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Effect of Organizational Commitment as a Mediator in Both Training and Job Performance in Syrian Private Universities

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Abstract
The employee's job oriented skill is considered as a key driver for enhancing the organizational performance. Human resource management, therefore, is contentiously creating and maintaining positive relationship among the employees in the organization to enhance their final job performance. In this work an investigation the influence of organizational commitment levels as mediator in the training and job performance in the developing countries was performed for higher education sectors, particularly in privet Syrian universities. This work was found to be a primary work in this field as there were very few studies investigating such effect in educational sectors in the developing countries. An appropriate model is introduced and intended to test various hypotheses related to direct effects of Perceived Accessibility (PA), Perceived Benefit (PB) and Perceived Support (PS) of training on the final desired job performance of the employees under the effect of organizational commitment. A pilot study was conducted before start the questionnaire study to ensure the expediency of the model. AMOS software was utilized to analyze the results. Results have demonstrated that Perceived Accessibility and Perceived Benefit have obvious effect in motivating job performance whereas Perceived Support factor had no significant effect on enhancing the overall job performance in the higher educational field in the developing countries even if high commandments were achieved.

Introduction

Although it is desirable that the investment made by companies to train their employees result in improved job performance, numerous empirical studies have proved the existence of a negative relationship between training policy and performance outcomes (Aragon-Sanchez, Barba-Aragón, & Sanz-Valle, 2003; Ghebregiorgis & Karsten, 2007). In contrast, the literature reported that training improves organizational performance by creating a work- force with extensive knowledge and skills (Ballesteros-Rodríguez, De Saá-Pérez, & Domínguez-Falcón, 2012; Kraiger, 2003; Tharenou, Saks, & Moore, 2007). However, despite the presumed positive effect of training on all levels of organizational outcomes: individual and team, organizational and

social (Aguinis & Kraiger, 2009), the empirical research focusing on the training-performance link does not always provide evidence to support such a relationship. It was also found that training has a positive effect on productivity (Aragon-Sanchez et al., 2003; Faems, Sels, De Winne, & Maes, 2005), sales growth (Barrett & O'Connell, 2001), employees' salaries (Lengermann, 1996) and quality (Cantarello, Filippini, & Nosella, 2012). However, the evidence of a positive effect of training on financial performance was found to be very weak (Kraiger, 2003; Tharenou et al., 2007). Furthermore, some studies found that training was negatively related to some measures of financial performance (P. M. Wright et al., 1999). However, the literature still considers that training and performance are positively related. Thus, various reasons have been put forward to explain why sometimes empirical evidence does not support this assumption. Despite of that, the relationship between the job performance and their training opportunities may be dramatically changed and influenced with the existence of the organizational commitment factor. That is; the probability of gaining access to a training program is considered an important factor of the development of a strong corporate culture and has a positive relationship with organizational commitment (Bulut & Culha, 2010).

The Organizational Commitment

It is believed that employees who have a strong faith in the values and beliefs of an organization and readily accept its goals and objectives and are ready to exert extra effort for or on behalf of the organization are considered to have a very high level of organizational commitment (Porter et al., 1974). This suggests that those who are strongly affiliated to an organization with a higher level of commitment can be motivated to achieve organizational goals without looking for an opportunity for personal gain. It is also believed that organizations with weak commitment are often less productive and if this occurs broadly throughout a number of organizations then quality of products and services may decline (Johns et al., 2005). Previous studies have shown that giving employees an opportunity to learn develops a higher level of commitment among employees, compared to job security, monetary benefits, and job satisfaction (McNeese-Smith & Nazarey, 2001). Moreover, it was also found that employee commitment levels are high when they are given training opportunities and, hence, they display a higher rate of training participation and firms who were perceived to have fair accessibility to training programs are more likely to have a greater number of committed employees in their organization (Bartlett & Kang, 2004). Furthermore, employees who perceive that their organization supports upgrading and skill development in order to find better solutions to work related problems, feel obligated to display a higher level of commitment toward their organization (Brunetto, Teo, Shacklock, & Farr-Wharton, 2012). Also, the organizational support for giving employees opportunities for participation in training programs was found capable for enhancing the individual behavior of employees leading to a higher level of commitment. On the other hand, employees who usually feel the absence of support from their organization, may feel betrayed and display a lower level of commitment toward their organization (Grunberg, Anderson-Connolly, & Greenberg, 2000). In addition, several researchers have utilized the organizational commandment as a mediator for their studies as it has dramatic influences on the job performance.(de Araújo & Lopes, 2014) tried to understand the extent to which an established leadership virtues may favor the organizational commitment. They analyzed the impact of organizational commitment; on the performance of employees. Their results suggested that the employees' perceptions, around three dimensions of leadership virtuosity (values-based leadership, perseverance and maturity), contributed to organizational commitment, especially in its affective and normative dimensions, and the latter, in turn, is able to positively influence individual performance. On the contrary,

(Celik, Dedeoglu, & Inanir, 2015) studied the effect of work motivation, leadership style and learning on employees' performance. Their findings revealed that leadership styles have no influence on employee performance, while learning organization influences employee performance facilitated by the organizational commitment. (Jehanzeb et al., 2013) conducted a study regarding the effect of training on organizational commitment turnover in the private sector of Saudi Arabia. They found that employees' training is considerably tie-in with organizational commitment, turnover intentions and the commitment-turnover relationship. Their findings give an understanding of the effect of organizational commitment on turnover intentions in particular private sector of Saudi Arabia. The results obtained from their study may be of great benefit to managers and policy makers of those organizations and the entire private sector at large.

In consequence, it can be realized that the support for participating employees in training programs would increases their feeling of attachment toward their organization (Meyer, Stanley, Herscovitch, & Topolnytsky, 2002) and effective training program may also lead to employees forming an opinion that their organization demonstrates a willingness to invest in them, since the organization cares about them. This encourages a higher level of commitment among employees toward their organization (Brunetto et al., 2012; Tan & Lim, 2012). It was also reported that training in job related skills and cross-training have an indirect effect on operations performance through its effect on organizational commitment (S. Ahmad & Schroeder, 2003). However, little works have studied empirically whether the relationship between training and performance is mediated by other variables (Gelade & Ivery, 2003) provide evidence that work climate mediates the relationship between training and the unit performance in some sectors. In addition, (Faems, Sels, et al., 2005) found that the link between training and performance is mediated by productivity in HR domain. The benefits that employees perceive to have gained by attending a training program as a type of recognition may lead to the enhancement of their commitment level, as they aim to achieve their personal and career related objectives.

Training

Training is defined as the utilization of systematic and well-structured instruction activities to enhance learning. It requires the use of formal procedures to transmit knowledge and aid employees to obtain the essential skills needed for them to perform satisfactorily in the organization (K. Z. Ahmad & Bakar, 2003). One of the methods of assuring that learning takes place is through formal training. Formal training can be justified when the work demand skills that are best developed by formal instruction. Various employees require different skills which should be thought on time to meet new necessities and it cannot be obtained by depending on mere experience. Training programmers can be a platform to disseminate common knowledge or skills (i.e. induction, essential IT, and communication skills) needed by many workers. (Robbins, Judge, Millett, & Boyle, 2013) reported that employees are willing to learn provided what they are to learn is useful, transferable, job related, not complicate and supported by line managers, as well as when they are confident, committed and engaged. From the employer's perspective, the cost incurred in training and enhancing the skills of employees is one of the medium of enticing and retaining human capital as well as receiving better returns from those investments. These returns obtained from enriching the skills, knowledge and competence of employees through training are anticipated to generate better results in the form of improvement in performance, productivity, flexibility and the ability to innovate.

Training policies on the other hand, always deserved remarkable focus within the studies related to human resource management in the educational sphere (Hussey, 1985; Park & Jacobs, 2011). Since, several empirical studies have manifested the existence of a gloomy relationship between training policies and performance outcomes, it is expected that the organization investments to provide training for their workers will reflect in the organizational performance (Aragon-Sanchez et al., 2003; Ghebregiorgis & Karsten, 2007).

Job Performance

Job performance is kind of outcomes after a job is finished. It represents the levels of achievement of each job (Byars & Rue, 2000) and the fulfillment of organizational regulations, expectations, or requirements for an official role (Campbell, 1990). It is the contribution to organizational goals and can be measured by outcomes. Moreover, job performance is productivity that expresses the quantity, quality and contribution of a job. When productivity is high the overall performance within the organization will be high (Su, 1999; Sun, 2001). That is, job performance is an employee's overall work outcomes, including efficacy, efficiency, and effectiveness (Hsu, 2005). Additionally, Hsu (2000) mentioned that the performance evaluation can be used to build incentives standards to make organizational members understand their contributions and the direction to their efforts. The evaluations of job performance are to (a) indicate the necessities of training and development, (b) assess the effects of employees' development and recruitment plan and enact incentive standards, (c) assist personnel decisions such as transfer, promotion, or layoff, and (d) provide feedbacks for employees in order for them to understand how performances are evaluated (Robbins, 2001). (Borman and Motowidlo, 1993) distinguished job performance into task performance and contextual performance. Task performance is the efficiency of individual work that indicates the degrees of completion of assignments under organizational expectations. It is a kind of in-role behavior, which will directly influence an organization's performance. Contextual performance on the other hand means that individuals have the willingness to perform organizational activities, which are unofficially regulative and the earnest to persist in the accomplishment of organizational assignments as well as cooperate and keep good relationship with coworkers to achieve better performance. Organizational commitment will thus be positively related to both task performance and contextual performance (Muse & Stamper, 2007).

Therefore, the intention of the current study is to investigate the real effect of the organizational commitment on the training- job performance relationship in Syrian private universities. More precisely, the aim of this study is to utilize the organizational commitment as a mediator factor between training and job performance in the Syrian private universities. Such investigation is was carried out considering various key parameters related to the educational sectors and universities like employees' age, gender, level of qualifications, and departments to be practically able to assist in developing the job performance in Syrian private universities.

The Proposed Model

Based on the literature, it can be seen that that human behavior, thoughts and performance in wok can result from the interaction of the environmental events or variables (Bandura, 1986). Research design is a framework that is utilized to organize the research and direct the researcher for data collection and interpretation. The research design is imperative for answering the research questions and test hypotheses. In order to ensure that the work (quantitative research)

has a strong and impactful research design, many considerations such as using statistical precision for examining the hypotheses, control of irrelevant variables, freedom from bias and confounding are imperative (Jurs & Wiersma, 2009).

In the current study, a number of methods such as probability sampling and discussion with many academic leaders in private universities were employed during the preliminary study in order to select a suitable research design. Moreover, an in depth literature review was conducted to figure out the problems and gaps in previous studies; so as to highlight the significance of this study and address issues that would be of great benefit to the research community.

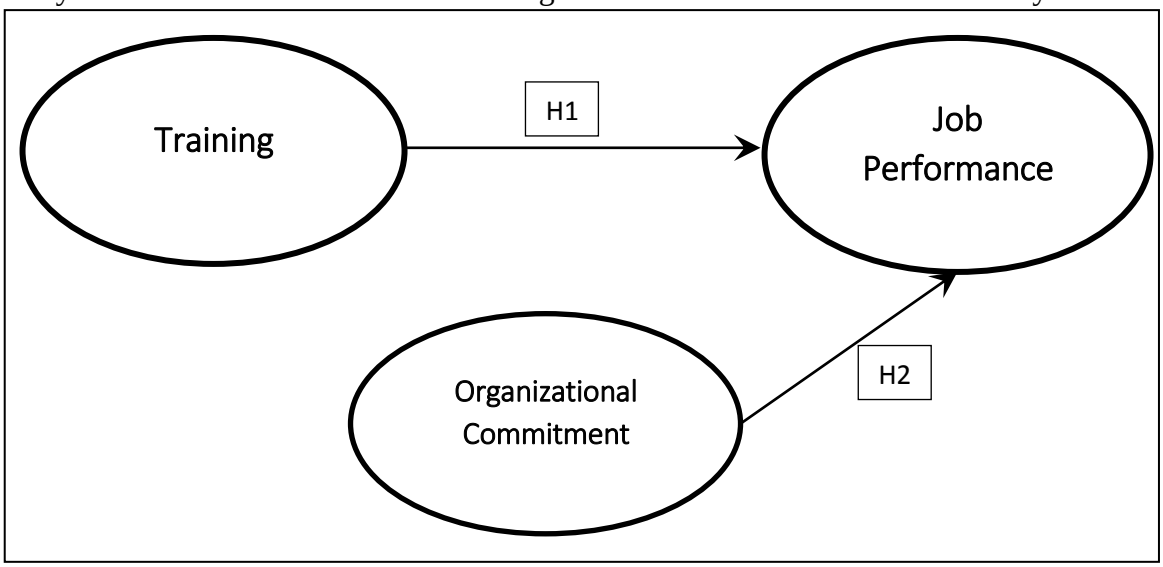

Figure 1: The proposed general framework for the current study

This study has examined the following hypotheses shown in Fig. 1:

- H1: There is a relationship between training and job performance.
  - H1A: There is a relationship between Perceived Access to Training and job performance.
  - H1B: There is a relationship between Perceived Support for Training and job performance.
  - H1C: There is a relationship between Perceived Benefits from Training and job performance.

A quantitative survey design methodology has been used to examine the relationship between the study variables. The focus of this research is to determine the direct relationship between the training and job performance in the Syrian private universities.

- H2: There is a relationship between organizational commitment and job performance.

Population and Sampling Method

The target population refers to the entire group of people, events or things of interest that the researcher wishes to investigate. It must be defined in terms of elements, geographical boundaries, and time. In addition, it depends on the research objective and the scope of the study (Sekaran & Bougie, 2010). The population for this study will be all privateuniversities in Syria. These private universities were chosen because they are recognized as having well established human resources departments as well as other supportive ones. The census method will be used because of the few

number of the available private universities in Syria. Furthermore, the target respondents for this study will be various employees in human resources as well as other supportive departments with various age, sex, experience, education levels and positions. Based on this method, 340 questionnaires were distributed and collected within an appropriate period of time to be examined and analyzed.

Data Collection

Among the advantages of self-administered survey methods are their cost since this is the cheapest of the other methods (like personal interviews, phone interviews, etc.) and can be conducted by single researcher. A questionnaires were sent to respondents in a wide geographical area, the respondents completed the questionnaire, and they referred to personal records when necessary to enable accurate responses (Daud, 2009).

The principal method of data collection used in this survey research was basically self-administered questionnaires as it is the most common mechanism for collecting data when researchers seek data related to traits of individuals, groups or organizations. Unsupervised self-administered questionnaire technique was used for two reasons: the majority of the respondents' offices were located in the same building or areas that would make it easy when distributing and collecting the questionnaires; and some of the respondents in universities were spread a wide geographical area over all the country, therefore, the mailed surveys been used.

Results

This section describes the analysis conducted and displays the empirical results used to examine the hypothesis H1 and H2 of this study, using AMOS. The principal construct measures were based on existing instruments. Table 1 summarizes the first order and second order constructs together with their relative measurement items.

Table 1, List of Constructs and Measurement Items

2nd Order Constructs	**1st Order Constructs**	**Item Number (62)**
Training (TRN)	Perceived Accessibility (PA)	3
	Perceived Benefit (PB)	12
	Perceived Support (PS)	6
Job Performance (JPR)	Task Performance (TP)	9
	Contextual Performance (CP)	12
Job Performance (JPR)	Task Performance (TP)	9
	Contextual Performance (CP)	12

Data pre-processing

Missing data occurs when respondents failed to answer one or more items in the survey. The screening of the data indicates that there is a minimal amount of missing data (less than 5%). Cohen and Cohen (1983) stress that missing data up to 10% may not cause any serious problem in the interpretation of the findings. As for the treatment of missing data, recent literature suggests that Expected Maximisation (EM) is a better method to be adopted in treating missing data compared to other methods such as list-wise deletion and mean substitution (Graham et al. 1997). However, since there was minimal missing data, the choice of method may not have any significant influence on the results because each method has their advantages and disadvantages (Hair et al. 1998). Therefore, these missing data were replaced with the variable median responses for each variable. This method is deemed the most appropriate because median substitution is the most common (Schwab 2005) and widely used methods (Hair et al. 1998) to treat missing data as it is based on valid responses that make the median the best single replacement of missing data.

The treatment of outliers is an imperative step in the data screening method. Outliers refer to observations with a unique combination of characteristics identifiable as distinctly different from the other observations (Hair et al. 1998). Outliers were identified using univariate (histograms, box-plots and standardised z score) and multivariate detections (Mahalanobis D2 distance). Checking for outliers is important as outliers could affect the normality of the data which could then distort the statistical results (Hair et al. 1998; Tabachnick and Fidell 2001).

Sample Profile

Table 2 represents the frequencies and percentages of the demographical variables.

Table 2, Sample Profile

Group	Frequency	Percentage
Gender		
Male	159	56.8%
Female	121	43.2%
Age		
26-30 years	40	14.3%
31-35 years	67	23.9%
36-40 years	75	26.8%
41-45 years	66	23.6%
More than 45 years	32	11.4%
Educational Level		
High school	65	23.2%
Degree (BA)	89	31.8%
Master	85	30.4%
PhD	41	14.6%
Working Experience		
Less than 5 years	49	17.5%
5-10 years	89	31.8%
11-15 years	86	30.7%
More than 15 years	56	20.0%

Over 280 received questionnaires, 159 responses were received from the male (56.8%) and 121 from the female (43.2%). Therefore, the sample of this study is mainly dominated by male. The responders were asked to specify their age. As the result, 14.3% of the respondents have 26 to 30 years old, 23.9% have 31 to35 years old, 26.8% have 36 to 40 years old, 23.6% have 41 to 45 years old and 11.4% have more than 45 years old. In specifying the educational level of the respondents, 23.2% of the respondents have high school certificate, 31.8% have degree, 30.4% have master and 14.6% have PhD certificate. Finally the responders were asked to specify their working experience in year. As the result, 17.5% of the respondents have less than 5 years of working experience, 31.8% have 5 to 10 years, 30.7% have 11 – 15 years and 20% have more than 15 years of experience.

Measurement Model (CFA)

Operationalization of constructs is a very important step (Hair, 2006) in the process of ensuring accuracy. Researchers have a choice of several established scales in attempting to ensure theoretical accuracy. However, despite the availability of a varied number of scales, researchers are often plagued by the problem of a lack of established scales and are thus driven to developing new measurement scales or greatly modifying existing scales to accommodate new context. Given all these considerations, the basis for the SEM analysis is in the selection of items to measure the constructs (Hair, et al., 2006).
This study comprised 2 individual CFA models – as there are 3 second order constructs, namely Training (TRN) and Job Performance (JPR). The results of testing the uni-dimensionality of each construct are presented, using AMOS 20.0.

1.1.1. CFA Model for Organizational Commitment (ORC)

In this study, 20 items were used to measure three first-order constructs in Organizational Commitment (ORC): Affective Commitment (AC), Continuance Commitment (CC) and Normative Commitment (NC). Upon examining goodness to fit of data, convergent validity and discriminant validity of the measurement model, it can be concluded that the second iteration measurement scale to assess the constructs and their relative items in Organizational Commitment was reliable and valid. Figure 2 depicts the measurement model for Organizational Commitment (ORC) with standardized factor loadings for the 16 remaining items.

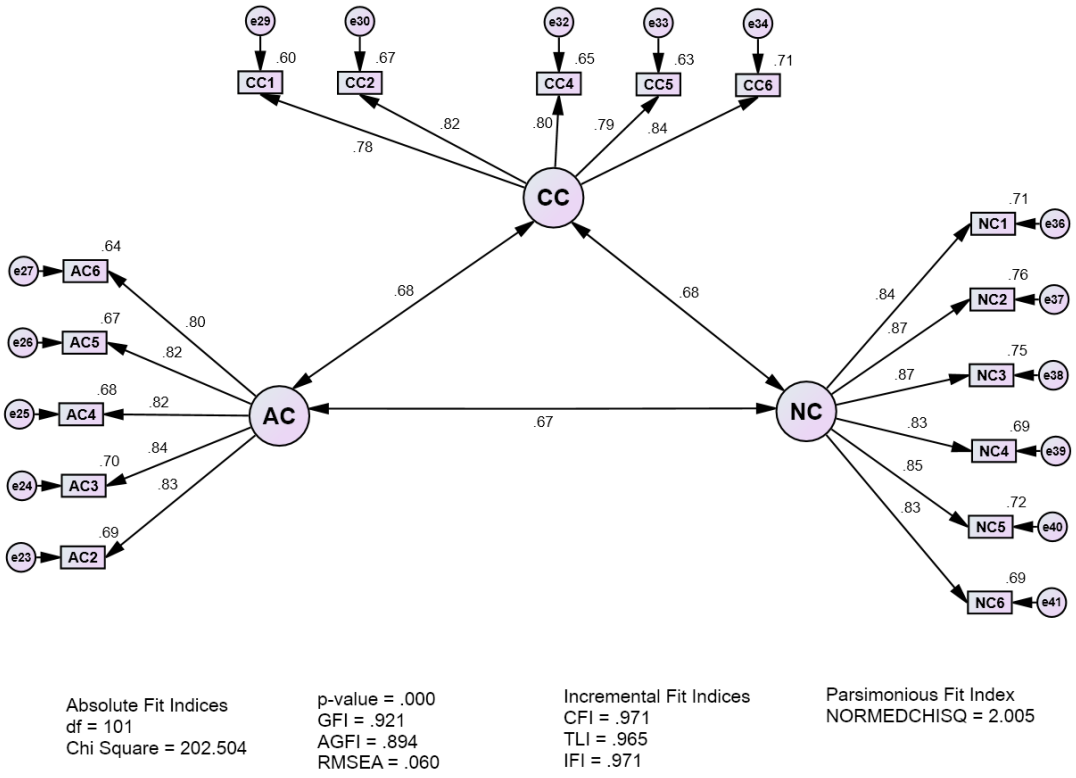

Figure 1, Measurement Model for Organizational Commitment (ORC) with Remaining 16 Items

1.1.2. CFA Model for Training (TRN)

In this study, 21 items were used to measure three first-order constructs in Training (TRN): Perceived Accessibility (PA), Perceived Benefit (PB) and Perceived Support (PS). The results of assessing the standardized loadings of the model's items showed that the factor loadings of four items (PB3, PB7, PB12 and PS5) were below the cut-off 0.5. Thus these items were removed from the model. The revised model with 17 remaining items was again tested to ensure whether the factor structure remained stable. As the result, the second standardised factor loadings for all items were more than 0.5, ranged from 0.778 to 0.865 Therefore, no any further item was deleted because of insufficient factor loading as shown in Fig 3.

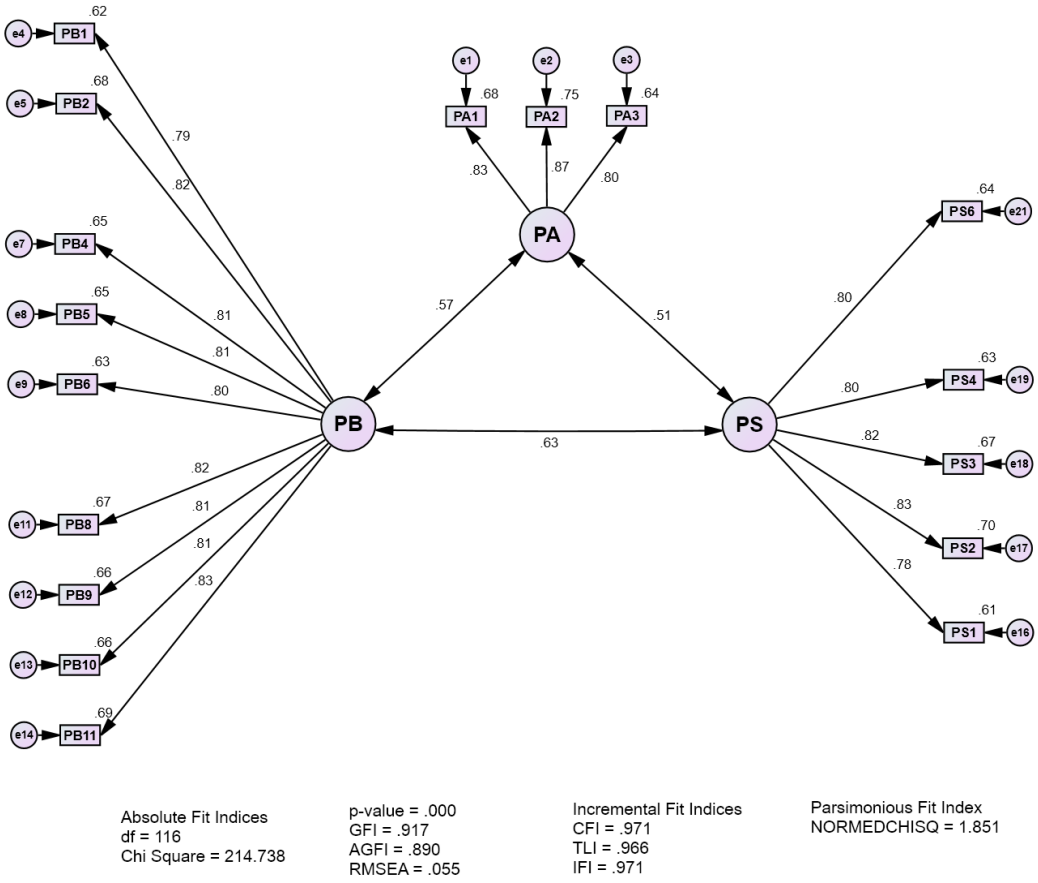

Figure 3, Measurement Model for Training (TRN) with Remaining 17 Items

1.1.3. CFA Model for Job Performance (JPR)

In this study, 21 items were used to measure two first-order constructs in Job Performance (JPR): Task Performance (TP) and Contextual Performance (CP).

After iteratively removing these items, the Job Performance CFA model with 15 remaining items was performed once again (Figure). The results indicated that the modified measurement model for Job Performance (JPR) provided adequate fit of the data with all 15 remaining items. Chi-square = 227.224, df = 86, p-value = 0.000, GFI = 0.903, AGFI = 0.864, CFI = 0.958, TLI = 0.949, IFI = 0.9581, RMSEA = 0.077 and Chi-square/df = 2.642.

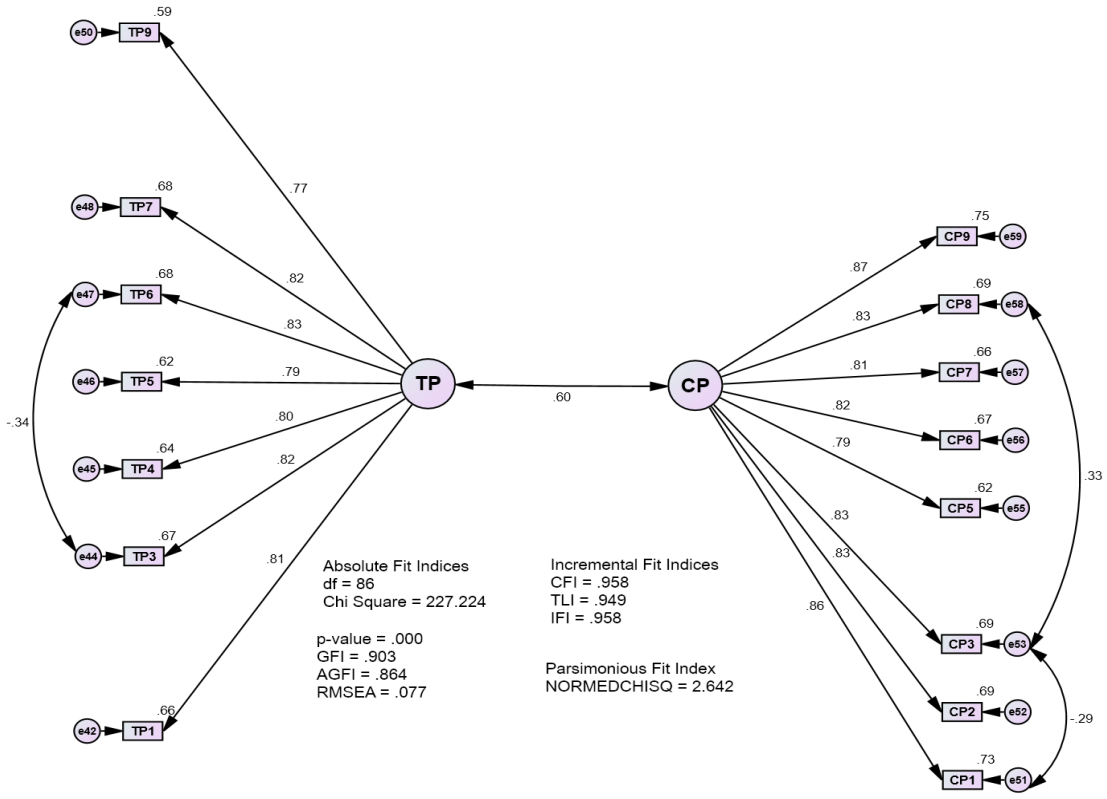

Figure 4, Measurement Model for Job Performance (JPR) with Remaining 15 Items

1. Descriptive Analysis

In this analysis, covariance matrix method was used to calculate the descriptive function so that all of the variables could be included in the analysis. The composite scores of the variables were computed by parcelling the original measurement item scores. Parcels are sum or averages of several individual indicators or items based on their factor loadings on the construct (Coffman & Maccallum, 2005; Hair, et al., 2006). Table 3 displays the means and standard deviation of the constructs, assessed on a 5-point Likert scale:

Table 3, Results of Descriptive Statistic for Variables

Constructs	Mean	Standard Deviation	Minimum	Maximum
2nd Order Constructs				
• Training (TRN)	3.340	0.684	1.72	4.68
• Privacy Factors (PRF)	3.377	0.773	1.37	4.63
• Job Performance (JPR)	3.366	0.735	1.46	4.61
1st Order Constructs				
• Perceived Accessibility (PA)	3.284	0.853	1.33	4.67

• Perceived Benefit (PB)	3.343	0.838	1.33	4.78
• Affective Commitment (AC)	3.347	0.862	1.2	5
• Continuance Commitment (CC)	3.371	0.825	1.2	5
• Normative Commitment (NC)	3.413	0.991	1.17	4.83
• Perceived Support (PS)	3.395	0.801	1.2	5
• Task Performance (TP)	3.369	0.812	1.43	4.71
• Contextual Performance (CP)	3.365	0.852	1.25	5

The mean was applied as a measure of central tendency, which indicated that the mean values of all constructs were above their midpoint level of 3. The constructs with mean values above the midpoint level of 3 indicated that the consensus respondents' perception toward these constructs were above the average. The highest mean rating belonged to Normative Commitment (NC) with the mean value of 3.413. The lowest mean rating belonged to Perceived Accessibility (PA) with the mean value of 3.284. The standard deviation was applied as a dispersion index to indicate the degree to which individuals within each variable differ from the variable mean. Among the studied variables, the individual value of Normative Commitment (NC) deviated the most from its mean (SD = 0.991). This standard deviation suggested reasonably high variability in respondents' perception toward Normative Commitment (NC). In other word, the survey participants were most varying in this variable from each other. At the other side, the lowest deviation from mean belonged to Training (TRN) with the standard deviation of 0.684.
Figure 5 gives a good illustration for the mean of all variables together with their standard deviations.

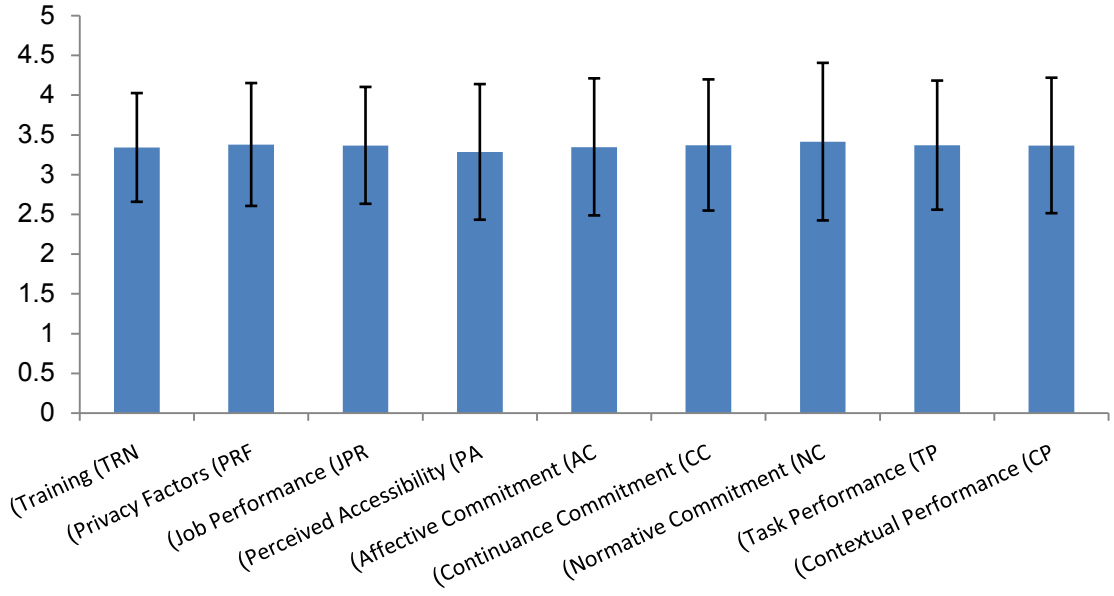

Figure **Ошибка! Текст указанного стиля в документе отсутствует.**, Means and Standard Variations of All Variables

Direct Effects of the Variables

In the structural model for this study, the direct effects of Training (TRN) as independent variable on Job Performance (JPR) as dependent variables were examined (i.e., H1). The coefficient parameters estimates are then examined to test the hypothesized direct effects of the variables. The path coefficients and the results of examining hypothesized direct effects are displayed in Table 4.

Table Ошибка! Текст указанного стиля в документе отсутствует.**, Examining Results of Hypothesized Direct Effects of the Variables**

Path	Unstandardized Estimate		Standardised Estimate	c.r.	P-value	Hypothesis Result
	Estimate	S.E.	Beta			
PA → JPR	0.211	0.058	0.294***	3.656	0.000	H1.a) Supported
PB → JPR	0.244	0.065	0.306***	3.746	0.000	H1.b) Supported
PS → JPR	-0.009	0.063	-0.011	-0.145	0.885	H1.c) Rejected

*p< 0.05 , **p< 0.01, ***p< 0.001

Table 4 shows two paths from Perceived Accessibility (PA) and Perceived Benefit (PB) on Job Performance (JPR) were statistically significant as their p-values were all below the standard significance level of 0.05. Thus the hypotheses H1.a and H1.b were supported. Conversely, the

effect of Perceived Support (PS) on Job Performance (JPR) could not be supported as significant since their p-value were above the standard significance level of 0.05. Thus the hypotheses H1.c was rejected.

Table 5, Results of Examining Mediation Effects of Organizational Commitment, Using Bootstrapping

IV = Training (TRN) **M = Organizational Commitment (ORC)** **DV = Job Performance (JPR)**	
Total Effect of IV on DV without M (path a)	$0.732^{**(sig:0.001)}$
Direct Effect of IV on DV with M (path a')	$0.575^{**(sig:0.001)}$
Indirect Effect of IV on DV through M (path bc)	$0.157^{*(sig:0.021)}$
Effect of IV on M (path b)	$0.635^{**(sig:0.001)}$
Effect of M on DV (path c)	$0.248^{*(sig:0.027)}$
Mediation Path	TRN→ORC→JPR
Mediation Effect	Yes
Degree of Mediation	Partial
Hypothesis Result	H4) Supported

*p< 0.05 , **p< 0.01, ***p< 0.001

As shown in Table 5, Organizational Commitment (ORC) mediates the effect of Training (TRN) on the Job Performance (JPR). Thus hypothesis H2 was supported. The following section discusses the results of the mediation analysis and indirect effect:

the result showed that there was a significant relationship between Training (TRN) and Job Performance (JPR) in the absence of Organizational Commitment (ORC), with the standardized total effect of 0.732 and the P-value of 0.001. Thus, the total effect of Training (TRN) as IV on Job Performance (JPR) as DV without the inclusion of Organizational Commitment (ORC) as M was statistically significant at 0.01 level. This relation was still significant even after inclusion Organizational Commitment (ORC) into the model, with the standardized direct effect of 0.575 and the P-value of 0.001. Thus, the direct effect of Training (TRN) as IV on Job Performance (JPR) as DV with the inclusion of Organizational Commitment (ORC) as M was statistically significant at 0.01 level.

As depicted in Table 4 20, the effects of Training (TRN) as IV on Organizational Commitment (ORC) as M (path b) was statistically significant at 0.01 level, with the standardized effects of 0.635. At the other side, the effects of Organizational Commitment (ORC) as M on Job Performance (JPR) as DV (path c) was statistically significant at 0.05 level with the standardized effects of 0.248. These results indicated that Organizational Commitment (ORC) mediates the

relationship between Training (TRN) and Job Performance (JPR). The degree of mediation was partial since the paths a, a', b and c were all statistically significant. The phenomenon supported the hypothesis H2. Further, the result revealed that Training (TRN) had a significant indirect positive effect on Job Performance (JPR) through Organizational Commitment (ORC) with the standardized indirect effect of 0.157 and the P-value of 0.021.

Conclusions

Findings of this study indicated that Training has a positive effect on Job Performance. Moreover, Training has a positive effect on Organizational Commitment and Organizational Commitment has a positive effect on Job Performance. On the other hand, results demonstrated that Organizational Commitment mediates the effect of Training on the Job Performance, more specifically, results illustrated that Organizational Commitment mediates the relationship between Training and Job Performance. In this way, it is practically revealed that training of employees in privet Syrian universities can enhance and positively affect their job performance. This can be enlarged in the existence of the organizational commitments which can dramatically develop and retain the universities' human performance satisfactorily. Moreover, this study pointedly contributed to the existing literature on the effect of training on the final desired job performance. The results established that integrated concept to the study variables were successfully studied in the Syrian private universities. Moreover this study would significantly contribute to the theoretical as well as practical aspects that are found in the literature regarding the final firm's outcomes, employee performance, and the implemented training programs in the educational sectors in the developing countries.

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