

# EFFECTS OF EMPLOYEE TRAINING ON ORGANIZATIONAL COMMITMENT AMONG PUBLIC UNIVERSITIES IN COAST REGION

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**Abstract:** The concept of training has been connected to many outcomes in research like performance, less wastage and less need for supervision. The purpose of this study was to establish the effect of employee training on organizational commitment among public universities in the coast region. The specific objectives were to establish how access to training and social support for training affects organizational commitment. Descriptive research design was used for the study. The population consisted of non-academic staff of the three local universities in the coast region of Kenya. Stratified random sampling and purposive sampling was used to arrive at the sample from the population. Data was collected using a structured questionnaire. SPSS was used to analyze the data. Regression analysis was computed to establish the overall effect of employee training on organizational commitment and Pearson correlation coefficient was used to test the research hypothesis. Data was presented descriptively using tables, charts and graphs. The findings of the research indicated that all the dependent variables except support for learning had a significant positive relationship with the dependent variable. Regression analysis showed that the independent variables had a significant effect on changes in the dependent variable. The study therefore concluded that employee training determined organizational commitment among public universities in the coast region of Kenya.

**Keywords:** employee training, organizational commitment, non-academic staff, public universities.

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## 1. INTRODUCTION

### 1.1 Background Information

Current international human resource research has a strong focus on how organizations can improve the organizational commitment of employees. The benefits of high level of organizational commitment have been widely researched and have supported the notion that strong commitment relates positively to a variety of desirable outcomes, including job satisfaction and performance, and to a decline in employees' intention to leave the organization. Effective human resource interventions have been shown to play an important role in building and maintaining the commitment of employees towards the organization. Training in one of the interventions that has been identified as an important method to contribute to organizational performance.

A review of the organizational commitment literature has indicated four major evolutionary perspectives, from Becker's (1960) side-bet theory, Porter's (1974) affective dependence theory to O'Reilly & Chatman (1986), and Meyer & Allen's (1990) multi-dimension period, each of which had a strong impact on the current state of organizational commitment. Both Becker's (1960) & Porter's (1974) theories belong to the one-dimensional era; following the two theories, two leading multidimensional approaches were advanced in the 1980s, one from O'Reilly & Chatman (1986). According to Becker's theory, the relationship between employee and organization are based on the contract of economic exchange behavior stating that committed employees are committed because they have hidden investments, side-bets, they have made by remaining in a given organization. The second period of organizational commitment was advanced by Porter, Steers, Mowday, & Boulian (1974) with the assertion that organizational commitment is the psychological attachment one had to the organization rather than the side-bets. The latter two approaches, O'Reilly & Chatman (1986) and Meyer &

Allen (1990), belong to the multidimensional era, and are rooted in earlier approaches. For both approaches, organizational commitment is a psychological attachment felt by an employee for the organization and may be predicted by three independent factors; compliance/continuance, identification/affective and internalization/normative.

### **1.1.1 Profile of Universities in Kenya**

Higher education in Kenya can be traced back to 1922 when the then Makerere College in Uganda was established as a small technical college which was then expanded to meet the needs of the three East African countries i.e. Kenya, Uganda and Tanganyika and Zanzibar, as well as Zambia and Malawi. In the 1940s and early 50s it is only this college that was providing university education in East Africa. This lasted until 1956 when the Royal Technical College was established in Nairobi.

From then, university education in Kenya has expanded with a rise in student enrolments, expansion of universities, diversity of programmes and setting up of new universities and campuses. Kenyatta University which had operated as a constituent college of the University of Nairobi since 1972 became a full-fledged university in 1985. A previous agricultural college also gave way to Egerton University in 1988 (Chacha, 2004).

With the increase in demand for higher education in Kenya by both the locals and foreign students, the Government of Kenya, through the Kenya gazette, also converted some middle level colleges into constituent university colleges in the years 2007 to 2010. These include: Kenya Polytechnic University, Mombasa Polytechnic University, Pwani University College among others.

### **1.2 Statement of the Problem**

According to Dias & Silva (2016) training is normally discussed and evaluated in a multidimensional structure that comprises of accessibility to the training program and other facilities, training support from the administration and fellow employees, motivation needed for training and benefits emanating from the training process. Further, Chaudhuri (2012) notes that employee training is considered to give organizations a competitive edge in relation to the maximization and effective use of the human resource in an organization. Effective employee training not only enhances productivity but also promotes personnel and professional development boosting employee morale and ultimately organizational commitment. According to Almodarresi and Hajmalek (2014), effective training programs form the belief that an organization pays attention to its employees and is willing to invest in them. This adversely encourages and persuades a higher degree of their commitment to the operations of the organization.

From the available literature on effects of training on organizational commitment, there are still gaps that call for further exploration. First, there are contra findings on the benefits of commitment let alone how it is affected by training. It has been argued that commitment is losing relevance while others suggest it is more important than ever (Mowday, 1998). According to Klein (2001) high organizational commitment can be dysfunctional if it keeps poorer-performing employees from leaving, contributes to resistance to adaptation or change or impedes creativity and innovation. Contrarily, others authors such as Bartlett & Kang (2004) and Riaz, Idrees, & Imran (2013) note that access to training, support for training, motivation to learn and benefits of training enhance organizational commitment among employees. It is on this basis that this study is determined to establish the effect of training on organizational commitment among public universities in the coast region of Kenya.

### **1.3 Research Objectives**

#### **1.3.1. General Objective**

The general objective of this study is to establish the effect of employee training on organizational commitment among public universities in the Coast Region of Kenya.

#### **1.3.2. Specific Objectives**

- i. To determine the effect of access to training on organizational commitment among public universities in the Coast Region of Kenya
- ii. To determine the effect of support for training on organizational commitment among public universities in the Coast Region of Kenya

#### **1.4. Research Hypothesis**

- i. H0a: Access to training does not affect organizational commitment among public universities in the Coast Region of Kenya
- ii. H0b: Support for training does not affect organizational commitment among public universities in the Coast Region of Kenya

#### **1.5. Significance of the Study**

For the public sector, it is argued that trained, knowledgeable, expert employees are the recipe for success. Meanwhile the past several decades have narrowed their attention on the labour force education and skilling in order to improve employee productivity within the workplace it is discovered that the persistent training enhance work activities, elevate knowledge, improve skills and strengthen capabilities, reinforce teamwork, minimize labor turnover and augment performance in both private and public sector institutions. Therefore, the contemporary research is important because it attempts to close the key void in the existing body of knowledge with regard to the dependencies among human resource management, performance management and organizational behavior.

## **2. LITERATURE REVIEW**

### **2.1 Introduction**

This chapter attempts to integrate training and organizational commitment so as to provide a theoretical and conceptual framework that can be an enabler of organizational commitment.

### **2.2. Theoretical Review**

This section reviews major theoretical framework applicable to the study and understanding of organizational commitment. The theories discussed underpin the study variables and show how the theories may be used to explain the concept of employee training and organizational commitment.

#### **2.2.1. Social Exchange Theory**

This theory was proposed by Blau (1964). The theory is founded on an agreement of implicit nature between the employer and the employee, which is known as psychological contract. According to this theory, employee's behavior in an organization is determined by the psychological contract that exists between an employee and his or her employer. According to this theory, economic and social types of resources are the only two kinds of resources that determine relationships at the workplace. In light of the theory, the social resources are respect, love, and support while the resources of economic nature could include money and material resources.

The social exchange theory emphasizes the reciprocity rule, where the employee is supported by the employer in ways like training them upon which the employees in return show appreciation in reciprocation of the good deed of the organization. When employees feel that they owe the organization for what it did to them, they hence make effort to remain committed to it. Employee training programs that which achieve reciprocity fosters a good level of commitment to the organization by the employee. Therefore, when the employer provides employees with training opportunities, this becomes a form of communicating to the employees that the employer has their interest at heart, minds about well-being, and in reciprocation, and the same employees remain devoted to the organization. As Alhassan (2012) argues, this principle of reciprocity is of vital importance in enhancing effective performance as it not only helps determine the commitments of the association between employer and employee but helps to maintain them in its entirety.

#### **2.2.2. Human Capital Theory**

The human capital theory as proposed by Schultz (1961) views human resources or simply the human capital in an organization as one of the means of production, one into which additional investment leads to an increased output. Unlike other factors of production such as land, fixed capital or labor, human resources can be substituted, but cannot be transferred. The human capital theory sees the employee development as a way of investing in capital rather than as a cost incurred in the process of production. In the perspective of the theory, knowledge and skills acquired through employee development programs are useful for improving the performance of the employees, ultimately benefiting the organization. On this basis, an organizations decision to invest on its employees training is guided by aspects such as the present cost value for the undertaking, and the speculated future benefits from the investment (Gunu et al., 2013).

This theory thereby justifies investments in training as increasing intellectual capital of organizations. Specifically, it is the expectation of the employer that upon training the employees, their knowledge related to their job, their overall skills, and also their level of motivation will be enhanced a great deal.

### 2.3. Conceptual Review

A conceptual framework is a virtual or written product that explains, either graphically or in narrative form, the main things to be studied (Mathieson, 2001). The conceptual framework for this study consisted of access to training, support for training, motivation for training and training benefits as independent variables. The dependent variable is organizational commitment. These relationships are represented and operationalized in Figure 2.1.

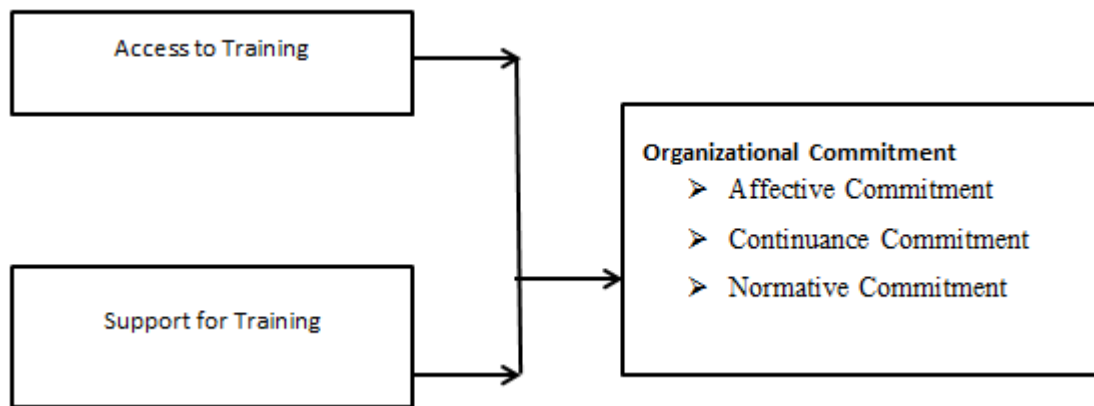


Figure 2.1 Conceptual Framework

#### 2.3.1. Effect of Access to Training on Organizational Commitment

The access to training is the extent to which an organization's employees feel that they are provided with the opportunity to train and acquire desirable knowledge, skills, attitude and job related abilities all of which culminate to making them more effective in their duties and roles in the organization (Bartlett, 2001). Access to training is set through the perception of employees regarding their probability to participate in training programs organized by their organization. The perceived availability of training is taken to be the extent to which employees feel they are able to access training opportunities. Employees with positive perceptions on the availability of training programs and their subsequent access to training tend to be more committed to the organization than those low levels of perception of accessibility and availability of training programs (Bartlett, 2001).

#### 2.3.2. Effect of Support for Training on Organizational Commitment

Barlett (2001) argues that support from seniors and colleagues go a long way in influencing training and development decisions by employees at the workplace. The frequency and durations over which employees participate in training is highly influenced by the social support from the organization's leadership. Moreover, the management's support for training is vital for ensuring that employees develop the right attitude toward training and the access to training resources. Not just support from the leadership or management is important, but any other form of support as may be rendered from peers, supervisors, junior workers and coworkers is deemed imperative for helping employees form the right attitude toward training and as a result benefit maximally from the same. From these observations, it is evident that support for training can take both the vertical and the horizontal dimension at the organization.

#### 2.3.3. Organizational Commitment

Organizational commitment is the relative strength of an employee's involvement and identification with a particular organization. This study adopts the three-component model developed by (Meyer, Allen, & Smith, 1993). Organizational commitment has gained interest from employers because it is an important variable that binds employees to an organization. Due to the positive effects of this relationship on performance, employers have become interested in developing and maintaining committed employees (Meyer & Allen, 1997).

### 2.4. Empirical Literature

Bartlett (2001) studied the relationship between employee attitudes toward training and feelings of organizational commitment among a sample of 337 registered nurses from five hospitals. The study revealed that perceived access to

training, social support for training, motivation to learn, and perceived benefits of training are positively related to organizational commitment.

Ahmad & Bakar (2003) conducted a study on the relationship between training and organizational commitment. The major findings of this study suggested that individual perception on training plays an important role in affecting organizational commitment. It was found that availability of training, support for training, and motivation to learn were significantly and positively associated with affective, normative, but not continuance commitment. On the other hand, training environment and benefits of training seemed to correlate with all three types of commitment.

### **2.5. Critique of Existing Literature Relevant to the Study**

Mathew & Zacharias (2015) presented a conference paper on a conceptual framework for the relationship between employee benefits from training and organizational commitment. However, every organizations differ in its employee policies and activities, therefore implying that the relationship is different for different types of organizations. The conceptual framework should hence be empirically tested to validate the relationship and to analyze which variable is more significant. Other work related attitudes like job satisfaction; job involvement etc. can also be included in the framework for future study.

### **2.6. Research Gaps**

Newman, Thanacoody, & Hui (2010) studied the impact of employee perceptions of training on organisational commitment and turnover intentions: a study of multinationals in the Chinese service sector. The study establish the results are only generalizable to similar populations in China, i.e. employees of multinationals operating in the service sector. Existing research has shown that the organizational commitment of Chinese employees differs considerably between different cultural and industrial sectors (Wang, 2004). The current study bridges this gap by replicating it in a Kenyan context in the education sector.

## **3. RESEARCH METHODOLOGY**

### **3.1. Introduction**

This chapter describes the research design for the study, the target population and the sampling design. Further, it explains the procedure for collecting, processing, analyzing and presenting data.

### **3.2. Research Design**

A research design is a plan that highlights the procedures for research that span the decisions from broad assumptions to detailed methods of data collection, analysis and presentation. This study descriptive survey design. The study collected quantitative data and as it sought to describe and establish relationships among key study variables. Descriptive research design is appropriate when the research is concerned with finding out what, when, and how much of phenomena, Simon (2007). The specific quantitative method used in this research was the survey method because it is an appropriate method for collecting data for descriptive studies about a well-defined population.

### **3.3. Target Population**

According to Kothari (2012), a population is a group of people, events or items of interest with a common observable characteristic. The population in this study consisted of non-teaching staff of Pwani University, Technical University of Mombasa and Taita Taveta University.

### **3.4. Sampling Frame**

For adopting any sampling procedure, it was important to have a list establishing each sampling unit by a number. The study targeted three public universities with main campuses in the coast region.

### **3.5. Sampling Technique and Sample Size**

The study used stratified random sampling technique because the population is divided into several strata that are the departments. This study then used multi stage sampling technique to choose two respondents from each department in all the three institutions.

### **3.6. Data Collection Instruments**

Primary data was collected using a structured questionnaire adopted from Noe and Schmitt (1986); Seyler (1997); Meyer and Allen (1997) and Weinstein et al. (1994) and modified to fit the current study.

### 3.7 Data Collection Procedure

The survey questionnaire was administered to the respondents through the drop and pick method. Cooper & Schindler (2013) posit that a self-administered survey method is especially appropriate when it is important for the respondent to have adequate time to carefully consider their responses as was the case in this research. Other advantages for the self-administered questionnaire were cost and the anonymity provided to the respondent. The decisions to use these methods were aimed at improving the quality of data collected. Filled questionnaires were collected after two weeks.

### 3.8. Data Processing, Analysis and Presentation

Data obtained from the questionnaire was coded in to numerical representations so that a series of statistical analysis could be performed using the software application package, the Statistical Package for Social Scientist (SPSS) version 20. The SPSS software enables the researcher: to enter and store data; to utilize retrieval strategies; to engage in statistical analysis; and to generate relevant tables, graphs, and figures.

Multiple linear regression analysis model was computed to determine the statistical relationship between the independent variable and the dependent variables. Multiple linear regression model that was used in the study is:

$$Y = \beta_0 + \beta_1X_1 + B_2X_2 + B_3X_3 + B_4X_4 + \varepsilon$$

Where:

Y = Organizational Commitment (Dependent Variable)

$\beta_0$  = Intercept or constant

X1 = Access to Training (Independent Variable)

X2 = Social Support for Training (Independent Variable)

## 4. DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION

### 4.1. Introduction

This chapter contains information on the analysis of the responses and explanations for all the items in the questionnaire as derived from the research objectives and research hypothesis in chapter one. The data collected from respondents is presented and summarized using Tables, graphs and descriptive statistics.

### 4.2. Effect of Access to Training on Organizational Commitment Among Public Universities in the Coast Region of Kenya

The study sought to establish whether employees accessed training in public universities in the coast region in Kenya. Access to training was measured using five items. Respondents were asked to indicate the extent to which they agree or disagree with statements describing the various variables. The items were measured using five point Likert-type scale ranging from 1=Strongly disagree to 5=Strongly Agree; where SA=strongly agree, A=agree, N=neutral, D=disagree, SD=strongly disagree, N=Number of respondents and M=Mean. The findings are presented in Table 4.2.

**Table 4.1: Access to Training**

Statement	N	Minimum	Maximum	Mean	Std. Deviation
My organization has stated policies on the amount and type of training the employees can expect to receive	46	2.00	5.00	4.4130	.71728
My organization ensures that all staff are trained often	46	1.00	4.00	2.0217	1.25590
This organization provides access to training	46	1.00	3.00	1.6522	.76645
My organization gives all employees an equal opportunity to attend trainings organized by the company	46	1.00	4.00	2.2174	1.17214
My organization encourages employees to attend trainings organized by the company at least once every year	46	3.00	5.00	4.1739	.70881
<b>Average Mean</b>				<b>2.8957</b>	

The results in Table 4.2 reveal that mean score for the five statements used to measure access to training was 2.895. The overall mean score of 2.895 (moderate extent) shows that the universities have a general agreement and sufficient understanding of how ease or difficult it is to access training in the university. This could imply that the employees are not



really sure whether they have easy access to training opportunities. These findings reveal that the surveyed institution have well stated training policies and also encourage their employees to attend trainings organized by the institutions It is further revealed that the institutions don not have mechanisms to ensure staff undergo often training, training is not easily accessible in the institutions while employees are also not given equal opportunities to attend trainings.

#### 4.3. Effect of Support for Training on Organizational Commitment among Public Universities in the Coast Region of Kenya

The study sought to establish whether employees received support to train in public universities in the coast region in Kenya. Support for training was measured using six items. Respondents were asked to indicate the extent to which they agree or disagree with statements describing the various variables. The items were measured using five point Likert-type scale ranging from 1=Strongly disagree to 5=Strongly Agree; where SA=strongly agree, A=agree, N=neutral, D=disagree, SD=strongly disagree, N=Number of respondents and M=Mean. The findings are presented in Table 4.3.

**Table 4.2: Social Support for Training**

Statement	N	Minimum	Maximum	Mean	Std. Deviation
My manager can be counted on to help me develop the skills emphasized in training programs	46	3.00	5.00	4.5435	.80847
I can expect my manager to assign me to special projects requiring use of the skills and knowledge emphasized in training	46	3.00	5.00	4.5217	.54728
My manager enthusiastically supports my participation in training programs	46	1.00	4.00	2.4783	.86253
My manager believes advising or training are one of his or her major job responsibilities	46	3.00	5.00	4.0652	.71187
I would not hesitate to tell my manager of a training need I have in a particular area	46	2.00	5.00	4.1739	.56977
My manager makes sure I get the training needed to remain effective in my job	46	1.00	5.00	2.1087	1.35365
<b>Average Mean</b>				<b>3.6486</b>	

The results in Table 4.3 reveal that mean score for the six statements used to measure support for training was 3.648. The overall mean score of 3.648 shows that the universities have a general agreement and sufficient understanding of the availability of social support for training in the university. This could imply that the employees are sure that they have the management’s support to undergo training session organized by the institution. The findings reveal that managers help employees develop skills learnt during training through ways such as allocating to them work that will require them to put into practice the knowledge and skills they learnt.

#### 4.4. Hypothesis Testing

The study was based on the premise that employee training dimensions influenced organizational performance among public universities in the Coast Region. Accordingly, four relevant hypotheses had been set to guide the study as highlighted in the conceptual framework in chapter two. In order to establish the statistical significance of respective hypotheses, Pearson correlation coefficient analysis was conducted at 95 percent confidence level ( $\alpha = 0.05$ ). Table 4.7 presents the findings of the study.

**Table 4.3: Correlation Analysis**

		Organizational Commitment
Access to Training	Pearson Correlation	.480**
	Sig. (2-tailed)	.001
	N	46
Support for Training	Pearson Correlation	.085
	Sig. (2-tailed)	.572
	N	46

#### 4.4.1. Test of Hypothesis 1

**H0a:** Access to training does not affect organizational commitment among public universities in the Coast Region of Kenya.

As shown on Table 4.3, the p-value was found to be 0.001 which is less than the significant level of 0.05, ( $p < 0.05$ ). Therefore, the null hypothesis was rejected while the alternative hypothesis was accepted. The result indicated that Pearson Correlation coefficient (r-value) is 0.480, which represented an average positive correlation between access to training and organizational commitment. Therefore, the study concluded that access to training significantly determined organizational commitment among staff in public universities in the Coast Region.

#### 4.4.2. Test of Hypothesis 2

**H0b:** Support for training does not affect organizational commitment among public universities in the Coast Region of Kenya.

As shown on Table 4.7, the p-value was found to be 0.572 which is more than the significant level of 0.05, ( $p > 0.05$ ). Therefore, the null hypothesis was accepted while the alternative hypothesis was rejected. The result indicated that Pearson Correlation coefficient (r-value) is 0.085, which represented a very weak positive correlation between support for training and organizational commitment. Therefore, the study concluded that support for training insignificantly determined organizational commitment among staff in public universities in the Coast Region.

#### 4.5. Regression Analysis

Multiple regression analysis was applied to analyze the relationship between a single dependent variable and several independent variables (Hair et al., 2005). Multiple regression analysis was therefore selected as it is viewed as an appropriate method for this study and the results are presented below.

##### Model Summary

**Table 4.4: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.590 <sup>a</sup>	.348	.284	4.65759

a. Predictors: (Constant), Support for Training, Motivation to Learn, Access to Training, Training Benefits

From Table 4.2, the regression results show that 34.8% of the variance in organizational commitment is explained by employee training ( $R^2 = .348$ ). The adjusted R square 0.284 meant that on an adjusted basis, the independent variables were collectively 28.4% effective on dependent variable (Organizational Commitment in public universities in the Coast Region). However, the regression model did not explain 65.2% of the variation in organizational commitment, which was not captured in the model.

##### Anova Test

**Table 4.5: ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	473.994	4	118.498	5.462	.001 <sup>b</sup>
	Residual	889.419	41	21.693		
	Total	1363.413	45			

a. Dependent Variable: Organizational Commitment

b. Predictors: (Constant), Support for Training, Access to Training,

ANOVA test was done to test the significance of the model and the existence of variable variations within the model. The overall ANOVA highlighted in table 4.3 showed that the F-value of the overall regression model was 5.462 df (4,41) at  $p < 0.05$  and the significance value of the model was 0.001. The significance value of 0.001 implied that the study variables support for training and access to training if regressed together, had a positive significant influence on organizational commitment.



**4.6. Coefficients**

To test the two hypotheses all at once, the multiple linear regression model was done in the SPSS version 20 which included independent variables; support for training and access to training so as to determine the required coefficients and p-values for establishing significance. To form the basis of testing the hypothesis set, the test was done at significance level of  $p < 0.05$  such that when p-value was more than the significance level, the model was considered insignificant. Table 4.6 presents the results of the analysis.

**Table 4.6: Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	64.314	11.587		5.550	.000
1 Access to Training	.933	.707	.630	1.320	.194
Support for Training	-.327	.441	-.134	-.741	.463

a. Dependent Variable: Organizational Commitment

The coefficients for the variables access to training and support for training were found to be insignificant variables since their significant values 0.194 and 0.637 respectively were more than the p-value (0.05).

Table 4.4 shows that access to training was positively correlated with organizational commitment among public universities in the coast region while and support for training was negatively correlated with organizational commitment among public universities in the coast region. The model further reports that 0.933 point increase in access to training led to a 1 point increase in organizational commitment among public universities in the coast region, a 0.269 point increase in access to training results to a 1 point decrease in organizational commitment among public universities in the coast region.

Based on the findings of the study, the regression equation model for the study is:

$$\text{Organizational Commitment} = 64.314 + 0.933 \text{ Access to Training} - 0.327 \text{ Support for Training}$$

**5. SUMMARY, CONCLUSION AND RECOMMENDATIONS**

**5.1. Summary of Findings**

The basic premise of this study was that employee training influence organizational commitment among public universities in the coast region. The study developed a conceptual framework of this argument and tested it empirically guided by the following specific objectives: to determine the effect of access to training on organizational commitment among public universities in the Coast Region of Kenya and to determine the effect of support for training on organizational commitment among public universities in the Coast Region of Kenya.

The first objective of the study sought to determine the effect of access to training on organizational commitment among public universities in the Coast Region of Kenya. From this objective, a null hypothesis was developed; access to training does not determine organizational commitment among public universities in the Coast Region of Kenya. Descriptive statistical methods were used to reach at the results. Most of the respondents were neutral as to whether they accessed training in their organizations (mean=2.89). From the results of Pearson correlation coefficient the p-value was found to be 0.001 which is less than the significant level of 0.05, ( $p < 0.05$ ). Therefore, the null hypothesis was rejected while the alternative hypothesis was accepted. The (r-value) of 0.480, which represented an average positive correlation between access to training and organizational commitment.

The second objective of the study sought to determine the effect of support for training on organizational commitment among public universities in the Coast Region of Kenya. From this objective, a null hypothesis was developed; support for training does not determine organizational commitment among public universities in the Coast Region of Kenya. Descriptive statistical methods were used to reach at the results. Most of the respondents agreed that they were being supported to attend training in their organizations (mean=3.64). The results of Pearson correlation coefficient indicate a p-value of 0.572 which is more than the significant level of 0.05, ( $p < 0.05$ ). Therefore, the null hypothesis was accepted while the alternative hypothesis was rejected. The result indicated that Pearson Correlation coefficient (r-value) is 0.085, which represented a very weak positive correlation between support for training and organizational performance.

## 5.2. Conclusion

This section presented the conclusion of the study in the context of the literature review and the findings. The conclusions are made in line with the objectives and hypotheses of the study. The research had two objectives: to determine the effect of access to training on organizational commitment among public universities in the Coast Region of Kenya and to determine the effect of support for training on organizational commitment among public universities in the Coast Region of Kenya. These objectives were developed after reviewing the literature and two hypotheses were developed. The hypotheses were accepted or rejected based on the levels of significance of the various statistical tests.

## 5.3. Recommendations

The study found a positive correlation between employees training on all forms of organizational commitment. The study thus therefore recommends that the Kenya's Universities should initiate a policy mechanism on training and development to enhance their employees' organizational commitment.

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