

The Effect of Employee Training Service Quality: The Mediating Role of the Team Organizational Commitment

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ABSTRACT: This study examines the team organizational commitment in the relationship between employee training and service quality. The training of employees used three variables, i.e., the accessibility of training, support for the training, and the benefits of training. This study used Partial Least Square to test the complicated relationship between the training of employees, the team organizational commitment, and service quality. The findings showed that the accessibility of training had an effect on the team organizational commitment, the benefits of training had an effect on the team organizational commitment, support for training had no effect on the team organizational commitment, and organizational commitment had no effect on service quality.

Keywords: Accessibility of training, support for training, benefits from training, service quality.

1 INTRODUCTION

The role of organizational commitment for work team members has been essential in providing benefits for improving service quality, especially in various organizations engaged in services (Dhar 2015; Gounaris 2005). As is the case with Kampoeng Kidz, Batu, East Java - Indonesia, which employs its workers on a work team basis, team commitment becomes vital in producing quality services. The concept of organizational commitment among work team members is much needed in the management of organizational behavior and human resource management. Human resource management, which involves the implementation of team commitment in the work process among its employees, will get better work problem solving and improved performance of its employees.

The role of training in forming organizational commitment among individual employees has been widely studied and this has a role in improving service quality ((Dhar, 2015). However, the role of team organizational commitment or team commitment to improving service quality has not been much studied. The study of team commitment cannot be separated from the concept of organizational commitment. (Meyer and Allen 1997) have long

suggested that the concept of organizational commitment is a feeling of dedication to one's employing organization, willingness to work hard for that employer, and the intention to remain with that organization. Considering the various work problems and the level of competition faced by the organization becomes increasingly complex, this requires the work role of several people who can work in teamwork and therefore, the study of team commitment in its role to produce the quality of service becomes increasingly important. This study focuses on assessing the role of training (accessibility to training, support for training, and benefits from training) on the formation of team organizational commitment to producing service quality.

1.1. Accessibility to Training and Team Commitment

Accessibility to training is the employee's perception of the opportunities that employees get to be involved in a training program as provided by the organization where they work. The results of previous studies showed that employees who get the opportunity to learn would tend to develop their level of commitment at work (McNee-Smith, 2001). Bartlett and Kang (2004) also showed that the management of a company that tends to run good accessibility to

training would tend to have many employees who are committed to carrying out their work duties in the company or their work teams. Therefore, the following hypothesis can be formulated:

Hypothesis 1: Accessibility to training is positively related to team commitment

1.2. Support for Training and Team Commitment

The support felt by the employees of the organization where they work will get a positive reaction. When employees perceive that the organization where they work provides support in the development and improvement of their skills in solving job problems, employees will feel obliged to show their level of commitment in work (Brunetto et al., 2012; Teck-Hong & Yong-Kean, 2012).

Based on these findings, it can be concluded that the support for training will increase the positive feeling in the organization where they work. Therefore, the hypothesis can be formulated as follows:

Hypothesis 2: Employees who get support for training will show a high level of team commitment.

1.3. Benefits from Training and Team Commitment

Philips and Stone (2002) suggested that the training program will produce tangible and intangible benefits. Ahmad and Bakar (2003) stated that employees who understand the benefits obtained from the training program provided by the organization will show a higher level of commitment in the workplace and so that they will participate higher in the training activities carried out by the organization. Furthermore, Ahmad and Bakar (2003) also found that there is a strong relationship between the benefits of training programs and affective commitment. Therefore, it can be hypothesized as follows:

Hypothesis 3: Employees who perceive the benefits of a training program will influence their commitment to work in their work team.

1.4. Team Commitment and Service Quality

Team commitment or team organizational commitment is a construct that describes the commitment of the work team members. In accordance with the views of Peccei and Rosenthal (1997), it was stated that in the context of teamwork, team commitment is a construct that includes manifestations of employee behavior that are carried out collectively. Therefore, in this study, team commitment is defined as: “the relative propensity of a team to engage in continuous improvement actions and exert effort on the work

team job”. By running a training program for employees who are members of the work team, it is hoped that the work team that is formed will improve its commitment. The relationship among various perceptions formed about training and its influence on service quality may be mediated by the level of team commitment shown by the work team members.

A number of authors acknowledged that when employees have been trained in problem solving and technical skills, they will be able to demonstrate their good capacity in service quality as they offer their customers. Employees/staffs who feel that their organizations provide support to them by providing training programs that are relevant to their work assignments will tend to provide services and solutions for customers with various problems. (Boshoff & Allen 2000; Yavas & Babakus 2010) Likert (1967) argued that accessibility to training programs tend to increase the commitment of their employees in carrying out their work duties, which in turn results in better service quality. The Hypotheses that can be formulated are as follows:

Hypothesis 4: Team commitment has a positive relationship with customer service quality.

1.5. Mediating Effects of Team Commitment

Implementation of training programs could be the manifestation of the commitment level of management toward the quality of services as it wants to offer its customers. There are studies conducted by Tsui et al. (1997) have also confirmed that an organization which invests on training more in its employees is more productive compared to organizations that invest less in their employees. So, it can be concluded that the training program helps employees to increase their performance (Yoo & Park, 2007) and forming their competitive capacity (Colbert, 2004).. The association between various perceptions of training and its impact on service quality may be mediated by the organizational commitment level displayed by employees. (Boshoff & Allen, 2000; Yavas & Babakus, 2010). Therefore, based on this arguments, the following hypothesis is proposed:

Hypothesis 5a: Team commitment mediates the relationship between accessibility to training and service quality.

Hypothesis 5b: Team commitment mediates the relationship between support for training and service quality.

Hypothesis 5c: Team commitment mediates the relationship between benefits for training and service quality.

2 RESEARCH METHODS

Data obtained from the results of contact, both with employees and customers of Kampoeng Kidz through questionnaires. Data collection was carried out by distributing questionnaires with a proportional random sampling approach whereby 137 questionnaires distributed to employees and 63 questionnaires distributed to customers of Kampoeng Kidz. Analysis approach to examine the role of training effectiveness on organizational commitment and its impact on service quality using the Partial Least Square approach (PLS) was conducted by examining the outer model and inner model.

3 RESULTS AND DISCUSSIONS

Overall, the outer loading value was greater than 0.5, so that all indicators in the studied variable are worth measuring the variable. Test results on AVE (Average Variance Extracted) value were greater than 0.5 for each construct (variable) studied so that the construct validity is met. The composite reliability value was used to assess construct reliability, which shows the Cronbach alpha value above 0.7 so that the construct is considered reliable.

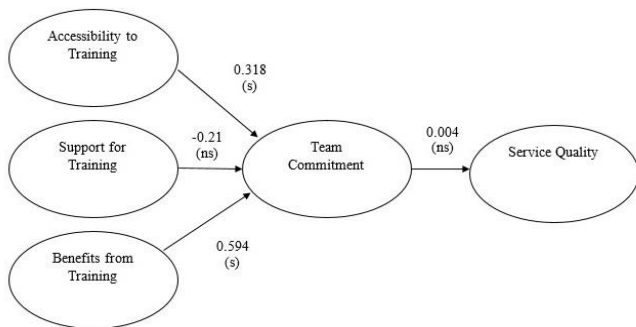


Figure 1: Path Results of Structural Model

The testing of structural models was done by looking at the R-square value, which is a goodness-of-fit test of the model. The inner model test can be seen from the R-square value in the equation between latent variables. R-square value describes how much exogenous (independent) variables in the model are able to explain endogenous (dependent) variables.

The test result obtained R-squared value for team commitment was 0.461730 while service quality was 0.957750. Therefore, it can be calculated that the value of R-squared = $1 - (1 - 0.4617) (1 - 0.9577) = 0.9772$. This can be interpreted that the model is

very good and able to explain the phenomenon / problem of service quality of 97.72%. While the rest (2.28%) is explained by other variables (variables other than Accessibility to Training, Support to Training, Benefits From Training, and Team Organizational Commitment) that have not been included in the model and error. This means that Service Quality, influenced by Accessibility to Training, Support to Training, Benefits from Training, and Team Commitments is 97.72%, while 2.28% is influenced by variables other than Accessibility to Training, Support to Training, Benefits from Training, and Team Commitments.

Table 1. Path Coefficients (Mean, ST Dev, T Values)

Path	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	Standard Error (STERR)	T Statistics (O/STERR)
Accessibility to Training → Team Commitment	0,317837	0,293086	0,151694	0,151694	2,095246
Support for Training → Team Commitment	-0,211301	-0,14445	0,147249	0,147249	1,434986
Team Commitment → Service Quality	0,003932	0,007320	0,035957	0,035957	0,109357
Benefit from Training → Team Commitment	0,593988	0,599272	0,104714	0,104714	5,672490

Based on the structural model analysis in Table 1 above, the following results are obtained:

1. Accessibility to training had a positive and significant effect on Team Commitment with a path coefficient of 0.3178 where the value of T-Statistic = 2.0952 is higher than the value of $Z \alpha = 0.10$ (10%) = 1.645
2. Support to Training had no significant effect on Team Commitment with a path coefficient of -0.2113, where the value of T-Statistic = 1.4349 is smaller than the value of $Z \alpha = 0.10$ (10%) = 1.645
3. Benefits for Training had a positive and significant effect on Team Commitment with a path coefficient of 0.5939, where the value of T-Statistic = 5.6724 is higher than the value of $Z \alpha = 0.10$ (10%) = 1.645
4. Team Commitment had no significant effect on Service Quality with a path coefficient of 0.0039, where the value of T-Statistic = 0.1093 is smaller than the value of $Z \alpha = 0.10$ (10%) = 1.645.

4 CONCLUSIONS

After conducting a series of analyses, as stated in the previous section, the influence of team commitment

in improving service quality is not as expected in the formulation of the hypothesis. These results provide a clue that the formation of team commitment is considered not so strong to influence service quality because of the possibility that the perceived value of the support of the organization in the training is still considered insufficient for employees in the work team.

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