



EFFECT OF TRAINING ON EMPLOYEE'S COMMITMENT IN THE TELE- COMMUNICATION INDUSTRY

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Abstract: *In the modern business environment that organizations operate in today, the workforce is constantly changing and training has become very necessary for them to get the required skills, thereby increasing employee commitment. This has provoked the researcher to conduct a research on the effect of training on employee's commitment in the Tele-communication industry. This study adopted a mixed research design. The study targeted all the telecommunication branches in Mt. Kenya Region that are managed by the shop manager being the top most managers in the branch. The researcher collected primary data using structured questionnaires. Data was analyzed using inferential statistics and processed using Statistical Package for Social Sciences (SPSS) Version 22, multiple regression analysis was used to establish the relations between the independent and dependent variables. Chi-square was used to test the hypothesis and was based on the alpha level or the significance level. Research findings were presented in form of tables, graphs, and charts. The study found that training had a positive and significant effect on employees' commitment. The study recommended that organizations should focus on training as a major strategic human resource management practice that ensures organizations get informed human capital that contributes effectively to employee commitment.*

Keywords: *employee commitment, training, human resource management, human capital, strategic human resource management practice*

1.0 INTRODUCTION

1.1 Background

Central to the concept of employee's commitment is the systematic identification of key positions which differentially contribute to the organization's sustained competitive advantage within the global arena. Success in today's competitive market depends less on advantages associated with economies of scale, technology, patents but are more derived



from organizational human resources and high involvement of human resource management practices (Quresh et al., 2010). For an organization to be more effective it should have skillful and innovative employees to work and should also try to retain them. There are different HR Practices which a company combines to manage its HR system.

They enhance internal capabilities of an organization to deal with current or future challenges to be faced by an organization. Good HR practices also energize people working in the organization. The commitment and motivation built through good training practices can lead to hard work. The culture so built can help to create a sustainable and lasting capability of the organization to manage itself and not only cope with the external turbulence (Drucker, 2013). Firms need to build long-term commitment to retain their work force (Burbach & Royle, 2010).

In an era of expanding globalization and increasing competition, organizations worldwide have recognized that the knowledge, skills and abilities of their employees represent a major source of competitive advantage (Vaiman, Scullion, & Collings, 2012). Within this climate, employee's commitment has emerged as a key strategic issue. Recently, substantial analysis has focused on the association between employee's commitment and enhanced performance (Boudreau & Cascio, 2012). There is a need to understand the challenges of employee's commitment in organizations which may become the driving force to the acceptance and use of employee's commitment in future. A good platform is needed in order to provide a model of successful employee's commitment to assist managers to compete in the competitive global scale (Foreword, 2013).

To attract, train and retain talents, hiring for compatibility, the fit between employer and employee is critical. In addition, companies with excellent reputations and strong brands are well positioned to attract top talent, which they then train to keep them updated with what is happening in their field since superior talent provides a vital competitive advantage. It is axiomatic to say that great organizations are the creation of great talent and great leadership. Drucker (2013) noted that talent and the way in which it is managed is what gives companies competitive advantage.

Unfortunately, many managers are still fixated with the traditional sources of competitive advantage while ignoring this brutal truth. Although they probably appreciate the fact that people are the bastion of success for any organization, the challenge they face is how to



fundamentally alter their paradigm about how to get employee's committed though training which they so much need for their success. Employee commitment has emerged as a critical driver of business success in today's competitive marketplace. Further, employee commitment can be a deciding factor in organizational success. Not only does commitment have the potential to significantly affect employee retention, productivity and loyalty, it is also a key link to customer satisfaction, company reputation and overall stakeholder value. Thus, to gain a competitive edge, organizations are turning to training their employees to set the agenda for employee engagement and commitment (Robert et al., 2015).

Employee engagement is defined as "the extent to which employees commit to something or someone in their organization, how hard they work and how long they stay as a result of that commitment." Research shows that the connection between an employee's job and organizational strategy, including understanding how important the job is to the firm's success, is the most important driver of employee commitment. Employee engagement is a complex concept, with many issues influencing engagement levels. Consequently, there are many pathways to foster engagement, with no one 'kit' that fits all organizations. While each company may define employee engagement differently, ultimately, the key to effective engagement will be rooted in the flexibility of approach most appropriate for each individual firm.

In today's competitive environment, training and retaining committed employees is imperative for organizational development as committed employees work harder and perform their tasks with devotion and dedication (Ivancevich et al., 2013). The objective of human resource management practice on employee's commitment is to improve the capacity of organization to increase its efficiency for achieving strategic objectives. Building the capacity of the organization is possible when every employee realizes his responsibility and accountability for outcome related to his performance.

1.2 Purpose of the study

The purpose of the study was to establish the effect of training on employee commitment in the Tele-communication industry in Kenya. Specifically, the study sought to evaluate the importance of training and its influence on employee commitment by ensuring that organizations craft strategies that they can adopt, while at the same time engaging the



proper talents into the organization and training them in an efficient and effective manner for them to contribute immensely to the organization.

1.3 Statement of the problem

Organizations today face formidable talent challenges. The ability to attract, train and sustain a steady supply of critical talent to enhance employee's commitment in organizations is a challenge facing most if not all organizations worldwide, hence no strategy can be effective without the support of senior management, and employee's commitment is certainly no exception. The challenge in most organizations is how to identify what commitment practices provide the greatest return; where leaders can most effectively spend their time training their employees, and how to drive greater consistency, integration, and alignment of employee commitment practices with the business strategy (Bridger, 2014).

Khalumba, (2012) assert that effective firms in highly competitive environments have world-class human resource departments and are heavily involved in linking training practices to the strategic goals of the business. The implementation of these training practices such as ensuring that employees are well trained as well as providing training and promotion opportunities often communicate the degree to which the organization cares about its employees and values their contribution to the organization.

Relationship between training and employee commitment has been studied from different perspectives which emphasize the important role played by the human capital component in the organizational competitiveness and response capacity of organizations (Bridger, 2014). Previous studies carried out on training and employee commitment have not been conclusive, therefore it is against this background that the researcher carried out this research to address the research gap and provide a better understanding on the effects of training on employee commitment in organizations.

1.4 Research objective

The main reason of the study was to establish the effect of training on employee commitment in the tele-communication industry in Kenya.

1.5 Research hypothesis

The study was aimed at testing the following alternative hypothesis (H_A); Training affects employee commitment in the tele-communication industry in Kenya.



1.6 Significance of the study

To ensure their efficiency and retain the competitive advantage, organizations need to design effective training practices that encourage the high performance of employees. The study findings can help organizations in evaluating the importance of training on employee's commitment and in line to their performance in terms of profitability, productivity, sale increases, return on investment and competitiveness. The findings provide the policy makers at the executive level with viable opportunities to revise policies related to training and its effect on employees' commitment. Human resource experts will have adequate information while guiding different managers on the training practices to put in place so as to gain positive effect on employee's commitment which in the long-run help in the attainment of sustainable competitive advantage in their industry. The findings will also increase the stock of training theoretical and empirical knowledge especially in the African context and also form the basis for further research and teachings. Finally, the study will be of great significance to academicians and researchers as it provides some research gaps that give room to other researchers in the same field to work on.

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter explores theoretical and empirical literature in the area of the relationship between training and employee commitment. The literature covers both the independent and dependent variables of the study, and attempts to bring to the fore the nature of the relationships among these variables as established by theory and empirical research. This chapter lays greater emphasis on the development of best practices to do with employee resourcing that contribute greatly to employee commitment in organizations.

2.2 Theoretical review

A theory is a set of statements or principles devised to explain a group of facts or phenomenon especially one that has been repeatedly tested or widely accepted and can be used to make predictions about natural phenomena (Swanson, 2013). A theoretical review is a collection of interrelated ideas based on theories. It attempts to clarify why things are the way they are based on the theories.

2.2.1 Learning organizational theory



A learning organization is the term given to an organization that facilitates the learning of its members and continuously transforms itself. It develops as a result of the pressures facing modern organizations and enables them to remain competitive in the business environment. It encourages organizations to shift to a more interconnected way of thinking and should become more like communities that employees can feel a commitment to since employees will work harder for an organization they are committed to. In the long run the only way sustainable competitive advantage can be achieved is by the organization's ability to learn faster than the competitors hence informing and relating directly to employee's commitment in organization (Senge, 2010).

According to Senge (2010) learning organizations are "organizations where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning to see the whole together" hence relating to the employee training. The basic rationale for such organizations is that in situations of rapid change only those that are flexible, adaptive and productive will excel. For this to happen, it is argued, organizations need to 'discover how to tap people's commitment hence relating to employee resourcing and capacity to learn at all levels' relating to career management (Alegre & Chiva, 2014).

While all people have the capacity to learn, the structures in which they have to function are often not conducive to reflection and engagement. Furthermore, people may lack the tools and guiding ideas to make sense of the situations they face. Organizations that are continually expanding their capacity to create their future require a fundamental shift of mind among their members. Real learning gets to the heart of what it is to be human (Senge, 2014).

2.3 Empirical research

Empirical research is research using empirical evidence. It is a way of gaining knowledge by means of direct and indirect observation or experience. In relation to this study, Gathungu, Namusonge & Iravo (2016) focused on the influence of training practices on the commitment of employees in the commercial banks in Kenya. They found that training and career management practices in the banking sector have a positive significant influence on employee commitment, at $p=0.000$, at a $p<0.01$ level of significance hence concluding that



training practices in the Kenyan commercial banking sector had a very positive influence on the employees' commitment. The study concluded that there was need to enhance the career management aspect of training in the banking sector as it enables the employees to meet their personal long term career goals as they endeavor to be more productive.

They also concluded that lack of career management support in terms of training by the organization led to the employees taking personal initiative to advance in their studies, but when they get certification, they were not given recognition hence low retention commitment. Ngethe (2013), Muma (2014), and Gathungu et al. (2016) also found out that training plays a significant role in employee commitment, not only in the academic institutions and commercial banking sector but also in other organizations.

Gathungu et al. (2016) carried out a study on the influence of training practices on the commitment of employees in the commercial banks in Kenya. Their study was anchored on the fundamental reasoning that banking sector employees are a crucial resource for the financial sector, and specifically the commercial banking sector that is currently undergoing many changes. The study generally concluded that a mixture of human resource management practices influence employee commitment with training and performance evaluation being identified as predictors of employee commitment. They in addition noted that promotion opportunities had a negative influence on employee commitment in commercial banks in Kenya (Gathungu et al. (2016).

2.4 Training

Training should be of such nature that it should oil the human resources machinery making it something that takes the organization forward. If training is not professional or appropriate, the result is a bureaucratic setup that is a hindrance to everyone in the organization. Rather than get mired in mindless formalities, HR should facilitate the growth of the organization for all of which employee training and is the foundation (Sheehan, 2012).

In order to achieve high potential in the organization, it requires achieving the potential of talents. Training should be associated with further learning and development plans. Suitable learning and development associations are needed at related steps in a career for talented workforce to achieve their greatest potential. Training might be useful for an organization, which grows slowly but may be even risky for those with high growth. To develop talent,



organizations need both informal and formal learning involvements. In addition to skills and knowledge, training depends on alterations in performance, perception and conduct (Gathungu, Namusonge & Iravo, 2016).

It is necessary that employee's commitment in organization requires continuous training of their high performers for potential new positions, recognize their knowledge gaps and implement initiatives to boost their competencies and certify their retention (Carins, 2009). In Europe and US, corporate universities have become one of the most significant sources of corporate development and training and corporate universities are recognized as a core aspect in the strategic creation of employee's commitment in the organization (Gold et al., 2016).

Basically, a corporate university is an "in house" training, which is formal learning and creation of knowledge in the organization, therefore as Holland & Pyman (2005) mentioned in their article, corporate universities are a catalyst of strategic human resource development and the emergence of corporate universities highlights its importance in the area of strategic human resource development which leads to the success of employee's commitment in organizations (Stewart, 2010). The truth is that in spite of the organization's development and assessment programs, most of the truly talented people remain unknown to their organizations. Consequently, the organizations need to implement an effective development and assessment plan which can lead to identifying opportunity as the main component of employee's commitment for achieving their mission. They also need to capitalize on-the-job training opportunity and provide not only effective mentoring and coaching but also high quality assessment activities (Marchington & Grugulis, 2011).

Putting the people in position before they expect it, which is another developing system, proves to be a very effective development method. The last but not the least is feedback and coaching which are very essential issues of developing talents (Gold et al., 2016). Williamson (2011) believed that a new concept towards developing talents can be through talent matrix. It means that by rating employees to A, B, C and D players, organizations should individualize training opportunities. Developing training strategy involves learning and development practitioners in dialogue with a range of organizational stakeholders and this is done by ensuring that investment in learning 'fits' with organizational priorities. Training focuses on doing activities today to develop employees for their current jobs and



development in preparing employees for future roles and responsibilities (Holland & Pyman, 2005).

One key factor in employee motivation and retention is the opportunity that employees want to continue to grow and develop job and career enhancing skills. In fact, this opportunity for employees to continue to grow and develop through training is one of the most important factors in employee motivation (Meyer, 2016). There are a couple of secrets about what employees want from training opportunities and these are not just found in external training classes and seminars. These ideas emphasize what employees want in training and development. They also articulate the organization opportunity to create devoted, growing employees who will benefit both the organization and themselves by it providing training (Kiiru & Muraga, 2015).

2.5 Employee commitment

The substantial volume of research on the link between human resource management and employee commitment over nearly two decades generally finds a positive relationship between the extent of HR practices used and employee commitment (Armstrong, 2014). Despite debate about which HR practices to include in the analysis of the relationship between HR and commitment, common practices include organizational culture, recruitment, selection, training, rewarding and career management. It is perhaps common sense that there would be substantial expected utility associated with employee resourcing for organizations and employees. Since managers are considered to be such a key resource for organizations, the successful development of this resource is likely to be associated with positive performance. Investment in employee resourcing by organizations is also likely to be viewed as a commitment by employees that may help to strengthen the mediating influences of effective commitment, discretionary effort, job satisfaction and turnover intentions of employees, all of which have positive effects on employee's commitment (Kuvás & Dysvik, 2010).

It is apparent that employees' satisfaction plays a vital aspect in the achievement of organizations objectives. If employees are satisfied and happy with their management and workplace environment, the employees' commitment towards the organization will increase and they will definitely put their best efforts in their work in order to make the organization successful. It is understood that if organizations want to get quality work from their



employees, they have to work on making them contented. It is rather difficult to judge the employees' happiness just by the results of their work or their personal attributes when they arrive in the office in the morning. Whether an employee is satisfied at work depends on several other factors; including the recognition they get for the good work they have been doing, training opportunities and career management offered by the organization (Bridger, 2014).

An engaged workforce generates valuable business results for an organization and this starts with employer practices such as recruitment, selection, training, compensation, and career development and management. Such practices affect employees' level of satisfaction as well as employee commitment. To engage employees as well as to benefit from that engagement, organizations must invest in their human resource practices. Organizations need to devote resources to the HR practices they believe will generate the biggest return for their investments and they must weigh the level of engagement and commitment they want and at what cost (Vaiman *et al.*, 2012).

3.0 RESEARCH METHODOLOGY

3.1 Introduction

The methodology includes the research design that was employed by the researcher, the sample and the instruments that were used in data collection, the systematic research procedure and techniques that the researcher used in collecting and analysing the data.

3.2 Research design

The research adopted a mixed research design to establish the effect of human resource management practices on employee's commitment. This design was used in the research to allow the researcher to gather information, summarize, present and interpret it for the purposes of clarification. The design was also suitable for this study because it allows the collection of information for independent and dependent variables using structured and unstructured questionnaires (Zikmund *et.al*, 2010).

3.3 Sample and sampling technique

A sample is a portion or part of the population of interest. The purpose of sampling is to gain understanding about some features or attributes of the whole population based on the characteristics of the sample (Zikmund *et.al*, 2010). The researcher used stratified random sampling in order to achieve the desired representation from various sub groups. A



sampling frame is a list of all items where a representative sample is drawn from for the purpose of research (Waiganjo, 2013). In this study, the sampling frame was a list of all the four Tele-Communication Companies shops in Mount Kenya region which add up to six branches which are Nyeri, Meru, Thika, Garissa, Embu and Nanyuki as sourced from the Communication Authority of Kenya (CAK, 2014). According to Crowther & Lancaster (2012), target population is the larger population to which the researcher ultimately would like to generalize the results of the study. The study had a population of 274 sourced from the six branches in the four telecommunication companies. To obtain the desired sample size for the study with the population of 274, Nassiuma (2000) formula was used, and the sample was found to be 103.

3.4 Data collection

Primary data was collected by use of the structured (closed-ended) and unstructured (open-ended) questionnaires that captured the various variables of the study. The questionnaires were designed to address the research objective and to test the hypothesis (Mugenda & Mugenda, 2009). The structured questions were aimed at giving precise information which minimized information bias and facilitated data analysis whereas the unstructured questions were used to allow respondents freedom to express themselves as well as make suggestions. Secondary data was collected through evaluation of reports, organizational journals, publications and review of information from the websites of the Tele-communication Companies in as far as they provide relevant and up-to-date information, government sources, Communications Authority of Kenya (CAK) and Microsoft cloud. Validity and reliability of the instruments was also conducted. Data analysis was done using statistical packages for social sciences (SPSS).

4.0 RESEARCH FINDINGS

4.1 Introduction

This chapter presents the research findings and results of the study. The findings and discussions are in line with the research objective of the study and are based on mixed research design. Results from the study are systematically presented beginning with findings on demographic characteristics of respondents in the study. The chapter also reviews the results of statistical analysis to test the research hypothesis as well as presenting discussions of the results and implication arising from the findings.



4.2 Response rate

The study targeted a sample size of 103 respondents of which 95 filled in and returned the questionnaires making a response rate of 92.3%, whereas 8 of the respondents did not return their questionnaires. This response rate was satisfactory to make inferences and conclusions for this study.

4.3 Demographic data

The study sought to establish the demographic data of the respondents. Demographic information was necessary to ensure a fair distribution of the respondents to allow equity of representation of views and further help support the validity of information generated across the sample population. The respondents were asked to state their gender and the study established that majority of the respondents as shown by the figure below, 52.6% were female whereas 47.4% of the respondents were male. This implies that respondents were well distributed in terms of their gender and thus the findings of this study did not suffer from gender biasness.

4.4 Training

4.4.1 Descriptive results for training

The study sought to evaluate whether organizations train for high performance and potential new positions which makes employees to be committed in their work. Results show that majority 88.7% of the respondents (mean = 4.6176; std dev = .91471) agreed that training for high performance and potential new positions makes employees more committed in their work. Results also reveal that 7.4% disagreed while 3.9% neither agreed nor disagreed with the statement. The study also sought to evaluate whether the education level of employees is useful in strategic human resource development and if it leads to employee commitment in the organization. Results show that 93.5% (mean = 4.6912; st dev = 69663) agreed that education level of employees is useful in strategic human resource development and that it leads to employee commitment in the organization, 3.5% disagreed while 3.0% neither agreed nor disagreed with the statement.

On whether organizations conduct an effective development and assessment plan in determining the employees to be trained, results show that majority 88.0% (mean = 4.3676; std dev = 1.1183) agreed that organizations conduct an effective development and assessment plan in determining the employees to be trained. Results also show that 7.2%



disagreed while 4.8% neither agreed nor disagreed with the statement. The study also sought to evaluate whether organizations provide effective mentoring and coaching programs to ensure that employees are able to carry out their duties and responsibilities with ease. Results shows that 85.8% (mean = 4.6941; std dev = .6750) agreed that their organizations provide effective mentoring and coaching programs to ensure that employees are able to carry out their duties and responsibilities with ease, 10.5% disagreed while 3.7% neither agreed nor disagreed with the statement.

The study also sought to evaluate if organizations give feedback on performance to employees after training. Results show that 89.8% (man = 4.6941; std dev = .6750) agreed that their organizations give feedback on performance to employees after training, 7.4% disagreed while 2.8% neither agreed nor disagreed with the statement. On whether employees are given training and support that they need to get off a strong start that makes them much committed to their work, results show that 87.3% (mean = 4.6912; std dev = .6966) agreed that employees are given training and support that they need to get off a strong start that makes them much committed to their work while 9.7% disagreed with the statement, and 3.0% neither agreed nor disagreed with the statement.

On whether the training and support given to new employed employees makes them feel recognized and appreciated in the organization, results shows that 85.1% (mean = 4.3676; std dev = 1.1184) agreed that training and support given to newly employed employees makes them feel recognized and appreciated in the organization, 8.0% disagreed while 6.9% neither agreed nor disagreed with the statement. The study also sought to evaluate if continuous growth and development through training is one of the most important factors in employee's motivation in an organization. Continuous growth and development through training in an organization is one of the most important factors in employee's motivation and is crucial in human resource training. Results shows that 89.4% (mean = 4.6444; std dev = .91471) agreed that continuous growth and development through training is one of the most important factors in employee's motivation in their organization, 8.6% disagreed while 2.0% neither agreed nor disagreed with the statement.

The study also sought to evaluate whether the training given to employees matches with their career development objectives and job needs therefore enabling the organization to manage its talents effectively. Results shows that 86.4% (mean = 4.6224; std dev = .93496)



agreed that the training given to employee's matches with their career development objectives and job needs therefore enabling the organization to manage its talents effectively, while 7.9% disagreed, and 5.7% neither agreed nor disagreed with the statement. On whether employees are involved in determining the best kind of training they require for effective career progression, results shows that 90.1% (mean = 4.6898; std dev = .90376) agreed that employees are involved in determining the best kind of training they require for effective career progression, 7.7% disagreed while 2.2% neither agreed nor disagreed with the statement.

4.4.2 Quantitative analysis for training

The study sought for information on the relationship between training and employee commitment. Results showed that employee commitment was positively correlated with training by a Pearson's Product Moment correlation factor of 0.686. This revealed that any positive change in training would translate into increased acceptance of employee commitment.

4.4.3 Model summary for training

Regression analysis was conducted to empirically determine whether training was a significant determinant of employee commitment in the telecommunication industry in the country. Regression indicated that the goodness of fit for the regression between employee commitment and training was strong. An R squared of 0.842 indicates that 84.2% of the variances in the people resourcing by telecommunication companies are explained by the variances in the employee commitment.

4.4.4 ANOVA for training

ANOVA was tested using the F statistic. The F value indicates whether the set of independent variables as a whole contribute to the variance in the dependent variable. An F value of 13.906 was found. Findings further showed that the F value was significant ($p=0.000$) at 95%. This meant that training was significant in predicting employee commitment in the telecommunications industry.

4.4.5 Regression coefficient for training

Regression coefficient of training was carried out and the results reveal that training is statistically significant in explaining employee commitment of the telecommunication industry in the country. Further results revealed that training and employee commitment to



a constant zero; employee commitment would be 3.123. It's established that a unit increase in training would cause an increase in employee commitment by a factor of 0.273. This clearly shows that there was a positive relationship between training and employee commitment. P-value was less than 0.05, which shows that variables covered in the study on the training were statistically significant to influence employee commitment.

4.4.6 Training qualitative results

Qualitative results on training resulted in the following responses; 20% of the respondents said that "Employee's commitment in organization requires continuous training of the high performing employees for potential new positions", 25% of the respondents said that "organizations should recognize their employees knowledge gaps and implement initiatives to boost their competencies and certify their retention", 20% of the respondents said that "training is the foundation for a strong organization which enhances employees commitment to the organization", 15% of the respondents said that "employee motivation and retention enhances employees commitment to an organization", and 20% of the respondents said that "software technology improvement enhances employee training in the organization".

4.4.7 Chi-square test for training

Chi-square test for training was conducted and results produced a chi-square value is 129.975 and the p-value was 0.000 which is less than 0.05. These results indicate that significantly training can influence employee commitment. The hypothesis was therefore not rejected.

4.5 Employee commitment

4.5.1 Descriptive results for employee commitment

The study sought to assess whether the knowledge, skill and abilities of employees represent a major source of competitive advantage. Results showed that majority of the respondents 92.6% (mean = 4.6912; std dev = .69663) agreed with the statement that the knowledge, skill and abilities of employees represent a major source of competitive advantage, while 4.3% of the respondents disagreed with the statement and another 3.1% neither agreed nor disagreed with the statement. On whether organizations are focusing on the association between employees commitment and enhanced organizational performance, results showed that majority of the respondents 91.1% (mean = 4.6997; std



dev = .67775) agreed with the statement that organizations are focusing on the association between employee commitment and enhanced organization performance, while 3.9% of the respondents disagreed with the statement and another 5.0% neither agreed nor disagreed with the statement.

The study sought to assess whether value of talent in organization is an equivocal source of sustained competitive advantage. Results showed that majority of the respondents 92.8% (mean = 4.6998; std dev = .67776) agreed with the statement that value of talent in organization is an equivocal source of sustained competitive advantage, while 2.9% of the respondents disagreed with the statement and another 4.3% were neutral with the statement. On whether the central concept of employee commitment is the systematic identification of key positions which differentially contribute to the organizations sustained competitive advantage, results showed that majority of the respondents 92.0% (mean = 4.6941; std dev = .6750) agreed with the statement that the central concept of employee commitment is the systematic identification of key positions which differentially contribute to the organizations sustained competitive advantage, while 4.7% of the respondents disagreed with the statement and another 3.3% were neutral on the same statement.

The study sought to assess whether the starting point of employee commitment is the identification of key committed talent positions rather than individual per se. Results showed that majority of the respondents 92.8% (mean = 4.6989; std dev = .6650) agreed with the statement that the starting point of employee commitment is the identification of key committed talent positions rather than individual per se, while 5.2% of the respondents disagreed with the statement and another 2.0% were neutral on these statements. On whether employee commitment in organizations focus on greater degree of differentiation of roles within organizations with greater focus on strategic rather than non-strategic jobs, results showed that 91.3% of the respondents (mean = 4.6914; std dev = .6710) agreed with the statement that organizations focus on greater degree of differentiation of roles within organizations with greater focus on strategic rather than non-strategic jobs. 5.7% of the respondents disagreed with the statement while 3.0% of the respondents were neutral.

The study sought to assess whether organizations should foster a culture of growth and development and provide visible employee support and commitment hence effective employee commitment. Results showed that majority of the respondents 88.9% (mean =



4.6444; std dev = .91471) agreed with the statement that organizations should foster a culture of growth and development and provide visible employee support and commitment hence effective employee commitment, while 6.0% of the respondents disagreed with the statement and another 5.1% were neutral on the same statements. On whether organizations should provide visible employee support and commitment hence effective employee commitment, results showed that 92.0% (mean = 4.6224; std dev = .93496) agreed with the statement that organizations should provide visible employee support and commitment hence effective employee commitment. 4.0% of the respondents disagreed with the statement and 4.0% were neutral.

The study sought to assess whether investment in management development by organizations is viewed as a commitment by employees which help strengthen employee commitment. Results showed that majority of the respondents 91.5% (mean= 4.6898; std dev =.90376) agreed with the statement that investment in management development by organizations is viewed as a commitment by employees which help strengthen employee commitment, while 5.3% of the respondents disagreed with the statement and another 3.2% neither agreed nor disagreed on this statements. On whether job satisfaction in employees has positive effects on organization performance hence a measure of employee's commitment, results showed that 92.3% (mean = 4.0721; std dev =1.26579) of the respondents agreed with the statement that job satisfaction in employees has positive effects on organization performance hence a measure of employee's commitment. 5.7% of the respondents disagreed with the findings while 2.0% were neutral.

4.5.2 Quantitative results for employee commitment

Pearson product moment correlation was conducted to determine the strength of relationship between the study variables. Results found a positive significant correlation between training and employee commitment as shown by correlation coefficient of 0.645.

4.6 Diagnostic tests

4.6.1 Multivariate normality

Linear regression analysis requires all variables to be multivariate normal. Normality was tested by using skewness and kurtosis and findings showed that the skewness for training was 1.331. This therefore showed that the data is normal because the skewness and kurtosis value is between +/-1.5.



4.6.2 Multi-collinearity and correlation analysis

Multi-collinearity results in unstable parameter estimates which makes it very difficult to assess the effect of independent variables on dependent variables. To test for multi-collinearity, the study conducted collinearity diagnostics in SPSS and findings show that the tolerance value for training is 0.689 and the VIF value is 1.451. This finding therefore shows that there is no multi-collinearity because the tolerance value is above 0.02 and the VIF value is between 1 and 10. Pearson's correlations analysis was then conducted at 95% confidence interval and the results found a positive significant correlation between training and employee commitment as shown by correlation coefficient of 0.645.

4.6.3 Autocorrelation

Linear regression analysis requires that there is little or no autocorrelation in the data. To check for autocorrelation, the study conducted Durbin Watson test in SPSS and findings revealed that the Durbin-Watson (d) was 2.011. According to Field (2009), a value between the two critical values of $1.5 < d < 2.5$ indicate lack of auto-correlation. It was concluded that there was no first order linear auto-correlation in the multiple linear regression data and the requirement of lack of autocorrelation was satisfied.

4.7 Multiple regression analysis

4.7.1 Model fit for employee commitment

Regression analysis was done to empirically determine whether the goodness of fit for the regression of independent variable and employee commitment was good and was found to be satisfactory. An R squared of 0.794 indicated that 79.4 % of the variances in the components of human resource practice, namely training in telecommunication industry were explained by the variance in the employee commitment.

4.7.2 ANOVA for employee commitment

ANOVA for employee commitment was tested using the F statistic and the results indicated that the overall model was significant, that is, the independent variables were significantly joined. The explanatory determinants for employee commitment were an F value of 11.349, and a P value of 0.000.

4.7.3 Regression coefficient for employee commitment

Regression coefficient of employee commitment was carried out and a regression model indicated that training has a positive but small significant influence on employee



commitment. This was shown by the regression analysis value of t-calculated which was less than 2 (1.153). The β_1 (training) value of 0.139 meant that an increase in training ability by 1 unit leads to an increase in employee commitment by 0.139 units and p value of 0.059 at 95% level of confidence that is not less than 0.05, therefore training had small influence on the employee commitment as revealed by the study.

5.0 SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary of findings

From the analysis and data collected, the following summary, conclusion and recommendations were made. The responses were based on the objectives of the study. They sought to assess the effect of training on employee's commitment in organizations. From the findings, training has been seen to increase the motivation levels of employees through instilling knowledge, skills and abilities and this helps them to become more committed to the organization. Suitable learning and development plans are needed in order to develop career plans for talented workforce to achieve their greatest potential in the organization and when this is done it helps employees be more committed to the organization.

5.2 Conclusion

The findings of the study led to the conclusion that organizations had put in place effective learning and development plans in order to enhance job satisfaction in employees. The study also concludes that organizations provided effective mentoring and coaching programs to the employees to ensure that they carry out their duties and responsibilities with ease, and this ensures that they get more committed to the organization. Results reveal that talent management technology software need to be introduced into the organization so as to modernize coaching and mentoring programs within the organization and enhance employee commitment. Through learning, development plans and coaching employees are given continuous education and training so that they perpetually help in ensuring employees job satisfaction which in turn leads to the improvement and growth of organizations.

5.3 Recommendations

The study recommends that organizations should provide improved technology software programs in mentoring and coaching programs to enhance employee training to ensure that



they carry out their duties and responsibilities with ease. Mentoring and coaching instills systematic procedures for transferring technical know-how to the human resources to increase their knowledge and skills enabling them do their work with professionalism. This ensures an increase in productivity and the quality of work done by human resources in the organization and in turn increases their commitment. It is recommended that organizations need to develop policies on training and the training needs analysis to guide the organization in identifying the areas of training and the human resources to train. This will help in discerning the training needs of individuals within the organization, how their needs fit the overall objectives of the organization and its contribution to employee commitment.

5.4 Areas of further research

Much more research need to be carried on the impact of using technology software in mentoring and coaching employees and whether it would have an effect on overall employee commitment. Virtual training using technology would make it possible for HR professionals to train large numbers of employees quickly and assess their progress through computerized testing programs. It would also ensure that organizations are able to train programs from remote locations eliminating the need to travel to the organization's headquarters for training.

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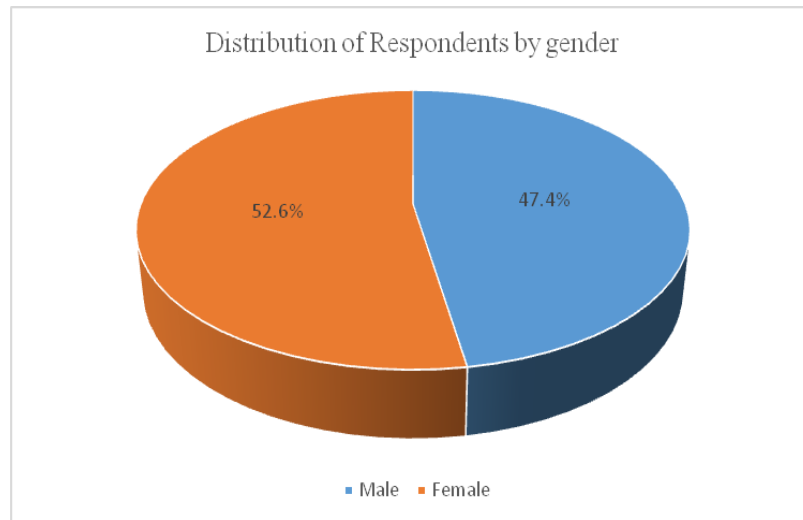


Figure 1: Distribution of respondents

Table 1: Response rate

Response	Frequency	Percent
Successful	95	92.3
Unsuccessful	8	7.7
Total	103	100

Table 2: Quantitative analysis for training

Variable		Employee Commitment	Training
Employee Commitment	Pearson Correlation		
	Sig. (2-tailed)	1	
Training	Pearson Correlation	.686	
	Sig. (2-tailed)	.672	1

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

Table 3: Model summary for training

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate
1	.918 ^a	.842	.812		.067

a. Predictors: (Constant), Training



Table 4: ANOVA for training

Indicator	Sum of Squares	Df	Mean Square	F	Sig.
Regression	5.336	1	5.336	13.906	.000
Residual	36.070	94	0.384		
Total	41.406	95			

Table 5: Regression coefficient for training

Variable	Beta	Std. Error	t	Sig.
Constant	3.123	.317	9.852	.000
Training	.273	.073	3.729	.000

Table 6: Chi-square test for training

	Value	f	Asymp. Sig. (2-sided)
Pearson Chi-Square	129.975 ^a	4	.000
Likelihood Ratio	145.091	4	.000
Linear-by-Linear Association	106.746	1	.000
N of Valid Cases	95		