

**THE EFFECT OF HUMAN CAPITAL DEVELOPMENT ON EMPLOYEE
COMMITMENT IN THE JUDICIAL SERVICE; A CASE STUDY OF WESTERN
REGION**

By

KNUST

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A thesis submitted to the Department of Managerial Science, Kwame Nkrumah
University of Science and Technology in partial fulfillment of the requirement for the
award of degree of

MASTER IN BUSINESS ADMINISTRATION (HRM OPTION)

School of Business, KNUST

College of Art and Social Sciences

NOVEMBER, 2014.

DECLARATION

I hereby declare that this submission is my own work towards the Master of Business Administration (Human Resource Management Option) Degree and that, to the best of my knowledge, it contains no material previously published by another person nor material which has been accepted for the award of any other degree of the University, except where due acknowledgement has been made in the text.

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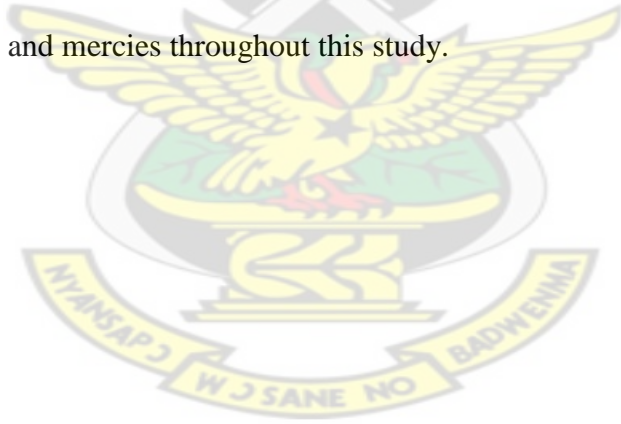
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ACKNOWLEDGEMENTS

A study of this nature could not have been successful without the assistance of some concerned people. I owe such people immense appreciation for their contribution towards this work. First and foremost, I extend my sincere gratitude to my supervisor, Hannah Vivian Osei (Ms) of KNUST/KSB whose constructive criticisms and guidance resulted to the successful completion of this work. I thank her for spending much of precious time and energy in re-organizing and reshaping my ideas to come out with this work.

I further wish to express my profound gratitude to the staff of the Judicial Service for their support in organizing and completing this study. Many thanks to my dear one Leticia Oboye for her continuous support and prayers throughout the period of the study. The final and the most important of it all, I give thanks to the Almighty God for His abundance grace and mercies throughout this study.



DEDICATION

This research work is dedicated to my nuclear family, Miss Monica Aidoo, Madam Agatha Opoku, Madam Leticia Oboye, Mr. Richmond Antwi Boasiako, Miss Veronica Adjei Konama and all those who contributed in one way or the other to make this work a success.

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ABSTRACT

The main objective of the study was to ascertain the effect of human capital development on employee commitment in the Judicial Service of Ghana. The specific objectives were to assess the human capital development practices in the Judicial Service, to assess the level of commitment of employees of the Judicial Service, to find the impact that human capital development has on the commitment of employees in the Judicial Service and to ascertain management commitment towards human capital development in the Judicial Service. The research design adopted was descriptive. Questionnaires were designed to collect data from the research population which comprised the registrars and staff of the Judicial Service in the Western Region of Ghana. Convenient sampling was used for selecting 100 staff and purposive sampling for 50 management. Data was analyzed by the use of SPSS software. It was concluded that the level of human capital development in the Judicial Service was very low. The management commitment towards the human capital development was also on the lower side. The study showed a high level of affective commitment, but a very poor continuous organizational commitment and normative organizational commitment. Human capital retention at the service was poor. And there was less distributive and procedural justice at the service. The overall effect of the study was that, even though human capital development in the Judicial Service was low, employees are affectively committed to the Judicial Service. This means human capital development has an insignificant impact on employees' commitment level. The study recommends that Management should review the quota system, organize periodic training programs, allocate more resource for training programs across the regions to enhance employees' development level which in effect would make employees more committed to the service.

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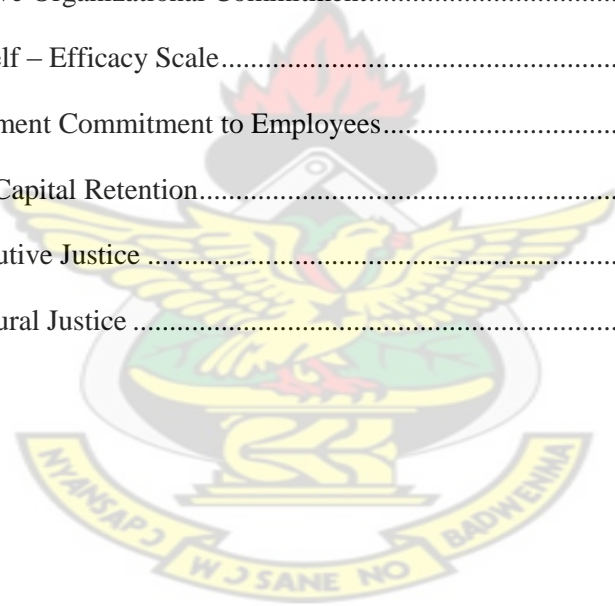
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CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Organizational leaders have over the past years, concentrated on the development of strategies and policies to outweigh their competitors, measures to increase their financial returns and viability of their businesses, without taken a critical look at the role employees play to the success of the organization in totality. Recently, leaders of organizations and institutions including the Judicial Service of Ghana have increasingly started recognizing the role employees play in the development and success of businesses. They have realized that having skillful, experienced and motivated employees in the organizations and institutions can make a significant difference. The skills, experiences and abilities acquired by employees either through learning, on the job training, training and development is what is referred to as Human Capital (Blundell, 1999). It is such qualities that increase the employees' value in the business.

According to literature the main value of an organization or institution does not lie in its systems, controls, or machinery and equipment but rather the Human Capital. In as much as technology and data systems may evolve, nothing can substitute the value of the Human Capital. It is a known fact that big organizations in the world are recognized by the attitudes and talents their employees display (Martinez, 2013). An organization cannot survive if there are no competent and skillful employees. Organization runs with the help of individuals who contribute in their own small way in its success and productivity. Employees spend maximum part of their day in offices and strive hard to achieve the goals and objectives of the organization.

From the aforementioned, it can be ascertained that the importance of effective human capital and human capital development in organizations and institutions cannot be over-emphasized. Without employees' resources which include, knowledge, skills, ability, there can be no performance (productive endeavor) upon which any anticipation of results can be based. The concept of "human capital" has gained tremendous attention in today's study. Human capital can be defined as the collective stock of skills, attributes, knowledge, and expertise of employees which further plays an integral role in increasing the productivity of the organization.

Human capital in particular represents the individual stock of knowledge embedded in the firm's collective capability to extract the best solutions from its individual employees (Bontis, 2001). It embraces both the broader human resource considerations of the business workforce (traditionally known as the labor market) and the more specific requirements of individual competence in the form of knowledge, skills and attributes of managers and the employees they manage.

Ishikawa and Ryan (2002) suggest that it is the stock of human capital that predominantly determines the earnings of individuals. Armstrong (2006) defines human capital as all human abilities whether innate or acquired attributes whose value could be augmented by appropriate development investments. In the opinion of Mayo (2001), the essential difference between Human Capital Management (HCM) and Human Resource Management (HRM) is that the former treats people as assets while the latter treats people as costs. Kearns (2005) believes in HCM "people are value adders, not liabilities" 'while in human resource management (HRM) "people are treated as significant cost and should be managed accordingly"' Fombrun et al., (1984) quite explicitly presents workers

as a key resource that managers use to achieve competitive advantage for their companies.

Employee commitment is a central issue in organizational research because it is a leading factor to business success. A strong body of academic literature presents various concepts, theories, and models that attempt to advance people's understanding of underlying motives of employee commitment. Employee commitment issues in the context of globalization have become critical to both scholars and practitioners because of radical changes occurring in the nature of workplace structures and job markets (Grensing-Pophal, 2002; Erez et al., 2001).

It is an undeniable fact that motivation is that guiding principle that enables people to stay focused and committed on the path of success regardless of the challenges that may be encountered. In this contemporary time few organizations believe that human capital constitutes one of the strategic assets of any organization which can lead them to success or if not to decline. Unless and until the employees of any organization are committed and motivated there can be no progress or achieve success in which the Judicial Service is no exception. Employee commitment cannot be measured directly; it is an invisible, internal, and theoretical construct (Pinder, 1997). In order to observe it, researchers employ existing theories and models that capture certain aspects of employee commitment.

Meyer & Allen (1991) as stated in Brown (2005) developed a framework to measure three different types of organizational commitment; namely Affective, Normative and Continuance Commitments. Employees with affective commitment are emotionally

attached to the organization thus enhancing their involvement in the organizational operations. Affective commitment employees stay with the organization because they want to and not because they need or ought to.

Normative commitment employees rather feel they have an obligation to stay with the organization because they ought to whiles Continuance commitment employees compare the cost of staying in the organization with that of leaving. Where the cost of leaving is higher than the cost of staying they will be compelled to stay because they think it is necessary. They further argued that employees could have varying degrees of all three commitments. For instance, an employee can have a strong attachment to an organization and at the same time a sense of obligation to remain. Another employee may enjoy working for the organization but also recognize, from an economic point of view, that leaving the organization would bring hardship. Another employee may have the desire, need, and obligation to remain with the organization (Brown 2005) *op. cit.*

It can be deduced from the above framework, that human capital development can be strongly linked to normative and affective commitments. This is because when employees are given the opportunity to develop their talents they become obliged, motivated and committed to stay and be more involved in the activities of the organization. The question is, does this commitment exist in the Judicial Service? The focus of this research is to determine the extent to which human capital development impacts on employee commitment in the Judicial Service.

1.2 Statement of the Problem

Human resource is a critical success factor and most valuable and strategic asset which integrates other functional areas of the organization. The concept of human capital development has gained tremendous attention in the recent times of rapid technological change and high competitive environment. For employees of an organization to work at their maximum effort to determine the success of the organization, there is the need for management to implement policies that give the employees the opportunity to develop their talents, retain them and commit them to the objective of the organization. It is a fact that individuals who are given the opportunity to develop their talent and obtain high level of education and skills are more committed to the goals and objectives of the organization and can produce more output.

Human capital includes the intangible resources of abilities, effort, and time that workers invest in their work (Davenport and Prusak, 1998). Human capital is considered one of the core components of intellectual capital and is a critical resource in many industries such as software development, management consulting, productive organization as well as financial services. Individuals, organizations, and nations increasingly recognize that high levels of skill, competence and commitment are essential to future security and success.

It is common knowledge that as individuals acquire more education and training during a lifetime drives the production of goods and services, new innovations in the marketplace and also contributes to the perpetual succession of the organization. But currently, such

linkage between these human capital elements and employee commitment is not well established in the public sector especially in the Judicial Service.

The 1992 Constitution of Ghana establishes the Judiciary under Chapter Eleven as the Institution vested with the exercise of final Judicial Power of Ghana. The Chief Justice as the Head of the Judiciary is charged with the responsibility for administration and supervision of the Judiciary as the third arm of state, the Judiciary derives its independence from Article 127 which guarantees both financial and administrative independence of the institution. “The Judicial Service which is the Public Service Institution has set for itself to promote the smooth and efficient administration of Justice to all manner of persons without fear or favour, affection or ill-will thereby creating an enabling environment for good governance”.

In fulfillment of this mandate, the Judiciary under the authority of the Chief Justice intends to uphold the independence of the Judiciary, show commitment to the truth and proper interpretation of the constitution and laws of Ghana. The viability of the Judiciary in a nation is extremely vital factor in the rule of law and more broadly in economic development. Aside its numerous roles in the democratic dispensation, Judicial Service perform the following functions;

Protects fundamental rights: Judicial Service acts as the defender of the individual right, it prevents the individual’s right from being violated. Judicial Service is the watchdog of rights and liberties of the people. Guardianship of the Constitution: The Judicial Service becomes the umpire and regulates the legal actions of the states and central government

when there is conflict in jurisdiction and authority since there are several law making and executive authorities.

Interpretation of the law: Determining facts of laws and to apply them to particular circumstances. Law-making function: Judicial Service while interpreting the existing laws also performs the role of law maker when the provision of the existing laws may be ambiguous or sometimes when two or more laws of a particular government appear to be in conflict under a given circumstances.

The Judicial Service has been noted for its vibrant and justice in the execution of jurisdictions and duties since its inception. Judicial Service workers ethically are expected to exhibit exceptionally high standards to maintain public confidence in the court system. However, most of the Judicial Service staff are denied the opportunity to develop their talents rendering them having low level of education, not abreast with the use of sophisticated equipment and technology, not committed to their work, ineffective and incompetent which negatively affects effective and efficient justice delivery thereby leading to delay in cases determination and loss of public interest in the Judicial Service.

Studies have shown that corruption and low level of commitment in the Judicial Service have engulfed many countries undermining justice in many parts of the world, denying victims and the accused persons the basic human right to a fair and impartial trial (Transparent International Global Corruption Report, 2007).

A survey conducted by the Ghana Integrity Initiative using courts in three selected cities, i.e. Accra, Tema and Kumasi, concluded that the phenomenon of Judicial corruption is real, their data and information gathered, demonstrates convincingly that the issue of

corruption, unethical behavior and low level of commitment are not merely perceptions but of reality and that occur with frightening regularity within the Judiciary (Ghana Integrity Initiative, 2007). It is assessed that effective human capital development practices make employees more loyal and committed to the organization. The research therefore, seeks to determine human capital development practices in the Judicial Service and how these impact on employee commitment.

1.3 Objective of the Study

The objectives of the study are grouped into two. These are general objective and specific objectives.

1.3.1 General Objective:

The main objective of this research is to ascertain the effect of human capital development on employee commitment in the Judicial Service.

1.3.2 Specific Objectives

The specific objectives are as follows;

1. To assess the human capital development practices in the Judicial Service.
2. To assess the level of commitment of employees of the Judicial Service
3. To determine the impact that human capital development has on the commitment of employees in the Judicial Service.

4. To ascertain management's commitment towards human capital development in the Judicial Service.

1.4 Research Questions

The researcher intends to investigate the following;

1. What are the human capital development practices in the Judicial Service?
2. What is the level of commitment of employees of the Judicial Service?
3. What are the impacts that human capital development has on the commitment of employees in the Judicial Service?
4. What is the level of management's commitment towards human capital development in the Judicial Service?

1.5 The scope of the study

The study is specifically limited to the Judicial Service of Ghana with a focus in the Western Region. The Judicial Service as a public service institution and law enforcement institution is with the mandate to promote the smooth and effective administration of justice to all manner of persons living in Ghana irrespective of their Country of origin (Constitution, 1992). It is also responsible for the day to day administration of the courts and tribunals of the land. The area of study was chosen due to high concentration of all categories of courts needed for this research and also because of the availability and accessibility of information.

More so, the area of the study was chosen because it would cut down cost of transportation of the researcher to go round all over the Country accessing information. The required target population for the research is available in the study area. There are two category of judicial workers; line and staff. The line is the Magistrates and Judges who perform the core function of the service while the staff is the management that support in effective adjudication of justice (Turkson, 2007). The research focuses on the staff rather than the line. Time and convenience is also another factor that necessitated the chosen area as the researcher combines administrative work with the research work. In all 150 respondents were used for the research.

1.6 Significance of the study

This research is to provide an overview of human capital development and its effect on employee commitment in the Judicial Service. The significance of this study is to help draw attention to the fact that human capital development is an invaluable human resource practice that the Judicial Service needs to evaluate in order to attract the right persons, enlists them, retain them and motivate them appropriately to impact on performance. This will therefore usher in an era of quality service and its delivery in the Judicial Service. The information and issues raised in this research would be a very useful asset to the justice delivery community in the Western Region and the entire Judiciary. This would further enhance raising the image of the Judicial Service and thereby making Ghana a very competitive Nation in justice delivery. Furthermore, it would also add to literature to help other researchers who would like to research further into human capital development and employee commitment. The research will help

policy makers make suitable policy recommendations about human capital development in the Judicial Service in Ghana.

The study would be significant not only to the development of Judicial Service but to Ghana as a whole. This is because developing employees competency and commitment enhances investors' confidence level in the judiciary, thereby increasing the level of investment in the Ghana economy. It will also improve efficient, effective and pragmatic justice delivery to all manners of justice seekers. The research would throw a challenge to employees in the public sector to be patriotic and committed in discharge of their duties.

1.7 Overview of Methodology

This survey employed questionnaires as research tool for data collection. The methodological framework for this study was based on qualitative analysis. The population of this study comprised management and staff of the Judicial Service. The research on its outlook reflects the entire Judicial Service in Ghana but for convenience, the survey was limited to selected Courts in the Western Region for data collection.

Primary data was collected in order to solicit responses directly from the field. The data collected, constituted the basic information from which discussions and conclusions was drawn for decision making. The sample size for the study was limited to 50 Registrars and 100 staff. The total sample size was therefore 150.

At the end of the entire data collection process, the data was entered into Statistical Package for Social Sciences (SPSS) software for analysis. A code book was generated to help in the data entry. Plausible checks were also conducted and inconsistent data were

cleared appropriately. Descriptive statistical tools such as tables and percentages were used to analyze the result. Likers scale questions were matched out through crosstabs to see if they were internally consistent and statistical test was also conducted. A linear regression model was developed to establish the effect of human capital development on employee commitment in the Judicial Service of Ghana.

1.8 Limitation of the Study

The first limitation was the time scope for the project. The time limit for undertaking and completing the research in relation to the deadline for submitting the final thesis was quite insufficient. The time constrain necessitated the study to be confined to some selected Courts in the Western Region of Ghana. Difficulty in obtaining relevant information from the Courts and difficulty in getting respondents' full attention due to their busy schedules, fears of releasing confidential information without prior approval from the higher authority and lack of many current books and articles on the topic in libraries were great challenges. Financial constraints in printing questionnaires, searching for information from relevant sources, as well as travelling to contacting other research work were also very big challenges to the researcher. Assessing adequate financial resources and research assistants to carry out the research was a grate limitation. Combining academic work and the research work with administrative work could not be overlooked when it comes to considering the limitations of the study.

1.9 Organization of the Study

This section describes the content of chapters and sections.

Chapter one consists of the introduction, background of study, problem statement, objective of the study, research questions, significance of the study, methodology and organization of the study. Chapter two reviews literature with more highlight on works done related to the topic.

Chapter three looks at the methodological framework of the study. The chapter discusses the types and sources of data, sampling techniques, population size and procedures for collection and analysis of data.

Chapter four entails the analysis of data and generated results from the analysis.

Chapter five talks of the findings of the research study and draws conclusion. Answers to specific objectives of the research are discussed in this chapter and recommendations are made based on the findings and analysis of data obtained from the field.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Human resources are the ends that the organization exists and one of the core competencies that differentiates the organization from competitors. Getting committed, loyal and motivated employees is one of the most critical challenges facing organizations and institutions today. The implementation of appropriate human resource practices is a strategic decision and essential to attract and retain the caliber of employees who are critical and committed to an organization's success (Ferris et al., 1999). Human capital development is one of the most significant functions of human resource practice. It is augured that appropriate employee development practice affects organizational outcomes by shaping employee behaviors' and attitudes (Whitener, 2001; Arthur, 1994; Huselid, 1995; Woods and Menezes (1998). It is further argued that human resource development practice is vital in maintaining and developing the capabilities of both individual employees and the organization as a whole. A central premise in perceived investment in employee development (PIED) is that it creates conditions where employees believe that their organizations value their contribution and care about their employability. PIED facilitates greater obligation by employees towards the organization and in turn, a willingness by employees to work hard to increase the organization's effectiveness (Arthur, 1994; Woods and de Menezes, 1998) *op. cit.*

The Judicial Service as a public service institution is the organ responsible for the day to day administration of the courts and tribunals of Ghana. In fulfillment of this mandate, the Judiciary under the authority of the Chief Justice intends to uphold the independence

of the Judiciary, show commitment to the truth and proper interpretation of the constitution and laws of Ghana, (Constitution 1992) op. cit. The viability of the Judiciary in a nation is an extremely vital factor in the rule of law and more broadly in economic development. The success and achievement of the mission and vision of the Judicial Service ie, effective and efficient justice delivery depends on its loyal, capable and committed employees. The role and importance of the Judicial Service cannot be overemphasized more particularly in a democratic country like Ghana in the administration of justice. The Judicial Service is committed to maintaining high standard efficiency at all levels through capacity building and manpower development and training. Furthermore, the service is mandated to give true and proper interpretation of the constitution of Ghana to ensure the stability of democracy (Judicial Service Annual Report, 2012). For Judicial Service achieving the objective set, it is therefore, important to have in place effective human capital development strategy so as to gain the commitment of the employees. The current research therefore, focuses on the effect of human capital development on employees' commitment in the Judicial Service.

2.2 Basics of Human Capital

The constantly changing business environment requires firms to strive for superior competitive advantages via dynamic business plans which incorporate creativity and innovativeness, which leads to their long term sustainability (Barney, 1995). As long as firms continue to be in competition, strategy must be designed and appropriately implemented to give the firms competitive edge. It therefore, takes competent, capable, loyal and committed employees to undertake this responsibility and the firm's desire goals and long term sustainability can be achieved through the human capital.

Human capital is the stock of competence, knowledge, social and personality attributes including creativity and cognitive ability embedded in the individuals to produce economic value, ((Rastogi, 2000). It is an aggregate economic view of the employees acting within an organization, which attempts to capture the social, biological, cultural and psychological complexity as they interact in explicit and economic transactions.

Human capital is described as the degree of competence and capabilities possessed by employees (Wiig, 1997). Becker, 1964; Snell and Bohlander, (2007) also relate it with employee's knowledge, skills, capabilities, commitment, know-how, and ideas and health. Bohlander further argued that human capital is naturally intangible because it adds value to a firm that depends on problem solving and making decisions in complex and innovative situations. Therefore, it is associated with employee, and organization is not in a position to own such capital unless it invests in the employees. Consequently, employees have a mechanism for controlling preferences that exhibits or inhibits the amount of investment on human capital (Roos et al., 1997). Human capital theory is a dimension which compares the degree of investment on skills and knowledge development with future benefits such as salary progression or authority and status (Becker, 1975). Though employees' high potential attracts human capital investments, exceeding the threshold limit would cost the organization (Snell and Dean, 1992).

However, certain characteristics of human capital completely constrict this transformation. In the resource-based theory of firm, researchers (Prahalad and Hamel, 1990; Barney, 1991) described human capital as core competencies based on employee value and uniqueness. Firms are more likely to create it through internal development and improving extendibility characteristics of intangible resources in which core

competencies are created from the various fields' skills and knowledge (Lepak and Snell, 1999; Prahalad and Hamel, 1990). It takes human capital to organize and rationalize the contributions of other factors of production before a result oriented productive goal can be achieved in any industrial setting. Therefore human capital development is about supporting and investing in the employees in terms of formal education, coaching, training and any other development policies that the organization can think of. Ideally, it is that intangible asset of the organization that contributes to the production and provision of goods and services. Combining these characteristics and employee knowledge, Perez and Pablos (2003) suggest that high value and uniqueness of human capital is the source of organizations competitive advantage

2.3 Human Capital Development

Human Capital Development is a holistic process that includes knowledge and skills attainment or intellectual properties that concentrates on entrepreneurship abilities, science and technology knowledge besides possessing positive character, values, and ethics as well as being competitive and progressive. Moreover, human capital development is an action plan for enhancing an employee's level of performance to excel in the current job or prepare for new responsibilities (Bohlander, 2007).

Employee development programs were based on the recognition that organizations were becoming increasingly dependent on their human resources (Schein, 1977). Investment in employee development represents a high commitment strategy that affects employee commitment and motivation (Ichniowski et al., 1997; MacDuffie, 1995; Snell and Dean, 1992; Youndt et al., 1996). (Porter 1990). Michael Porter's studies on investing on

employee have been confirmed by Reich, (1991) that industries that spend the most on employee development and training are typically the most competitive in every business envelopment.

As noted, the notion of ‘investment in employee development’ means equipping employees with new knowledge and skills required of them to meet the standard of job requirement. (Rothwell and Kazanas, 1989). Human capital development falls under the umbrella of human resource development, which refers to organized learning experiences provided by the employer to enhance performance and personal growth (Nadler and Nadler, 1989). Investment in employee development offers the organization a competitive advantage – by providing continuous learning for employees to develop current skills and gain new ones, which they can then adapt and, in turn, perform creditable (London, 1989). It implies building an appropriate balance and critical mass of human resource base and providing an enabling environment for all individuals to be fully engaged and contribute to goals of an organization. Any effort to increase human knowledge, enhance skills, productivity and stimulate resourcefulness of individuals is an effort of human capital development (Erhurua, 2007).

Developing human capital is investment that organizations have to take a critical look at, but in most cases, there is a notion that human assets are not owned by organizations and therefore, are perceived as a higher risk investment than investing in capital assets. Organizations adopting this mindset fail to realize that it is the human capital or employees that utilize and integrate the capital assets that provide the organization with competitive advantage. Therefore, investing in the individuals can be a critical issue than corresponding investments in capital asset.

Investing in employees is developed through employees' assessment of their organizations' commitment to help employees learn to identify and obtain new skills and competencies that will allow them to move to new positions, either within or outside their organizations. The extent at which the organization commits to personal and professional growth of the employees the more the employees are expected to devote greater effort towards the organization (Wayne et al., 1997). A study by Gutteridge et al. (1993) found that organizational efforts in investing in its human capital enhances employee retention, employee skills and morale, employee empowerment, and, in turn, achieved greater strategic advantage. No matter whether employee development is formal or informal activity in the organization, the outcomes remain important.

2.4 Human Capital and Organizational Learning Capability (OLC)

In addition to improving the OLC of the organizations, Human Resource Management (HRM) practices are applied individually to employees, each of whom possesses certain kinds of knowledge and certain skills, which, as we have stated, jointly constitute the human capital of the organizations (Subramaniam and Youndt, 2005). Considering the concept of human capital, OLC would be conditioned by the type of employees working in the organizations and, more specifically, by their knowledge and skills.

Barney and Wright (1998) contend that only human capital with valuable and unique knowledge is a strategic asset. Hence, as recommended by Boxall (1996), companies should select and retain employees of this type, as they generate human capital advantage. Study into intellectual capital and its components confirmed that the human capital of an organization becomes a strategic asset of the company which said

knowledge is valuable and unique, thus generating greater competitiveness and ultimately more profit (Subramaniam and Youndt, 2005) op. cit.

Snell et al. (1996) established various options open to the organization for creating, transferring and institutionalizing knowledge, and emphasized in all stages the importance of human capital with particular value for the company's performance and specific characteristics that other companies cannot duplicate. Similarly, Collins and Smith (2006) stated that employees with valuable and unique knowledge (knowledge workers) do more to promote the process of organizational learning.

Valuable and unique human capital is more likely to explore new ways of working and to convert them into new organizational routines. Furthermore, human capital is an asset capable of generating the internal conditions that promotes learning; knowledge, adds value and should be embedded in the organization so that distinctive competences may be developed.

Human capital is the economic value of the combined knowledge, experience, skills and capabilities of employees (Daft, 2004 pp430). This suggests that employees utilize their resource to ensure the success of organization.

2.5 Human Capital Development Planning

It takes human capital to organize and rationalize the contributions of other factors of production before results oriented productive goal can be achieved in any industrial setting, therefore human capital development is about supporting and investing in

employees in terms of learning, coaching, training, job rotation, job enlargement and any other development planning policies.

2.5.1 Learning

Learning is a change in behavior or performance that occurs as a result of experience which takes the form of observing others, reading materials, listening to sources of information or experiencing the consequences of one's own behavior (Daft, 2004 pp532) op. cit. Mullins (2010), learning is a permanent change in behavior or potential behavior that results from experience. Learning is therefore, by imitating others and role models. Learning can also be termed as self-managed process through which individuals within the organization acquire new knowledge and skills with the aim of increasing performance.

Continues learning which is one of the learning theories suggests that to thrive in today's business climate, individuals and organizations must be continuous learners. For individuals, continuous learning involves creating opportunity to learn from class, reading and talking to others. This approach of learning enhances employees' skill, knowledge and capability. It is therefore, important for managers to give attention to subordinates by allocating resources to support their learning programs.

2.5.2 Coaching

Coaching can be looked at from sports and business perspective but the emphasis at this juncture is on business perspective. From the business point of view, coaching is how individuals are helped to perform better to achieve the goals and objectives of the

organization (Mullins, 2010). Douglass and Morley (2000), coaching is the act of equipping people with the necessary tools, skills, knowledge and opportunities needed to develop themselves in order to become more competitive. Coaching is a process aimed at giving others insight into ways to develop themselves which are consistent with the goals of the organization, (Kraus, 2007)

According to Parsloe (1999), coaching is a process that enables learning and development to occur and that improves performance. For coaching to become successful, the coach requires a knowledge and understanding of the process as well as the variety of styles, skills and techniques that are appropriate to the context in which the coaching takes place.

It further suggests that coaching is a facilitating and challenging activity that creates a supporting relationship aimed at developing understanding, direction and action. Coaching is about developing the full potential of employees, helping to identify and grow the personality and performance strengths that will make them better employees. For effective and efficient coaching the coach must be able to extract the ideas, opinions and problems of the coachees and tries to assist the coachees on how the problems are solved. Coaching is more formal education and participatory on the part of the coach. The coach must have a deep knowledge in the area of coaching. Most organizations think about their employees in terms of the results they deliver with little regard to how the results will be delivered, (MBA Lecture Notes 2014).

Effective coaching policy encourages commitment to action and development of lasting personal growth and change which increases output. Johnson G. et al, (2008) augured that

coaching helps managers and employees develop strategic capability and also improving their skills and confidence.

2.5.3 Job Enlargement

Daft (2010)*op. cit.* describes job enlargement as component of human capital development and it is a process of giving employee more tasks, responsibilities or assignments within a given period. Employees instead of taking up only one job may be responsible for more than one responsibility. Taking large responsibilities is a great challenge for employee which warrants him/her develops new skills and acquiring new knowledge.

2.5.4 Job Rotation

Human capital development can take the form of job rotation. Daft (2010) *op. cit.* contents that job rotation is moving employee from one job to another within the same organization thereby introducing the employee into performing different tasks at different times. Job rotation gives the individual employee the opportunity to develop new skills and takes on more challenges making the organization gaining competitive edge.

2.6 Impact of Human Capital Development on Organization

The human capital focuses two main components which is individuals and organizations. This concept have further been described by Garavan et al., (2001) that human capitals have four key attributes as follows: (1) flexibility and adaptability (2) enhancement of individual competencies (3) the development of organizational competencies and (4) individual employability. It shows that these attributes in turn add values to individual

and organizational outcomes. There are various findings that incorporate human capital with higher performance and sustainable competitive advantage (Noudhaug, 1998); higher organizational commitment (Iles et al., 1990); and enhanced organizational retention (Robertson et al., 1991). Hence, all these debates fundamentally focused on individual and organizational performance. From the individual level, Collis and Montgomery (1995) point out that the importance of human capital depends on the degree to which it contributes to the creation of a competitive advantage.

From an economic point of view, transaction-costs indicate that firm gains a competitive advantage when they own firm-specific resources that cannot be copied by rivals. Thus, as the uniqueness of human capital increases, firm increases resources and incentives to invest into its management to be able to achieve the aim to reduce risks and capitalize on productive potentials. Hence, individuals need to enhance their competency skills in order to be competitive in their organizations.

The human capital theory has undergone a rapid development. Within its development, greater attention has been paid to training related aspects. This is much related to the individual perspective. Human capital investment is any activity which improves the quality (productivity) of the worker. Therefore, training is an important component of human capital investment. This refers to the knowledge and training required and undergone by a person that increases his or her capabilities in performing activities of economic values.

In any case, it is fitting to point out that the workforce's lack of training is related to low competitiveness (Green, 1993). In turn, a greater human capital stock is associated with

greater productivity and higher salaries (Mincer, 1997). Likewise, training is linked to the longevity of companies (Bates, 1990) and greater tendency to business and economic growth (Goetz and Hu, 1996). In addition, Doucouliagos (1997) has noted human capital as a source not only to motivate workers and boost up their commitment but also to create expenditure in R&D and eventually pave a way for the generation of new knowledge for the economy and society in general. Also, for small businesses it is a valuable asset, which is positively associated with business performance.

Developing effective human capital and implement effective management policy, increases profits in comparison with the associated costs. In this sense, firm's human capital can add value if it contributes to reduce costs which in turn increases performance.

2.7 Employee Commitment

Behind a vibrant and resilient organization in a competitive business environment are dedicated, loyal and committed employees. Commitment according to Jaw and Liu (2004) is not only a human relation concept but also involves generating human energy and activating human mind. Without commitment, the implementation of new ideas, strategies and initiatives will be compromised (Ramus and Steger 2000 as cited in Jaw & Liu, 2004). Human resource system can facilitate the development of organizational competencies through eliciting employees' commitment to the firm (Arthur, 1994; Boxall & Macky, 2009). Hence organization which aligns its business strategy, structure and practice and policy is more likely to perform better. Walton (1995) prescribed commitment as a distinctive strategy for HRM whose positive effect will be felt.

High commitment work practice according to Guest (2003) is an approach to managing employees, with emphasis on the need to develop organizational commitment among employees based on the assumption that it will lead to positive outcomes such as low labor turn over, limited absenteeism, better motivation and improved performance. Several academic researches on human resource management practices suggested that high commitment human resource practices will increase organizational effectiveness by creating a condition whereby employees become highly motivated and involved in the organizational activities aimed at achieving organizational goals (Arthur, 1994; Abu-Baker, 2010; Boxall & Macky, 2009). Superior performance has been linked with organizations that implement practices based on the fact that commitment approach as classified by (Walton, 1995) as already cited is used, which aims at increasing effectiveness, productivity and rely on conditions that encourages employees to identify with the mission of the organization and also work in order to achieve common goals. This laudable idea of Walton is supported by (Sweetman, 2001).

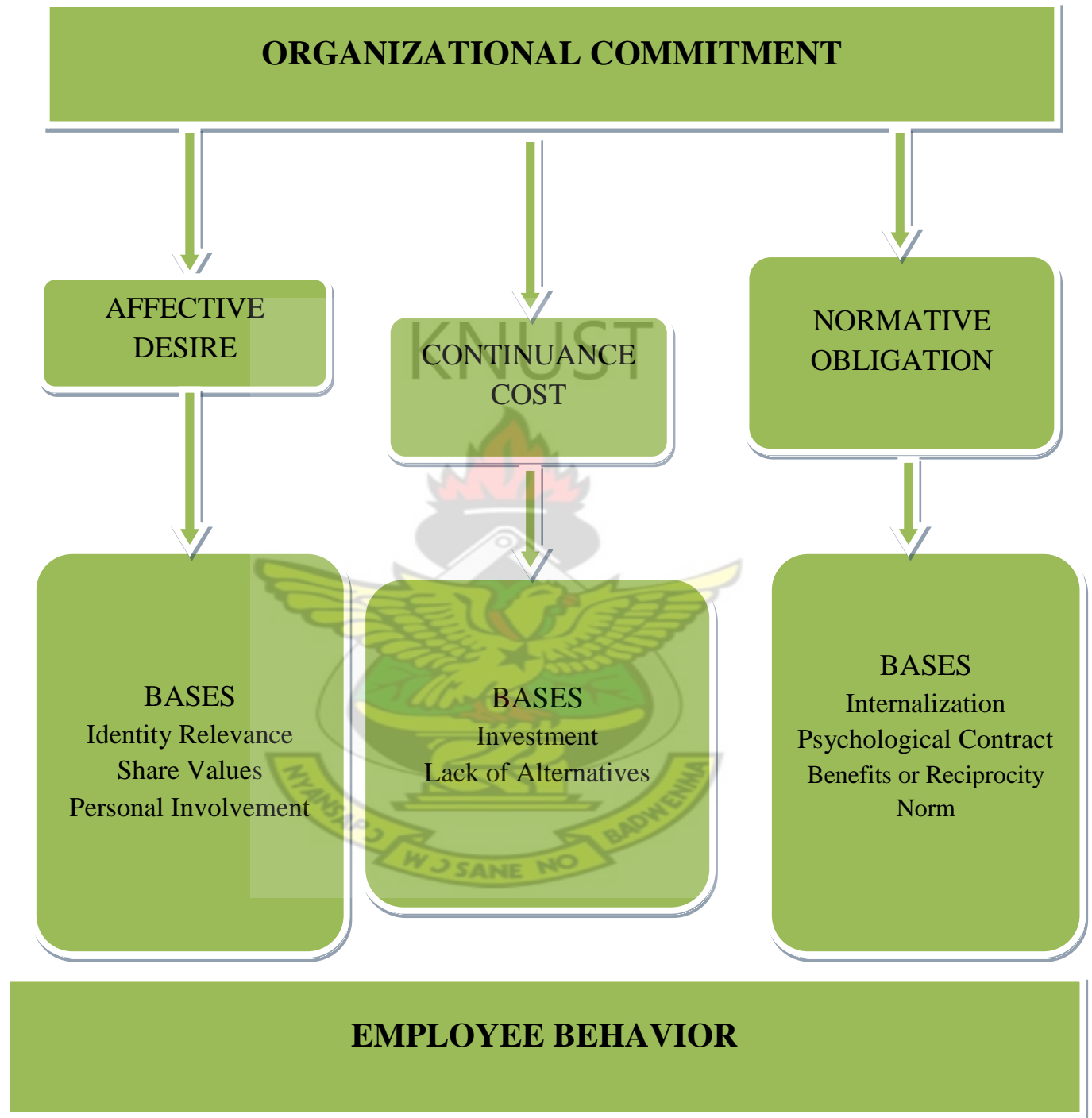
It is also emphatic that high commitment on the part of the employees improves performance, labor productivity and the quality of service (Boxall & Macky, 2009; Marchington 1994; Pfeffer 1994). Although, Boxall and Macky (2009) and Purcell, et al, (2003) have argued that studies have looked at high commitment work practices from the employers perspective, over dependence on such perspectives can sometimes be misleading and will not present the real impact on organizational performance. Nevertheless, when employees positively interpret high commitment work practices, it will sequentially increase their commitment to the organization, thereby increasing their individual performances and hence organizational performance will also increase (Purcell

et al., 2003; Peccei, 2004). Although a commitment strategy can be tied to all company human resource practices such as recruitment, selection, performance evaluation Scholl (2003). It can also be used to develop psychological connections between the company and employee as a mean of achieving goals (Arthur, 1994; Scholl, 2003).

One other type of analysis using commitment as the measure of interest has been emphasized in the literature. This involves the distinction between moral commitment focuses on attachment or loyalty and calculative commitment emphasizes on potential benefits derived from the employees belonging to the organization (Hrebiniak and Alutto, 1972). Ferris and Aranya (1983) and Wiener and Vardi (1980) seem to indicate that the former is more predictive and stable than the latter. Kidron (1978) found that work values were related more too moral than calculative commitment.



2.8 The Conceptual Framework of Employee Commitment



Source: Adapted from Meyer and Herscovitch (2001:320)

The conceptualization model above on commitment was developed by O'Reilly and Chatman. O'Reilly and Chatman (1986) developed the multidimensional framework on basis of the assumption that commitment represents an attitude towards the organization.

According to these authors, commitment takes on three distinctive forms, which labeled compliance, identification and internalization; compliance occurs when attitude and corresponding behaviors are adopted in order to gain specific rewards. Identification occurs when an individual accepts influence to establish or maintain a satisfying relationship,

Internalization occurs when influence is accepted because the attitude and behavior one is being encouraged to adopt are congruent with existing values. Employees thus become committed to organization with which they share values. Employee commitment can best be explained by employing the social exchange theory. The social exchange theory is grouped in an economic model of human behavior whereby interactional processes between individuals are motivated by a desire to maximize rewards and minimize loose.

The basic premise of social exchange theory is that relationships providing more rewards than cost will yield enduring mutual trust and attraction (Blau, 1964). Furthermore these social transactions incorporate both material benefits and psychological rewards including status, loyalty and approval for example in the workplace, the supervisors provides a subordinate with support and monetary rewards while in exchange the subordinate contributes personal devotions and expertise.

Organizations need employees who are willing to go beyond the call of duty and engage in extra-role behaviors. For this reasons, research continued to examine the link between

three components of commitment and multidimensional measure of work behavior. Allen and Smith (1987) and Meyer and Allen (1984) found that measures of work behavior correlated positively with measures of affective and normative commitment but not with continuance. According to Bragg (2002), employee commitment is dependent on three drivers namely; (1) fairness 2) trust 3) concern for employees. If employees wish to build commitment, they should create an environment of fairness, trust, care and concern by acting consistently in ways that employees perceive as fair, trusting and caring. Mowday and Porter (1979) identified behavioral and attitudinal definitions of commitment. Behavioral commitment, also referred to as attitudinal commitment in the literature, involves “behaviors that exceed formal and/or normative expectations”.

Salancik (1977) proposed that behaviors that are explicit, irrevocable, volitional, and public bind individuals to the behaviors that cause greater commitment. In this approach, employees are viewed as becoming committed to a particular course of action, rather than to a particular one. Buchanan (1974) also viewed ‘Commitment as a partisan, affective attachment to the goals and values of an organization, to one’s role in relation to goals and values and to the organization for its own sake, apart from its purely instrumental worth’. Porter et al. (1974) contend that affective commitment can be characterized by three factors: (1) belief in and acceptance of the organization's goals and values, (2) a willingness to focus/ effort on helping the organization achieve its goals, and (3) a desire to maintain organizational membership. It "represents a state in which an individual identifies with a particular organization and its goals and wishes to maintain membership in order to facilitate these goals” (Mowday et al., 1979, p. 225). According to Meyer and

Allen (1997), affective commitment represents the employee's emotional attachment to the organization; employees retain membership because they want to do so.

Continuance commitment also referred to as calculative and exchange-based commitment (Etzioni, 1961). This commitment refers to utilitarian gain from the employment relationship, with the employee being less likely to leave the organization based on the extent to which the contribution ratio is in balance or favorable to the employee (Gaertner & Nollen, 1989). Commitment is a function of rewards and costs associated with organizational membership (Reichers, 1985).

This conceptualization is consistent with Becker's (1960) argument that attachments to the organization are influenced by "side bets," i.e., accrued extrinsic benefits that would be lost if membership was concluded (Morris & Sherman, 1981; Stevens et al., 1978). According to Meyer and Allen (1997), employees who possess continuance commitment retain membership because they need to do so.

Another concept of commitment is referred to as normative commitment. This type of commitment is viewed as a belief about one's responsibility to the organization (Bolon, 1993). Meyer and Allen (1991) define normative commitment simply as a feeling of obligation to remain with the organization. With this concept, employees retain membership because they feel they ought to do so. Wiener (1982) suggested that normative commitment might result from pressures exerted either prior to, or after, organizational entry.

Affective Commitment suggests that, a committed employee is generally described as one who stays with an organization, attends work regularly, puts in a full day and more,

protects corporate assets, and believes in organizational goals (Meyer & Allen, 1997) op. cit. A committed employee should, in theory, contribute to a competitive edge for the organization in the competitive business environment.

An employee who is overly committed to an organization may not develop broad skills, thus making him less marketable or they may remain with an organization simply because they feel they have no choice but to do so. The literature describes employees with strong normative commitment as generally behaving in ways supportive of the organization. Normative commitment, however, is based on feelings of obligation, and is therefore not inclined to generate a sense of enthusiasm and involvement. Employees with strong normative commitment may also resent the organization if they feel a sense of obligation (Meyer and Allen, 1997) op. cit.

2.9 Employee Commitment Policies

Committed employees work having the organization at heart by creating friendly atmosphere within the organization, making the entire workforce enthusiastically work together in order to achieve organizational goals (Col, 2004). Organization is therefore, tasked to come out with policies and practices that will make the employees become committed. Commitment is further considered as an excellent uniting factor that enhances the work effectiveness of employees and, therefore, leads to positive and long lasting organizational outcomes. (Meyer, Paunonen, Gellatly, Goffin, & Jackson, 1989). More so, employees' commitment creates a positive and cooperative atmosphere within the organization and uniting workforce in their work for the improvement of overall functioning of the organization.

Employees can be committed to the organization if management takes it upon themselves to implement the following practices;

2.9.1 Communication

Information can be disseminated in the organization through effective communication. Communication is therefore, an important tool for passing on information from one individual or group to another. Communication can be in several ways such as verbal, nonverbal, upward, and downward. Lack of good communication causes low productivity, poor service, and increases costs thereby reducing employees' commitment to the organization (Drummond, 1990).

Communication is one of many factors to motivate and commit employees into a cohesive working module which results in objectives being achieved (Morgan, 1990). It is therefore, imperative for management to have a clear interest in knowing the good communication practices that will make employees feel much recognized which in turn commit them to the organization. According to Wheelhouse (1989) 'communication could be formal or informal, writing or verbal'. In any competitive business environment communication can be categorized in to: downward communication, upward communication, and lateral communication.

Downward communication is where information flows from higher levels in an organization to lower levels. Communication between managers to subordinates is a clear manifestation of downward communication. Cheng (1995) upward communication is where the flow of information descends from the bottom to the top. In effect information comes from the lower level to the top level such as from the employees to the managers.

Employees become more motivated and committed if managers accept new ideas and suggestion from them without anger and encourage more frankness and make themselves more approachable.

Lateral communication is the interchange of information and ideas among all sectors of the organization or people at the same level. Effective lateral communication is an essential element of teamwork. Without this interchange, the structure of the organization would be no different from an office building and all employees working independently. Good Communication system helps the employees have clear understanding of the vision, mission and strategy of the organization.

2.9.2 Reward and Compensation

The reward and compensation employees received from their employers in return for the work they perform are the major sources of their financial security. Reward and compensation therefore, play very important role in the economic and social life of employees and they view compensation and reward as entitlement for being an employee of the organization or as reward for a job well done. Employees invest in their education and training and contribute their time, energy and resource at the work place to the betterments of the organization and therefore, see compensation as their return on investment and contributions. Compensation refers to as all forms of financial and non-financial or tangible services and benefits employees receive as part of employment relation (Milkoviok and Newman, 2008).

Pay or compensation can be categorized as total compensation and relational returns. The relational returns are psychological benefits which include learning opportunities, status,

and challenging work and so on. The total compensations are more transactional and considered as pay received directly as cash which include base, merit, incentives, cost-of-living adjustments and what is received indirectly as benefit such as pension, medical insurance, programs to help balance work and life demands.

2.9.3 Financial or non-financial systems of compensation.

Financial compensation is important to the employees in that it is seen as an instrument to satisfying non-economic needs such as power, status and affiliations with desired groups and further viewed as a symbol of personal success and achievement (Stone 1982). Non-financial benefits such as health insurance, study leave, pension benefits; free lunch and so forth motivate and commit employees to stay with the organization. Employees are more motivated and committed if the organization has attractive, fair and well-designed reward systems and policies.

2.9.4 Good working environment

Wheelhouse (1989) as cited by Petcharak (2002) the working environment can often be a cause of low productivity. Employees' need adequate equipment, space, heating, lighting and ventilation. Restrooms and lockers need to be clean, secure, and well maintained. The food provided should be the same for line employees as for the managers and there should be no discrimination among the categories of employees. Managers, including top executives, should be expected to eat at the same cafeteria. This confirms the saying "what is good for the goose is equally good for the gander" and this goes a long way to increase employees' commitment to the organization. Chen (1995) *Op. cit.* also supported Wheelhouse (1989) notion as cited earlier that a good working environment and luck of

discrimination among the employees and the management in their work lives is a function of long term commitment. They need challenge, support from superiors, a quality workplace, friendly co-workers and respect. It is also undeniable fact that firms with good infrastructure facilities such as beautiful building, executive offices and attractive environment improve workers morale, motivate employees thereby increase employees commitment to the organization.

2.9.5 Training and development

Training and development has become a very important activity in the public institution including Judicial Service. Powers and Barrows (1999) argued that training programs can be addressed in many ways such as classroom lectures, problem-solving case analysis and interactive role-plays. Yu(1999), supported the idea of Power(1999). According to Conrade, Woods and Ninemeier (1994) training provides on-the-job experiences and information that helps employees become more proficient or qualified at a task at their current jobs. Spending time and resource to train employees' is part of the fulfillment of organization commitment to employees and in return employees become committed to the organization.

Regardless of the training, the time and effort that an employee puts forth in any training program can lead to a more committed worker Krueger and Rouse (1998). These employees were shown to seek more job upgrades, receive more performance awards, and have better job attendance than those that did not attend training. It can be argued that the expenditure of effort and time use in the training exercise led these employees to become invested employees and more committed to the organization and desire to repay

the employer for providing general training. Specific on-the-job training makes performance of particular work exclusive to a particular organization and that a worker becomes needed only to that organization. An employee who happens to be in this state of affair becomes more committed to the organization.

Recruitment according to Groft(1994) is the analysis of a job and the features the organization looks for in a potential employee and attracting candidates to apply and offering of various terms and conditions of employment to choose potential employee. Boella (1998) stressed that recruitment is a process through which an organization attracts suitable applicants from pool of applicants and from which the most suitable and qualified applicants are selected and offered the job. Recruitment becomes successful if all the requirements are met which include job analysis, job description and job specification. Message that organizations convey while seeking to attract job applicants and the type of people organizations engage influences employees commitment. Employees who are engaged through proper recruitment process with the right technical know-how become committed to the organization. Recruitment can be done in an organization either within (internal) or without (external). If organization recruits from outside when qualified internal candidates are available, it suggests that the organization is not willing to reciprocate the employee's commitment and that makes them less loyal and committed and the reverse also holds.

2.9.6 Job satisfaction

Job satisfaction is a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience. It is a result of employee's perception of how well their job

provides those things that are viewed as important (Luthan, 1998). The assertion of Luthan was also confirmed by Freund(2005) that job satisfaction is a significant predictor of employee commitment to an organization.

2.9.7 Achievement

It is the desire to perform in terms of a standard of excellence or to be successful in competitive situation. Employees who have high need for achievement attempt to satisfy these needs through their work and their relationship with the organization and therefore become more committed. Age is a determinant of employees' commitment to an organization. Employees who are advanced in years ie, fifty (50) years and above and heading towards retirement age are more likely to be perpetually committed to the organization than their counterparts who are young and energetic. The young employees can easily switch from one organization to more preferable ones.

All other things being equal, the number of years employees have worked with the organization determines the commitment level. Organization becomes so dear to the longer serving employees and therefore, prepared to go on retirement in the organization. On the contrary, employees with short serving experience with one particular organization commitment cannot be guaranteed.

2.9.8 Qualification

Qualification is capacity, knowledge or skill required to perform a particular job and makes an employee eligible for the job or position. Attaining high level of education serves as motivation factor and enhances commitment of employee to the organization

particularly when the qualification is achieved under the sponsorship of the organization. Performance is a function of the level of education posse by the individual employee as same enhances skills and knowledge to perform creditable.

2.9 Effect of Employee Commitment on Organizations

Human capital is a valuable and critical asset around which the success or failure of the organization depends. It is a fact that the success depends not only on the human capital but on the committed and loyal employees as well. In the competitive business environment the importance of committed and loyal human capital in the success of an organization, cannot be over emphasized. This is because committed employees have the organization at heart and contributes meaningfully to the achievement of the goals and objectives of the organization thereby making the organization more innovative and competitive. Customer satisfaction can be achieved through committed employees. This is because improving customer satisfaction requires the employees to exhibit professional behavior to the satisfaction of the customer thereby improving sales and profitability. Retention is one of the more widely studied outcomes of commitment. Committed employees develop the habit to stay long and work with the organization which in the long round reduces turnover. Porter et al. (1974) found that “leavers” of organizations were consistently characterized by lower levels of commitment than stayers. In contrast; organization that has well designed commitment policies is more likely to improve upon employee retention capability. A clear example with commitment policy, a story is told of pharmaceutical company in Ghana that has strong and attractive package for its employees. The story says employees are rewarded with building plots of land after being in continuous employment with the company for five years. Meyer and Allen (1997) as

cited earlier, further argued that the different components of commitment may have different consequences for work-related behavior. For example, continuance commitment may be related to retention because the costs of leaving an organization are too high. In the nutshell commitment increases employee retention Commitment increases attendance to work. The antecedents of commitment determine the employee behavior exhibited towards the organization. Employee who has strong attachment to affective commitment appears to be most positively related to attendance. Such an employee is always punctual and attends work on time. Studies have also supported the theory that affective commitment is negatively correlated with voluntary absence (Gellatly, 1995; Meyer et al, 1993). It is further found continuance commitment to be positively related with absence frequency. Somers (1995) found that employee with both low affective and continuance commitment exhibits a higher number of absences.

Commitment leads to improve performance in the sense that, organization as an entity cannot perform on its own unless there are committed employees that work as team. It takes committed employees to integrate the other functional areas of the organization in order to achieve results. Commitment brings about growth making organization going into market expanding, expanding employment and the long round improving the socio-economic well-being of the employees.

2.10 The Level of Commitment of the Judicial Service to Employee Development

Administering effective, efficient and pragmatic justice requires employees with intellectual capability. Judicial Service is therefore, committed to develop its human capital through training, workshops, seminars and formal education to equip them with

the desire capability. As part of the development program, Judicial Service has established training institute in Accra where the training programs are organized.

In 2012 a total of 29 training programs were organized by the Judicial Service for the staff to improve the skills and capability of their human capital and the training was held in the Judicial Service Training Institute (JTI) in Accra (Judicial Service Annual Report 2012 /2013).

The Report further states that in November 2012 the Service organized training programs on Electronic Cases Distribution System (ECDS) for 41 High Court Registrars and Court Staff under the Electronic Adjudication in Ghana Project to equip them with how to deal with cases electronically. In collaboration with Mountcrest University College, 4 year Bachelor of Law (LLB) program is organized for the staff of Judicial Service who are interested in the program.

The Service has education policy to give sponsorship to 10 employees each year to pursue tertiary programs that are relevant to the service, according to the Annual Report (2013). Periodically, Judicial Service organizes workshops and seminars for the employees as part of human capital development program.

CHAPTER THREE

RESEARCH METHODOLOGY AND ORGANIZATIONAL PROFILE

3.1 Introduction

This chapter presents the scientific and analytical framework for the study. This involves the approach and methodology adopted and used for the study. The research design adopted and the processes used in conducting the research are also presented and discussed. It also provides data requirements, forms, and sources. Data collection and analysis tools and instrument used as well as methods for presentation and reporting of findings are presented in this chapter. The profile of the Judicial Service which involves the mission, vision and objective are also identified.

3.2 Research Approach/Design

Research design has three common methods, the exploratory, descriptive and explanatory research designs. Exploratory research is developed based on grounded theory which was intended as a flexible approach to formulate theory based upon generic principles of theoretical saturation, constant comparison method of analysis and theoretical saturation (Glaser & Straus, 1967). The exploratory research design also aims to explore the specific nature of a problem by means of finding out what is happening, to seek in-depth knowledge of the problem, to ask questions and to assess phenomena in a new light (Robson 2002 as cited by Saunders *et al.*, 2009). The explanatory design establishes causal relationship between studies and variables, meaning that the aim is to study situations or problems, trying to find a relationship between variables (*ibid*). Explanatory research is a type of research which draws emphasis on natural sciences. The

purpose of the explanatory research is to study causal links; whether a change in one independent variable produces a change in another dependent variable (Hakim 2000).

Descriptive research reveals an accurate profile of events, persons or situations. The descriptive research can be related to both an extended version of exploratory and a piece of explanatory research design (Sunders, 2009) *Op. cit.*. According to Shields and Rangarajan (2013), descriptive research, is used to describe characteristics of a population or phenomenon being studied. It does not answer questions about how/when/why the characteristics occurred, rather it addresses the "what" question.

According to Cooper & Schindler (2003), research can function as providing data and information for obtaining certain conclusions (reporting), describing and defining a phenomenon (descriptive) and trying to explain a phenomenon (predictive). Yin (2003) emphasizes particularly at answering “why” and “how” research questions. By asking those particular questions, the research tends to be valuable in generating fresh perspectives of the phenomenon. Ideally, a good research should be able to elaborate all the purposes. However, this research focused more on the descriptive aspects as the study was to assess the effect of human capital development on employee commitment in the Judicial Service.

3.3 Research Strategy

The objectives of the study necessitated the adoption of survey method. A survey is a way to collect information directly from people in a systematic, standardized way. Surveys use questionnaires that ask the same questions in the same way to all respondents. Data collected this way can then be used to make inferences about the

population of interests. Information can be collected about people's opinions, knowledge, attitudes, beliefs, behaviors, plans and backgrounds. Surveys are used in needs assessments and opinion polls as well as evaluate the process, outcomes and impacts of programs and policies. It is appropriate when evaluation question and information needs are best answered by the people themselves especially peoples own reports of their opinion and behaviors are required (Taylor-Powell and Hermann 2000).

According to further studies survey methods lend themselves to probability sampling from a large population, therefore, since it was not economically feasible to reach out to all employees of the Judicial Service nationwide, the survey method was adopted. Survey method also enables the understanding of social issues. It is very efficient because through survey many respondents can be reached within a relatively short period and at a lower cost.

3.4 Research Population

The population of any research is made up of the individual units or an aggregate, that is the unit or the individuals that form the population whereas a sample is a section of the population selected randomly or otherwise to represent the population (Punch, 2000). This study aims to investigate the effect of human capital development on employee commitment in the Judicial Service. The population of this study comprised registrars, unit heads and staff of the Judicial Service drawn from some selected courts in the Western Region. The sample size was 150 made up as shown in Table 3.1.

Table 3.1 Sample Size

Population Category	Sample Size
Registrars	30
Unit Heads	20
Staff	100
Total	150

Source: Field Survey (2014)

3.5 Sampling Techniques

Sampling is very important as far as collecting data from primary sources are concerned. The sampling method used in this research was convenient sampling for staff and purposive for registrars. Maxwell (1997) defined purposive sampling as a type of sampling in which, “particular settings, persons, or events are deliberately selected for the important information they can provide that cannot be gotten as well from other choices”. Items in non-probability sampling are not selected randomly but purposively and this has clear consequences for the extent to which they are drawn. The researcher administered questionnaire to staff and registrars with expert knowledge in the study area.

3.6 Source of Data

The research data was drawn from two main sources and these are primary and secondary data

3.6.1 The primary data

Primary data is defined as consisting of materials that the researcher has gathered him/herself through systematic observation, information from archives, the results of questionnaires and interviews and case study which have been compiled (Jankuwics,

2002). Primary data have not been published yet, drawn from original source and are more reliable, authentic and objective. Primary data have not been changed or altered through any study and therefore their validity is greater than secondary data.

3.6.2 Secondary data

Secondary data are also known as 'second hand' data. They are data which already exist and might have been used before. The secondary data used in this research work helped the researcher reviewed literature on the topic of the study.

3.7 Data Collection Instruments

Primary data was collected and used for the research. A questionnaire was developed to elicit information on human capital development and employee commitment. Questionnaires were personally administered to the respondents. Questionnaires were used because data collected using questions can be stable, constant and has uniform measure without variation. It also reduces bias caused by the researcher's presentation of issues.

3.8 Reliability and Validity

The reliability tests the consistency of items when using multiple measurements of variable (Hair et al., 2010). The study ensured validity by reducing errors. Validity is the degree to which a test measures what it is supposed to measure. Reliability indicates certainty in the answers provided by the respondents. It concerns the extent to which the research instrument yields the same results on repeated trials. The way of acquiring and interpreting data gained must also be consistent in both judgment and result.

To increase the validity and reliability, questionnaires were pilot-tested on some staff and registrars of Judicial Service. Their results enabled the researcher to restructure questions so as to obtain the same results on repeated trials to ensure that the questions gathered are consistent with the responses.

3.9 Data Analysis Techniques

According to Bernard (1998), data analysis consists of systematically looking for patterns in recorded observations and formulating ideas that account for those patterns. The quantitative data was analyzed using the Statistical Package for Social Science (SPSS) 16.0. The results were presented using descriptive statistics (percentage frequencies, tables, regression analysis, mean, t-test model). The analysis of data allowed the researcher to manipulate information collected during the study in order to assess and evaluate the findings and arrive at some valid, meaningful and relevant conclusions.

3.10 Profile of the Judicial Service

The Judiciary is the third arm of government after the Executive and the Legislature. By article 125(4) of the 1992 constitution, the Judiciary is headed by the Chief Justice and is responsible for the administration and the supervision of the Judicial Service. The constitution created Judiciary and it is composed of the Supreme Court, Court of Appeal, High Court, Commercial Court, Fast Track, Circuit Court, District Court, Family and Juvenile Court. The constitution also gives mandate to the parliament to create Courts as it may deem fit and Commissions which have the jurisdiction of the High Court.

3.10.1 Mission Statement

The mission of the Judicial Service is to promote the smooth and efficient administration of justice to all manner of persons without fear or favor, affection or ill-will and thereby creating an enabling environment for good governance.

3.10.2 The Vision

The Service is committed to;

1. The true and proper interpretation of the laws and the Constitution of Ghana to ensure the stability of democracy.
2. Improving its output and service delivery, accessibility, user friendliness and cost effectiveness.
3. Maintaining high standards of efficiency at all levels through capacity building and manpower development and training.

3.10.3 The objectives of the Service are to;

1. Promote and uphold human rights.
2. Improve access to justice and protect the rights of the vulnerable in the society.
3. Ensure efficiency and the speedy delivery of justice.
4. Strengthen the capacity of the human resource and improve the conditions of service for the entire staff. Change the public perception of the Judiciary and build public confidence in the Service. (Annual Report, 2012/13)

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSIONS

4.1 Introduction

This chapter presents analysis and interprets the data gathered during the survey to ascertain the effect of human capital development in the Judicial Service and how this impacts on employee commitment. After collecting the data from the field, analysis and interpretation were done to enable the researcher draw some meaningful conclusions. The data was analyzed using computer software called Statistical Package for Social Sciences (SPSS).

Tables were utilized in the analysis of the questionnaire as presented in the ensuing pages. The results of the staff were compared to the management responses. In all, 100 questionnaires were administered to staff and 50 to management. But after screening, 79 staff and 36 management questionnaire were responded to. So in all, 115 respondents were used for the data analysis instead of 150. The response rate for staff and management was 79% and 72% respectively.

4.2 Background Information of Respondents

The background represents the demographic data of the respondents. Demographics are the quantifiable statistics of a given population. Demographics are also used to identify the study of quantifiable subsets within a given population which characterize that population at a specific point in time. Commonly examined demographics in research include gender, age, ethnicity, knowledge of languages, disabilities, mobility, home ownership, employment status, and even location. However, this research considered gender, age, level of education, employment status and the length of service.

Table 4.1 Demographics

Demographics	Responses	Staff (%)	Management (%)
Gender	Female	39.2	33.3
	Male	60.8	66.7
Age	20-30 years	12.7	11.1
	31-40 years	36.7	36.1
	41-50 years	31.6	47.2
	51-60 years	17.7	5.6
	61 years and above	1.3	0
Level of education	PhD	0	5.6
	Master's degree	2.5	8.3
	First degree	13.9	25.0
	HND	21.5	36.1
	A'Level	16.5	0
	O'Level	22.8	0
	Other (specify)	22.8	25.0
Employment status	Full time	96.2	100
	Part time	0	0
	Contract	3.8	0
How long have you been working for the judiciary	Less than 1 year	3.8	5.6
	1-5	13.9	11.1
	6-10	24.1	33.3
	11-15	26.6	27.8
	16-20	12.7	11.1
	21 and above	19.0	11.1

Source: Field Survey (2014)

The distribution presented in Table 4.1 above shows that approximately 39% of the staff were female with 61% of them being male. For management, 33% were females and 67% were males. The distribution indicates that males dominated in the Judicial Service. The age distribution indicates 13% of the staff were aged 20-30 years, 37% were aged 31-40 years, 32% were aged 41-50 years, 18% of them were aged 51-60 years and 1% aging 60 years and above. The management's distributions showed that 11% of them were aged 20-30 years, 36% of them were aged 31-40 years, 47.2% aging 41-50 years and 6% also aging 51-60 years but no management member aged 61 years and above. The distribution shows that a sizeable number of the employees were in youthful (aged below 40 years).

The study indicates that none of the staff had a PhD qualification. The master's degree holders were about 3% of staff, first degree holders were 14% and HND holders were 22%. Advance and Ordinary level qualifications for staff were 17% and 23% respectively. Other certificate holders like the SHS equivalents and professional papers were 23%. For management, 6% were PhD holders, 8% were master's degree holders and first degree holders also represented 35%. The HND holders were 36% and other certificate holders were also 25%. The distribution indicates that, even though, Judicial Service requires staff that possess high qualification to enable the service meeting its objective, the picture is deferent in reality since a large proportion of the staff and management have low level of education qualification. From the distribution, about 96% and 4% of the staff sampled were fulltime and contract staff respectively. All management sampled were however fulltime workers, no part-time staff for either of the groups.

The staff who have been engaged with the Judicial Service for less than a year were approximately 4%. Those engaged for 1-5 years were 14%, those engaged for 6-10 years were 24% and 27% had been engaged for the past 11-15 years, 13% of the staff had also been engaged for the past 16-20 years. For the management, 6% had been employed for less than a year, 11% engaged for 1-5 years, 33% had been engaged for the past 6-10 years and 28% had also been engaged for the past 11-15 years. Finally, 11% of management had also been engaged for the past 16-20 years. The distributions indicate most of the employees have had a substantial amount of work experience with the Judicial Service. This makes their responses more reliable.

4.3 Descriptive Analysis Using Mean and One Sample T-Test

The one sample t-test was used to ascertain the relative significance of the variables. For a single sample test, the hypothesis was set as:

Ho: $U = U_o$

Ha: $U <, > U_o$

With Ho representing the null hypothesis, Ha representing the alternative hypothesis and U_o representing the hypothesized mean.

A statistical test of the mean was done to decide whether the population considered a particular variable to be important or not. The mean ranking of each criterion was compiled in order to articulate the decisions that the respondents expressed. For each variable, the null hypothesis was that this variable was not significant (Ho: $U = U_o$). The U_o is the critical rating above which the variable is considered important.

4.3.1 Human Capital Development Practices in the Judicial Service

This section of the questionnaire sought to give staff the opportunity to show by indicating on a five point Likert scale, the level of human capital development in the Judicial Service. On the Likert scale, 1=Strongly agree, 2=Agree, 3=Neutral, 4=Disagree and 5=Strongly disagree. Under this section, the lower ratings of 1 and 2 were chosen for the rating scale as strongly agree and agree respectively while hypothesized mean (U_o) was set at 2.5, with 95% as the significance level in accordance with the levels of human capital development. This is premised on the five point Likert scale rating where a success variable is deemed important if its mean was equal to or less than 2.5 (Field, 2005).

Table 4.2 Human Capital Development

Human Capital Development	Test Value = 2.5			
	Mean	t	Sig. (2-tailed)	Mean Difference
Supervisors support employees effort to improve their shortfalls	2.30	-1.858	.067	-.196
High priority is given to training programs relevant to the service	2.47	-.235	.815	-.032
Staff are given the opportunity to further their education	2.48	-.148	.883	-.019
Staff understudy superiors through observation	2.53	.278	.782	.032
Staff are normally given on the job training	2.63	.936	.352	.133
Availability of career advancement opportunities	2.68	1.641	.105	.184
Management are highly committed to human capital development	2.70	1.426	.158	.196
Judicial service invests in employee training	2.70	1.520	.133	.196
Creativity among employees are encouraged	2.72	1.814	.073	.222
Workshops are normally organized for staff	2.77	2.116	.038	.272
only staff who apply to further their studies in relevant programs are granted study leave with pay	2.84	2.144	.035	.335
Supervisors support my efforts to learn outside the job (conferences, continue education, etc.)	2.90	3.419	.001	.397
Staff normally receive the necessary training to do the job	3.05	4.371	.000	.551
Staff receive the needed training about new technologies	3.08	4.531	.000	.576
Training opportunities are fairly allocated across employees or work units	3.09	4.807	.000	.589
There is a complete training program for employees	3.18	5.175	.000	.677
Staff easily get approval for their application to further their education	3.27	5.911	.000	.766
Staff are frequently provided with study materials that enhance their knowledge on the job	3.28	5.996	.000	.778
Only staff who apply for study leave without pay are granted approval	3.29	5.764	.000	.795
Training sessions are frequently organized within a year	3.43	7.254	.000	.930
Any staff who apply to further his/her studies is granted study leave with pay	3.57	7.559	.000	1.070
Staff do not enjoy any type of study leave(with or without pay)	3.97	12.634	.000	1.475

Source: Field Survey (2014).

With the exception of three items, all the other factors had t-values (the strength of the test) being positive, indicating that their means were above the hypothesized mean of 2.5. Interestingly, none of those items were statistically significant at 0.05. However, using the mean score, it was realized that in Judicial Service, supervisors support employees effort to improve their shortfalls (mean of 2.3 approximately 2=agree). High priority was given to training programs relevant to the service as well as granting staff the opportunity to further their education.

The analysis indicates that staff were indifferent with some items. Staff were indifferent that they understudied superiors through observation, that they are normally given on the job training, that there are availability of career advancement opportunities, that management are highly committed to human capital development, that Judicial Service invests in employee training, that creativity among employees are encouraged and that workshops are normally organized for staff. They were also indifferent about the fact that only staff who apply to further their studies in relevant programs are granted study leave with pay, that supervisors support their efforts to learn outside the job (conferences, continue education, etc.), that they normally receive the necessary training to do the job, that they receive the needed training about new technologies, that training opportunities are fairly allocated across employees or work units, that there is a complete training programs for employees, that they easily get approval for their application to further their education, that staff are frequently provided with study materials that enhance their knowledge on the job, that only staff who apply for study leave without pay are granted approval and also that training sessions are frequently organized within a year.

The staff however, disagreed that any staff who apply to further his/her studies is granted study leave with pay and that staff do not enjoy any type of study leave (with or without pay). Their agreement to the last item indicates staff are sometimes granted study leave with or without pay. The study also indicates that “workshops are normally organized for staff”, “staff do not enjoy any type of study leave (with or without pay)” were statistically significant at 0.05. Conrade, Woods and Ninemeier (1994) argued that training and development provide experience and information that helps employees become more proficient or qualified at a task at their current jobs. This argument was supported by Krueger and Rouse (1998) that training program can lead to more committed workers. According to Menezes (1998), human resource development practice is vital in maintaining and developing the capabilities of both individual employees and the organization as a whole.

4.3.2 Psychological Capital in the Judicial Service

This section of the questionnaire sought to give staff the opportunity to show by indicating on a five point Likert scale, the level of psychological capital in the Judicial Service of Ghana. On the Likert scale, 1=Strongly agree, 2=Agree, 3=Neutral, 4=Disagree and 5=Strongly disagree. Under this section, the lower ratings of 1 and 2 were chosen for the rating scale as strongly agree and agree respectively while the hypothesized mean (U_0) was set at 2.5, with 95% as the significance level in accordance with the levels of psychological capital.

Table 4.3 Psychological Capital

Psychological Capital	Test Value = 2.5			
	Mean	t	Sig. (2-tailed)	Mean Difference
I feel confident in representing my work area in meetings with management	2.14	-3.138	.002	-.361
I can get through difficult times at work because I've experienced difficulty before	2.23	-2.332	.022	-.272
I always look on the bright side of things regarding my job	2.33	-1.332	.187	-.171
At this time, I am meeting the work goals that I have set for myself	2.35	-1.277	.205	-.146
Right now I see myself as being pretty successful at work	2.35	-1.293	.200	-.146
I feel confident presenting information to a group of colleagues	2.38	-1.277	.205	-.120
I can think of many ways to reach my current work goals	2.39	-.990	.325	-.108
If I should find myself in a jam at work, I could think of many ways to get out of it	2.39	-1.120	.266	-.108
I'm optimistic about what will happen to me in the future as it pertains to work	2.41	-.818	.416	-.095
I feel confident contributing to discussions about the company's strategy	2.46	-.380	.705	-.044
I can be "on my own" so to speak at work if I have to	2.46	-.423	.673	-.044
I usually take stressful things at work in stride	2.51	.058	.954	.006

Source: Field Survey(2014).

Out of the 12 items given the staff to determine the level of psychological capital, only 1 had a t-value (the strength of the test) being positive. The others were all negative, indicating their mean were less than the hypothesized mean of 2.5 (the accepted mean range). The staff of the Judicial Service agreed they feel confident in representing their work area in meetings with management, they can get through difficult times at work because they have experienced difficulty before, they always look on the bright side of

things regarding their job, at this time, they meet the work goals that they set for themselves, they see themselves as being pretty successful at work, staff feel confident presenting information to a group of colleagues, staff can think of many ways to reach their current work goals and if staff should find themselves in a jam at work, they could think of many ways to get out of it. There were also optimistic about what will happen to them in the future as it pertains to work, they feel confident contributing to discussions about the service strategy and they can be on their own at work if they have to. This attests to the argument of Woods and Menezes (1998) that appropriate employee development practice affects organizational outcomes by shaping employee behaviors' and attitudes. Developing employees is a mean of psychological connection between the company and employee and it is a contributory factor towards achieving goals and also changes workers aspiration and expectation (Arthur, 1994; Scholl, 2003).

They were however indifferent that they usually take stressful things at work in stride. Contrary to the human capital development, the overall effect indicates that staff of the Judicial Service had a very high psychological capital. However, only the first two items measuring Judicial Service's psychological capital were statistically significant at 0.05. These implied employees can now meet challenges in difficult times and also have confidents in representing their work area in meeting management having acquired psychological contract.

4.3.3 Level of Staff Commitment in the Judicial Service

This section of the questionnaire sought to give staff the opportunity to show by indicating on a five point Likert scale, the level of affective, continuance organizational and normative organizational commitment in the Judicial Service. On the Likert scale,

1=Strongly disagree, 2=Disagree, 3=Neutral, 4=Agree and 5=Strongly agree. Under this section, the higher ratings of 4 and 5 were chosen for the rating scale as strongly agree and agree respectively while the hypothesized mean (U_0) was set at 3.5, with 95% as the significance. The items under this section were adapted from Meyer and Allen (1997).

Table 4.4 Affective Commitment

Affective Commitment	<i>Test Value = 3.5</i>			
	Mean	<i>t</i>	Sig. (2-tailed)	Mean Difference
I am proud to tell others that I work at judicial service	4.08	4.778	.000	.576
I feel a strong sense of belonging to judicial service	3.76	2.142	.035	.259
Working at judicial service has a great deal of personal meaning for me	3.67	1.544	.127	.171
I would be happy to work judicial until i retire	3.65	1.109	.271	.146
I really feel that any problems faced by judicial service are also my problems	3.62	.970	.335	.120
I feel emotionally attached to judicial service	3.61	.781	.437	.108
I enjoy discussing judicial service with people outside of it	3.33	-1.505	.136	-.171
I do not feel like part of a family at judicial service	2.29	-7.689	.000	-1.209
Judicial service does not deserve my loyalty	2.24	-8.527	.000	-1.259

Source: Field Survey (2014).

Considering the distribution presented in Table 4.4, it is noticed that three of the variables on affective commitment had t-values (the strength of the test) negative. This indicates the mean were below the acceptable mean of 3.5. However, staff agreed to 6 of the items. The study showed that staff of Judicial Service were proud to tell others they work with the Judicial Service, they had a strong sense of belongingness and working with Judicial

Service, had a great deal of personal meaning to staff. Respondents were happy to work with Judicial Service until retirement, really feel that any problems faced by Judicial Service are also their problems and also feel emotionally attached to Judicial Service.

Staff were indifferent of enjoying discussing Judicial Service with people outside, but disagreed that they did not feel like part of a family in Judicial Service. They also disagreed Judicial Service does not deserve their loyalty. In other words, staff believe they must be loyal to the Judicial Service because the servicedeserves it. However, from Table 4.4, it is noticed that only the first two and the last two items measuring the level of ‘affective commitment’ were statistically significant at 0.05. This indicates that employees of the Judicial Service are affectively committed to the service.

Table 4.5 Continuance Organizational Commitment

Continuance Organizational Commitment	Test Value = 3.5			
	Mean	t	Sig. (2-tailed)	Mean Difference
One of the reasons I continue to work for judicial service is that leaving would require considerable sacrifice another organization may not match the overall benefits I have here	3.33	-1.306	.195	-.171
Too much in my life would be disrupted if I decided I wanted to leave judicial service now	3.27	-1.742	.085	-.231
One of the few, serious consequences of leaving judicial service would be the scarcity of available alternatives	3.15	-2.736	.008	-.346
It would be very hard for me to leave judicial service right now, even if i wanted	3.14	-2.591	.011	-.361
Right now, staying with judicial service is a matter of necessary as much as desire	2.81	-5.114	.000	-.690
It wouldn't be too costly for me to leave judicial service now	2.66	-6.307	.000	-.842
I am not concerned about what might happen if I left judicial service without having another position lined up	2.32	-9.282	.000	-1.179

Source: Field Survey (2014).

The study indicates that staff were indifferent with 6 of the items measuring continuance organizational commitment and disagree on one of the items. This indicates that all the mean were below the hypothesized mean of 3.5 (the accepted level). This made all the t-test values negative. It could be concluded that the level of continuance organizational commitment in the Judicial Service was poor.

Staff were indifferent that one of the reasons they continue to work for Judicial Service was that leaving would require considerable sacrifice, of which another organization may not match the overall benefits received from the Judicial Service. They were indifferent as too much of their life would be disrupted if they decided to leave Judicial Service, that one of the few, serious consequences of leaving Judicial Service would be the scarcity of available alternatives, that it would be very hard for one to leave Judicial Service right now, even if one wanted, that right now, staying with Judicial Service is a matter of necessity as much as desire and that it would not be too costly for one to leave judicial service now.

The first three (3) respondents disagreed that they were not concerned about what might happen if they left Judicial Service without having another position lined up. The last four (4) items were statistically significant at 0.05, which include the fact that staff were concerned about what might happen when they leave the Judicial Service. This means that employees are less likely to leave the organization when the contribution ratio is in balance or favorable to the employee and when the cost of leaving is high, (Gaertner & Nollen, 1989). This literature is inconsistent with the argument of Meyer & Allan, (1984) that employees who possess continuance commitment retain high membership because they need to do so.

Table 4.6 Normative Organizational Commitment

Normative Organizational Commitment	Test Value = 3.5			
	Mean	<i>t</i>	Sig. (2-tailed)	Mean Difference
Judicial service deserves my loyalty	3.92	3.599	.001	.424
I owe a great deal to judicial service	3.56	.504	.616	.064
It would be wrong to leave judicial service right now because of my obligation to the people in it	3.27	-1.655	.102	-.234
Even if it were to my advantage, i do not feel it would be right to leave judicial service now	3.16	-2.457	.016	-.335
I would feel guilty if I left judicial service now	3.16	-2.479	.015	-.335
I do not feel any obligation to remain with judicial service	2.42	-8.282	.000	-1.082

Source: Field Survey(2014).

Considering the output in Table 4.6, it was realized that only 2 out of the 6 items measuring the level of normative organization commitment had a mean greater than the hypothesized mean of 3.5 (the least accepted value). As compared to the last item in the Table 4.4, staff of the Judicial Service agreed the service deserves their loyalty and believed to have owed great deal to Judicial Service.

Staff of the Judicial Service were indifferent as to whether it would be wrong to leave Judicial Service right now because of their obligation to the people (colleagues) in the service. Even if it were to their advantage, they were indifferent as to whether it was right to leave Judicial Service. They were also indecisive as to whether they would feel guilty if they leave the service. They however, disagreed not feeling any obligation to remain with Judicial Service. This is also positive because staff feel obligated to the service. With the exception of the second and third items measuring the normative organizational

commitment, all the other items were statistically significant at 0.05 level of significance. Meyer and Allen (1984) found that measures of work behavior correlated positively with measures of affective and normative commitment but not with continuance commitment.

4.3.4 Work Self – Efficacy Scale

This section of the questionnaire sought to give staff of the Judicial Service the opportunity to show by indicating on a five point Likert scale, the level of work self-efficacy in the Judicial Service. On the Likert scale, 1= Not well at all, 2= very little, 3= fairly well, 4= quite well and 5= very well.

Under this section, the higher ratings of 4 and 5 were chosen for the rating scale as quite well and very well respectively while the hypothesized mean (U_0) was set at 3.5, with 95% as the significance. Bearing in mind the work performed by staff, the researcher sought to find out how well they perform on the dimensions presented in Table 4.7.

Table 4.7 Work Self – Efficacy Scale

Work Self – Efficacy Scale	<i>Test Value = 3.5</i>			
	Mean	<i>t</i>	<i>Sig.</i> (2-tailed)	<i>Mean Difference</i>
Work in a team	4.11	5.603	.000	.614
Have good relations with direct superiors	4.00	4.626	.000	.500
Respect schedules and deadlines	3.85	3.309	.001	.348
Work with people of diverse backgrounds	3.85	3.131	.002	.348
Collaborate with other colleagues	3.81	3.039	.003	.310
Achieve goals assigned to you	3.77	2.182	.032	.272
Learn new working methods	3.77	2.593	.011	.272
Concentrate all energy on work	3.75	2.181	.032	.247

Source: Field Survey (2014).

The study indicated staff were affectively committed to Judicial Service and in view of that they performed so well on the work self-efficacy dimensions. All the items had a mean greater than the hypothesized mean (U_0) of 3.5. All the dimensions under the work self-efficacy were also statistically significant 0.05 level of significance.

Staff agreed in performing well in group work, have a good relation with direct superiors, respect schedule and deadlines, able to work well with people from diverse background, collaborate with other colleagues, able to achieve goals and targets assigned to them, and learn new working methods and the concentration of all energy on work in the Judicial Service. Perez and Pablos (2003) suggest that high value and uniqueness of human capital is the source of organizations competitive advantage and high performance.

4.3.5 To Determine Management Commitment to Employee Human Capital Development

This section of the questionnaire sought to give management the opportunity to show by indicating on a five point Likert scale, the level of management commitment to employee human capital development in the Judicial Service. On the Likert scale, 1=Strongly agree, 2=Agree, 3=Neutral, 4=Disagree and 5=Strongly disagree. Under this section, the lower ratings of 1 and 2 were chosen for the rating scale as strongly agree and agree respectively while the hypothesized mean (U_0) was set at 2.5, with 95% as the significance.

Table 4.8 Management Commitment to Employees

Management Commitment to Employees	Test Value = 2.5			
	Mean	<i>t</i>	Sig. (2-tailed)	Mean Difference
Management uses quota system in developing employees capacity in the judicial service	2.03	-3.012	.005	-.472
The judicial service is committed to building the human capital of all employees	2.19	-1.509	.140	-.306
Management offers study leave with pay to employees who apply to peruse relevant course	2.22	-1.339	.189	-.278
Management has a systematic plan in place for assessing employees training needs in the judicial service	2.53	.141	.889	.028
Employees who develop themselves are recognized and promoted	2.58	.452	.654	.083
Management encourages employees to access training and development programs outside the judicial service to build up their capabilities	2.61	.605	.549	.111
Management sets aside budgetary allocation for building employee capacity every year in the judicial service	2.97	2.500	.017	.472
Management sees training and development of employees as a cost to the judicial service	3.03	3.168	.003	.528
In-house training are restricted to some employees of the judicial service	3.17	3.789	.001	.667
The quota for granting study leave to one person in each region every year is adequate to build the human capital needed for the judicial service	3.64	5.941	.000	1.139

Source: Field Survey (2014).

The results presented in Table 4.8 indicate that only three items measuring management commitment to employees had a mean lower than the hypothesized mean of 2.5. The *t*-values (the strength of the test) were therefore negative. The study shown that management used quota system in developing employees' capacity in the Judicial Service, the Judicial Service is committed to building the human capital of all employees

(management's perspective) and management offers study leave with pay to employees who apply to peruse relevant course. This affirms what was earlier indicated by the staff sampled.

Management were however indecisive whether there was a systematic plan in place for assessing employees training needs in the Judicial Service, whether employees who develop themselves are recognized and promoted, whether management encourages employees to access training and development programs outside the Judicial Service to build up their capabilities, whether management sets aside budgetary allocation for building employee capacity every year in the Judicial Service, whether management sees training and development of employees as a cost to the Judicial Service and whether in-house training are restricted to some employees of the Judicial Service. Management however, disagreed the quota for granting study leave to one person in each region every year is adequate to build the human capital needed for the Judicial Service. This indicates that although this was the current practice, management disagreed as sufficient. With the exception of first three dimensions, the others were all statistically significant at 0.05 significant levels. This support the Annual Report (2012/ 2013) that Management is committed to developing the human capital of employees of the Judicial Service.

However, Noudhaug, (1998) argued that becoming committed to employee development is a function of higher organizational commitment. The argument was supported by (Robertson et al., 1991) that employee development is associated with retention and high performance. Shell and Dean, (1992) argued that though high potential attracts human capital investment, exceeding the threshold would cost the organization.

This supports the management agreement that human capital development is a cost to Judicial Service.

4.3.6 Human Capital Retention

This section of the questionnaire sought to give management the opportunity to show by indicating on a five point Likert scale, the level of human capital retention at the Judicial Service. On the Likert scale, 1=Strongly agree, 2=Agree, 3=Neutral, 4=Disagree and 5=Strongly disagree. Under this section, the lower ratings of 1 and 2 were chosen for the rating scale as strongly agree and agree respectively while the hypothesized mean (U_0) was set at 2.5, with 95% as the significance level.

Table 4.9 Human Capital Retention

Human Capital Retention	Test Value = 2.5			
	Mean	<i>t</i>	<i>Sig.</i> (2-tailed)	<i>Mean Difference</i>
Employees who receive study leave tend to be committed to the judicial service	2.44	-.325	.747	-.056
The judicial service promotes employees base on availability of vacancies	2.53	.147	.884	.028
The judicial service has enough human capital at any point in time	2.89	2.315	.027	.389
Employees are restricted in introducing change and new ideas they have acquired in to the judicial service	2.94	2.710	.010	.444
The judicial service does not have enough vacancies to promote employees	3.22	4.042	.000	.722
Employees tend to leave the judicial service after developing themselves	3.36	5.073	.000	.861

Source: Field Survey (2014).

Out of the 6 dimensions measuring the level of human capital retention at the Judicial Service, only the first item had a mean within the acceptable range. Management agreed employees who receive study leave tend to be more committed to the Judicial Service.

This indicates that human capital development had an effect on employees' level of commitment to the organization.

Management were indifferent whether Judicial Service promotes employees base on availability of vacancies, whether Judicial Service has enough human capital at any point in time, whether employees are restricted in introducing change and new ideas they have acquired into the Judicial Service, whether Judicial Service does not have enough vacancies to promote employees and whether employees tend to leave Judicial Service after developing themselves. With the exception of the first two items, all the other items were statistically significant at 0.05 significant levels. Gutteridge et al (1993) assessed that investing in employees' human capital enhances employees' retention.

4.3.7 Distributive and Procedural Justice

This section of the questionnaire sought to give management the opportunity to show by indicating on a five point Likert scale, the level of distributive and procedural justice in the Judicial Service. On the Likert scale, 1=Strongly agree, 2=Agree, 3=Neutral, 4=Disagree and 5=Strongly disagree. Under this section, the lower ratings of 1 and 2 were chosen for the rating scale as strongly agree and agree respectively while the hypothesized mean (U_0) was set at 2.5, with 95% as the significance.

Table 4.10 Distributive Justice

Distributive Justice	Test Value = 2.5			
	Mean	<i>t</i>	<i>Sig.</i> (2-tailed)	<i>Mean Difference</i>
In general, the training and development opportunities that workers receive are fair across the registry	3.08	3.095	.004	.583
Taking into account the budgetary allocation for each region, the training and development is well distributed across the region	3.17	4.119	.000	.667

Source: Field Survey (2014).

Output presented in the Table 4.10 above shows that all the two dimensions measuring distributive justice had mean greater than the accepted hypothesized mean of 2.5. Management were indecisive that the training and development opportunities that workers receive are fair across the registry and that taking into account the budgetary allocation, the training and development is well distributed across the region. They were all however statistically significant at 0.05. According to Bragg (2002), employee commitment is dependent on three drivers namely; (1) Fairness 2) trust 3) concern for employees.

Table 4.11 Procedural Justice

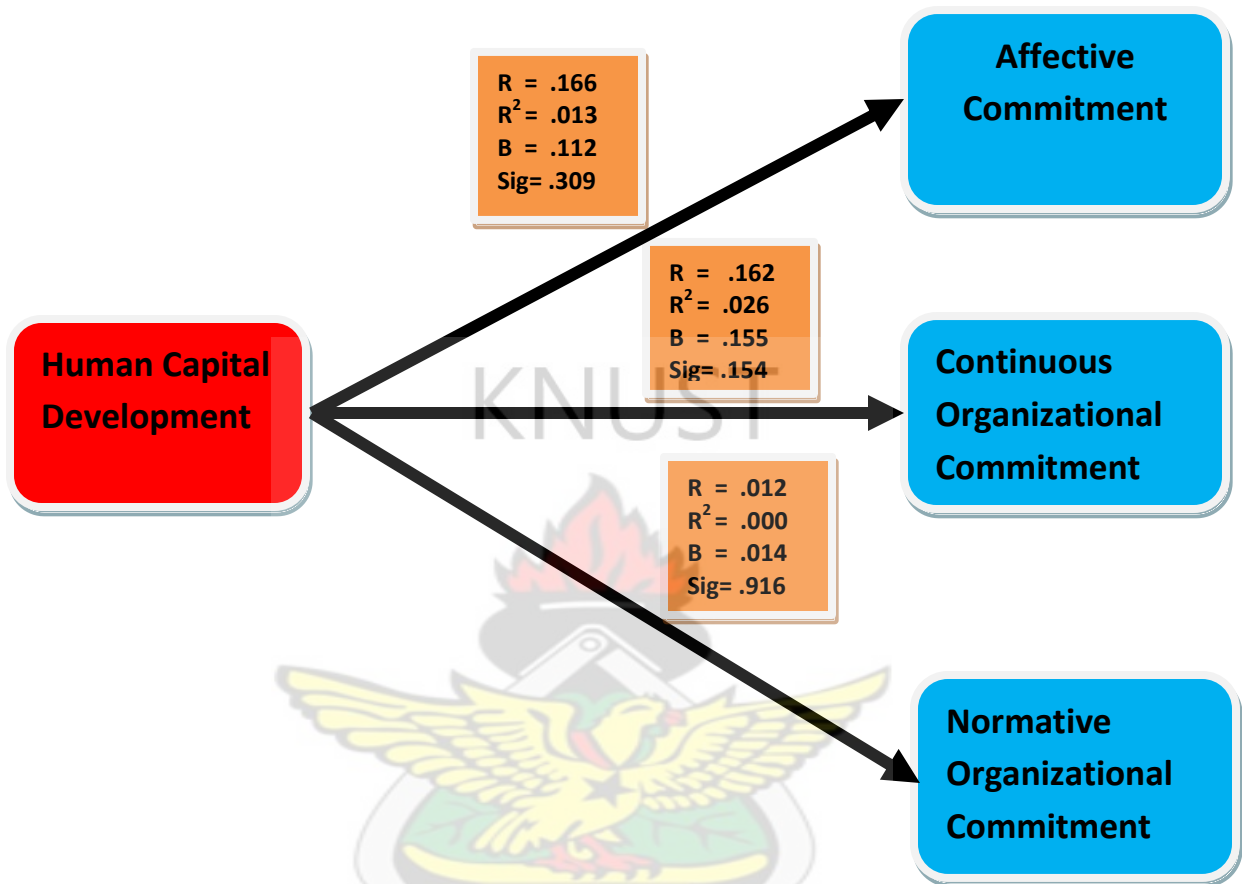
Procedural Justice	<i>Test Value = 2.5</i>			
	Mean	<i>t</i>	<i>Sig.</i> (2-tailed)	<i>Mean Difference</i>
The judicial service has a mechanism for selecting workers for study leave	2.47	-.150	.881	-.028
In several ways, the judicial service attempts to upgrade the human capital of all employees	2.61	.691	.494	.111
The procedure for the selection of workers for study leave is fair	3.25	3.737	.001	.750

Source: Field Survey (2014).

Considering the procedural justice, only the first dimension had a t-value (the strength of the test) of negative. Indicating the mean value was less than the hypothesized mean of 2.5. However, only the last item was statistically significant at 0.05 level of significance.

The management agreed the Judicial Service has a mechanism for selecting workers for study leave; they were however, indifferent as to whether the Judicial Service attempts to upgrade the human capital of all employees through several ways and whether the procedure for the selection of workers for study leave was fair.

4.4 Impact of Human Capital Development on Employee Commitment Using Regression Analysis



Source: Field Survey 2014.

Figure 4.1 Human Capital Development on Employees' Commitment

Note:

R represents the correlation or relationship between the dependent and the independent variables

R² represents how much of the dependent variable can be explained by the independent variables.

B represents the coefficients of the independent variables.

Sig. represents the statistical significance level of the model (the acceptable level of significance for this research was 0.05).

Regression analysis is a statistical technique that can be used to develop a mathematical equation to determine the relationship between variables. The variable that is being predicted is the dependent variable while the variable being used to predict the value of the variable is the independent or the predictor variable. Regression analysis is simple linear regression when there is one independent variable and one dependent variable, whereas multiple regressions is where there are two or more independent variables, (Render, 2006). The study under analysis is linear type of regression analysis because there is one independent variable and one dependent variable.

The model above represents the effect of human capital development on employee commitment in the Judicial Service. The analysis from Table 4.2 indicates a poor level of human capital development in the Judicial Service. This was further supported by output from Table 4.8. The Table 4.4 to 4.6 also indicates low continuous organizational commitment and normative organizational commitment. However, the affective commitment was high. This shows that employees seem more emotionally attached and that they are affectively committed to Judicial Service. The analysis of the employees' commitment to the Judicial Service especially with the affective commitment has disproved the survey conducted by Ghana Integrity Initiatives (2007) that employees of the Judicial Service have low commitment to the service.

The poor performance of human capital development (especially on normative organizational commitment) affected the overall regression output. The correlation (R) value between human capital development and employees' affective commitment was weak. It was 0.116, and any correlation value that falls between 0 and 0.3 is considered a weak correlation. The R^2 value was 0.013; indicating human capital development could

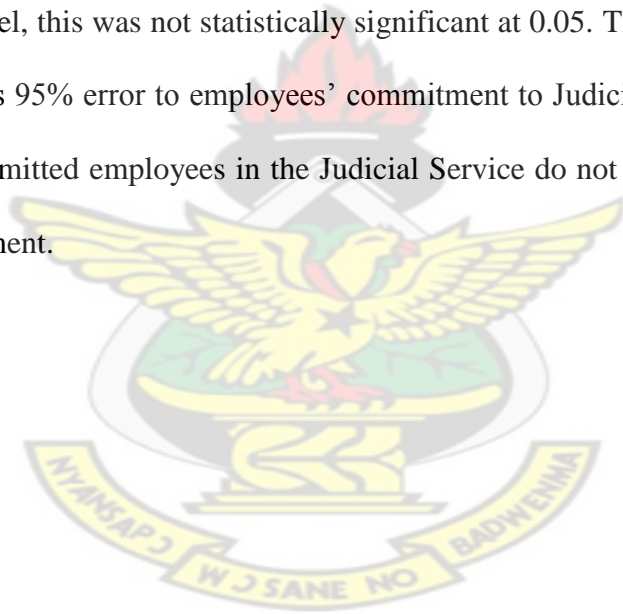
only explain 1.3% of the variation that occurs in employees' affective commitment. The coefficient (B) value was 0.112, indicating an 11.2% improvement in employees' affective commitment level as a result of 100% change in the human capital development. It was concluded that although there was a high employees' affective commitment, the human capital development contributed an insignificant proportion to the variation. This was however not statistically significant ($.309 > 0.05$). This implied that the model is prone to 30% error and is therefore subject to rejection.

The correlation value between human capital development and employees' continuous organizational commitment was weak ($R = 0.162$). The R^2 was 0.026; indicating human capital development explains 2.6% of the variation in the continuous organizational development. The coefficient value of 0.115 also shows 11.5% improvement in the employees' continuous organizational commitment as a result of 100% change in human capital development. This was however not statistically significant at 0.05 level of significance ($0.154 > 0.05$). This implied that the model is prone to 15% error and is therefore subject to rejection. However, Etzioni (1961) argued that employees' continuance commitment on organization is associated with economics gains and the cost of leaving. If the gain is high, there is less possibility of leaving. In the same vein if the cost of leaving is high the employee is much committed to stay. With the analyses the gains for employees to stay with Judicial Service are much more than human capital develops and that substantial hardship would be occasioned to the employees if they leave Judicial Service.

The relationship between human capital development and the normative organizational commitment was weaker than all the others. The correlation (R) value was 0.012, with

the R^2 value being 0.000. The coefficient value of 0.014 shows that there would be only 1.4% improvement in normative organizational commitment as result of 100% change in human capital development. This was also not statistically significant ($0.916 > 0.05$). This implied that the model is prone to 92% error and is therefore subject to rejection. However, according to Wiener (1982), employees with normative commitment retain membership because they feel they ought to do so.

The overall effect of this analysis was that, even though human capital development in the Judicial Service had an insignificant contribution towards the employees' commitment level, this was not statistically significant at 0.05. This means human capital development has 95% error to employees' commitment to Judicial Service. This implied that having committed employees in the Judicial Service do not depend much on human capital development.



CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of findings of the study and focus on the findings, conclusions drawn from the findings and recommendations.

5.2 Summary of Findings

5.2.1 Human Capital Development Practices in the Judicial Service

The study showed a poor level of human capital development in the Judicial Service. Twenty two (22) items were given to the staff to respond to, out of which only three had a positive response. Staff agreed supervisors support employees' effort to improve their shortfalls, high priority was given to training programs relevant to the service and the staff were also given the opportunity to further their education based on quota.

5.2.2 Psychological Capital in the Judicial Service

Contrary to the human capital development in the Judicial Service, the study showed a high level of psychological capital. Out of the 12 items given to staff to respond to, only one had a mean in the unacceptable range. Staff feel confident in representing their work area in meetings with management, staff can get through difficult times at work because they have experienced difficulty before and staff always look on the bright side of things regarding their job.

5.2.3 *Level of Staff Commitment in the Judicial Service*

The items used for the staff level of commitment were adapted from Meyer and Allen (1997). They grouped organizational commitment under three viz. affective commitment, continuous organizational commitment and normative organizational commitment. The study indicated a very high level of affective commitment among the staff of the Judicial Service. However, continuous organismal commitment and normative organizational commitment were very poor and it is a good sign for affective commitment. The mean for all the items under the continuous organizational commitment were within the unacceptable range. And 2 out of the 6 normative organizational commitment had mean within the acceptable range. Examining the link between three components of commitment and multidimensional measure of work behavior, Allen and Smith (1987) and Meyer and Allen (1997) found that measures of work behavior correlated positively with measures of affective and normative commitment but not with continuance.

5.2.4 *Work Self – Efficacy Scale*

The study indicated high work self-efficacy dimensions and has helped staff performance and commitment level. All the dimensions under the work self-efficacy were also statistically significant 0.05 level of significance, with mean within the acceptable range. Staff agreed to perform well in group work, have a good relation with direct superiors, respect schedule and deadlines, able to work well with people from diverse background, collaborate with other colleagues, able to achieve goals and targets assigned to them, learn new working methods and the concentration of all energy on work in Judicial Service.

5.2.5 Management's Commitment to Employees Human Capital Development

The study showed that management used quota system in developing employees' capacity in the Judicial Service, the service is committed to building the human capital of all employees (management's perspective) and management offers study leave with pay to employees who apply to peruse relevant course. However, the study indicates that on the whole, management is not so commitment to human capital development. This was not only supported by the responses from the staff (Table 4.2), but also the responses from management. Out of the 10 dimensions measuring management commitment to human capital development, only 3 had a mean within the acceptable range.

5.2.6 Human Capital Retention

Management agreed employees who receive study leave tend to be more committed to the Judicial Service. This indicates that human capital development had an effect on employees' level of commitment to the organization. The mean for the other 5 items were within the unacceptable range. Indicating poor human capital retention.

5.2.7 Distributive and Procedural Justice

There was no distributive justice in that, the training and development opportunities that workers receive are fair across the registry and region.

Considering the Judicial Service having a mechanism in place in selecting workers for study leave, was indecisive, the service however, does not attempt to upgrade the human capital of all workers; the procedure for the selection of workers for study leave was not fair. This is because the mean falls above the acceptable mean of 2.5.

5.2.8 Impact of Human Capital Development on Employees' Level of Commitment

In determining the impact of human capital development on the three dimensions of organizational commitment (affective, continuous organizational and the normative organizational commitment), a regression model was developed. The overall effect of this analysis was that, human capital development in the Judicial Service had an insignificant contribution towards the employees' commitment level.

5.3 Conclusions

After the study, it was concluded that the level of human capital development in the Judicial Service was very low. The management's commitment towards the human capital development was also on the lower side. However, there was a high level of psychological human capital and a very high self-efficacy among employees. The study showed a high level of affective commitment, but a very poor continuous organizational commitment and normative organizational commitment. Human capital retention at the service was poor. And there was less distributive and procedural justice at the service. The overall effect of this analysis was that, human capital development in the Judicial Service was low and had an insignificant contribution towards the employees' commitment level.

5.4 Recommendations

The researcher after the analysis and presentation of the data to ascertain the effect of human capital development on employee commitment in the Judicial Service, made the following recommendations.

5.4.1 Human capital development

Based on the finding that there is poor human capital development in the Judicial Service, the researcher recommended that management should be more committed to human capital development by increasing the quota for granting study leave to one person per each region every year to enable the service meets the human capital requirement. In building the human capital needs it is hereby recommended that management should allocate more resources for human capital development programs and also the Judicial Training Institute (JTI) should be judiciously utilized and additional Judicial Training School be established in Ghana. It was further recommended that management of the Judicial Service should encourage the staff accessing the tertiary programs in relevant courses through distance learning at their own expenses to enable the employees develop themselves to meet the human capital needs of the service. Furthermore, to enhance human capital development in the Judicial Service, it was recommended that training programs, workshops and seminar related to work procedure of the Judicial Service be frequently organized for the staff to sharpening their performance level.

5.4.2 Procedural Justice.

The study discovered lack of fairness in the procedure for the selection of workers for study leave and training among the Judicial staff and it is therefore recommended that Management should ensure fairness and be committed to upgrade the human capital of all workers of the Judicial Service by granting study leave with pay to employees who have served the service for three years and beyond and in courses relevant to the service. Moreover, employees who have not accessed study leave before must be given priority when it comes to considering applicants for study leave. This would help increase

employees' confidence in the Management in strengthening their level of commitment thereby building public confidence in the Judicial Service of Ghana.

5.4.3 Retention

Based on the finding, it was therefore, recommended that employees should be promoted when due for, employees should be recognized by given them the opportunity to bring in more innovative ideas which are relevant to the service, applying their knowledge, given salary enhancement, fair and equitable distribution of allowance, improvement of work place environment among other things as means of motivation to boost their confidence and retention level.

5.4.4 Psychological capital and high-self efficacy

The study found a high psychological capital and a high- self efficacy as same had helped staff of the Judicial Service performing creditably. It was therefore, recommended that management should keep it up by providing staff with the needed logistics to facilitate the work thereby improving upon employees performance, commitment and retention level in the Judicial Service.

5.4.5 Level of staff Commitment in the Judicial Service

Based on the findings, the following recommendations were made in respect of affective commitment, continuance commitment and normative commitment.

5.4.5.1 Affective commitment

The level of affective commitment among the staff in the Judicial Service was high. It is noted that affective commitment is built on trust, fairness and concern for employees. In order to strengthen the affective commitment level of employees of the Judicial Service,

it was recommended that management should consistently act in ways that employees perceive as fair, trusting and caring by giving them addition responsibilities, fairness in equity distribution or reward and showing concern by meeting the welfare of the employees.

5.4.5.2 Continuance commitment

Continuance commitment was low among the employees in the Judicial Service meaning employees are more likely to live the service It is noted that when the contribution ratio is imbalance or unfavorable to the employees, continuance commitment becomes low. However, it was recommended that the management should create favorable condition in the service in terms of salaries enhancement, payment of allowances and meeting the welfare of the employees. It was further recommended that Management should provide facilities like affordable housing loan scheme, car loan scheme and others schemes to enable the staff acquire and own properties and in fulfillment of these conditions the cost of living the service would be higher than the cost of staying and that would compare the employees become more commitment and stay in the service.

5.4.5.3 Normative commitment

The research identified poor normative commitment in the Judicial Service. It was recommended that management should create conditions such as sponsoring further studies among the staff of Judicial Services to make them owe more obligations to the services and this would strengthen their retention and commitment to the service.

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APPENDIX I

QUESTIONNAIRE FOR STAFF

I am a researcher from KNUST undertaking a research on the topic: *ascertaining the effect of human capital development in the Judicial Service and how this impacts on employee commitment*. I would be most grateful if you could please spare some few minutes of your precious time to answer all the questions that follow. Be reminded that your responses are confidential and only for pedagogical or academic purposes or uses.

Demographics

1. Gender ☐ Male ☐ Female

2. Age (in years)

20 - 30 ☐ 31 – 40 ☐ 41 – 50 ☐ 51 – 60 ☐ 61 and above ☐

3. Level of education

PhD ☐ Master's Degree ☐ First Degree ☐ HND ☐ A' Level ☐ O' Level ☐

Other (specify)

4. Employment Status Full time ☐ Part time ☐ Contract ☐

5. How long have you been working for the Judicial Service?

Less than 1 year ☐ 1-5 ☐ 6-10 ☐ 11-15 ☐ 16-20 ☐ 21 and above ☐

6. Current position of respondent: Management ☐ Non-management ☐

Instructions: Please respond to the following statements by putting “√” in the block that most accurately represents your opinion concerning your experience at work in view of human capital and organisational commitment using the following scale:

1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
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Affective Commitment	1	2	3	4	5
I do not feel like part of a family at judicial service					
I feel emotionally attached to judicial service.					
Working at judicial service has a great deal of personal meaning for me.					
I feel a strong sense of belonging to judicial service					
Judicial service does not deserve my loyalty					
I am proud to tell others that I work at judicial service					
I would be happy to work judicial service until I retire.					
I really feel that any problems faced by judicial service are also my problems.					
I enjoy discussing judicial service with people outside of it.					
Continuance Organizational Commitment					
I am not concerned about what might happen if I left judicial service without having another position lined up.					
It would be very hard for me to leave judicial service right now, even if I wanted to.					
Too much in my life would be disrupted if I decided I wanted to leave judicial service now.					
It wouldn't be too costly for me to leave judicial service now.					
Right now, staying with judicial service is a matter of necessity as much as desire					
One of the few, serious consequences of leaving judicial service would be the scarcity of available alternatives.					
One of the reasons I continue to work for judicial service is that leaving would require considerable sacrifice another organization may not match the overall benefits I have here.					
Normative Organizational Commitment					
I do not feel any obligation to remain with judicial service					
Even if it were to my advantage, I do not feel it would be right to leave judicial service now.					
I would feel guilty if I left judicial service now.					
Judicial service deserves my loyalty.					
It would be wrong to leave judicial service right now because of my obligation to the people in it.					
I owe a great deal to judicial service					

Kindly indicate the extent to which you agree with the following statements as regards the human capital development practices in the Judicial Service.

Please tick (✓) 1=Strongly Agree, 2=Agree, 3=Neutral, 4=Disagree and 5=Strongly Disagree

Human Capital Development	1	2	3	4	5
Staff are normally given on the job training					
Workshops are normally organized for staff					
Staff are given the opportunity to further their education					
Any staff who apply to further his/her studies is granted Study Leave With Pay					
Only staff who apply to further their studies in relevant programmes are granted Study Leave With Pay					
Only staff who apply for Study Leave Without Pay are granted approval					
Staff do not enjoy any type of Study Leave (With or Without Pay)					
Staff understudy superiors through observation					
Staff easily get approval for their application to further their education					
Staff are frequently provided with study materials that enhances their knowledge on the job					
Staff normally receive the necessary training to do the job					
Staff receive the needed training about new technologies					
Training opportunities are fairly allocated across employees or work units					
Supervisors support my efforts to learn outside the job (e.g., conferences, continue education, etc.)					
High priority is given to training programs relevant to the service					
Supervisors support employees effort to improve their shortfalls					
Availability of career advancement opportunities					
Training sessions are frequently organized within a year					
Management are highly committed to human capital development					
There is a complete training programme for employees					
Creativity among employees are encouraged					
Judicial Service invests in employee training					

Psychological Capital	1	2	3	4	5
I feel confident in representing my work area in meetings with management					
I feel confident contributing to discussions about the company's strategy					
I feel confident presenting information to a group of colleagues					
If I should find myself in a jam at work, I could think of many ways to get out of it					
Right now I see myself as being pretty successful at work					
I can think of many ways to reach my current work goals					
At this time, I am meeting the work goals that I have set for myself					
I can be "on my own" so to speak at work if I have to					
I usually take stressful things at work in stride					
I can get through difficult times at work because I've experienced difficulty before					
I always look on the bright side of things regarding my job					
I'm optimistic about what will happen to me in the future as it pertains to work					

Work Self – Efficacy Scale. *Please use the scale below to answer the following questions.*

1= Not well at all	2= very little	3= fairly well	4= quite well	5= very well
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Preamble: Thinking of your work, how well do you...	1	2	3	4	5
Achieve goals assigned to you					
Respect schedules and deadlines					
Learn new working methods					
Concentrate all energy on work					
Collaborate with other colleagues					
Work with people of diverse backgrounds					
Have good relations with direct superiors					
Work in a team					

Thank you

APPENDIX II

QUESTIONNAIRE FOR MANAGEMENT

This research is being undertaken as part of the requirements for the award of an MBA-HRM. The study seeks to determine the effect of human capital development on employee commitment in the Judicial Service. The research is strictly for academic purposes hence every information volunteered would be held in high confidence. I shall be grateful if you could take a few minutes of your time to answer the following questions, thank you.

Demographics

1. Gender ☐ Male ☐ Female
2. Age (in years) 20-30 ☐ 31-40 ☐ 41-50 ☐ 51-60 ☐ 61 and above ☐
3. Highest level of education
PhD ☐ Master's Degree ☐ First Degree ☐ HND ☐
Other (specify)
4. Employment Status ☐ Full time ☐ Part time ☐ Contract ☐
5. How long have you been working for the Judicial Service?
Less than 1 year ☐ 1-5 ☐ 6-10 ☐ 11-15 ☐ 16-20 ☐ 21 and above ☐
6. Current position of respondent: ☐ Management ☐ Non-management ☐

Instructions: Kindly indicate the extent to which you agree with the following statements as regards the human capital development practices in the Judicial Service by ticking (√).

1=Strongly Agree, 2=Agree, 3=Neutral, 4=Disagree 5=Strongly Disagree

Section A: Management Commitment to Employees	1	2	3	4	5
The Judicial Service is committed to building the human capital of all employees					
Management has a systematic plan in place for assessing employees training needs in the Judicial Service					
Management offers study leave with pay to employees who apply to peruse relevant courses					
Management sets aside budgetary allocation for building employee capacity every year in the Judicial Service					
Management sees training and development of employees as a cost to the Judicial Service (R)					
Management encourages employees to access training and development programs outside the Judicial Service to build-up their capabilities					
Employees who develop themselves are recognized and promoted					
Management uses quota system in developing employees capacity in the Judicial Service					
The quota for granting study leave to one person in each region every year is adequate to build the human capital needed for the Judicial Service					
In-house training are restricted to some employees of the Judicial Service (R)					

Section B: Retention of Human Capital	1	2	3	4	5
Employees tend to leave the Judicial Service after developing themselves					
The Judicial Service promotes employees base on availability of vacancies					
The Judicial Service does not have enough vacancies to promote employees					
Employees are restricted in introducing change and new ideas they have acquired in to the Judicial Service					
Employees who receive study leave tend to be committed to the Judicial Service					
The Judicial Service has enough human capital at any point in time					

1=Strongly Agree, 2=Agree, 3=Neutral, 4=Disagree 5=Strongly Disagree

Section C: Distributive Justice	1	2	3	4	5
In general, the training and development opportunities that workers receive are fair across the registry					
Taking into account the budgetary allocation for each region, the training and development is well distributed across the region.					
Section D: Procedural Justice	1	2	3	4	5
The procedure for the selection of workers for study leave is fair.					
The judicial service has a mechanism for selecting workers for study leave.					
In several ways, the judicial service attempts to upgrade the human capital of all workers.					

