the effort worthwhile. Vroom introduced three variables within the expectancy theory which are valence (V), expectancy (E) and questionnaireality (I). The three elements are important behind choosing one element over another because they are clearly defined: effort-performance expectancy (E>P expectancy),

performance-outcome expectancy ($P \rightarrow O$ expectancy) (Subba, 2000). Expectancy theory has three components: expectancy, questionnaireality, and valence.

Expectancy: effort \rightarrow performance ($E \rightarrow P$) is the belief that one's effort (E) will result in attainment of desired performance (P) goals. Usually based on an individual's past experience, self-confidence (self-efficacy), and the perceived difficulty of the performance standard or goal (Chiang & Jang, 2008). Self-efficacy – the person's belief about their ability to successfully perform a particular behavior. The individual will assess whether they have the required skills or knowledge desired to achieve their goals. Goal difficulty – when goals are set too high or performance expectations that are made too difficult. This will most likely lead to low expectancy. This occurs when the individual believes that their desired results are unattainable. Perceived control – Individuals must believe that they have some degree of control over the expected outcome. When individuals perceive that the outcome is beyond their ability to influence, expectancy, and thus motivation, is low.

Questionnaireality: performance \rightarrow outcome ($P \rightarrow O$) is the belief that a person will receive a reward if the performance expectation is met. This reward may present itself in the form of a pay increase, promotion, recognition or sense of accomplishment. Questionnaireality is low when the reward is the same for all performances given. Another way that questionnaire outcomes work is commissions. With commissions performance is directly correlated with outcome (how much money is made). If performance is high and many goods are sold the more money the person will make. Factors associated with the individual's questionnaireality for outcomes are trust, control and policies: i) Trusting the people who will decide who gets what outcome, based on the performance, ii) control of how the decision is made, of who gets what outcome, and iii) policies understanding of the correlation between performance and outcomes.

Valence: $V(R)$ outcome \rightarrow reward is the value an individual places on the rewards of an outcome, which is based on their needs, goals, values and Sources of Motivation. Influential factors include one's values, needs, goals, preferences and sources that strengthen their motivation for a particular outcome. Valence is characterized by the extent to which a person values a given outcome or reward. This is not an actual level of satisfaction rather the expected satisfaction of a particular outcome. The valence refers to the value the individual personally places on the rewards. $-1 \rightarrow 0 \rightarrow +1$ -1 = avoiding the outcome 0 = indifferent to the outcome +1 = welcomes the outcome In order for the valence to be positive, the person must prefer attaining the outcome to not attaining it (Redmond, 2013). Valence is one behavioral alternative, where the decision is measured on the value of the reward. The model below shows the direction of motivation, when behavior is energized:

Motivational Force (MF) = Expectancy x Questionnaireality x Valence

When deciding among behavioral options, individuals select the option with the greatest amount of motivational force (MF). Expectancy and questionnaireality are attitudes (cognitions), whereas valence is rooted in an individual's value system. Examples of valued outcomes in the workplace include, pay increases and bonuses, promotions, time off, new assignments, recognition, etc. If management can effectively determine what their employee values, this will allow the manager to motivate employees in order to get the highest result and effectiveness out of the workplace.

Victor Vroom's expectancy theory is one such management theory focused on motivation. Vroom asserts, "intensity of work effort depends on the perception that an individual's effort will result in a desired outcome". When this is applied to government owned hospitals' work settings, it helps to explain employee behaviour to performance appraisal and compensation. If an employee perceives that the organisation he or she is working for is fair in its performance appraisal and compensation, and is also aware that the reward of high performance is certain, he will pursue it with vigour and commitment, otherwise, the reverse will be the case.

2.2 Human Resources Development (HRD) Practices

Swanson (1995) defined human resource development (HRD) practices as a process of developing and unleashing human expertise through organisational development and personnel training and development for improving performance. Swanson and Holton (2009) HRD practices as a process of developing and unleashing expertise for improving organisational system, work process, team and individual performance. Arubayi, Eromafuru and Egbule (2020) averred that human resource development (HRD) practices is the combined use of training and development, organisational and career development to improve individual, group and organisational effectiveness.

HRD practices is a platform which helps employees to develop their personal and organisational skills, knowledge, and abilities (Vasantham, 2015). It focuses on the framework for helping employees develop their personal and organisational skills, knowledge and abilities for personal success and organisational system success. Therefore, each employee should be managed differently based on different principles/approach, hence the competencies of human resources are developed through HRD practices programmes (Vasantham, 2015).

An avalanche of scholars, identified different HRD practices by different names. Such as "best practices" or "high performance" (Huselid, 1995) sophisticated (Hornsby & Kuratko, 1990; Golhar & Deshpande, 1997; Wagner, 1998) or as "professional" (Matlay, 1999; Gnan & Songini, 2003). According to Moorthy (1994), the basic objective of HRD practices is to improve the productivity and to enhance individual performance (Vasantham, 2015) of the employees through their commitment to the organisation. This is possible only when the organisation support and assist the employees in achieving their personal goals.

Studies show that certain HRD practices, such as working in teams, greater discretion and autonomy in the workplace and various employees' involvement and pay schemes motivate workers and increase productivity (Boselie & Wiele 2002). In recent times, HRD practices is considered as the key to higher productivity, better relations and greater profitability for any organisation (Vasantham, 2015). Examining the opinions of these scholars, it can be concluded that HRD practices is a means by which workers in an organisation are changed from their present conditions to an improved state to enhance performance of organisational workforce through enhanced employee commitment.

2.2 Dimensions of Human Resources Development (HRD) Practices

2.2.1 Development HRD Practices

Tidd (2000) averred that developmental HRD practices is a tool used to develop and utilize knowledge. Chen, et al. (2019) defined developmental HRD practices as organisational activities that provide complete training and development opportunities to employees and promoting their knowledge and skill-seeking behavior.

Developmental HRD practices can add short-term and long-term value to human capital by investing in the development of employees' knowledge and expertise (Swanson, 2001; Garavan, 2007). Furthermore, it may increase employees' retention by improving the employees' organisational commitment (Holton & Yamkovenko, 2008). This helps to reduce replacement and retraining costs for organisations (e.g., Cascio & Boudreau, 2008; Belanger, Haines & Bernard, 2018). According to Garavan (2007), it is a process and not merely set of mechanisms and techniques. Some of the tools such as training and development, performance appraisal, performance counseling, are used to initiate, promote and facilitate the HRD practices process continuously by planning in a proper way, allocating the resources in explicit way, by exemplifying HRD philosophy that value human beings and finally promote employee development.

Rao opines that it is very much obvious for the top-level management to understand that the employees are organisations vital resource. HRD practices should be properly integrated to the values of openness, trust, mutuality, collaboration and enthusiasm, so that this can contribute positively for cultural changes and increased productivity (Garavan, Gunnigle & Morley, 2000). Finally, all the above-mentioned mechanisms are of no use if the employee is not been communicated regarding his strengths and weaknesses after a proper counseling process (Vasantham, 2015).

2.2.2 Collaborative HRD Practices

Klein, Diaz-Granados, Salas, Le, Burke, Lyons and Goodwin (2009) define collaborative HRD practices as "the formal and informal team-level interventions that focus on improving social relations and clarifying roles as well as solving task and interpersonal problems that affect team functioning". According to Senécal, Loughhead and Bloom (2008), team members experimentally learn, by examining their structures, norms, values, and interpersonal dynamics, to increase their skills for effective commitment. Chen, *et al.* (2019) defined collaborative HRD practices as HRD interventions that facilitate interactions, collaborations and relationships among organisational members. According to Rama (2017), there are four approaches to collaborative HRD practices (i) goal setting, (ii) role-clarification, (iii) interpersonal relations and (iv) problem solving (Rama, 2017)

At the organisation level, collaborative HRD practices effort helps to solve various problems of the organisation, such as conflict among organisational members, unclear roles and assignments, lack of innovation in solving problems (Stone, 2010). Collaborative HRD practices enhances an employee's cognitive and affective outcomes like teamwork competencies as well as trust and

team potency respectively, whereas, at team level, the outcomes are coordination and effective communication (Tannenbaum, Mathieu, Salas & Cohen, 2012). Furthermore, collaborative HRD practices can improve group dynamics and team development (Holton & Yamkovenko, 2008) and create an avenue for the enhancement of social capital (Donate, Pena, & Sanchez de Pablo, 2016).

2.2.3 Employee Commitment

According to Sheldon (1971), commitment is the positive assessment of organisational goals. Buchanan (1974) defined commitment as a bond between an organisation and an individual. Employees' commitment has a wide range of meanings, making the concept flexible. For Allen and Meyer (1996), employees' commitment resides in their psychological attachment to their organisations and this helps to reduce the rate of turnover that would have occurred if they were not committed. This means that employee commitment is the mental state that ties both employee, and manager; occupation and organisation (Meyer & Allen, 1997). Ongori (2007) described employee commitment as an effective response to the whole organisation and the degree of attachment or loyalty employees feel towards the organisation. According to Akintayo (2010) employee commitment can be defined as the degree to which the employee feels devoted to their organisation.

Based on the various definitions of employee commitment it can be deduced that employee commitment is associated with an employee's or individual's affection for an organisation and its goals and making effort to reach those goals by remaining as part of that organisation. The measures of employee commitment used for this study are derived from Allen and Meyer's (1990) Three Component Model of organisational commitment which are: affective, continuance, and normative commitment. However, only the affective and continuance commitment are discussed in this study.

2.2.3.1 Measures of Employee Commitment

2.2.3.2 Affective Commitment

Affective commitment refers to an employee's emotional attachment to, involvement in, and identification with the organisation and its goals (Allen & Meyer, 1990; Meyer et al., 2004). Allen and Meyer (1990) defined affective commitment as "an emotional attachment to the organisation such that the strongly committed individual identifies with, is involved in, and enjoys membership within the organisation" (p. 2). Fitnat (2011) defined affective commitment as employees feeling closer to the organisation emotionally and to be involved in the accomplishment of organisational goals. Several scholars (e.g., Allen & Meyer, 1991; Singh & Gupta, 2015) averred that affective commitment is the most important form of commitment as it has the most potential benefits for organisations. Affective commitment has also been the most consistent and strongest predictor of positive organisational outcomes, such as work effort and performance (Luchak & Gellatly, 2007; Singh & Gupta, 2015).

Allen and Meyer (1990) submitted that the commitment of employees in a workplace depends on what they perceive about the organisation. For instance, when employees perceive that "their" organisation acts as a "true organisation", they form positive images about it. They feel proud to identify with such an organisation, develop their self-esteem, form affective bonds with the

organisation, develop a sense of loyalty, and make efforts to perform better and to benefit the whole organisation (Dutton, Duberich & Harquail, 1994). Furthermore, Fitnat (2011) posit that when employees feel that sense of responsibility from the organisation towards them (such as offering salaries higher than industry average) they tend to reciprocate with positive attitudes toward the organisation, including affective bonds and feelings of loyalty. Employees who have high affective commitment are those who will go beyond the call of duty for the good of the organisation (Meyer, Becker & Vandenberghe, 2004).

However, affective commitment has been a negative predictor of higher levels of absenteeism, workplace stress, and turnover (Iverson & Buttigieg, 1999; Vanderberghe, Bentein, & Stinglhamber, 2004; Wasti, 2005; Singh & Gupta, 2015).

2.2.3.3 Continuance Commitment

Continuance commitment is based on the theory of cost associated with leaving the organisation, and lack of employment options (Allen & Meyer, 1991; Dixit & Bhati, 2012; Rafiei, Amini & Navid, 2014). In continuance commitment the worker ought to be aware of the actual costs before leaving the organisation (Nawaz, Omid & Ahmed, 2013). Continuance commitment can be regarded as a contractual attachment to the organisation (Beck & Wilson, 2000). Continuance commitment includes factors like benefits received by the employee that are peculiar about certain organisation or the years of employment (Reichers, 1985).

Continuance commitment is anchored on the benefits the employee has made in an organisation (Folorunso, Adewale & Abodunde, 2014). It is the ability of an employee to stay in the organisation on account of his or her association with other employees, benefits, individual funds and work attitudes which are particular to a specific organisation (Nawaz, Omid & Ahmed, 2013). Adekola (2012) argued that workers tend to keep working in one organisation due to financial and non-financial implications and benefits. Financial implication can be pensions and non-financials implication such as good relationship with fellow employees. Therefore, the worker cannot afford to quit the organisation because of these costs.

According to Dixit and Bhati (2012) when an employee is mindful of the benefits of being in an organisation, then the employee is continually committed. They become more involved in achieving the organisation's missions and visions by improving their job performance (Irefin & Mechanic, 2014). Ideally, workers with high continuance commitment will work hard to ensure that the organisation's goals and objectives are achieved, since they are seen as vital part of the organisation.

Dixit and Bhati asserted that continuance commitment plays a crucial role in improving the performance of workers. In their view, continuance commitment is associated with remaining with or quitting an organisation. If a worker realizes that the cost of leaving is greater than the advantages of remaining within an organisation, then the concerned employee will plan to remain rather than quit the organisation.

Continuance commitment is therefore considered to be calculative. It considers the benefits of remaining and the losses of quit working in the organisation (Ferris, King, Judge, & Kacmar, 1991). Daneshfard and Ekvaniyan (2012) submitted that, there is a dual association between

organisation and employees and this affiliation is continuance commitment. Khan (2013) also opine those employees with high level of continuance commitment will remain in the organisation. Employees with continuance commitment remain with specific organisation because of money and other investments they as employee have made as a result of the time spent in the organisation, and not because they subscribe to it (Khan, 2013). Employees find it very difficult to leave the organisation who shares continuance commitment with their employers (Meyer & Allen, 1997).

2.2.3.4 Empirical Review

Hassan and Mahmood (2016) examined the relationship between HRD practices and organisational commitment of employees in Pakistan. Data was retrieved from 60 respondents. Statistical tool of Pearson correlation and regression was used to test the hypotheses. The result of this study revealed that HRM practices positively influence the organisational commitment of employees ($\beta = .484$; $R^2 = 0.718$). It was concluded that employees who are satisfied with HRD practices are committed to the organisation.

Rama (2017) investigated the impact of HRD practices on commitment in the Indian cement industry. A structured questionnaire was administered among 952 respondents by adopting the method of simple random sampling. However, 653 were retrieved and used for analysis via SPSS 20 and AMOS 20. Hypotheses was tested with exploratory factor analysis and structural equation modelling. The findings reveal that HRD practices (developmental HRD practices ($\beta = .321$, $p < .01$) and collaborative HRD practices ($\beta = .198$, $p < .05$) have a significant relationship with employee commitment. The study provides substantial evidence to the HRD managers for improvement of HRD practices and at the workplace along with enhancement of employee commitment.

Razzaq, Aslam, Bagh, and Saddique (2017) investigated the impact of HRD practices on employee commitment in the Pakistan telecom sector. Data was collected using convenient sampling technique from 220 managers and first line employees from 35 offices in seven cities. Hypotheses was analysed via regression analysis. Findings show that there is a positive and significant relationship between HRD practices ($\beta = 0.57$, $t = 5.28$, $p < .0000$; $\beta = 0.33$, $t = 4.38$, $p < .0000$) and organisational commitment ($F = 44.135$, $p = 0.000 < 0.05$) It was recommended that the targeted telecom organisations should work in synergy to foster employees' commitment by fine-tuning HRD practices.

Mugizi (2019) studied HRD practices and organisational commitment of teachers in government aided secondary schools in Wakiso district, Uganda. Using a sample of 336 secondary school teachers and multiple analysis regression for testing of hypotheses. The result revealed that HRD practices had a positive and significant relationship with organisational commitment ($F = 44.135$, $p = 0.000 < 0.05$). It was recommended that there should be a liaison between the Ministry of Education, Science, Technology and Sports (MoESTS) and head teachers in order to enhance the implementation of performance HRD practices.

3.0 Methodology

3.1. Population and Sampling Method

The population of this study comprised all government owned hospitals in Port Harcourt. Verifiable from the Rivers State Ministry of Health and the State's Hospital Management Board which shows that there are 50 government owned hospitals in Rivers State.

Sample size from the population of the study is determined using Krejcie & Morgan's (1970) table. From the table, a population of 150 has corresponding sample of 108. The four government owned hospitals for this study were conveniently selected due to ease in accessibility to their management and location. The distribution of the population from each hospital is shown on table 3.1 below:

Table 3.1: Population of the Study

| S/N | Name of Hospitals | Population |
|-----|-----------------------------------------------------------------------------------------------|------------|
| 1 | Kelsey Harrison Hospital | 28 |
| 2 | Neuro Psychiatric Hospital | 20 |
| 3 | Obio Cottage Hospital | 35 |
| 4 | Rivers State University Teaching Hospital (Formerly Braithwaite Memorial Specialist Hospital) | 67 |
| | Total | 150 |

Source: (Management Records of the Selected Hospitals)

3.2 Data collection, Questionnaire Design and Operational Measures

Data was collected through primary and secondary means respectively. Primary data was through responses of the questionnaire administered on the respondents, while secondary data was retrieved through association records, internet, journal articles and textbooks. The questionnaire was administered through direct mode, email and survey monkey. Of the one hundred and eight (108) copies of the questionnaire that were administered, 21 were rejected due to unsatisfactory information. The remaining 87 copies were used for analyses to determine the impact of human resource development (HRD) practices on employee commitment.

The questionnaire has three sections. Section A contains six items concerning demographic information of the respondents (e.g., gender, age, marital status). Section B has eight indicators on Human Resource Development (HRD) Practices. Developmental HDR practices has four indicators. Examples is "We provide continuous developmental opportunities for our employees, and Collaborative HDR practices also has four indicators; e.g. "We encourage our employees to interact informally with one another in order to promote corporation" from the work of Chen et al. (2019). Section C has eight items that pertain to Employee Commitment with measures as affective and continuance commitment (Allen & Meyer, 1990) with Affective Commitment having four items. Example is: "I really feel as if the problems of this organisation are my own", while Continuance Commitment also has four items. Example is: "It would be hard for me to leave this organisation even if I wanted to". Apart from the demographic variables, all other indicators on the survey instrument were anchored on a five-point Likert scale of 1=Strongly Disagree to 5=Strongly Agree.

3.3 Data Analysis Techniques

To obtain descriptive statistics, we used Statistical Package for Social Sciences (SPSS) version 22. The study used descriptive statistics such as frequency, table, percents, mean and standard derivation to facilitate the change of raw data into a form that was easy to understand and interpret in relation to the study variables. Spearman's Rank Correlation Coefficient was used to determine the degree of association between dependent variable and independent variable. The model was used in establishing the level at which the independent variable affects dependent variable.

The spearman ranking correlation formula is thus:

$$Rho = 1 - \frac{6 \sum d^2}{N(N^2-1)}$$

Where Rho = rank of correlation coefficient
 $\sum d$ = rank of X minus rank of Y
 N = number of observation

This choice of statistical analytical tools was based on two reasons which are: i) the study is about the relationship between two variables (human resources management practices and innovativeness) and ii) the data is ordinal in nature.

4.0 Data Analysis

4.1 Bivariate Data Analysis

This section examines the association between the dimensions of human resource development (HRD) practices on employee commitment which constitutes the objective of the study. Four null hypotheses were formulated and tested in this section using the Spearman Rank Order Correlation Coefficient statistical technique at a 95% confidence interval. The decision rule is set at a critical region of $p > 0.05$ for acceptance of the null hypothesis and $p < 0.05$ for rejection of the null hypothesis.

Table 4.1:Correlation between Developmental HRD practices and Affective Commitment

| | | | Developmental HRD Practices | Affective Commitment |
|----------------|--------------------------------|----------------------------|--------------------------------|-------------------------|
| Spearman's rho | Developmental HRD Practices | Correlation Coefficient | 1.000 | .716** |
| | | Sig. (2-tailed) | . | .000 |
| | | N | 87 | 87 |
| | Affective Commitment | Correlation Coefficient | .716** | 1.000 |
| | | Sig. (2-tailed) | .000 | . |
| | | N | 87 | 87 |

** . Correlation is significant at the 0.05 level (2-tailed).
SPSS Output, Version 22 – Field Survey, 2022

Ho₁: Table 4.1 shows the result of the relationship between developmental HRD practices and affective commitment. The result reveals a strong positive correlation between developmental HRD practices and affective commitment with $\rho = .716$, $n = 87$, $p < .01$. This result shows a high positive correlation between the two variables. Thus, the null hypothesis was rejected.

Table 4.2:Correlations between Developmental HRD Practices and Continuance Commitment

| | | | Developmental HRD Practices | Continuance Commitment |
|----------------|--------------------------------|----------------------------|--------------------------------|---------------------------|
| Spearman's rho | Developmental HRD Practices | Correlation Coefficient | 1.000 | .811** |
| | | Sig. (2-tailed) | . | .000 |
| | | N | 87 | 87 |
| | Continuance Commitment | Correlation Coefficient | .811** | 1.000 |
| | | Sig. (2-tailed) | .000 | . |
| | | N | 87 | 87 |

** . Correlation is significant at the 0.05 level (2-tailed)
SPSS Output, Version 22 – Field Survey, 2022

Ho₂: Table 4.2 shows the result between developmental HRD practices and continuance commitment. The result reveals a strong positive correlation between developmental HRD practices and continuance commitment with $\rho = .811$, $n = 87$, $P < .01$. Therefore, the null hypothesis was rejected. Thus, the alternative which stated that there is a significant relationship between the developmental HRD practices and continuance commitment was accepted.

Table 4.3:Correlation between Developmental HRD practices and Affective Commitment

| | | | Collaborative HRD Practices | Affective Commitment |
|----------------|-----------------------------------|----------------------------|--------------------------------|-------------------------|
| Spearman's rho | Collaborative HRD Practices | Correlation Coefficient | 1.000 | .567** |
| | | Sig. (2-tailed) | . | .00 |
| | | N | 87 | 87 |
| | Affective Commitment | Correlation Coefficient | .567** | 1.000 |
| | | Sig. (2-tailed) | .00 | . |
| | | N | 87 | 87 |

** . Correlation is significant at the 0.05 level (2-tailed).
SPSS Output, Version 22 – Field Survey, 2022

H₀₃: Table 4.3 shows the relationship between collaborative HRD practices and affective commitment. The outcome reveals a moderate positive relationship with $\rho = .567$, $n = 87$, $p < .01$. Based on the result the null hypothesis was rejected, while the alternative hypothesis which states that, there is a significant relationship between collaborative HRD practices and affective commitment was accepted.

Table 4.4Correlations between Collaborative HRD Practices and Continuance Commitment

| | | Collaborative HRD Practices | Continuance Commitment |
|----------------|-------------------------|-----------------------------|------------------------|
| Spearman's rho | Correlation Coefficient | 1.000 | .725** |
| | Sig. (2-tailed) | . | .000 |
| | N | 87 | 87 |
| | Correlation Coefficient | .725** | 1.000 |
| | Sig. (2-tailed) | .000 | . |
| | N | 87 | 87 |

**. Correlation is significant at the 0.05 level (2-tailed).

SPSS Output, Version 22 – Field Survey, 2022

H₀₄: Table 4.4 shows the relationship between collaborative HRD practices and continuance commitment. The result reveals a strong positive correlation between collaborative HRD practices and continuance commitment with $\rho = .725$, $n = 87$, $p < .01$. Thus, the null hypothesis was rejected and the alternate hypothesis stating that, there is significant relationship between collaborative HRD practices and continuance commitment was accepted.

5.0 Results and Discussion

This study explored the relationship between human resource development practices and employee commitment of government owned hospitals in Port Harcourt, Rivers State. Four research objectives with corresponding research questions and hypotheses were raised. The hypotheses formulated were analysed with the use of Spearman's Rank Correlation Coefficient statistical tool. The analyses were carried out through the use of Statistical Package for Social Sciences (SPSS) version 22. The interpretation of the result of test of hypotheses was based on Cohen's (1988) condition of accepting or rejecting hypotheses.

Hypotheses one and two stated that developmental HRD practices does not significantly correlate with affective and continuance commitment. Both hypotheses were rejected. Thus, it was stated that developmental HRD practices has strong and positive correlation with affective and continuance commitment. This finding is in consonant with that of Aryee and Tan (1992), who submitted that developmental HRD practices is an important factor for employees' commitment throughout their career lives. Likewise, Segers and Inceoglu (2012) in their study suggest that accumulated knowledge and skills can be preserved by the developmental HRD practices aiming to increase the commitment of employees to the organisation.

Hypotheses three and four stated that collaborative HRD practices does not significantly correlate with affective and continuance commitment. Both hypotheses were rejected. Thus, it was stated collaborative HRD practices has strong and positive correlation with affective and continuance commitment. The finding is in tandem with Nelson and Spitzer (2003) observation that collaborative HRD practices have a positive correlation with employees' commitment. Therefore, in order to gain employees commitment and ensure employees are well committed an organisation will be required to have a collaborative HRD practices so as to keep employees committed (Armstrong, 2009). In the same vein, the study confirms the findings Shahzad, Bashir and Ramay (2008) who did an assessment on the role of collaborative HRD practices on employee commitment of Pakistani lecturers. They noted that there exists a significant connection between collaborative HRD practices and employees' commitment which led to high commitment of the lecturers.

6.0 Conclusion and Recommendations

Based on the results obtained from the analyses of data, it was concluded that human resource development (HRD) practices is significantly related to employee commitment of government owned hospitals in Port Harcourt, Rivers State. Specifically, it was concluded that human resource development practices amplify the hospitals' employee commitment.

Based on the study, the following recommendations are made.

- 1) Due to the importance of training, employees should enroll for various training programmes to enhance their development. There should also be a management-trainee program in order to nurture management talents.
- 2) In order to promote synergy among employees, there should be interaction and collaboration among employees to foster unity. There should also be communication between management and employees which will enhance commitment.

6.1 Limitations for Future Research Directions

Some of the limitations encountered are:

Firstly, the study is limited to government owned hospitals in Rivers State excluding other government owned hospitals in other states and cities outside Port Harcourt. Thus, to venture to a much larger geographical scope may lead to difficulty in gaining reliable data.

Secondly, the study is a cross-sectional study and did not consider the interaction of the variables over a long period of time.

Finally, due to the inability for some respondents to complete the questionnaires quickly or completely, it led to having a limited response from the participants.

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