IMPACT OF TRAINING ON AFFECTIVE COMMITMENT WITH MODERATING ROLE OF GOAL ORIENTATION

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Abstract
Staff members who are goal-oriented, well-trained, and skilled tend to have a favorable outlook on their workplace, which in turn encourages them to stay with the company for a long time. Finding out what makes workers more emotionally invested is crucial. In addition to looking at how training affects affective commitment, this study aims to determine how goal orientation moderates the training-commitment link. Primary sources of data were used in the investigation. This study employed a cross-sectional design. The 279 teachers from primary schools that were polled were given an adjusted questionnaire. These educators hail from several public elementary schools in the Peshawar district and teach in (BPS-12, 14 & 15). The statistical software SPSS version 25 is used for data analyses. According to the results, there is a positive and statistically significant correlation between training and affective commitment, with goal orientation serving as a key moderator of this relationship. Consequently, a different institution, such as a hotel business, public or private hospital, or financial institution, should be studied to determine if the outcomes are comparable in order to obtain more thorough and effective results. Secondly, because female government schools have not been included in this survey, it would be beneficial to perform a separate study on female government schools and compile the results. Finally, it would be beneficial to conduct additional research into the elements that impact the connection between training and commitment in order to draw more accurate conclusions. Fourthly, employees who are goal-oriented should receive training that is up-to-date in order to provide them with more opportunities to learn and to tie their advancement to their training. Finally, this study should be redone with a higher sample size to acquire better results because the sample size of 279 was too little due to time constraints.
Keywords: Affective Commitment, Organizational Training, Goal Orientation, Primary Schools, Trained, Skilled, Khyber Pakhtunkhwa.

1.   INTRODUCTION

There is little doubt that organizations are facing a formidable task in this age of fast change. Reasons being: greater customer service is in high demand, technology is improving at a quick pace, and competing in the global commercial market is fierce. In today's business world, competition is fierce. The focus of many of these organizations has shifted to ensuring their continued existence. According to Jayasingam and Yong (2013), they are always on the lookout for ways to give companies an advantage over their competitors. Companies should prioritize investing on skilled human resources as they play a pivotal role in the organization's achievement. The foundation of a high level of knowledge is a set of skills and competency among employees, which can boost a company's chances of success and be ensured through effective training. Training is an essential component for many companies to thrive in a competitive market (Milne, 2013; Pobst, 2014). A big shift occurred in this sector when the owners and managers saw the need for new approaches to improving techniques. Managers and owners worry about squandering money on personnel and losing talented workers to competitors due to the high expense of training. According to Khan et al. (2013), however, training is a method by which workers acquire the information and abilities necessary to carry out their jobs effectively. With the training definition in hand, it's

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reasonable to assume that businesses which invest in their employees' professional development are better able to meet their goals. A company's ability to thrive in a cutthroat market is directly correlated to the quality of its training programs. Positively achieving an organization's goals and objectives requires both trends and committed team members. Therefore, training is essential for staff.

The relationship between organizational commitment and training is intrinsically complex, claims Bartlett (2001). There are a number of elements that influence this connection. because these factors can influence how strong or weak the correlation is between commitment and training. These elements necessitate discovery and additional research. In this study, it is necessary to further analyze goal orientation as a moderating factor that influences the link between training and affective commitment (Mathieu et al., 1992; Ford et al., 1997). Goal orientation is a crucial recommendation for training results, as stated by Button et al. (1996) and Hofmann et al. (1993).

Affective commitment from employees is positively correlated with training chances, (Allen & Meyer, 1996). Affective commitment is a component of commitment to the organization. The term "organizational commitment" describes the level of dedication that person has to their current employer. Affective, continuous, and normative commitments are the three multi-faceted components of organizational commitment (Allen & Meyer, 1996). Affective commitment describes the level of investment that employees have in their employer. Workers experience affective commitment when they feel at ease in their work environment and when they believe that the goals of the company align with their own personal views and ambitions. The term "continuation commitment" describes an employee's attitude towards staying with an organization while being made aware of the consequences of leaving. Normative commitment describes an employee's inclination to remain employed by a company out of a feeling of duty.

Training refers to the steps taken to increase a worker's competence, knowledge, and capacity to carry out their job duties (Shaheen et al., 2013). Simply provided guidance to improve efficiency in carrying out existing responsibilities. Tomer (2001) states that training is the act of enhancing an employee's knowledge, abilities, and skill set while simultaneously increasing their degree of job satisfaction with their organization or workplace. A stronger sense of belonging to the organization could emerge from this. An individual is considered goal-oriented when they are highly motivated to set, work towards, and ultimately attain specific objectives while also striving to become more proficient in their chosen field (Chiaburu and Tekleab, 2005). The first kind of goal orientation is the learning kind, which entails gaining information and skills via formal education and training. The second kind of goal orientation is the performance kind, which is characterized by the urge to demonstrate one's competence and earn praise for one's efforts (Harackiewicz et al., 2000; Dweck, 1986). An individual's goal orientation can be thought of as a mental model that helps them evaluate and respond to achievement circumstances, including challenging activities.

When employees see room for advancement in their current position, they are more likely to remain employed by that company. Employees who have access to high-quality, advanced training are more invested in their careers, have more job satisfaction, and remain with their current employers for longer. Training gives workers the chance to learn new things and improve their existing skills, which in turn may boost their emotional investment in the company. Employees may feel more committed to the company if they get opportunities for professional development. When workers see their employers as caring about their development and providing opportunities for advancement, they are more inclined to feel committed to the firm and its success. When businesses put money into their employees and provide them opportunities to learn and advance, they may inspire loyalty and dedication from those workers.

Even though many research has looked at how training relates to organizational commitment (Holding et al., 2022). Previous research in the field has indicated that there is a need to study the effects of training on organizational commitment in an Asian context (Grund et al., 2022; Mehmood, 2012; Muleya et al., 2022; Ismail, 2016). They take that an emotional investment is more important than logical or ongoing dedication. Employees are compelled to remain members of an organization in normative and continual commitment. This study will fill a need in the literature and the conceptual framework by expanding the training-commitment relationship to include affective commitment as a dependent variable and goal orientation as an influencing variable.

Professionally qualified educators were the foundation of the Elementary and Secondary Education Department's (ESED) recruiting procedure in Khyber Pakhtunkhwa before to 2018. Prior personnel were chosen for each position based on their specific qualifications. A new induction policy (the Elementary and Secondary School Education Department Khyber Pakhtunkhwa Recruitment and Selection Act/Policy 2018) has altered this process, however, and now instructors are chosen without professional qualifications or certified training. This is the main obstacle to high-quality education.

According to Khan et al. (2013) and Noe (2002), training is necessary for them to carry out their duties properly and successfully. Weissbein et al. (1997) found that government schools should provide both off-the-job and on-the-job training to their employees in order to boost job satisfaction through better performance. The standard of schooling will be raised as a result. Also, it would be beneficial to study how training affects

organizational commitment in an Asian context, as recommended by (Muleya et al., 2022) and (Ismail, 2016). Consequently, this study will be conducted at ESED KP to raise awareness regarding the impact of training on affective commitment, with goal orientation serving as the controlling variable.

Furthermore, the current study aims to determine the effects of training on emotional commitment in elementary schools in the Peshawar district, with a focus on the moderating influence of goal orientation in this connection. Societal, corporate, managerial, and individual benefits will accrue from this study. Society benefits from training programs because they provide people with the knowledge and skills they need to do their jobs well.

In an effort to better themselves in terms of knowledge, skills, and attitude, educators must undergo training. Having a well-educated teacher is highly beneficial for students, the school, and the community at large. An experienced educator's wealth of knowledge and command of the subject matter allow them to engage students' interest in learning, encourage critical thinking, and effectively transmit information. They foster academic achievement and individual development by providing a welcoming classroom environment that is adapted to the needs of each student. Additionally, via collaborative learning, continuous professional development, as well as the implementation of novel teaching practices, a well-prepared educator contributes to the school's overall growth. When inspired and knowledgeable individuals volunteer their time and energy, the ripple effect extends well beyond the four walls of the classroom. They have a crucial role in fostering an educated and active public, which is key to society's overall growth and development.

By outlining specific objectives within the industry, management hopes to inspire workers to coordinate their efforts towards a common objective. Collaboration and healthy competition are fostered by a mindset that is goal-oriented, which also advances the industry. Managers' ability to lead, make decisions, and be competent managers is enhanced through training programs. Improvements in organizational performance and the quality of the work environment are two outcomes of management education. Using goal-oriented management practices, supervisors make sure their teams have specific objectives, communicate those goals to them, and provide the resources they need to reach those goals. Training opportunities Help workers get the knowledge, skills, and self-assurance they need to do their jobs well. Incorporating a system where employees can track their progress towards goals boosts morale and productivity.

In conclusion, everyone from society to businesses to managers to employees is greatly affected by training and goal-setting. In the long run, they benefit individuals, businesses, and the community at large by encouraging development, learning, innovation, productivity, and progress.

2. LITERATURE REVIEW

Affective commitment is defined as "a genuine identification with the company and an intellectual connection to it or an emotional connection to it" (Allen and Meyer, 1991; Imra et al., 2013). Staff training is an opportunity for workers to gain insight into their jobs, practise new skills, and advance in their careers. A person's goal orientation can be defined as their propensity to establish, seek, and achieve objectives while simultaneously improving their competence (Chiaburu and Tekleab, 2005).

In this study, goal orientation serves as a moderating variable. If a variable "has an impact on the features (e.g., magnitude or degree) of the impact of an antecedent on an outcome" (Aguinis et al., 2017), then they are considered moderating. When the value of a moderator variable influences the relationship between an independent and dependent variable, we say that there is moderation (Dawson, 2014). Moderating variables are also required for determining if two factors have the same relationship amongst groups. A moderating model typically answers the question of "when" or "for whom" a variable clarifies or produces an outcome variable (Frazier et al., 2004).

2.1 The Relationship between Training & Affective Commitment

In 2005, Parker and Ritson published a study. Training employees is the cornerstone of modern management techniques in any company. Companies may get the most out of their employees by using HRM strategies that focus on their professional growth and development (MacMillan et al., 1984). Employees are more likely to stay put when they are happy in their jobs, and chances for professional development and promotion tend to strengthen employees' loyalty and commitment to their employers. (Chipunza et al., 2009; Trembley et al., 2007). Development and training opportunities should be a part of human resource management strategies. When employees have possibilities for professional growth and training, they report higher levels of job satisfaction, which in turn leads them to remain with the company for longer.

In response to the claim by Martin (2003), that companies who invest in their workers' professional development tend to have more loyal staff members than those who don't, (Tonne, 2004) countered by saying that companies who don't invest in their employees' professional development tend to have less loyal staff members. Consequently, the firm has failed miserably in its mission to thrive in a cutthroat industry. Human resource management also requires organizational training. As the sole means of delivering long-term instruction in human resource management, investing in staff training ranks high among the most important aspects of any company's overall strategy. In a similar vein, (Majid et al., 2017) investigated the connection between training and employee

commitment in a Pakistani context. Developed 246 analytical elements based on survey data. Training and employee commitment are significantly associated, according to the study.

Bulut and Culha (2010), conducted an empirical study to determine which organizational training characteristics have the most impact on employees' dedication to their company. The following four findings enrich the study of organizational commitment by providing more homological networks. Training motivation is primarily a function of this network because, as this research has demonstrated, training motivation—the desire to participate in a training program—has a positive effect on organizational commitment. People who care about what they do for a living are more likely to be motivated to succeed since training boosts competence, productivity, and self-esteem. Secondly, there is a positive correlation between employees' perceptions of their access to learning and their organizational commitment. Assuming additional training opportunities increases the likelihood that workers will experience higher levels of affective commitment. When workers feel their employers value them and are willing to put money into their professional development, they are more likely to take advantage of training opportunities. As a result, workers usually work more, care more about their jobs, and demonstrate excellent corporate responsibility. Staff members are more invested in their companies when they believe they will benefit from training programs, which brings us to our third point. Finally, an individual's level of organizational commitment is significantly correlated with their feeling of support for training. To rephrase, when managers and supervisors pitch in to aid their employees with training, it makes them feel more like they belong in the organization. The effect of opportunities for professional and personal development on affective commitment was studied in a Southern African context (Muleya et al., 2021). Muleya et al., (2021) learns how opportunities for professional growth impact affective commitment as part of his research into the link between education and emotional commitment. Each of the variables he examined had a positive and statistically significant association.

Training can enhance affective commitment, according to multiple studies. Among the many advantages of training are improvements in both work performance and employee retention rates. Staff members who participate in training programs are more likely to succeed in their roles by learning new skills and adapting to rapidly evolving technological landscapes. Furthermore, with proper training, employees are able to remain with a company for a long time, which helps cut costs by reducing turnover. Finally, training can aid in developing a growth mindset and a positive company culture. A more positive work atmosphere, where employees' opinions and abilities are respected, is one of the many benefits of training that can boost affective commitment. According to Bulut et al. (2013), Lamba et al. (2013), and Hanaysha (2016), training can facilitate a greater feeling of camaraderie among employees, which in turn can boost productivity.

2.2 The Moderating effect of Goal Orientation

D'Amato Alessia and Herzfeldt Regina (2008) study on goal orientation has distinguished between two distinct schools of thought: educational goal orientation and performance goal orientation. When people approach an assignment with the intention of learning something new or improving their potential for learning and growth, they are in a learning goal orientation. On the other hand, when people approach an assignment with the belief that they are trying to prove their ability through the task at hand, they are in a performance objective orientation. According to him, studies comparing the two types of goal orientation have shown that learning goal orientation is associated with higher levels of intrinsic motivation and better performance on tasks. Managers who are more invested in the success of the organisation, open to new ideas, and eager to advance in their careers are more likely to claim they would stay for the long haul. A desire to remain with an organisation throughout generations can be influenced by factors such as goal orientation, leadership development plans, and organisational commitment, as illustrated by his findings. The relationship between goal orientation, training, and organisational commitment is investigated in (Ismail, 2016). The study Ismail (2016), claimed to have broken new ground in Lebanon by investigating the link between training, goal orientation, and organisational commitment. Training enhances organisational commitment, as goal orientation was found to be a crucial modulator of the learning goal orientation-commitment relationship. Additionally, he mentioned that his study supports this view/idea through the social exchange theory.

"Empowering Leadership, employee Goal Orientation and work performance." According to a Norwegian study (Humborstad et al., 2012), that surveyed 655 Norwegian certified public accountants. As a moderating element, goal orientation is hypothesized to have an impact on employee performance on the job, and this study aims to determine the relevance of empowering leadership to this relationship. Leadership that empowers employees has a beneficial effect on their work performance, according to him. Furthermore, he emphasized the importance of personnel who are eager to learn and their exceptional performance. This points to a robust and favorable relationship between employees' learning goal orientation as well as their success on the job.

The Korean researchers Joo and Park (2009) looked at the relationship of goal orientation, organisational learning culture, and development feedback on employees' career satisfaction, organisational commitment, and turnover intention. Examining the interrelationships of various traits is central to his research. (organisational

learning culture & developmental feedback) on staff turnover intention, organisational commitment, and career satisfaction; and (goal orientation) on contextual factors. An individual's level of dedication to their company can be predicted by factors such as "learning goal orientation, organisational learning culture, & developmental feedback," according to his research. In addition, he found that commitment to the organisation is correlated with learning goals, but job satisfaction is correlated with performance goals.

The correlation between "Goal orientation and organisational commitment to employee promotion, turnover, & retention" was studied by Lin and Chang in 2003. A stronger desire to learn may have been demonstrated by individuals who have been sacked or promoted within the organisation, according to data obtained from two Taiwanese financial firms. There is a strong correlation between a company's learning orientation and employee turnover. Workers that are eager to learn see promotions as new opportunities to do their job. They may be considering leaving the company if they are not given enough opportunity for advancement or challenges. Employees' emotional investment in their company was positively correlated with possibilities for professional development and training. Staff members who took part in the training were more apt to be emotionally invested in the company and to have a good outlook on their work.

This research is grounded in social exchange theory. A cost-benefit analysis is the foundation of interactions between two parties, according to the social exchange theory (Terera, 2022). Consequently, people respond positively to advantages and negatively to costs. It is considered helpful to provide employees with possibilities for training in the workplace. Workers are likely to react positively, displaying traits like affective commitment. Just as fewer or no training opportunities could lead to a drop in employees' emotional commitment, the opposite is also true.

Employees are more likely to be satisfied with their employment and supportive of their employer when they are given opportunities for training and growth. Consequently, there is an increase in emotional investment. When employees have a strong sense of belonging to the organisation, they are more likely to remain for many years. Training has a good effect on affective commitment, according to the literature. It is the responsibility of organizations to offer employees chances for training and advancement, and to make sure that these possibilities are seen as fair and appropriate.

2.3 Social Exchange Theory

According to Grant and Osanloo (2014), in order to back up a study, researchers build theoretical frameworks, which are a set of interrelated theories that a researcher logically constructs. In order to build a theoretical framework, the researcher needs to take stock of the concepts and theories that will underpin the study, establish reasonable relationships between them, and establish a connection to the research issue. Social exchange theory, which places an emphasis on the idea of reciprocation, provides theoretical evidence for the relationship between organisational training and increased organisational commitment and positive employee attitudes (Ismail, 2016). Employees are more likely to get the outcomes and advantages they want when they engage in mutually beneficial interactions and exchanges, according to this theory. Training employees to increase their knowledge and skills may help them advance in their careers, which in turn can increase their internal and external motivations. Therefore, employees are more likely to put in extra effort for their employer if they feel like their efforts are being targeted by supportive corporate initiatives, such as staff training.

Relationships are a two-way street because everyone involved prioritizes their own well-being above all else (Blau, 1964). A term used to describe this occurrence is "the social exchange theory". The gift is bestowed upon businesses and organizations by employees who, after receiving enough training, will be thankful and devoted to their employers (Setton et al., 1999). There is a strong relationship between the notion of social trade and the practice of gift exchange by associations. Employees' attitudes towards the company and its training programs improve when the company provides these programs as a perk (Akerlof, 1984). The rule-of-one transaction is a defining feature of both gift-exchange technique and social exchange theory (Gächter et al., 2000).

"Training and organisational commitment" is a relationship that is evaluated by Bartlett (2001). The gathered information from 337 nurses working in five different hospitals. After doing research using bivariate correlation analysis, further, Barlett (2001) came to the conclusion that training is positively and significantly correlated with affective commitment. The correlation between training and emotional investment in the company is similarly supported by research (Bulut and Culha, 2010). Once again, a correlation study and a highly controlled sample of 298 hotel employees in Türkiye were used to establish the results. Moreover, training and organisational commitment are positively and significantly correlated in multiple research (Ahmad and Bakar, 2003). Lastly, a cross-sectional study of employees from a single company finds that training participation is positively correlated with affective commitment (Benson, 2006).

In light of the foregoing, we acknowledge that staff participation in training is a benefit bestowed by their employer. Workers are more likely to put their all into their work when they believe their contributions matter to the company.

2.4 Conceptual Framework of the Study

The conceptual structure of this study is based on three variables: training, which is an independent variable; goal orientation, which is a moderating variable; and affective commitment, which is a dependent variable. Figure 2.1 displays the conceptual framework of this study.

Figure 2.1: Framework of the study
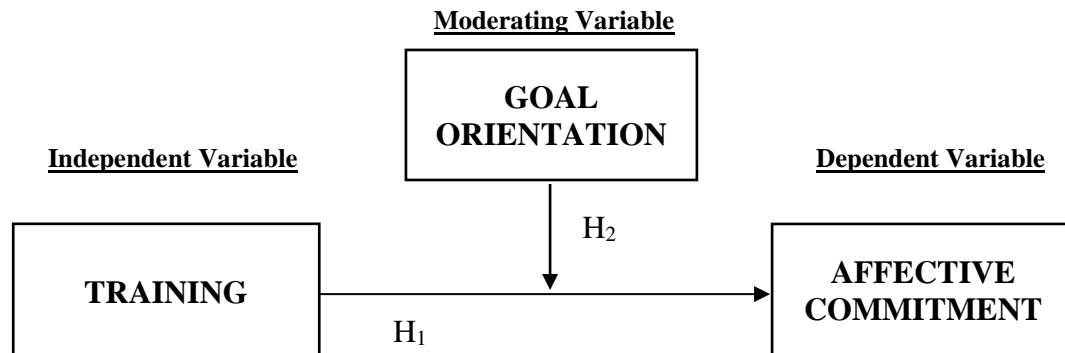
Source: (Muleya et al. 2022; Ismail 2016)

2.5 Hypotheses of the Study

The researcher's initial statement or belief outlining the researcher's expectation for the investigation's conclusion (Gerber, 2011a)." This decision is based on solid research and reasoning. Concerning particular elements, it reveals the anticipations of the researcher. When responding to a problem, it is the most direct way to do it. Put another way, it's a hypothesis that can be tested with limited data and serves as a springboard for more extensive studies.

We hypothesized the following in order to conduct our study.

H_1: Training has a substantial effect on Affective Commitment.

H_2: The Training-Commitment Relationship is Influenced by Goal Orientation.

3. RESEARCH METHODOLOGY

A positivist philosophical framework underpinned the research (Collie et al., 2004; Hussey and Smith, 2003) asserts that empirical evidence is the foundation of positivist thought. Where the sensory technique is used to verify the information. To review, positivism is a school of thought within philosophy that seeks to conduct an unbiased investigation of the world by employing scientific methods and evidence. The research was founded on a deductive approach, and the study's hypotheses would also be tested using a deductive approach. Put another way, it's not dissimilar to taking a general idea and applying it to a particular circumstance to get a desired outcome. Research using this strategy is common; researchers often begin with a theory and hypothesis and then gather evidence to either disprove or bolster their claims (Wilson, 2010). The study relied on the Survey Approach, a method of gathering information by means of a standardized questionnaire distributed to a sample of individuals or organizations. In exploratory research, the survey method can be employed to generate new ideas or theories regarding a topic. A cross-sectional design was used for the study. Research that collects data from multiple sources simultaneously is known as a cross-sectional study. The modified survey yielded the desired results. To do the statistical analysis, SPSS was utilized. Government Primary Schools in Peshawar, which are part of the Department of Elementary and Secondary Education in Khyber Pakhtunkhwa, were among the institutions that took part in the study. In Peshawar, there are around 907 teaching staff members, according to statistics from the Human Resource Information System (HRIS) at the District Education Office (Male). We utilized a random sampling technique. We will use Yamane's (1967) formula to determine the sample size. Here are the variables that make up this formula:

n= the sample size
N= the population of the study
e= the margin error in the calculation

$$n = \frac{N}{1 + N(e)^2}$$

$$n = \frac{907}{1+907(0.0499)^2}$$

$$n = 279$$

Hence, sample of 279 respondents will be selected as sample. 'Strongly' Disagree (1) and 'Strongly Agree (5)' were the five possible outcomes on the 5-point Likert scale used to assess the questionnaire. The 6-item Organisational Training Questionnaire, developed by Lawler et al. (1992), was utilized to assess training and goal orientation. whilst a questionnaire based on the work of Vande Walle (1997) was utilized to assess goal orientation using a set of nine items. In contrast, the 06-item Affective Commitment Questionnaire (ACQ), modified from (Meyer et al., 1993), was used to assess affective commitment. We used descriptive statistics, which include means and standard deviation. We used Pearson correlation analysis methodologies to find the relationship between the independent and dependent variables. To ensure that the variables were consistent, a reliability test was administered.

Regression analysis has been employed to ascertain the impact of Training on affective commitment. After making some adjustments to Andrew Hayes's analysis approach, we settled on regression model 1 to see whether goal orientation moderates the training-commitment link. In order to find out how the items and variables on the scale vary from one another and whether there is a problem with multi-collinearity, we used exploratory factor analysis.

4. RESULTS
4.1 Reliability Analysis

The reliability analysis was conducted using SPSS Version 25. Reliability testing establishes whether or not the study's constructs are internally consistent. A trustworthy construct is one with an Alpha (α) value higher than.70 (Yi and Gong, 2013). The dependability of a construct can be assessed using Cronbach's Alpha. As shown in table 4.1, the Cronbach's Alpha values for the Organisational Training scale (0.93), the Goal Orientation scale (0.89), and the Affective Commitment scale (0.97) all fall within the good to excellent range.

Table 4.1: Reliability Analysis

Variables	Number of items	Cronbach's Alpha (α)	Range / Remarks
Organizational Training	06	.930	Very Good
Goal Orientation	09	.897	Good
Affective Commitment	06	.973	Excellent

4.2 Pearson Correlation Analysis

A correlation study was performed amongst all the variables using SPSS version 25. A initial Pearson correlation coefficient of 0.628 indicates a very significantly and very significant connection between goal orientation & organisational training. Results from the subsequent Pearson correlation test show a highly significant association (r=0.533) between goal orientation and emotional commitment. Organisational training and affective commitment have a third, statistically significant Pearson correlation value of r=0.237. According to the results of this association study, organisational training and affective commitment are highly related. Affective commitment tends to rise in tandem with organisational training, according to the positive value of the correlation coefficient (0.237). Affective commitment is higher in those who have had more training from the organisation, in other words. In addition, the goal orientation and emotional commitment are positively associated with one another, and this correlation is statistically significant (r=0.533). Table 4.2 displays the results of the correlation analysis.

Table 4.2: Pearson Correlation Analysis

		Organizational training	Goal orientation	Affective commitment
Organizational training	Pearson Correlation	1	.628**	.237**
	Sig. (2-tailed)		.000	.000
	N	279	279	279
Goal orientation	Pearson Correlation	.628**	1	.533**
	Sig. (2-tailed)	.000		.000
	N	279	279	279
Affective commitment	Pearson Correlation	.237**	.533**	1
	Sig. (2-tailed)	.000	.000	
	N	279	279	279

Correlation is significant at the 0.01 level (2- tailed).

4.3 Regression Analysis

For the regression analysis, we used SPSS version 25 and Regression Model 1. In which 279 people make up the sample, Y represents affective commitment as the dependent variable, X represents training as the independent variable, and W represents goal orientation as the moderating variable. The R-sq value of .3196, or 31.9%, in the model breakdown of regression analysis shows that the independent variable has an effect on the variable that depends (Affective Commitment).

The effect of the moderating variable, goal orientation, on the dependent variable, affective commitment, is shown by the interaction term. There is a statistically significant association between all of the variables because the P-value is less than .05 (.0051).

4.4 Moderation Analysis

For moderation analysis, we employed an adaptation of Andrew F. Hayes's approach, and for moderating analysis, we used regression model 1. Goal orientation is a moderating variable with three values in the conditional impact. The effect of the first value, 3.7778, is 0.1392, that of the second, 4.2222, is 0.2102, and that of the third, 4.556, is 0.2635. It is evident from the results that the effect of the moderating variable, Goal Orientation, grows as its values increase.

The moderator is significantly influencing the link between the independent variable (training) and dependent variable (affective commitment), as demonstrated in table 4.3 of the study, as it is significant when the P-value is less than 5.

Table 4.3: Regression & Moderation Analysis

PROCESS Procedure for SPSS Version 4.2
Written by Andrew F. Hayes, Ph.D.   www.afhayes.com
Documentation available in Hayes (2022). www.guilford.com/p/hayes3
Model: 1   Y: Affective Commitment(AC)
X: Organizational Training (OGT)
W: Goal Orientation (GO)
Sample Size: 279

OUTCOME VARIABLE: Affective Commitment (AC)

Model Summary						
R	R-sq	MSE	F	df1	df2	p
0.5654	**0.3196**	0.7531	43.0624	3.0000	275.0000	0.0000

Model						
	Coeff.	SE	t	p	LLCI	ULCI
Constant	1.4720	0.6451	2.2817	0.0233	2.7421	0.2020
OGT	0.4646	0.2292	2.0271	0.0436	0.0134	0.9159
GO	1.4638	0.1832	7.9900	0.0000	1.1031	1.8245
Int_1	0.1598	0.0566	2.8552	0.0051	0.2712	0.0485

Product terms key:
 Int_1: OGT x GO

Test(s) of highest order unconditional interaction(s):					
	R^2 Change	F	df1	df2	p
X*W	0.0197	7.9818	1.0000	275.0000	0.0051

Focal predict: OGT (X)
       Mod variable: GO (W)

Conditional effects of the focal predictor at values of the moderator(s):

GO	Effect	SE	t	p	LLCI	ULCI
3.7778	0.1392	0.0631	2.2046	0.0283	0.2635	0.0149
4.2222	0.2102	0.0654	3.2135	0.0015	0.3390	0.0814
4.5556	0.2635	0.0730	3.6093	0.0004	0.4072	0.1198

Analysis Notes and Errors
Level of confidence for all confidence intervals in output: 95.0000
W values in conditional tables are the 16th, 50th, and 84th percentiles.

5.   DISCUSSION

Based on the findings, it is determined that training has an impact on affective commitment, in accordance with the first hypothesis. Results show that training improves problem-solving abilities, leadership capabilities, and business acumen (i.e., accounting and finance solutions). Training has many benefits, including raising output, enhancing employees' analytical abilities, fostering collaboration, and expanding their knowledge base. Employees' dedication, loyalty, and output will all skyrocket if we invest in their training. According to social exchange theory, when an employee's skills improve, he views it as a personal gain and works diligently for the company. The results provided credence to the study's first hypothesis, which postulated a strong relationship between training and affective commitment. Research showing a positive and significant relationship between training and emotional commitment (Muleya et al., 2022) lends credence to this idea. Training positively affects affective commitment, according to the results. Therefore, when employees are offered opportunities to progress their job prospects through training, they often develop a stronger emotional connection to their organisation.

Our second working hypothesis is that we need to find out how goal orientation affects the training-commitment relationship. According to the findings, goal-oriented workers are resilient in the face of adversity and have a growth mindset. They actively seek out experiences that can expand their horizons and teach them new things. They aren't afraid to try new things in order to learn more, and they thrive in situations that test their abilities; most importantly, they thrive when others recognize and value their efforts. As soon as they notice all of these things in his company. They grow fond of working for that company and develop strong ties to it. The research suggests that the relationship between organisational commitment and training is positively impacted by goal orientation, which is related to people's mental models. It appears that training programs can't help but take participants' unique behaviors into account. Staff members with a strong sense of learning purpose and a deep dedication to their organizations responded positively to training. A lot of people saw training as a means to fulfil their intrinsic motivation to develop professionally. An individual's ability to focus on their goals has a direct bearing on how successful training programs are in fostering greater organisational commitment. The results of the regression analysis confirmed that goal orientation is the most important factor in predicting the training-commitment relationship. (Ismail, 2016) adds credence to this finding as well. The results showed that training increases emotional commitment, and that goal orientation is a strong predictor of this effect. Consequently, it is believed that goal orientation is an essential part of the training-commitment relationship.

6.   THEORETICAL IMPLICATION

Organisational training, goal orientation, and emotional commitment are the three factors that this study focusses on. According to the results, one essential component of this relationship is goal orientation, which has to do with people's mental frameworks. According to HR theory, this means that training programs should take people's mental health into account. Workers who were highly committed to their company after participating in training programs were those with a strong orientation towards learning goals. In addition, the effectiveness of training programs is directly impacted by goal-oriented individuals. In addition, the study's theoretical implications constitute its final point.

7.   MANAGERIAL IMPLICATION

The present study also offers some important practical implication for HR Managers/ Business Owners. It is suggested in this paper that training programs for employees is likely to result in employees becoming more

attached to their organization that's why managers should conduct as many training programs as possible in their organization and give opportunities to their employees to participate in them as much as possible. In addition, Director Education/in charge education department suggests to recruit qualified individuals instead of non-qualified individuals from the market and provide them training programs/ refresher courses to them from time to time. A specific type of fund should be allocated for the training programs and full opportunity should be provided to employees who gain knowledge in these training programs. Due to which the skills of the employees will also increase and they will be associated with the organization for a long time and will also improve the performance of the organization.

8. LIMITATION & FUTURE RESEARCH DIRECTIONS

Hence, public schools in Peshawar district should have been the major emphasis of this research. Khyber Pakhtunkhwa is home to the capital city Peshawar. Thus, to obtain more thorough and useful results, the study should be replicated on a different institution, such as a hotel sector, public or private hospital, or financial institution, and compared to the original. Furthermore, as female government schools have not been included in this study, it would be beneficial to perform a separate study on female government schools in order to gather more accurate statistical data. As a third point, additional research into the variables that affect the connection between training and commitment is needed. Finally, goal-oriented workers should be provided with up-to-date training in accordance with current standards so that they can expand their knowledge and advance in their careers. In conclusion, the study's sample size of 279 was too small because of time constraints; a bigger sample would have yielded better results.

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