

**ADDRESSING THE LACK OF COMMITMENT IN A PRIVATE HOSPITAL IN NIGERIA
THROUGH TRAINING AND PERFORMANCE-INDUCED-PAY.**

Thesis submitted in accordance with the requirements of the University of Liverpool for the
degree of Doctor of Business Administration (DBA)

By

Chilotam Amara Chibundu

201009809

March 2022

Abstract

As a Complex Adaptive System, my workplace interacts with its environment and this interaction gives rise to changes, growth and evolution. For us to evolve accordingly, survive and continue in business, there is need to build survival techniques and adapt accordingly or risk extinction. To this end, we decided to start with our greatest business assets – the workforce (the employees).

Owing to lack of employee commitment which was evident in the dwindling performance and lack lustre attitude of employees, this research specifically seeks to identify if the commitment level of employees in a private specialist hospital located in the Federal Capital Territory of Nigeria (Abuja) can be improved through training and Performance Induced Pay so that both the organization and the employees can benefit from their relationship. The thesis also aims to contribute to existing literature on the role of training and Performance Induced Pay on employee commitment.

Applying a relativist ontological position in the research approach, both quantitative and qualitative data were used (for Triangulation purpose). Quantitative data was collected via a 7 point Likert questionnaire administered to all staff. The entire staff population was targeted to eliminate bias and get a true representation of employee perception of their levels of commitment. The questionnaire was distributed (a few hard copies were manually distributed), and collated using Survey Monkey and analysed with the Wilcoxon Signed rank test on the SPSS 26 statistical software. The questionnaire was structured to gauge the commitment level of employees before and after the introduction of training and Performance Induced Pay (PIP). Out of 183 questionnaires distributed, one hundred and fifty-two (152) were considered fit for the purpose of the research. Quantitative data, on the other hand, was obtained through administrative figures on eleven (11) different parameters extracted from the records of the workplace for a period of nine months before and after the introduction of training and Performance Induced Pay. The quantitative data was analysed using the paired samples t-test on SPSS 26 statistical software. Results from the analysis of both sets of data (qualitative and quantitative) complement each other as they both rejected the null hypotheses that training and Performance-induced-pay has no influence on employee commitment in my workplace and both showed statistical difference

in levels of employee commitment between the era before and after the introduction of the initiatives and statistical difference in the administrative data between both periods hence confirming the influence of training and Performance-Induced-Pay on employee commitment in my workplace.

The findings inform the recommendation for the introduction of training and Performance Induced Pay as these have shown to boost and maintain employee commitment in my workplace and for the period under review. Also, the study provided valuable and interesting insights on the issue of employee commitment and the knowledge gained has helped my workplace and will possibly help other organizations in similar situations. This paper is therefore useful in exploring commitment among employees in a private hospital setting in Nigeria and ways in which it can be facilitated and developed.

Keywords:

Commitment, Workplace, Training, Action Research, Inquiry, Performance-Induced-Pay, Complex Adaptive System.

List of Abbreviations

AR – Action Research

CAS - Complex Adaptive System

DBA – Doctorate in Business Administration

EBM – Evidence Based Management

EVT – Expectancy Value Theory

KPI – Key Performance Indicators.

PIP - Performance-Induced-Pay

SET – Social Exchange Theory

TPB – Theory of Planned Behaviour

Table of contents

Table of Contents

Abstract.....	2
List of Abbreviations	4
Table of contents	5
List of Tables	8
List of Figures	9
Declaration of Originality.....	10
Acknowledgement	11
Dedication.....	12
CHAPTER I – INTRODUCTION	13
Introduction	13
1.1.Company Background and Profile	15
1.2 The research problem	18
1.3 The research Question.....	18
1.4 Objectives of this research.....	19
1.5 Significance of this research	19
1.6 Positioning myself as an action researcher	20
1.7 My role in the organisation and influence on the research	23
1.8 How and why Training and PIP were chosen as the initiative for addressing lack of commitment in my workplace.....	26
Summary	30
CHAPTER TWO - LITERATURE REVIEW	32
Introduction	32
2.1 What is Commitment?	32
2.2 Behavioural Consequences of Commitment – Why the emphasis on commitment?.....	34
2.3 Types/Forms of Commitment	36
2.4 Multiple Foci of Commitment.....	39
2.5 Indicators of Commitment in the Workplace	40
2.6 Factors that can affect Commitment in the Workplace	41
Organisational structure	41
Organisational culture.....	42

Human Resource Management (HRM).....	42
Environmental factors/Rich picture	43
Personal Factors.....	44
Service Orientation	44
Management Style	44
Availability of resources	45
Career Development programmes	45
Recognition	45
Shared Value	45
2.7 Training	46
2.8 Performance-Induced-Pay (PIP).....	50
2.9 The African and Nigerian Context	55
2.10 Commitment in the Health Sector Generally.....	57
2.11 Point of departure in the literature	57
2.12 Commitment Theories	58
2.12.1 Social Exchange Theory – SET	58
2.12.2 Theory of Planned behaviour – TPB.....	59
2.12.3 The Kurt-Lewin Field’s Theory.....	60
2.12.4 Rusbult’s Investment Model of Commitment	62
2.12.5 Expectancy Value Theory (EVT)	64
2.13 Conceptual model and Hypotheses development for the study	65
Summary	67
CHAPTER THREE - METHODOLOGY CHAPTER.....	70
Introduction	70
3.1 Research Strategies used in this thesis and their justifications.....	70
3.1.1 Ontology.....	70
3.1.2 Epistemology.....	71
3.1.3 The Qualitative Approach to Inquiry/Methodology	73
3.1.4 Action Research (AR) Approach	74
3.2 Using the Mixed Method Approach.....	83
3.3 Design and Participants.....	84
3.4 Methods of Inquiry and data collection.....	86
3.5 Measurement/Statistical Analysis.	90
3.6 Ethical Consideration	90
3.7 Validity and Reliability.....	91
3.7.1 Validity of the Instrument.....	91

3.7.2 Reliability of the Instrument	91
Summary	93
CHAPTER FOUR – DATA ANALYSIS AND FINDINGS	94
Introduction	94
4.1 Evaluating Action learning	94
4.2 Qualitative data.....	97
4.3 Quantitative data	108
4.3.1 Test for Normality	110
4.4 Findings	127
Summary	129
CHAPTER FIVE – STORY OF CYCLE OF ACTION, REFLECTION AND SENSE MAKING	131
Introduction:	131
5.1 Planning.....	132
5.2 Acting	137
5.3 Observing	144
5.4 Reflection/Reflexivity	145
Summary	147
CHAPTER SIX – DISCUSSION AND CONCLUSION	149
Introduction	149
6.1 Outcome and discussion	149
6.2 Original contribution to knowledge.....	153
6.3 Gap in existing knowledge	153
6.4 Implication	154
6.5 Limitations of the study	154
Final conclusion.....	156
Epilogue.....	159
REFERENCES	162
APPENDIX.....	196
Appendix A – Ethics Committee Approval	196
Appendix B – Participant Consent Form	197
Appendix C – Participant Information Sheet	199
Appendix D – Letter of Authorisation to conduct research.....	202
Appendix E – Questionnaire	203

List of Tables

Table 1: Output of Cronbach's Alpha	92
Table 2: Action Learning Stakeholder map for my workplace	95
Table 3: Demographic statistics of Respondents (N: 152)	99
Table 4: Descriptive Statistics of Qualitative data	103
Table 5: Wilcoxon Signed Ranks Test of Qualitative data	104
Table 6: Test Statistics of Qualitative data.....	106
Table 7 - Test for Normality	111
Table 8: Administrative data extracted before introduction of training and PIP	121
Table 9: Descriptive Statistics of administrative data extracted before introduction of training and PIP	122
Table 10: Administrative data retrieved after introduction of training and PIP.....	122
Table 11: Descriptive statistics of administrative data After Introduction of training and PIP	123
Table 12: Paired samples statistics for Administrative data	123
Table 13: Paired Samples correlations for Administrative data	124
Table 14: Paired samples test	125
Table 15: The Kirkpatrick model of training evaluation (Extracted from Wu et al, 2018 pp 4).....	138

List of Figures

Figure 1: organizational commitment-Individual identification with the organisation.....	39
Figure 2: Conceptual Framework of the training initiative.....	50
Figure 3: Visual representation of basic PIP modalities.....	51
Figure 4: Social Exchange Theory Model (Culled from Jeong & Oh, 2017 pp 118).....	59
Figure 5: An individual’s total field (culled from Burnes and Cooke, 2013 pp 413)	62
Figure 6: Depiction of the different fields one must go through as forces push them towards their goal (culled from Burnes and Cooke, 2013 pp 414).....	62
Figure 7: Conceptual Model of this thesis	66
Figure 8: Four AR Aspects and their Interconnectedness (Culled from Björkman&Sundgren, 2005 pp 406)	77
Figure 9: Cogenerative Action Research Model - Culled from Greenwood & Levin (2007 pp 94)	80
Figure 10: Demographics – Position in the Organisation	108
Figure 11: Demographics- length of Continuous Employment in the organisation	108
Figure 12: Age of respondents.....	108
Figure 13: Normal Q-Q plot of Errors and incidents.....	112
Figure 14: Normal Q-Q plot of Client complaints	113
Figure 15: Normal Q-Q plot of Employee Lateness	113
Figure 16: Normal Q-Q plot of Employee Absences	114
Figure 17: Normal Q-Q plot of Litigation and Claims.....	114
Figure 18: Normal Q-Q plot of Staff turnover.....	115
Figure 19: Normal Q-Q plot of client commendation.....	115
Figure 20: Normal Q-Q plot of monthly profit.....	116
Figure 21: Normal Q-Q plot of New clients.....	116
Figure 22: Normal Q-Q plot of patient waiting time.....	117
Figure 23: Normal Q-Q plot of infection rate.....	117
Figure 24: Action Research process showing the journey from the current state to the desired state. (Culled from Coghlan & Brannick, 2014).....	135

Declaration of Originality

I, Chilotam Amara Chibundu, hereby declare that this thesis titled '**Improving commitment in a private hospital in Nigeria through training and performance-induced-pay**' is an original work.

Acknowledgement

I am very grateful to God almighty for His grace all through the DBA programme and this research. I appreciate my erstwhile supervisor Dr Hamed Shamma for his initial guidance and very special thanks goes to my final supervisor – Prof Jim Stewart for his dedicated support, inspiration and guidance. My gratitude also goes to Dr Sola Kasim (University of Aberdeen, Scotland) for his belief in me and his encouragement to pursue a doctorate degree - the likes of you are rare.

Special thanks and appreciation goes to the staff and management of C-Mich Specialist Hospital (Pseudo name) for their cooperation and willingness throughout the duration of the study. You not only made your workplace available for the study but made it an easy ride. I genuinely pray that this thesis will greatly benefit your organisation in particular and the body of knowledge at large.

I will not fail to acknowledge and appreciate the understanding of my little soldiers - Chinua and Josh who bore the brunt of my sleepless nights and had to make do with the occasional reduced attention from mummy. You made all the sacrifices. To my husband, Dr Obiora Chibundu – thanks for all the support; I couldn't have done it without you.

Finally, I specially acknowledge my friends and family, particularly, my siblings for the encouragement all the way. You all were my heroes and knights in shiny armour helping me slay dragons and conquer territories on my path of success. Indeed, you helped me believe that there was light at the end of the tunnel. Thank you for your support and prayers, it has obviously paid off.

Dedication

This work is dedicated to God Almighty – the one who made it possible for this dream to come to a reality and to my parents, Mr Christian O. D. and Mrs Rachel U. Umeukeje whose encouragement, support and belief in me kept me going when I thought I couldn't take it anymore.

CHAPTER I – INTRODUCTION

Introduction

Employees are the most important input in a business and form the backbone of any organisation irrespective of the size of the organisation, because the employees determine its competence or success and contribute to its growth (Selemani et al., 2014; Armstrong, 2006; Halawi & Hayday, 2018; Nayar, 2010). Armstrong (2006) defined employees as people who work for an organisation and contribute to the achievement of organisational objectives either individually or collectively. They are value creators and the front liner workers who make or ‘unmake’ things happen in organisations (Nayar, 2010). However, it is the quality of the employees that is important (Negrut et al., 2015) as the emphasis has moved from just any employees to the ‘right employees’ hence the reason managers go out of their way to ensure they get and retain the best. They are useful in achieving competitive advantage against competitors and the business terrain as the right employees can influence and transform other resources through their capacity and performance (Weerakoon, 2016 and Da Costa & Loureiro, 2019).

Recognizing the importance of employees and putting them first in a workplace was what gave birth to the idea by Nayar (2010) which revolutionized his organization (HCLT) and transformed it into one of the most influential, profitable and fastest-growing Global IT services companies. Implementing the employee-first philosophy created a culture of trust, fired up employees’ imaginations and unlocked their potentials proving that to be successful engines of change, attention has to be paid to the employees. His book is a practical account of positive transformation that can occur in an organization when the focus shifts from the customers and probably profit to the employees.

Awareness of the importance of employees in an organization is not a new phenomenon or philosophy as human capital have always been central to organizations (Manna, 2008). However, the realization of that importance is increasing like never before as organization are realizing more than ever how dependent they are on the knowledge, skills and abilities of the right employees to leverage effectively in the global market. Organization who have realized the importance of employees are putting them first because getting them deeply

involved with the mission and goals of the organization is a sure way to get them devoted to the success of the organization (Da Costa and Loureiro, 2019).

Manna (2008) who also identified employees as the primary and number one assets of any organisation, postulates that some organisational problems fizzle out when the organisations begin to focus on this primary asset. Problems like product quality, lack of commitment, employee engagement and loyalty, attrition etc. are some of the many organizational problems that can solve themselves when managers begin to pay more attention to Employees. Besides, Paşaoğlu and Tonus (2014) postulates that employees are not only to be taken seriously for their importance to the organization but also because they are one of the highest sources of unpredictability in an organization. When organization begin to focus on empowering their employees, then they will realize that there is inherent value in every employee and they indeed do make a difference (Nayar, 2010).

This is the reason why I am interested in building a team of committed personnel who will take the business to the desired level of productivity, profitability, customer excellence and more. This can be achieved by creating value for the employees (Oji-Okoro et al. 2014), because in the midst of several successful companies, the few who have really changed the world started by creating value for the employees and ensuring employee engagement and commitment (Lockwood, 2007).

Committed employees are motivated to stay with an organisation in a relationship that profits both the organisation and the employee (Bibi et al, 2018). Committed employees are happier, creative and more productive. They create stronger economies because their mood extends to their colleagues at work and families (Da Costa and Loureiro, 2019). An organization whose employees are uncommitted will not be able to achieve higher levels of service, nor able to give their best to ensure business survival or maintain company's reputation (ibid and Nayar, 2010).

Keeping employees committed and increasing the retention rate is therefore a key target of managers as this reduces the expense of recruiting and training new employees, loss of employee production knowledge and loss of clientele base who are loyal to the employee (Bibi et al, 2018). Punjaisri et al.,2009 concurred to that theory as they noted that placing importance on human resources helps organization reduce the rate of turnover and

absenteeism because as employees perceive themselves as part of the firm, the emotional state of satisfaction leads to increase in quality of work and heightened responsibility towards the success of the organization. The savings achieved by increasing retention rate due to commitment can be channelled to other aspects of the business.

1.1. Company Background and Profile

My workplace is in the private health sector in the Federal Capital territory of Nigeria. Considering that healthcare is generally low on the timetable of government of many developing countries (Stallworthy et al, 2014), the private health sector is crucial in the delivery of healthcare in Nigeria and in achieving Universal Health Coverage so cannot be ignored by the government both in the present and the future (ibid). Building a committed workforce is therefore of paramount importance in my workplace and not something to be toyed with. Also, given the economic terrain and recession currently experienced in Nigeria (NBS, 2017), it is only natural to expect the few employees retained in an organisation to be at their most productive disposition and give more output than they have given before.

C-Mich Specialist Hospital (Pseudo name) was founded in 2005 as a primary healthcare centre aimed at delivering high standard healthcare services to patients within its locality and beyond. It is located in Abuja, the Federal Capital Territory of Nigeria and is a privately-owned modern specialist hospital which provides both inpatient and outpatient services.

It started originally as a specialist Obstetrics and Gynaecological (O&G) centre and grew in that capacity for a few years. With time, the management of the hospital realised that there was a need to expand its specialties. This was due to the increasing difficulty experienced by clients during referrals for services not rendered by the hospital or while waiting for specialists in other fields to arrive. A common example was neo-natal (new baby) mortalities which was on the high side especially when the mothers goes into pre-term labour and brings forth the child or had to undergo emergency Caesarean section. The absence of in-house paediatricians meant these babies and their (mostly tired) mothers had to be referred to other hospitals or await the arrival of a locum paediatrician. It was sometimes not easy to get these specialists at short notice and when the mothers and babies are referred to other hospitals, the bureaucracy and protocol sometimes experienced (especially in Government

hospitals) always led to mortality of the babies and sometimes the mothers. With such similar occurrences, the management of the hospital decided over the years and during its expansion, to incorporate specialties in other areas. They initially started with areas directly related to O&G like Paediatrics, General medicine, Radiology etc. but have now grown beyond that. This has not only made the efforts of the doctors to be worthwhile but has also increased efficiency and clientele. It has also given the hospital more control over the treatment options it undertakes for the patients.

Bundy Specialist Hospital has a workforce of approximately 200 i.e. including medical and support/administrative staff. In the last few years, it has undergone physical and infrastructural expansion by relocating to a much bigger, more centrally located site. This became necessary with the expansion of services rendered and the gradual popularity the hospital was gaining. The various departments have in the course of the years become furnished with state of the art and cutting edge medical equipment respectively. Also, current invasive medical procedures like IVF, endoscopy, laser surgery (etc.) have been included among the services provided. The vision is to make the centre a sought-after one with services comparable to what you get in the western world not only in curative aspect but also preventive. The hospital keeps updating and upgrading the facilities and services in an attempt to set the desired standard of healthcare.

The medical staff are very qualified because the hospital management are deliberate in the quality of medical staff they employ. Medical staff here refers to licenced physicians (medical doctors), dentists and other healthcare workers like psychologists etc. Although it is locally common for individuals to be employed based on who they know and not what they know, the management has been consistent and strict in employing only those who have proven their competence in their various fields. The hospital management attend recruitment fairs and reach out to medical schools and various institutions of learning with the aim of employing the best in their fields.

However, this conscientious effort to employ the best medical staff was unfortunately not extended to the employment of support and administrative staff. There is the possibility that this eventually rubbed off negatively on the attitude of the general workforce.

The staff are also well paid compared to competitors (based on survey we carried out in mid-2016), have a lot of allowances paid to them and all have pensions pots (accounts) which the hospital pays into monthly. This was a plus to the employees because until the enactment of the Pension Reform Act (2014) in Nigeria, it was not compulsory for private sector employers to have a contributory pension scheme. The employees seemed happy enough going by the interaction I had with them and from the fact that most are/were not interested in actively seeking opportunities to leave their place of employment as the remuneration and the perks of office was quite competitive.

Reviewing their progress so far, the board of directors concluded that they have not reached the desired target or projected trend (in terms of profitability and clientele) despite putting all machinery in place. A review of the organisation from various angles and perspectives revealed that the main issue lies with the commitment of staff to work. There is a general lack of enthusiasm or probably the lack of skill or attitude to approach their responsibility with some gusto. The lack of skill is due partly to knowledge gap in the use of upgraded facilities. For example, some staff in the records department are not computer literate and they are required to make use of the computer in effectively carrying out their duties. Although the medical staff were highly qualified as at the point of recruitment, they also need update courses to keep them up to date with new and innovative medical practices. These have not been done for a long while and this has the capacity to affect not only the expertise of the staff but also their morale (Afroz, 2017; Halawi & Haydar, 2018). This may explain why staff absences (especially the medical staff) have been on the increase. When they feel they are not getting the needed trainings and are losing their edge with contemporaries, they begin to seek alternative employment. Unfortunately, what they do is take up additional employment and this seems to affect their attention and attendance to the one they have in my workplace. In addition to these, staff turn up late for work thereby making patients wait endlessly, some nurses maltreat patients, while some medical staff are lackadaisical in the way they treat patients, which has led to a few litigations. The support staff also have their shortcomings as records are sometimes mixed up, cleanings are not properly done, consumables are not procured as at when due despite allocations been promptly made for them, maintenance checks are not carried out timely, infection control measures are not followed, stock checks are not always carried out to ensure removal and

disposal of out-of-date drugs; sometimes, substandard products are purchased as the procurement staff try to cut corners and make unjust gains. All these were having a negative impact on the workplace and despite been equipped with modern facilities, these were not being efficiently utilised.

I have been called in as a consultant to review the issues on ground and assist in suggesting strategies to combat them. As an action research and as an ongoing project with my workplace, this thesis does not signify the end of my intervention with my workplace problem. As data is been collated, translated, studied, and literature examined; Interpretation will naturally evolve which will lead to new meaning and additional lines of inquiry. In essence, this may in fact signal the beginning of further intervention with my workplace problem.

1.2 The research problem

My workplace was performing below expectation and despite the attempt of management to keep the organization adequately equipped and modernized, it seemed to be struggling to excel and compete favorably in the local market. After engaging various processes and consultations, it was established that the employees lacked commitment to their jobs and that seemed to be the root cause of the organizational problems we were having. Specifically, this research seeks to identify how the commitment level of employees in my workplace can be improved through training and Performance-Induced-Pay so that both the organization and the employees can benefit from their relationship. The thesis also attempts to address the existing gap in literature on the combined effect of training and PIP on employee commitment.

1.3 The research Question

The following questions guided this research:

- What are the advantages of having committed employees in my workplace?
- What are the initiatives that can have an impact on the commitment of employees in my workplace and improvement of their performance?

- How can it be confirmed that the initiatives/steps taken to address commitment has been effective?

1.4 Objectives of this research

In line with the research problem and questions, the main objectives that are aimed to be achieved in this study are identified below:

- To review relevant concepts, theories and models on employee commitment and align them vis-à-vis my workplace so as to understand the role of employee commitment in achieving organisational goals and objectives.
- To identify and review literature and practice on the initiatives/steps that can be adopted to improve commitment and possibly performance in my workplace.
- To analyse collected data so as to confirmed that the initiatives/steps taken to address commitment has been effective.

1.5 Significance of this research

The resolution of my workplace based problem is of interest to me because as Sev J. T. et al (2016) posits, when an employee is not committed to his job, he becomes a threat to himself and to the organization in that as he repeatedly fails to achieve goals and meet up to expectation, he is frustrated and begins to exhibit behaviours that are detrimental to organizational progress such as aggression, regression, negativism, alienation, withdrawal among many others. Also, likened to the negative impact a player can bring to his team when he lacks the commitment to show up for matches, a decline in performance is inevitable where there is lack of commitment (Lencioni, 2002). It is therefore important to me to address this situation in my workplace before the employees get to the stage where the behaviours outlined by Sev et al (2016) begin to play out or it becomes the order of the day in my workplace. Also, having a committed workforce is a confirmed way to inspire and maintain competent employees who will be dedicated to the mission, vision and long term goals of the organisation (Manna, 2008). Ibid noted that the effectiveness of a business is a reflection of the quality of its employees. A committed workforce will exude attitudes that are reflected in the performance of their jobs and in their level of inspiration to be creative and productive.

Theoretically, employee commitment has been linked to high employee productivity, reduced absenteeism and attrition, excellent team players and strong advocates of their employers. One major factor for consideration by an employer is the effectiveness of an employee because the revenue an organization generates depends on the effectiveness of its employees (Purohit, 2018) hence underscoring once again the need to get it right with employees.

Walters (2010) acknowledge the role of commitment in improving employee productivity, reduction of absenteeism/turnover and achievements of organizational goals. According to them, this is usually achievable by the increased team work and upbeat relationship in the workplace.

Zenoff (2013) while reviewing 11 organisations who have made it through thick and thin, recognized that team spirit builds employee commitment which in turn encourages activities that support excellent team playing and the circle continues. Also, living by its values and delivering on its high aspirations which is only realizable when a workforce is committed has helped ensure the continuity of these organisations. In support, Sev Joseph Teryima et al. (2016) confirmed that employee commitment and enhanced productivity go hand in hand while reviewing 280 data from 6 brewery firms in Nigeria. Employees were motivated by intrinsic and extrinsic rewards to increase their commitments and this led to the attainment of high performance.

In essence, the significance of committed employees can be seen not just from a personal point of view in my workplace but also theoretically by the added value and increased productivity they bring to the organization. Committed employees are mentally and emotionally engaged with the company hence absenteeism, lateness and attrition are at its minimum. The economic relevance of this cannot be over emphasized.

1.6 Positioning myself as an action researcher

Although I have been called in by management to help the organisation find a solution to the organisational problem they were having, I realised that as an action researcher whose aim it is to proffer a lasting solution, it was absolutely necessary to work in synergy with the management and employees.

This thesis is based on the identification of an existing and real management problem in my workplace in alignment with the notions of the Doctorate in Business Administration (DBA) which aims to develop professional practice using Action Research.

The first step in addressing my workplace problem was to begin with a needs assessment. Carrying out a needs assessment required me to carry out inquiry from the inside. Zuber-Skerritt & Perry (2002) called AR “inquiry from the inside”. This is because the researcher is totally immersed and involved in attempting to understand, analyse and address a workplace problem. This differs from what *ibid* termed “inquiry from the outside” where the researcher is detached from the situation and is more interested in gathering data with an aim of uncovering knowledge that can be applicable to a broad range of situations. These 2 approaches require different epistemological approaches and an appreciation of their differences will help a researcher choose the appropriate mode of inquiry because as Zuber-Skerritt & Perry (2002) noted, choosing the right and appropriate epistemology, ontology and methodology has a huge effect on the quality of the research.

Carrying out a needs assessment involved interacting with the employees in their work station, seeing them carry out their jobs as a curious insider not as an investigator or ‘workplace police’ because that has tendency of influencing behaviour. This was done by casually mingling with clients/patients to get to know their perception on the quality of service they receive. My relationship with the clients and employees and the way I blended in with them was more or less like an intern on Industrial attachment would do. I was not seen as an outsider or one who had come to report their shortcomings to management. I spent time with employee in their staff room during their break time or during their lunch. This was a good time to get those ‘unguarded comments’ and also helped in creating rapport with the employees so that by the time I formally started distributing questionnaires and requesting administrative records, trust had been built and they were more willing to be a part of the research.

The needs assessment revealed the existence of lackadaisical attitude to work, attrition, tardiness, and lack of motivation. It showed a workforce that had what it took to take it to high heights but lacked the drive to do so. It showed the lack of trust of employees on management to have their best interest at heart hence everyone did what they believed would be in their personal best interest in the long run.

As the principal actor in collection and analysis of data for this research, it was essential to bear in mind that my views, ideas, assumptions and position in relation to the study can influence the outcome of the study. I have a total of 18 years' experience in leadership, management and consultancy role out of which 10 years were in the UK and 8 years in Nigeria. These experiences have help me understand my workplace problem from both a local point of view and an international point of view, from an insider and outsider perspective and from both a researcher and change agent lens. The quality of my interpretation of these events and data also depends on the relationship with the participants in terms of the trust, mutual benefits and care I extend towards them. I ensured care of participants by adhering to ethical conduct and keeping them well informed of each process, what was involved, what was required of them while sensitizing them that participation was purely voluntary. My position as a consultant of long standing with my workplace also eliminated role duality while granting me access.

According to Buchanan & Bryman (2007 pp 483) "Choice of research methods, shaped by aims, epistemological concerns, and norms of practice, is thus also influenced by organizational, historical, political, ethical, evidential, and personal factors, typically treated as problems to be overcome". Indeed, personal, evidential, historical and other factors came into play in prompting the final choice of organizational problem to address. For example, I took my skills, competence, my interest in the organizational issue and its relevance to the organisation into consideration. As the founder and CEO of Fav-Bundy UK Limited, a company dedicated to management consultancy and leadership training, I have worked with scores of senior executives and their staffs in helping restore the effectiveness of their teams. This was an area I was comfortable with and knowledgeable in also, the issue of commitment is one that I have academic interest in. There were other organizational issues in my workplace at the same time like IT or accounting related issues which I lacked the necessary skills and competence to effectively address and which management felt could wait. I also considered a workplace problem for which I could easily obtain data for. For the quantitative data, I knew I could access the archives and current records for figures while for the qualitative data I knew I was going to be able to get an acceptable percentage of employee and management cooperation considering the relevance of the issue to all and sundry. The high importance which management and staff alike attached to the need to

improve commitment meant I was unlikely to be hindered by office political bottlenecks. and with my role as a management consultant, I also considered researching a workplace problem which would have minimal risk of physical harm, discomfort and disadvantage to the participants.

1.7 My role in the organisation and influence on the research

From the section above, it can be seen that I was well placed to carry out a research in my workplace. Major problems like access and trust which would have had huge impacts on the smooth transition of the research were eliminated due to my long standing relationship with the organisation. I had consulted at various times in the past with this company and in the process have often interacted with senior executives and the employees and was able to access different types of information both formally and informally (in terms of casual and personal discussions). Role duality was also eliminated as I was not a direct employee of the organisation but rather a consultant of long standing with them.

Considering that management had invited me in to address their lingering workplace challenges, I was also given some leverage as to the level of autonomy I could have. Deciding on the workplace problem to address and the initiatives to use in addressing it, was a joint decision between myself, Management and staffs. My primary responsibilities consisted of developing action plans for addressing the perceived lack of commitment among employees, assisting with implementation of agreed strategies, providing feedback regarding the strategies, and establishing two way communication between management and employees. Right from the onset, management had stressed that they wanted commitment levels among staff to increase. Following meetings, and needs assessment, I realised that lack of commitment was indeed a challenge. As mentioned earlier, this was evident in the way and manner staffs carried out their duties, and the way they responded in event of a problem or emergency. Also a survey carried out at this time also revealed lack of commitment among staff. The survey was tasked with identifying the causes of poor returns and lack of performance at my workplace (including dwindling or levelled profits). Secondary data, questionnaires, focus groups, interviews, articles, newspaper publications, news websites and journal articles were used in preparing the final report . Market research was also carried out and the executive summary of the report identified that the problem

(as mentioned earlier) was 'Lack of Commitment'. The figures of the survey or the data cannot be used directly in this research as it was obtained before the issuance of ethical approval. But excerpts of the report showed the state of affairs in the organisation. On one of the comments when asked why everyone was quite in the meetings and unwilling to make comments, one employee responded, "What is the need? It all ends up within these walls and nothing ever changes". On another occasion when asked why he turned up late without notice for a surgery he was expected to lead and direct, one of the consultants responded "It cost me money to gain these knowledge. If they want to tap into my expertise, then management has to treat me well for it".

Other similar comments that were recorded from people who were asked why they performed below expectation were :

"Why should I bother offering my knowledge to help ensure the progress and growth of this organisation when someone else will end up taking the glory and I remain forgotten".

"I will participate in requests for my assistance if and only if it is convenient for me".

Other significant findings from the report include facts like:

- 88% of employees said they had not received any useful feedback from supervisors in the last 1 year.
- 76% said they had been saddled with responsibilities that they felt they were not trained and equipped to deal with.

The report also noted that basically, the employees wanted to be empowered to do their jobs and be recognised for their efforts.

The opening comment of the recommendations and some of the recommendations of the report are stated below:

Engagement is closely linked to commitment, so it is advisable to drive engagement in a bid to improve and sustain employee commitment.

1. *There is need to analyse the current work load and the work processes. This will hopefully increase job satisfaction and improve Work-Life-Balance while at the same time show concern for the employee's wellbeing and health. Areas that need to be visited in reviewing processes are:*

- *Identify all possible bottlenecks, find solutions to eliminate them and find possible improvements to the usual processes of doing things. Addressing this is expected to improve cooperation in the workplace. The bottlenecks have been identified as discouraging to employees hence approximately 82% mentioned that they tend to evade some aspects of their duties in order to avoid the associated bottleneck.*
 - *Improve health and safety of the workplace by reviewing some processes and putting things in place to achieve best practice. An attention to the health, wellbeing and safety in the workplace can improve the feeling of been valued and involved.*
2. *Efforts should be made to ensure a level playing ground that offers equal opportunities and fair treatment as over 75% of staff felt that although the pay was competitive, it did not differentiate between the hard workers and those who did the basic minimum required of them. Hard working employees should be recognised and rewarded accordingly. Not acknowledging the input of employees could lead to dissatisfaction and a feeling of not been valued as could be seen from the survey and comments of staff.*
 3. *Ensure the pay package remains competitive otherwise as indicated by 68% of employees, there will be a tendency for employees to combine their current job with an additional one. A competitive pay package will eliminate the need for the average employee to take up two or more different employments which in the long-run impacts negatively on the employee's health and quality of work as it makes them prone to tiredness, errors and distractions.*
 4. *Engagement can also be achieved by establishing a two-way communication and involving the employees in decision making. Employees should have a fair say in the day to day running of the organisation especially in aspects that directly impact them. Management should also communicate regularly with employees and keep them in the know as over 90% of staff complained of always getting to hear about important management decisions from outsiders giving them the feeling of not been valued or appreciated by the people they work for.*
 5. *Give employees the opportunities to develop their jobs and skills set via training, personal development and career growth. Develop a training program for employees, encourage employees to acquire new skills and certifications and put in place a personal development plan for each employee.*

In addition, in the course of my consultancy in the organisation and interactions while gathering data, I witnessed situations that showed the level of blasé attitude employees had to their job and the organisation. On one occasion, I happened to be in the doctor's station chatting with one of the doctors when a nurse came in and was trying to convince the doctor on call to hasten up because a pregnant woman was in dire need of attention and she was afraid that further delay could lead to either maternal or neonatal (or both)

mortality. The doctor to my amazement, nonchalantly replied “And so? what’s new about that? I have also lost a wife”. On another occasion, a patient walked in but had forgotten to bring her hospital card with her. The patient number can be traced in the computer if the patient is able to provide the exact name they registered with and date of birth but the receptionist said “I am really not in the mood to go through that stress now, please go back home and get your card or call a family member to quote you the number”. Yet another time, a records staff deferred to attend to patients and told them to wait as at 9am because she was still eating her breakfast. All these and many more made it obvious that the employees were lacking commitment to their job and organization. The zeal and drive to perform the minimum basic level of care was lacking, how much more the enthusiasm needed to go above the call of duty.

1.8 How and why Training and PIP were chosen as the initiative for addressing lack of commitment in my workplace.

Taking the comments above into consideration, there was need to come up with an initiative that would address the issue of lack of commitment and meet the recommendations of the existing report on my workplace problem.

With Action Research problems, there is no right or wrong answers because it is a vehicle for learning which requires one to evaluate different ideas, act upon them and reflect on the outcome to see what can be learned (Pedler, 2012). In essence, problems are tackled differently by people and organisations by questioning insight. While others may have chosen other approaches to address lack of commitment in their workplaces, we settled for training and Performance-Induced-Pay. This was because Krajcsàk (2019) recommended using individual strategies in improving employee commitment instead of universal motivational solutions. Also, we were of the opinion that whatever strategy was finally settled for would be one that even in the event of the strategy failing to increase commitment, it is likely to leave behind some positive cultural impact. We therefore looked at a strategy that would not only benefit the organization but also leave a cultural impact by benefiting the employees too even if the desired outcome (improvement in commitment levels) was not achieved.

Some of the approaches we discussed as we met weekly over a 6 months period were:

Leadership style - This was considered in improving employee commitment. Studies show that the effect of leadership behavior on employee commitment is dependent on hierarchical levels (Chiaburu et al, 2014; McMurray et al, 2012) and psychological need satisfaction (Afshari and Gibson, 2016). In reference to various existing literatures, transformational and transactional leaderships have positive though different levels of effects on employee commitment with transformational leadership seemingly having a higher positive effect on employee commitment (Afshari and Gibson, 2016;Krajcsàk, 2019; Al Mansoori, 2017; Tuffor, Gali&Tuffor, 2019). However, Qadir and Yeşiltaş (2020) found that both leadership styles had similar positive effects. Either way, leadership style is proven to have a positive effect on employee commitment. To buttress this fact, Manna (2008) stresses that mentors (in most cases, direct managers) in the workplace are one of the strongest motivations to employees as employees are many times bound to follow the examples of their leaders.

Corporate Social Responsibilities (CSR) - Won-Moo Hur et al (2016) found that CSR has shown to increase employee creativity which leads to employee engagement (a prerequisite to commitment). This is because motive for engagement in CSR highlights the behavioral integrity of an organization hence influencing the behaviors of the employees (Bogan and Sariisik, 2020). Also the influence of CSR on corporate reputation and image leaves an impact on employee attitude, increases the bond between them and the organization and increases their willingness to want to be associated with the organization (Almeida & Coelho, 2019). However, the efficiency of CSR in improving employee commitment is dependent on the employee's perception of the motive which makes it dicey as a lasting initiative to improve commitment (Aboubacar, Li and Amjad, 2020).

Organizational inclusiveness: - Including employees in relevant decision making has been found to increase employee commitment because it creates an environment that makes the employees feel welcome and valued (Rice, Young and Sheridan, 2020); increases voluntary initiatives in addition to reducing harmful behaviours in the workplace (Boiral, Heras and Brotherton, 2019) and improves attitudes, self-confidence and greater ability to confide in management (Brown, 1991). It also encourages learning and dissemination of knowledge (Ashikali, 2018) which work together to contribute to employee commitment (ibid).

Organizational inclusiveness also improves communication which has been shown to achieve a positive workplace environment and attract employee retention (Manna, 2008).

Empowerment – This can be in the form of financial empowerment, skills/knowledge empowerment or empowerment with authority. The various types of empowerment have been proven to give rise to higher employee commitment (Cunningham & Hyman, 1996).

After considering these approaches, it was agreed in our meetings that incorporating all these singly at a time may become too much to handle and risk compounding the already fragile workplace situation. The MD asked that we all go back and brainstorm and see how these strategies can be incorporated into one or at most two initiatives.

After weeks of meetings and sessions, we agreed that for my workplace in particular, there were specific targets we needed to achieve to address the lack of commitment. Having reviewed our proposed strategies (mentioned above) and knowing that we cannot individually incorporate them all at once, it was decided that whatever initiatives we adopted, had to be an initiative that will find preferably address the following:

- The need for a two way flow of deliberate and regular communication.
- An initiative that invested in employee wellbeing.
- The ability to invite feedback and also act on it.
- An initiative that empowered the employees beyond the immediate needs of the organisation.
- The need to recognise good and hard work.

With these targets in mind, and considering the statement by Manna (2008 pp 3) that “in order to retain the best employees, companies need to offer programs that...open door of communication, job satisfaction, effective leadership, fair performance systems and a positive work environment”, it was agreed jointly by the management, employees and myself to address the lack of commitment in my workplace through training and Performance-induced-pay (PIP). This was because, commitment is dependent on other organizational variables, so a possibility exists that improvement on those variables can unconsciously improve employee commitment (Krajcsàk, 2019). It was therefore necessary

to consider an approach that could possibly rub-off positively on the commitment level of the employees without additional projects on the part of management and employee.

In choosing to address our workplace problem through training and PIP, it was argued that from existing literature, training seemed to be a sure way to create a feeling of inclusiveness and value among the employees (Gambino, 2010). It also empowered them to carry out their responsibilities better and also like the positive perception of CSR, it increased the likelihood of the employees to be willing to be associated with the organization (McCabe and Garavan, 2008). It was additionally, a sure way to address some motivational needs of employees and increase accuracy, efficiency and proficiency on the job (Demiral, 2017). Training was also seen as a benefit to the individual, the organisation and the society at large (Majovski, 2017) and an avenue to help sustain best practices (McCabe and Garavan, 2008).

Also, according to Demiral (2017), Bibi et al (2018) and Kapp (1999), the competitive advantage an organisation has over its competitors is its ability to learn faster hence the need to transform into a learning organisation. Also, job satisfaction, high motivation and increased productivity which are some of the fundamental goals of business organisations have been directly linked to training (Demiral, 2017).

On the other hand, PIP was included because it was seen as a means to recognize, encourage and reward hard work (Konings et al, 2016). It was also a great avenue to ensure employees understood their responsibility and how their performance was judged. Milkovich & Wigdor (1991 pp 113) sees PIP “as a means of at least sustaining employee performance in a way that will be viewed as fair or equitable by the majority of employees”. It was also seen as an opportunity to encourage creativity and financially empower hardworking employees while creating a feeling of inclusiveness. The appraisal process which is a step one must go through before agreeing on individual performance was an opportunity to improve two way communication/feedback, leadership style and relationship between supervisors and subordinates. It also created an environment of inclusiveness as the employee and management worked hand in hand to agree on feedbacks and KPIs (Key Performance Indicators). This was considered relevant because creating an environment of inclusiveness is one of the agents or offshoots of transformational leadership (Ashikali & Groeneveld, 2015).

In addition, deciding to address the commitment of employees in my workplace using training and PIP stemmed from the suggestion by Meyer (2016) that employees are more likely to respond with increased commitment and organizational engagement when employers fulfil their obligations to them because a failure to fulfil these obligations can breed an atmosphere of frustration, anger, distrust and feelings of being undervalued and disrespected. Ensuring personal development of the workforce and encouraging and rewarding high performing employees are agreed obligations on the part of the leadership of my workplace, so it was paramount to fulfil them.

These two initiatives (Training and PIP) seemed to us therefore to summarize the combined benefits of the other strategies we had considered and met the five targets we aimed to achieve. For my workplace, we considered these to be the best approach at the moment to address my workplace based issue. As an action research, and bearing in mind that the purpose of this original piece of work is to verify the impact these initiatives can have on the commitment of staff, it remains open for review and modification after a reasonable length of time and appropriate evaluation because AR allows for time to be allocated for periods of critical reflection with the aim of accessing the nature and degree of impact of an initiative.

Having agreed on initiatives to be used to address our workplace problem of lack of commitment, I was saddled with the responsibility of initiating and monitoring the execution and effectiveness of the action.

Summary

In this chapter, I started by discovering that the right human capital is the backbone of any organization and investment in making them committed is essential for sustainable economic growth. The next step was to identify the research problem, question and objectives of the research and why a resolution of my workplace problem was of importance to me. The need to proceed on this note arose as an attempt to ensure that all through the research, I am able to remain focused on what the research aims to achieve.

The chapter also shared the background of my workplace for this study. The idea was to understand the workplace and its setting and the challenges/problems it is facing which the study aims to address. It was important to shed the light on my workplace and emphasize the practice-based problem we were facing because as Naoto Kan quoted “if you are unable to understand the cause of a problem, it is impossible to solve it”, and an African proverb supported by saying “He who conceals his disease cannot expect to be cured”.

Along the line, I also critically looked at how well positioned I was as an action researcher to address my workplace problem because if I was not well placed to effect the nature of changes I was hoping to in my workplace, there might be problems which will impact the process and outcome of the research.

Finally, in the course of this chapter, I was also able to explain the process that was involved in making a decision about the initiatives we decided to adopt and why Training and PIP were considered the best initiative by my workplace to address the lingering issue of lack of commitment.

CHAPTER TWO - LITERATURE REVIEW

Introduction

Managers face numerous decisions but one of the most critical decisions is to discontinue in a line of action or unproductive behaviour or to commit more resources and effort to give maximum opportunity for the course of action to pay-off (Glen White, 1986). The decision been faced in this case is deciding the best course of action to take with the aim of improving commitment in my workplace.

Chengedzai & Nobukhosi (2014) found that employee satisfaction predicted organisational commitment. This commitment is crucial in preventing employee-related challenges that can negatively affect the quality of service provided to the public. They suggest that employee satisfaction can be achieved by establishing work-life balance, job security, training and ensuring the staffs are fit for the environment. In the light of this, David (2009) suggests building relationships that mentor; and eliminating organisational obstacles like inadequate tools and equipment, unfulfilled expectations etc., if progress is hoped to be made in improving work attitude/commitment in the Nigerian health sector.

This chapter looked extensively at employee commitment starting from the various definitions, to the consequences, types, foci, indicators of and factors that can influence commitment. It then explored existing literatures on effects of Training and PIP on employee commitment before exploring commitment in the African and health sector context. The point of departure in the literature was discussed as well as a few commitment theories. Finally, a conceptual model was presented for the thesis.

2.1 What is Commitment?

According to Meyer & Herscovitch (2001), commitment “is a force that binds an individual to a course of action of relevance to a target” (p 299). It is “the propensity to engage in consistent lines of activity” (Meyer, 2016 pp 15) and it controls the effectiveness and well-being of an employee because it binds the individual’s actions and beliefs to the sustenance of his activities (Salancik, 1977). When tagged as work commitment, it refers to the situation

where the involvement or attachment is with a particular organisation (Mowday et al, 1979).

In the words of Inky Johnson, 'commitment means staying loyal to what you said you were going to do, long after the mood you said it has left you'. That means the willingness of an employee to remain with an organisation through thick and thin irrespective of what others think and at the same time to put in their best, consistently attend work and hold on to the beliefs, values and goals of the organisation through performance and acceptance. In other words, it is a mental agreement between a workplace and an employee wherein the employee identifies with and observes the workplace's values and goals (Sutherland, 2018). Singh et al (2008) while referring to Hrebiniak and Alutto (1973) saw commitment as the choice to remain with an organisation despite offers of higher pay, higher position or freedom from other organisations.

Commitment, according to Shui-Yan Tang et al (1996) is the positive attitude an individual has towards an organisation which dictates and influences the degree of willingness he or she has in identifying with behaviour desired by the organisation. In collaboration, Mowday et al (1974 pp 604) defines it as "an attachment to the organisation, characterised by an intention to remain in it; an identification with the values and goals of the organisation; and a willingness to exert extra effort on its behalf". Commitment is important. In almost every sphere of life, there are levels of commitment. Couples make commitments to each other, politicians make commitments to the masses and voters, businesses make commitment regarding areas they believe are important to consumers. People seek commitment because it conveys a sense of permanence indicating their assurance and obligation to remain in a course of action. It even sometimes predicts employee turnover better than job satisfaction (McCabe and Garavan, 2008).

While the emphasis on employee commitment is mainly on the organization or the job, employees can and have been known to develop commitment to other constituents within the organization such as the team, supervisor etc. (Meyer, 2016). Commitment can be attitudinal or behavioural (Sharma et al, 2015). It is transactional, it is psychological, and it is internal (Franco et al, 2002). This means commitment is an individual decision or desire. Even while seeking group commitment; it will still depend on the individuals that make up the group. Taking this line of thought into consideration, I see the need to concentrate on

individual employees as I proceed with this thesis. Another attribute worthy to note is that commitment differs in terms of its target. It can be targeted on the organisation, the team, the costumer etc. (Smith, 2009).

Although related in some respects, commitment is different from motivation and attitudes (Meyer, 2016). This is because while these constructs are influenced by intrinsic and extrinsic factors, commitment influences behaviour independently and has been known to remain steadfast in a course of action even when motivations are conflicting while exceeding formal and normative expectations (Wiener and Gechman, 1977). Motivation according to Smith (2009 pp 476) while quoting Locke and Latham (2004), involves both the internal elements that induce action and external elements that can also act as stimulants to action. This is obviously different from the various concept of commitment mentioned earlier. In addition, the theories of motivation such as expectancy theory, achievement theory, equity theory, Goal-setting theory etc. differ from Commitment theories and their ideas stand out distinctly.

While extrinsic factors like financial incentives and resource availability have been known to motivate and probably lead to staff commitment (especially continuance commitment), it alone cannot sustain it because commitment is quite complex and cuts cross many boundaries like psychological, organisational, personal/individual, economic, sociological disciplines meaning that an employee's commitment can vary over time or across different circumstances (Franco et al, 2002).

2.2 Behavioural Consequences of Commitment – Why the emphasis on commitment?

Employee commitment is crucial in an organisation because it is the only way Personnel and Human Resource Managers (P&HRM) can have success in reducing employee turnover (Tang, 1993; Bibi et al, 2018). It is also a critical factor in organisational performance (Shui-Yan Tang et al 1996) and it has relevant practical implications with regards to roles and activities in the workplace as a lack of it has been proven to result in low level of output, absenteeism and attrition (David, 2009).

Not only is commitment crucial, it also needs to be monitored to ensure workplace productivity and efficacy especially as neither the attitudes of individuals nor the work environment are static; they are both dynamic (ibid). A committed workforce will work with efficiency and effectiveness, performance will be at its best, value of human resource will be maximized, employee loyalty to the organization will be improved, absenteeism and employee turnover will decrease, skills will be effectively utilized, and there will be better communication, work attendance and high motivation (McCabe and Garavan, 2008).

Lum et al (1998), while examining nurses' turnover behaviour in relation to certain pay policies, found that with regards to intention to quit, organisational commitment had the strongest and most direct impact on the nurses unlike job satisfaction which has an indirect influence. Due to its significance and influence on firm and individual performance, organizational commitment is considered a very important constructs in both human resource development and organizational development (Meyer, 2016) and one of the main components of creating and sustaining a long-term relationship (Cater and Zabkar, 2009). Organisations like my workplace are seeking avenues to increase employee commitments because it has shown to be one sure way to secure competitive advantage (McCabe and Garavan, 2008, Oji-Okoro et al., 2014). In addition, the high turnover that is inevitable when commitment is low is a real challenge to quality service delivery.

Employee commitment is important because it is viewed by both the organization and the individuals as a positive thing though some literatures have recognized that over-committed employees can have negative effects on an organization (Randal, 1987; Downs, 1967). Much attention is not given to that argument in the course of this thesis to avoid losing focus. A commitment to an organization means a shared belief with the organization's values. This leads to an individual deriving personal meaning from the work they do and having a sense of belonging which eventually spills over to other aspects of their lives even outside work (Romzek, 1989). In essence a committed employee is not only an asset to the organization but also to himself and his life outside work provided they are able to strike a balance between work and non-work i.e. not allowing their commitment to work to become a barrier to other aspects of life (Randall, 1987). Aside, personal consequences, commitment has been shown to also have a direct relationship with career. An employee is more likely to be committed to an organization in which he/she sees a career prospect in. At such times,

their personal career ambitions align with the organization's thereby increasing the level of trust in the organization. In essence, employee commitment is not about what the organisation stands to gain alone; it has positive consequences for the committed individuals himself (Romzek, 1989). In addition to its effect on personal life, commitment has been found to boost firm performance and positively influence relationship satisfaction (Park& Park, 2012).

A consequence of lack of commitment among health workers in particular is that it poses a major threat to successful execution of health programmes by government in the health sector because the health workers are the key players in ensuring such programmes and policies eventually get benefited from by the masses (David, 2009) and this can only be possible when they are committed enough to the cause. In Africa, lack of commitment critically affects the already delicate health care system and is a major constraint in achieving the development goals (Willis-Shattuck et al, 2008).

Also, in the healthcare sector, commitment plays a major role in determining the quality of healthcare delivery and job satisfaction among health staff (McCabe and Garavan, 2008). A lack of it affects the quality of care patients receive, hence building a negative doctor-patient relationship which in turn can affect a patients' compliance with medication or advice and ultimately lowers patient satisfaction (David, 2009). So it can be seen that lack of commitment has a ripple effect which seems to affect more than just the organisation and the individual involved.

2.3 Types/Forms of Commitment

It is necessary to consider the different forms of commitment because each form of commitment has a different implication for behaviour of employees (See Figure 1). In addition, Shui-Yan Tang et al (1996 pp 293) submits that "different types of organizations need to rely on different types of commitment for ensuring desirable performance and thus that managerial actions need to be compatible with these varying needs to be effective". In other words, an understanding of the forms of commitment is necessary and should be taken into consideration when attempting to understand and manage employee behaviour (Meyer et al, 2002).

Meyer & Allen (1984) have the most dominant approach in the study of commitment. They identified 3 types of commitment namely Affective, Normative and Continuance Commitment. Affective commitment is grounded on positive feelings an employee has about the organization and job. The willingness to want to be associated with the workplace or eagerness to let others know where they work probably due to the goodwill or reputation of the organisation indicates the presence of affective commitment. The Continuance commitment is based on the perceived price or cost the employee associates with leaving the organization. This could be the benefits of been a long standing employee, or the perks of office which may not come with a new job or the feeling of relevance. Cost is relative and based on the perception of the individual. Normative commitment which is the third type of commitment is based on the sense of duty or obligation the employee has to remain with the organization. The employee feels obliged or duty bound due to one reason or the other and remains with the organisation for as long as that feeling exists.

Affective: attachment to the organisation – This is an attitudinal type of commitment and among the three types of commitment, it is believed to play a stronger role in developing and sustaining long-lasting relationships. This can be attributed to the fact that it comes from personal confidence, friendship and familiarity built over time (Sharma et al, 2015). Unfortunately, this type of commitment does not equate to adequate performance (ibid) as the individual remains with the organisation not to further the goals and mission but because been associated with the organisation gives a feeling of importance or prestige. Its antecedents are personal characteristics and work experiences (Meyer et al, 2002). Shore and Wayne (1993 pp 774) while quoting Allen and Meyer (1990) defines it as “an affective or emotional attachment to the organisation such that the strongly committed individual identifies with, is involved in, and enjoys membership in the organisation”.

Normative: obligation to remain – This arises from a feeling of moral obligation and responsibility to remain with an organisation. The feeling can be because the employee feels indebted to the organization due to their investment in him/her or even giving him/her an opportunity to work and grow in the cooperate ladder. By introducing training and PIP in my workplace, I believe we may be able to achieve this type of commitment in my workplace as employees begin to appreciate management’s investment on them. It is interesting to note that with this type of commitment, there is a higher tendency for an employee to go beyond

the call of duty and one of its important implications is that it is not easily broken (Sharma et al, 2015) hence it is one type of commitment that is usually welcomed. Its antecedents in addition to personal characteristics are socialization experiences and organisational investments (Meyer et al, 2002).

Continuance: perceived cost of leaving – This type of commitment has economic motives and is more calculative than the others as it balances the rewards and costs of remaining with the organisation and is very prone to leave the organisation once the scales tip in favour of the benefits (Sharma et al, 2015). Shore & Wayne (1993) describes it as an individual's inclination to continue in a constant pattern of activity because of his/her recognising the cost of ceasing the activity. A study by Gaertner and Nollen (1989) quoted by Shui-Yan Tang et al (1996) of 496 employees lends support to this when they found that career advancement and long-term prospects created continuance commitment among employees. Its antecedents are personal characteristics, alternatives and investments (Meyer et al, 2002). The introduction of the initiatives in my workplace seems like it may also increase this type of commitment because there will be more to lose if the choice is made to leave the organisation.

Although Sharma et al (2015) posits that Affective commitment does not equate to adequate performance; Shore & Wayne (1993) found it to be the form of commitment more likely to keep an individual with an organisation when there is perceived organisational support. On the other hand, continuance commitment, will keep an individual with an organisations as long as there is perceived economic benefit. Based on these and our proposed approach, a healthy combination of all 3 – Normative, affective and continuance commitment - is what I desire, to achieve the results I want in my workplace.

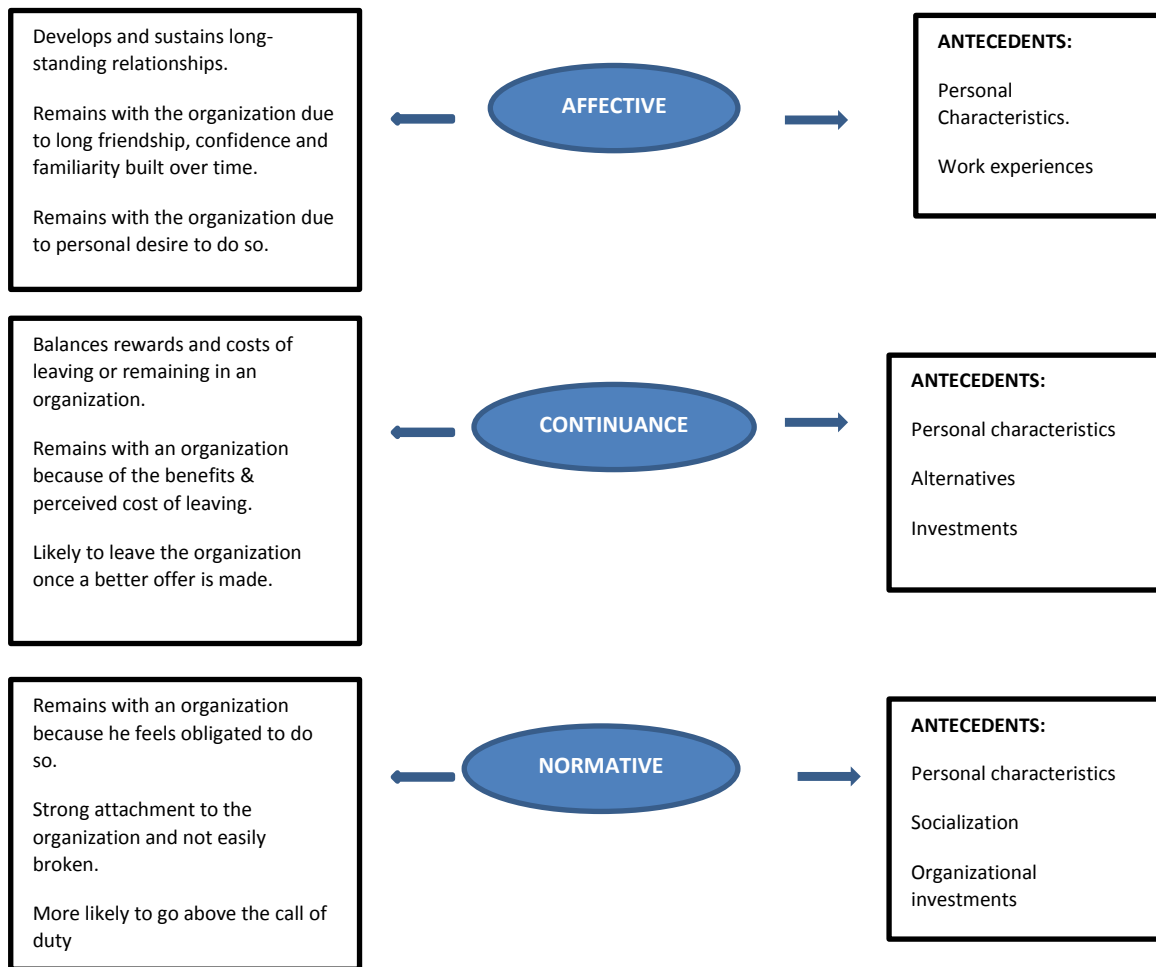


Figure 1: organizational commitment-Individual identification with the organisation

2.4 Multiple Foci of Commitment

Aside the types of commitment, it has been recognized that sometimes employees form attachment with the team, supervisor etc. and not necessarily the job or organization. McCabe and Garavan (2008) recognized 4 foci of commitment namely: The organization, top management, immediate supervisors and work teams. Noting the foci of commitment is important because certain behaviours displayed by employees, creativity level, well-being and direct contribution to organizational profit (via activities like increased sales volume, excellent customer service and introduction of new clients to the organization) can be matched to the different foci. Also, their antecedents and consequences differ. According to Becker (2016), job satisfaction, tardiness and the likelihood of employee attrition varies

across the foci with commitment to top management, immediate supervisors and work teams more likely to keep an employee satisfied with his/her job and make the employee less likely to quit than commitment to the organization. The behaviour an employee exhibits in the workplace is defined by his/her attitude because attitude has been known to precisely envisage behaviour to a reasonable extent. For instance, an employee committed to the immediate supervisor is predicted to perform better at his job than one committed to the organization because the supervisor has the opportunity to influence the behaviour of the employee directly either through leadership style, appraisal, support, recognition, reward etc. Citizenship behaviour on the other hand has shown to be predicted by commitment to the organization. Top management are more likely to align to the strategy, goals and values of an organization when they are committed to the employer while subordinates will implement the strategy if they are committed to the supervisor. In essence multiple commitment foci will benefit an organization although it is advisable to be on the lookout for the weaknesses, strengths, compatibility and possibly conflicts between the different foci (ibid).

2.5 Indicators of Commitment in the Workplace

Low organisational commitment creates organisational consequences such as low productivity (Makhbur, 2014) while committed individuals are more willing to work harder than necessary and more willing to take any job within the organisation in order to keep working in it (Sutherland, 2018).

The level of organisational commitment can be determined via two concepts: - The 'will do' concept and the 'Can do' concept (Franco, 2002). The determining factor of these two concepts differs based on the individual, the organisation and the organisational culture. The 'will-do' concept refers to the extent to which the organisation's goals are adopted by an employee while the 'can do' concept refers to the extent to which employees will accomplish joint goals and objectives using their own resources (ibid).

Spector (1985) posits that a person is committed to a job and likely to stay or quit depending on the mental comparison between what the various aspects of the job offers and what the individual expects to get. To this end, some of the behaviour exhibited by

individuals depending on their satisfaction with the job and which was evident in my workplace are turnover, absenteeism, poor customer service, withdrawal behaviour and all that relates to it (e.g. not going the extra mile, lackadaisical attitude etc.)

In addition to the above, Walton (1985) posits that lack of commitment in the workplace is evidenced by increased cost (side effects of a disaffected workforce, errors, employee turnover, lateness etc.) and inability of the employees to take pride in what they do and in the organisation. High employee turnover which is often an offshoot of uncommitted workforce (de la Torre-Ruiz et al, 2019) is very detrimental to a business irrespective of the size because the cost of recruiting and training a replacement can actually be as high as twice the salary of the employee leaving the organisation. At such times, the knowledge base of the employees, morale and productivity are reduced such that the best efforts of the managers yield little or no results; and decisions made do not get implemented hence stalling a lot of things.

On the other hand, a committed workforce is evidenced by the enthusiasm of its employees, willingness to go beyond that call of duty and their willing tendency to stay with the organisation even when the sailing is not all smooth. They exude positive energy and communicate their satisfaction with the organisation and its services or products which invariably rubs off on the clients, customers and stakeholders.

2.6 Factors that can affect Commitment in the Workplace

There are issues which can contribute to building commitment in the workplace. These include organisational structure, organisational culture, market orientation, communication, environmental factors, Human Resource Management among others (Sharma, Young & Wilkinson, 2015). I will discuss some of them in brief.

Organisational structure

Organisational structure refers to the distribution of power within the organisation, reporting hierarchies, workers' status, delegation of responsibilities and much more (Westover, 2010). The way an organisation is structured determines how work gets done

and the resources available or assigned to do them or the ease of getting the resources assigned.

Organisational structure impacts employee commitment by the level of empowerment the employees perceive they have. A structure characterised by bureaucracies can be demotivating and affect the level to which employees exert themselves. It is easier for employees to give more of themselves to their jobs or the organisation when processes are clearer and responsibilities are understood (Franco, 2002).

Organisational culture

There are factors within the organisation that improve an employees' commitment to the workplace. One of them is the perception of willingness of the workplace to improve the capability of the employees through the establishment of direct and indirect process such as work culture (indirect), resources (direct), processes like feedback procedure (direct), policies (direct) etc. Organisational culture according to Chiloane-Tsoka (2013) is the way things are done and some of the best ways to retaining the right employees (Manna, 2008).

Iriana et al (2013 pp 472), while quoting Deshpandé et al. (1993), recognised that "relatively open, externally oriented organisational cultures related to better performance, while relatively closed, internally oriented organizational cultures related to poorer performance". They identified 4 types of organisational culture namely Clan, Adhocracy, Hierarchy and Market. The Adhocracy and Hierarchy cultures were positively related to achievement of organisational goals because they created an atmosphere of risk and management involvement which tends to generate self-confidence and problem solving among employees.

The way management runs the organisation can make the culture controlling or shaping (Palmer and Dunford, 2008). In a controlling culture, action is determined by edict while in a shaping culture; action depends on the influence of the managers. Commitment has been found to be higher and efficiency greater when management is shaping (ibid).

Human Resource Management (HRM)

The vision of an organisation's HRM determines its policies and procedures and how it looks out for the good of the employees and as Manna (2008) rightly noted, a strategic HRM is indispensable to the success of any organisations in the current competitive market. This is because the role of HRM goes beyond recruiting, rewarding and retaining the right workforce but also includes creating a positive work environment, training, motivating, engaging, empowering the employees, promoting change and much more (Franco, 2002). Job definition and description, incentive/reward packages (salary, PIP, Bonuses etc.) as well as training and growth opportunities can influence levels of employee commitment. HRMs that give employees broader responsibilities encourage them to contribute to the organisation and take satisfaction in their work unlike narrowly defined jobs with tight controls by management (Walton, 1985).

Also feedback opportunities like supervision, appraisal and performance assessment which are HRM responsibilities enhance employee skills and ability hence performance and efficiency. Unfortunately, despite its significance, HRM does not receive the desired attention in middle and low-income countries (WHO, 1989) hence processes are shoddy thereby negatively impacting commitment.

Environmental factors/Rich picture

There could still be low level of commitment among employees despite HRM, organisational structure and culture been favourable. This is due to the complexity of organisations (Gordon, 2003) because as organisations and individuals interact with each other, the interaction causes them to adapt and evolve to meet current challenges (Smith, 1982). This is unavoidable because an organisation cannot ignore others around it; one attempting to do that would be operating a closed system. According to Barton et al (2009), an organisation or individual operating a closed system cannot develop nor thrive and is at a high risk of extinction because the future is determined by the way organisational members perceive, describe their experiences and evolve from it.

An open system among other features is dynamic, non-linear and gives both positive and negative feedback loops. They are in addition, self-organising and retain their unique distinguishing characteristics irrespective of the system they are nestled in (Maguire et al.

2006). The tangled nature of the interaction between organisations and its employees is what makes them complex while their ability to adjust to those interactions and transform makes them adaptive (Dooley, 1997). This explains why some employees' level of commitment may be affected by the what is going on in the organisation, sector, locality, etc. while others are not, depending on the feedback loop they give or receive.

Personal Factors

Spector (1985) postulates that the causal mechanism of job attitude and invariably commitment are in three broad categories. The first originates from the differences between what the employee expects and what the job actually offers. The second derives from the extent to which individual needs are fulfilled by a job. It could be financial, psychological etc. For example, an employee may expect a better paying job so what the current job offers is less than the employee expects; however, the job may meet the psychological needs of the employee. In this situation, commitment will be based of which of the categories the employee rates higher. The third causal mechanism arises from the degree to which the wants and desires of the individual are achieved. Regardless of which of the three causal mechanism is at play, it all depends on the individual's perception of what is and what should be.

Service Orientation

This has been found to generate commitment significantly as well as participation in decision making and skills competences of the health worker (improved via training and easy access to it) (McCabe and Garavan, 2008).

Management Style

Management Style also influences commitment level. Good leadership and management style has been shown to influence the level of commitment of employees to their jobs/organisations (Raelin, 2010). Interpersonal and communication skills of a leader can help build affective commitment wherein employees are willing to work harder and do more because of the positive feelings they have about their leaders. A good leader knows

when to encourage, direct, lead, reassure or support employees therefore improving commitment. Also, line manager's perception of and attitude to top management tends to rub off on subordinates (McCabe and Garavan, 2008).

Availability of resources

Lack of necessary resources required to carry out work to the desired level has a knock-on effect on employee commitment (Franco et al, 2002). Also, denying staff the basic resources to carry out their roles effectively means a situation of increased workload and undermined quality.

Career Development programmes

Employees feel a sense of appreciation when they receive organisational support for training and development (Gambino, 2010). It gives out a positive message to employees when the organisation is committed to investing in them as individuals. In addition, some of the trainings could address the motivational needs of the employees and help sustain best practices (McCabe and Garavan, 2008).

Recognition

Healthcare workers have always felt undervalued and not given proper recognition and appreciation for the work they do (Mills, 2014). While they are quick to receive backlash for what has not been done well, they are not often privileged to be recognised, rewarded and acknowledged for the ones done right (Willis-Shattuck et al, 2008). The level of pay, lack of recognition and feelings of been under-valued has a resultant effect on commitment. Recognition in this respect can be financially oriented but it does not necessarily have to be (McCabe and Garavan, 2008). When staff receive recognition for their work, there is a higher tendency for them to be committed to do more and even go above the call of duty.

Shared Value

This is distinctly remarkable in the healthcare sector because the health workers (Doctors, nurses, pharmacists etc.) take some level of pride in belonging to their profession and by the

vocational nature of their role, it is a profession that is difficult to carry out without some level of commitment (McCabe and Garavan, 2008). The shortcoming however, is that this commitment does not necessarily extend to the wider organisation but may be constrained within the immediate work unit and focus primarily on the profession (ibid).

Other factors that can influence employee commitment include work related stress/demanding nature of the job, low pay vis-à-vis valued added, working conditions, role clarity, terms of employment and participation in decision making (Willis-Shattuck et al, 2008). Participation in decision is a two-way communication style. Involving employees in decision-making helps them to feel included and engaged with the organization hence improving commitment level.

Having understood some concepts on commitment, it is pertinent to look at the two initiatives agreed upon in my workplace for improving commitment level among employees – i.e. training and Performance induced pay.

2.7 Training

“Organisations (and the people that make them up) cannot flourish unless their rate of learning is equal to or greater than the rate of change being experienced”. (Pedler, 2012 pp 10).

World Bank (2011) describes employee training as organised programs which are undertaken to provide employees with the opportunity to gain skills and knowledge they need to improve performance of their jobs. Hence, the main objective of employee training is to improve the human capital (i.e. the employees) and equip them with what it takes to increase the productivity and competitiveness of the organisation and the economy. In essence, training benefits the individual, the organisation and the society at large (Majovski, 2017).

Demiral (2017 pp 767), while defining training as “the permanent endeavour to teach employees how to do a particular task” identified 2 types of training – General training and

Organisational Training. General training involves training on skills and knowledge that could easily be learned through observation or reading with no deliberate effort or help from the other party while organisational training involves knowledge, skills and abilities acquired through the deliberate effort of the organisation to pass it on. According to him, organisational training which can be carried out via training, teaching, coaching, mentoring, or consulting (terms interchangeably used in various studies) has a direct impact on productivity and output of the employees, and invariably directly affects the profitability and sustainability of the organisation (See Figure 2). Considering that the aim of my workplace is to improve commitment so that a positive change can be seen in the aspect of productivity, efficiency and effectiveness; by deliberately providing training opportunities for staff, we are engaged in organisational training.

Organisational training has direct effects of increasing motivation, accuracy, cost-saving, efficiency, job proficiency, functionality, capacity utilization and enhanced performance and indirect effects of organisational commitment, job satisfaction and involvement (Demiral, 2017). It is termed 'indirect' because when the direct effects have been achieved, the indirect ones come naturally as part of the package but they cannot be claimed to be achieved without evidence of the direct effects. The results of his study upholds the 'train to gain' strategy as a valid way to improve employee job satisfaction, achievement levels and productivity. It noted increase in motivation levels for trained employees hence concluding that businesses who want to accomplish their purposes have to invest in employee training as it has proven to be one of the most efficient strategies. In collaboration, Society for Human Resource Management (SHRM) also identified training as one of the most important factors in creating job satisfaction and improving motivation among employees (SHRM, 2016). Training is an easy way for organisations to retain great talents that can overcome operational challenges hence helping in the growth of profit (Halawi & Haydar, 2018). It is also an indisputable means for organisations to have quality human resource (Negrut et al., 2015) and as Maxwell (2012 pp 3) urged, 'find the best people you can, then develop them into the best leaders they can be' because training has been shown to develop and adequately equip human resources.

While observing the interaction of nurses with patients after they had received communication training, Slade et al (2018) noted a distinct difference during bedside

handover among nurses who had received the training and those who had not. The professionalism and attention to details of nurses who had received the training was evident to all. Although this study was specifically on communication training alone, it goes to show the positive impact training can have on healthcare staff's performance, effectiveness and efficiency. It's not just about the staff knowing what to do but the ability to do so in greater details, with precision and professionalism.

Afroz's (2017) study on 150 employees from 14 banks in Bangladesh also reiterated the place of training and development in improving employee performance. The study showed that training enhances employee engagement, motivation and job satisfaction which all positively influences employee performance. He states it is the one strategy businesses can use to survive in a competitive environment because the more the desire for employees' performance and commitment to perform increases, the more they require to be trained. Needless to say, an uncommitted employee is unlikely to act in a way that will combat the competition in a business environment hence the need to train such an individual to build engagement among other desirable attributes.

In like manner, Halawi & Haydar (2018) posits that for organizations to achieve performance, the employers will need to have talented employees with improved capability, skills and knowledge. Despite the employees been experienced as at the time of employment, they still need relevant training and development programs designed by the Human Resource Department. This also agrees with previous studies (E.g. Afroz 2017) that training employees to improve their skills, knowledge and capability is one reliable way to create a competitive advantage as it helps to encourage employees to be more committed. Drawing their conclusion from a sample of 303 respondents in two Lebanese organisations, they found that with focus on long-term skills and short-term skills respectively by each of the organisations, employees from both organisations cited increased motivation and commitment. Manna (2008) advocates that the knowledge, skills and abilities of an organization's employees are very important as the success of an organization is highly dependent on them. While technological advancements are commendable and can give an organization competitive advantage, it is common knowledge that competitors can improve on such technologies hence catching up easily. The onus then for consistent competitive advantage is to have 'an extremely capable, flexible and dedicated workforce' (Manna,

2008 pp 1) and for the organization to be able to hold on to them. The usual and most ideal approach to this would have been to hire the right people and ensure person-to-job fit. This we can do in my workplace going forward but considering that these employees are already in the employment of the organization, our most realistic approach now is to make them fit for the job in the best possible way we can, therefore making them valuable assets to the organisation.

Bibi et al (2018) while referring to (Saba 2011; Sohail and Delin 2013) advocated for training, development and supervisor support as a way to make employees more committed because they tend to repay benefits derived from their organizations by staying longer with the organization. This is a normative type of commitment. Their study on 250 public sector universities' faculty members in Pakistan revealed a significant positive relationship between training and employee commitment and retention hence showing consistency with results of previous studies. They suggested that trained employees are more satisfied and feel obliged to repay the efforts of their organizations by exhibiting positive attitudes, commitment and loyalty. This shows that an organisation maximises its productivity and output when it invests in the training of its employees because the training is anticipated to increase their knowledge, expertise and skills (Weerakoon, 2016). The competitive market place for organisations are inundated with changing markets and customer demands and it is only by being flexible that organisations can meet up with the rate of change and demand. This flexibility is only achievable through employees who possess the right skills and training (Manna, 2008). So in training the employees, the organisation is indirectly ensuring it minimizes its risk of collapse in the near future (ibid). Unfortunately, despite the benefits of training as can be seen from the various literatures reviewed, some challenges such as bureaucracy, limited resources, lack of management support and structure among others have affected its implementation in numerous organisation (Halawi & Haydar, 2018).

However, Lee (2015) warns that although training is one of the pillars of HRM and largely thought to have the capability to improve workplace behaviours like commitment due to its potential to increase performance and feeling of being valued, it is believed that excessive training has negative implications hence the need for training needs analysis. The negative implications include stress, damaged job attitudes and career dissatisfaction due to over qualification and other psychological responses. This can be avoided by keeping a balance

between the training required and the training received. Lee (2015) identified this by measuring the difference between the actual score of a training and the required score. This was done by using a model that placed a score in increasing or decreasing order as required from one extreme to the other. For example, the highest score may represent overtraining and this gradually decreases to the lowest score which will then represent undertraining.

For the purpose of this training and for the period under review, the employees did not experience overtraining. Our aim was to ensure adequate training as undertraining / complete lack of training had been the status quo.

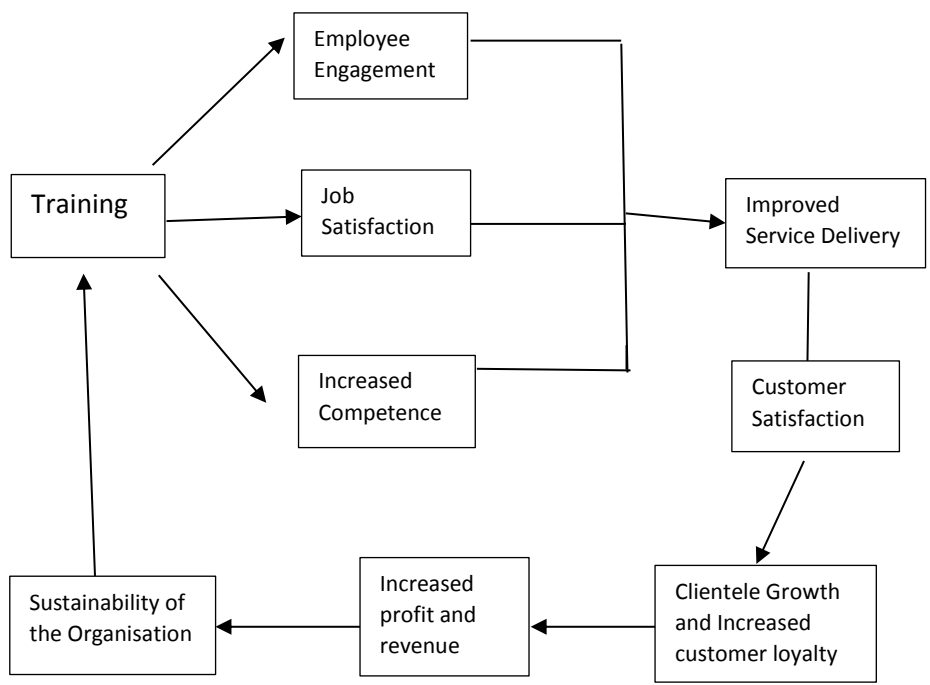


Figure 2: Conceptual Framework of the training initiative

2.8 Performance-Induced-Pay (PIP)

PIP comes in different forms. Some are individual based (e.g. salary increase, lump-sum bonuses, deferential pay packages etc.) or group based (e.g., profit sharing). The reward could be permanent or one-off. It is therefore defined as “pay that varies with some measure of individual or organizational performance” (Milkovich et al, 2013 pp 335). Figure 3 is a visual representation of the basic modalities of PIP. Whichever approach an

organisation adopts, studies have shown PIP to have some positive effects over varying lengths of time on employees' job performance and commitment (Park and Sturman, 2016; Cannell & Wood, 1992; Milkovich & Wigdor, 1991 etc.). One of the backings to include PIP as a way to boost employee commitment in my workplace was based on the assumption of expectancy theory that employees make decision based on the incentive been given. Hence, the higher the incentive, the greater the commitment to act (Bartol & Durham, 2000). Also, Kessler (1994) suggests that among many things PIP improves employee motivation and generates commitment.

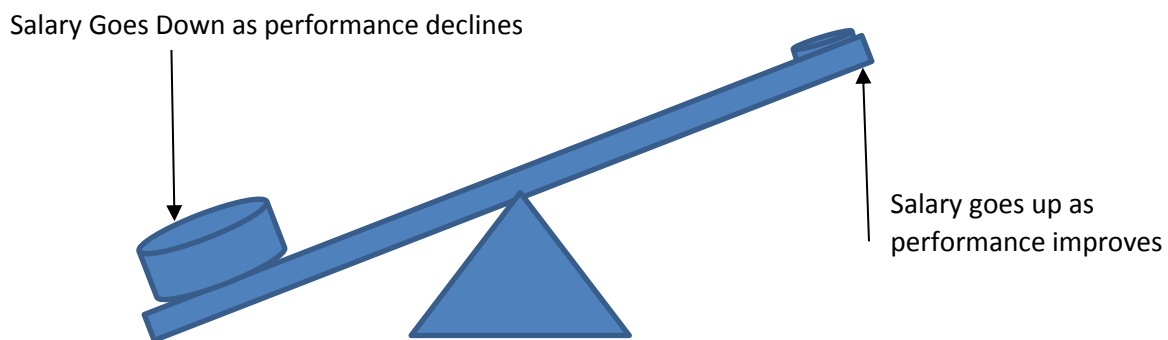


Figure 3: Visual representation of basic PIP modalities

Shui-Yan Tang et al (1996) noted that in organisations (like production, manufacturing or service) where output and outcomes are easily measured, observed or ascertained, incentive structures can be designed to reward those who are effective and efficient in their roles. This can increase the motivation and commitment of workers as they know their efforts are visible to all. Although some ineffective PIP have been known to exist, most literatures show that PIP have positive influence in improving employee commitment (Park & Sturman, 2016; Chng D. et al., 2015 etc.)

Using a 2-year longitudinal data from 900 service-company employees in 17 locations in the US, Park and Sturman (2016) reviewed the effects of PIP (or Pay-For-Performance as he called it) on employee commitment. Three forms of PIP were reviewed - merit pay, individual-based bonuses, and long-term incentives. These forms differ in terms of the pay plan, frequency and functionality. They found that all the three forms of PIP evaluated had

positive effect on employee performance although merit pay showed to have the greatest effect. With merit pay, the employee got a raise based on their performance as assessed by a performance appraisal. The pay may be variable or fixed and the raise depended on employee performance. In some cases, the additional pay were permanent irrespective of future performances. With individual-based bonuses, the employee received additional pay based on their performance but the base pay did not change. Based on the definition given, we practice the bonus based method in my workplace.

While reviewing the decision making processes of managers during performance decline, Chng D. et al. (2015) found that PIP (or incentive pay as they called it) increased the risk-seeking tendencies of managers while decreasing rigid decision making which has been known to be less comprehensive and to narrow attention during performance decline. In other words, the PIP positively affected the decision making characteristics of managers during performance decline. This was because as compensation of the managers were tied to their firm's performance, their personal interest were been realigned to that of the firm and those of the shareholders therefore inspiring strategic behaviours and performances. The PIP encouraged them to 'think outside the box' and be more creative in their approach to tackling issues simply because the success of the organisation became their individual success too.

In addition to positive effects PIP can have on individuals, Fichera & Pezzino (2017) reviewed a PIP (or Pay for Performance – P4P) scheme in which organisations in the health sector like my workplace were rewarded and not the individuals. They found that the introduction of PIP caused an increase in quality of healthcare given, a competition among the primary care providers to employ the best doctors and an increased likelihood of the doctors becoming partners in their workplaces. Their study was focused on General Practitioners in the UK and the reward they received were via capitation and financial incentives from Quality and Outcomes Framework (QOF). The pay went to the GP practice based on their performance and may then be distributed to the GPs as the practice deemed fit. The result of their study further lends credence to the benefits and rewards that may accrue from introduction of PIP in my workplace.

Dowling and Richardson (1997) reviewed the effect of PIP (or Performance Related Pay) on National Health Service (NHS) managers in the UK using questionnaire survey. Similar to

most studies, they found it to have a positive effect on performance and behavioural change though its ability to induce more effort did not spread across board but was noted only among a few managers. This lack of general success was attributed to the perception of some on the flawed method of determining performance, their lack of understanding of how it worked and the perceived unattractiveness of the reward. To throw more light to this situation, Milkovich & Wigdor (1991) showed that performance appraisal on which performance pay is based only motivates when the supervisor is trusted and seen by the employee as a well-informed person. They also reviewed two types of PIP (Variable Pay Plan and Merit pay) and found evidence to suggest that the variable pay plan positively influences job performance in certain circumstances but not enough evidence to suggest same for merit pay. Their report was the analysis on valuation of job performance and effectiveness of PIP by the U.S office of Personnel Management through the Committee on Performance Appraisal for Merit Pay. According to the report, the failure or success of PIP depends on the organisational context such as the personnel system, managerial style, strategic goals and external factors (e.g. economic climate, unions etc). However, for the PIP schemes that recorded success in positively influencing employee commitment, the following were not negotiable: a clearly communicated, understood and achievable performance goals; and an attractive performance pay. Lucifora & Origo (2015) also identified union activities, size of bonus pay and the design of the PIP scheme as factors that need to be taken into consideration when viewing the relationship between PIP and firm productivity. In their study, they interviewed about 450,000 employees from 3000 metal engineering firms in Italy during a ten-year period from 1989 to 1999 and showed a positive relationship between PIP and firm productivity due to its ability to increase employees' effort although this gain was not sustained over time. They suggested that the inability of the potentials or benefits of PIP to be sustained over time may have been due to existence of many other factors on which the PIP scheme depended. However, for the period it lasted, PIP helped to reduce employee turnover besides increasing employees' motivation to dedicate more effort to their jobs, thereby creating incentive for managers to invest in their human capital. In other words, PIP created an environment that was conducive for training to occur. Similarly, Aljumah (2015) reviewed 3 case studies of firms in the Kingdom of Saudi Arabia and like most studies on PIP, found that it had a positive influence on performance and commitment. However, this improvement in performance was also short-lived and not

sustainable in the long run. It was noticeable towards the payment of the bonus but declined afterwards to climb back up again later. He also noted that employees complained of unfairness of the appraisal process hence dampening the feeling of recognition and appreciation the PIP may have had on them. He recommended transparency of the appraisal system, a good understanding of the system and a reasonable compensation package to be in place if the aim of PIP introduction was to be achieved.

Investigating the role of PIP on productivity and wages in Italian firms using secondary data, Konings et al (2016) found that PIP enhanced productivity even under union government contrary to the belief by some authors (Lucifora & Origo, 2015; Milkovich & Wigdor, 1991 etc.) that the presence of unions had effect on the ability or the degree of PIP to improve commitment. All that is needed to combat this limitation is a well-defined policy. They posit that PIP was able to improve commitment because it gave rise to higher motivation and innovation. According to Manna (2008), the most vital thing to remember is that any compensation scheme been considered must be managed efficiently because the process can affect the efficiency and accomplishment of its objectives.

Using empirical data from 23 upper secondary school teachers in Sweden, Lundström (2012) questioned the ability of PIP to enhance motivation and create a committed workforce. One of the major obstacles they found was the perceived shady nature of the performance appraisal process. It was obvious that for PIP to create the desired level of commitment in employees, employees had to understand how the quality of their performance was measured and had trust in the ability and reliability of the supervisor assessing their performance. I believe we have overcome this particular obstacle in my workplace (explained in detail in a chapter one) as the appraisal process is very transparent and has to be agreed on by both the appraisee and the appraiser. Fichera & Pezzino (2017) however, proposed an interesting reason as to why PIP especially in the healthcare sector may not have been deemed to be very effective according to some literatures reviewed. They argue that financial decisions may not be the motivating incentive for doctors; and in situations where reputation and social consideration is of importance to the doctors, the introduction of PIP may cause doctors and other healthcare professionals to reduce their efforts in a bid not to be seen as greedy or particularly interested in financial gains.

2.9 The African and Nigerian Context

A rich picture is the pictorial representation of all the major players, elements, and relationships that need to be taken into consideration when defining, expressing or dealing with a complex problem or when trying to create some improvement. It helps to create a mental note and broaden the understanding of a situation. I sketched one in my attempt to critically evaluate and address my workplace problem. Looking at the rich picture of my workplace, the interaction between it, its various stakeholders and the environment makes it imperative that I need to look at it in the context of its locality. In addition, cultural and community influences play vital role in an individual's commitment (Franco et al, 2002) hence the need to look at the health sector conditions in Africa and Nigeria.

I also choose to visit the African and Nigerian context because as Meyer et al (2002) noted, while findings in one locality may be applicable in other cultures and countries, it would be wise to exercise care when applying models from outside the study area as sufficient differences which can have notable impact on result have been noticed when attempting to examine existing literature against a different culture.

Nigeria is a country in the West of Africa with Cameroun as her eastern neighbour, Benin Republic in the west and Niger and Chad at the North. As at 2006, it was adjudged the most populous country in Africa with an estimated population of 190 million and median age of 17.9 years (UN, 2017) meaning that Nigeria is made up of mainly young and middle aged people. Abuja, where my workplace's head office is located, is the capital city of Nigeria and located in the middle belt region of the country.

Nigeria, like most other developing countries practice mainly the hierarchical organisational structure and unequal power distribution which has been shown to affect workers' commitment and motivation (Franco et al, 2002). Also, the healthcare system underperforms probably due to brain drain or weak health systems (Kirigia & Wambebe, 2006) and one of the aftermaths is poor quality service (Stallworthy et al, 2014).

The country is currently coming out of a recession it had been going through since 2016 and although there has been signs of recovery and a positive outlook, there are still significant challenges ahead, one been that poverty is still unacceptably high with more than 80% of

the population living below \$2 per day (AfDB, 2018), under-employment/unemployment rate is very high at 43.3% (NBS, 2018) and health expenditure per capita even before the recession was just \$93 per year (Stallworthy et al, 2014). The current recession however creates a window of opportunity for private sector healthcare providers like my workplace especially with the growing middle class (Ibid).

Franco et al (2002) noted that research has found that public health system in developing countries is highly plagued by low levels of workers' motivation and commitment. The study by Aveling et al (2015) on two African countries sheds more light on the reason for this generally low motivation. They found that hospitals in Africa were not adequately staffed and resources were small and few with a high percentage of patients per healthcare worker; this affected the commitment of the health workers and the care given by them. They propose that there will be need for investment in the health sector in Africa before adequate improvement can be sought in the health workers' commitment. Based on this, organisations in these counties attempt to implement incentives that will stimulate the desired behaviour among their workers constructed on what is believed is relevant to the setting (Franco et al, 2002). This explains why my workplace has opted to try improving commitment of its workforce through training and Performance-Induced-Pay.

Shortage of Nurses and Midwives in many hospitals in Nigerian due to the current 'No employment policy' (Daily Trust, 2019) has put a lot of pressure and stress on the remaining staff widening the already wide ratio of health worker to patient thereby increasing mortality rate, errors and hardship for patients. A lot of nurses and midwives have retired over the years and the existing gaps has not been filled. Also lack of facilities and adequate resources are impacting on the quality of service the healthcare workers can give and the attitude with which they perform their duties (ibid).

The strain on the healthcare system is evident in the WHO report (2015) which showed that Nigeria has 4.0 Physicians, 16.1 nurses and midwives, and 0.1 dentists per 10,000 population. With this statistics, there is high likelihood for pressure to be on the health professionals which could lead to them developing certain attitudes that ignore basic measures during primary care and emergencies.

2.10 Commitment in the Health Sector Generally

Franco et al (2002) affirms the criticality of commitment in the health sector by noting that it is the commitment of health workers that motivates them to apply themselves to their tasks. Existing Literature has shown that both personal and organisational characteristics can affect employees' commitment (Shui-Yan Tang et al 1996) hence the need to look at the characteristics of the health sector. Also, it is relevant to look at commitment in the health sector in particular because David (2009) noted that as there is a difference between the organisational behaviour and motivational profiles of private employees when compared with public employees; so it is with employees from different sector (service, production, manufacturing etc.). As my workplace is in the health sector, it implies that what applies in the manufacturing sector may not apply to mine hence the need to look at commitment in our specific sector.

The health sector and delivery of health care is highly labour-intensive besides the cumbersome bureaucracies which can be frustrating (Franco et al 2002) and like most sectors also suffers from low organisational commitment among others (Tekingunduz et al, 2017). Subsequently, the quality of service rendered, and the efficiency with which it is done is directly associated with the willingness of the employees to show commitment to their job (Franco et al, 2002). Thus, lack of commitment negatively impacts patient care and have other consequences like decrease in patients' loyalty and hospital profitability (Ibid & Ford et al, 2006) hence the need to evaluate and improve the level of commitment and ensure that staff are adequately equipped with what they need to maintain it. This is especially so in developing countries where targeted recruitment of health workers by richer countries have put a strain on healthcare giving rise to staff shortage, increased workload and employing less experienced and untrained staff (Willis-Shattuck et al, 2008).

2.11 Point of departure in the literature

Randall (2004) opines that training may not necessarily improve an employee's commitment because there is no guarantee that the employee was not more comfortable in his/her status quo. However, because most behavioral changes envisaged from initiatives like training and PIP are implemented and valued at group level, individuals who do not

personally respond to the planned change may go unnoticed. Also, because behaviors are indicative of basic assumptions, it is difficult to ascribe improved commitment to learned or inherent behavior. Therefore, considering Hollis and Guillette (2015)'s position that all animals with nervous system have the ability to learn and adapt to the learning and; also taking into account the magnitude of literature on the positive role of training and PIP in commitment, we agree that inherent plasticity can be overridden.

2.12 Commitment Theories

In understanding the role of training and performance-induced-pay in improving commitment of employees in my workplace, it was necessary to take a look at a few commitment theories.

2.12.1 Social Exchange Theory – SET

This is a theory that studies how two parties behave such that they employ a cost-benefit analysis to determine the risks and benefits of their relationship. It was developed by Thibaut Kelly in 1959 (Bibi et al, 2018) and is the coming together of economic, psychology and sociology concepts that describes the relationship between parties as one that is result-driven.

It was considered necessary to review this theory in the course of this research because it is becoming increasingly utilized in understanding employee-employer relationship (Bibi et al, 2018). The SET is relevant in a wide range of relationships provided the relationship is of an economic nature in that each party to the relationship has a good or set of goods that the other party values. SET pays attention to the cost of a relationship. When it appears the cost is higher than the benefits, problems may arise.

As mentioned earlier in the course of this thesis, my workplace has the responsibility and obligation to effectively equip the employee with basic skills and the employee has the responsibility of reciprocating by performing at their optimum. When any party of this relationship defaults, problems such as the lack of commitment in my workplace which is been addressed through training and PIP arises.

SET explains normative and continuance commitment in that in continuance commitment, the cost of leaving keeps the party in the relationship while with normative, the other party feels a sense of obligation to remain in the relationship. SET proposes that the recipient of a benefit will feel obligated to repay or compensate the giver. The repayment can be in form of positive attitudes or behaviour, hard work, loyalty and commitment. In essence, it can be seen with SET that employees are more likely to perform better when they perceive that they are valued by management or when they have the support of management.

The SET was therefore reviewed in this research because training and PIP are seen as rewards to the employee who are expected to reciprocate by higher commitment to their jobs and to the organization. In other words, training and PIP are the goods been traded in exchange for commitment. Naturally, rewards do not influence people in the same measure. People are impacted or influenced differently even with same rewards. This explains why training-need analysis and evaluation need to be done to ensure the trainees see the trainings as relevant and of value. It also explains why the training and PIP initiatives in my workplace have to be reviewed from time to time to ensure they are still regarded as 'value'/benefit by the employees.

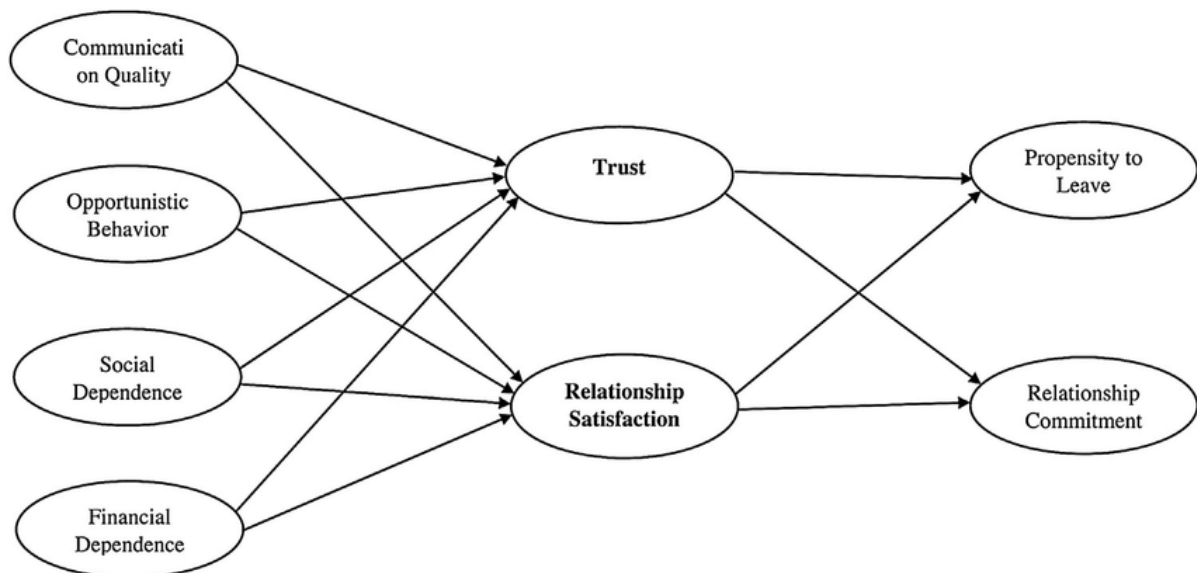


Figure 4: Social Exchange Theory Model (Culled from Jeong & Oh, 2017 pp 118)

2.12.2 Theory of Planned behaviour – TPB

The Theory of Planned Behavior (TPB) links one's behavior and belief as it predicts one's intention to exhibit a certain behavior at a specific time and place. This theory was developed in 1985 from the theory of reasoned action (Nguyen, 2011). What is key in this theory is the behavioral intent of the individual. This is because, the expected beneficial outcome of a behavior and evaluation of the risk, is what drives the likelihood of the behavior. In other words, behavior is determined by motivation and ability. Assessing the impact of authentic leadership on planned behavior, Bakari et al (2017) opines that planned changes can be successfully implemented if leaders 'unfreeze' and 'refreeze' behavior by creating a readiness for change that will build a desire for the change and a behavior that ensures its continuity. In relating this to my Workplace, I realized that we needed to create the readiness for change among the employees. With the readiness created, the employees will see the need for a change, develop a drive to see it through and the behavior to sustain the change. Without this, any training or extrinsic act to motivate commitment will fizzle out after a short while of seeming success.

One of the steps taken to create a readiness for change was the numerous meetings we started with. It was avenue to show the employees 'what-is' and 'what-could-be'. It was an opportunity to help them see that there was great gain if the status quo changed. Another step taken was the identification and introduction of change agents and influencers (natural leaders among the employees) who helped to influence the dominant discourse among staffs. Training the staff and introducing PIP, were our attempts to ensure continuity of the change.

2.12.3 The Kurt-Lewin Field's Theory

The Kurt-Lewin Field's Theory was developed in the 1940s by a Gestalt Psychologist named Kurt Lewin.

The theory opines that the behavior an individual exhibits at any time is within the coexisting factors of the current 'life space'. Life space here refers to a person's conscious and unconscious environment and the person's perspective and personal attributes. In other words, the person's behavior is a function of the person's state and psychological properties of the environment represented as $B=f(LS)=F(P,E)$ where b is behavior, P is the

interaction of the person and E is the environment (Serikov, 2020). All these must be taken into account during a change process and viewed as a whole. There are forces that push an individual towards his goals and although a number of individuals may have similar or same goals, because the force pushing them is different (in other words, their life spaces are different), their behavior will not be the same. Experiences or behaviors of individuals developed from a particular situation will not necessarily be the same despite facing or going through the same situation. In addition, the life fields are dynamic and boundless as they keep changing. As a person develops, the life space is affected. It means that getting to the goal will require a person to keep his or her eyes on the ball. The theory also emphasizes on the importance of every part of the total field as they all work together to produce the final behavior, no part of the field is considered pointless. The behavior a person presents at any given point is his/her perception of the present field not the past or the future (Kariel, 1956), although fields may be adjusted, deleted or added in the course of one's life.

By introducing PIP and training into my workplace to improve employee commitment, I cashed into the fact that the totality of an individual's field is boundless, and changes in the field may alter a person's pre-consciousness. As the theory examines the interaction of the total field and an individual, introducing the initiatives into my workplace is to create a field that has the ability to alter our employees' pre-consciousness as this can be done to gain the most in life (Burnes and Cooke, 2013). To understand and predict change of behavior such as improved commitment, the employees and their individual environment have to be considered as one constellation of interdependent factors. This takes us back to the rich picture that was referred to in the beginning because all aspects on the individual in relation to their surroundings and condition need to be taken into account. This reiterates the stance that the outcome of this initiative is not cast in stone. While it may yield a positive result this time around, the story may not be the same in this same workplace or any other if the 'field' changes. Although the theory shows that analysis starts with the situation as a whole, an early overview will better position an action researcher like myself to broaden the perspective of the challenge or opportunities inherent in the situation. With this, one is more prepared during the research to envisage and tackle the possible hindrances to achieving the set objectives.

Another interesting aspect of the theory is that it recognizes complex life-space concept (Parlet, 1991). Although individuals within the same life space can have different behavioral outcomes, the complex-life concept recognizes that if they converse together, their experience of the situation can become one. This is only possible if and when they interact. In my workplace, interacting through the set meetings, sharing ideas, questionnaires, daily work life etc. are all geared into creating a more complex life-space together and synergizing the same experience to produce same or almost same behavior (Parlet, 1991)....in this case, improved employee commitment.

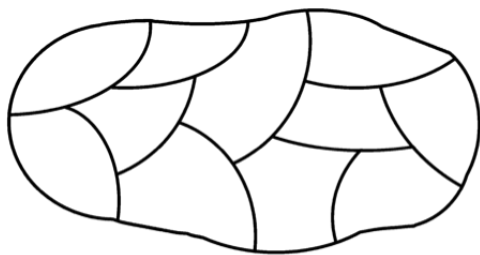


Figure 5: An individual's total field (culled from Burnes and Cooke, 2013 pp 413)

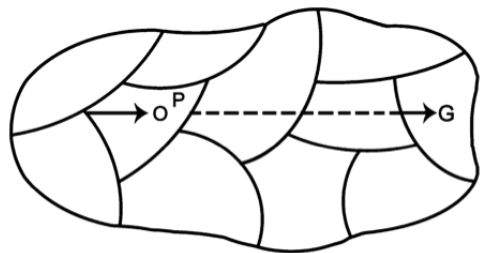


Figure 6: Depiction of the different fields one must go through as forces push them towards their goal (culled from Burnes and Cooke, 2013 pp 414)

2.12.4 Rusbult's Investment Model of Commitment

Caryl Rusbult used the interdependence concept proposed in the late 1950s by John Thibaut and Harold Kelley as the basis for this model (Agnew, 2009). According to the investment model, commitment is a function of satisfaction level, availability of quality alternatives and investment sizes plus the experience of dependence (ibid).

The first variable which is 'satisfaction' refers to the positivity of outcomes when compared to comparable outcomes within a particular setting. It sheds light on the assertions of the literature by Spector (1985) that satisfaction with a job which can give rise to commitment

starts with the mental comparison of an individual between what the job offers and what he expects to get. With regards to my workplace, this will be a question of how satisfied an employee who has previously worked in the same or similar sector currently is when compared to his previous place of work or when compared to his/her dream job. If the outcome they experience in my workplace exceeds that in their previous workplace or what they were expect, then there will be a higher probability of been satisfied with my workplace. If the reverse is the case, wherein the outcome of the previous workplace exceeds the current one in my workplace, then dissatisfaction is inevitable.

A situation where the individual had no previous work experience before my workplace, outcomes will be compared with perception gotten from novels, films, discussion with friends, or dominant discourse at the workplace. Basically, there is usually a reference point one uses to measure outcome and in most cases, it is past experiences.

The question now is, how do we create a positive outcome for employees in my workplace such that when they make their comparisons, they remain satisfied?

The second variable which is the availability of worthy alternatives refers more to the satisfaction that can be derived outside the current relationship. In other words, the seeming satisfaction that can be derived if an employee resigns from my workplace and takes up another employment. If the alternatives are not exponentially more attractive, the employee may decide to remain in my workplace. Take for example, with the introduction of PIP, an employee may earn higher than another employee in a public healthcare sector but will have to check alternatives such as less stressful working environment, job security, shorter working hours etc. On the other hand, the employee may see the bureaucratic nature of public service as a negative hence discarding the other perceived attractive alternatives thereby lending credence to Kurt Lewin's description of life space which is made up of a person's conscious and unconscious environment.

The third variable in Rusbult's model is investment size which is what keeps people in a relationship to avoid the anticipated cost of discontinuing with that relationship. Introducing training and PIP into my workplace is aimed at increasing the investment cost as we realized that to continue earning that level of salary or to be elected for training in a new workplace will take some time to attain. Some organizations will not grant maternity leave and will not

train or promote a temporary or unconfirmed staff and confirmation takes as long as two years in some organizations. With this knowledge in mind, an individual may be committed to the organization not because they lack quality alternatives nor because they are satisfied with their current outcome but because they is a high cost to be paid in discontinuing.

While the three variables influence commitment in one way or the other, there is still need to introduce relationship maintenance behaviors such as a more cohesive team and top to bottom communication between management and employees. These are expected offshoot of the two initiatives we are introducing in my workplace i.e. training and PIP.

2.12.5 Expectancy Value Theory (EVT)

This theory was developed by John William Atkinson between the 1950s and 1960s. According to the theory, expectancies and values determine achievement as they interact to produce outcomes like commitment (Wigfield, Eccles & Moller, 2020). Expectancies are able to shape behavior and choices because it is an individual's belief on his/her ability to succeed in certain tasks or as Rose and Sherman (2007) puts it, it is one's belief about the future.

The subjective task value is the degree to which a person is willing to do something and the drive to sustain the act. It brings an individual to the point of asking "do I want to do this and why?". In determining a subjective task value, value is determined by the importance of the task to identity or self (attainment value), the degree to which the individual maintains interest and enjoys the task (intrinsic value), the perceived usefulness and relevance of the activity (utility value) and how demanding the activity is in terms of time, cost, opportunity/alternatives etc. (cost) .

I can relate the expectancy value theory to my workplace because the employees need to understand why they have to be committed to their jobs and the inherent benefits to themselves and the organization. Ensuring that their expectancies are properly matched with their individual subjective task values will produce the desired behavior of organizational commitment. (Soleas, 2020) pointed out that reward as a driver of developing talent is overstated but instead, attention should be focused on initiatives that build confidence (attainment value), interest (intrinsic value and importance of the task

(utility value). This led me to realize that for my workplace, combining PIP with training in an attempt to boost commitment levels of the employees probably creates a desirable balance. My role as a researcher is now to ensure that expectancy and value are increased so that employee's interest in their jobs are increased.

2.13 Conceptual model and Hypotheses development for the study

From the theories reviewed, it can be confirmed in line with the posit of Sharma et al (2015) that commitment is behavioural/attitudinal. SET pays attention to the cost of a relationship. With SET, a relationship is expected to be mutually beneficial such that commitment is achieved by ensuring that each party keeps his/her own end of the agreement. This behaviour (commitment) can be altered by the activity of the parties to the commitment. The TPB expanded on this by explaining how time and space determines behavior. Knowing that the likelihood of a behavior can be successfully implemented (Bakari et al, 2017) makes it easier for leaders to alter behavior by creating the right space at any specific time. In other words, unconscious and conscious environment employed at the right time in a certain space makes all the difference as opined by Kurt-Lewin Field's Theory (Serikov, 2020). Introducing training and PIP into my workplace at a time the country was going through a major recession and jobs were at risk created an environment that was highly desirable and capable of motivating employees into commitment (Maijega, 2018).

The behavioral intent of employees to be committed in the workplace depends on various attributes such as the personal needs of the individual, the investment size/cost of discontinuing a course of action, the availability of worthy alternatives and experiences of the employees (Agnew, 2009). When this attributes are taken into account and appropriately addressed, then commitment in my workplace can be envisaged.

The various theories were incorporated in creating a conceptual model for this thesis. The model is built such that training and PIP are targeted and envisaged to meet the personal needs of the employees and reduce the number of worthy alternatives they have. It also involves the emotions of the employees by making them count the cost of wanting to change jobs at this point in time. These all work together to create a behavioral intent which

tends towards commitment in the employee. Because commitment is an individual concept (Franco et al, 2002), the way and manner each employee becomes committed in my workplace will vary depending on which of the attributes is been satisfied by the initiatives been introduced in my workplace. The proposed conceptual model for this study is expressed below:

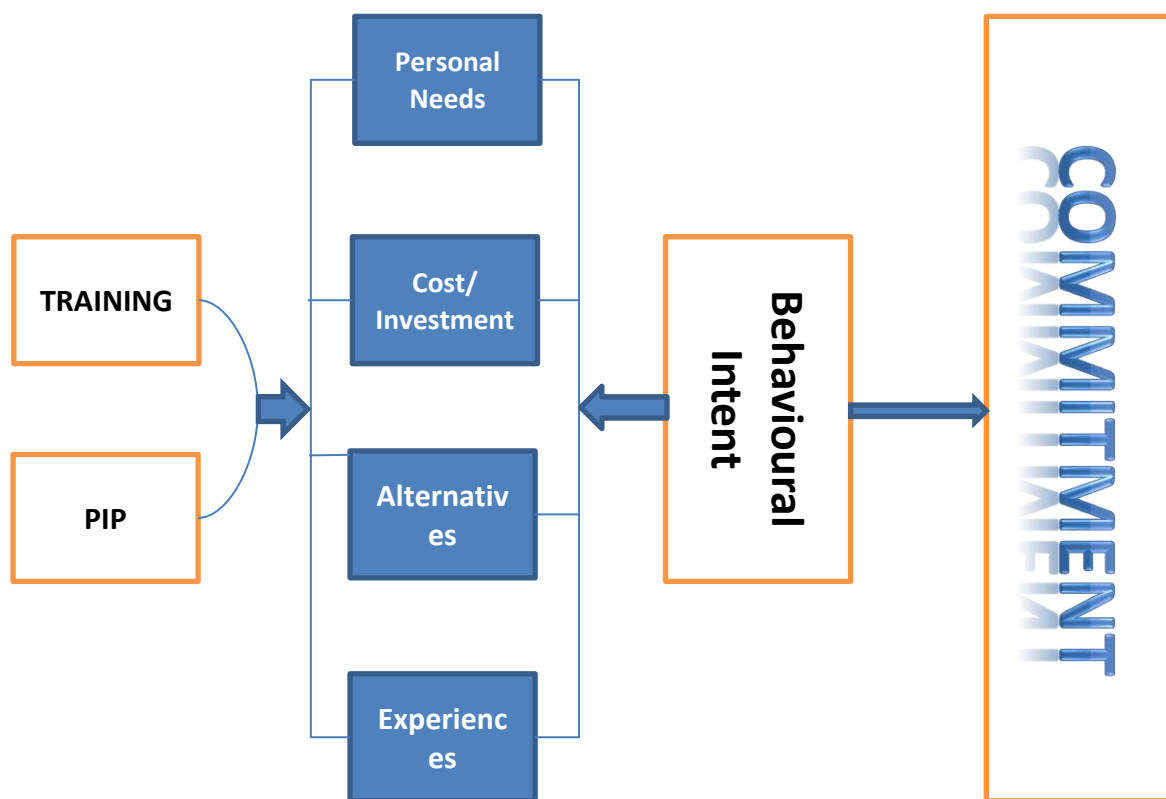


Figure 7: Conceptual Model of this thesis

With deference to the conceptual model, the hypotheses for the study is that training and PIP can address lack of commitment in a private sector hospital in the capital city of Nigeria because it can meet personal needs, increase experiences and reduce the attractiveness of alternatives by raising the cost of leaving the organisation thereby making the employees more committed and determined to make a long lasting career with my workplace. The hypothesis for this study is hereby expressed as:

H_1 : Training and PIP have significant effect on employee commitment in my workplace.

Summary

This chapter looked at commitment in detail (the types, unique characteristics, consequences, Foci, indicators etc.). The definition of commitment and employee commitment were viewed from different authors and it majorly centred on one thing - the force that drives a positive attitude by an employee towards an organization. The various literatures showed that it is internal (Franco et al, 2002), it is psychological (Sharma et al, 2015), it differs in targets (Smith, 2009) and independently influences behaviour despite existing intrinsic and extrinsic factors (Wiener and Gechman, 1977). The indicators of commitment in the workplace and the consequences of not having a committed workforce were discussed as well as some various factors which can play a role in increasing or decreasing employee commitment. Indeed, the positive energy exuding from a committed workforce is always visible and affects how things are run in the organization.

The three types of commitment and its relevance to the workplace were reviewed. Knowledge of the different types will help know what strategies to adopt in addressing the issue as each one has a different implication for the organization and managers (Meyer et al, 2002).

Also in this chapter, existing literature on the effects of training and PIP respectively on employee commitment were reviewed. Training and PIP among many options were chosen for improving the commitment level at my workplace after a rigorous period of reflection, deliberation and inquiry. Now, literature have showed that they have the capacity and ability to create or improve employee commitment.

The literature reviewed on training showed a positive relationship between training and employee commitment. Training was seen to boost commitment (Demiral, 2017), increase job satisfaction (SHRM, 2016), create loyalty (Bibi et al, 2018), increase productivity (Halawi & Haydar, 2018) etc. These are desirable effects and supports the effectiveness of introducing training into my workplace to boost employee commitment.

Despite the evidences to show that training is a worthwhile investment on employees, it is still a surprise that it is not generally adopted by all firms. My workplace (despite its size and

reputation) had only just begun to take advantage of the benefits that can be derived from employee training. This reluctance to train employee could be linked to challenges mentioned earlier such as bureaucracy, management structure, limited resources, etc. (Halawi & Haydar, 2018).

With regards to PIP, the literatures reviewed had conflicting views. Although there was a general consensus on the positive effect PIP may have on commitment, there were divergent opinions on how lasting or wide spread such effects may be. There were also different forms of PIP – the merit pay, lump-sum payments, profit sharing etc. The degree of success differed with the different literatures. While some were of the opinion that merit pay generated the highest level of commitment (Park and Sturman, 2016), others posited otherwise (Milkovich & Wigdor, 1991). Besides, it was found that many factors determine the degree of success of PIP such as the employees' perception on the fairness or clarity of the performance appraisal system, their understanding of the modalities/calculations and the magnitude of the bonus (Dowling and Richardson, 1997; Lundström, 2012). Other factors that were seen to influence the effectiveness of PIP included union activities, economic climate, alignment of the firm's strategic goals with the employees' etc. (Lucifora & Origo, 2015). Union activities seemed to be a common culprit and this Walton (1985) attributed to the fact that it had the tendency to "institutionalise conflict and lacklustre performance" (Ibid, pp 79). However, Manna (2008) summarises the benefits of PIP by positing that when skilled, experienced employees are well rewarded, they will perform to their absolute best.

In addition, deliberate effort was made to look at commitment in the healthcare sector not just globally but in Africa/Nigeria (where my workplace is based). Apparently, commitment in healthcare sector in Nigeria as in other developing countries is generally low due to low quality of working conditions, high patient-to-health worker ratio (Aveling et al, 2015), organizational characteristics (Shui-Yan Tang et al 1996), bureaucracies (Franco et al, 2002) and many others. The review of the various concepts of commitment and the effect of Training and PIP brought to light the gap in existing knowledge which this thesis will attempt to introduce in anticipation of a future study on a wider scale.

The chapter rounded up by reviewing some commitment theories. These theories illuminates why and how Training and PIP can influence commitment level provided they are properly applied and the benefits and value suitably accessed. A conceptual framework for the thesis was developed based on the understanding of these theories and the hypotheses for the thesis formulated accordingly.

Considering the importance of getting a result that is reliable and valid, all these factors will be taken into account as this project progresses.

CHAPTER THREE - METHODOLOGY CHAPTER

Introduction

In this chapter, different epistemology and ontology approaches are acknowledged and the one best suited for this research is identified and expounded in detail, explaining why it is considered most suitable for this research. This is crucial because methods inquiry and data collection is streamlined and more purposeful when the ontology and epistemology approach of the study is known (Creswell, 2007). In the course of this chapter, we see how the research approach for this study corresponds to relativist ontology and Social Constructivist epistemology. The research methodology is Action Research and the method for data collection is both Quantitative and Qualitative.

This section also shows and clarifies how this study fits into an ongoing Action Research process. It also categorically explains why AR is the best option for my workplace based problem.

Finally, the chapter looks at the measurement and statistical analysis of the two sets of data with justifications on the data collection and analysis method used plus discussion on the ethical consideration undertaken for the study and the validity and reliability of the instrument used.

3.1 Research Strategies used in this thesis and their justifications

3.1.1 Ontology

Before discussing the methodology and methods for this thesis, there will be need to look at the ontology, and epistemology. This is because methods and techniques are determined by methodology which is determined by epistemology, which is determined by the ontology. Easterby-Smith et al (2013) who defined ontology as “views about the nature of reality” (pp 344) recognized the existence of four different positions of ontologies namely Realism, Internal Realism, Relativism and Nominalism. I choose the relativism ontological position because I do not agree with the realist’s stance of the existence of single truth and its assumption that facts can be revealed due to the belief that laws are absolute and does not change with further observations.

Relativism on the other hand recognizes the role of individuals in creating 'truth'. Organizational issues could be wicked problems. Wicked problems are identified as those problems that have no right or wrong solutions, are complex, interdependent and have to be viewed from various angles to determine what could be built on and what needs fixing (Grint, 2005; Vandenbosch, 2003 & Churchman, 1967). Also, I see my workplace as a Complex Adaptive System (CAS). Maguire et al. (2006) described CAS in 10 features as open systems, which interact in rich, dynamic, non-linear, short-range fashion to produce both positive and negative feedback loops. These systems are self-organizing and operate under non-equilibrium conditions with histories that exhibit their individual elements while retaining their distinctive characteristics irrespective of the system they are nested in. CAS co-evolves. That means they adapt and evolve to fit into their environment and the adaptation influences the environment which also adjusts to fit into the evolved system. This cyclical process continues until a stabilizing effect called "damping effect" or "damping out" (McKelvey, 2002) is created. The 'damping effect' is what terminates and evens out the feedback response between the system and its environment.

These characteristics of my workplace generate an attitude of inquiry which is very needful in understanding and analysing my workplace problem (Greenwood & Levin, 2007) because there could be different explanations to a behaviour or different outcomes to a workplace initiative. Thus interpretation changes depending on context; making 'truth' to vary from time to time, and from one setting to another (Easterby-Smith, 2013) hence my choice of a relativist ontology.

In choosing relativist ontology, I considered that as an Action Researcher, my study is not aiming to recommend a solution that resolves all and every commitment-related issue/challenges that may be encountered in any organization but rather, it aims primarily to resolve the one in my workplace with a view of adding to existing knowledge while doing so. Other organizations may recommend it for their workplaces and it may work for them or may not because as I already mentioned, 'truth' varies from place to place and those other workplaces are open systems which can co-evolve.

3.1.2 Epistemology

With regards to the epistemology for this study, the social constructivism position contains assumptions that there is more knowledge than the scrutiny of external reality. It is an interpretive method which uses the medium of language and sharing of experiences to make sense of the world (Creswell, 2007). In essence, the social constructivism position explains reality as determined by the people. With this epistemological position, the context of the participants' workplace and locality is also a point of focus in understanding the settings because what people say cannot be alienated from the context in which it was said. This explains why I narrowed the literature down to healthcare sector and Africa/Nigeria in particular as this will help to inform the research.

Hence, my mission as an Action Researcher will be to appreciate the various, different and subjective meanings people attribute to their experiences. That means the focus shifts from gathering and measurement of facts to thoughts, feelings and interaction (both verbal and non-verbal) of the people. Understanding and appreciating the different experiences of employees in my workplace and how they make sense of a situation and aim to better understand the situation is paramount in the social constructivism epistemology.

The normal constructivism position unlike strong constructivism also allows the construction of new knowledge while recognizing that independent objective knowledge can exist. Its recognition of independent objective knowledge was the reason for the literature review chapter. The various issues related to the resolution of lack of commitment are better understood in the light of existing knowledge (Ernst, 1996).

Considering my ontological and epistemological position, I will be considering a methodology that incorporates the perspective of the employees at my workplace and one that allows me the opportunity of taking the complexity of my workplace into consideration; one that progresses as I draw out ideas from collected rich data; one in which I can be part of the organization without the bias of making assumptions from pre-understanding although I am aware that my background and experiences can shape my interpretation. A methodology and data collection process that will slowly build up my understanding of my workplace situation appeals to me because there is higher likelihood of more ideas and insight arising from it unlike if I were to get all the information I need in one accurate go . I need a method that allows me review, evaluate and make necessary adjustments. This is the one way I can achieve double and triple loop learning. Besides, using only objective

information collected in one go will not give the desired result in a complex adaptive system like my workplace.

So, as I seek a deeper insight into my workplace based problem, I intend to use data that is objective while not ignoring details that require thoughtful interpretation. In essence, I will consider using both objective and subjective data. I opt for this because objective data alone will not give the desired understanding and insight, so I would rather combine both strategies for optimal result. That is why I proposed to combine both qualitative data collected via questionnaire and quantitative data collected via administrative records.

3.1.3 The Qualitative Approach to Inquiry/Methodology

Numerous approaches are proposed for use in qualitative research but I intend to consider one of the five qualitative approaches which Creswell (2003) identified – Narrative, Phenomenology, Grounded theory, Ethnography and Case study. Although I intend to include and analyse administrative records using quantitative approach, my research is a qualitative research because I need to explore an identified workplace problem, and I need detailed and complex understanding of the problem that has been identified. Qualitative study enables empowerment of individuals to ‘make their voices heard’ and reduces the existence of power relationship between the researcher and the employee (Creswell, 2003).

After a review of the numerous approaches, I have determined that ethnographical approach is the most appropriate design for my research. This is because with ethnographic research, theory is developed by examining a large number of individuals (Larger than grounded-theory’s 20 or 30) in the same location who interact and share the same process and in so doing, have developed shared patterns of behaviour and beliefs. The group has to have been together for a reasonable length of time to allow shared values and beliefs to be noticeable. In the case of my workplace, it is the general lack of commitment that has been noticed. These shared patterns and belief are of interest to me as a researcher in both the process and outcome of the research.

As an ethnographer, I will be focusing on an entire culture-sharing group (all the employees in my workplace) and interpreting shared learned pattern of behaviour and belief as we work towards addressing lack of commitment in my workplace with training and PIP. As

expected in ethnographic research, I am involved in the day to day work-lives of the participants. Easterby-Smith et al (2013) recognizes ethnography as a strong form of constructivism.

There are various forms of ethnography but I settled for the realist ethnographical approach. This is an approach that reflects my stance and objective account as a researcher towards the attitudinal changes I observe in employees in my workplace following the introduction of training and PIP to combat lack of commitment. It involves reporting objective data which is not contaminated by personal bias/goal and judgement hence the desire to avoid open-ended questionnaires which could become contaminated as I deduce and extract data. As a realist ethnographer, I have the final word on the interpretation and presentation of the participants' views. In summary, Creswell (2007 pp 70) posits that "ethnography is appropriate if the needs are to describe how a cultural group works and to explore the beliefs, language, behaviours, and issues." With ethnographical approach, the final product of the research is an expression of the views of the participants (emic) and the interpretation of the researcher (etic). Therefore, although I will be interpreting the data collected and from it challenge or extend existing knowledge; it will reflect the view of the participants.

When I use the term 'cultural group', I am referring to a group with something or social relation in common and in this case, it is same employer, same sector and same workplace in common.

Although, I have stated that I am conducting my research from the point of view of a constructivist epistemology, I have seen the need to also draw from positivist epistemology as well because it will assist to increase the validity of the results of the study and its generalization.

3.1.4 Action Research (AR) Approach

The Target of the DBA

The main aim of the Doctorate of Business Administration (DBA) Programme is to engage one in practice-based learning and research. This helps one solve real and existing

workplace problems by intensely engaging with the workplace (Bennis & O'Toole, 2005). Another essence of the DBA is to create a balance of both relevance and rigour as that seems to be the only way to produce a well-rounded leader (Cho & Egan, 2009). Also, the DBA produces cutting edge business executives who are not weighed down with rigours and analytics and who are able to integrate what they have learnt and studied into real-life situations. It produces leaders who have both the academic knowledge and knowledge that can be of immediate relevance to their organizations (Starkey & Tempest, 2008). I see myself through this DBA programme as a leader who is interested in solving an organisational problem like most other leaders but with emphasis on the relevance to my workplace first and foremost and then the general body of knowledge.

Increased competition among academic providers/business schools, globalization, continuous personal development of managers and leaders to gain more knowledge without giving up their well-paying jobs, decline of same set of people leaving their jobs for full time study and the urgent need for leaders and business school graduates who are hands-on and able to handle real life situations they come in contact with have all contributed one way or the other to bring about the changes from the traditional method of teaching in business schools to the current methods like the DBA which lay more emphasis on generating relevant knowledge for immediate use.

Action Research in my Workplace based problem

For my workplace problem, I chose the Action Research approach because for a research to be relevant to professional practice and organizational learning, AR is the most appropriate and effective approach (Zuber-Skerritt & Perry, 2002). It is like a three prong fork that benefits the organization, the body of knowledge and the researcher as it develops managerial soft skills.

The lack or relevance of traditional organizational research to organizational issues is evident in the persistence and prevalence of those issues despite the abundance of existing literatures. Some of the recommendations or posits do not work in the real world of practicing managers. This has created a gap and has created an avenue for AR to make a difference. Also, some recommendations do not take into account the peculiarity of an organisation or the unique environment it may be operating in. In situations like my

workplace, AR is a preferred option because AR is spontaneous and concentrates on a practical need at that point in time unlike traditional research (or scientific knowing according to Coghlan, 2011) which is methodical. For this reason, the knowledge derived from it is situational and not general. It is focused in the present and the researcher is directly involved in the setting.

Although AR was initially often seen as lacking in rigor because it is perceived not to comply with the usual acceptable standard of intellectual rigour present in academic research (Brannick & Coghlan, 2007), it has become common and more widely accepted because Knowledge creation has moved beyond the classroom, business schools and boundaries of universities to the offices where they are needed, where the practical problems are encountered and tackled (Huff, 2000). This does not belittle the place of business school but highlights its place in finding a balance in today's workplace problems.

Considering all that has been said above, it was in the best interest of my workplace and myself as an action researcher to approach the resolution of my workplace problem using a scholarly practitioner approach and Action Research. This approach uses a combination of personal experience, industry knowledge and theory based knowledge (Tenkasi and Hay, 2004). This requires reflexive critique while including the perspective of all stakeholders (Antonacopoulou, 2004). The scholarly practitioner/AR approach involves continuous review and integration of insights from existing literature thereby ensuring the research is firmly anchored in existing knowledge which gives it rigour and reliability.

With AR, critical reflective thinking is required because it has the ability to open up inquiry into areas hitherto ignored. According to Rigg & Trehan (2008 pp 374) it “engages participants in a process of drawing from critical perspectives to make connections between their learning and work experiences, to understand and change interpersonal and organisational practices”. It is also a means to interpret and create new knowledge drawn from experiences gained in real life workplace situations.

AR Phases and Aspects

There are two phases and two main actors in AR. The first phase identifies and clarifies the workplace problem and research question respectively while the second phase carries on by

starting and continuing the change process. That is to say that identifying a problem is not enough. The two phases must be present for a full AR project to occur. On the other hand, main actor in AR are the insider and outsider. The insider is affected by the outcome of the AR because the insider 'owns' the problem and lives with the outcome even as they determine the direction of research focus while the reverse is the case for the outsider. The outsiders for this research include the customers, stakeholders, and existing literatures which have given me insights on employee commitment, training and PIP. These have all helped to facilitate the learning process directly or indirectly.

Björkman & Sundgren (2005) also notes 2 important aspects of been an Action Researcher. The first is the need to clarify the research with regards to both the researcher's and the organizations' commitment and the second is to manage political and ethical issues that may arise in the course of the research. These two important issues can be addressed through a model of four features (see Figure 8). The first portion of the model suggests finding a red and hot issue. This is because buy-in will be easier with an issue that is relevant, of interest and of importance to the organization. It will also be easier to overcome any political barriers that may arise and ensure focus and commitment to a resolution if the issue been addressed is considered 'red hot'. Addressing the issue of commitment in my workplace was agreed upon because we could classify it as a 'red hot' issue to management, staff, customers and stakeholders.

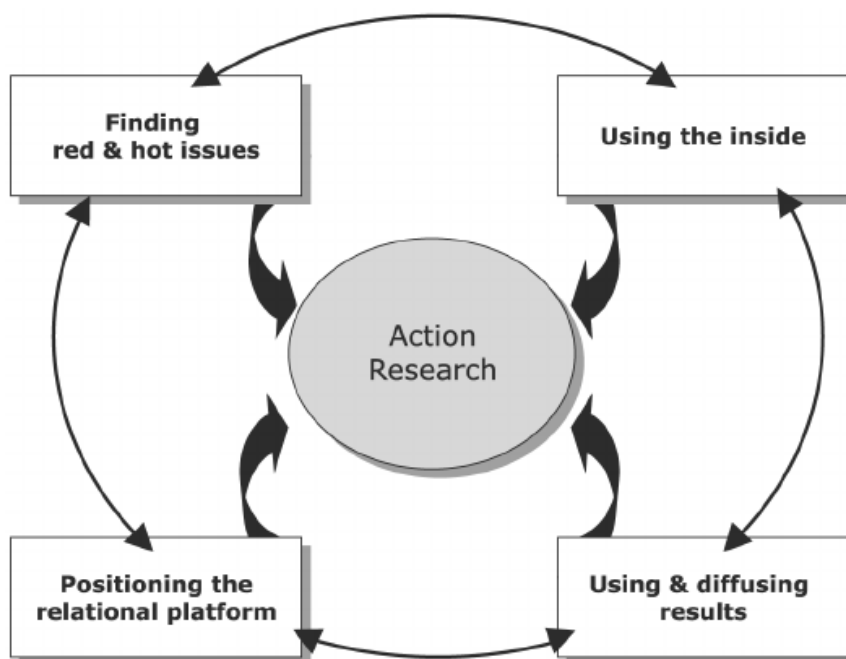


Figure 8: Four AR Aspects and their Interconnectedness (Culled from Björkman&Sundgren, 2005 pp 406)

Using the inside: involves finding and tapping into opportunities already embedded in the organization such as resources, skills, discourse; developing networks; interacting with sponsors etc. The collaborative aspect of AR and ability to create a better understanding of a workplace problem will not be possible if I, as a researcher, cannot 'use the inside'.

Using and diffusing results: Björkman&Sundgren (2005) noted the presence of both risks and challenges that can be associated with diffusion of research results. This includes dealing with resistance arising from anxiety and fear, breaking the group think and dominant discourse that could hamper progress, handling confidentiality etc. I addressed these in my workplace as the research progressed through meetings to discuss progress and findings, maintaining an open door policy and using change agents from within the organization. Confidentiality was maintained all through in line with ethical considerations and approval. It is noteworthy to be mindful of the fact that results can be unpredictable and not come out as expected. I was prepared in the event that such happened.

Positioning the relational platform: A show of commitment to the research and organization creates a sense of responsibility hence making it easier for the researcher to gain access to sensitive information and relate well with the participants and progress to the level of co-researchers as noted by Marshall & Reason (2007). A positive relational platform helped me secure opportunities and long term support which is positioned to stretch beyond the duration of the research.

The Dynamics of AR

The Cogenerative Action Research Model adapted from Greenwood & Levin (2007) (See Figure 9) shows the sequence of an AR project. As can be seen from the model, the first step is to define the problem. I have defined my AR problem as the lack of Commitment among employees in my workplace which is a private healthcare provider in the Federal capital territory of Nigeria. The next step is communication. Communication can be among participants, actors or self. Communication with participants and actors helps to address assumptions, beliefs etc. it grants opportunity of building various perspectives different from that of the researcher and in this research, to see the workplace problem from the point of view of the employees who are said to have low commitment level. This was carried

out via series of meetings and dialogues, identification and empowerment of change agents and issuance of questionnaire that covers the employees' perception of commitment before and after the introduction of training and PIP. Communication with self opens up the reflection and inquiry process. This is a deliberate, intentional process which must be carried out with the researcher remaining open and receptive all through the process. For me, learning and cognition occurred during this process and this was enhanced when I, the researcher was able to pay attention to observable data, predict the data and give acceptable explanation of the pattern/data which was been observed. The learning which occurred created more room for more reflection and inquiry based on greater insight that had been gained of the workplace problem during the communication phase. The advanced reflection and inquiry lead to identification of more problems which had to go through the learning steps again hence the circle continued and still continues. One benefit of the inquiry process is that it assists in regularly exploring and fine-tuning the AR process as issues emerge while reflection assists in ensuring a quality AR. For my workplace project, it was at the communication phase that we were able to decide what steps could be taken to address the workplace problem which had been defined. One of the purposes of action learning according to Mumford (1996) is to 'ask the questions others will not ask of themselves.' This led us to communicate and ask questions on the erstwhile status quo in my workplace: what could be done? How could it be done? Why hasn't it been done? What are the challenges? What are the benefits? The communication step for me is ongoing as I have to continually reflect and inquire as the project progresses and also give and receive feedback hence constantly increasing my learning as a result. This is more so as the inquiry process also helped metamorphose my relationship with the employees from 'subjects' to 'co-researchers' as all the actors bring in their experiences, discourse, views and understanding together to generate solution and increase knowledge.

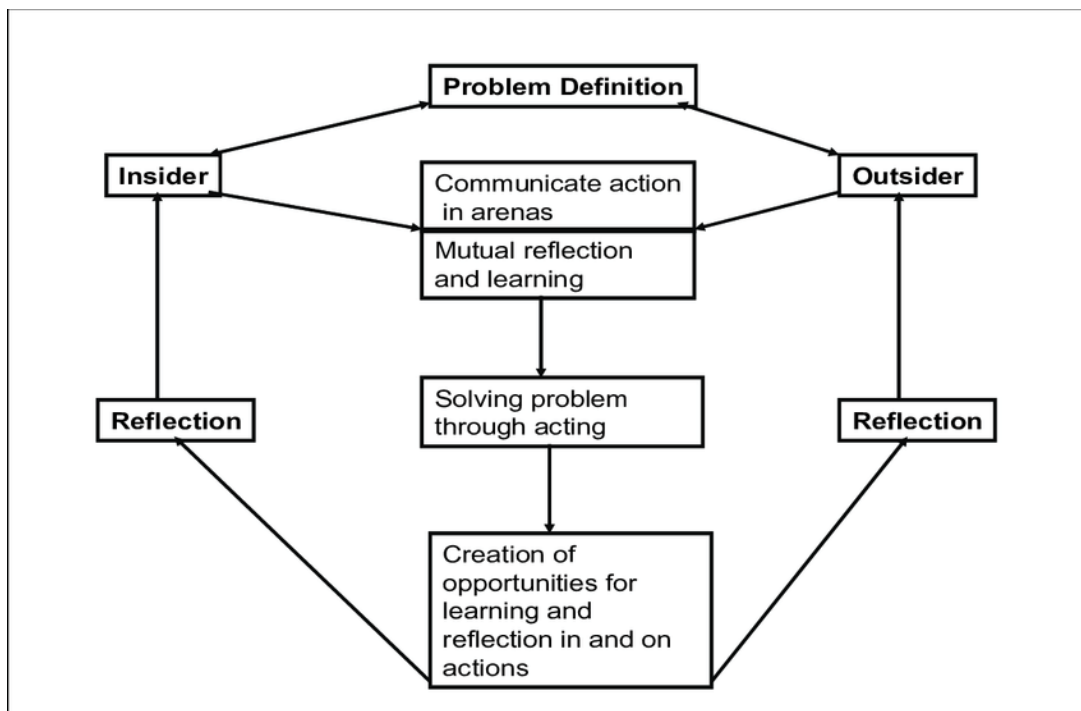


Figure 9: Cogenerative Action Research Model - Culled from Greenwood & Levin (2007 pp 94)

Reflexivity (Reflection) and Inquiry as key aspects of my AR thesis

There are various forms of action research in practice and while Cassell & Johnson (2006) identified five namely: Experimental action research practices, Inductive action research practices, Participatory action research, Participatory research practices, and Deconstructive action research practices; the use of the different forms depends on the situation and setting. However, the iterative cycle of activities and stages involved in problem identification, diagnosis, planning, acting and appraisal of the outcomes of a management decision or action remains consistent across the various forms. During the iterative stages, the key things is the reflection, learning and decision making that goes on.

Thinking via critical reflection challenges our cultural beliefs and practices, values and social structure to the extent that we are compelled to realise that these assumptions we have about the world are confined within the walls of our historic and cultural context hence forcing one to imagine alternative ways that challenge the predominant ways of acquiring knowledge and acting. Having challenged these assumptions through reflection, we then have the choice whether to continue in the usual way of thinking and acting or to dare

something new. With this knowledge, we were able to ask ourselves questions regarding my workplace problem such as:

- Why are we using training and PIP to address my workplace problem?
- What were our other choices?
- How well are we handling my workplace problem?
- What emotions are at play?

In essence, reflexivity questions my existing understanding. This is a good thing because pre-understanding and the bias it creates are a hindrance to AR. Due to the questioning that arose in the process of reflexivity, action was taken to consolidate findings and engage in conversation which aimed at further seeking to understand the situation from various perspectives. This was helpful in identifying behaviours that can directly or indirectly affect the outcome of the research. Reflexivity helps a researcher recognize their creativity in solving organizational problems and makes one mindful of feedbacks as they have the potential to influence judgement. Through reflexivity, we were able to decide and narrow down on the workplace problem to research on in the face of diverse organizational issues competing for attention. In addition to the issue been researched warranting attention, it had to instigate ongoing learning and make contribution to knowledge. I therefore had to be focused and ensured my interpretation of findings was not swayed purely based by what others say or think but also as a result of my findings from various sources and using various methods. This way, I was able to leave room for adding or removing of 'layers' and going through the cycles in AR.

"Multi-perspective, multi-voicing, positioning and destabilizing" (Alvesson et al 2008 pp 480) were identified as the four sets of practice that can be used when undertaking reflexivity. I approached my workplace based problem as mentioned earlier from the perspective of existing literature, theories, the stakeholder, the staff, management and myself. I applied multi-voice by listening to all involved and getting their opinions through meetings, dialogue and questionnaires. I positioned by narrowing my research to a particular workplace problem in a particular sector (the private health care sector) and constructing knowledge that is relevant to the target society, location and setting and I destabilized by having my

assumptions, bias and pre-understanding challenged. I developed new understanding as I let go of erstwhile norms and went through the four stages of AR.

In essence, with reflection I was able to encompass critical elements of assumptions and presumptions, view the problem in context and was able to reflect critically on issues and questions that were raised in the course of the research from the management, employees and stakeholders. I was also able to subject my values, assumptions, sense making etc. to reflection by asking good questions. This made avenues available for improved learning and receiving and working with feedback.

However, bearing in mind the cyclical nature of AR, I was careful not to be stuck in reflexivity thereby going round and round in circles as cautioned by Weick (2002).

Characteristics of my AR research/Thesis

According to Eden & Huxham (2005 pp 75), though various forms and approaches of AR exists, the common underlying description is that it “results from an involvement with members of an organization over a matter which is of genuine concern to them”. Based on this definition, AR is seen as a form of inquiry which practitioners, managers and leaders undertake as they attempt to improve their workplace. As an action research project, this thesis therefore is more of inquiry on how I can use training and PIP to address my workplace problem which has been identified as lack of commitment in a private specialist hospital in the Federal Capital Territory (Abuja) of Nigeria.

One of the characteristics of AR outcome as outlined by Eden & Huxham (2005) is that the results generated should be able to inform other context. This has however been the main point of argument between the proponents of AR and Scientific research. While the target is for the research to be of immediate relevance to a real life/practical workplace situation, because its relevance is an indispensable prerequisite for rigour (Starkey et, 2009), all attention should not be focused on the relevance of the research and its immediate applicability to the workplace but should also be able to extend beyond and inform other contexts because the result of the research is expected to be incremental as it moves slowly and gradually from the particular to the general. Each organization is unique and distinct but lessons learnt from one can be applied to the other which explains the Literature review

section. This research taps into existing literature on employee commitment and the roles training and PIP can play on it and the reviews of these literatures inform implementation of my change process while bringing to conscious awareness the practicality involved in resolving my workplace problem. Without the rigour, there is no basis for relevance and for this reason, all steps have been taken to ensure that this thesis is not only relevant but rigorous in its approach.

Among the various forms of AR identified, I am inclined to believe my research is more of a Participatory Action Research. This is because this approach “works effectively to link participation, social action and knowledge creation” (Greenwood et al, 1993 pp 175). It is relevant in knowledge creation and is depends on the participatory intent of the research and the achievable degree on participation. Considering that the entire employees in my workplace are enrolled in one training or the other as a result of this initiative to improve commitment and all are involved with the PIP implementation (although the bonus payments can only be enjoyed by those who meet the qualifying criteria), the degree of participation is 100%. However, in reality, there is an element of a mix of the other forms after reflectively identifying the ontology and epistemology. Strictly narrowing down to a particular AR form is as Cassell & Johnson (2006) noted “a rather pointless mission” (pp 806).

3.2 Using the Mixed Method Approach

A mixed method approach was considered for this research because according to Harper (2019), mixed methods research is advantageous in providing multiple perspective to a situation as viewing from one direction may not be able to contribute effectively to understanding the different aspects of a problem. Seeing a problem from one facet can be misleading. If results from different methodologies produce similar results, it reinforces the strength of the research.

The decision to use a mixed method approach was founded on the premise that the research is an exploratory one so it was important to ensure that any weaknesses that may hamper the comprehensive understanding of the outcome was eliminated. With mixed

method, the researcher gets the opportunity to amplify the strength of each method used while minimizing the weaknesses of each in one single study (Wambugu and Njoroge, 2021). My workplace problem like most organizational problems are complex 'wicked' problems hence using a mixed methods approach offers the opportunity for a comprehensive understanding of the problem and captures the complexities of the phenomena. Fortunately, the data collection and analysis aligned well with the research paradigm.

I have considered the sequence and dominance of the qualitative and quantitative methods and settled for the compensatory design method (Easterby-Smith et al, 2013). With this design, the sequencing is such that none takes precedence over the other, they can be done at once or separately and the order of collection (i.e. qualitative first or quantitative first) does not matter as none affects the other. With regards to dominance, although the qualitative (questionnaire) will use more resources, they are approximately balanced in significance and importance. The quantitative (administrative records) is to complement and augment the qualitative result. The qualitative and quantitative will be analyzed within their respective traditions. This supports the aim of using a mixed method to increase the credibility and validity of results from the research, it will also serves as an avenue to combine the confirmatory and exploratory aspects of my research at the same time and offer more robust inferences. As I explore the effectiveness of employee training and PIP in addressing lack of commitment in my workplace, the results of the quantitative will hopefully confirm or refute the qualitative.

3.3 Design and Participants

This research was carried out among staff in a private hospital in Abuja, Nigeria. The management of the hospital having identified lack of commitment as the major barrier to achieving its goals and vision agreed to introduce training and PIP to improve the commitment of its staff. This research is therefore aimed at measuring the effect of training and PIP on the hospital employees' commitment.

A training schedule was created and implementation began in January 2017. The initial schedule has run through its course and is subsequently proposed to be an ongoing concern. PIP, on the other hand was included into the pay package 6 months later (June 2017).

The training packages differed depending on individual roles. The medical doctors received various update courses depending on their specialities, infection control courses etc. Nurses and Midwives also received update courses, moving and handling training, infection control, Basic life support, Managing and administration of controlled drugs, Palliative care trainings etc. Cleaners, Lab scientist, Security, Maintenance and Admin staffs received Infection control, Basic First Aid course etc. Nursing Assistants received trainings on care of the elderly, Mental Health awareness courses, infection control, Basic First Aid etc. Security staff also received security awareness tips in addition to Basic First Aid, customer service and Infection Control. The trainings were all tailored to the different roles and it was ensured that they were relevant and necessary to the intended participants. The relevance and necessity was determined in joint collaboration by the staff and management via surveys, focus groups, questionnaires and meetings.

In setting the criteria for measuring performance in my workplace (on which the PIP payment was based), individual employees have set work objectives like: zero errors rates, commendations from clients, excellent customer service, punctuality, time-management skills, job performance etc. and Key Performance Indicators (KPIs) such as revenue generated directly by the action of employee, new clients introduced to the hospital etc. The employees are ranked in one of five bands based on the extent to which the set objective has been met where band one shows consistence in exceeding set objectives and band five indicates little or no progress in meeting set targets. Apart from direct assessment of employees' performance by the supervisor, most of the objectives and KPIs are usually keyed into the system on daily basis, and only need to be retrieved when needed. Direct assessment is done by the line manager and reviewed by a more senior authority (the line manager's supervisor). To ensure fairness and reliability of managerial judgement in performance appraisal; job analysis, specification of performance standards and KPIs are used to inform and focus managers on the appraisal process. With this, the managers are able to form a reliable estimate of their subordinates' performance levels. In addition, the

appraisals recognised the employees strengths and weaknesses, evaluated ongoing training and provided an opportunity to create additional training programs as the need arose. Bonuses are paid based on employee's ranking with employees on Band 1 receiving 10% bonus, employees on Band 2 receive 5% bonus and employees on band 3 receive 2% bonus. Employees on band 4 and 5 get no PIP. The PIPs are paid monthly.

Qualitative and quantitative data were proposed and used in this research. The quantitative data was ethically extracted from company administrative records while the qualitative data was acquired via questionnaires administered to all staff.

3.4 Methods of Inquiry and data collection

The data are in 2 parts as already mentioned - Quantitative data and Qualitative data

The quantitative data is a nine months' extraction of the company records and administrative data before the introduction of training and PIP and nine months after (following a year's interval). Average figures of data from January to September 2016 and average figures of data from February to October 2018 were obtained. This allowed at least a 12-month period from the introduction of training and PIP to the collection of data. Administrative records extracted were average monthly records of errors, customer complaints received, customer commendations of staff, monthly profit, number of new clients registered, lateness, absences, employee turnover etc. Errors recorded included medication error, filing error, errors in records entry etc. These were not individually listed. All errors were bulked under same title for the purpose of the research. The 2 sets of data (pre and Post) were described and compared using descriptive statistics and compared using the paired sample t-test (dependent t-test) to get a summary and analysis of the effects of training and PIP which has been introduced to address lack of commitment in my workplace. Noticeable improvements which will be captured by the administrative records are an indication that commitment is on the increase. On the other hand, if there are no significant differences between the pre and post era, then it will be assumed the initiatives did not affect commitment level of employees. Recall that some of the indicators of commitment in the workplace as identified in the literature review section are improved

customer service and increased profit as a result of low turnover of staff, positive attitude of employees, willingness to remain with the organization and go above the call of duty.

These administrative data were extracted for the period before the introduction of training and PIP and the period after. The aim, as already mentioned was to evaluate the outcome (using figures and actual data i.e. numerical measures) the action taken to improve commitment has had on the performance of the hospital. It is not enough for employees to state that they feel more committed to the organization if it does not reflect in performance. While attitude may not be physically measurable in quantitative terms, figures are. The bottom-line in addressing this organizational problem was to make the organization perform better in terms of profitability and sustainability for the future. Therefore, aside the improvement in positive attitude that may be visually noticed or observed among the employees, and the questionnaire responses that give an opinion of the employees' perception of these initiatives; the administrative figures will show if the initiative is working out well or otherwise as they can serve as indicators of performance. Another benefit this quantitative data has in this thesis is that through it, a historical perspective can be achieved which may not be readily or easily visible through the qualitative data collected.

The qualitative data on the other hand was obtained through the use of questionnaires. A comprehensive questionnaire covering both the period before the introduction of training and performance induced pay and the period after was administered. As mentioned earlier, my workplace is a private owned Hospital in the Federal Capital territory of Nigeria which provides both in-patient and out-patient healthcare services. The staff were approached, assured of confidentiality and invited to willingly participate in filling out the questionnaire. The questionnaire was sent via email to those who had email addresses and access to computer while hard copies were handed over to those who didn't. The entire staff population - medical (Doctors, Nurses, dentists) and para-medical (Lab scientists, Radiographers etc.) and non-medical (Secretary, cleaners etc.) staff were targeted. There was no sampling method employed as the entire population was used. For those who completed the hard copies, their entries were transferred into the computer so that it will be easier for Survey Monkey and SPSS 26 to do the analysis of all questionnaires once whether initially distributed online or in hard copy. The essence of distributing in hard copy in the first place was to ensure that no staff was left out in the process and to ensure that all

opinions of those who willingly desired to be part of the exercise counted irrespective of their job function or level in the workplace. Given that it was anonymous and no particular questionnaire could be traced back to anyone, confidentiality was duly maintained.

The primary data on this study involved an 45 item questionnaire (i.e. excluding the demographics). A seven point Likert scale was used to measure the items ranging from 1 (strongly disagree) to 7 (strongly agree). The questions were mainly drawn and modified from previous studies. The questions (for both Pre and Post Training and PIP era) to evaluate employee perception of the training and PIP were adapted (not word for word) from Schmidt (2004) and Spector & Jex (1998). An example is 'The pay offered by the company is very attractive'. Also all the questions on Job commitment (for both Pre and Post Training and PIP era) were adapted from same source. An example is 'I enjoy my work most days'. Questions were drawn from these studies because the scale proposed by Spector (1985) was designed initially to cover areas of interest and aspects of job satisfaction as it relates to Human Service and my workplace falls under Human services.

The Likert scale questionnaire was used because it is a popular, universal and widely used tool when it comes to measuring opinions which gives respondents opportunity to indicate the degree to which they agree or disagree with a statement (Vealey et al, 2019) . The wide range (i.e. the use of scale) means an opinion can be expressed without respondents been forced into expressing one extreme opinion or the other (Hartley, 2014). In addition, it is easy to understand, run, analyse and draw conclusions from as well as extract graphs and results (Castano, et al, 2020). Despite these numerous advantages, the Likert scale questionnaire has its limitations. One is that it doesn't give respondents opportunity to state their opinions in their own words as when an open ended questionnaire is used and another limitation is the tendency of respondents to automatically avoid extremes like the scale 1 (strongly disagree) and scale 7 (strongly agree) thereby somehow clustering in the middle (ibid). However, considering that the aim of the questionnaire is to get a general view or perception of employees' commitment in my workplace before and after introduction of training and PIP, I do not need data which is set in stone or specific answers; therefore, the Likert scale questionnaire serves the desired purpose well.

The hard copies of the questionnaire were administered during working hours while online copies were sent within and out-with working hours. Administration of both the soft and

hard copies of the questionnaire were repeated twice to increase the response rate as some did not respond initially due to lack of time, misplacement of the hard copy and expiration of the time limit for which the link was active (for soft copies). A total of 183 questionnaires were issued. 165 were returned of which 152 were fully completed and considered usable for the study. This represented 83.06% response rate. The survey language was in English and no interpreters or translations were used at any point.

Both quantitative and qualitative data were used in this study because it gives control over the sample structure and data collected. A combination of both forms of data is believed to give a better and more consolidated result (Shah & Corley, 2006). As an additional perk, the results can also be compared to see if both data results will tally and confirm the findings of the other. Also, using both types of data was done to increase the credibility and validity of the results and when the results from both sources are compared and they tally, it will reinforce the findings of the study and possibly throw up new perspectives not yet considered or envisaged (Bryman & Bell, 2007).

Considering that the sample size was not too large, the entire population of employees was used in the survey as a selection may not reflect the opinions of the wider population. In other words, using the entire population enabled the inclusion of all the perspectives and provided opportunity to get the overall perception of the initiatives been introduced and not just a sample of opinions i.e. a true representation of facts. In addition, the entire population was used to minimize the chances of sampling bias because an error in sampling will result in error in results and vice versa (Easter-by Smith et al, 2012).

To increase response rate, the purpose and importance of the survey were explained clearly to the employees so that they can appreciate the value and know that the time spent responding to the questionnaire will not be in vain. In addition, respondents were assured of confidentiality & anonymity all through the survey, study and beyond. Lastly, reminders (for those who were sent soft copies) were automatically sent out after 7 days to those who hadn't responded and hard copies were distributed again to all who had received hard copies with an explanation to ignore if they had already responded. Despite these deliberate measures to increase response rate, respondents were constantly reminded that their participation was completely voluntary and opting to take part or not to would not in any way negatively affect them at any time or positively grant them advantage.

3.5 Measurement/Statistical Analysis.

Descriptive analysis, the parametric test and non-parametric tests of the quantitative data and qualitative data respectively were performed through statistical software SPSS 26.

For the qualitative data, survey questions were in 3 parts. The first part were demographic questions. The demographic information obtained were Level of management, Job status, Length of employment in the organization, gender, and age range. Although this part did not count in the analysis of the role of training and PIP in improving employee commitment, it was included with the assumption that the variation in demographics would not influence opinions. The demographics will however come in handy if in the future I decide to expand on this study and compare data from the second and third part of this questionnaire across multiple demographics.

The second part was to be answered in retrospect of the era before the introduction of training and Performance-Induced-Pay. Respondents were asked question and expected to give answers based on their perception a year before the survey date. Questions were on job commitment, organizational commitment and employee evaluation of training and PIP in the organization.

The third part of the questions were aimed at the present times. Respondents were expected to answer question based on their current perception of the workplace. As in the second part, questions were also on job commitment, organizational commitment and their evaluation of training and PIP in the organization.

The idea was to compare responses that were given in retrospect with responses of their perception from the present time.

The second and third parts asked the respondents to rank the degree to which they agree or disagree with the given statements using a seven-point Likert scale ranging from (1) 'strongly disagree' to (7) 'strongly agree'. The questions were all positively worded so high scores represents high Job commitment, high organizational commitment and efficient training and reward system.

3.6 Ethical Consideration

Approval was obtained from my workplace to carry out this study (See Appendix D). Also, ethical approval was obtained from the Ethics committee of University of Liverpool (See Appendix A). Informed consent were obtained from all participants involved in this research. Participation was non coercive and they were also made aware of their rights to withdraw from participating at any stage without repercussion and assured of confidentiality before, during and after collection of data. No one was deliberately excluded in the research as the entire staff population were targeted for the research and all participants' legal rights were preserved throughout the process.

3.7 Validity and Reliability

Validity and Reliability are important in any research as they are two concepts that can be used to measure and define distortion and bias of a study (Easterby-Smith et al, 2013). Threats to reliability and validity cannot be completely and totally eliminated but can be reduced to the barest minimum (Akcamete et al, 2017) which is what I aimed for in this study.

While validity is the degree to which the requirements of a research method has been adhered to during the research process, reliability refers to the likelihood of obtaining same answers repeatedly using the same instruments.

3.7.1 Validity of the Instrument

To confirm the content appropriateness and assess the quality of the survey instrument, it was subjected to standardization and validity test. The questionnaire was reviewed firstly by my supervisor and the ethics team. It was also reviewed by experienced research specialists in the field of management consultancy and Human resource management. Advice, comments, corrections, contributions and suggestions from my supervisor and others who reviewed the questionnaire were used to ensure the questionnaire was appropriate to the study and suitable for eliciting relevant information.

3.7.2 Reliability of the Instrument

Test of reliability was done by employing the test-retest method to determine the consistency of obtaining same answers repeatedly using the same instruments over time as this shows the internal consistency of a measuring instrument under the same conditions. Cooper and Schindler (2001) believes that when pre-testing is conducted, it helps the researcher to spot any existing weakness in the research design. The pre-survey test was carried out by administering the questionnaire twice in a 2 weeks interval to 8 respondents randomly chosen based on their role and sector - that is, one from each of top management, middle management, Lower management and others, and one from each of Medical, paramedical, administrative and others. To eliminate bias, the responses of those pre-tested were excluded from the final study/analysis.

Also, the testing helped to fine-tune the questionnaire as feedback such as how long it took to complete the questionnaire, if the questions were clear enough and if the layout of the questionnaire was clear were taken into account. Feedback received concerning the length of the questionnaire prompted the reduction from 81 questions to 45.

The reliability coefficient was computed using Cronbach's alpha formula to see how closely related the set of items were. The IBM SPSS 26 software was used to compute the Cronbach's alpha value. This test is as a function of the number of test items and the average inter-correlation among the items. For conceptual purposes, we present the formula as follows:

$$\alpha = \frac{N \cdot \bar{c}}{\bar{v} + (N-1) \cdot \bar{c}}$$

where

N = The number of items

\bar{c} = Average covariance between item pairs

\bar{v} = Average variance

A correlation coefficient of 0.808 was obtained signifying that the instruments correlated highly among themselves hence it is consistent and therefore reliable.

Table 1: Output of Cronbach's Alpha

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.808	.860	45

Summary

This chapter looked in details at the methodology employed in the course of the research and made defences as to why those research strategies were adopted. Different approaches were identified and analysed to find what would best suit this research. The chapter went on further to describe the design and participants, the method of inquiry and data collection, ethical consideration and validity and reliability.

This chapter also went in-depth on Action Research (AR) approach. Engaging in Action Research has been, for me, like a child going through different stages of development and growth. As a child develops and grows, he slowly begins to create an understanding of the world around him by interacting with and watching others. This is similar to the transformation I go through as I continued to practice AR with this research. Also, just as an individual continues to grow in one aspect or the other till death, so is AR. There is never an end point. It continues going on in cycles (Coghlan, 2008). Our beliefs, assumption, and norms continue to change leading to development and understanding. As problems are identified and solved through reflection and inquiry, opportunity for learning is created and this generates cognition which opens up avenue for more problems to be identified and solved and the learning cycle continues.

The ultimate aim of AR in general and this thesis in particular is to address a real organisational problem that is of relevance to me, the researcher, improve one's knowledge, practically improve the workplace and in the process, make original contribution to knowledge.

CHAPTER FOUR – DATA ANALYSIS AND FINDINGS

Introduction

This chapter gives a breakdown of the action learning evaluation, data analysis and findings both for the qualitative and quantitative data. The purpose of evaluating and analysing the two sets of data was to investigate the hypothesis statement presented in chapter two.

4.1 Evaluating Action learning

After 12 months of the start of implementation of the initiatives, it was necessary to evaluate them. The essence of evaluation was to assess the impact of the initiatives on improving commitment of employees at my workplace and if need be, to improve action and learning. Management requested this evaluation to justify the resources spent and confirm if goals were been met.

In evaluating the initiatives, specific criteria were set and results were compared against the target. The initiatives were evaluated at several levels:

- At the Individual level– This was the first stage of evaluation. I had to evaluate the progress I made as a person and the lessons learnt in the course of this research.
- At the level of Employees – We evaluated the progress made on employees in terms of group development and achievement. Examples of evaluation was on the knowledge of the team with regards to their job descriptions and the team relationship to see if the teams were more cohesive than before. We also looked at evaluating the drive and engagement of employees and improvement in relationship between management and staff.
- At the organisational level: Lastly, the initiatives were evaluated on organisational level. This involved looking at visible and tangible improvements in areas such as monthly profits, reduced losses from errors, reduced attrition, reduced customer complaints and litigations etc.

As an individual, my pre-understanding was challenged in the course of this study. In addition, I learnt better decision making, improved my ability to listen and be listened-to

and also take criticism. My self-confidence, leadership skills, analytical skills and inquiry skills improved. I also gained more knowledge in proper application of procedures.

On the part of the employees, assuming the initiative does not eventually improve commitment, it will not be a total loss or waste because already, it has made the workplace better by improving cohesiveness among the team, improving supervisor-subordinate relationship, improving down to top communication and improving the general aura around the workplace tremendously.

Table 2: Action Learning Stakeholder map for my workplace

Stakeholder	Success Criteria	Evidence needed
Researcher (Myself)	<ol style="list-style-type: none"> 1. Resolution of my workplace problem. 2. Challenging my pre-understanding. 3. Self-development 	<ul style="list-style-type: none"> • Perceived and evidenced improvement in commitment of employees • Reflection and transformation to an inquiry oriented practitioner • Increased knowledge
Employees	<ol style="list-style-type: none"> 1. Increased Engagement 2. To understand how performance is measured. 	<ul style="list-style-type: none"> • Improved achievements • Smooth performance appraisal process and improved efficiency in carrying out duties.

	3. Improved Skills	<ul style="list-style-type: none"> • End of training reviews and actual practice
Organisation	<ol style="list-style-type: none"> 1. Increased profit 2. Increased repeat business 3. Reduced errors, tardiness, complaints, Litigations etc. 	<ul style="list-style-type: none"> • Bank statements and Annual report • Improved Administrative records • Feedback from clients and employees. • Comparison of before and after figures

One employee reported: ‘relationship between my supervisor and I have improved dramatically. It is same for many of my colleagues too. I feel more confident walking up to my supervisor with ideas or what I feel is needed in the department because I believe he genuinely cares enough to listen’.

Another noted: ‘my ability to communicate and work together with my colleagues is much better now. It seems like we are finally working towards same singular purpose unlike before when it felt like everyone was after their own individual affairs. Previously, it was almost obvious that only the four walls of the building kept us together. It was all we had in common before’.

One of the records officer said ‘I have picked up quite a number of skills and ideas from these trainings and their application. I can perform my job better now and more confidently’.

When chatting with one of the senior registrars, she stated 'There is nothing as good as seeing your hard work pay off. If I go the extra mile, I get double blessings of feeling good for doing my job well and seeing a fatter bank account. Now, that motivates me for real'.

Evaluating the initiatives at the organisational level, it is not easy to ascribe cause and effect especially as many factors may be at work. Pedler (2012) suggests that the best way to go about this is to get people's opinion. This therefore necessitated the need for a questionnaire.

However, comments from the management team showed the changes that may have been achieved. The Director of Administration and Finance told me 'the hospital appears to be running more smoothly. I get less complaints and I see more smiley faces and feel a positive atmosphere'.

In the same vein another management staff noted 'the feeling of walking on egg shells is gone. There used to be a negative aura that was so palpable, you could almost slice through it. It is all gone now. Besides, I have not had to give anyone a query for a while now'.

During our last review meeting, the CEO commented 'We set out to improve our financial position but firstly by improving our most valuable assets - the staffs. I can say it has paid off. Avoidable errors, tardiness, absences, and complaints have reduced. Also, productivity has met the target and so far maintained it'.

4.2 Qualitative data

The qualitative data in this research was collated via a 7-point Likert questionnaire which was distributed to all the staff of my workplace. As earlier mentioned, the survey was in 3 main parts – the demographics, the era before introduction of training and PIP and the era after. The part of the questionnaire which covered the Pre and Post era were also in 3 parts each. The first part were questions concerning job commitment, the second part was in organisational commitment and the 3rd part were questions targeted at training and Pip evaluations.

Survey Monkey was used in collating and analysing data. Through the survey monkey platform, a summary view of all the data could be seen. It was also used to download the result in multiple formats, create charts, and filter views.

The demographic part of the survey measured role, department, length of employment, gender and age range. As mentioned in a previous chapter, though the demographics were not of immediate relevance in this particular study, they were included as they may explain some effects which could be later investigated in subsequent future studies to expand the scope of this study because age or length of service or role may affect career aspirations and potential for the employee to be inclined more to one of the three types of commitment. It can also have an impact in job performance and generally on commitment level.

One hundred and eighty-three (183) questionnaires in total were issued, one hundred and sixty-five (165) were filled and returned of which one hundred and fifty-two (152) were considered usable because they were properly and completely filled.

The total sample was made up of 25 Top management, 13 Mid-level management, 38 Low-level managements and 76 others. The Top management staff include the Directors, for example Director Nursing services, Director of Admin and Finance etc. Mid-level managements are the Head of the various Departments, for example, HOD Pharmacy Unit. Lower level management include the supervisors, managers – Like the Maintenance supervisor etc.

89 were medical staff, 25 para-medical, 25 Administrative and 13 other staff. For the purpose of this thesis, the medical staff referred to here were the Doctors, nurses and dentists. The paramedical staffs are the auxiliary nurses, radiologist, Lab scientist, biochemists, pharmacists, audiologist, etc. The administrative staff include the accountant, secretary, Admin staffs, Billing officer, business development, maintenance staffs etc. while the category tagged 'others' referred to the drivers, cleaners, security, ward assistants etc.

With regards to length of employment, 38 had spent less than 2 years in the organisation, 51 had spent 2-5 years, 25 had spent 5-10 years and 38 had spent over 10 years. That means 33.33% of the workforce had been with the organisation for only 2-5 years. This is the modal length of employment. It could be assumed that staff who were employed just before the implementation of these changes and those who were still within their probation period as

at the start of the initiatives have seen reasons to commit to and remain with the organisation.

The gender of the respondents was balanced - 50% of respondents were males while the remaining 50% were females.

Age range were as follows: 18-25 years - 12 respondents, 23-35 years - 13 respondents, 35-45 years – 76 respondents, 45-55 years – 51 Respondents, 55-65 years - None and none was above 65 years probably because sixty years is the retirement age. Hence average and modal age range was 35-45 years. My workforce has mainly a middle and matured age population. While, the demographics were not majorly considered in this thesis, it is worthwhile mentioning that age can influence not just level of commitment but the type of commitment too. (Shore & Wayne, 1993)

Table 3: Demographic statistics of Respondents (N: 152)

Managerial Position	Frequency	Length of Employment	Frequency
Top Management	25	0-2 years	38
Middle Management	13	2-5 years	51
Low-level Management	38	5-10 years	25
Others	76	10 years and more	38
Job Role	Frequency	Age category	Frequency
Medical	87	18-25 years	12
Paramedical	26	25-35 years	13
Administrative	26	35-45 years	76
Others	13	45-55 years	51
Gender	Frequency	55-65 years	0
Male	76	65 years and Above	0
Female	76		

An analysis of the qualitative data using survey monkey shows that there was some degree of job commitment even in the era preceding the introduction of training and PIP. However,

this visibly improved post initiative. For example, although none strongly agreed that they enjoyed their work most days before the introduction of the initiatives, a whopping 50% (half of the respondents) indicated that they somewhat enjoyed their work most days. 25% disagreed and 16.67% were neutral, while the rest somewhat disagreed. Noticeably, none strongly disagreed. Compared to the era post-initiative, 93 respondents representing approximately 61% agreed that they enjoyed their work most days. Approximately 27% strongly agreed to this statement and none disagreed (whether somewhat or strongly) and none took a neutral position indicating a positive boost in attitude of the employees to their daily responsibilities at work.

In a similar vein, in the pre-initiative era, 50% somewhat agreed they got a feeling of accomplishment from their job, 17% agreed, 25% disagreed and 8% somewhat disagreed. There is a distinct sway in response in the post-initiative era where 55% strongly agreed that they got a feeling of accomplishment from their job, 36% agreed and 9% took a neutral position. None of the respondents disagreed to any degree on this statement in the post-era unlike in the pre-era when a total of 33% were on this scale (i.e. disagree and somewhat disagree). Based on the responses alone, an increase in the level of job commitment among the employees can be sensed and inferred.

In the section that evaluated organisational commitment, when asked if they felt loyalty to the organisation in the period before the introduction of training and PIP, as much as 63 respondents representing approximately 41% indicated that they disagreed. 8% strongly disagreed and 16% were neutral in their opinion. 26 and 25 respondents, both representing approximately 17% and 16% indicated that they somewhat agreed and strongly agreed respectively to the statement. When compared to the post-initiative era, 41 and 111 respondents representing 27% and 73% agreed and strongly agreed respectively that they felt loyalty to the organisation. This shows a substantial and remarkable increase in respondents to the level of organisational commitment from the period before the introduction of training and PIP to the present period.

Still on organisational commitment, 55% indicated that they agreed that the organisation inspires the best performance from them, while 45% strongly agreed to the statement. This is also a considerably improvement from the pre training era where 58% disagreed to that statement and 8% each strongly disagreed and somewhat disagreed. The total percentage

of respondents who somewhat agreed and agreed to this statement before the introduction of training and PIP were 9% and 17% respectively.

The last section of the survey, both the part that relates to the Pre-initiative era and the part that pertains to the post-initiative era deal with the employees' evaluation of the training and PIP initiatives. In the Pre era, 36% of respondents indicated that they strongly disagreed with the statement that stated the organisation invested in the employees through training and development. 69 respondents which represents approximately 45% disagreed to that statement. The perception was seen to have changed in the post era where 91% strongly agreed and 9% agreed that the company invested in them through training and development. This can create a positive atmosphere in the organisation and lead to loyalty and commitment as the employees feels they have management support and that management is interested in their personal development (Afroz, 2017).

With regards to the current pay package which is boosted by the introduction of the PIP, 91% also indicated they agreed that they were fairly paid while 9% were neutral to that statement. This was evidently unlike the era before introduction of training and PIP where none agreed to any degree that they were fairly paid and 9%, 64% and 18% respectively indicated that they strongly disagreed, Disagreed and Somewhat Disagreed that they were fairly paid. 9% were of a neutral opinion.

Collating the statistics from survey monkey, it can be deduced from the responses that there has been a marked difference in the job commitment and organisational commitment of the employees in my workplace. Also, the perception of the employees regarding their financial remuneration and the support for personal advancement they get from the organisation has also improved.

The qualitative data was also analysed further using SPSS 26 statistical software. The test was carried out to examine the statistical differences between and after the suggested initiatives had been introduced. The Wilcoxon signed-rank test was used for this purpose.

The Wilcoxon signed-rank test is a non-parametric test. It is equivalent to the dependent t-test but unlike the dependent t-test, it does not assume normality in a data. The test is used to test for the median difference of zero of matched pairs, that is, to compare 2 sets of scores from the same participants – for example before and after data. Because the test

does not require the assumption that the distribution is normally distributed, the test of normality was not carried out. Besides, Likert scale is assumed to not be able to generate a normally distributed data (Norman, 2010).

Wilcoxon Signed rank test does not only analyze the signs of the difference, it also analyses the magnitude of the differences.

The dependent variable was “commitment” while the “before” and “after” figures were the two related groups.

The essence of running the test was to analyze if there was a statistical difference in employee commitment after the introduction of training and PIP

With the wilcoxon signed rank test, an obtained test value is significant when it is less than the critical value.

However, there were a few criteria that had to be met before it was concluded that the test was fit for purpose:

1. The dependent variable should be measured at ordinal or continuous level. My variable from the 7 point Likert scale questionnaire is ordinal.
2. The independent variables had to be from two matched pairs of same population. That means that same participants were present in the 2 sets of data. This was the case in my study as the same individuals gave their opinions before and after the introduction of the initiatives.
3. Each pair of data to be used is chosen randomly and independently. This was the case as corresponding pairs were randomly chosen from the three sections of the questionnaire (job commitment, organizational commitment and evaluation of training and PIP).

It was necessary to convert the responses on the questionnaire to numeric scale for the purpose of statistical analysis. As mentioned earlier, all the questions were positively worded so reverse scoring was not needed. The number ‘1’ was assigned to the extreme disagree response (strongly disagree) and larger numbers were assigned successively to each response up to the most extreme agree response. In essence, Strongly Disagree was

assigned Number 1, Disagree = 2, Somewhat Disagree = 3, Neutral = 4, Somewhat Agree = 5, Agree = 6, Strongly Agree = 7

Each individual's response (now in numerical scale) was entered in a different row and the Wilcoxon signed rank test along with descriptive statistics and quartiles carried out using the SPSS 26 statistical software.

The hypotheses is expressed as:

H_0 : Training and PIP has no influence on Employee commitment in my workplace.

H_1 : Training and PIP has significant influence on Employee commitment in my workplace.

We reject the null hypothesis if $p < 0.05$

The Wilcoxon signed rank test was reported in tables as can be seen from Tables 4-6.

Table 4: Descriptive Statistics of Qualitative data

Descriptive Statistics								
	N	Mean	Std. Deviation	Minimum	Maximum	25th	Percentiles 50th (Median)	75th
VAR00001	152	3.9276	1.28208	2.00	7.00	2.2500	4.5000	5.0000
VAR00002	152	4.2566	1.03895	1.00	6.00	4.0000	4.0000	5.0000
VAR00009	152	3.4737	1.76780	1.00	7.00	2.0000	3.5000	5.0000
VAR00011	152	4.3224	1.38393	1.00	7.00	3.0000	4.0000	5.0000
VAR00013	152	4.4671	1.41850	1.00	7.00	4.0000	4.5000	6.0000
VAR00016	152	2.2895	1.52954	1.00	6.00	1.0000	2.0000	3.0000
VAR00018	152	2.4211	1.63378	1.00	7.00	1.0000	2.0000	3.0000
VAR00020	152	4.5658	1.49024	1.00	7.00	5.0000	5.0000	5.0000
VAR00022	152	2.9013	1.56434	1.00	7.00	2.0000	2.0000	3.0000
VAR00024	152	3.2763	1.40575	1.00	7.00	2.0000	3.0000	5.0000
VAR00007	152	5.6842	1.48913	1.00	7.00	6.0000	6.0000	6.0000
VAR00008	152	5.3750	1.82627	1.00	7.00	4.0000	6.0000	7.0000
VAR00010	152	6.5461	.79601	4.00	7.00	6.0000	7.0000	7.0000
VAR00012	152	6.1776	.77290	4.00	7.00	6.0000	6.0000	7.0000
VAR00014	152	6.1974	.69090	4.00	7.00	6.0000	6.0000	7.0000
VAR00017	152	6.4737	1.09754	1.00	7.00	6.0000	7.0000	7.0000
VAR00019	152	6.2237	1.41981	1.00	7.00	6.0000	7.0000	7.0000
VAR00021	152	6.1579	1.41002	2.00	7.00	6.0000	7.0000	7.0000
VAR00023	152	5.6579	1.23474	1.00	7.00	6.0000	6.0000	6.0000
VAR00025	152	6.0461	1.25724	1.00	7.00	5.2500	6.0000	7.0000

Table 5: Wilcoxon Signed Ranks Test of Qualitative data

		Ranks		
		N	Mean Rank	Sum of Ranks
VAR00007 - VAR00001	Negative Ranks	7 ^a	24.00	168.00
	Positive Ranks	139 ^b	75.99	10563.00
	Ties	6 ^c		
	Total	152		
VAR00008 - VAR00002	Negative Ranks	16 ^d	25.50	408.00
	Positive Ranks	110 ^e	69.03	7593.00
	Ties	26 ^f		
	Total	152		
VAR00010 - VAR00009	Negative Ranks	0 ^g	.00	.00
	Positive Ranks	144 ^h	72.50	10440.00
	Ties	8 ⁱ		
	Total	152		
VAR00012 - VAR00011	Negative Ranks	0 ^j	.00	.00
	Positive Ranks	145 ^k	73.00	10585.00
	Ties	7 ^l		
	Total	152		
VAR00014 - VAR00013	Negative Ranks	0 ^m	.00	.00
	Positive Ranks	146 ⁿ	73.50	10731.00
	Ties	6 ^o		
	Total	152		
VAR00017 - VAR00016	Negative Ranks	0 ^p	.00	.00
	Positive Ranks	151 ^q	76.00	11476.00
	Ties	1 ^r		
	Total	152		
VAR00019 - VAR00018	Negative Ranks	0 ^s	.00	.00
	Positive Ranks	147 ^t	74.00	10878.00
	Ties	5 ^u		
	Total	152		
VAR00021 - VAR00020	Negative Ranks	0 ^v	.00	.00
	Positive Ranks	141 ^w	71.00	10011.00
	Ties	11 ^x		
	Total	152		
VAR00023 - VAR00022	Negative Ranks	0 ^y	.00	.00

	Positive Ranks	137 ^z	69.00	9453.00
	Ties	15 ^{aa}		
	Total	152		
VAR00025 - VAR00024	Negative Ranks	0 ^{ab}	.00	.00
	Positive Ranks	148 ^{ac}	74.50	11026.00
	Ties	4 ^{ad}		
	Total	152		

- a. VAR00007 < VAR00001
- b. VAR00007 > VAR00001
- c. VAR00007 = VAR00001
- d. VAR00008 < VAR00002
- e. VAR00008 > VAR00002
- f. VAR00008 = VAR00002
- g. VAR00010 < VAR00009
- h. VAR00010 > VAR00009
- i. VAR00010 = VAR00009
- j. VAR00012 < VAR00011
- k. VAR00012 > VAR00011
- l. VAR00012 = VAR00011
- m. VAR00014 < VAR00013
- n. VAR00014 > VAR00013
- o. VAR00014 = VAR00013
- p. VAR00017 < VAR00016
- q. VAR00017 > VAR00016
- r. VAR00017 = VAR00016
- s. VAR00019 < VAR00018
- t. VAR00019 > VAR00018
- u. VAR00019 = VAR00018
- v. VAR00021 < VAR00020
- w. VAR00021 > VAR00020
- x. VAR00021 = VAR00020
- y. VAR00023 < VAR00022
- z. VAR00023 > VAR00022
- aa. VAR00023 = VAR00022
- ab. VAR00025 < VAR00024
- ac. VAR00025 > VAR00024
- ad. VAR00025 = VAR00024

Keys:

- Var 1 – I enjoyed my work most days – PRE ERA
- Var 7 – I enjoyed my work most days – POST ERA
- Var 2 – I was satisfied with my job – PRE ERA
- Var 8 – I get a feeling of accomplishment from my job – POST ERA
- Var 9 – I felt loyalty to this organization – PRE ERA

- Var 10 - I feel loyalty to this organization – POST ERA
- Var 11 – I felt honored to tell others that I was part of this organization – PRE ERA
- Var 12 – I speak highly of my organisation to my friends. – POST ERA
- Var 13 – Choosing to work for this organisation was a good decision on my part. – PRE ERA
- Var 14 - I am extremely glad that I chose to work here rather than one of the other jobs I was considering at the time I joined – POST ERA
- Var 16 – I received appropriate training to enhance my effectiveness – PRE ERA
- Var 17 – I receive appropriate training to enhance my effectiveness - POST ERA
- Var 18 – The company invested in employees through training and development – PRE ERA
- Var 19 – The company invests in employees through training and development – POST ERA
- Var 20 – The company maintained a competitive pay and benefits package – PRE ERA
- Var 21 – The company maintains a competitive pay and benefits package – POST ERA
- Var 22 – I was paid fairly – PRE ERA
- Var 23 – I am paid fairly – POST ERA
- Var 24 – I understood how my performance was evaluated – PRE ERA
- Var 25 – I understand how my performance is evaluated – POST ERA

Table 6: Test Statistics of Qualitative data

Test Statistics^a										
	VAR00 007 - VAR00 001	VAR00 008 - VAR00 002	VAR000 10 - VAR000 09	VAR000 12 - VAR000 11	VAR000 14 - VAR000 13	VAR000 17 - VAR000 16	VAR000 19 - VAR000 18	VAR000 21 - VAR000 20	VAR000 23 - VAR000 22	VAR000 25 - VAR000 24
Z	- 10.355 b	- 9.068 ^b	-10.478 ^b	-10.682 ^b	-10.695 ^b	-10.865 ^b	-10.719 ^b	-10.782 ^b	-10.317 ^b	-10.723 ^b
Asymp. Sig. (2- tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

The asymp. Sig (2 tailed) value is the *p*-value for the test while the Wilcoxon signed rank test is reported using the z statistics. The test statistics Wilcoxon W+ is the sum over positive ranks. If the Pre and Post scores have similar population distribution, the W+ will not be very large or very small as the sum of positive ranks will be close to that of the negative ranks.

The Wilcoxon signed rank test indicated that “I was satisfied with my job (POST ERA)” (mean rank =75.99) was rated more favourably than “I was satisfied with my job (PRE ERA)” (Mean rank = 24), $z = - 10.355, p < .001$.

The test showed that introduction of training and PIP elicited a statistically significant increase in job commitment level of employees in my workplace ($z = -10.355$ and -9.068 , $p < 0.001$ for both). The mean rating for “I enjoyed my work most days (POST ERA)” of 5.68 and “I was satisfied with my job (POST ERA) of 5.38”, were statistically higher than “I enjoyed my work most days (PRE ERA)” which was 3.93 and “I was satisfied with my job (PRE ERA)” at 4.26.

The matched pairs from the section that addressed organizational commitment also indicated a statistical difference between the Pre training and PIP era and the Post training and PIP era.

The test indicated that “I speak highly of my organization to my friends. – POST ERA” (mean rank = 145) was rated more favorably than the “I felt honored to tell others that I was part of this organization – PRE ERA” (mean rank = 0), $Z = -10.682$, $p < 0.001$ and “I am extremely glad that I chose to work here rather than one of the other jobs I was considering at the time I joined – POST ERA” (mean rank = 146) was rated more favorably than the “Choosing to work for this organization was a good decision on my part – PRE ERA” (mean rank = 0), $Z = -10.695$, $p < 0.001$.

In evaluating the employee’s perception of training and PIP, the test indicated that the “I receive appropriate training to enhance my effectiveness – POST ERA” (mean rank = 151) was rated more favorably than the “I received appropriate training to enhance my effectiveness – PRE ERA” (mean rank = 0), $Z = -10.865$, $p < .001$. Also, in same category, “I am paid fairly – POST ERA” (mean rank = 137) was rated more favorably than the “I was paid fairly – PRE ERA (mean rank = 0), $Z = -10.317$, $p < 0.001$.

In all our matched pairs, the sum of positive ranks indicating that the ratings after introduction of training and PIP were rated more highly than ratings before the introduction of these initiatives indicate that employee commitment is statistically significant between the two eras and not rated similarly.

Also, the p value which is the statistical significance was $< .001$ for all our matched pairs indicating that the probability of finding the large sample difference if the variables have similar population distribution is 0 in 1,000.

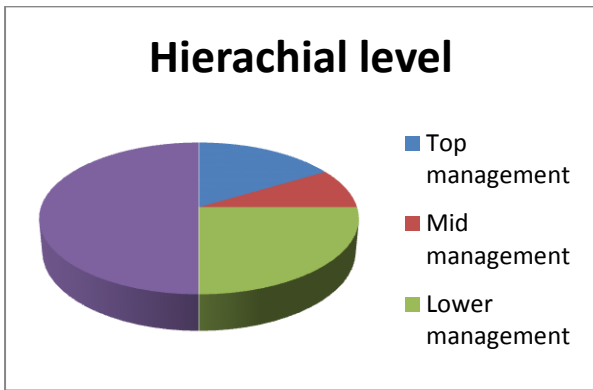


Figure 10: Demographics – Position in the Organisation

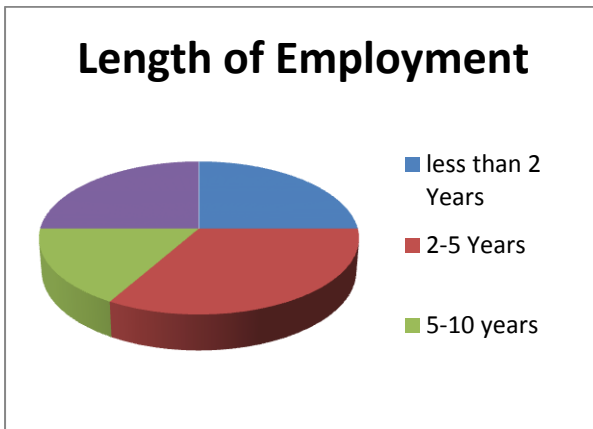


Figure 11: Demographics- length of Continuous Employment in the organisation

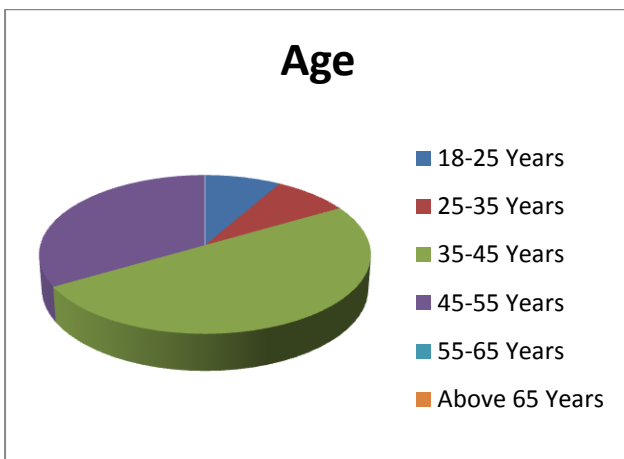


Figure 12: Age of respondents

4.3 Quantitative data

The quantitative data for this research was collected through the administrative records of my workplace for a 9 months period before and after the introduction of training and PIP. The data were analysed using SPSS 26.

From the analysis, error rate was seen to drop from a mean of 16.67 with a maximum of 21 errors a month for the nine months' period extracted from the era before introduction of training and PIP to a mean of 2.33 with a maximum of 7 error for the period after the introduction of the initiatives.

Infection rates also dropped from a mean of 10.78 in the era before introduction of training and PIP to a mean of 1.22 in the Post-initiative era. Apparently, the infection control trainings were effective and the lessons learnt been taken on board by the employees.

Profit was also noted to increase to a mean monthly profit of N2,376,222 (Two million, two hundred Seventy Six thousand, Two hundred and Twenty two naira only) as against a mean of N1,520,889 (One million, five hundred and twenty thousand, eight hundred and eighty naira only) before the initiatives were introduced. The minimum monthly profit after the initiatives was N1,796,000 which was approximately 7% higher than the maximum profit of N1,673,000 recorded before training and PIP were introduced. Despite increased personnel cost due to the payment of PIP and training materials/logistics, the minimum profit recorded in the post era still surpassed the maximum in the pre era. This supports existing literatures which posit that committed employees are more effective and efficient in carrying out their jobs (Shui-Yan Tang et al 1996).

New clients registered monthly increased from a mean of 42.89 (Pre era) to a mean on 135.56 (post era) indicating a 316% increase. All the other data that were used, showed improvement in the period after the introduction of training and PIP compared to the period before these initiatives were introduced.

The Administrative data were further analysed still using the SPSS 26 software to identify statistical significance between the figures retrieved from the era before the introduction of training and PIP and the period after. The dependent *t*-test was used to determine this.

The dependent *t*-test or paired-sample *t*-test is a parametric test used to compare the means scores of two related groups on same continuous dependent variable. The test was

run to determine the existence of statistical evidence that is different from zero between the means of Admin data before the introduction and after the introduction of training and PIP.

The t-test has some assumptions such as that the dependent variable should be measured on a continuous scale, the subjects in the pairs are from the same group and the distribution must be normal. My data met these assumptions. As assessed by inspection of a boxplot, there was no outliers in the data used and the data was normally distributed as assessed by Shapiro-Wilks test ($P > 0.05$). This is explained in detail below.

4.3.1 Test for Normality

For the parametric t-test, one of the assumptions is that the dependent variable between the 2 groups should be normally distributed. One that is approximately normally distributed can also be used since the dependent t-test is robust enough to accommodate some violations of normality and still provide valid results (Field, 2013). Normality is actually only needed for small sample sizes of less than 25 (ibid) and since I am using data of 11 variables over a 9 months period before the introduction of training and PIP and 9 months after the introduction, I will require the normality assumption. The normality tests was carried out on SPSS 26 software and reported in tables that represented the skewness, kurtosis, Komogorov-Smirnov and Shapiro-Wilk tests; and graphically depicted in histograms and Normal Q-Q plots.

The skewness gives an indication of the symmetry of the distribution, Kurtosis measures the "peakedness" of the scores' distribution while the Komogorov-Smirnov test Sig. value and Shapiro-Wilk sig. value of greater than 0.05 assumes that the distribution is normal.

H_0 : The variable is normally distributed in some population.

H_1 : The variable is not normally distributed in some population.

If the significance value is greater than the alpha value (0.05), then there is no reason to think that our data differs significantly from a normal distribution. i.e. reject the null hypothesis if $p < 0.05$.

The test values for the Kolmogorov-Smirnov, Skewness and Kurtosis tests carried out are displayed on Table 7 and results from the tests demonstrated that the distributions for errors/incidents, Client complaints, Employee lateness, Employee absences, monthly profit, new clients, patients waiting time and infection rate upheld the assumptions of normality. However, this was not the case for staff turnover and client commendation variables whose sig. values (p) indicate that they significantly deviate from a normal distribution.

The Shapiro-Wilk test upheld the assumption of normality for litigation and claims but the Kolmogorov-Smirnov test did not. However, because Shapiro-Wilk is more useful for small to medium sample datasets than Kolmogorov-Smirnov which is more suitable for larger sample sizes, I will be concentrating on the result of Shapiro-Wilk test.

Table 7 - Test for Normality

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Errors/Incidents recorded-dif_post-Pre	.113	9	.200 [*]	.961	9	.804
Client Complaint received-Dif_post-pre	.189	9	.200 [*]	.960	9	.800
Employee Lateness (Avg time in minutes)-dif_post-pre	.214	9	.200 [*]	.917	9	.371
Employee Absences-dif_post-pre	.184	9	.200 [*]	.893	9	.217
Litigation and Claims-Dif_Post-Pre	.325	9	.007	.846	9	.068
Staff Turnover-Dif_post-pre	.311	9	.012	.817	9	.032
Client commendation of staff -Dif_post-pre	.317	9	.009	.767	9	.009
Monthly profit (in million Naira)-Dif_post-pre	.183	9	.200 [*]	.955	9	.741
New Clients registered-Dif_post-pre	.223	9	.200 [*]	.891	9	.202
Patient Average Waiting Time (Mins)-Dif_Post-pre	.216	9	.200 [*]	.921	9	.405
Infection Rate- dif_post-pre	.216	9	.200 [*]	.944	9	.623

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The Shapiro-Wilk test is observed along with the Q-Q plot as further evidence to safely assume that the data is normally distributed. The dots on the Normal Q-Q plot will broadly follow the trend line when a distribution is normal as can be seen from the figures 13 - 23 below except for figures 18 and 19 which are not normally distributed.

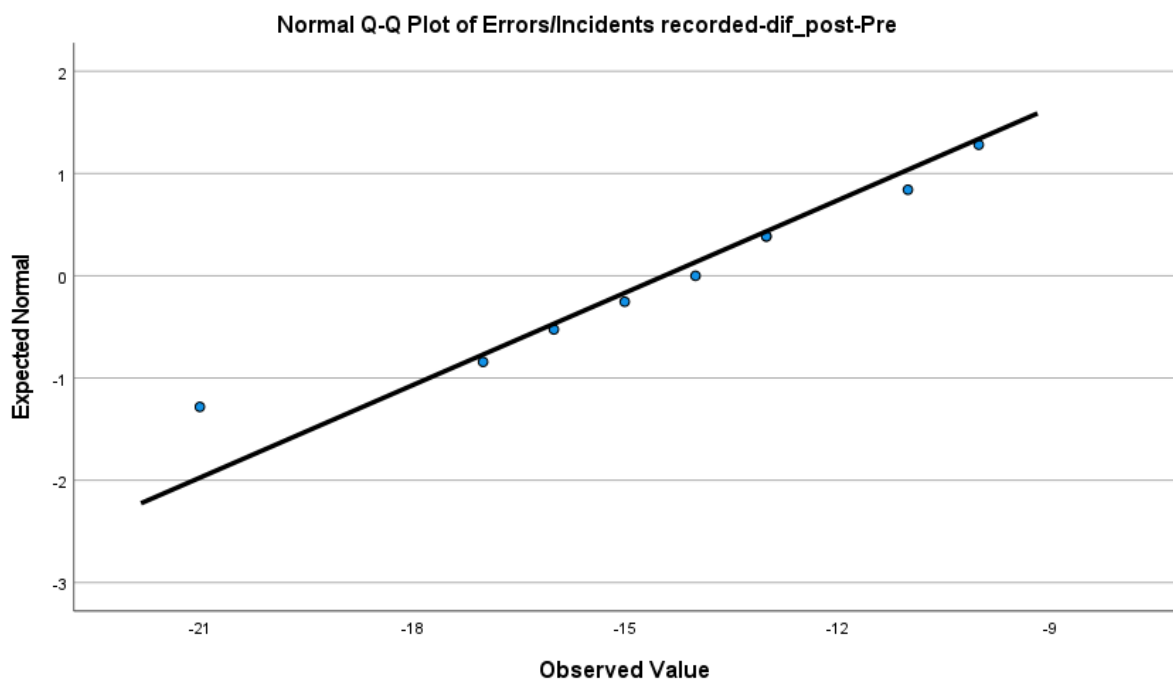


Figure 13: Normal Q-Q plot of Errors and incidents

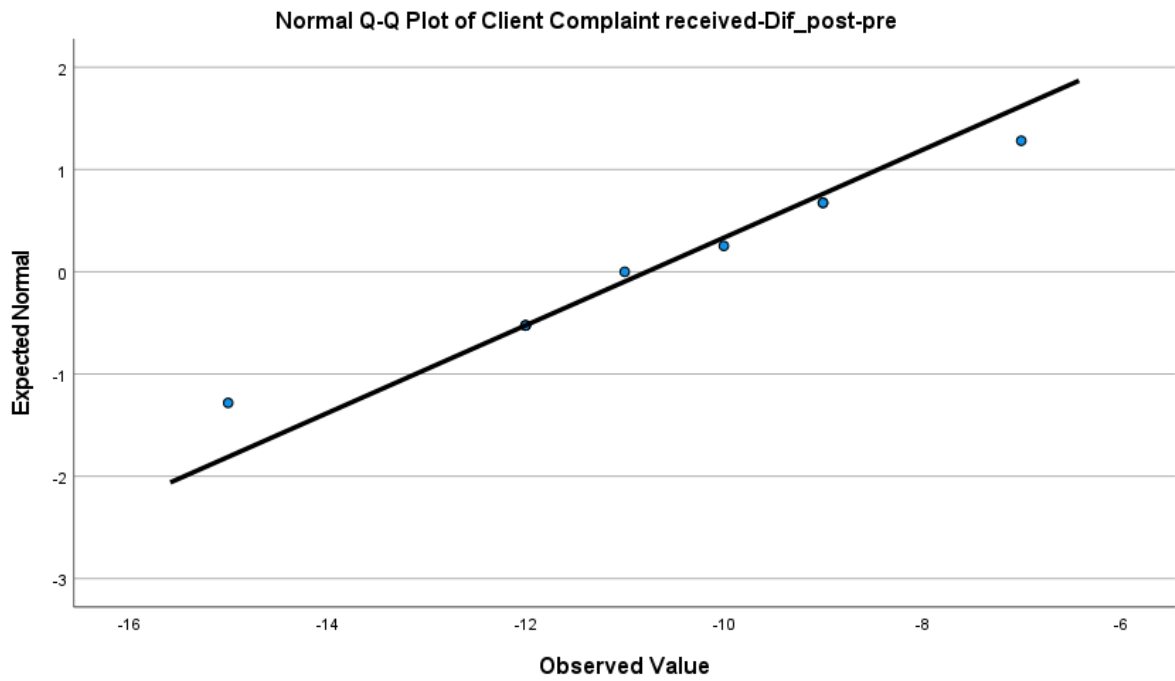


Figure 14: Normal Q-Q plot of Client complaints

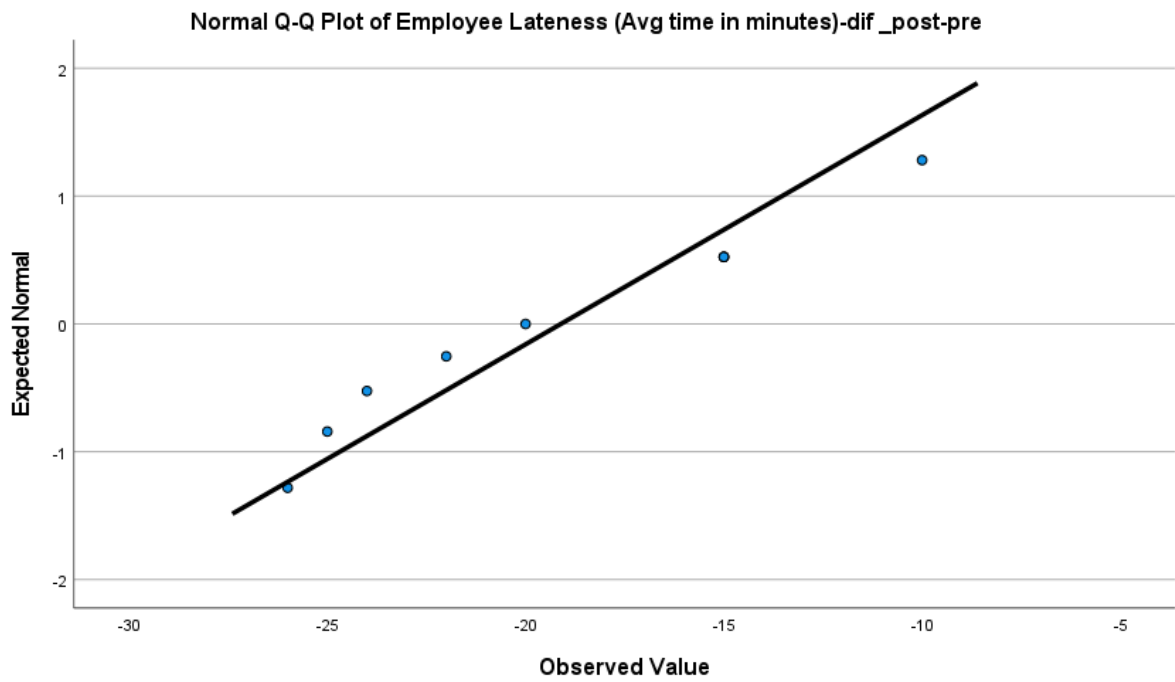


Figure 15: Normal Q-Q plot of Employee Lateness

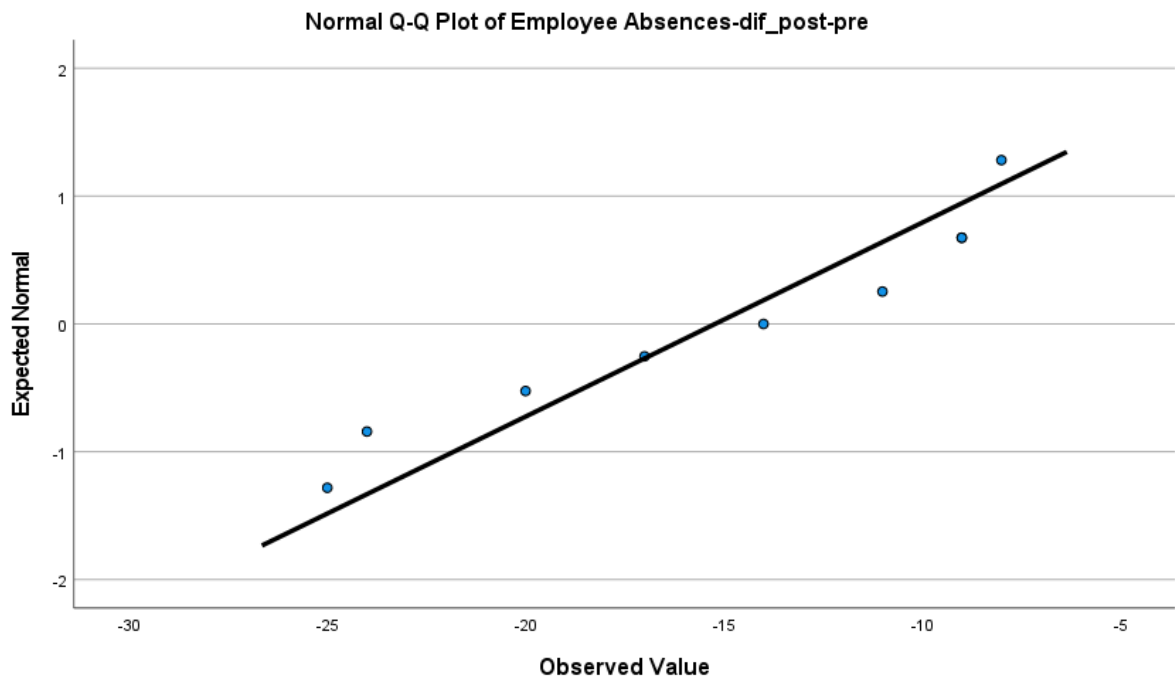


Figure 16: Normal Q-Q plot of Employee Absences

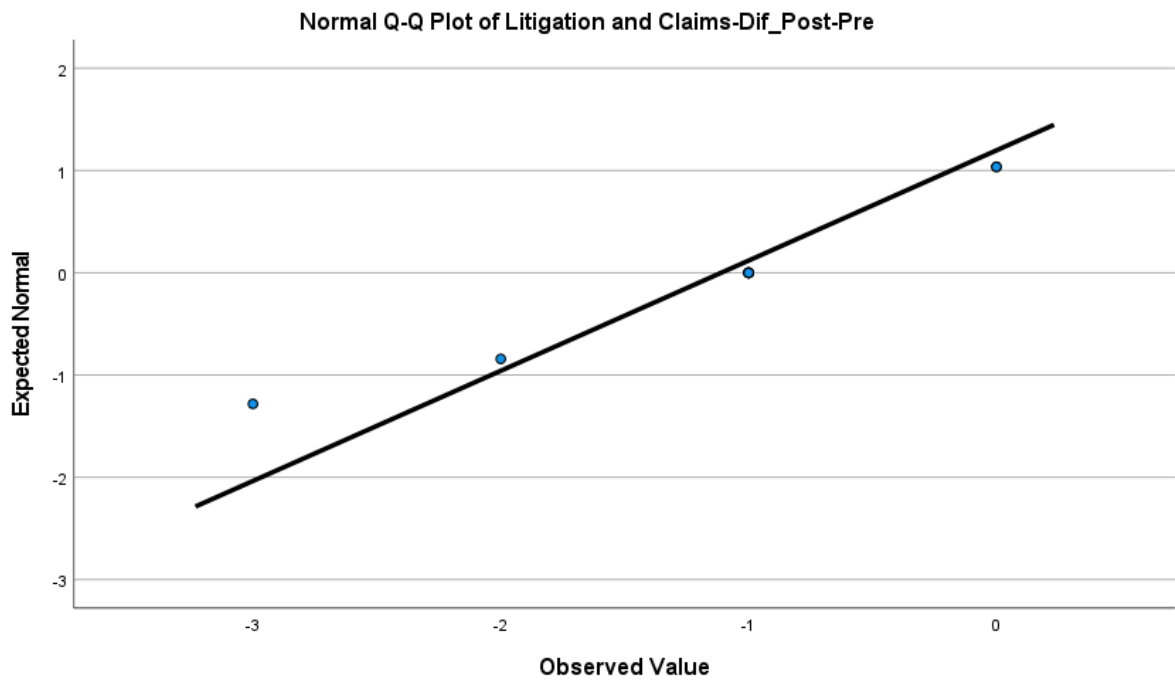


Figure 17: Normal Q-Q plot of Litigation and Claims

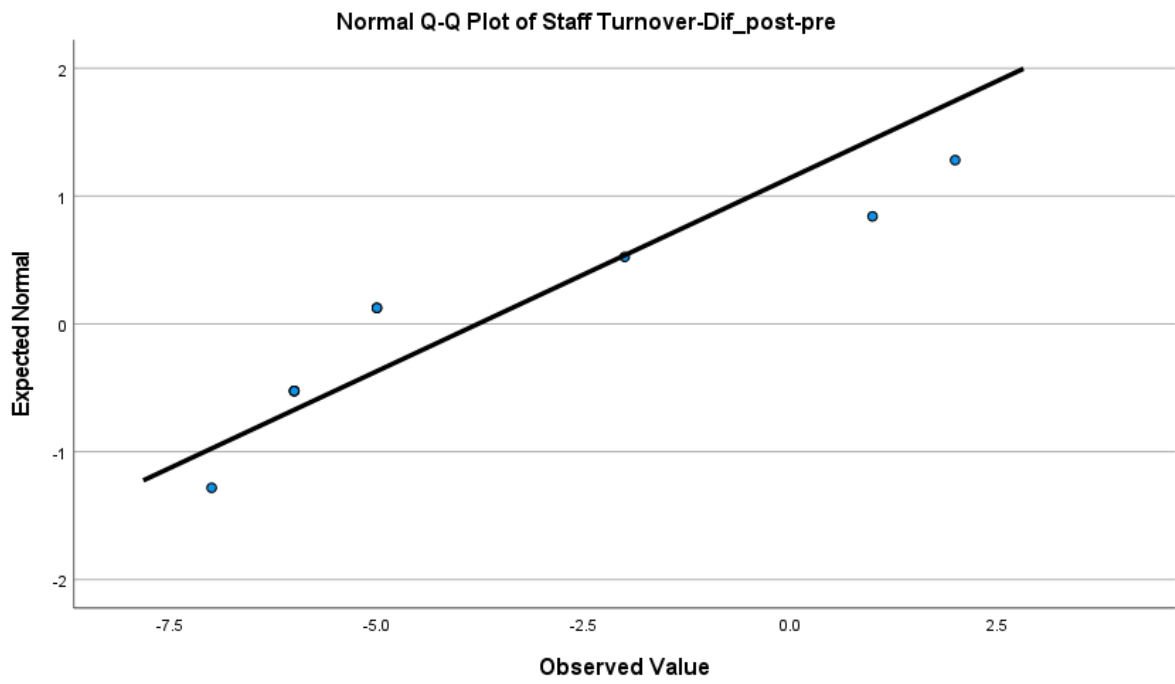


Figure 18: Normal Q-Q plot of Staff turnover

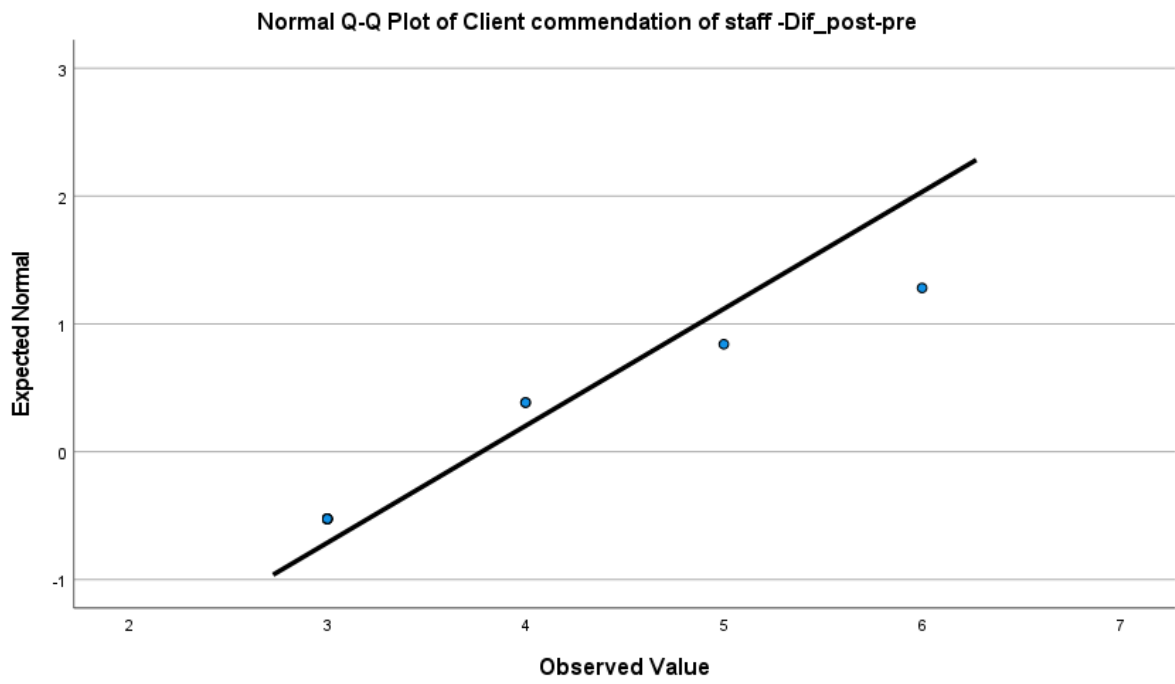


Figure 19: Normal Q-Q plot of client commendation

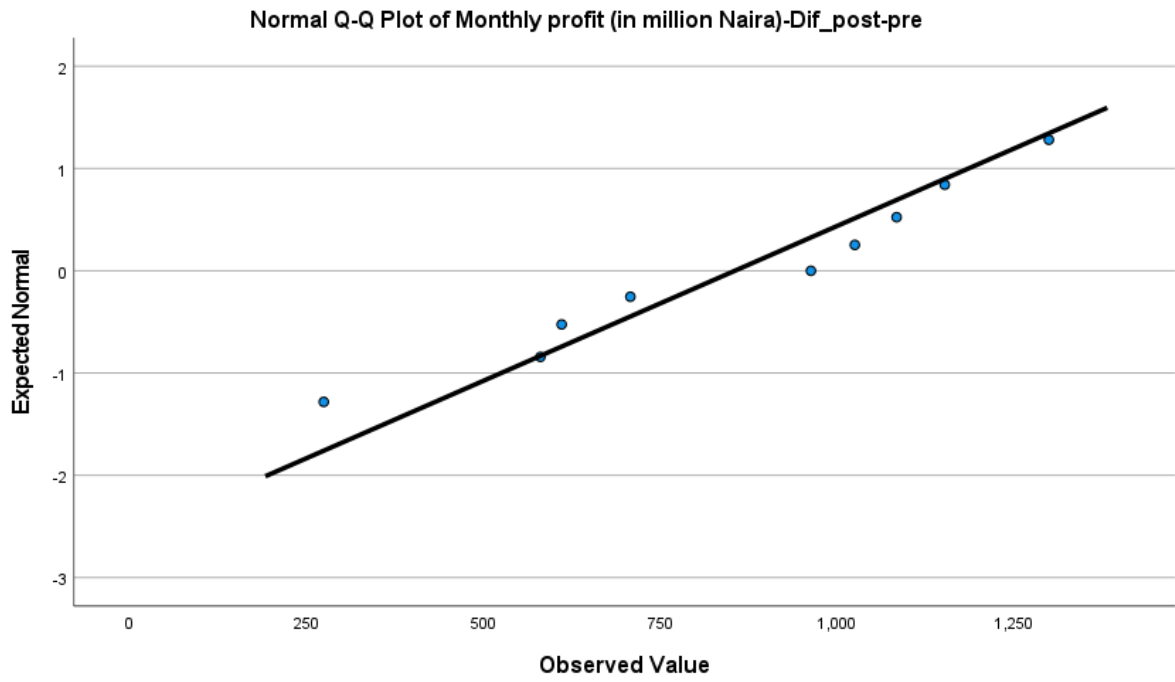


Figure 20: Normal Q-Q plot of monthly profit

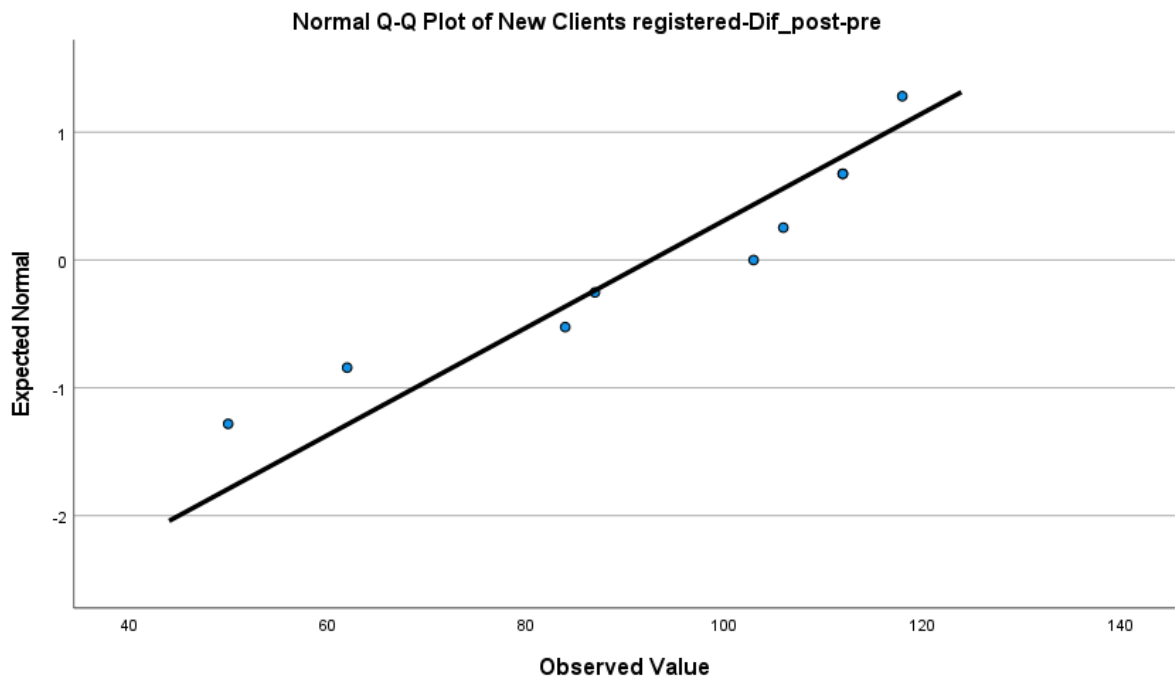


Figure 21: Normal Q-Q plot of New clients

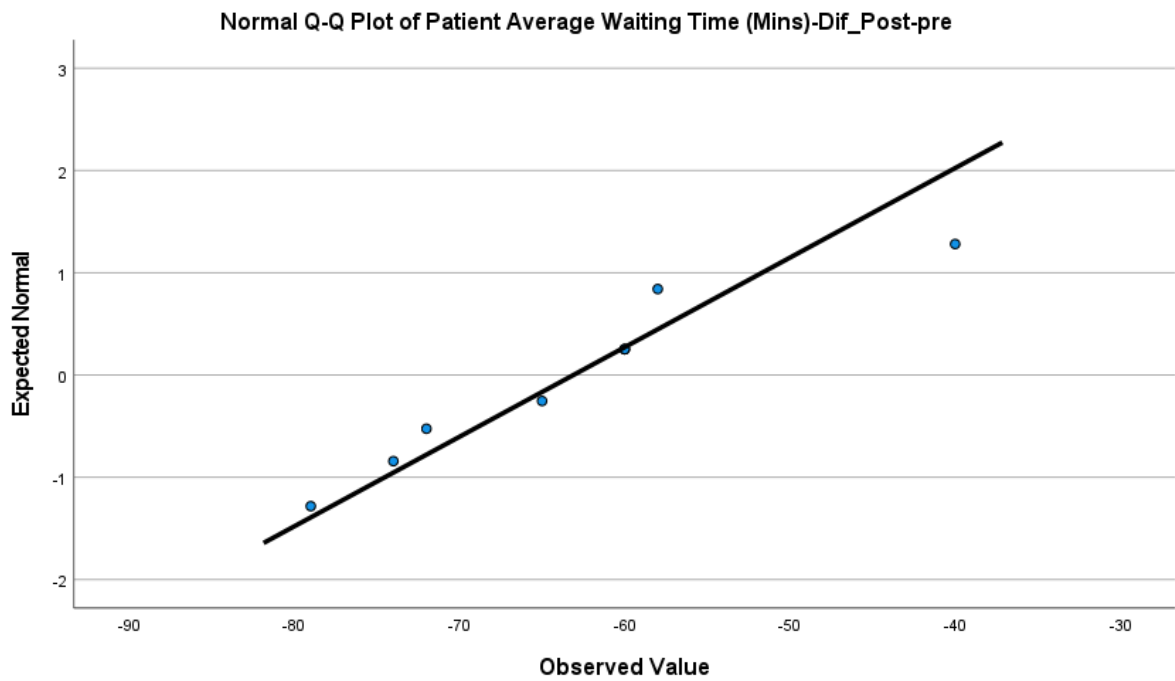


Figure 22: Normal Q-Q plot of patient waiting time

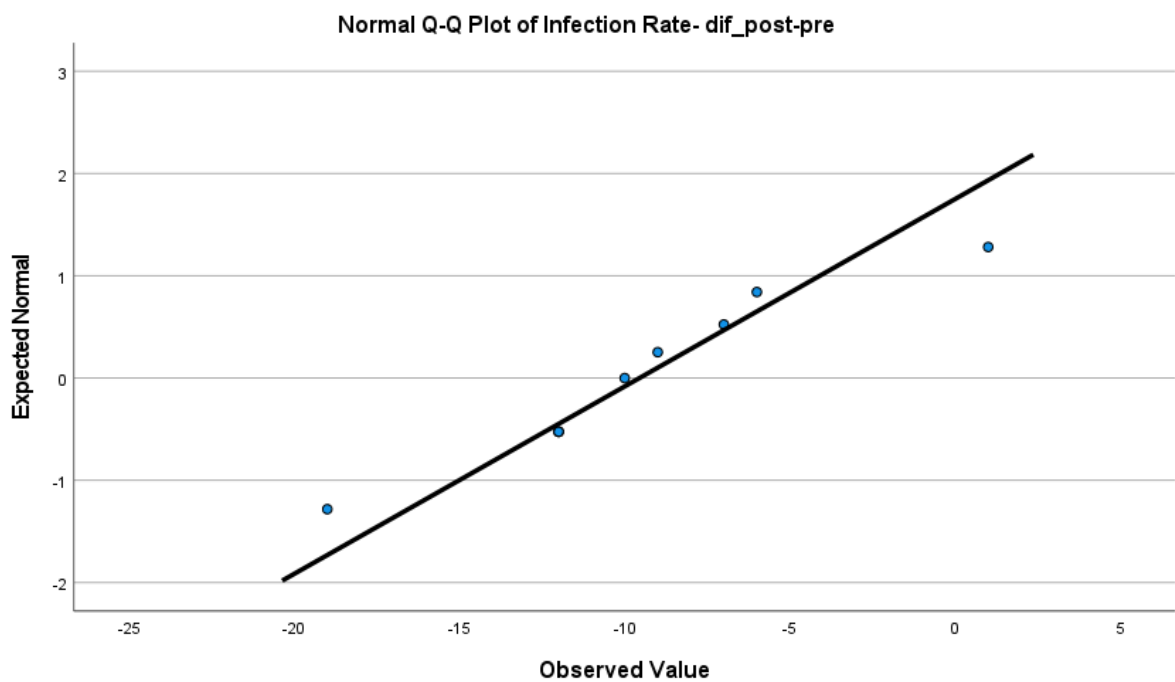


Figure 23: Normal Q-Q plot of infection rate

Having confirmed above that the quantitative data met the necessary assumptions for the t-test, the hypotheses is hereby expressed as:

$H_0: \mu_1 = \mu_2$ ("the paired population means of the pre and post Era are equal").

$H_1: \mu_1 \neq \mu_2$ ("the paired population means of the pre and post Era are not equal").

where

- μ_1 is the population mean of variable 1, and
- μ_2 is the population mean of variable 2.

H_0 : Training and PIP has no significant effect on employee commitment in my workplace.

H_1 : Training and PIP have significant effect on employee commitment in my workplace.

SPSS 26 generated 3 test tables when the test was run: Paired Samples Statistics, Paired Samples Correlations, and Paired Samples Test.

The Paired Samples Statistics gave univariate descriptive statistics (mean, sample size, standard deviation, and standard error) for each variable entered. The Paired Samples Correlations shows the bivariate Pearson correlation coefficient (with a two-tailed test of significance) for each pair of variables entered. Of the Eleven pairs of variables, the paired samples correlation for admin data retrieved for a period of 9 months from my workplace before the introduction of training and PIP and a period of 9 months for error and incidents recorded were significantly positively correlated for Employee Lateness (Avg. time in minutes) ($r=.353$), Litigation and Claims ($r=.300$), Client commendation of staff ($r=.658$), Monthly profit (in million Naira) ($r=.459$), New Clients registered ($r=.260$) and Patient Average Waiting Time (Mins) ($r=.350$). The rest were negatively correlated. The correlation varied from weak, moderate to strong. The Pearson correlation shows how strongly the two variables are associated with one another by measuring the strength and direction of linear relationships between pairs of continuous variables however, it does not provide inferences about causation.

The paired Samples Test gives the hypothesis test results. From the mean column (average difference between the two variables) of all the pairs, a difference in means could be seen in all the pairs. The p -value (Sig. (2-tailed) which shows the given test statistic t with degrees of freedom df were .000 for all the pairs.

In summary, from the result of the test we can say:

For Errors/Incidents

- Errors/Incidents recorded were weakly and negatively correlated ($r = -0.057, p < 0.001$)
- There was a significant average difference between pre and Post era scores ($t_8 = 13.049, p < 0.001$)
- On average, Pre Era Errors/incidents were 14.44 points higher than Post Era figures (95% CI [17.00, 11.89]).

Client Complaints

- Client Complaints received were weakly and negatively correlated ($r = -0.272, p < 0.001$)
- There was a significant average difference between pre and Post era scores ($t_8 = 13.857, p < 0.001$)
- On average, Pre Era complaints received were 10.78 points higher than Post Era figures (95% CI [12.57, 8.98]).

Employee Lateness (Avg. time in minutes)

- Employee Lateness (Avg. time in minutes) were medium and positively correlated ($r = 0.353, p < 0.001$)
- There was a significant average difference between pre and Post era scores ($t_8 = 10.279, p < 0.001$)
- On average, Pre Era Average Lateness figures were 19.11 points higher than Post Era figures (95% CI [23.40, 14.82]).

Employee Absences

- Employee Absences were strongly and negatively correlated ($r = -0.521, p < 0.001$)
- There was a significant average difference between pre and Post era scores ($t_8 = 6.928, p < 0.001$)
- On average, Pre Era Employee Absences were 15.22 points higher than Post Era figures (95% CI [20.29, 10.16]).

Litigation and Claims

- Litigation and Claims were weakly and positively correlated ($r = 0.300, p = 0.007$)
- There was a significant average difference between pre and Post era scores ($t_8 = 3.592, p = 0.007$)
- On average, Litigations/claims Pre Era were 1.11 points higher than Post Era figures (95% CI [1.82, 0.40]).

Staff Turnover

- Staff Turnover were strongly and negatively correlated ($r = -0.733, p = 0.009$)

- There was a significant average difference between pre and Post era scores ($t_8 = 3.426, p = 0.009$)
- On average, staff turnover in the Pre Era were 3.78 points higher than Post Era (95% CI [6.32, 1.23]).

Client commendation of staff

- Client commendation of staff were strongly and positively correlated ($r = 0.658, p < 0.001$)
- There was a significant average difference between pre and Post era scores ($t_8 = -10.370, p < 0.001$)
- On average, staff commendation in the Pre Era period were 3.78 points lower than Post Era figures (95% CI [-2.94, -4.61]).

Monthly profit

- Monthly profit (in million Naira) were medium and positively correlated ($r = 0.459, p < 0.001$)
- There was a significant average difference between pre and Post era scores ($t_8 = -7.777, p < 0.001$)
- On average, Monthly profit in the Pre Era were 855.33 points lower than Post Era figures (95% CI [-601.71, -1108.96]).

New Clients registered

- New Clients registered were weakly and positively correlated ($r = 0.260, p < 0.001$)
- There was a significant average difference between pre and Post era scores ($t_8 = -11.667, p < 0.001$)
- On average, new clients registered in the Pre Era were 92.67 points lower than Post Era (95% CI [-74.36, -110.98]).

Patient Average Waiting Time

- Patient Average Waiting Time (Mins) were medium and positively correlated ($r = 0.350, p < 0.001$)
- There was a significant average difference between pre and Post era scores ($t_8 = 16.583, p < 0.001$)
- On average, patients waiting time in the Pre Era were 63.11 points higher than Post Era figures (95% CI [71.89, 54.33]).

Infection Rate

- Infection Rate were weakly and negatively correlated ($r = -0.239, p = 0.001$)

- There was a significant average difference between pre and Post era scores ($t_8 = 5.253, p = 0.001$)
- On average, infection rate in Pre Era were 9.56 points higher than Post Era figures (95% CI [13.75, 5.36]).

The mean difference between the Admin data (pre era) and Admin data (post era) is statistically significant at $\alpha < 0.05$. This is because 'Sig. (2-tailed)' or $p < 0.05$ for all the parameters.

In summary, all the parameters measured showed statistical significance following the introduction of training and PIP.

That means we reject the null hypotheses that there is no difference between the means of Admin data before and after introduction of Training and PIP and therefore conclude that our results provide support by the existence of a significant difference that training and PIP has effect on employee commitment in my workplace.

H_1 : Training and PIP have significant effect on employee commitment in my workplace.

Table 8: Administrative data extracted before introduction of training and PIP

S/N	ADMINISTRATIVE DATA EXTRACTED	Jan'16	Feb'16	Mar'16	Apr'16	May'16	Jun'16	Jul'16	Aug'16	Sep'16
1	Errors/Incidents recorded	17	15	19	16	18	12	21	16	17
2	Client Complaint received	12	10	13	15	8	10	12	9	11
3	Employee Lateness (Avg time in minutes)	39	36	32	30	35	30	25	22	38
4	Employee Absences	23	16	14	13	17	11	19	28	26
5	Litigation and Claims	0	1	0	2	1	1	3	2	1
6	Staff Turnover	0	5	6	5	6	3	0	7	7
7	Client commendation of staff	0	1	0	1	0	3	3	2	0
8	Monthly profit (in million Naira)	1521	1354	1489	1592	1425	1597	1673	1485	1552
9	New Clients registered	32	45	48	40	47	32	42	51	49
10	Patient Average Waiting Time (Mins)	90	85	88	60	95	87	68	75	82
11	Infection Rate	14	11	9	0	12	8	13	19	11

Table 9: Descriptive Statistics of administrative data extracted before introduction of training and PIP

Descriptive Statistics						
	N	Minimum	Maximum	Mean	Std. Deviation	
Errors/Incidents recorded	9	12.0	21.0	16.778	2.5386	
Client Complaint received	9	8.0	15.0	11.111	2.1473	
Employee Lateness (Avg time in minutes)	9	22.0	39.0	31.889	5.7759	
Employee Absences	9	11.0	28.0	18.556	5.9395	
Litigation and Claims	9	.0	3.0	1.222	.9718	
Staff Turnover	9	.0	7.0	4.333	2.7386	
Client commendation of staff	9	.0	3.0	1.111	1.2693	
Monthly profit (in million Naira)	9	1354.0	1673.0	1520.889	96.3761	
New Clients registered	9	32.0	51.0	42.889	7.0435	
Patient Average Waiting Time (Mins)	9	60.0	95.0	81.111	11.3186	
Infection Rate	9	.0	19.0	10.778	5.1424	
Valid N (listwise)	9					

Table 10: Administrative data retrieved after introduction of training and PIP

S/ N	ADMINISTRATIVE DATA EXTRACTED	Feb'18	Mar'18	Apr'18	May'18	Jun'18	Jul'18	Aug'18	Sep'18	Oct'18
1	Errors/Incidents recorded	7	2	2	3	3	1	0	2	1
2	Client Complaint received	0	0	1	0	1	1	0	0	0
3	Employee Lateness (Avg time in minutes)	15	10	10	15	20	10	10	12	13
4	Employee Absences	3	5	5	4	3	3	2	3	2
5	Litigation and Claims	0	0	0	1	0	0	0	0	0
6	Staff Turnover	1	0	0	0	0	1	2	1	0
7	Client commendation of staff	5	4	6	5	3	7	6	5	3
8	Monthly profit (in million Naira)	1796	1965	2070	2300	2509	2650	2968	2637	2851
9	New Clients registered	116	132	98	102	159	150	148	163	152
10	Patient Average Waiting Time (Mins)	30	25	28	20	16	15	10	10	8
11	Infection Rate	2	2	3	1	0	1	1	0	1

Table 11: Descriptive statistics of administrative data After Introduction of training and PIP

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Errors/Incidents recorded	9	.0	7.0	2.333	2.0000
Client Complaint received	9	.0	1.0	.333	.5000
Employee Lateness (Avg time in minutes)	9	10.0	20.0	12.778	3.4197
Employee Absences	9	2.0	5.0	3.333	1.1180
Litigation and Claims	9	.0	1.0	.111	.3333
Staff Turnover	9	.0	2.0	.556	.7265
Client commendation of staff	9	3.0	7.0	4.889	1.3642
Monthly profit (in million Naira)	9	1796.0	2851.0	2376.222	362.9235
New Clients registered	9	98.0	163.0	135.556	24.6684
Patient Average Waiting Time (Mins)	9	8.0	30.0	18.000	8.2006
Infection Rate	9	.0	3.0	1.222	.9718
Valid N (listwise)	9				

Table 12: Paired samples statistics for Administrative data

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Errors/Incidents recorded-Pre	16.778	9	2.5386	.8462
	Errors/Incidents recorded-Post	2.333	9	2.0000	.6667
Pair 2	Client Complaint received-Pre	11.111	9	2.1473	.7158
	Client Complaint received-Post	.333	9	.5000	.1667
Pair 3	Employee Lateness (Avg time in minutes)-Pre	31.889	9	5.7759	1.9253
	Employee Lateness (Avg time in minutes)-Post	12.778	9	3.4197	1.1399
Pair 4	Employee Absences-pre	18.556	9	5.9395	1.9798
	Employee Absences-Post	3.333	9	1.1180	.3727

Pair 5	Litigation and Claims-Pre	1.222	9	.9718	.3239
	Litigation and Claims-Post	.111	9	.3333	.1111
Pair 6	Staff Turnover-Pre	4.333	9	2.7386	.9129
	Staff Turnover-Post	.556	9	.7265	.2422
Pair 7	Client commendation of staff - Pre	1.111	9	1.2693	.4231
	Client commendation of staff- Post	4.889	9	1.3642	.4547
Pair 8	Monthly profit (in million Naira)- Pre	1520.889	9	96.3761	32.1254
	Monthly profit (in million Naira)- Post	2376.222	9	362.9235	120.9745
Pair 9	New Clients registered-Pre	42.889	9	7.0435	2.3478
	New Clients registered-Post	135.556	9	24.6684	8.2228
Pair 10	Patient Average Waiting Time (Mins)-Pre	81.111	9	11.3186	3.7729
	Patient Average Waiting Time (Mins)-Post	18.000	9	8.2006	2.7335
Pair 11	Infection Rate- pre	10.778	9	5.1424	1.7141
	Infection Rate- Post	1.222	9	.9718	.3239

*Pre - Indicates the period before introduction of the initiatives

**Post - Indicates the period after the introduction of the initiatives

Table 13: Paired Samples correlations for Administrative data

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Errors/Incidents recorded-Pre & Errors/Incidents recorded- Post	9	-.057*	.883

Pair 2	Client Complaint received-Pre & Client Complaint received-Post	9	-.272*	.480
Pair 3	Employee Lateness (Avg time in minutes)-Pre & Employee Lateness (Avg time in minutes)-Post	9	.353**	.351
Pair 4	Employee Absences-pre & Employee Absences-Post	9	-.521***	.151
Pair 5	Litigation and Claims-Pre & Litigation and Claims-Post	9	.300*	.433
Pair 6	Staff Turnover-Pre & Staff Turnover-Post	9	-.733***	.025
Pair 7	Client commendation of staff - Pre & Client commendation of staff-Post	9	.658***	.054
Pair 8	Monthly profit (in million Naira)-Pre & Monthly profit (in million Naira)-Post	9	.459**	.214
Pair 9	New Clients registered-Pre & New Clients registered-Post	9	.260*	.499
Pair 10	Patient Average Waiting Time (Mins)-Pre & Patient Average Waiting Time (Mins)-Post	9	.350**	.356
Pair 11	Infection Rate- pre & Infection Rate- Post	9	-.239*	.536

*1<[r]<.3 – weak correlation; **.3<[r]<.5 – medium correlation; ***.5<[r]..... - Strong correlation
-1 : perfectly negative linear relationship; 0 : No relationship; +1: perfectly positive linear relationship

Table 14: Paired samples test

Paired Samples Test

Paired Differences				95% Confidence Interval of the Difference	t	df	Sig. (2-tailed)
Mean	Std. Deviation	Std. Error Mean					

					Lower	Upper			
Pair 1	Errors/Incidents recorded-Pre - Errors/Incidents recorded-Post	14.4444	3.3208	1.1069	11.8918	16.9970	13.049	8	.000*
Pair 2	Client Complaint received-Pre - Client Complaint received-Post	10.7778	2.3333	.7778	8.9842	12.5713	13.857	8	.000*
Pair 3	Employee Lateness (Avg time in minutes)-Pre - Employee Lateness (Avg time in minutes)-Post	19.1111	5.5777	1.8592	14.8237	23.3985	10.279	8	.000*
Pair 4	Employee Absences-pre - Employee Absences-Post	15.2222	6.5912	2.1971	10.1557	20.2887	6.928	8	.000*
Pair 5	Litigation and Claims-Pre - Litigation and Claims-Post	1.1111	.9280	.3093	.3978	1.8244	3.592	8	.007**
Pair 6	Staff Turnover-Pre - Staff Turnover-Post	3.7778	3.3082	1.1027	1.2348	6.3207	3.426	8	.009**
Pair 7	Client commendation of staff -Pre - Client commendation of staff-Post	-3.7778	1.0929	.3643	-4.6179	-2.9377	-10.370	8	.000*
Pair 8	Monthly profit (in million Naira)-Pre - Monthly profit (in million Naira)-Post	-855.3333	329.9564	109.9855	-1108.9603	-601.7064	-7.777	8	.000*

Pair 9	New Clients registered-Pre - New Clients registered-Post	-92.6667	23.8275	7.9425	-110.9821	-74.3512	- 11.667	8	.000*
Pair 10	Patient Average Waiting Time (Mins)-Pre - Patient Average Waiting Time (Mins)-Post	63.1111	11.4176	3.8059	54.3348	71.8874	16.583	8	.000*
Pair 11	Infection Rate- pre - Infection Rate- Post	9.5556	5.4569	1.8190	5.3610	13.7501	5.253	8	.001**

*Significant at 0.001 level (2-tailed)

**Significant at 0.05 level (2-tailed)

4.4 Findings

The results of both the Qualitative and Quantitative data analyzed are in agreement with previous studies and show that a significant difference exists in my workplace data after introduction of training and PIP implying that training and Performance-Induced-Pay can improve employee commitment in my workplace hence confirming the hypotheses H_1 that training and PIP have significant effect on employee commitment in my workplace.

As mentioned earlier, commitment is important in any organization because a lack of it can lead to low productivity (Makhbur, 2014), increased cost (Walton, 1985), employee turnover (Alonso and O'Neill, 2009) and much more. Developing an effective retention and performance improvement strategy such as training and PIP will help managers fulfil employees desire to grow on the job and be satisfied with the job and the remuneration attached to it. Not only does this strategy benefit the employees, it also creates a positive culture that aligns with our organizational values and goals hence producing positive impact in return (Bibi, Ahmad, & Majid, 2018; Gambino, 2010; Willis-Shattuck et al, 2008)..

A review of the qualitative data showed a statistical difference between the era before the introduction of the initiatives and the era after. This is besides the marked increase which can be seen via the survey monkey analysis in the degree to which the employees are willing

to identify with the organization and in their levels of commitment. For example, 73% strongly agreed that they felt loyalty to the organisation after the introduction of training and PIP in contrast to the 17% which had hitherto indicated that they strongly agreed to the same statement before the introduction of the initiatives.

The analysis of the quantitative data also supported the outcome of the qualitative data, and lends credence to the work of Majovski (2017) and many other authors who posit that employee training leads to increased skills level and productivity of the employees which give rise to increased employee competitiveness and performance. These all work together to produce an increase in overall business performance. The tests showed statistical differences between the two eras in monthly profit, absenteeism and lateness, error rate, infection rate and the like. While acknowledging the importance of training in improving employee performance, Al-Mzary et al (2015) found that factors such as “quality/quantity of work, planning/organizing, initiative/commitment, teamwork/cooperation and communication” (pp 128) were significant in determining the extent of performance improvement after training. For this reason, both the questionnaire which expressed the perception of employees previous and current state of mind and administrative records which showed the actual improvements in my workplace through figures were used to determine if our workplace initiative had been successful in improving commitment levels among the employees.

Grund and Titz (2021) confirmed the improvement of commitment both from employees participation in training and firm’s support for further training. This fully agrees with this thesis where my workplace is giving its support for the training and the employees are participating in it. Bartlett (2001) also found a strong relationship between organizational commitment and perceived access to training with the strongest relationship appearing with the affective form of commitment hence justifying the investments organizations make in employee training and development. With Costen and Salazar (2011), perceived training availability and opportunity to develop new skills via training were seen as the trigger to increased satisfaction, loyalty and continuance commitment noticed among employees. In similar vein, Diab and Ajlouni (2015) and Ahmad and Bakar (2003), found that training generally had positive influence on organizational commitment although for the study by Ahmad and Bakar (2003), when broken down into the different types of commitment and

the five training variables used in their study, the degree of correlation differed with the different types of commitment. However, considering that this DBA thesis does not explore nor distinguish between the different types of commitment been improved, that aspect of their study was irrelevant to this thesis at this point on time.

On the other hand, Adnan & Saleh (2019) found that employees perception of training and perceived willingness of the firm to train had a positive impact on commitment but a negative relationship was found between the benefits of training and organizational commitment. In other words, improvement in commitment was not from the training itself but from employees' perception of its relevance. This opens up a whole new perspective to the understanding of the relationship between training and commitment.

In summary , the results of the analysis of quantitative and qualitative data of this thesis agrees with Diab and Ajlouni (2015) who recommend organizations to have a regular training process and plan and an increasing budget allocated to it considering its very important role in organizational commitment.

Although the effects of training and PIP were not analyzed separately in the course of the study, it can be assumed that the success of the PIP was from employees' satisfaction on the manner in which it is determined and administered thus aligning with de la Torre-Ruiz et al (2019) who posited that monetary compensation and benefits can make employees perceive management support to them hence making them feel greater commitment; and Sung, Choi and Kang (2017) who affirms the place of employee's perception of the process by noting that employee commitment and performance were enhanced by PIP when the justice climate was high.

Khalid (2020) also made significant contribution on the positive relationship between pay satisfaction and task performance. In addition, he noted that PIP was shown to have the most positive effect on commitment when it had the support of other empowering practices. This may explain the success of the initiatives introduced in my workplace to improve commitment as PIP was introduced and supported with training.

Summary

The two types of data were collated and tested respectively for statistical difference between figures from the era before the introduction of the agreed strategies (training and PIP) and the era after. Parametric test (paired sample t-test) was used for testing the significance of the administrative data while non parametric test – (Wilcoxon signed rank test) was used for testing the questionnaire data.

Because the assumption of normality was required for the parametric test, the shapiro-Wilk test was used and normality of the distribution was confirmed with $p > 0.05$.

Going by the survey response (Qualitative data) and administrative data (Quantitative data), one can safely deduce a statistical difference exists between the two eras as both the parametric (used on the quantitative data) and non-parametric tests (used on the qualitative data) indicate improvement in employee commitment following the introduction of training and PIP. The results from the two sets of data confirmed and validated each other and gives credence to the claims by existing literature that training and PIP can be used as strategies to improve employee commitment.

CHAPTER FIVE – STORY OF CYCLE OF ACTION, REFLECTION AND SENSE MAKING

Introduction:

In this chapter, I will be telling the 'story' of what I did, why choosing training and PIP to improve commitment is believed to have been a good decision, what happened during the process, the sense-making, reflection, challenges faced, what I learnt and still learning, actionable knowledge gained, new knowledge I have developed in practicing my job as a result of this thesis, comparing academic practice with evidence in my workplace context and much more.

As an action research, this thesis is a deliberate assessment of the impact training and PIP has on employee commitment in my workplace, its impact on my understanding and personal development and its objective of making original contribution to knowledge. In essence, my goals are to solve a practical organizational problem while possibly generating new knowledge and understanding.

Effectively addressing a change process or a workplace problem through action research has to go through various iterative and cyclical stages as shown in Figure 24. Zuber-Skerritt & Perry (2002) suggests four (4) steps an action researcher has to take after recognizing a problem. These are: plan, act, observe and reflect.

Plan – Put plans in place to begin the process of initiating a change, define the research problem, conduct literature review.

Act – Take action by implementing the planned improvements to address the workplace problem.

Observe – Observe the implemented processes and evaluate consequences of the change been acted upon.

Reflect – Reflect on the change process, make suggestions for additional research, identify limitations, and knowledge claims. The process of reflecting takes one back to the planning phase and the cycle begins again. The cycle can go on as many times as possible. So after

reflecting, there may be need to plan and act again by improving on the changes and hence the cycle continues.

As I began to go through the 4 steps proposed by Zuber-Skerritt & Perry (2002), it became obvious that despite improved employee commitment been a good thing for both the organization and staff, it was not going to be a smooth sailing ride all the way. The application of Schein's intervention topology (Coghlan & Brannick, 2014) was handy in initiating some questions to help gain better understanding of these challenges and facilitate reflection. The questions included ways to challenge the present think mode, questions that made us put heads together to inquire about the issues on ground, questions that were effective in helping us engage each other and find answers to the identified workplace problem and questions that challenged how I made sense of the changes from the point of view of the employees.

5.1 Planning

Introducing training and PIP into my workplace was in stages as expected in any successful strategic change effort (Gioia & Chittipeddi, 1991). Firstly, the stage had to be set for introduction and implementation of training and PIP into the system. As routine as training and remuneration may seem, introducing these initiatives were a change process for my workplace and existing values and systems were being challenged. Setting the stage involved creating understanding of the change process in a way that made sense to the employees.

PIP is a recent introduction in the healthcare sector in Nigeria, it has long existed in the marketing, insurance, banking sectors etc. but not in the Nigerian health system until recently (Ogundeji et al; 2016). This is probably attributed to the fact that in view of the nature of the healthcare profession and the pride the workers take in belonging to their profession, a large number of the health workers are into the profession for what they can give not what they can get (McCabe & Garavan, 2008). Besides, the degree of effectiveness of PIP in improving employee commitment is still in contention considering the variation between organizations that implemented it because the differences in design of the

scheme, its context and mode/frequency/consistency of implementation affects the outcome and its efficacy.

With regards to introducing the training initiative to address commitment level, Kiesner (2010) advocates that for the programme to be effective, it will be necessary to conduct a Needs Analysis, get participants to buy into the training, make adequate use of existing resources, create a 'buzz' for the training, and evaluate the outcome. Afroz (2017) suggests that it is important that training needs of the employees be ascertained first and only eligible employees should be selected for training. Lee (2015) collaborates this by positing that when not properly matched, training could have negative impacts.

Bolton and Thompson (2004) in addition advocates the need to identify individuals with entrepreneurial qualities as these are more likely to discover their talents when presented with the right training opportunity or motivation. According to them, motivating an individual with training, Performance enhanced/Induced Pay, more responsibility or higher pay will only pay off when such employees possess the FACETS – Focus, Advantage, Creativity, Ego (Inner and outer), Team and Social. While this point of view – to conduct needs analysis and align training to specific individuals - holds some wisdom in ensuring that scarce resources are not wasted on employees who do not meet the necessary criteria, the top management of my workplace thought otherwise. Management insisted that the entire workforce will be a part of the training. In their opinion, elaborate identification of individuals considered suitable for training was going to use up scarce resources of time and money but most especially, considering the peculiarity of my workplace where there was already distrust of management intention among employees, it could have created inequality and animosity among the employees and worsened the lack of motivation and reduced morale. Evidence from literature on the need to identify and train only individuals with the right quality was not able to sway management's decision. In the words of the CEO, *"This is my company and I am involved enough to know what will work best for us!. What you are implying applies only in textbooks. Any attempt to eliminate some employees from training based on some literature will only keep us going round in circles and never getting the desired commitment from these people"*. Considering the stance of management on this and to eliminate sampling error and also to get a true representation of the commitment level before and after introduction of training and PIP in my workplace, the entire

population was used. As previously mentioned, there were clear indicators on the need of the employees to be trained. These indicators were visible through the quality of work, the level of error, the general attitude to work, the genuine ignorance been exhibited by the employees due to the lack of knowledge, the comments by the employees when approached on one on one and much more. Although, elaborate training needs assessment was not carried out as recommended by literature, the trainings were properly matched so that the issue of overtraining and undertraining will not arise as cautioned by Lee (2015). Doctors received training suitable for them with regards to their areas of expertise, years of experience, interest and organizational need. Same also for the nurses, Lab scientists, dentists, Administrative staffs and all.

Reviewing the workforce, and with reference to the survey report carried out earlier, management decided that the error rates, knowledge gap and commitment level were indicators that at least 90% of the employees were in need of some training and skill development. This decision also cut out the need for additional elaborate conduction of Needs Analysis. Besides, the training was greatly desired among the employees. After training was introduced and entrenched, It got to a point where it became an expectation of the employees from management and hence became a handy inducement to employees. The desire for training was jointly due to both personal and professional need on the part of the employees. In reality, it was a contractual obligation of management whose responsibility it is to ensure the employees are provided with all they need to give their best to the organization; hence, introducing training in my workplace was like delivering justice. It is therefore no wonder that both the qualitative and quantitative data showed marked improvement in attitude, behaviour and performance of the employees.

The next step was the series of meetings and consultations with HODs, unit heads, team leaders, supervisors and dissemination to the other employees. The information on the anticipated changes were disseminated via emails, phone calls, flyers, circulars to staff, catch-phrases and face-to-face meetings. The abstract vision of the new organization was shared with the concerned stakeholders showing a representation of where we were and where we aim to be and the floor was open for question both at the meetings and afterwards.

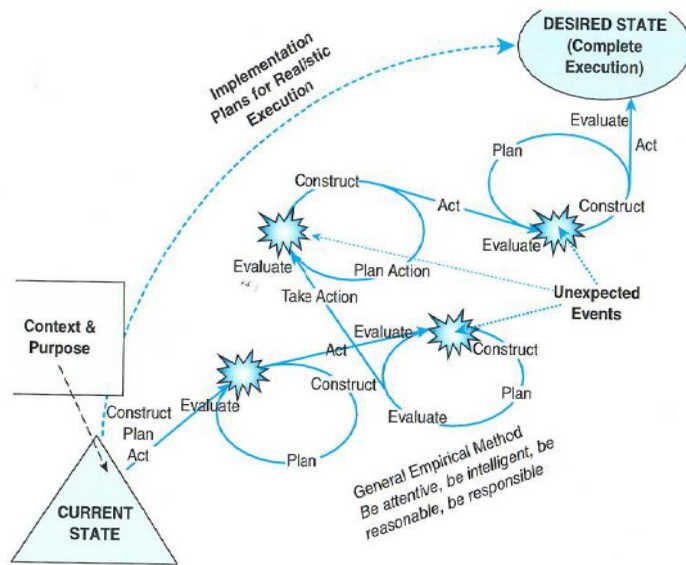


Figure 24: Action Research process showing the journey from the current state to the desired state. (Culled from Coghlan & Brannick, 2014)

The news was greeted with mixed feelings and there was need for the employees to make sense of it all. Sensemaking is a collective process that gives employees the opportunity to assimilate fresh, different, new or unfamiliar elements that the changes taking place in their hitherto established workplace has raised. The principles of sensemaking and sensegiving when integrated into a change process makes a whole lot of difference as it creates opportunity for building of trust, getting a better knowledge of the team and how it works, giving and receiving feedback through effective communication, and deciding what needs to be changed and what can remain (Gioia & Chittipeddi,1991). Sensegiving involves interpretation of a change situation not just from the point of view of the initiator but from the various points of view of those who will be going through the change process. Hence, when successfully and efficiently carried out, it is able to encourage the acceptance/approval of a change process by affected stakeholders.

At this sensemaking/giving stage, questions were asked, fears expressed, etc. Numerous meetings were held and the outcomes included modification and fine-tuning of the changes leading to a better, well-defined process. The employees were each encouraged to come up with suggestions and ideas on how to move the workplace forward, and requested to be innovative and to think outside the box while at it. It was important to reiterate at this point that every idea was good (unless otherwise proven) and every employee was important to

the success of the organization despite their various roles, levels or educational qualifications.

From constant interaction, I noticed the employees went through the different stages that evolve during interpretation of a key event i.e. anticipation, confirmation, culmination and aftermath (Isabella, 1990). Naturally, each stage has different emotions and degree of resistance associated with it. Resistance is highest at the confirmation stage (ibid) because it is the stage where they begin to personalize the change and begin to evaluate what the change means to their current status quo, and begin to ascertain what they stand to lose or gain. To help me successfully overcome this stage in my workplace, change agents were identified and wholly incorporated into the process.

The Company's Management team did not initially support the idea of change agents because they felt it was like giving the employees additional duties which could affect their primary responsibilities. However, when I explained that it wasn't an additional duty but tapping into the strength of employees who had the ability to influence others, they relented. For a successful change process to take place, change agents have a role to play. A typical change agent is expected to either create or direct the change depending on the type of change and the change agency model been applied during the process (Caldwell, 2003). Also, the use of change teams is becoming increasingly acceptable because of its ability to apply a combination of inside knowledge with the external consulting knowledge thereby improving effectiveness of a change process; and reducing resistance and possible opposition from employees (Kotter and Schlesinger, 2008).

I, as the consultant and Action Researcher managing the change was first and foremost a change agent because my role involved "coordinating and integrating complex, large scale and multiple change projects" (Caldwell, 2003 pp 137). In the case of my workplace, my role was to create the change and work closely with the other change agents whose roles were mainly to help direct the change. The training initiative been introduced into my workplace was well received because both the staff and organization realized they were going to benefit directly from it but the PIP elicited a lot of fear and uncertainty among employees which increased the likelihood of the employees resisting its implementation. The major fear was that it could be used as an avenue to 'witch-hunt' and secondly, they suspected that the clarity and fairness of the process to measure performance was going to be subject

to a lot of flaws and bias. This led to the need to set strict criteria on how performance could be measured. The change agents' roles were to be a link between the employees and management, reassure employees of the benefits of the process and ensure transparency and credibility of same all through the process.

The change agents were picked from different levels and departments. These were people that had been identified as charismatic, outspoken, had willingness and openness to lifelong learning, could comfortably and professionally handle complexity and uncertainty and who had been proven to be change catalysts. I worked closely with them right up to the first three PIP payments and they were instrumental for the gradual acceptance of the scheme, dissipation of doubts and now, anticipation of the payments. They also acted as middle men and intermediaries, bridging the communication gap between management, myself and employees.

5.2 Acting

One question that always came up regarding the resolution of my workplace problem was why we decided to address the issue of commitment with training and PIP. There were other initiatives the organisation could have settled for which probably would have been less cost intensive for the organization and probably less technical to implement.

In a way, training was easier to decide on because there was a unanimous position by existing literatures and in practice on its positive effect on employee commitment and motivation. Besides, it was also a sure way to build normative commitment which according to Sharma et al (2015) had the highest tendency to make an employee go above the call of duty. The employee takes into account the investment the organization has made into him/her and therefore feels obligated to remain and while doing so, gives back to the organization as much as possible. Also, as mentioned earlier, the two initiatives finally settled for were seen to be the most appropriate because they were believed to have the attributes to jointly address the numerous issues that were of priority to the workplace as well as tackle the pressing needs existing in the workplace at the time. Besides, with training, it was a win-win situation; the employee gets trained and becomes better on the job as they gain long and short term skills hence become more effective and efficient which eventually

translates to increased productivity and profit for the organization; and economic growth and development for the society (Majovski, 2017).

According to the Kirkpatrick model (Wu et al, 2018) (see Table 15), direct outcome of a training programme and satisfaction of the employees been trained with the programme were important in training evaluation. If the trainees are not satisfied with the programme or do not see it as relevant to their current or future career plans, the chances of it creating any form of commitment in them was slim. There was also need to assess the quality of knowledge that would be gained by the initiative (long or short term) and the reassurance that the training would bring about a needed change in practice and behaviour. This guided the decision on which training packages to take on for the different categories and levels of staff in my workplace. For example, while the nurses would need training on Medication administration, basic first aid, resuscitation, and infection control; the cleaners would not need Medication Administration Training or resuscitation training but will definitely benefit from infection control training and Basic First Aid training. Although the later may not be used in the workplace, it is a life skill.

Table 15: The Kirkpatrick model of training evaluation (Extracted from Wu et al, 2018 pp 4)

Outcome Level	Definition
Reaction	Evaluate trainees’ reaction to the training program and its seeming value
Learning	Will the desired skills, knowledge, behavioral change, attitude etc. be acquired and how much of it?
Behavior	Can the new knowledge be applied to the job and to what extent?
Results	Visible and measurable improvements should be seen as a direct result of the training.

In evaluating the trainings, a study design was created which highlighted the training need and the long and short term benefits of the training. While the employees' and organizational needs were considered, policy makers' needs were also very paramount such as the credibility of the evaluation (including quality of the evaluation team) and incorporation of a broader elements like the political context etc. to make the evaluation robust.

In addition, resource allocation and sustainability were seriously considered when deciding to address the lack of commitment in my workplace with Training. This was also applicable to PIP. Resource allocation could only be made by management when they are convinced about the cost effectiveness of the initiative. Resources included the cost of training materials, transportation, accommodation, feeding and payment of trainers and trainees (when it involved them going outside the workplace for the training). Management had to be certain they had enough resources to cover the trainings and to sustain it in the long run. It wouldn't tell well if the initiative was abandoned halfway due to lack of resources or if the hospital took on a training programme that was more than its financial capacity.

Despite the steps taken to evaluate the trainings, ensure its relevance and acceptance, ensure availability of resources to start and carry on, the process still was not delivered on a platter of gold. There were furthermore market imperfection and other internal obstacles to contend with. Some of the internal obstacles was the absence of a training department and existing budget.

Although resource allocation had been considered, it had not been part of that financial years' budget so the start date for the training had to be delayed. Also, economies of scale and opportunity cost had to be assessed and provisions made for them. For example, an employee undertaking training for the day had to be away from his/her daily duties and a temporary replacement had to be sought to ensure continuity in service delivery. The time taken to fine-tune these issues caused a shift in the start date of the training programs and these delays triggered doubts among employees especially those who were initially sceptic and not yet convinced about the commitment of management to keep their word. It meant extra effort had to be put into rebuilding confidence again when eventually the training budget was allocated.

The lack of a training department meant the initial training schedules were limited in scope and had limited information about training opportunities while the formality of training was gradually been incorporated and trainers were being trained or recruited (as the case may be). Also, there had to be a successful test-running of the scheme and checks put in place to ensure a drastic reduction in employee turnover of those who had been trained. Management refused to approve the more technical and professional trainings except a scheme was developed that will ensure that after investing so much on training the employees, my workplace would benefit first for a reasonable length of time before the employee could take the knowledge elsewhere. They were skeptical about investing so much if there was no assurance that employees will remain within the organization and put the training to use hence growing the business. This had to be addressed before we could proceed. I saw wisdom in the position of management and although it was going to cause some delay, it was needful. Therefore, together with management, a process was designed to ensure my workplace did not lose, in the long run. For the more expensive, formal/professional, externally conducted trainings (e.g. Laparoscopy training); employee had to sign an agreement ensuring they reimburse a certain percentage of the training cost if they leave the organization within a certain time. Also, the training certificates were only released to the employees after an agreed length of time. For other less professional trainings, a batch of employees were trained to train others (train-the-trainer initiative). These trainers had to (once in a while) go for update courses to ensure what they are training the others on are still relevant and up-to-date. The alternative of using external providers for these trainings were considered expensive and the knowledge gained, general (not specific to my workplace). In-house training was also relevant when a new staff was employed or when a service or product was being introduced as the trainers were on ground to take care of any teething problems. In addition, in-house training was tailor-made to meet the requirement of individual jobs and tackling any specific organizational challenges.

Introducing PIP was more challenging. The challenges came from both management and employees. Management were not very keen to increase personnel cost in view of the extra payments that will have to be made to high-performing employees while the employees chose to thread with caution as they felt it was a ploy by management to get them to work

extra hard with no extra benefits. Besides, there was also concerns raised about the possible subjectivity of the appraisal process. Following employee comments and expression of their thoughts, the appraisal process and PIP payment modalities were fine-tuned. There were two sections during the appraisal process. The first process used figures and data in one section. These figures were captured from daily entries. For example, commendation letters received by an employee, complaints received against an employee, revenue generated due to direct referral by an employee, number of days of lateness or absences etc. There was no bias expected in this area as the figures were verifiable. The second section of the appraisal was carried out by the line manager. There were certain KPIs specific to each role that were used and their grading guides were included. This was to reduce the risk of too much personal judgement and to make the process more valid and transparent. Also, the appraisal had to be countersigned by a superior to the line manager and the subordinate had an opportunity to preview comments and ratings and either reject or accept them. When it is rejected, the employee and his/her line manager are expected to meet to resolve the areas that seem to be bringing up controversies. If they agree on the way forward, the appraisal process is started again. When they otherwise have an impasse, the manager's supervisor gets involved and tries to resolve the issues.

As already mentioned, the PIP process involved meetings between supervisor and subordinate. During these meetings KPIs and job functions/description were discussed and agreed upon as they formed the basis for appraising the employee. Some management team were of the opinion that the frequent contacts with their subordinates would 'demystify' them and could lead to disrespect. I had to remind them of the management report that had recommended the need for a two way flow of deliberate and regular communication and an avenue to invite feedback and also act on it. Except they were willing to let go of personal bias and put their all into this change process, we would not be able to make good process. Also, there is a difference between instilling fear and instilling respect in subordinates (Raelin, 2010). When the subordinates respect the supervisor, it is because they have earned their trust and an open communication cannot obliterate that (ibid). At this point, I realized that the change process was more involving and deep rooted than I actually envisaged. Apparently, some were more concerned about their own interest,

instead of the success of the organization. After this, time and resources were allocated to leadership programs and incorporated into the planned trainings.

Unlike training, literature on PIP was not all about a clear positive relationship between PIP and improvement in employee commitment. While I could comfortably encourage management using existing literature to go ahead with training, PIP was more out of personal experience and justifying its continuity to management needed a lot of tact. That does not mean that there were no literatures backing the effectiveness of PIP. In fact, Ejumudo (2014 pp 79) states that “reward systems are arguably at the heart of employee performance”, it just was not as unanimous as the effects of training. However, I approached introduction of PIP with a lot of positivity because of peculiarities in our environment. One of them was bridging the pay differential between public vs private healthcare sector. The public sector had the capacity and resources to pay higher salaries which they do. This affects the morale of private healthcare sector workers who feel that they are earning less than their counterparts who were fortunate enough to secure employment in the public service. Also, the public sector workers had job security and were certain of their monthly salaries unlike the private healthcare staff who were always faced with threats of non-payment of salaries or a slash in pay depending on the profit the organization makes. While the slash or the non-payment may never happen, it remains a threat which hovers uncertainly above the employees. Introducing PIP however addressed the pay differentials for high-performing employees as it actually put the high-performing staff in my workplace above their counterparts in public service in terms of remuneration. Also, considering that Nigeria is just coming out of the worst recession in recent years (CBN, 2018), jobs are still very scare and purchasing power has been negatively affected (NBS, 2017) thereby changing people’s attitude to money. I figured that when employees see that they can earn more by going the extra mile, they will willingly stay with the organization and give her their best. This type of commitment (continuance) though effective in the short run may not translate to adequate performance in the long-run (Sharma et al, 2015), however, we deemed it a good starting point in my workplace.

As in the case of training, the resources for implementing PIP and ability to sustain it was also a major factor considered in the decision making process. Considering some level of reliance on personal experience, the risk of falling into decision making traps existed.

However, that risk was considered minimal because these initiatives were going to run through a pilot phase and had the option of been dropped if they didn't meet expectations.

Notwithstanding, there were many benefits we felt could be derived by implementing PIP. One was that it was an effective and efficient way to communicate my workplace's values and objectives to the employees. This was because in getting the basis for the pay, attention was paid to each employee's performance indicators and expected values. It was also a vehicle for making the employees to have a first-hand, unbiased opinion of their performance, identify areas they needed to improve on and see how their individual and collective efforts contributed to the organization's sustenance and growth.

In addition, besides the tendency to motivate the employee to work harder with a view of earning higher, it improved supervisor-subordinate relationship and boosted morale among staff because it created opportunities for managers to overcome communication gaps and also discuss performance with their subordinates and work together to ensure everyone is getting the needed support for optimal performance. I saw this as a big plus because if and when the PIP package is withdrawn in the future, the spirit of teamwork and cohesiveness already created among the employees will remain.

Another advantage I noticed from the PIP introduction was that it was a clear and non-discriminate way to differentiate between employees my workplace would want to retain and the ones it would be willing to let go in event that the need arose in the future to downsize the workforce.

As mentioned earlier, change agents were valuable in helping employees overcome the fears and reservations surrounding the introduction of PIP and to ensure compliance and cooperation of staff during the appraisal system as a flaw in the appraisal process will affect the efficiency of the PIP and its ability to improve commitment. Change agents also helped address the issue of group think. Group think according to Janis (1973) is a deep seated opinion which affects decision making by increasing the likelihood of premature consensus hence concluding on an issue and influencing others to do so without thorough and thoughtful reflection which in the case of my workplace is concluding on the shortcomings of PIP without taking time to understand the modalities and checks put in place to ensure transparency.

5.3 Observing

PIP was introduced six (6) months after training to allow concentration and get the training up and running before introducing another initiative. Also, the training was going to help the employees carry out their responsibilities better as it didn't seem fair appraising them when they still lacked the necessary skills to excel in their various functions.

The first PIP payment was met with a lot of excitement. Apparently, a good number of the staff were expecting management to back out of the payment and come up with reasons why they couldn't pay. This was because they have had previous experiences of management failing to deliver as promised. Those who met the payment criteria vowed to keep working harder to ensure they never went lower than they just did, while those whose performances did not qualify them for the payment were determined to partake in the coming months. I can't say how long this feeling will last, but for now, it is creating the needed atmosphere.

It is worthy to note that the entire process of introducing training and PIP were not without its hassles. With the training, there were days when the trainers did not turn up, turned up late or sometimes rescheduled at last minute after staff had already been shuffled in a bid to cover the work stations of those who will be at the training. On one occasion, an external training was rescheduled and although fees paid were fully refunded, the flight tickets were forfeited and hotel bookings were only partially refunded. So the organization lost money from its already scarce resource. Also, at the start of PIP, the software had some challenges with capturing daily data inputted into them. Although this was promptly sorted out, employees still spent considerable economic time checking the software manually to ensure their efforts had been rightly captured.

With all these challenges and other issues like the economic and political climate of my workplace, it was enticing to get confused and overwhelmed, and be tempted to abandon the project and take on something smaller and easier or focus mainly on the challenges. However, a story about a pregnant deer always helped me remain focused. The story tells that a pregnant deer in labour was besides a flowing stream about to give birth to her fawn. To her left was a hunter aiming a gun, to her right was a lion stealthily approaching and behind her was a raging forest fire. The only thing she had control over was to give birth. If

she shifted her focus to the hunter, the lion, the stream or the fire, it could result in death or disaster and she would miss the chance to safely give birth. So she focused on the one thing that was in her hands, the one that was within her control – which was, bringing forth new life. The story goes on to say that a lightning bolt affected the hunter's sight and he missed his aim and shot the lion instead. At that moment, a rain started which doused the forest fire and the deer went on to have her healthy fawn. The moral of the story to me is to remain focused and pay the most attention to what you have control over. Every change initiative comes with its difficulties, confusion, negative thoughts and visions of impossibility (Westover, 2010) but if one remains focused on the end result and does not waver, there will be success in the end. Life is about stimulus and response. The stimulus is external to the individual and one has no control over it. The response is internal and can be regulated, hence the need to take charge and concentrate on improving the response. For me in my workplace, the stimulus includes the political terrain, the economic recession, the resistance to change etc. while the response is my ability to focus on strategies that I reckon could address the lack of commitment in my workplace and carry through with it tenaciously.

5.4 Reflection/Reflexivity

Reflection is a crucial aspect of action research and management knowledge creation in general which is gradually gaining grounds (Weick, 2002, Alvesson et al, 2008 & Johnson & Duberley, 2003). It involves changes in personal beliefs, values and assumptions as a result of knowledge and insights gained and although various versions and understandings of it exist, the aim remains same – that is, to improve authenticity, reliability and accuracy of action research. According to Johnson & Duberley (2003), reflection achieves this by questioning understanding, findings, outcomes and various perspectives that open up in the course of a research; testing assumptions that show up in the course of the research and having a dialogue with the situations they find.

Greenwood & Levin (2007) noted that Action Research starts with a sense of dissatisfaction and a commitment to change. It is more concerned with the practical aspect of gaining knowledge because it is relevant to real life situation (Coghlan, 2011). Considering these, the first step to reflection is to develop an attitude of inquiry and as ibid advised, by focusing on 'how' rather than 'what' we know. Reflection can only be possible when a

researcher practices the art of inquiry. To achieve that, there is need for a triple loop inquiry and learning. Both the double and triple loop learnings are second order changes and while the double loop increases effectiveness of learning by understanding the reason and motive behind the act, the triple loop in addition to these, goes beyond to incorporate organizational discourse enabling understanding, perception and awareness-creation into the paradigm itself (Isaacs, 1993).

Johnson & Duberley (2003) proposed three types of reflexivity namely: the methodological, the hyper or deconstructive, and the epistemic. With methodological reflexivity, possible methodological lapses are eradicated by reason of the behavioural changes that have taken place while the researcher is reflecting on the different research protocols been proposed for the workplace problem. In the case of deconstructive/Hyper reflexivity, the cyclical nature of AR becomes more evident because in reflecting on the workplace problem and the AR process, more areas of inquiry are opened up showing that there could be layers of meaning to be constructed from a workplace problem and so there is never a stage at which a change process can be said to be completely settled because “any construct may be deconstructed” (Johnson & Duberley, 2003 pp 1287) as reflexivity progresses. Epistemic reflexivity stimulates self-understanding and thereby challenges existing management knowledge. This form of reflexivity creates awareness of one’s self, encouraging them to ask questions, and creating the awareness that social forces, assumptions, group think can influence the outcome of a research. It helps researchers to recognise and utilise their creativity.

In essence, reflection was evident in my choice of methodology as I had to painstakingly go through the different approaches and narrow down to what I needed while addressing my workplace problem. Through reflection, I was able to justify my ontological and epistemological position in the light of outcomes and academic thoughts. It was also in the reflection process that my workplace problem and approach to resolving it was improved upon and fine-tuned. I gained actionable knowledge via reflection and developed new ways and ideas with which I could address my workplace issue. It also enabled me effectively compare academic practice with evidence in my workplace context. Also, with reflection, I gained double and triple loop learning which produced practice-based outcomes. With single loop learning, values and assumptions are not altered but with double loop learning,

values and assumptions changes and this leads to modifications and changes in behaviours, action and consequence. Triple loop learning takes it further by not only addressing the assumptions but challenges the norm, creates awareness and brings about the needed action (Seo, 2003). While single loop learning may be sufficient and effective in solving some problems, my workplace and the DBA process needed a triple loop learning to get the desired result. It was also in the process of reflection that I was able to overcome emotional barriers, political obstacles and managerial control imperatives which have been identified by Seo (2003) as three levels of analysis that may serve as constraint to double and triple loop learning both for me and for the employees. In overcoming emotional barriers, the first step was to identify the emotions and understand the reasons behind them. As usual in an AR, there was no blanket approach as individuals are different and what may be a major concern to one individual may be negligible to the other. However, considering the number of employees in my workplace, it was impracticable and unrealistic to address every emotion elicited by every member of the organisation. The practicable thing to do was to find the dominant discourse and major emotions and address it. For example, the issue of PIP was greeted with scepticism as earlier mentioned and the major reason was the fear of a biased and subjective outcome to the exercise and an excellent avenue for witch-hunting. Positive effects were built around the emotion with the help of the change agents and although it did not address every employees' emotion, it at least addressed and resolved that of a majority of the target audience.

As with all AR thesis, there exists the possibility of bias due to the researcher's emotional investment and personal stake in the workplace. This is exposed through reflection and can then be adequately addressed. I was able to overcome this by the uniqueness of my relationship with my workplace in that although I am an insider, I am also an outsider. That gives me a perspective which an employee of the organization may not have and also a perspective an outsider will not have.

Summary

Action research does not only consciously intend to bring about change but also involves deliberate social and critical reflective process because of its major focus on practice and creating understanding through language and socialization (Davis, 2004). In introducing

training and PIP to my workplace, I went through the spiral loops of planning, acting, observing and reflecting. Creative thinking about action to take, decision making and actual implementation were key to the research process. There didn't seem to be a single right way to approach my workplace problem because my workplace as already pointed out severally, is a complex adaptive system and has to be approached in the context of its peculiarities and environment in which it is nestled.

CHAPTER SIX – DISCUSSION AND CONCLUSION

Introduction

This chapter summarises the ongoing discussion thus far. Based on the outcome of the analysis of the Quantitative and Qualitative data, it makes deductions and implications. This chapter also highlights the contribution of this thesis to existing knowledge while noting the limitations in the study before concluding the research.

6.1 Outcome and discussion

The aim of this study was to determine the impact of training and PIP in improving the level of commitment among employees of a private specialist hospital in the Federal Capital Territory of Nigeria where performance, productivity levels and investigative study into the challenges indicated a lack of commitment among employees. The study looked at the relevance of employee commitment in the workplace and what strategies could be implemented to address the lack of commitment among employees. Quantitative and Qualitative data were used and analyzed and the results compared to see if the strategies (training and Performance-Induced-Pay) had yielded the desired result.

Commitment is “an implicit or explicit pledge of relational continuity between exchange partners” (Cater & Zabkar, 2009 pp 786). It is believed to be a main precursor of customer loyalty and a major component of long term relationships (McCabe & Garavan, 2008). It is also one of the most frequently studied business variables (Cater & Zakbar, 2009). Commitment measures the intention of people/partners/businesses etc. to continue a relationship. The impulse to continue in a relationship can be measured through three components - affective, calculative and normative. For commitment to exist and continue to exist, there has to be a desire and preparedness by the partners concerned to make the sacrifices that will yield long-term benefits. The parties concerned must value the relationship and desire to maintain it. The level and degree of short-term sacrifice a partner is willing to make is an indication of which of the three distinct motivations inspire the desire for continuity.

As previously noted, the right Human Resource is the most fundamental resource of an organization hence the focus on increasing their efficiency as this is vital for sustainability of any organization (Jha& Kumar, 2016). In view of this, it is of critical importance to ensure workforce engagement. This can be in 2 ways (ibid) –

- Enhancing productivity and performance of the workforce
- Ensuring employees are committed and motivated to contribute to the goals, visions and values of the organization.

In my workplace, we set out to secure employee engagement and hence sustainability of my workplace by improving the level of commitment of the employees through training and performance-induced-pay.

Commitment has a very crucial role to play in delivery of high quality healthcare because organizational commitment is directly related to job satisfaction which influences job performance (McCabe & Garavan, 2008). Lytle and Timmerman (2006) concurs with this in their study which found a strong relationship between employee commitment and quality service. In this wise, it was considered futile to attempt to improve the quality of service in my workplace or maintain sustainability of the workplace without first ensuring a committed workforce.

Organizations add value to themselves when they develop the skills and improve the capabilities of their employees (Manna, 2008). Improvement in employee behaviour manifests in the efficiency and effectiveness with which they carry out their duties. It reflects in their productivity and the attitude they exhibit in the workplace or outside the workplace (when applicable) (Lee,2015). No wonder Afroz (2017) emphasized the importance of training and development as vital strategic tools.

From the results of the quantitative data, it could be seen that following the introduction of training and PIP that lateness, error rates, customer complaints, infection rate and others took a decline while commendation letters, new client registration, monthly profit etc. made a remarkable improvement. This is a clear evidence of change of behaviour occasioned by the happenings within the organization. While training and PIP were the introduced variables, the improvement in employee behaviour could stem from other

offshoots of these such as the improved relationship with management, the perception of been valued by management, the improved communication within the organization, the general positive attitude and energy been exuded (which can be 'infectious').

After introduction of PIP, it was initially noticed that personnel cost increased but this was balanced off by increased revenue from new clients registered, less claims and litigation and less losses from staff turnover, reduced infection rates, less man-hour lost through lateness and absences etc.

PIP seemed quite acceptable in my workplace probably due to the current economic situation in Nigeria as previously mentioned. Although the economy had shown positive improvements in its GDP following its exit from the worst recession ever experienced in the country which spanned over 5 consecutive quarters, the recovery remains fragile due to fluctuating oil prices which is still Nigeria's main revenue despite concerted efforts by government to diversify the economy (NBS, 2018). Flooding in some parts of the country is also affecting the already fragile recovery as this affects agriculture which is an upcoming revenue for the nation (ibid). There has therefore, been a sharp increase in unemployment and underemployment occasioned by the recession so jobs are scarce and few. Many organisations are letting off their workers and some reducing/ slashing salaries (ibid). While the country had barely begun to recover, the COVID-19 pandemic dealt a hard blow on the economy again as it has slumped back into recession as Nigeria's crude oil production in 2020 fell to a four year low (Munshi, 2020).

The current recession in Nigeria has also affected purchasing power of people, so initiatives that improve this purchasing power is likely to get the attention of employees. With these facts in mind, PIP was particularly strategic in the aftermath of recession. Maijega (2018) noted that workers who are unable to live comfortably or afford basic needs are never happy; and unhappy people are uncommitted, volatile and easily irritable. Introducing PIP at a time like this not only rewarded hard work but also increased the earning and bargaining power of the employees. It greatly boosted the general morale around the workplace and significantly improved motivation and work attitude. It was a classic case of getting instant reward for your efforts. Employees in my workplace were willing to go the extra mile provided they were assured of a steady incremental income. There is however a question that lingers and that is: If the Economy picks up, will PIP be able to sustain commitment in

my workplace? We cannot say for now but one thing is sure - in the meantime, it is yielding the desired result.

For a relationship to successfully thrive, there has to be trust (Cater & Zakbar, 2009). In essence, for employee commitment to be secured, there has to be trust by the employee that the organization will act in his/her best interest and trust by the organization that the employee will act in all honesty and work to the expectation of the employer. It has been noticed that trust depends on past experiences. This explains why the staff in my workplace had shown initial reluctance in accepting management's plan to improve commitment because the trust had previously been broken in numerous instances in the past. Trust has been found to have a positive influence on affective commitment. When the trust is high, employees are more likely to continue with the organization because of the sensation of interconnectedness and identification they experience with the organization, its goals, objectives and values (Cater & Zakbar, 2009). That means that the level of commitment been experienced in my workplace now may be sustained even after PIP is withdrawn provided the trust is maintained by appreciating hard and diligent work, carrying the employees along and keeping them updated every step of the way as 'co-labourers in the vineyard'.

The success of the initiatives in improving commitment in my workplace is particularly evident in the increased client registration despite the economic situation in the country. Low patronage in the hospital was initially suspected be as a result of reduced spending power due to the recession; this potentially resulted in some Nigerians resorting to self-medication, preventable complications, and visits to cheaper and less qualified healthcare workers and quacks (Obinna et al, 2017) rather than accessing the quality service offered in places like my workplace. However, despite the fact that the economic situation has not significantly improved, my workplace has recorded increase in patronage indicating that the positive changes within the workplace is been felt even by outsiders.

Some studies have shown that although training and PIP respectively have been proven to improve employee commitment, the trend has not been sustained over time (Dowling and Richardson, 1997). Like the law of diminishing returns in economics which is used to refer to the state in which the marginal incremental benefits derived begins to decline or is less than the input or investment been made even when the investment or energy has remained

constant, the effect may begin to wane with time. To this end, management are advised to consistently be creative in ideas that will maintain or improve the commitment level at all times. Provided commitment does not fall below the current level, the organization will continue to thrive (All things been equal – *ceteris paribus*).

6.2 Original contribution to knowledge

According to Eden & Huxham (2005) it must be clear that the results from an action research “could inform other contexts, at least in the sense of suggesting areas for consideration” (pp 78) and be usable in everyday life. That means as much as the aim and target is to improve firstly, my workplace, it should contribute its quota to the general body of knowledge. In view of this, this thesis has been able to extend the notion that training and Performance-Induced-Pay are beneficial to an organization provided the training is considered relevant by the trainees and meets a gap in the employees and workplace (Wu et al, 2018) and the PIP is handled with minimum bias to eliminate the issue of lack of trust and confidence in the process. While every aspect of this research may not be applicable to every workplace situation that deals with lack of commitment, ideas developed in the course of this thesis should be able to be used to lay the necessary foundation in similar situations taking into account the peculiarity of each.

In summary, the results of both the quantitative and qualitative data show that training and PIP may be associated with increase in employee commitment and improved workplace performance thus displaying triangulation. It therefore makes some valuable contribution and supports existing literature on the usefulness of these activities in the workplace.

6.3 Gap in existing knowledge

To the best of my knowledge, there was no study that examined the combined effect of training and PIP in an organization. Existing literatures were focused on either training or PIP (or any other name it was known by, such as like ‘pay for Performance’, ‘Performance bonus’, ‘merit pay’ etc.) respectively but not together. The outcome of this thesis will therefore be a step in bridging the knowledge gap and encouraging future study to investigate further, in greater detail and in a broader scope if these two initiatives

complement or contradict each other in improving employee commitment or if they influence it independently.

6.4 Implication

“Evidence-based management (EBM) means translating principles based on best evidence into organizational practices” (Rousseau, 2006 pp 256), it expresses the relationship which exists between research and practice in management studies (Morrell, 2008) and helps guide leaders and organisations towards achieving their desired results. It not only bridges the research-practice gap, but also improves the quality of decision making and provides an avenue for incessant improvement and effective learning. With EBM, managers become professionals in making organizational decisions that are informed by organizational research and social science by taking into account the cause-effect principles and dynamics/adaptive nature of human behaviour and reaction to organizational action. With EBM, the cause and effect reaction specific to a particular organizational decision is evident. It helps the manager to avoid the over-use or under-use of specific lines of action while promoting practices which the evidence validates. In my workplace, as this study has shown improvement in employee commitment using training and PIP, we will put it into practice while still going through the spiral and cyclical stages of Action research.

6.5 Limitations of the study

There were some major limitations encountered in the course of the research. These limitations were snags in getting the study to its utmost level.

One constraint was the lack of sufficient literature especially in relating to commitment in the private healthcare sector in Nigeria. In addition; there was limited literature on the use or efficacy of PIP among healthcare workers in general and in Nigeria in particular. This could be due to the fact that the concept of performance pay in the healthcare sector in Nigeria is novel and not yet widely practiced (Ogundeji et al; 2016). All these insufficiencies in literature narrowed the accurate scope of analysis and reference to existing literature.

Secondly, this study covered only one private hospital in the Federal Capital Territory of Nigeria. The findings may not apply in another setting or type of organization. This limitation

has been the argument of proponents of traditional research against Action Research, that the findings and results are limited in application and that it lacks the necessary number of cycles to meet the required rigour (Brannick & Coghlan, 2007). However, considering that it meets the three prong criteria as posited by Zuber-Skerritt & Perry (2002) which are; that it benefits the organization, the body of knowledge and the researcher, it has met the standards to be considered appropriate and effective.

Also, the study examined the effects of training and PIP jointly. It did not analyse their individual effects independently or which had a greater effect on commitment or if they in fact contradict or complement each other. In other words, the study did not gauge the success of training or PIP individually. This was because it had to remain within practical limit of what can be achieved within the scope of the study.

Another limitation was that the study did not attempt to identify the prevailing type of commitment that was dominant in the workplace. Allen and Meyer (1990) noted that the different types of commitment required different strategies to manage and maintain; and affective commitment was the type most likely to translate to increased efficiency, effectiveness and loyalty (Carter & Zabkar, 2009). Identifying the dominant type of commitment is expected to help the management forecast the likelihood of employee performance been sustained and also enable them take informed decisions. However, due to limitation of time and resources, this study did not specify the commitment type been sought in my workplace or the commitment type that appears to have been achieved as a result of the research. Carter & Zabkar (2009) noted that most organizations aim to help their teams develop affective commitment because a team exhibiting Normative and Continuance commitments only are presumed to easily become bored and unmotivated (every manager's nightmare). It is however worthy to note that the three types of commitment can be experienced all at once at varying degrees. A healthy mix is the desired ultimate outcome of this research.

Lastly, one major limitation was that the questionnaire where employees gave perception of their opinions before the introduction of training and PIP was in retrospect. The possibility exists that the opinion may be biased based on the current state of affairs or the memory may not be frankly accurate although this limitation may not be a major problem if the data is collected for the purpose of a specific intended study (Hoffman, 2007).The ideal preferred

situation would have been to issue the questionnaire before the start of the initiatives and re-issue giving a reasonable timeframe after the initiatives have been introduced but this was not practical within the timeframe of the thesis. The questionnaire that was issued earlier at the start of the research could not be reported in this study as it was done before approval by the ethics committee. However, Jaspers et al. (2009) is of the opinion that at the aggregate level, data elicited from questionnaire issued in retrospect is consistent although it may have been unreliable at the individual level, while Beckett et al., 2001; Schnell, 2019 and Schmier & Halpern, 2004 posits that higher recall accuracy can be prompted by retrospective questions. So, although the part of the questionnaire which covers the era before the introduction of training and PIP was in retrospect, it is assumed not to have affected the quality of the research.

Final conclusion

The core aim of this thesis was to address a major workplace problem - Lack of commitment – by introducing PIP and relevant trainings to the employees. Commitment is crucial in any organization because committed employees give the organization a competitive advantage and are a great and strategic asset to the organization especially in today's prevailing economy (Tremblay et al 2009). Although the research did not specify the effect of each variable, the joint effect seemed to have improved employee commitment for the period under review as could be seen from the analysis of both the qualitative and quantitative data. For this reason, this research suggest that training and PIP are good for organizational performance not just for their direct benefits but also for the indirect benefits that can be derived. How long this positivity in my workplace will be sustained is unknown and outside the scope of this study.

Action research as mentioned earlier is not only a series of cycles but also a series of iterative activities within the cycle. During the process of this research, I was constantly conscious of the fact that my workplace is an open system hence a Complex Adaptive System. To this end, I expect it to evolve and grow by building interactions with themselves and the environment. Although Charles Darwin's theory of evolution refers to changes in living organisms, I see it very relevant in my workplace which can actually be seen as 'living'. My workplace like other living organisms evolves and adapts to changes in their

environment (Smith, 1982) which could be economic, social, demographic, technological, legislative etc. As an avenue to inquire, reflect, learn and develop; AR was the vehicle through which my understanding of the complexity of organization was achieved. Laureate (2012 pp 2) rightly noted concerning organizations in light of CAS, “As deviations from course are identified, corrective action can be taken. This corrective action is followed by some adaptation to the change that occurs”. As a CAS which is an open system, it became possible to see and understand the interconnectedness between the different agents within which my workplace operates. Outcomes in a CAS goes beyond causal drivers, reactions are not linear and different outcomes can be produced with same variables due to the interaction of the organization and its environment (Uden, 2005).

Strogatz (2004) illustrated firms’ adaptation to the system they operate in using swarms or flock (whether of insects, birds or fish). The swarms operate with four rules. The first three rules assume an ideal, safe, risk-free situation - All individuals are aware of those operating in sync with them (their closest neighbour – in terms of locality, sector, type of service etc.), they are aware of their position (in that they know their competitors, threats, risks etc.) and thirdly, they interact without encroaching in each other’s ‘personal space’. The fourth rule comes into play when a predator appears on scene. The other three rules instantly cease to operate and all the members of the swarm want to do is to get out of the way as quickly as possible and onto safety. This is a kind of Darwinian behaviour where the fittest has the best chances of survival. In the same vein my workplace interacts, collaborates and works with organizations in the same locality, sector, economic zone etc. but in event of a threat in the system like the current fall in oil prices which has adversely affected the Nigerian economy (CBN, 2017), and the global COVID-19 pandemic, everyone begins to seek a means of survival and deals with their respective challenges the way they feel suits them best. That is why my workplace opted for training and PIP. While it may not be the best solution for another workplace, it has proven to be effective in my workplace for now.

I say ‘for now’ because systems evolve. What works for us today may not work tomorrow. My workplace as a CAS is a group of system which adapt to the changing environment to increase/improve their sustainability by a reaction of other non-linear events. My workplace exhibits all the ten features of a CAS as identified by Maguire et al. (2006) which summarized states that it is an open system with large number of elements and distinctive

characteristics. It co-evolves, it operates under non-equilibrium conditions and it interacts in rich, dynamic, non-linear, self-organising, short-range fashion that give out both positive and negative feedback loops.

As mentioned earlier the recession recently experienced in Nigeria helped increase the effectiveness of PIP. As a CAS, this same PIP may not be effective when used in a few years' time or when the Nigerian economy improves. Harrison (2013) acknowledged the role of location, economy, legislatures etc. in interacting and affecting the behaviour of a CAS while it reacts to changes and 'threats' in its environment (to training and PIP, in the case of my workplace). While the role they play are obvious and relevant, the most important thing is to understand why and how they prevail over other issues or are overridden under different circumstances and times. An African proverb says that the wind that breaks the unyielding oak tree is the same one which makes the bendy willow tree to take deeper root. That means that although exposed to the same circumstances, results may still differ. Why do they differ? Why is one organisation getting stronger and better in the face of the same challenge that has made others to fold up? An answer to this will help managers and Action Researchers successfully evolve and adapt solutions to their workplaces. Nevertheless, it is worthy of note that, "No single theory of selection or adaptation explains how and why firms coevolve and develop over time as they do" (Volberda & Lewin, 2003 pp 2114).

Finally, the evolving and cyclical nature of action research means in the light of literature and experience garnered, that new meanings and lines of inquiry are created while data is being generated and analysed because like Davis (2004 pp 5) noted, writing is "a method of discovery and analysis". With action research, writing is dynamic and not static or linear as in traditional research. The spiral and overlapping cycles of planning, acting, observing and reflecting is a key representation of action research. To this end, the knowledge gained from this thesis is dynamic and although concluded with regards to the thesis, continues in my workplace and in myself as I continue to develop managerial and leadership soft skills.

Epilogue

I stumbled on the back page article by a regular columnist (Reuben Abati) on Nigerian Thisday Newspaper issue of 3rd of September 2019. He made mention of the management theory of Peter Drucker and his argument that one has to move at a faster pace than change to be able to cope and keep growing. I got interested as I could relate the theory to my workplace and the initiatives we have introduced to keep ourselves competitive. In view of this, I went digging deeper into the management theories of Peter Drucker.

One of the theories embodied by Drucker's management theory include 'knowledge worker' wherein an individual has to constantly develop himself and update his skill-set if they hope or aspire to keep up with the fast pace of change and survive in the long run (Drucker,2012). I couldn't help but liken it to Charles Darwin's theory of evolution of living things which as mentioned earlier can be adapted to my workplace as an open system. It lent credence to our initiative to update the skill-set of employees through appropriate and relevant trainings in our bid to effectively compete in our environment.

I may have come to the end of writing my thesis but the lessons learnt will remain and the changes will continue in my workplace and in personal development. I still see positive results that may not be feasible to be captured in the course of the thesis due to time constraint but one of the greatest joys of a leader is to see positive and lingering results of a change initiative (Realin, 2010). Such success stories are not only encouraging but boosts ones confidence when in the future the need arises to tread an unknown terrain. Recently, I was fortunate to run into the Head of Obstetrics and Gynaecology Department and in the course of our discussion on the positive changes and increased zest among the employees he mentioned that the department has not recorded any maternal mortality in the Last 5 months. Maternal mortality is the death of a woman in pregnancy or within 6 weeks after the end of pregnancy. It is the second leading cause of death among women of reproductive age globally with 65% of these deaths occurring in Africa (WHO, 2019). As at 2018, Nigeria was ranked 180 out of 184 countries and had a ratio of 814 deaths per 100,000 live births (WHO, 2018). This figure is the officially reported cases of deaths and many such deaths, especially those which occur at home, in some rural areas or in unregistered maternity homes/centre are not recorded. For a country with such high maternal mortality rate, it is a

major feat for my workplace which is a private entity to record zero maternal mortality in 5 months, all attributed to the improved commitment of employees at the workplace.

While comments and feedbacks like this proved the success of the initiatives, success was further confirmed by the noticeable improvement in the administrative records and attitude of employees coupled with the statistical significance demonstrated in both the qualitative and quantitative data used in the research.

Indeed, it is great to know that training and PIP worked out fine for my workplace at this time because when we set out to improve the commitment level using these two initiatives, the end result was unknown. Introducing training and PIP into my workplace was with the expectation that it would yield a positive result considering the stance of existing literature; the peculiarity of my workplace and the environment we operate in. However, my workplace is a Complex Adaptive System hence an open system meaning that the outcomes of this initiative is not a linear relationship. This is due to the fact that although organizations can be exposed to the same circumstances, outcomes may differ and deviations from expected outcome of the initiatives could occur due to different causal drivers and interactions between the organization, its environment, and the employees. In continuing with reflexivity, I wondered what would have been the response or reaction if the outcome had differed. Would we have abandoned the project and termed it ineffective; contributing to the literatures that suggest training and PIP cannot influence employee commitment? However, as a doctoral practitioner, I realized that would have been an opportunity to return back to the drawing board and ask pertinent questions like, “What did we do wrong”?, “How can our approach be improved upon”?, “what changes can we incorporate and how”?, “What do we adjust?”, “What needs to change?”, “What needs to remain”? “What are the challenges been faced and how can they be overcome”?, etc. In answering these questions, there will be need for more reflection, and interactions with the employees and an expansion of knowledge as the outcome of the reflection is dependent on the perspective of the employees, my understanding of the sensemaking, the factors at play in the environment and many other factors. Ultimately, these would have helped me to keep evolving and adapting solutions to suit my workplace till we get the desired result. This reiterates the main aim of DBA which is to engage one in practice-based learning and

research by opening up inquiry into areas hitherto ignored thereby connecting learning and experience with the aim of changing organizational practice (Rigg & Trehan, 2008).

Like I mentioned earlier, we cannot tell for now how long this trend will be sustained but we can confidently say that for now, it is very effective. We look forward to receiving more positive feedback and testimonies on the ripple effect of improved commitment among the employees in my workplace.

REFERENCES

Aaron W. Hughey, Kenneth J. Mussnug, (1997) "Designing effective employee training programmes", *Training for Quality*, Vol. 5 Issue: 2, pp.52-57, <https://doi-org.liverpool.idm.oclc.org/10.1108/09684879710167638> (Assessed: 17 November 2018)

Aboubacar Garba Konte, Li Xiaohui and Amjad Younas (2020) 'Employee's CSR perceptions and their organizational commitment : an analysis of the moderating role of need to belong and the mediating role of Person Organization Fit', *Management Engineering, Software Engineering and Service Sciences*. (ACM International Conference Proceeding Series), pp. 201–210. doi: 10.1145/3380625.3380634.

Adnan M. Rawashdeh and Saleh Abdalhameed Tamimi (2019) 'The impact of employee perceptions of training on organizational commitment and turnover intention : An empirical study of nurses in Jordanian hospitals', *European Journal of Training and Development*, 44(2/3), pp. 191–207. doi: 10.1108/EJTD-07-2019-0112.

African Economic Outlook (AEO) 2018. African Development Bank Publication. www.afdb.org

Afroz, Nushrat Nahida (2017) 'Effects of Training on Employee Performance - A Study on Banking Sector, Tangail Bangladesh', *Global Journal of Economics and Business*, Vol 4, Iss 1, Pp 111-124 (2017), (1), p. 111. Available at: <https://liverpool.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edsdoj&AN=edsdoj.2aa0a1446310428e8fb9fe6705b854b9&site=eds-live&scope=site> (Accessed: 20 October 2018).

Afshari, L. and Gibson, P. (2016), "How to increase organizational commitment through transactional leadership", *Leadership & Organization Development Journal*, Vol. 37 No. 4, pp. 507-519. <https://doi-org.liverpool.idm.oclc.org/10.1108/LODJ-08-2014-0148>

Agnew, Christopher, (2009) "Commitment, Theories and Typologies", Department of Psychological Sciences Faculty Publications, Paper 28.

<http://docs.lib.purdue.edu/psychpubs/28>

Agresti, A. & Franklin, C. (2014). Statistics. The Art & Science of Learning from Data. Essex: Pearson Education Limited.

Ahmad, K.Z. and Bakar, R.A. (2003), "*The association between training and organizational commitment among white-collar workers in Malaysia*", International Journal of Training and Development, 7 (3), pp. 166-185.

Akcamete, G., Kayhan, N. and Yildirim, A. E. S. (2017) 'Scale of Professional Ethics for Individuals Working in the Field of Special Education: Validity and Reliability Study', Cypriot Journal of Educational Sciences, 12(4), pp. 202–217. Available at: <https://liverpool.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1166477&site=eds-live&scope=site> (Accessed: 29 December 2018)

Ake, U (2019), 'improving organizational commitment in the Nigerian service industry', Available at: <https://search-ebscohost-com.liverpool.idm.oclc.org/login.aspx?direct=true&db=edsble&AN=edsble.784968&site=eds-live&scope=site> (Accessed: 17 June 2020).

Al Mansoori, M. S. A. M. (2017) 'The impact of leadership styles upon employee commitment : a case study of the Abu Dhabi Police in the UAE'. doi: [10.24377/LJMU.t.00007574](https://doi.org/10.24377/LJMU.t.00007574).

Aljumah, A. (2015) 'The effect of the Performance Related Pay system on the performance of the employees in Saudi national firms: three case studies'. Available at: <https://liverpool.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edsble&AN=edsble.685229&site=eds-live&scope=site> (Accessed: 17 November 2018).

Almeida, M. da G. M. C. and Coelho, A. F. M. (2019) 'The Antecedents of Corporate Reputation and Image and Their Impacts on Employee Commitment and Performance: The Moderating Role of CSR', *Corporate Reputation Review*, 22(1), p. 10. doi: 10.1057/s41299-018-0053-8.

Alonso, A.D. and O'Neill, M.A. (2009), "Staffing issues among small hospitality businesses: a college town case", *International Journal of Hospitality Management*, 28 (4), pp. 573-578, doi: 10.1016/j.ijhm.2009.03.004.

Alvesson, M., Hardy, C. & Harley, B. (2008) 'Reflecting on reflexivity: reflexive textual practices in organization and management theory', *Journal of Management Studies*, 45 (3), pp. 480-501, Available from: <http://openurl.ac.uk/?title=Journal+of+Management+Studies&volume=45&issue=3&page=480&date=2008> (Accessed: 21 Aug 2014)

Ana M. Castaño, M. Asunción Lubiano and Antonio L. García-Izquierdo (2020) 'Gendered Beliefs in STEM Undergraduates: A Comparative Analysis of Fuzzy Rating versus Likert Scales', *Sustainability*, 12(6227), p. 6227. doi: 10.3390/su12156227.

Antonacopoulou, E. P. (2004), 'Introducing Reflexive Critique in the Business Curriculum Reflections on the Lessons Learned ', *Advanced Institute of Management Research*, Paper No. 005, pp. 1-55.

Armstrong, M. (2006). *Strategic human resource management: A guide to action* (3rd ed.). London: Kogan Page

Ashikali, T. and Groeneveld, S. (2015) 'Diversity management in public organizations and its effect on employees' affective commitment: the role of transformational leadership and the inclusiveness of the organizational culture', *Review of Public Personnel Administration*, p. 146. Available at: <https://search-ebshost-com.liverpool.idm.oclc.org/login.aspx?direct=true&db=edsgao&AN=edsgcl.444872141&site=eds-live&scope=site> (Accessed: 7 October 2020).

Ashikali, T.S (2018), 'Leadership and inclusiveness in public organizations', Available at: <https://search-ebshost-com.liverpool.idm.oclc.org/login.aspx?direct=true&db=edsnar&AN=edsnar.oai.openaccess.lidenuniv.nl.1887.671116&site=eds-live&scope=site> (Accessed: 7 October 2020).

Aveling EL, Kayonga Y, Nega A, Dixon-Woods M (2015). 'Why is patient safety so hard in low-income countries? A qualitative study of healthcare workers' views in two African hospitals'. *Global Health* 2015;11:6.

Bakari, H; Hunjra, A. I. and Niazi, G. S. K. (2017) 'How Does Authentic Leadership Influence Planned Organizational Change? The Role of Employees' Perceptions: Integration of Theory of Planned Behavior and Lewin's Three Step Model', *Journal of Change Management*, 17(2), pp. 155–187. doi: 10.1080/14697017.2017.1299370.

Bartlett, K.R. (2001), "The relationship between training and organizational commitment: A study in the health care field", *Human Resource Development Quarterly*, 12 (4), pp. 335-352. doi: 10.1002/hrdq.1001

Bartol, K. M., & Durham, C. C. (2000). Incentives: Theory and practice. In C. L. Cooper & E. A. Locke, (Eds.), *Industrial and organizational psychology* (pp. 1–33). Oxford, England: Blackwell.

Barton, J., Stephens, J. & Haslett, T. (2009) 'Action research: its foundations in open systems thinking and relationship to the scientific method', *Systemic Practice and Action Research*, 22 (6), pp.475-488, [Online]. Available from: <http://ezproxy.liv.ac.uk/login?url=http://openurl.ac.uk.ezproxy.liv.ac.uk/?title=Systemic+Practice+and+Action+Research&volume=22&issue=6&spage=475&date=2009> (Accessed: 9 January 2012).

Becker, T E (2016), 'Multiple Foci of workplace commitments. In J.P Meyer, *The handbook of Employee Commitment*', pp 43-55. Northampton, MA: Elgar Publishing.

Beckett, M., Vanzo, J. D., Sastry, N., Panis, C., & Peterson, C. (2001), 'The quality of retrospective data: An examination of long-term recall in a developing country', *The Journal of Human Resources*, vol. 36, no. 3, 2001, pp. 593–625. *JSTOR*, www.jstor.org/stable/3069631 . Accessed 8 Feb. 2021

Bennis, W.G. & O'Toole, J. (2005) 'How business schools lost their way', *Harvard Business Review*, 83 (5), pp.96-104, Available from: <http://openurl.ac.uk/?title=Harvard+Business+Review&volume=83&issue=5&spage=96&date=2005> (Accessed: 02 Jul 2014)

Bibi, P., Ahmad, A. and Majid, A. H. A. (2018) 'The Impact of Training and Development and Supervisors Support on Employees Retention in Academic Institutions in Pakistan: The Moderating Role of the Work Environment', *GadjahMada International Journal of Business*, 20(1), pp. 113–131. Available at: <https://liverpool.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=129553273&site=eds-live&scope=site> (Accessed: 24 October 2018).

Björkman, H. & Sundgren, M. (2005) 'Political entrepreneurship in action research: learning from two cases', *Journal of Organizational Change Management*, 18 (5), pp.399-415 [Online]. Available from: <http://openurl.ac.uk.ezproxy.liv.ac.uk/?title=Journal+of+Organizational+Change+Management&volume=18&issue=5&spage=399&date=2005> (Accessed: 5 December 2011).

Boğan, E. and Sarıışık, M. (2020) 'Organization-related determinants of employees' CSR motive attributions and affective commitment in hospitality companies', *Journal of Hospitality and Tourism Management*, 45, pp. 58–66. doi: 10.1016/j.jhtm.2020.07.004.

Bohren, M, Vogel, J, Tunçalp, Ö, Fawole, B, Titiloye, M, Olutayo, A, Ogunlade, M, Oyeniran, A, Osunsan, O, Metiboba, L, Idris, H, Alu, F, Oladapo, O, Gülmezoğlu, A, & Hindin, M (2017), 'Mistreatment of women during childbirth in Abuja, Nigeria: a qualitative study on perceptions and experiences of women and healthcare providers', *Reproductive Health*, 14, pp. 1-13, CINAHL Plus, EBSCOhost, viewed 5 April 2018

Boiral, O., Heras, S. I. and Brotherton, M. (2019) 'Improving corporate biodiversity management through employee involvement', *Business Strategy & the Environment* (John Wiley & Sons, Inc), 28(5), pp. 688–698. doi: 10.1002/bse.2273.

Bolton B & Thompson J (2004), 'Entrepreneurs: Talent, Temperament, Technique', 2nd Ed, Elsevier Butterworth-Heinemann, Boston

brand-supporting behaviours', *Service Management*, 20(2), 209–226. doi: [10.1108/09564230910952780](https://doi.org/10.1108/09564230910952780)

Brannick, T. & Coghlan, D. (2007) 'In defense of being "native": The case for insider academic research', *Organizational Research Methods*, 10 (1), pp. 59-74, Available from: <http://openurl.ac.uk/?title=Organizational+Research+Methods&volume=10&issue=1&spage=59&date=2007> (Accessed: 13 Aug 2014)

Brown, N (1991), 'Improving Management Morale and Efficiency' in peddler MJ (Ed.) *Action learning in practice*, 2nd Ed, Gower, pp 135-146

Bryman A & Bell E (2007), *Business Research Methods*, 2nd Edition, Oxford: Oxford University Press

Bryman, A & Bell E (2011), "Business Research Methods", 3rd Edition, Oxford University

Buchanan, D.A. & Bryman, A. (2007) 'Contextualizing methods choice in organizational research', *Organizational Research Methods*, 10 (3), pp. 483-501, . Available from: <http://openurl.ac.uk/?title=Organizational+Research+Methods&volume=10&issue=3&spage=483&date=2007> (Accessed: 21 Aug 2014)

Burnes, Bernard and Cooke, Bill (2013). "Kurt Lewin's Field Theory: A Review and Re-evaluation". *International Journal of Management Reviews*, 15(4), 408-425. doi:10.1111/j.1468-2370.2012.00348.

Caldwell, R. (2003) 'Models of change agency: a fourfold classification', *British Journal of Management*, 14 (2), pp.131–142. Available

from: <http://openurl.ac.uk.ezproxy.liv.ac.uk/?title=British+Journal+of+Management&volume=14&issue=2&spage=131&date=2003> (Accessed: 12 March 2014)

Cannell, M. and Wood, S. (1992) *Incentive Pay: Impact and Evolution*, London: IPD and NEDO.

Cassell, C. & Johnson, P. (2006) 'Action research: explaining the diversity', *Human Relations*, 59 (6), pp.783-814, Available from: <http://openurl.ac.uk/?title=Human+Relations&volume=59&issue=6&spage=783&date=2006> (Accessed: 13 Aug 2014)

Cater, B. and Zabkar, V. (2009) 'Antecedents and consequences of commitment in marketing research services: The client's perspective', *Industrial Marketing Management*, 38, pp. 785–797. doi:10.1016/j.indmarman.2007.10.004.

Central Bank of Nigeria (CBN). Available on <https://www.cbn.gov.ng/>. https://www.cbn.gov.ng/Out/2018/RSD/CBN%202017%20ANNUAL%20REPORT_WEB.pdf

Chengedzai, M & Nobukhosi, D (2014). 'The linkage between work-related factors, employee satisfaction and organisational commitment: Insights from public health professionals', *South African Journal of Human Resource Management*, Vol 12, Iss 1, Pp E1-E12 (2014), 1, p. e1, Directory of Open Access Journals, EBSCOhost, viewed 9 May 2017

Chiaburu, D. S, Smith T.A, Wang, J, and Zimmerman R.D (2014), "Relative importance of leader influences for subordinates proactive behaviors, pro social behaviors and task performance: a meta-analysis", *Journal of personnel Psychology*, Vol. 13, No 2, pp. 70-86

Chiloane-Tsoka, E (2013) , 'The influence of corporate culture on organisational change of first national bank of Namibia', *International Journal Of Business & Economic Development*, 1, 3, pp. 15-24, Business Source Complete, EBSCOhost, viewed 11 March 2014.

Chng, D. et al. (2015) 'Managers' marketing strategy decision making during performance decline and the moderating influence of incentive pay', *Journal of the Academy of Marketing Science*, 43(5), pp. 629–647. doi: 10.1007/s11747-014-0401-x.

Cho, Y. & Egan, T.M. (2009) 'Action learning research: A systematic review and conceptual framework', *Human Resource Development Review*, 8 (4), pp. 431–462, Sage Premier 2009 [Online]. (Accessed: 18 October 2013).

Churchman, C.W. (1967) 'Wicked problems', *Management Science*, 14 (4), pp.141-42, EBSCOhost Business Source Premier [Online]. Available from: <http://ezproxy.liv.ac.uk/login?url=http://openurl.ac.uk.ezproxy.liv.ac.uk/?title=Management+Science&volume=14&issue=4&spage=B141&date=1967> (Accessed: 26 May 2010).

Clegg, S.R., Hardy, C., Lawrence, T.B. & Nord, W.R. (ed.) *The Sage handbook of organization studies* (2nd ed.). London: Sage, pp.166-214.

Coghlan D and Brannick T (2014), 'Doing Action Research in Your Own Organisation', 4th Edition, Sage Publication.

Coghlan, D. (2001) 'Insider action research projects: Implications for practising managers', *Management Learning*, 32 (1), pp.49-60, Available from: <http://openurl.ac.uk/?title=Management+Learning&volume=32&issue=1&spage=49&date=2001> (Accessed: 13 Aug 2014)

Coghlan, D. (2008) 'Authenticity as first person practice: an exploration based on Bernard Lonergan', *Action Research*, 6 (3), September, pp.351-366.

Coghlan, D. (2011) 'Action research: exploring perspectives on a philosophy of practical knowing', *Academy of Management Annals*, 5 (1), June, pp.53-87.

Cohen, J (1988). *Statistical Power Analysis for the Social Sciences* (2nd. Edition). Hillsdale, New Jersey, Lawrence Erlbaum Associates.

Cooper, D.R. and Schindler, P.S. (2001) *Business Research Methods*. McGraw-Hill Higher Education, London

Costen, W.M. and Salazar, J. (2011), "*The impact of training and development on employee job satisfaction, loyalty, and intent to stay in the lodging industry*", *Journal of Human Resources in Hospitality and Tourism*, 10 (3), pp. 273-284, doi: 10.1080/15332845.2011.555734.

Creswell J W (2003), 'Qualitative Inquiry and research design – Choosing among five approaches', 2nd Edition, SAGE Publications

Creswell, J. (2013) *Qualitative inquiry and research design: choosing among five approaches*. 3rd ed. London: Sage.

Cunningham, Ian and Hyman, Jeff (1996) 'Empowerment & colon; the right medicine for improving employee commitment and morale in the NHS?', *Health Manpower Management*, 22(6), pp. 14–24. doi: 10.1108/EUM0000000004138.

Daily Trust Newspaper, Tuesday, May 7, 2019 (Online Link-
<https://www.dailytrust.com.ng/fg-urged-to-employ-more-nurses-and-midwives.html>)

David E O (2009), 'Mentoring and Organisational Constraints as Predictors of Attitudes to Work In The Nigerian Public Health Sector', *Journal of Health and Human Services Administration*, 3, pp 342-371, JSTOR Journals, EBSCOhost, viewed 10 September 2017.

Davis, J M (2004). 'Writing an action research thesis: One researcher's resolution of the problematic of form and process' , in McWilliam, Erica and Danby, Susan and Knight, John, Eds. *Performing Educational Research: Theories, Methods and Practices*, chapter 2, pages

de la Torre-Ruiz, J. M., Vidal-Salazar, M. D. and Cordón-Pozo, E. (2019) 'Employees are satisfied with their benefits, but so what? The consequences of benefit satisfaction on employees' organizational commitment and turnover intentions', *International journal of*

human resource management, (13), p. 2097. Available at: <https://search-ebscohost-com.liverpool.idm.oclc.org/login.aspx?direct=true&db=edsbl&AN=vdc.100084387275.0x000001&site=eds-live&scope=site> (Accessed: 16 September 2021).

De Winter, J.C.F. and Dodou D. (2010), Five-Point Likert Items: t test versus Mann-Whitney-Wilcoxon, *Practical Assessment, Research and Evaluation*, 15(11).

DEMİRAL Özge (2017) 'Effects of Training on Employee Job Satisfaction and Achievement: "Train to Gain" Evidence from Manufacturing Businesses in Turkey', *Business & Management Studies: An International Journal*, Vol 5, Iss 3 (2017), (3). doi: 10.15295/bmij.v5i3.157

Diab, S. and Ajlouni, M. (2015), "The influence of training on employee's performance, organizational commitment, and quality of medical services at Jordanian private hospitals", *International Journal of Business and Management*, Vol. 10 No. 2, pp. 117-127.

Dooley K.J. (1997) 'A complex adaptive systems model of organizational change', *Nonlinear Dynamics, Psychology, and Life Science*, 1 (1), pp.69–97. (Accessed: 12 March 2014)

Dowling, B. and Richardson, R. (1997) 'Evaluating performance-related pay for managers in the National Health Service', *International Journal of Human Resource Management*, 8(3), pp. 348–366. doi: 10.1080/095851997341685. (Assessed: 17 November 2018)

Drucker, Peter (2012) 'Management Challenges for the 21st Century', Revised Edition. Routledge

Easterby-Smith M, Thorpe R & Jackson P (2013), 'Management Research', 4th Edition, London: SAGE

Eden, C. & Huxham, C. (2005) 'Action research for management research', *British Journal of Management*, 7(1), pp. 75-86, Available from: <http://onlinelibrary.wiley.com.ezproxy.liv.ac.uk/doi/10.1111/j.1467->

[8551.1996.tb00107.x/abstract;jsessionid=6789F93E728535FF9EACE2FD6DC0D121.d03t04](https://search.ebscohost.com/liverpool.idm.oclc.org/login.aspx?direct=true&db=ers&AN=89163622&site=eds-live&scope=site) (Accessed: 13 Aug 2014)

Ejumudo K B O (2014), 'Pay Reward System Management and Staff Performance in Nigeria: A Study of the Delta State Civil Service', *Public Policy and Administration Research*, Vol.4, No.9, 2014, ISSN 2224-5731(Paper) ISSN 2225-0972(Online)

Erbschloe, M. (2019) 'Corporate Social Responsibility', *Salem Press Encyclopedia*. Available at: [https://search-ebscohost-com.liverpool.idm.oclc.org/login.aspx?direct=true&db=ers&AN=89163622&site=eds-live&scope=site](https://search.ebscohost.com/liverpool.idm.oclc.org/login.aspx?direct=true&db=ers&AN=89163622&site=eds-live&scope=site) (Accessed: 17 March 2019).

Ernst P (1996), 'The nature of Mathematics and Teaching', *philosophy of Mathematics Education Journal*, Vol 9

Fichera, E. and Pezzino, M. (2017) 'Pay for performance and contractual choice: the case of general practitioners in England', *Health Economics Review*, 7(1), p. 6. doi: 10.1186/s13561-017-0142-x. (Assessed: 17 November 2018)

Field, A. (2013). *Discovering Statistics with IBM SPSS* Newbury Park, CA: Sage.

Fisher, J (2003), "Surface and deep approaches to business ethics", *Leadership & Organization Development Journal*, p.96, Available at: [https://search-ebscohost-com.liverpool.idm.oclc.org/login.aspx?direct=true&db=edsbl&AN=RN131273587&site=eds-live&scope=site](https://search.ebscohost.com/liverpool.idm.oclc.org/login.aspx?direct=true&db=edsbl&AN=RN131273587&site=eds-live&scope=site) (Accessed: 14 Jan 2019).

Ford, R., Sivo, S., Fottler, M., Dickson, D., Bradley, K., & Johnson, L. (2006). Aligning internal organizational factors with a service excellence mission: An exploratory investigation in healthcare. *Health Care Management Review*, 31, 4, pp. 259–269, CINAHL Plus, EBSCOhost, viewed 7 June 2017

Franco L M, Bennett S, Kanfer R (2002), 'Health sector reform and public-sector health worker motivation: a conceptual framework', *Social Science and Medicine*, 54 (8), pp 1255-1266, ScienceDirect, EBSCOhost, viewed 17 September 2017.

Gambino, K (2010), 'Motivation for entry, occupational commitment and intent to remain: a survey regarding Nurse Retention', *Journal of Advanced Nursing*, 66, 11, pp. 2532-2541, CINAHL Plus, EBSCOhost, Viewed 9 February 2018.

Garner, B. R. et al.(2018) 'Pay-for-performance as a cost-effective implementation strategy: results from a cluster randomized trial', *Implementation Science*, 13(1), p. N.PAG. doi: 10.1186/s13012-018-0774-1.

Gioia, D.A. &Chittipeddi, K. (1991) 'Sensemaking and sensegiving in strategic change initiation', *Strategic Management Journal*, 12 (6), pp.433–448. Available from:<http://openurl.ac.uk.ezproxy.liv.ac.uk/?title=Strategic+Management+Journal&volume=12&issue=6&spage=433&date=1991> (Accessed: 12 March 2014)

Gordon Deborah (2003): (Video) The emergent genius of ant colonies. Presentation. [Online]. Available from: http://www.ted.com/talks/lang/eng/deborah_gordon_digs_ants.html (Accessed: 9 January 2012 ET 12:20:24).

Greenwood, D.J. & Levin, M. (2007) Introduction to action research. 2nd ed. Thousand Oaks, California: Sage.

Greenwood, D.J., Whyte, W.F. &Harkavy, I. (1993) 'Participatory action research as a process and as a goal', *Human Relations*, 46 (2), pp. 175-192, Available from: <http://openurl.ac.uk/?title=Human+Relations&volume=46&issue=2&spage=175&date=1993> (Accessed: 13 Aug 2014)

Grint, K. (2005) 'Problems, problems, problems: The social construction of 'leadership'', *Human Relations*, 58 (11), pp. 1467-1494, Sage Premier 2009 [Online].

Available from: <http://dx.doi.org.ezproxy.liv.ac.uk/10.1177/0018726705061314> (Accessed 26 May 2010).

Grund, C. and Titz, K. (2021) 'Affective commitment through further training: the roles of firm provision and employee participation', *Review of Managerial Science*, p. 1. doi: 10.1007/s11846-021-00460-1.

Halawi, A. and Haydar, N. (2018) 'Effects of Training on Employee Performance: A Case Study of Bonjus and Khatib&Alami Companies', *International Humanities Studies*, 5(2), pp. 24–45. Available at:

<https://liverpool.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=hlh&AN=130557560&site=eds-live&scope=site> (Accessed: 20 October 2018).

Harper, G. D. J. . Ms. (2019) 'Mixed methods research', Salem Press Encyclopedia. Available at: <https://search-ebscohost-com.liverpool.idm.oclc.org/login.aspx?direct=true&db=ers&AN=89677591&site=eds-live&scope=site> (Accessed: 13 August 2021).

Hartley, J. (2014) 'Some thoughts on Likert-type scales', *International Journal of Clinical Health & Psychology*, 14(1), pp. 83–86. doi: 10.1016/S1697-2600(14)70040-7.

Haynes K, Murray A & Dillard J, (2012), 'Corporate Social Responsibility: A Research handbook'. Routledge.

Hibbert, P., Coupland, C. & MacIntosh, R. (2010) 'Reflexivity: recursion and relationality in research processes', *Qualitative Research in Organizations and Management*, 5 (1), pp. 47-62, Available

from: <http://openurl.ac.uk/?title=Qualitative+Research+in+Organizations+and+Management&volume=5&issue=1&spage=47&date=2010> (Accessed: 21 Aug 2014)

Hoffman, Robert S. (2007) Understanding the limitations of retrospective analyses of poison center data, *Clinical Toxicology*, Vol 45 no. 8, pp. 943-945,

<https://doi.org/10.1080/15563650701233370> Assessed: 08 February 2021

Hollis, K. L. and Guillette, L. M. (2015) 'What Associative Learning in Insects Tells Us about the Evolution of Learned and Fixed Behavior', *International Journal of Comparative Psychology*, 28, pp. 1–21. doi: 10.46867/ijcp.2015.28.01.07.

Howell, D.C. (2002). *Statistical Methods for Psychology* (5th ed.). Pacific Grove CA: Duxbury.
<https://www.pencom.gov.ng/pension-reform-act-2014/>

Huff, A.S. (2000) '1999 Presidential address: changes in organizational knowledge production', *Academy of Management Review*, 25 (2), pp.288-293, Available from: <http://openurl.ac.uk/?title=Academy+of+Management+Review&volume=25&issue=2&spage=288&date=2000> (Accessed: 26 Jun 2014)

Hur W, Moon T, and Ko S (2018), "How Employees' Perceptions of CSR Increase Employee Creativity: Mediating Mechanisms of Compassion at Work and Intrinsic Motivation", *Journal of Business Ethics*, Vol.153 No3, pp 629-644

Iriana, R, Buttle, F &Ang, L (2013). Does organisational culture influence CRM's financial outcomes? *Journal of Marketing Management*, Feb2013, Vol. 29 Issue 3/4, p467-493. 27p. EBSCOhost, viewed 12 May 2014.

Isaacs, W.N. (1993) 'Taking flight: dialogue, collective thinking, and organizational learning', *Organizational Dynamics*, 22 (2), pp.24-39. Available from: <http://ezproxy.liv.ac.uk/login?url=http://openurl.ac.uk.ezproxy.liv.ac.uk/?title=Organizational+Dynamics&volume=22&issue=2&spage=24&date=1993> (Accessed: 4 August 2011).

Isabella, L.A. (1990) 'Evolving interpretations as a change unfolds: how managers construe key organizational events', *Academy of Management Journal*, 33 (1), pp.7–41. Available from: <http://openurl.ac.uk.ezproxy.liv.ac.uk/?title=Academy+of+Management+Journal&volume=33&issue=1&spage=7&date=1990> (Accessed: 26 Mar 2014)

Janis, I. L. (1973) 'Groupthink and group dynamics: A social psychological analysis of defective policy decisions', *Policy Studies Journal*, 2(1), pp.19-25. Retrieved

from <http://openurl.ac.uk.ezproxy.liv.ac.uk/?title=policy+studies+journal&volume=2&issue=1&spage=19&date=1973&issn=&eissn=>

Jaros, Stephen. (2007). Meyer and Allen Model of Organizational Commitment: Measurement Issues. *ICFAI Journal of Organizational Behavior*. 6. 7-25. (Assessed: 21 May 2019)

Jaspers, E., Lubbers, M., & Graaf, N. D. D. (2009), 'Measuring once twice: An evaluation of recalling attitudes in survey research'. *European Sociological Review*, 25(3), 287–301. doi:10.1093/esr/jcn048

Jean, T 1993, 'Using Likert Scales in L2 Research. Another Researcher Comments', *TESOL Quarterly*, 4, p. 736, JSTOR Journals, EBSCOhost, viewed 20 August 2018.

Jeong, Miyoung & Oh, Haemoon. (2017), 'Business-to-business social exchange relationship beyond trust and commitment', *International Journal of Hospitality Management*. 65. 115-124. 10.1016/j.ijhm.2017.06.004. [accessed 24 May, 2019]

Jha B & Kumar A (2016), 'Employee Engagement: A Strategic Tool to Enhance Performance', *DAWN: Journal for Contemporary Research in Management*, 3(2), pp. 21–29. Available at: <https://search-ebSCOhost-com.liverpool.idm.oclc.org/login.aspx?direct=true&db=bth&AN=117637764&site=eds-live&scope=site> (Accessed: 29 Aug 2018).

Johnson, P. & Duberley, J. (2003) 'Reflexivity in management research', *Journal of Management Studies*, 40 (5), pp. 1279-1303, Available from: <http://openurl.ac.uk/?title=Journal+of+Management+Studies&volume=40&issue=5&spage=1279&date=2003> (Accessed: 21 Aug 2014)

Joost C. F. de Winter and Dimitra Dodou (2010) 'Five-Point Likert Items: t Test versus Mann-Whitney-Wilcoxon', *Practical Assessment, Research & Evaluation*, 15(11), pp. 1–16. Available at: <https://search-ebSCOhost->

com.liverpool.idm.oclc.org/login.aspx?direct=true&db=edsdoj&AN=edsdoj.f8bc4a17462342ac92e2bee6a20fe4ef&site=eds-live&scope=site (Accessed: 17 June 2020).

JozefKonings, F. R. and V. V. and Mirella Damiani (2016) 'Performance related pay, productivity and wages in Italy: a quantile regression approach', *International Journal of Manpower*, (2), p. 344. doi: 10.1108/IJM-12-2014-0265. (Assessed: 18 November 2018).

Julian Randall (2004), 'Managing Change, Changing Managers', London ;New York :
Routledge. 259 p

Kapp, K. M. (1999), "Transforming Your Manufacturing Organization into A Learning Organization", *Hospital Material Management Quarterly*, 20(4), pp46-55, Academic Search Complete, EBSCOhost, viewed 3 November 2018.

Kariel, Henry S. (1956) 'Democracy Unlimited: Kurt Lewin's Field Theory', *American Journal of Sociology*, 62(3), pp. 280–289. Available at: <https://search-ebSCOhost-com.liverpool.idm.oclc.org/login.aspx?direct=true&db=edsjsr&AN=edsjsr.2772922&site=eds-live&scope=site> (Accessed: 7 December 2020).

Kent State University Libraries. (2017), '*SPSS tutorials: Independent samples t test*'. Retrieved Feb 04, 2021, from <http://libguides.library.kent.edu/SPSS/IndependentTTest>

Kessler, I. (1994) 'Performance Pay', In Sisson, K. (ed.) *Personnel Management*, Oxford, Blackwell.

Khalid K (2020), 'The Impact of Managerial Support on the Association Between Pay Satisfaction, Continuance and Affective Commitment, and Employee Task Performance', *SAGE Open*, 10(1). doi:10.1177/2158244020914591.

Kiesner, F. (Sonstigebeteiligte P. (2009) *Creating entrepreneurs: making miracles happen*. Singapore [u.a.]. Available at: <https://search-ebSCOhost->

com.liverpool.idm.oclc.org/login.aspx?direct=true&db=edszbw&AN=EDSZBW604978316&site=eds-live&scope=site (Accessed: 05 March 2016)

Kirigia J M and Wambebe C (2006), 'Status of national health research systems in ten countries of the WHO African Region', *BMS Health Services Research*, 6, pp135-15, Academic Search Complete, EBSCOhost, viewed 5 April 2018.

Krajcsák, Z. (2019) 'Leadership strategies for enhancing employee commitment in TQM', *Journal of Management Development*, 38(6), pp. 455–463. doi: 10.1108/JMD-02-2019-0056.

Laureate Education, Inc. (Executive Producer): Animation. (2012) *Organisations and complex adaptive systems*. Baltimore, MD: Author. (Assessed 01 November, 2015).

Lee, G. J. (2015). Training match and mismatch as a driver of key employee behaviours. *Human Resource Management Journal*, 25(4), pp. 478-495, doi: 10.1111/1748-8583.12069, viewed 5 November 2016

Lencioni, Patrick M (2002) 'The Five Dysfunctions of a Team: A leadership fable', Vol. 13, John Wiley & Sons

Lockwood, N. R. (2007), 'Leveraging employee engagement for competitive advantage: HR's strategic role', *HRMagazine*, 1 March, Vol 52, Issue 3, pS1. Available at: <https://search-ebSCOhost-com.liverpool.idm.oclc.org/login.aspx?direct=true&db=edsggo&AN=edsgcl.160633121&site=eds-live&scope=site> (Assessed: 17 March 2021).

Lucifora, C. and Origo, F. (2015) 'Performance-Related Pay and Firm Productivity: Evidence from a Reform in the Structure of Collective Bargaining', *ILR Review*, 68(3), pp. 606–632. doi: 10.1177/0019793915570876. (Assessed: 17 November 2018)

Lum L, Kervin J, Clark K, Reid F, &Sirola W (1998). Explaining Nursing Turnover Intent: Job Satisfaction, Pay Satisfaction, or Organizational Commitment? *Journal of Organizational Behavior*, 19(3), pp 305-320, JSTOR Journals, EBSCOhost, viewed 11 September 2017.

Lundström Ulf (2012), 'Teachers' perceptions of individual performance-related pay in practice: A picture of a counterproductive pay system' (2012) *Educational Management Administration & Leadership*, (3), p. 376. doi: 10.1177/1741143212436954.

Luscher, L.S. & Lewis, M.W. (2008) 'Organizational change and managerial sensemaking: working through paradox', *Academy of Management Journal*, 51 (2), pp.221–240. Available from:<http://openurl.ac.uk.ezproxy.liv.ac.uk/?title=Academy+of+Management+Journal&volume=51&issue=2&page=221&date=2008> (Accessed: 26 Mar 2014)

Lytle, R.S. and Timmerman, J.E. (2006), "Service orientation and performance: an organizational perspective", *Journal of Services Marketing*, Vol. 20 No. 2, pp. 136-47. Accessed 14 May 2019

Maguire, S., McKelvey, B., Mirabeau, L. & Oztas, N. (2006) 'Complexity science and organization studies'. In: Clegg, S.R., Hardy, C., Lawrence, T.B. & Nord, W.R. (ed.) *The Sage handbook of organization studies* (2nd ed.). London: Sage, pp.166-214.

Maijega L B (2018), 'Preventing crimes, violent conflict and terrorism in nations of the world', Canaan Star Publishing, UK

Majovski, I. (2017) 'Major Training Barriers in Small Firms in Macedonia', *Economic Development / Ekonomiski Razvoj*, 19(3), pp. 88–102. Available at: <https://liverpool.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=127874897&site=eds-live&scope=site> (Accessed: 24 October 2018).

Makhbul Z & Sheikh Muhamad Hizam Hi, Sheikh K (2014), 'Measuring the effect of commitment on Occupational Stressors and Individual productivity Ties', *Jurnal Pengurusan*, 40, p.103, Complementary Index, EBSCOhost, Viewed 9 February 2018.

Manna, Dean R (2008), 'Strategic Aspects Of The Importance Of Employee Management', January 2008, *Journal of Diversity Management*, Vol 3, No 1, DOI: 10.19030/jdm.v3i1.4975.

Mariani, L., Gigli, S. and Bandini, F. (2019) 'Pay-for-Performance and Other Practices: Alternative Paths for Human Resource Management Effectiveness in Public Social Care Organizations', *REVIEW OF PUBLIC PERSONNEL ADMINISTRATION*. doi: 10.1177/0734371X19863841.

Marshall, J. & Reason, P. (2007) 'Quality in research as "taking an attitude of inquiry"', *Management Research News*, 30 (5), pp.368-380

Maxwell, John C (2012), 'Developing the leaders around you', Thomas Nelson Publishing

McCauley, Clark (1998). Group Dynamics in Janis's Theory of Groupthink: Backward and Forward. *Organizational Behavior & Human Decision Processes*. Feb/Mar98, Vol. 73 Issue 2/3, p142-162. 21p. , Database: Business Source Complete

McKelvey, B. (2002) 'Managing coevolutionary dynamics'. 18th EGOS Colloquium, 4-6 July, Barcelona. Used with permission from Bill McKelvey, Professor Emeritus, UCLA Anderson School of Management.

McMurray A.J, Islam M.M, Sarros J.C, and Pirola-Merlo A, (2012), "The impact of leadership on workgroup climate and performance in a non-profit organization", *leadership and development Journal*, Vol. 33 No. 6, pp. 522-549

Meyer J & Herscovitch L (2001), 'Commitment in the workplace: Toward a general model', *Human Resource Management Review*, 11, 3, p 299. Business Source Complete, EBSCOhost, viewed 7 May 2017

Meyer J P (2016), 'Handbook of Employee Commitment', Edward Elgar Publishing

Meyer J P, Stanley D J, Herscovitch L, & Topolnytsky L (2002), 'Affective, Continuance, and Normative Commitment to the Organization: A Meta-analysis of Antecedents, Correlates,

and Consequences', *Journal of Vocational Behavior*, Volume 61, pp 20–52, EBSCOhost, viewed 05 September 2017

Michael, B 1993, 'Using Likert Scales in L2 Research. A Researcher Comments', *TESOL Quarterly*, 4, p. 733, JSTOR Journals, EBSCOhost, viewed 20 August 2018.

Milkovich, G. T. and Wigdor, A. K. (1991) *Pay for performance*. [electronic book] : evaluating performance appraisal and merit pay. Washington, D.C. : National Academy Press, 1991. (Online access with subscription: ProquestEbook Central). Available at: <https://liverpool.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=cat00003a&AN=lvp.b2032379&site=eds-live&scope=site> (Accessed: 17 November 2018).

Milkovich, G. T., Newman, J. M., & Gerhart, B. (2013). *Compensation* (11th ed.). New York, NY: McGraw-Hill, Irwin

Mills A (2014) 'Health Care Systems in Low- and Middle- Income Countries', *The New England Journal of Medicine*, 370, 6, pp. 552-557, PsycINFO, EBSCOhost, viewed 17 September 2017

Momany, M-rifai, A & Al-Mzary, M Al-Al(2015), 'Training and Its Impact on the Performance of Employees at Jordanian Universities from the Perspective of Employees: The Case of Yarmouk University', *Journal of Education and Practice*, 6, 32, pp128-140, EBSCOhost Business Source Complete , viewed 5 November 2016

Morrell, K. (2008) 'The narrative of "evidence based" management: a polemic', *Journal of Management Studies*, 45 (3), pp.613-635, Available from: <http://openurl.ac.uk/?title=Journal+of+Management+Studies&volume=45&issue=3&page=613&date=2008> (Accessed: 02 Jul 2014)

Mowday, RT, Steers, R & Porter LW (1979), 'The measurement of organisational commitment'. *Journal of vocational behaviour*, 14, 224-247, Viewed on 19 May 2017

Mumford, A. (1996) 'Effective learners in action learning sets', *The Journal of Workplace Learning*, 8 (6), pp. 3-10, Emerald [Online]. Available from: <http://ezproxy.liv.ac.uk/login?url=http://openurl.ac.uk.ezproxy.liv.ac.uk/?title=The+Journal+of+Workplace+Learning&volume=8&issue=6&spage=3&date=1996> (Accessed: 29 May 2013).

Munshi N (2020), 'Nigeria slumps back into recession as Covid bites', *Financial Times*, 21 November, Available at: <https://www.ft.com/content/ea70f0b4-5f13-423b-b1ed-6d6c424d1b91> (Assessed: 08 February 2021).

National Bureau of Statistics (NBS) 2017, Nigeria. Available on <https://www.nigerianstat.gov.ng/>

National Bureau of Statistics (NBS) 2018, Nigeria. Available on <https://www.nigerianstat.gov.ng/>

Nayar, V. (2010), 'Employees first, customer second: Turning Conventional Management Upside Down, Boston, MA: Harvard Business Review Press. ISBN 978-1-4221-3906-6

Neeru, S, Louise, Y, & Ian, W 2006, 'The Commitment Mix: Dimensions of Commitment in International Trading Relationships in India', *Journal of International Marketing*, 3, p. 64, JSTOR Journals, EBSCOhost, viewed 7 April 2018.

Negrut, M.L., Mihartescub, A, Mocan, M.L., (2015), 'Aspects of the Internships Importance in Human Resource Training', *Procedia - Social and Behavioral Sciences*, 191, pp. 308-314. doi:10.1016/j.sbspro.2015.04.620

Nguyen, N. P. (2011) 'Inter-Firm Cooperation Under the View of Theory of Planned Behavior: The Case of Vietnam', *Proceedings of the European Conference on Management, Leadership & Governance*, pp. 505–514. Available at: <https://search-ebSCOhost-com.liverpool.idm.oclc.org/login.aspx?direct=true&db=bth&AN=69727410&site=eds-live&scope=site> (Accessed: 4 December 2020).

Norman, Geoffrey (2010). 'Likert scales, levels of measurement and the "laws" of statistics'. *Advances in Health Sciences Education*, 15(5), pp625–632, <https://doi.org/10.1007/s10459-010-9222-y>

Obinna C, Olawale G & Orogun G (2017), 'Cost of Healthcare hits the roof', *Vanguard*, 21 February, Available at: <https://www.vanguardngr.com/2017/02/recession-cost-healthcare-hits-roof/> (Assessed: 09 Oct 2019)

Ogundeji, Y K; Jackson C; Sheldon T; Olubajo O & Ihebuzor N (2016), 'Pay for performance in Nigeria: the influence of context and implementation on results', *Health Policy and Planning*, Volume 31, Issue 8, Pages 955 –963, <https://doi.org/10.1093/heapol/czw016> (Assessed: 23 April 2019)

Oji-Okoro, I., Wei L., Abba A. S., Edun A.O (2014), 'Employee's Perception of Change Effect as a Competitive Advantage on Nigeria Banking Industry: An Empirical Analysis', *Procedia - Social and Behavioral Sciences*, 150, pp. 281-290. doi:10.1016/j.sbspro.2014.09.061

Özge DEMİRAL (2017) 'Effects of Training on Employee Job Satisfaction and Achievement: "Train to Gain" Evidence from Manufacturing Businesses in Turkey', *Business & Management Studies: An International Journal*, Vol 5, Iss 3 (2017), (3). doi: 10.15295/bmij.v5i3.157

Palmer, I. & Dunford, R. (2008) 'Organizational change and the importance of embedded assumptions', *British Journal of Management*, 19 (S1), pp.S20–S32. (Accessed: 26 Mar 2014).

Park, N.R. and Park, J.O. (2012) 'Antecedents and Consequences of Trust and Commitment in Apparel Manufacturer-Contractor Relationships', *Journal of the Korean Society of Clothing and Textiles*, (1), p. 56. Available at: <https://search.ebscohost.com.liverpool.idm.oclc.org/login.aspx?direct=true&db=edskst&AN=edskst.JAKO201208636391756%3aKSART&site=eds-live&scope=site> (Accessed: 11 April 2019).

Park, S. and Sturman, M. C. (2016) 'Evaluating Form and Functionality of Pay-for-Performance Plans: The Relative Incentive and Sorting Effects of Merit Pay, Bonuses, and Long-Term Incentives', *Human Resource Management*, 55(4), pp. 697–719. doi: 10.1002/hrm.21740. (Assessed: 18 November 2018)

Parlet, Malcolm (1991). "Reflections on Field Theory". *The British Gestalt Journal* 1: 68-91. Retrieved 31 October 2014

Paşaoğlu, D. and Tonus, H.Z. (2014), 'Strategic Importance of Human Resource Practices on Job Satisfaction in Private Hospitals', *Procedia - Social and Behavioral Sciences*, 150, pp. 394-403. doi:10.1016/j.sbspro.2014.09.035

Paul, Boselie (2010), 'High performance work practices in the health care sector: a Dutch case study', *International Journal of Manpower*, 1, pp 42-58, Emerald Insight, EBSCOhost, viewed 20 September 2017

Pedler, M (2012), 'Action Learning for Managers'. Gower

Punjaisri, K., Heiner, E., & Wilson, A. (2009), 'Internal branding: An enabler of employees

Purohit, N. (2018) Reward encourages beast.....oops, best! Emerald Publishing Limited (Emerald emerging markets case studies: volume 8, issue 4). Available at: <https://search-ebSCOhost-com.liverpool.idm.oclc.org/login.aspx?direct=true&db=cat00003a&AN=lvp.b5648207&site=eds-live&scope=site> (Accessed: 7 July 2021).

Qadir, K. H. and Yeşiltaş, M. (2020) 'Effect of leadership styles on organizational commitment and performance in small- and medium-sized enterprises in Iraqi Kurdistan', *Social Behavior & Personality: an international journal*, 48(9), pp. 1–12. Available at: <https://search-ebSCOhost->

com.liverpool.idm.oclc.org/login.aspx?direct=true&db=s3h&AN=145516449&site=eds-live&scope=site (Accessed: 7 October 2020)

Raelin, J.A. (2009), 'Seeking conceptual clarity in the action modalities', *Action Learning: Research and Practice*, 6 (1), pp.17-24

Raelin, J.A. (2010), 'The leaderful fieldbook: strategies and activities for developing leadership in everyone'. London: Nicholas Brealey.

Randall S Peterson, Pamela D Owens, Philip E Tetlock, Elliott T Fan, Paul Martorana (1998), 'Group Dynamics in Top Management Teams: Groupthink, Vigilance, and Alternative Models of Organizational Failure and Success'. *Organizational Behavior and Human Decision Processes*. Volume 73, Issues 2–3, February 1998, Pages 272–305

Redmond, Mark V (2015), "Social Exchange Theory", *English Technical Reports and White Papers*. 5. http://lib.dr.iastate.edu/engl_reports/5. Accessed 24 May 2019

Revision of World Population Prospects (2017). 25th Official UN population estimates. Prepared by the population department of Economic and Social Affairs of the United Nations Secretariat. www.esa.un.org

Rice, D. B., Young, N. C. J. and Sheridan, S. (2020) 'Improving employee emotional and behavioral investments through the trickle-down effect of organizational inclusiveness and the role of moral supervisors', *Journal of Business and Psychology*, p. 1. doi: 10.1007/s10869-019-09675-2.

Rigg, C. & Trehan, K. (2008) 'Critical reflection in the workplace: is it just too difficult?', *Journal of European Industrial Training*, 32 (5), pp.374-384. Available from: <http://sfxhosted.exlibrisgroup.com.ezproxy.liv.ac.uk/lpu?title=Journal+of+European+Industrial+Training&volume=32&issue=&spage=374&date=2008&issn=&eissn=> (Accessed: 22 November 2011).

Romzek, B. (1989). Personal Consequences of Employee Commitment. *The Academy of Management Journal*, 32(3), 649-661. Retrieved from <http://www.jstor.org/stable/256438> (Assessed: 10 April 2019)

Rose, N J & Sherman J W (2007), 'Expectancy. In Kruglanski A W, & Higgins Tory E (Eds), *Handbook of Social Psychology* (2nd ed pp. 91-115), New York, Guilford.

Rousseau, D.M. (2006) 'Is there such a thing as evidence-based management?' *Academy of Management Review*, 31 (2), pp.256-269, Available from: <http://openurl.ac.uk/?title=Academy+of+Management+Review&volume=31&issue=2&spage=256&date=2006> (Accessed: 02 Jul 2014)

Salancik, G (1977), 'Commitment is too easy!'. *Organisational Dynamics*, 6, 62-80, Viewed on 19 May 2017

Schmidt, S. W. (2004), 'The Job Training and Job Satisfaction Survey Technical Manual', Online Submission. Available at: <https://liverpool.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=ED494451&site=eds-live&scope=site> (Accessed: 6 November 2018).

Schmier, J. K., & Halpern, M. T. (2004), 'Patient recall and recall bias of health state and health status', *Expert Review of Pharmacoeconomics & Outcomes Research*, 4(2), 159–163. doi:10.1586/14737167.4.2.159

Schnell, R. (2019), 'Survey-Interviews. methoden standardisierter Befragungen' (2nd ed.). doi:10.1007/978-3-531-19901-6

Schrag, Brian (2001), 'The moral significance of employee loyalty', *Business Ethics Quarterly*, 11(1), 41–66. doi:10.2307/3857868

Selemani, M.A., Khairuzzaman, W., Zaleha, W.I.S., Rasid, A., & Andrew, R.D. (2014), 'The impact of human resource management practices on performance: Evidence from a public

university', *The TQM Journal*, 26(2), 125-142. DOI: <http://dx.doi.org/10.1108/TQM-10-2011-0062>

Seo, M.-G. (2003), 'Overcoming emotional barriers, political obstacles and control imperatives in the action science approach to individual and organizational learning', *Academy of Management Learning and Education*, 2 (1), March, pp.7-21.

Serikov, Andrei E (2020), 'Conceptual Construct "Behavior" In Kurt Lewin's Field Theory', *Transbaikal State University*, 2020, Vol 15, Iss 4, Pp 180-187, doi: 10.21209/1996-7853-2020-15-4-180-187, viewed 07 Dec 2020

Sev J T, Alabar T T, Avanenge F, Emakwu J, Ugba V (2016), 'Motivational factors as determinants of employee commitment and performance enhancement in profit oriented firms: a survey of selected brewery manufacturing companies in Nigeria', *International Journal of Business and Economic Development (A Journal of Academy of Business & Retail Management Research - ABRM)* Vol. 4 Number 2, pp 112-129. (Accessed: 02 Jan 2020)

Shah, S.K. & Corley, K.G. (2006) 'Building better theory by bridging the quantitative qualitative divide', *Journal of Management Studies*, 43 (8), pp.1821-183

Sharma N, Young L C & Wilkinson I (2015), 'The nature and role of different types of commitment in inter-firm relationship cooperation', *Journal Of Business & Industrial Marketing*; 30 1, pp.45-59, Social Sciences Citation Index, EBSCOhost, Viewed 24 July 2017

Shishi Wu et al. (2018) 'Designing evaluation studies to optimally inform policy: what factors do policy-makers in China consider when making resource allocation decisions on healthcare worker training programmes?', *Health Research Policy & Systems*, 16, p. 1. Available at: <https://liverpool.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edb&AN=128159882&site=eds-live&scope=site> (Accessed: 6 November 2018).

Shore L & Wayne S (1993), 'Commitment and Employee Behaviour: Comparison of Affective Commitment and Continuance Commitment with Perceived Organisational Support', Journal of Applied Psychology, 78, 5, pp774-780, Business Source Complete, EBSCOhost, viewed 10 September 2017

SHRM-Society for Human Resource Management (2016), 'Employee Job Satisfaction and Engagement: Revitalizing A Changing Workforce', <https://www.shrm.org/hr-today/trends-and-forecasting/researchand-surveys/Documents/2016-Employee-Job-Satisfaction-and-Engagement-Report.pdf> (accessed July 7, 2018).

Shui-Yan Tang, Peter J Robertson & Charles E Lane (1996), 'Organizational Types, Commitment, and Managerial Actions', *Public Productivity & Management Review*, 3, pp. 289-312, JSTOR Journals, EBSCOhost, viewed 14 August 2017

Sinek, S. (2011), 'Start with why: How Great Leaders Inspire Everyone To Take Action'. Portfolio Penguin. ISBN: 9780241958223

Singh B, Gupta P K, Venugopal S (2008), 'Organisational commitment: Revisited', *Journal of the Indian Academy of Applied Psychology*, Volume: 34 Issue 1, pp. 57-68., PsycINFO, EBSCOhost, viewed 16 July 2017

Slade, D. et al. (2018), 'Benefits of Health Care Communication Training for Nurses Conducting Bedside Handovers: An Australian Hospital Case Study', *Journal of Continuing Education in Nursing*, 49(7), p. 329. Available at: <https://liverpool.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edb&AN=130346399&site=eds-live&scope=site> (Accessed: 24 October 2018).

Smith B D (2009), 'Maybe I will, maybe I won't: what the connected perspectives of motivation theory and organisational commitment may contribute to our understanding of strategy implementation', *Journal of Strategic Marketing*, 17, 6, pp. 473-485, Business Source Complete, EBSCOhost, Viewed 18 July 2017

Smith, John Maynard (1982, 'Evolution and the Theory of Games'. Cambridge University Press

Soleas, E. K. (2020), 'Expectancies, Values, and Costs of Innovating Identified by Canadian Innovators: A Motivational Basis for Supporting Innovation Talent Development', *Journal of Advanced Academics*, 31(2), pp. 129–153. doi: 10.1177/1932202X20904772.

Spector, P & Jex, S (1998), 'Development of Four Self-Report Measures of Job Stressors and Strain: Interpersonal Conflict at Work Scale, Organizational Constraints Scale, Quantitative Workload Inventory, and Physical Symptoms Inventory', *JOURNAL OF OCCUPATIONAL HEALTH PSYCHOLOGY*, 4, p. 356, British Library Document Supply Centre Inside Serials & Conference Proceedings, EBSCOhost, viewed 01 July 2018.

Spector, P E (1985), 'Measurement of human service staff satisfaction: Development of the Job Satisfaction Survey', *American Journal Of Community Psychology*, 13, 6, pp. 693-713, PsycINFO, EBSCOhost, viewed 01 July 2018.

Stallworthy, G, Boahene, K, Ohiri, K, Pamba, A, &Knezovich, J (2014), 'Roundtable discussion: what is the future role of the private sector in health?', *Globalization & Health*, 10, 1, pp. 1-9, Academic Search Complete, EBSCOhost, viewed 5 April 2018.

Starkey, K. & Tempest, S. (2008), 'A clear sense of purpose? The evolving role of the business school', *Journal of Management Development*, 27 (4), pp.379-390,. Available from: <http://openurl.ac.uk/?title=Journal+of+Management+Development&volume=27&issue=4&page=379&date=2008> (Accessed: 26 Jun 2014)

Starkey, K., Hatchuel, A., & Tempest, S. (2009) 'Management research and the new logics of discovery and engagement', *Journal of Management Studies*, 46 (3), pp.547-558, Available from:<http://openurl.ac.uk/?title=Journal+of+Management+Studies&volume=46&issue=3&page=547&date=2009> (Accessed: 02 Jul 2014)

Strogatz, Steven on Sync (2004), Presentation [Online Video]. Available from: http://www.ted.com/talks/steven_strogatz_on_sync.html (Accessed: 17 July 2015 ET 12:25:37).

Sung, S. Y., Choi, J. N. and Kang, S. (2017), 'Incentive Pay and Firm Performance: Moderating Roles of Procedural Justice Climate and Environmental Turbulence', *Human Resource Management*, 56(2), pp. 287–305. doi: 10.1002/hrm.21765.

Sutherland J (2018), 'Who commits? Who engages?'. *Employee Relations*, 40, 1, pp. 23-42, Education Research Complete, EBSCOhost, Viewed 9 February 2018.

Suzana Demyen and Venera Cristina Manciu (2016), 'An Analysis of Employee Perception Regarding the Necessity for Professional Training and Achievement of Skills in Romanian Organizations', *Annals of the University of Oradea: Economic Science*, Vol 25, Iss 2, Pp 538-544, (2), p. 538. Available at: <https://liverpool.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edsdoj&AN=edsdoj.05e925e5ebf4e6798a934f224cbf205&site=eds-live&scope=site> (Accessed: 24 October 2018).

Tang, TL (1993), 'Factors Related to Turnover among Mental Health Workers', ERIC, EBSCOhost, viewed 11 May 2017

Tang, TL, Kim, J K (1999), 'The Meaning of Money Among Mental Health Workers: The Endorsement of Money Ethic as Related to Organizational Citizenship Behavior, Job Satisfaction, and Commitment'. *Public Personnel Management*, Spring99, Vol. 28, Issue 1, pp15-27. Business Source Complete, EBSCOhost, viewed 9 May 2017

Tekingunduz S, Top M, Tengilimoglu D & Karabulut E (2017), 'Effect of organisational trust, job satisfaction, individual variables on the organisational commitment in healthcare services', *Total Quality Management & Business Excellence*, 28, 5/6, pp. 522-541. Business Source Complete, EBSCOhost, viewed 7 June 2017

Tenkasi, R., Hay, G. W. (2004), 'Actionable Knowledge and Scholar-Practitioners: A Process Model of Theory-Practice Linkages', *Systemic Practice and Action Research*, 17(3), pp. 177-206

Thisday Nigerian newspaper 03 Sep 2019
<https://www.thisdaylive.com/index.php/2019/09/03/peter-drucker-and-the-things-that-changed/>

Thomas Joseph McCabe and Thomas N. Garavan (2008), 'A study of the drivers of commitment amongst nurses: The salience of training, development and career issues', *Journal of European Industrial Training*, (7), p. 528. doi: 10.1108/03090590810899829.

Tremblay, M, Blanchard, C, Taylor, S, Pelletier, L, & Villeneuve, M (2009), 'Work Extrinsic and Intrinsic Motivation Scale: Its value for organizational psychology research', *Canadian Journal Of Behavioural Science/Revue Canadienne Des Sciences Du Comportement*, 41, 4, pp. 213-226, PsycARTICLES, EBSCOhost, viewed 30 June 2014.

Tuffour, J. K. (1), Gali, A. M. (1) and Tuffour, M. K. (2) (no date), 'Managerial Leadership Style and Employee Commitment: Evidence from the Financial Sector', *Global Business Review*. doi: 10.1177/0972150919874170.

Uden, Jacco van (2005), 'Using complexity science in organisational studies'. E:CO Issue Vol. 7 No. 1 2005 pp. 60-66 (Accessed: 17 July 2015 ET 12:25:37).

Van den Brink, W.P. & Koele, P. (2002), 'Statistiek', deel 3 [Statistics, part 3]. Amsterdam: Boom.

Vandenbosch B (2003), 'Designing Solutions for Your Business Problems: A Structured Process for Managers and Consultants'. Josey-Bass, San Francisco.

Vealey, R. S. *et al.* (2019), 'Assessment and the Use of Questionnaires in Sport Psychology Consulting: An Analysis of Practices and Attitudes From 2003 to 2017', *Journal of Clinical Sport Psychology*, 13(4), pp. 505–523. Available at: <https://search-ebscohost-com.liverpool.idm.oclc.org/login.aspx?direct=true&db=edb&AN=140400016&site=eds-live&scope=site> (Accessed: 23 August 2021).

Volberda, H.W. & Lewin, A.Y. (2003), 'Co-evolutionary dynamics within and between firms: from evolution to co-evolution', *Journal of Management Studies*, 40 (8), pp.2111-2136 [Online]. Available from:<http://ezproxy.liv.ac.uk/login?url=http://openurl.ac.uk.ezproxy.liv.ac.uk/?title=Journal+of+Management+Studies&volume=40&issue=8&spage=2111&date=2003> (Accessed: 6 January 2018)

Wadgave, U. and Khairnar, M. R. (2016), 'Parametric tests for Likert scale: For and against', *Asian Journal of Psychiatry*, 24, pp. 67–68. doi: 10.1016/j.ajp.2016.08.016.

Walters, J.H (2010), 'Positive management. increasing employee productivity. 1st ed. Business Expert Press (Strategic management collection). Available at: <https://search-ebscohost-com.liverpool.idm.oclc.org/login.aspx?direct=true&db=cat00003a&AN=lvp.b7612096&site=eds-live&scope=site> (Accessed: 7 July 2021)'

Walton, R. E. (1985) 'From control to commitment in the workplace', *Harvard Business Review*, 63(2), p. 77. Available at: <https://liverpool.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edb&AN=8500008618&site=eds-live&scope=site> (Accessed: 7 February 2019).

Wambugu, L. and Njoroge, N. (2021), 'The search for understanding of mixed method research among graduate students: a case of learners in the school of continuing and distance education, university of Nairobi, Kenya', *Quality & Quantity: International Journal of Methodology*, p. 1. doi: 10.1007/s11135-021-01150-6.

Weerakoon, R.K. (2016), 'Human Resource Management in Sports: A Critical Review of its Importance and Pertaining Issues', *Physical Culture & Sport. Studies & Research*, 69(1), pp. 15-21. Available at: [https:// search-ebSCOhost-com.liverpool.idm.oclc.org/login.aspx?direct=true&db=s3h&AN=113706076&site=eds-live&scope=site](https://search-ebSCOhost-com.liverpool.idm.oclc.org/login.aspx?direct=true&db=s3h&AN=113706076&site=eds-live&scope=site) (Accessed: 16 March 2021).

Weick, K.E. (1988), 'Enacted sensemaking in crisis situations', *Journal of Management Studies*, 25 (4), pp.305–317. Available from: <http://openurl.ac.uk.ezproxy.liv.ac.uk/?title=Journal+of+Management+Studies&volume=25&issue=4&spage=305&date=1988> (Accessed: 20 Mar 2014)

Weick, K.E. (2002), 'Real time reflexivity: prods to reflection', *Organization Studies*, 23(6), pp.893-898, Available from: <http://openurl.ac.uk/?title=Organization+Studies&volume=23&issue=6&spage=893&date=2002> (Accessed: 21 Aug 2014)

Westover, JH (2010), 'Managing Organizational Change: Change Agent Strategies and Techniques to Successfully Managing the Dynamics of Stability and Change in Organizations', *International Journal Of Management & Innovation*, 2, 1, pp. 45-50, Business Source Complete, EBSCOhost, viewed 10 March 2014

WHO (1989), 'Management of human resources for health', Report of a WHO expert committee. Geneva: World Health Organization, viewed 25 Feb 2017

WHO (2018), 'World Health report'
https://www.who.int/gho/publications/world_health_statistics/2018/en/

WHO (2019), 'World Health Statistics – Monitoring Health for the SDGs'.
<https://apps.who.int/iris/bitstream/handle/10665/324835/9789241565707-eng.pdf>

Whyte, Glen (1986), 'Escalating Commitment to a Course of Action: A Reinterpretation', *Academy of Management Review*, 11(2), pp. 311–321. doi: 10.5465/AMR.1986.4283111. (Accessed: 20 February 2018)

Wiener, Y, & Gechman, A.S. (1977), 'Commitment: A behavioral approach to job involvement', *Journal of Vocational Behavior*, 10, pp. 47-52, EBSCOhost, viewed 16 July 2017

Wigfield, A., Eccles, J. S. and Möller, J. (2020), 'How Dimensional Comparisons Help to Understand Linkages Between Expectancies, Values, Performance, and Choice', *Educational Psychology Review*, 32(3), pp. 657–680. doi: 10.1007/s10648-020-09524-2.

Willis-Shattuck M, Bidwell P, Thomas S, Wyness L, Blaauw D and Ditlopo P (2008), 'Motivation and retention of health workers in developing countries: a systematic review', *BMC Health Services Research*, 8, pp. 247. MEDLINE with Full Text, EBSCOhost, viewed 20 September 2017

World Health Organization (WHO), 'World health statistics 2010', Geneva (Switzerland): WHO; 2015. http://www.who.int/workforcealliance/countries/Nigeria_En.pdf. Accessed 27 April 2017

Wu, S et al. (2018), 'Designing evaluation studies to optimally inform policy: what factors do policy-makers in China consider when making resource allocation decisions on healthcare worker training programmes?', *Health Research Policy & Systems*, 16, p. 1. Available at: <https://liverpool.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edb&AN=128159882&site=eds-live&scope=site> (Accessed: 6 November 2018).

Yanow, D. & Tsoukas, H. (2009), 'What is reflection-in-action? A phenomenological account', *Journal of Management Studies*, 46 (8), pp.1339-1364

Zenoff, D. B. (2013), 'The soul of the organization. How to ignite employee engagement and productivity'. Apress. Available at: <https://search-ebscohost->

com.liverpool.idm.oclc.org/login.aspx?direct=true&db=cat00003a&AN=lvp.b3376209&site=eds-live&scope=site (Accessed: 7 July 2021).

Zuber-Skerritt, O. & Perry, C. (2002, 'Action research within organisations and university thesis writing, *The Learning Organization*, 9(4), 171-179, Available from: <http://openurl.ac.uk/?title=The+Learning+Organization&volume=9&issue=4&spage=171&date=2002> (Accessed: 13 Aug 2014)

APPENDIX

Appendix A – Ethics Committee Approval

Dear Chilotam Chibundu,

I am pleased to inform you that the DBA Ethics Committee has approved your application for ethical approval for your study. Details and conditions of the approval can be found below:

Committee Name: DBA Ethics Committee

Title of Study: **ADDRESSING THE LACK OF COMMITMENT IN A PRIVATE HOSPITAL IN NIGERIA THROUGH TRAINING AND PERFORMANCE INDUCED PAY.**

Student Investigator: Mr Chilotam Chibundu
School/Institute: School of Management Approval
Date: 17th of September 2018.

The application was APPROVED subject to the following conditions:

1. The researchers must obtain ethical approval from a local research ethics committee if this is an international study
2. University of Liverpool approval is subject to compliance with all relevant national legislative requirements if this this is an international study.
3. All serious adverse events must be reported to the Sub-Committee within 24 hours of their occurrence, via the Research Integrity and Governance Officer (ethics@liv.ac.uk)
4. If it is proposed to make an amendment to the research, you should notify the Committee of the amendment.

This approval applies to the duration of the research. If it is proposed to extend the duration of the study as specified in the application form, the Committee should be notified.

Kind regards,

Jim Hanly

DBA Ethics Committee University of Liverpool on-line Programmes

Appendix B – Participant Consent Form

Committee on Research Ethics

PARTICIPANT CONSENT FORM

Title of Research

**Project: ADDRESSING THE LACK OF
COMMITMENT IN A PRIVATE
HOSPITAL IN NIGERIA THROUGH
TRAINING AND PERFORMANCE
INDUCED PAY.**

Researcher(s): Chilotam Chibundu

**Please
initial box**

1. I confirm that I have read and have understood the information sheet dated September 2018 for the above study. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.
2. I understand that my participation is voluntary and that I am free to withdraw at any time without giving any reason, without my rights being affected. In addition, should I not wish to answer any particular question or questions, I am free to decline.
3. I understand that, under the Data Protection Act, I can at any time ask for access to the information I provide and I can also request the destruction of that information if I wish.
4. I agree to take part in the above study.
5. The information you have submitted will be published as a report; please indicate whether you would like to receive a copy
6. I understand that confidentiality and anonymity will be maintained, and it will not be possible to identify me in any publications.

Appendix C – Participant Information Sheet



August 2018

Dear Participant,

You are invited to take part in a research study for my DBA thesis titled “Addressing the Lack of Commitment in a Private Hospital in Nigeria Through Training and Performance Induced Pay”.

Being in this study is completely voluntary and you do not have to take part. Your decision whether to participate will not affect your relationship with the researcher nor your current or future employment at the Hospital.

This Participant Information Statement tells you about the research study. Knowing what is involved will help you decide if you want to take part in the research. Please read this sheet carefully and ask questions about anything that you don’t understand or want to know more about.

Purpose of the Study

The purpose of this research is to understand the impact of training and performance-induced-pay in improving workplace commitment. Commitment is perceived to be low considering the error rates; low morale; absenteeism; decline in profit, clientele and return businesses and the general lackadaisical attitude of staff. Addressing the perceived lack of commitment in the workplace will create value both for the hospital and the employees.

Why have I been chosen to take part?

The target populations for this study are all the staff of the hospital and you have been invited to participate in this survey because you fall into this category.

Do I have to take part?

This survey is optional and your participation is voluntary. You are free to withdraw at any time without explanation and withdrawing will not cause you any disadvantage. If you do not wish to continue after you have commenced the survey, please feel to close the window. Partially completed surveys will not be used, so if you wish to participate, kindly ensure you answer all questions and click the ‘submit’ button at the end of the survey.

Submitting your completed questionnaire is an indication of your consent to participate in the study. You can withdraw your responses if you change your mind about having them included in the study, up to the point that I have analysed and published the results.

What will happen if I take part?

The study is being carried out by me - Chilotam Chibundu in partial fulfilment of my DBA programme with the University of Liverpool, UK.

I am conducting this survey to ascertain the level of job commitment and organisational commitment of staff before and after the introduction of training and Performance-Induced-Pay (PIP) and employee perception of right pay since the introduction of PIP. Information gathered from this survey will throw more light on the hypothesis that training and PIP can address lack of commitment in a Private Healthcare Sector in Nigeria.

As part of this study, you will be asked to answer a number of questions about your commitment to the job and the organisation and your stance on the company's pay and financial remuneration. The survey is designed to take no more than 15 - 20 minutes of your time and You will only be asked to complete the survey once.

Are there any expenses, payments, benefits or risks?

There are no expenses that you will incur in completing this survey and aside from giving up your time, we do not expect that there will be any risks or costs associated with taking part in this study. There is also no reward for completing this survey.

Will my participation be kept confidential?

Personal details or any means to identify respondents will not be collected and your identity will remain anonymous during data collection and all through the research. Also, information generated will be treated with utmost confidentiality. The following types of information will be collected and used as part of this study: basic demographic data, such as: gender; age; highest level of qualification completed. All personal and identifiable information collected as part of this study will be kept confidential. All survey responses will be de-identified at the point of data extraction for the purpose of analysis.

All electronic and hardcopy data collected as part of this study will be stored during and after the study in a confidential folder on my password protected computer and in a fire-proof locked cabinet respectively. Only myself will have access to this data. This data will be kept for a minimum of 5 years for the purposes of this research.

What will happen to the result?

Results from this study may be published in scientific journals, conference presentations, policy briefs and factsheets. Results from this study may also be used to support further research projects associated with addressing and improving workplace commitment.

What if I am unhappy if there is a problem?

If you have any questions, concerns or you are unhappy, kindly contact me on chilotam.chibundu@online.liverpool.ac.uk. If you are not satisfied, then you should contact my supervisor at hamed.shamma@online.liverpool.ac.uk or the Research Governance Officer at ethics@liv.ac.uk quoting the research topic, researcher and details of complaint.

What will happen if I want to stop taking part?

If you decide to take part in the study and then change your mind later, you are free to withdraw at any time. You can do this by contacting me and request the identification and deletion of your answers based on the work email you have provided. Your answers will therefore be removed from any further record keeping and will not be included in the analysis of results. If you are using a paper form, withdrawal can only be before submission of completed questionnaire as they are anonymous.

Who can I contact if I have further questions?


If there are further questions, please contact me on +2348025919717, +447916634478, at Fav-Bundy UK Ltd, AB12 3SG or chilotam.chibundu@online.liverpool.ac.uk or my supervisor on hamed.shamma@online.liverpool.ac.uk

Thank you



Chilotam Chibundu

Appendix D – Letter of Authorisation to conduct research

 **MICHAEL CROSS SPECIALISTS' HOSPITAL LIMITED**
Plot F9 Church Road Karu - Site,
P. O. Box 5702 Garki - Abuja
E- mail michcross - 2005@yahoo.com.uk
Phone: 08098118759, 08026378305.

3rd August 2018

LETTER OF AUTHORIZATION TO CONDUCT RESEARCH AT OUR SITE


Please note that Mrs Chilotam Chibundu has the permission of the Michael Cross Specialist Hospital, Abuja, Nigeria to conduct research at our facility for her study titled, "Addressing the Lack of Commitment in a Private Hospital in Nigeria through Training and Performance Induced Pay".

Upon a review of the letter requesting to conduct this study, we are pleased to offer the opportunity to conduct same in our organization. Chilotam will contact employees to recruit them by approaching them and handing out a packet of information, including a questionnaire either in paper form or via email. The distribution of Questionnaires is approved and will be duly supervised by the Human Resource Unit. Her plan is to have all questionnaires distributed within 2 weeks of commencement.

Chilotam has agreed not to interfere with the normal day to day activities in our organization and the employees will be allowed special time off from their work duties to complete the surveys (30 minutes per person spread out in a way that work is not disrupted). Chilotam has also agreed to provide to my office a copy of the University of Liverpool approved, stamped ethical document before she recruits participants on site, and will also provide a copy of any aggregate results if we request it.

If there are any questions, please contact my office.

Thank you,



Joel Aneke
Secretary

Appendix E – Questionnaire

PART 1

These are demographic questions. You do not need to answer them if you don't want to and if you do, they cannot be used to identify you.

What is your job role?

- Top-level Management
- Middle-level management
- low-level management
- other Employees

What department do you work in?

- Medical
- Paramedical
- Administrative
- others

Length of employment:

- <2 years
- 2-5 years
- 5-10 Years
- >10 years

What is your gender?

- Male
- Female

What is your age range?

- 18-25
- 25-35
- 35-45
- 45-55
- 55-65
- 65 and Above

PART 2

Think back to a year ago from today when Training and Performance-Induced-Pay were not yet introduced. Answers should be based on that period. Choose a response for each question that comes closest to reflecting your opinion for the said period. You do not need to linger on a question as there are no right or wrong answers. The first choice that comes to your mind is most likely the answer.

STRONGLY DISAGREE DISAGREE SOMEWHAT DISAGREE NEUTRAL SOMEWHAT AGREE AGREE STRONGLY AGREE

(SD) (D) (SWD) (N) (SWA) (A) (SA)

Job commitment

I enjoyed my work most days.

SD D SWD N SWA A SA

I was satisfied with my job.

SD D SWD N SWA A SA

I was noticed when I did a good job.

SD D SWD N SWA A SA

I got full credit for the work I did

SD D SWD N SWA A SA

I received the support I needed to carry out my duties

SD D SWD N SWA A SA

Job promotions were awarded fairly and without bias

SD D SWD N SWA A SA

Organizational commitment

I felt loyalty to this organization

SD D SWD N SWA A SA

I felt honored to tell others that I was part of this organisation.

SD D SWD N SWA A SA

Choosing to work for this organisation was a good decision on my part.

SD D SWD N SWA A SA

I never thought about leaving

SD D SWD N SWA A SA

Training and PIP Evaluation

I received appropriate training to enhance my effectiveness

SD D SWD N SWA A SA

The company invested in employees through training and development

SD D SWD N SWA A SA

The company supported efforts by employees to obtain training on new skills

SD D SWD N SWA A SA

The company maintained a competitive pay and benefits package

SD D SWD N SWA A SA

The company pay policy helped attract and retain high performing employees

SD D SWD N SWA A SA

I was paid fairly

SD D SWD N SWA A SA

I understood how my performance was evaluated

SD D SWD N SWA A SA

The company offered rewards based on performance

SD D SWD N SWA A SA

PART 3

Responses here should be based in the present. Choose a response for each question that comes closest to reflecting your opinion about how you currently feel about your job and the organisation. As stated earlier, you do not need to linger on a question as there are no right or wrong answers. The first choice that comes to your mind is most likely the answer.

STRONGLY DISAGREE	DISAGREE	SOMEWHAT DISAGREE	NEUTRAL	SOMEWHAT AGREE	AGREE	STRONGLY AGREE
(SD)	(D)	(SWD)	(N)	(SWA)	(A)	(SA)

Job commitment

I enjoy my work most days.

SD D SWD N SWA A SA

I feel my opinion counts in the organisation.

SD D SWD N SWA A SA

My job fully uses my skills.

SD D SWD N SWA A SA

I get a feeling of accomplishment from my job

SD D SWD N SWA A SA

I feel valued by senior management

SD D SWD N SWA A SA

I can step in for co-workers when needed

SD D SWD N SWA A SA

I receive the support I need to effectively perform my duties

SD D SWD N SWA A SA

Job promotions are awarded fairly and without bias

SD D SWD N SWA A SA

Organizational commitment

I am proud to be working for this organization

SD D SWD N SWA A SA

I feel loyalty to this organization

SD D SWD N SWA A SA

I am willing to put in a great deal of extra effort to help this organisation be successful.

SD D SWD N SWA A SA

I am extremely glad that I chose to work here rather than one of the other jobs I was considering at the time I joined.

SD D SWD N SWA A SA

There is much to be gained by staying with this organisation indefinitely.

SD D SWD N SWA A SA

I speak highly of my organisation to my friends.

SD D SWD N SWA A SA

My organisation inspires the best job performance from me.

SD D SWD N SWA A SA

I would recommend this as a good place to work

SD D SWD N SWA A SA

This has improved as a place to work over the past 6 months.

SD D SWD N SWA A SA

Changing my job now would require a lot of sacrifice

SD D SWD N SWA A SA

Training and PIP evaluation

I receive appropriate training to enhance my effectiveness

SD D SWD N SWA A SA

The company invests in employees through training and development

SD D SWD N SWA A SA

The company supports efforts by employees to obtain training on new skills

SD D SWD N SWA A SA

I receive mentoring and coaching from my supervisor

SD D SWD N SWA A SA

The company maintains a competitive pay and benefits package

SD D SWD N SWA A SA

The company pay policy helps attract and retain high performing employees

SD D SWD N SWA A SA

I am paid fairly

SD D SWD N SWA A SA

I know how the company measures its performance

SD D SWD N SWA A SA

I understand how my performance is evaluated

SD D SWD N SWA A SA

