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ORGANIZATIONAL COMMITMENT AND PROSOCIAL ORGANIZATIONAL BEHAVIOR: DO EMPLOYEE DEMOGRAPHY AND CHARACTERISTICS OF TRAINING PROGRAMMES IN THE COMPANY MAKE A DIFFERENCE?

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ABSTRACT

The aim of this study is to examine whether the organizational commitment and prosocial organizational behaviors of employees differ in terms of their demographic characteristics and characteristics of training programmes in their company. Demographic characteristics were taken into consideration as gender, educational qualification, age, and seniority in the company. Besides, characteristics of training programmes were taken into consideration as some information about training programmes such as training programme reception, the number of training programmes, the relevance of training programme to the job, implementation of training programme to the job, type of training programme, receiving the certificate from training programmes, and certificate evaluation. Data of the study was gathered by questionnaire and sample of the study composed of the employees who are working in Arabian Gulf Oil Company (AGOCO) in Libya. For testing the hypotheses, t-Test and One Way ANOVA analyses were performed. Findings showed that organizational commitment of employees differentiated according to their age, seniority in the company and type of training programme taken by them and prosocial organizational behavior of employees differentiated according to seniority in the company.

Keywords: Organizational Commitment, Prosocial Organizational Behavior, Employee Training Programmes.

1. INTRODUCTION

Training is an organized approach that positively affects individuals' knowledge, skills, and attitudes in order to improve effectiveness at an individual level, team level, and organizational level (Shenge, 2014). In terms of the socio-economic development process, training is considered a long-term investment expenditure with economic returns as well as social, institutional, and cultural returns (Tunç and Taşdöken, 2019). The return of training investment is based on the theory of human capital (Psacharopoulos and Patrinos, 2004).

The traces of the birth of human capital theory go back to T. W. Schultz's article titled as Investment in Human Capital, which has been published in 1961. Schultz (1961) argued that skills and knowledge should also be considered as a type of capital and defined as human capital. Following this perspective, Schultz stated that training is an investment that provides economic benefit to individuals and communities. Although the relationship between training and human capital has been discussed in many studies in the following years, the most effective one was the study of Human Capital – A Theoretical and Empirical Analysis with Special Reference to Education conducted by Becker (1964). From an

economic perspective, Becker has demonstrated that training is an important investment for individuals. The human capital theory discussed by Becker and his followers acknowledges that people act as rational utility maximizers by choosing their training. People who invest in training expect to maximize their spiritual and material gains (Gilead, 2009). Schultz (1971) considered investments in human beings in five groups as formal training, on-the-job training, and all training programs in firms, training programs performed out of the firms, health services affecting human lifetime and labor force, and migrations providing better job opportunities (Schultz, 1971; Aktan, Tunç and Yay, 2017).

Training is most probably the best strategy known to the corporate world to develop employees' skills and behaviors. Nordhaug (1989) pointed out three types of employee benefits, which they receive when they participate in training programmes. They experience higher learning motivation, more career progress, and a better psychosocial atmosphere. Noe and Wilk (1993) categorized the benefits of an employee from training as political, social, or psychological. Armstrong (1999) summarizes the benefits of training in the context of personal benefits and organizational benefits. As a result, training is at the heart of investments in human beings.

Training in any company has some characteristics. Training programme reception, the number of training programmes, the relevance of training programme to the job, implementation of training programme to the job, type of training programme, receiving the certificate from training programmes, and certificate evaluation can be thought as some characteristics of training programmes. It is wondered whether these characteristics may differentiate organizational commitment and prosocial organizational behavior of employees.

Organizational commitment characterizes the employee's relationship with the organization and has implications for the decision to continue or discontinue membership of that organization. Irrespective of sources of commitment, it can be thought of as affective commitment, continuance commitment, and normative commitment (Allen & Meyer, 1990). On the other hand, everyone believes that as citizens of a society, people should behave in a prosocial manner for broader prospects and stability in the society and some socially desirable or friendly behaviors occur (Zellars, Tepper and Duffy, 2002). Prosocial organizational behavior can be explained as a "behavior, which an organization's member exhibits while interacting and increasing the welfare of a person, group or organization during an interaction as a part of his or her role", and these prosocial contributions are not essentially 'duties' of a person as an employee (Lee, 2001).

Organizational commitment and prosocial organizational behaviors are popular topics in the organizational behavior field which were examined lots of times in different research designs. Besides, demographic characteristics of employees may also differentiate their organizational commitment and prosocial organizational behavior. Gender, educational qualification, age, and seniority in the company can be thought of like some of these demographic characteristics. Many studies have been conducted to understand the role of demographic characteristics of employees on organizational commitment (Abdulla & Shaw, 1999; Akintayo, 2010; Dunham, Grube & Castaneda, 1994) and prosocial organizational behaviors (Kizilos, Pelled & Cummings, 1996; Eagly, 2009). Thus, the current study was organized to understand whether employee demography and characteristics of training programmes differentiate organizational commitment and prosocial organizational behaviors of employees.

2. METHODOLOGY

The aim of this study is to examine whether the organizational commitment and prosocial organizational behaviors of employees differ in terms of their demographic characteristics and characteristics of training programmes in their company. Based on the aim of the study the following hypotheses were composed as *the organizational commitment of employees differentiated according to* their gender (H1), educational qualification (H2), age (H3), seniority in the company (H4), the number of training programmes taken by respondents (H5), the relevance of training programme to the job of respondents (H6), implementation of training programme to the job (H7), type of training programme taken by respondents (H8), receiving the certificate from training programmes (H9) and certificate evaluation (H10). On the other hand, *prosocial organizational behaviors of employees differentiated according to* their gender (H11), educational qualification (H12), age (H13), seniority in the company (H14), the number of training programmes taken by respondents (H15), the relevance of training programme to the job of respondents (H16), implementation of training programme to the job (H17), type of training programme taken by respondents (H18), receiving the certificate from training programmes (H19) and certificate evaluation (H20).

The population of this research is composed of the employees who are working in Arabian Gulf Oil Company (AGOCO), which is the largest national company operating in the oil sector in Libya. There were approximately 6200 employees at the company during the research process. After taking approval from the company for conducting the research, 382 employees participated the research. The size of the sample is statistically accepted for the analyses (Krejcie and Morgan, 1970). Data of the research was gathered by questionnaire. Participants' demographic characteristics were measured by gender, educational qualification, age, and seniority in the company and characteristics of training programmes in their company were measured by some information about training programmes such as training programme reception, the number of training programmes taken by respondents, the relevance of training programme to the job, implementation of training programme to the job, type of training programme taken by respondents, receiving the certificate from training programmes and certificate evaluation. Besides, the "Organizational Commitment Scale" and "Prosocial Organizational Behaviors Scale" were used in the research.

Organizational commitment scale: Organizational commitment was measured by the "Organizational Commitment Scale" developed by Meyer, Allen, and Smith (1993). Its shortened type consists of 18 items with three dimensions and it is a five-point Likert-type scale. It measures affective commitment, continuance commitment, and normative commitment. Findings related to confirmatory factor analysis of the scale in the current research showed that the model has acceptable fit values. Fit measures calculated as RMSEA value .054; CMIN/DF value 2.097, GFI value .934; NFI value .902 and CFI value .945. These findings revealed that the scale has confirmed its three-dimensional factor structure and it is in good fit with its original. The Cronbach Alpha coefficient value was measured as 84.4% for the general of the scale, 84% for affective commitment, 72.3 for continuance commitment, and 76.3 for normative commitment.

Prosocial organizational behavior scale: Prosocial organizational behaviors of employees were measured by the "Prosocial Organizational Behaviors Scale" developed by McNeely and Meglino (1994). This scale is accepted in the literature as a three-dimensional five-point Likert-type scale. It consists of 20 items, which measures prosocial organizational behavior, role-prescribed prosocial behavior, and prosocial individual behavior. Findings related to confirmatory factor analysis of the scale in the current research showed that the model has acceptable fit values. Fit measures calculated as RMSEA value .035; CMIN/DF value 1.468, GFI value .949; NFI value .905 and CFI value .967. These findings revealed that the scale has confirmed its three-dimensional factor structure and it is in good fit with its original. The Cronbach Alpha coefficient value was measured as 86.1% for the general of the scale, 76.5% for prosocial organizational behavior, 75.9% for role-prescribed prosocial behavior, and 71.1 for prosocial individual behavior.

3. FINDINGS

Demographic characteristics of the respondents of this research were categorized according to their gender, age group, educational qualification, and seniority in the company.

Table 1. Demographic Characteristics of Respondents

Demographic Characteristic	n	%	Demographic Characteristic	n	%
Age			Gender		
Less than 20 years old	2	0.5	Male	313	81.9
Between 20-30 years old	74	19.4	Female	69	18.1
Between 31-40 years old	137	35.9			
Between 41-50 years old	112	29.3			
More than 51 years old	57	14.9	Seniority in the company		
Educational qualification			Less than one year	4	1.0
Secondary or high school	113	29.6	Between 1-10 years	104	27.2
Vocational institute diploma	79	20.7	Between 11-20 years	145	38.0
Higher institute diploma	111	29.1	Between 21-30 years	106	27.7
University degree	79	20.7	More than 31 years	23	6.0
Total	382	100	Total	382	100

Descriptive statistics about demographic characteristics of respondents indicate that the majority of employees in the company were males, both the groups of between 31-40 years old and between 41-50 years old accounted for more than half of the sample, majority of employees in the company has an education level that is less than the university level. These findings indicate that two categories of seniority in the company account for 65.7% of the sample by representing the seniority between 11-30

years and followed by the seniority between 1-10 years (27.2%). According to this majority, it may be thought that respondents of the study have good knowledge about their company and its functions.

Training programmes in the company were analyzed by some of their characteristics. Table 2 demonstrates these characteristics based on the views of respondents.

Table 2. Characteristics of Training Programmes in AGOCO

Characteristic	n	%
<u>Training programme reception of respondents</u>		
Yes	382	100
No	-	-
<u>Number of training programmes taken by respondents</u>		
1-2 programmes	122	31.9
3-4 programmes	149	39.0
Over 4 programmes	111	29.1
<u>Relevance of training programme to the job of respondents</u>		
Very relevant	332	86.9
Relevant	50	13.1
<u>Implementation of training programme to the job</u>		
Yes	334	87.4
No	48	12.6
<u>Type of training programme taken by respondents</u>		
On-the-job training	159	41.6
Off-the-job training	162	42.4
Both	61	16.0
<u>Receiving certificate from training programmes</u>		
Yes	370	96.9
No	12	3.1
<u>Certificate evaluation</u>		
In promotion	270	70.7
In employment	47	12.3
In seniority	65	17.0
Total	382	100

Descriptive statistics about characteristics of training programmes demonstrate that all of the respondents of the study were trained in several skills. It can be clearly noticed that respondents of the study are very satisfied with the relevance of the training programmes. After attending a training programme it is important to apply the knowledge learned from the training to the job. As can be seen in the findings, nearly all of the respondents have said that they applied what they learned from training programmes to their work. There are many different types of training programmes used in companies. These different types of training programmes are generally classified into two categories in the literature as on-the-job training and off-the-job training. Findings indicate that both on-the-job training and off-the-job training were used in the company. According to findings, the respondents have said that they obtained training certificates for their achievement. This can be seen as an incentive for working efficiently in the current workplace. Additionally, the value of the training programmes can be hidden under the evaluation of the certificates. Findings also indicate that most of the respondents said that training certificates play an important role in job promotion. This refers to the importance of training certificates in the advancement of employees to a different position or job tasks within the organization and their embeddedness in the wage systems.

Descriptive statistics related to organizational commitment and prosocial organizational behaviors of employees were presented in Table 3.

Table 3. Descriptive Statistics related to Organizational Commitment and Prosocial Organizational Behaviors

Variables	X	Std.D.
Organizational Commitment	3.78	.495
<i>Affective commitment</i>	3.91	.668
<i>Continuance commitment</i>	3.73	.635
<i>Normative commitment</i>	3.68	.649
Prosocial Organizational Behavior	4.05	.357
<i>Prosocial organizational behavior</i>	4.11	.445
<i>Role-prescribed prosocial behavior</i>	4.19	.431
<i>Prosocial individual behavior</i>	3.82	.435

In accordance with these findings, it can be specified that employees in the company have a strong feeling of desire to continue working in their organization, want to stay in their organization because of its advantages and the high cost of leaving from the organization, and feel the obligation of staying their organization and this ethical view with their loyalty can lead to a commitment to the organization. With reference to these findings, it can be specified that employees in the company seem to be approved their prosocial organizational behaviors which have benefits for their organization, they seem to be approved their prosocial organizational behaviors based on their roles and they seem to be approved their prosocial organizational behaviors which have benefits for themselves.

In the context of the aim of the research, for testing the hypotheses, t-Test and One Way ANOVA analyses were performed. Findings were given in detail in Table 4 and Table 5.

Table 4. Findings for Organizational Commitment

t-Test and Findings for Organizational Commitment							
Gender (H1)	n	X	sd	df	t	p	Levene's
Male	313	3.764	.5084	380	-1.317	.189	.212
Female	69	3.851	.4311				
Relevance of training programme to the job of respondents (H6)	n	X	sd	df	t	p	Levene's
Very relevant	332	3.775	.5121	380	-.510	.610	.102
Relevant	50	3.813	.3741				
Implementation of training programme to the job (H7)	n	X	sd	df	t	p	Levene's
Yes	334	3.787	.5007	380	.758	.449	.915
No	48	3.729	.4626				
Receiving certificate from training programmes (H9)	n	X	sd	df	t	p	Levene's
Yes	370	3.777	.4959	380	-.707	.480	.931
No	12	3.880	.5085				
One Way Anova Analysis and Findings for Organizational Commitment							
Age(H3)	n	X	sd	df	F	p	Tukey
Between 20-30 years old	76	3.6096	.57111	378	10.774	.000*	1-3; 1-4; 2-3; 2-4 Levene's .277
Between 31-40 years old	137	3.6934	.48104				
Between 41-50 years old	112	3.8874	.39842				
More than 50 years old	57	4.0039	.47766				
Educational qualification (H2)	n	X	sd	df	F	p	Tukey
Secondary or high school	113	3.7670	.53203	378	1.028	.380	----- Levene's .911
Vocational institute diploma	79	3.7482	.50753				
Higher institute diploma	111	3.8473	.44712				
University degree	79	3.7356	.49573				
Seniority in the company (H4)	n	X	sd	df	F	p	Tukey
Between 1-10 years	108	3.6800	.55710	378	8.213	.000*	1-3; 1-4; 2-3; 2-4 Levene's .110
Between 11-20 years	145	3.7042	.44042				
Between 21-30 years	106	3.9329	.41317				
Between 31-40 years	23	4.0217	.63647				
Number of training programmes taken by respondents (H5)	n	X	sd	df	F	p	Tukey
1-2 programmes	122	3.7423	.57345	379	1.659	.192	----- Levene's .211
3-4 programmes	149	3.7576	.43583				
Over 4 programmes	111	3.8514	.47668				
Type of training programme taken by respondents (H8)	n	X	sd	df	F	p	Tukey
On-the-job training	159	3.6765	.52114	379	6.314	.002*	1-2; 1-3 Levene's .896
Off-the-job training	162	3.8405	.45443				
Both	61	3.8889	.49212				
Certificate evaluation (H10)	n	X	sd	df	F	p	Tukey
In promotion	270	3.7708	.50872	379	.160	.852	----- Levene's .942
In employment	47	3.8061	.48083				
In seniority	65	3.7991	.45725				

*p<0.01; Levene's Test p>0.05 normal distribution.

Table 5. Findings for Prosocial Organizational Behaviors

t-Test and Findings for Prosocial Organizational Behaviors							
Gender (H11)	n	X	sd	df	t	p	Levene's
Male	313	4.046	.3498	380	-.137	.891	.301
Female	69	4.052	.3865				
Relevance of training programme to the job of respondents (H16)	n	X	sd	df	t	p	Levene's
Very relevant	332	4.044	.3586	380	-.365	.716	.887
Relevant	50	4.064	.3427				
Implementation of training programme to the job (H17)	n	X	sd	df	t	p	Levene's
Yes	334	4.052	.3562	380	.801	.424	.999
No	48	4.008	.3569				
Receiving certificate from training programmes (H19)	n	X	sd	df	t	p	Levene's
Yes	370	4.044	.3529	380	-.937	.349	.279
No	12	4.142	.4532				
One Way Anova Analysis and Findings for Prosocial Organizational Behaviors							
Age(H13)	n	X	sd	df	F	p	Tukey
Between 20-30 years old	76	3.9822	.37883	3 378 381	2.526	.057	---- Levene's .584
Between 31-40 years old	137	4.0237	.36783				
Between 41-50 years old	112	4.0719	.32395				
More than 50 years old	57	4.1395	.34236				
Educational qualification (H12)	n	X	sd	df	F	p	Tukey
Secondary or high school	113	4.0310	.39304	3 378 381	.440	.724	---- Levene's .155
Vocational institute diploma	79	4.0215	.31447				
Higher institute diploma	111	4.0739	.34830				
University degree	79	4.0570	.35443				
Seniority in the company (H14)	n	X	sd	df	F	p	Tukey
Between 1-10 years	108	4.0065	.38263	3 378 381	5.332	.001*	1-4; 2-3; 2-4 Levene's .073
Between 11-20 years	145	3.9959	.35323				
Between 21-30 years	106	4.1142	.30006				
Between 31-40 years	23	4.2478	.38597				
Number of training programmes taken by respondents (H15)	n	X	sd	df	F	p	Tukey
1-2 programmes	122	4.0656	.37736	2 379 381	.258	.773	---- Levene's .197
3-4 programmes	149	4.0352	.33554				
Over 4 programmes	111	4.0419	.36141				
Type of training programme taken by respondents (H18)	n	X	sd	df	F	p	Tukey
On-the-job training	159	4.0038	.36697	2 379 381	2.626	.074	---- Levene's .842
Off-the-job training	162	4.0614	.35409				
Both	61	4.1205	.32150				
Certificate evaluation (H20)	n	X	sd	df	F	p	Tukey
In promotion	270	4.0524	.33877	2 379 381	.127	.881	---- Levene's .093
In employment	47	4.0404	.34776				
In seniority	65	4.0285	.43048				

*p<0.01; Levene's Test p>0.05 normal distribution.

Organizational commitment and prosocial organizational behavior scores don't show a significant difference due to gender, the relevance of training programme to the job of respondents, implementation of training programme to the job and receiving the certificate from training programmes. Thus, H1, H6, H7, H9, H11, H16, H17 and H19 are not supported. On the other hand, organizational commitment of employees differentiated according to their age, seniority in the company and type of training programme taken by them and organizational commitment scores don't show a significant difference in terms of educational qualification, the number of training programmes taken by them and certificate evaluation. Due to this, H3, H4 and H8 are supported while H2, H5 and H10 are not supported. Besides, prosocial organizational behavior of employees is differentiated according to seniority in the company and prosocial organizational behavior scores don't show a significant difference in terms of age, educational qualification, the number of training programmes taken by respondents, type of training programme taken by them and certificate evaluation. Thus, H13, H12, H15, H18 and H20 are not supported while H14 is supported.

4. CONCLUSION

Training is an essential tool for any type of organization that increases the knowledge of employees related to their job. It is accepted as an important function in the field of human resource management and it is concerned with improving the skills, abilities, and knowledge of employees. Participating in training programmes will help to promote organizational commitment and prosocial organizational behavior. Organizational commitment and prosocial organizational behavior are two frequently researched topics from the organizational behavior field. It is revealed in the literature of organizational behavior that organizational commitment and prosocial organizational behavior have significant effects on different organizational outcomes and they differentiate according to various demographic variables. More researches will be carried out to explain these concepts in detail due to the researchers' interest. This study aims to examine the organizational commitment and prosocial organizational behavior of employees in terms of their demographic characteristics and characteristics of training programmes in their company. Gender, educational qualification, age and seniority in the company were selected as demographic characteristics and the number of training programmes taken by respondents, the relevance of training programme to the job of respondents, implementation of training programme to the job, type of training programme taken by respondents, receiving the certificate from training programmes and certificate evaluation were selected as characteristics of training programmes.

Findings of this study conclude that organizational commitment of employees differentiated according to their age, seniority in the company and type of training programme taken by them and prosocial organizational behavior of employees differentiated according to seniority in the company. These accepted hypotheses in the study demonstrate once more the explanatory power of demographic characteristics. The interest of understanding how diversity due to demographic characteristics shape behaviors has a considerable effect on researchers. It can be said that these characteristics are helpful to evaluate the organizational commitment and prosocial organizational behavior of employees. Especially seniority in the company takes attention in this study due to its explaining role in organizational commitment and prosocial organizational behavior. According to the findings, the differentiation in both variables stems from the long-time working employees. It can be thought that these employees have more positive attitudes towards their organization. On the other hand, just the type of training programme taken by employees has an explaining role in their organizational commitment in terms of characteristics of training. Since training can be thought of as a necessity and an inseparable part of development, not its characteristics but its benefits may be considered to have an explaining role in organizational commitment and prosocial organizational behavior. Because, regardless of its characteristics, any type of training has valuable outcomes for employees, companies, and countries. Thus, the findings of the study yield new insights into the training of employees. Further studies are proposed to explain the role of characteristics of training programs on different concepts in the organizational behavior field.

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