

**RELATIONSHIP BETWEEN TRAINING AND EMPLOYEE COMMITMENT AT
KENYA PORTS AUTHORITY**

By

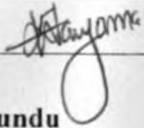
EDGAR KULUNDU

**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENT FOR THE AWARD OF THE DEGREE OF MASTER OF BUSINESS
ADMINISTRATION, SCHOOL OF BUSINESS, UNIVERSITY OF NAIROBI**

NOVEMBER 2013

DECLARATION

I certify that this is my original work and has not been presented to any other University or college for the award of degree diploma or for examination purposes.

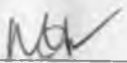
Signed: 

Date: 19-11-2013

Edgar Kulundu

D61/72018/2008

This research project has been submitted with my approval as the University supervisor.

Signed: 

Date: 19/11/2013

Margaret Muthoni

Department of Business Administration

School of Business

University of Nairobi

DEDICATION

I dedicate this research project to my lovely wife Ruth Titus and my children Bill and Brianna

ACKNOWLEDGEMENT

I am very grateful to all those who inspired me and contributed to my success throughout my MBA programme. I would especially want to recognize the contribution of my parents who tirelessly supported me and met part of my expenses throughout the entire course.

.My sincere gratitude goes to my supervisor, Margaret Muthoni for her guidance and assistance that contributed to the completion of this project. Her contribution and support is invaluable. I also would like to thank my wife Ruth Titus for her great encouragement and support during the writing of this project report. Special thanks go to my friends, Clemence Nyambu, Racho Chebet, Esther Karanja and Samuel Mrashui for their never ending support and encouragement.

I am also thankful to the Management and Employees of Kenya Ports Authority for allowing me to collect data from the organization without which I would not have completed this research.

Finally, I thank the Almighty God for it was by His grace that I made it this far.

ABBREVIATIONS AND ACRONYMS

- CD:** Course Developer
- ERP:** External Resource Persons
- ETP:** External Training Providers
- FTOs:** Field Training Officers
- HR:** Human Resource
- KPA:** Kenya Ports Authority
- PM:** Personnel Manager

TABLE OF CONTENTS

DECLARATION	i
DEDICATION	ii
ACKNOWLEDGEMENT	iii
ABBREVIATIONS AND ACRONYMS	iv
TABLE OF CONTENTS.....	v
LIST OF TABLES AND GRAPHS.....	vii
ABSTRACT.....	Viii
CHAPTER ONE: INTRODUCTION	1
1.1 Background of the Study	1
1.1.1 Training as a concept.....	3
1.1.2 Employee Commitment.....	4
1.1.3 Training and Employee Commitment	6
1.1.4 Kenya Ports Authority.....	8
1.2 Statement of the Problem	10
1.3 Research Objective	12
1.4 Value of the Study	12
CHAPTER TWO: LITERATURE REVIEW	14
2.1 Training	14
2.2 Employee Commitment.....	15
2.3 Sources of Commitment.....	17
2.4 Types of Commitment.....	18
2.5 Strategies for Increasing Employee Commitment.....	20
CHAPTER THREE: RESEARCH METHODOLOGY.....	23
3.1 Introduction	23
3.2 Research Design	23

3.3 Target Population	23
3.4 Data Collection.....	23
3.5 Data Analysis.....	24
CHAPTER FOUR: DATA ANALYSIS, RESULTS AND DISCUSSION	25
4.1 Introduction	25
4.2 General Information on the Organisation and Respondents.....	25
4.3 Commitment to Employee Training.....	32
4.4 Relationship between Training and Employee Commitment.....	37
CHAPTER FIVE: DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS	39
5.1 Introduction	39
5.2 Discussions.....	39
5.3 Conclusion.....	41
5.4 Recommendations	42
5.5 Limitations of the Study	42
5.6 Suggestions for Further Research.....	43
REFERENCES.....	44
APPENDIX 1: QUESTIONNAIRE.....	52
APPENDIX 2: LIST OF KPA DIVISIONS	59

LIST OF TABLES AND GRAPHS

Tables

Table 1: Gender of Respondents.....	25
Table 2: Age of Respondents.....	26
Table 3: Years of service in the organisation.....	28
Table 4: Does the organization have a training programme in place.....	30
Table 5: Period of time training programme has been in place.....	30
Table 6: Does training contribute to employee commitment.....	31
Table 7: Level of Organisation Commitment.....	32
Table 8: Extent of Organization Commitment on Training.....	34
Table 9: Employee Commitment to KPA.....	36
Table 10: Correlation between Training and Employee Commitment	38

Figures

Figure 1: Age of Respondents.....	27
Figure 2: Years of service in the organisation.....	29
Figure3: Level of Organisation commitment.....	33

ABSTRACT

Training is an important aspect of human resource management in any organisation and enables companies to gain a competitive advantage. Training and development can serve as additional levers for enhancing engagement and commitment. Through training an organization can help new and current employees acquire the knowledge and skills they need to perform their jobs and employees who enhance their skills through training are more likely to engage fully in their work, because they derive satisfaction from mastering new tasks. The objective of this study was to determine the relationship between training and employee commitment at KPA. Literature review was done from various sources with more emphasis on more current literature from renowned authors in human resource management. Descriptive design was used and the research was conducted through a survey. A total of 80 employees were targeted but only 72 responded to the questionnaires. The data collection tool used was a questionnaire with closed and open-ended questions guided by the contents of the literature review and aimed at achieving the set objective. The results obtained from the questionnaire were first summarized in a data preparation process and results were analyzed using the descriptive analysis and use of graphical techniques. Tables were used to show percentages and trends in the data. In order to measure the spread of the data over the sample population, mean scores and standard deviations were calculated and correlation analysis conducted. The study revealed that there is a strong correlation between training and employee commitment to the organisation.

CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

Training refers to the acquisition of knowledge, skills, and competencies as a result of the teaching of vocational or practical skills and knowledge that relate to specific useful competencies (Marco, 2007). Training according to Armstrong (2006) is a planned and systematic modification of behavior through learning events, programmes and instruction which enables individuals to achieve the levels of knowledge, skill and competence needed to carry out their work effectively. Training improves the capability of an organization. It is also about making sure that everyone is able to do his or her job in a way that increases the chances that the organization will achieve its objectives.

Training according to Brum (2010), Owen (2006) will increase employees' communication which can further counter the numerous direct and indirect costs associated with employees' turnover. Training is a fundamental and effectual instrument in successful accomplishment of the firm's goals and objectives. Training not only improves them resourcefully, but also gives them a chance to learn their job virtually and perform it more competently hence increasing firm's productivity. Training is related to the skills deemed necessary by the management of an organization that must be acquired by the members of that organization, in order to improve the probability of achievement of its goals. Training offered to employees, may help them reduce their anxiety or frustration, brought on by work demands, that they are not familiar with, and they are lacking the skills to handle effectively (Chen et al., 2004).

Commitment according to Jaw and Liu (2004) is not only a human relation concept but also involves generating human energy and activating human mind. Commitment can also be defined as “a psychological state that binds the individual to the organization”. (Allen & Meyer, 1990). Moreover, it is the psychological attachment felt by the person for the organization; it will reflect the degree to which the individual internalizes or adopts characteristics or perspectives of the organization (O’Reilly and Chatman, 1986). The meaning of employee commitment can best be explained by employing the social exchange theory. The social exchange theory is grounded in an economic model of human behaviour whereby interactional process between individuals is motivated by a desire to maximize rewards and minimize losses. The basic premise of social exchange theory is that relationships providing more rewards than costs 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 supervisor provides a subordinate with support and monetary rewards while in exchange, the subordinate contributes personal devotions and expertise. According to Bragg (2002), employee commitment is dependent on three drivers, namely; fairness, trust and 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

1.1.1 Training as a concept

Training in a work organization is essentially a learning process, in which learning opportunities are purposefully structured by the management, HR and training staffs, working in collaboration or by external agents acting on their behalf. The aim of the process is to develop in the organization's employees the knowledge, skills, attitudes that have been defined as necessary for the effective performance of their work and hence for the achievement of the organizational aims and objectives by the most cost-effective means available (Adamson, Doherty and Tyson 1997)

Helping employees to become effective in their jobs is one of the most fundamentally important tasks in people management that any work organization has to undertake. Employers depend on the quality of their employees' performance to achieve organizational aims and objectives; employees have motivational needs for development, recognition, status and achievement that can and should be met through job satisfaction. This is achieved through training.

Training can cut costs by: reducing turnover, absenteeism, tardiness, job accidents and safety problems, reducing retraining expenses, costs of hiring new employees instead of using existing ones more efficiently. For this category of results, training does not directly reduce current expenses or produce greater revenues or profits, but it does enable an organization to avoid costs of business it would otherwise have had to incur without training (Ford, 2000)

In Kenya every company with more than 4 employees is required by law to pay training levy to the Directorate of Industrial Training (DIT) - this excludes schools, hospitals and hotels and the DIT regulates technical and managerial training in Kenya (Kidenda, 2002). It is vested with the responsibility of securing greatest possible improvement in the quality and efficiency of the training of personnel engaged in the industry. Employers are expected to seek training and get a refund from the DIT as a supplement for their efforts to undertake training. The success of a training programme can only be determined by evidence of results in the workplace and evidence of the contribution of these operational results to business or organizational success is measured in financial terms (Jackson, 1989).

1.1.2 Employee Commitment

In today's competitive business world, no organization can work at peak level unless all the employees are entirely committed to the organization. Working faithfully everyday independently is no more the primary requirement of the job. Employees nowadays have to be in shoes of entrepreneurs, working in teams proving their worth. Due to job switching and downsizing, employee loyalty has no denotation. This resulted in growing number of employees with feelings of broken promises on account of organizations. So in this type of situation, employee commitment is the best way out. (Nadeem, 2010).

Newstrom and Davies (2002:211) define employee commitment as the degree to which an employee identifies with the organization and wants to continue actively participating

in it. Like a strong magnetic force attracting one metallic object to another, it is a measure of the employee's willingness to remain with a firm in the future.

It often reflects the employee's belief in the mission and goals of the firm, willingness to expend effort in their accomplishment, and intentions to continue working there. Commitment is usually stronger among longer-term employees, those who have experienced personal success in the organization, and those working with a committed employee group.

According to Madigan, Norton and Testa (1999), committed employees would work diligently, conscientiously, provide value, promote the organizations' services or products and seek continuous improvement. In exchange, they expect a work environment that fosters growth and empowerment, allows for a better balance of personal and work life, provides the necessary resources to satisfy the needs of customers and provides for their education and training as well as that of their co-workers.

Numerous studies have shown that organizational commitment predicts important variables, including absenteeism, organizational citizenship, performance, and turnover (e.g., Mathieu and Zajac, 1990; Morrow, 1993; Wright and Bonett, 2002). Colbert and Kwon (2000) noted that organizational commitment has been related inversely to both intent to search for job alternatives and intent to leave one's job. Also, it reduces absence frequency (Farrell and Stamm, 1988). In addition, organizational commitment has been related to more positive organizational outcomes, including job satisfaction (Williams and Hazer, 1986) and attendance motivation (Burton et al, 2002). These studies

underscore organizational commitment's importance and thus the need to understand better its antecedents.

Organizational commitment is an individual attitude that reflects one's identification with and involvement in a particular organization (e.g., Mowday et al, 1979). It can be characterized by three related factors: 1) strong belief in the organization's goals and values, 2) willingness to exert extra effort on its behalf, and 3) strong desire to maintain membership

1.1.3 Training and Employee Commitment

Training is of growing importance to companies seeking to gain an advantage among competitors. There is significant debate among professionals and scholars as to the effect that training has on both Employee and organizational goals. One school of thought argues that training leads to an increase in turnover while the other states that training is a tool to that can lead to higher levels of employee retention (Colarelli & Montei, 1996; Becker, 1993). Regardless of where one falls within this debate, most Professionals agree that employee training is a complex human resource practice that can significantly Impact a company's success.

Training can have a considerable influence on company finances as there are several potential training costs that companies may incur. One type of training related cost is direct cost. This may include instructor salary, materials, and follow-up supervision. A second type of training related cost is indirect cost. These costs are related to worker

output and productivity during and upon completion of the training. Along these lines, once a training program is completed, worker productivity is expected to increase. The benefits will be to the company, due to an increase in worker output and productivity, and to the worker, as the increase in output should translate into higher wages and opportunities for career advancement. In general, a company will weigh the costs and returns to training to determine the amount of investment it will incur (Kaufman & Hotchkiss, 2006).

In addition to the direct and indirect costs described above, turnover plays a significant role in the amount of training investment companies will assume. The greater the chance of employee turnover, the less likely a company will invest in it. A company loses all of its investment should an employee terminate the relationship upon completion of training. As a result, employers have very important decisions to make in regards to the level of investment they are willing make in training. Training duration, specificity, relevance, payment options, and training location are all things that employers must consider while developing a training program.

The importance of ensuring employee retention following training may lie in the strategic approach that is utilized. Companies can seek to achieve organizational goals through a variety of human resource strategies and approaches. One such approach, a commitment strategy, attempts to develop psychological connections between the company and employee as a means of achieving goals (Arthur, 1994; Scholl, 2003). In an attempt to ensure that the employee remains with the company following training, employers may

implement a strategy to training that fosters commitment. Training that attempts to increase employee commitment may serve to counter the numerous direct and indirect costs associated with turnover. Although a commitment strategy can be tied to all company human resource practices; recruitment, selection, performance evaluation, and so on, the focus of this paper will be to determine whether training can lead to an increase in employee commitment and in turn foster employee retention.

A committed employee is one that will remain with the organization. Through the years, numerous research studies have been conducted to determine the accuracy of this statement. In the end many have concluded that committed employees remain with the organization for longer periods of time than those which are less committed. Steers (1977) hypothesized and found true that the more committed an employee is the less of a desire they have to terminate from the organization. These "highly committed" employees were found to have a higher intent to remain with the company, a stronger desire to attend work, and a more positive attitude about their employment. Steers (1977: 54) concluded that "commitment was significantly and inversely related to employee turnover.

1.1.4 Kenya Ports Authority

Kenya Ports Authority (KPA) is a statutory body under the Ministry of Transport established by an Act of parliament on 20th January 1978. The Authority is responsible for the operation and management of the port of Mombasa, other small seaports, Inland

Container Depots in Nairobi and Kisumu and a liaison office in Kampala that caters for transit countries.

KPA customers include individuals and any organization that is provided with service to or have an interest in the Authority. They are; Shipping lines and agents, Importers, Exporters, Clearing and Forwarding agents, Cargo interveners and the General public.

The core services provided include; Marine services which comprises Pilotage, Towage, Mooring, Navigational aids, Maintenance of the channel, Dry docking. Secondly stevedoring and shore handling services which relates to Cargo handling services for containers, general cargo, dry bulk and bulk liquids. Third is reception of cruise vessels which facilitates cruise tourism. To be able to provide these services and meet the varying demands of its customers KPA has consciously invested heavily in the training of its human resource by establishing Bandari College from where staff are trained. staff participation in seminars and workshops, overseas Training etc

Kenya Ports Authority Human Resource Division employs highly qualified staff and external training providers to deal with Training. KPA maintain a policy of adequately investing in its human resource. At Bandari College, KPA has a comprehensive training programme designed to enrich employees with modern skills to improve performance and productivity. The college also offers freight management, information technology, shipping and other related courses to the port community.

1.2 Statement of the Problem

Training and development can serve as additional levers for enhancing engagement and commitment. Through training, an organization will help new and current employees acquire the knowledge and skills they need to perform their jobs and employees who enhance their skills through training are more likely to engage fully in their work, because they derive satisfaction from mastering new tasks (Owens, P.L, 2006). Brum (2010) argues that training as a gift from employers also has the potential to make employees feel like insiders into the organization and is more likely to be more committed and devoted to the organization.

Many organizations meet their needs for training in an ad hoc and haphazard way. Training in these organizations is more or less unplanned and unsystematic. Other organizations set about identifying their training needs, then design training activities in a rational manner and finally assess the results of training. Such organizations are engaging in a systematic approach to training and development of their employees.

At KPA training is undertaken for various categories of employees however there is need to establish whether it is systematic and whether employees perceive it as contributing to their being committed to the organization. This is driven by the fact that training requires a lot of resources and therefore the need to invest in areas which lead to maximum returns. This study will clearly indicate whether KPA is really benefitting from the

training programmes and therefore justify continued allocation of funds towards training of employees.

Azegele (2005) established that there was a strong relationship between employee training and development and job satisfaction in classified hotels and restaurants in Nairobi. However she concentrated on unionisable whilst this study seeks to concentrate on management cadre employees who can clearly describe the training interventions they have attended and therefore give a clear picture on the ground.

Mulwa (2002) in her studies on the relationship between training and job satisfaction for different categories of staff in Micro- Finance Institutions found that indeed some relationship does exist, that the higher the per capita expenditure on training the higher the level of job . Previous studies have looked at training as a whole (Lutomia 2004, Macharia 2001) and the differential effects on employee commitment have not been considered and yet evaluating the impact of training on employee commitment helps in marketing the HR function and providing accountability.

Krueger and Rouse (1998) examined the effect that training and workplace education programs can have on various organizations. The study included an analysis of numerous outcome variables that may be achieved through training. Variables relating to performance, wages, productivity, satisfaction, motivation, and absenteeism were all examined. These variables are analogous too many of those that are commonly scrutinized in the training and development literature. This paper sought to move away

from the frequently assumed training outcomes and focus more on the relationship of training and employee commitment. The effect of this relationship on employee turnover will also be explored. Through an analysis of pertinent literature and research, this paper sought to better understand and clarify the impact that training has on employee commitment and employee turnover. It sought to understand if training is the major factor which leads to their commitment to KPA or there were other pertinent factors and therefore help KPA to invest their funds prudently.

1.3 Research Objective

To determine the relationship between training and employee commitment at KPA

1.4 Value of the Study

The research findings of this study will benefit the following:

It will provide a pool of information and knowledge which can be used for academic purpose.

Findings from this study will help both the employee and the organization in the following ways: It will help the Human Resource Department to establish rationale for compensation and personnel actions such as promotions, transfers, and terminations: It will help in Career Development and Succession planning:

It will help employees work closer to their potential through communicating expectations, giving continuous feedback throughout the year, rewarding

accomplishments, coaching to improve performance, and encouraging employees to “test their limits” and achieve their goals: Improvement on job performance.

It will help reduce the number and the costs of accidents and also reducing the need for recruitment when vacancies arise and in minimizing supervision time. The findings may be used as a reference for future research work by anyone who has an interest in this area of study.

CHAPTER TWO: LITERATURE REVIEW

2.1 Training

Training may be defined as the imparting of proficiencies and knowledge that are specifically related to a relatively narrow area of employment. It is the helping of people to adapt to a role behavior that will be useful to the organization (Nzuve, 2000). Training tends to narrow the range of responses so that all employees who undergo the same training successfully will make similar or have same responses in a specific situation. According to Saiyadain (1994), most training programmes are offered to fulfill the expectation of the employee's needs because most of the training programmes are practical and relate to the actual problems arise in the work environment, so the employees are able to test out the techniques which they have learned from the training programmes in their work tasks. Besides that, the employees are able to obtain input by learned and shared from other participants' experiences in most training programmes (David, Scott, Nancy and Michelle, 2005; Wagel, 1977; Jenks, Carter and Jenks, 2007). According to Hamel, and Prahalad. (1994) training helps to cater for rapid changes in technology and therefore people jobs skills shortage (manpower planning) to cater for forthcoming organizational changes, to cater for competition and market pressures for improvements and quality of products and services. Training also improves employee performance as the employee is able to acquire the necessary skills and attitudes required to perform their tasks effectively, helping employees in their personal developments and career advancement, reducing the need for recruitment when vacancies arise, reduction

on the number and the costs of accidents, and to help new employees settle in quickly and feel appreciated.

2.2 Employee Commitment

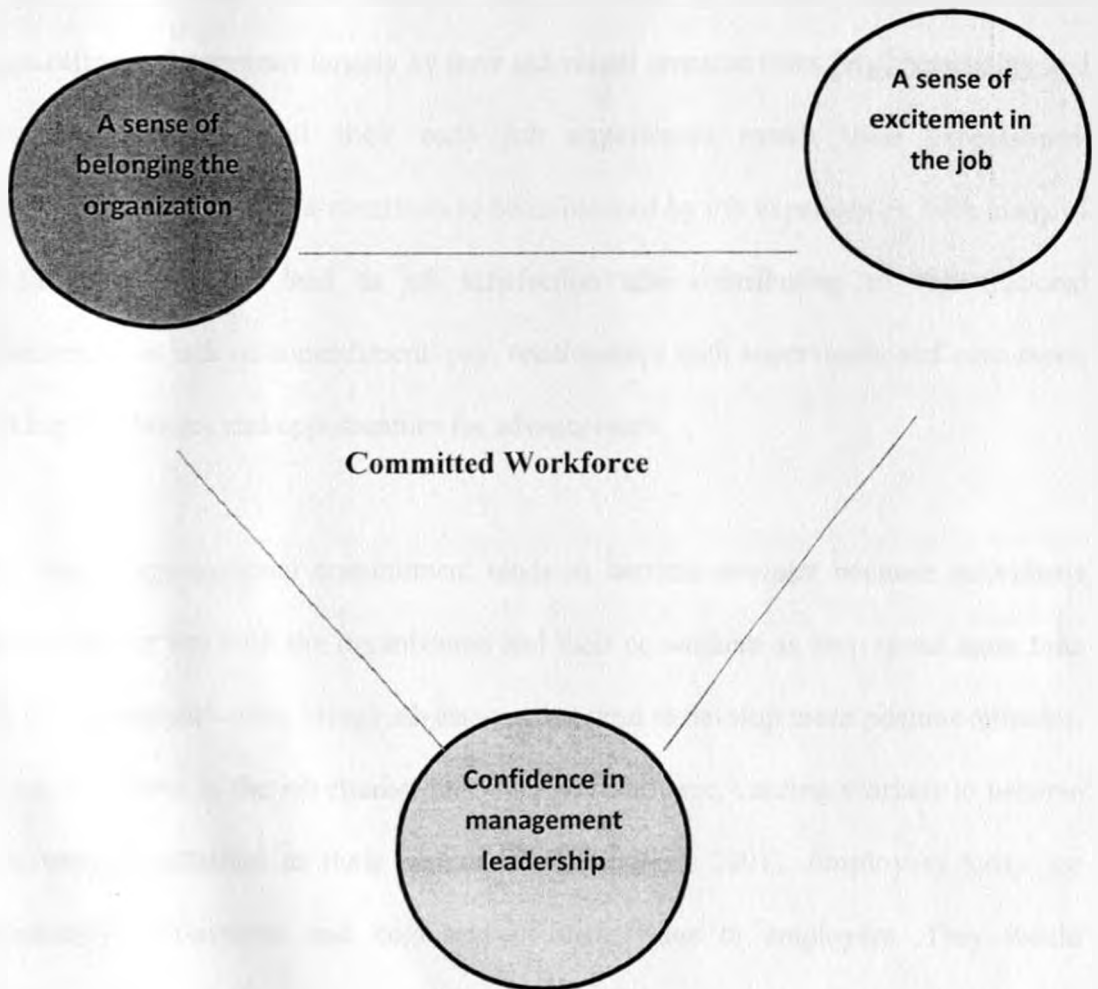
Newstrom and Davies (2002) define employee commitment as the degree to which an employee identifies with the organization and wants to continue actively participating in it. Like a strong magnetic force attracting one metallic object to another, it is a measure of the employees' willingness to remain with a firm in the future. It often reflects the employee's belief in the mission and goals of the firm, willingness to expend effort in their accomplishment, and intentions to continue working there. Commitment is usually stronger among longer-term employees, those who have experienced personal success in the organization, and those working with a committed employee group.

According to Madigan, Norton and Testa (1999:03), committed employees would work diligently, conscientiously, provide value, promote the organization's services or products and seek continuous improvement. In exchange, they expect a work environment that fosters growth and empowerment, allows for a better balance of personal and work life, provides the necessary resources to satisfy the needs of customers and provides for their education and training as well as that of their co-workers. Mullins (1999) suggests three processes or stages of commitment.

Compliance, where a person accepts the influence of others mainly to obtain something from others, such as pay; this is followed by Identification, in which the individual accepts influence in order to maintain a satisfying relationship and to feel pride in

belonging to the organization; which leads to; Internalization, in which the individual finds the values of the organization to be intrinsically rewarding and compatible with the personal values.

Figure 2.1: The Three Pillar model Of Commitment



Sources: Mullins (1999)

Martins and Nicholls in Mullins (1999) view commitment as encapsulating by giving all of yourself while at work. This commitment entails things as using time constructively, attention to detail, making that extra effort, accepting change, co-operation with others,

self-development, respect, trust, pride in abilities, seeking improvements and giving loyal support.

2.3 Sources of Commitment

Hellriegel (2001) argues that, as with job satisfaction, the sources of organizational commitment may vary from person to person. Employees' Initial commitment to an organization is determined largely by their individual characteristics (e.g. personality and attitudes) and how well their early job experiences match their expectations. Organizational commitment continues to be influenced by job experiences, with many of the same factors that lead to job satisfaction also contributing to organizational commitment or lack of commitment: pay, relationships with supervisors and coworkers, working conditions, and opportunities for advancement.

Over time, organizational commitment tends to become stronger because individuals develop deeper ties with the organization and their co-workers as they spend more time with them: seniority often brings advantages that tend to develop more positive attitudes; and opportunities in the job market may decrease with age, causing workers to become more strongly attached to their current job (Hellriegel, 2001). Employees today are increasingly self-assured and cognizant of their value to employers. They would consciously choose to work for those companies that meet their workplace expectations. Organizations that demonstrate their commitment to employees will attract and retain their desired workforce and will ultimately win the battle for the workforce share (Madigan1999).

Simpson (2007), in an article for the Mansis Development Corporation, emphasizes that employee behaviour on the job is influenced directly, positively or negatively by his or her immediate supervisor. Positive influences are essential to strengthening employee commitment. Therefore, the first step in building commitment is to improve the quality of management. Much has been written recently about the need for improving the education and training of the workforce. As important as this is, at least equal emphasis must be given to improving the quality of management if business is to succeed in achieving greater employee commitment and thereby its profitability.

Nelson (1999) further concurs, in this regard, because he indicates that while money certainly plays a part in building employee loyalty, it is clearly not enough in today's work environment. Compensation is important, but most employees consider it a right and exchange for the work one does. He further emphasizes that people want to feel that what they do, make a difference and money alone does not do this; personal recognition does.

2.4 Types of Commitment

Allen & Meyer (1990) developed an early model that has received considerable attention. The three-component model they advocated was based on their observation that existing definitions of commitment at that time reflected at least three distinct themes: an affective emotional attachment towards an organisation (Affective Commitment); the recognition of costs associated with leaving an organisation (Continuance Commitment); and a moral obligation to remain with an organisation (Normative Commitment). One important point is that not all forms of employee commitment are positively associated with superior

performance (Meyer & Allen, 1997). For example, an employee who has low affective and normative commitment, but who has high continuance commitment is unlikely to yield performance benefits. The main reason such an employee remains with an organisation is for the negative reason that the costs associated with leaving are too great.

In more recent years, this typology has been further explored and refined to consider the extent to which the social environment created by the organisation makes employees feel incorporated, and gives them a sense of identity. O'Malley (2000) contends that

A review of the commitment literature produces five general factors which relate to the development of employee commitment:

Affiliative Commitment is where an organization's interests and values are compatible with those of the employee, and the employee feels accepted by the social environment of the organization. Associative Commitment is where the organizational membership increases employees' self-esteem and status. The employee feels privileged to be associated with the organization.

Moral Commitment is where employees perceive the organization to be on their side and the organisation evokes a sense of mutual obligation in which both the organisation and the employee feel a sense of responsibility to each other. This type of commitment is also frequently referred to as Normative Commitment (Mullins, 1999)

Affective commitment on the other hand employees derive satisfaction from their work and their colleagues, and their work environment is supportive of that satisfaction. Some

researchers (Allen & Meyer, 1991) suggest that this is the most important form of commitment as it has the most potential benefits for organisations. Employees who have high affective commitment are those who will go beyond the call of duty for the good of the organisation. In recent literature this form of commitment has also been referred to as 'engagement' and is the form of commitment that is most usually measured by Organizations.

Structural commitment is where the employees believe they are involved in a fair economic exchange in which they benefit from the relationship in material ways. There are enticements to enter and remain in the organisation and there are barriers to leaving. This type of commitment is also frequently referred to as Continuance Commitment. With reference to the above typology, when an organisation is considering assessing the commitment of its workforce, not only should it ask how much commitment exists, but also what types of commitment exist.

2.5 Strategies for Increasing Employee Commitment

Few employees want their every action to be closely monitored. Most employees appreciate having the flexibility to do their jobs as they see fit. Giving people latitude increases the chance that they will perform as one desires - and bring additional initiative, ideas, and energy to their jobs. Everyone appreciates getting credit when it is due. Occasions to share the successes of employees with others are almost limitless. Giving employees new opportunities to perform, learn, and grow as a form of recognition and thanks is highly motivating for most people.

Madigan et al. (1999) provide practical strategies that organizations can use to increase of the employee to maintain a work-life balance. The recognition of personal and family life must be seriously considered. Organizations might want to consider implementing such practices as: flexible work schedules; personal time-off programmes; job-share arrangements; reduced work weeks; work-from-home arrangements; and training programmes that offer practical suggestions on how to better affect the balance between personal life and work life.

The composition of today's workforce is much more complex. Dual income families and single parents with dependents are the norm. The term extended family encompasses not just grandparents or in-laws, but children from previous relationships, step-children or foster children. Given these new structures, it is not surprising that the workforce is having difficulty balancing work and life activities. Whereas one individual bore the burden in the past, the responsibilities are often shared between two working individuals today. Both feel the pressure to balance work and family life and squeeze in some time for themselves. Establishing work and life programmes will go a long way in alleviating stress and will impact positively on commitment levels.

Mullins (1999) concludes that a high level of employee commitment implies willingness to work for the organization's benefit: but that its continuation depends on the reciprocal commitment by the organization to its members. In the current industrial climate, there needs to be concern not only for producing goods or services, but also for the encouragement of innovative, exploratory and creative ideas that go beyond what can be

prescribed for the job, and for the application to work of intuitive as well as explicit knowledge. These multiple objectives can only be achieved if managers consider, with care, exactly what kinds of commitment they are aiming for, and design policies and practices accordingly.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter puts forward the research design that was used in the study, the target population, the sample size, the method used to collect data and how data collected was analyzed.

3.2 Research Design

The study used descriptive research design and the research was conducted through a survey. The survey design was regarded as the most appropriate research design to measure the perceptions of the respondents in the study. This design enabled the collection of cross sectional data that was important for comparative analysis

3.3 Target Population

The target population of the study were the KPA divisions which are eight in number and therefore a proportionate stratified random sampling census survey was used whereby ten employees from each division were given questionnaires to fill thereby making a sample size of 80.

3.4 Data Collection

The study used primary data. A structured questionnaire containing both open and closed questions was used to collect the data. The questionnaire consisted of three sections. Section A captured data on the profile of the organization and employees. Section B

targeted organizational commitment on training and Section C focused on perceptions of training. The questionnaire was administered through 'drop and pick later method'.

3.5 Data Analysis

After data was collected from the field, it was analyzed both qualitatively and quantitatively. Descriptive statistics comprising frequencies, mean scores, standard deviations and percentages were used to simplify and characterize data and to determine the extent to which variables under investigations affect each other and to summarize the findings. Pearson Correlation Coefficient was used to establish the relationship between Training and Employee commitment. The results were presented using charts and tables.

CHAPTER FOUR: DATA ANALYSIS, RESULTS AND DISCUSSION

4.1 Introduction

The objective of this study was to determine the relationship between training and employee commitment at KPA. Out of the targeted 80 employees, only 72 responded to the questionnaires. The response rate was 90% of the target population which was considered adequate for the objective of this study. In this chapter, the analyzed data is presented together with the relevant interpretations. Findings have been presented in four parts: general information on the respondents and the organisation, information relating to the organization commitment on employee and relationship between employee and organization commitment to employee training.

4.2 General Information on the Organisation and Respondents

4.2.1: Gender of Respondents

Table 1: Gender of Respondents

	Frequency	Percentage (%)
Male	33	46
Female	39	54
Total	72	100

Source: Research data

Table 1 above shows that 46% of the respondents were male while 54% were female. This indicates an even distribution of the gender of the respondents.

4.2.2: Age of Respondents

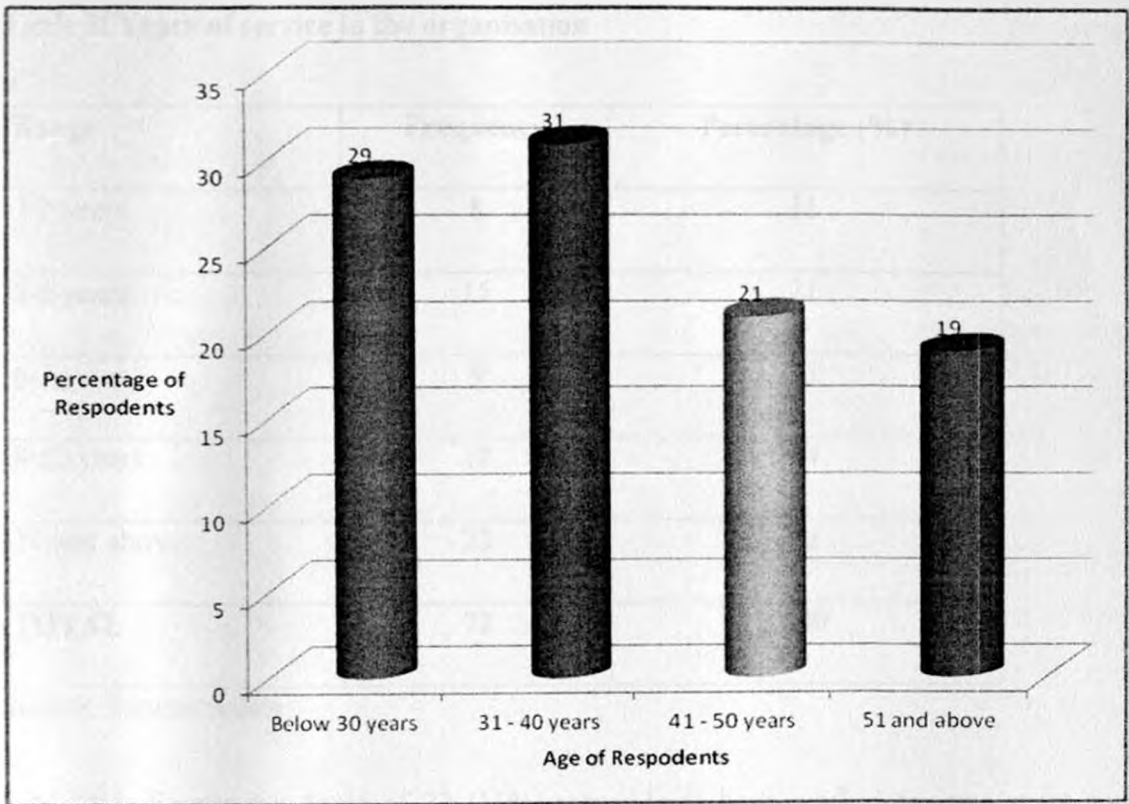
Table 2: Age of Respondents

Range	Frequency	Percentage (%)
Below 30 years	21	29
31- 40 years	22	31
41-50 years	15	21
51 and above	14	19
TOTAL	72	100

Source: Research data

From the table it is evident that 21 out of 72 (29%) of the respondents are aged below 30 years, while 22 (31%) were in the range of 31 to 40 years and 15 (21%) are in the range of 41 to 50 years. This implies that majority of those surveyed are above 30 years. This information is also shown on graph 1 below.

Figure 1: Age of Respondents



Source: Research data

4.2.3: Years of service in the organisation

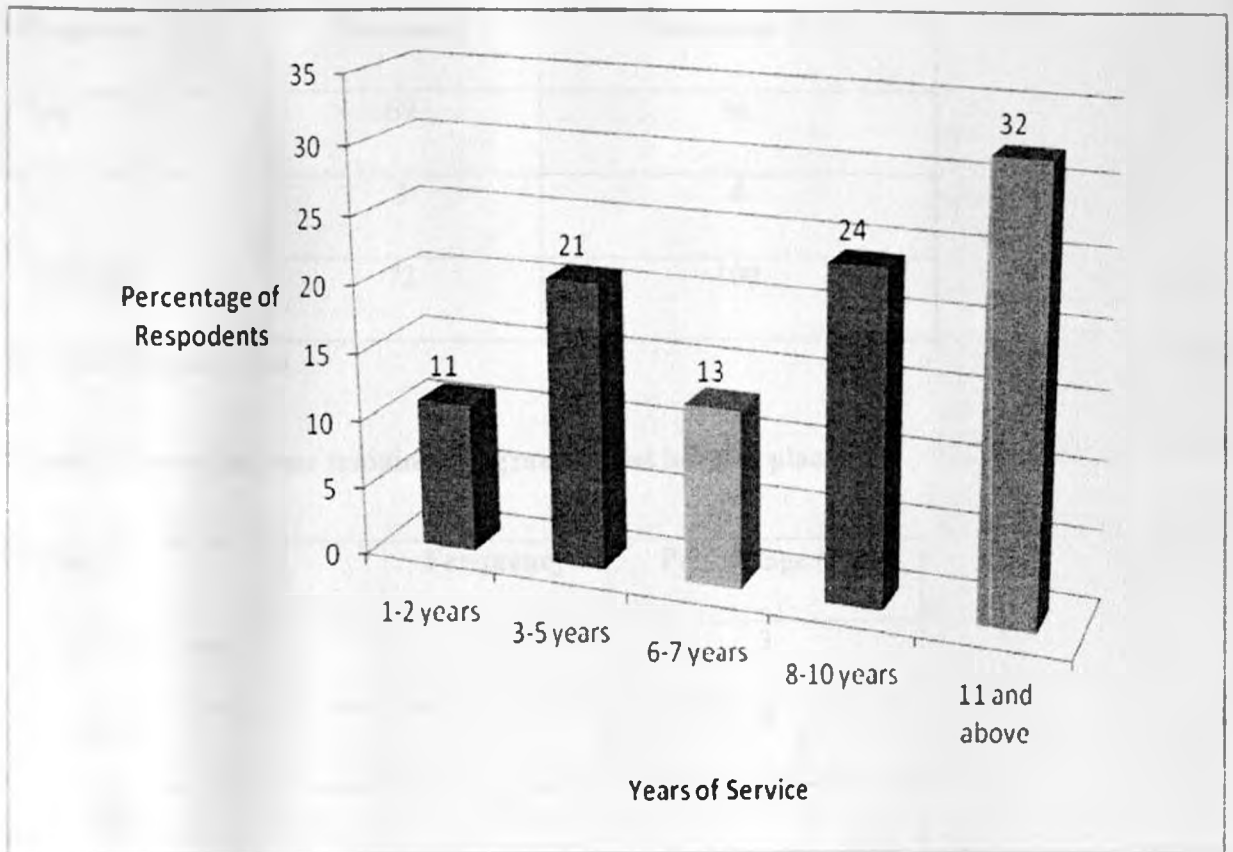
Table 3: Years of service in the organisation

Range	Frequency	Percentage (%)
1-2 years	8	11
3-5 years	15	21
6-7 years	9	13
8-10 years	17	24
11 and above	23	32
TOTAL	72	100

Source: Research data

Table 3 indicates that 8 out of 72 (11%) respondents have worked for two years and below, 15 (21%) between 3 to 5 years, 9 (13%) 6 to 7 years while 17 (24%) have worked between 8 to 10 years. 23 respondents (32%) have worked for 11 years and above. The results show that majority of the respondents have worked for 6 years and above. Graph 2 below depicts this information on years of service.

Figure 2: Years of service in the organisation



Source: Research data

4.2.4 Training Programme

The study also sought to establish whether the employees were aware of the existence of a training programme at KPA. The results indicated that 69 out of 72 (96%) agreed that there was a training programme in place while only 3 (45) disagreed. This information is shown on table 4 below.

Table 4: Does the organization have a training programme in place?

Response	Frequency	Percentage (%)
Yes	69	96
No	3	4
TOTAL	72	100

Source: Research data

Table 5: Period of time training programme has been in place

Period	Frequency	Percentage (%)
Less than 1 year	2	3
1-2 years	3	4
3-4 years	9	13
More than 5 years	55	80
TOTAL	69	100

Source: Research data

The table above shows that out of the 69 who agreed, 55 (80%) stated that the training programme has been in place for more than 5 years, 9 (13%) indicated 3 to 4 years, 3 (4%) 1 to 2 years while only 2(3%) marked less than 1 year.

This implies that majority of the respondents who said yes confirmed that the training programme has been in place for more than 5 years.

Table 6: Does training contribute to employee commitment?

Response	Frequency	Percentage (%)
Yes	67	93
No	5	7
TOTAL	72	100

Source: Research data

Table 6 indicates that 67 out of the 72 respondents (93%) agree that training contributes to employee commitment while 5 (7%) disagreed. This implies that majority of the respondents agree that employee training contributes to commitment to the organisation.

4.3 Commitment to Employee Training

4.3.1 Level of Organisation Commitment

Table 7: Level of Organisation Commitment

Response	Frequency	Percentage (%)
Not committed	2	3
Less committed	6	8
Committed	27	38
Very committed	30	42
Extremely committed	7	9
TOTAL	72	100

Source: Research data

Table 7 shows a summary of the level of organisation commitment to employee training as perceived by the respondents. The results indicate that 2 (3%) regard the organisation as not committed, 6 (8%) less committed, 27 (38%) committed, 30 (42%) very committed while 7 (9%) indicated extremely committed. It is evident that most respondents agreed that the organisation is committed to employee training. Graph 3 also depicts these results on level of organisation commitment.

Figure 3: Level of Organisation Commitment



Source: Research data

4.3.2 The Extent of Organization Commitment on Training

The study also went further to investigate the perception of employees on the extent of organisation commitment on specific aspects of employee training. Data was analyzed using mean scores and standard deviations. A mean score of <1.5 implies that the respondents rated the statement as not important at all. A mean score of 1.5 – 2.5 implies to a less extent, 2.5 – 3.5 to a moderate extent, 3.5 – 4.5 to a great extent while a mean score of > 4.5 implies to a very great extent. Standard deviation of <1 means that there were no significant variations in response while that >1 implies that there were significant variations in responses. The mean scores for the nine elements of occupational safety and the related standard deviations are presented on Table 8 below.

Table 8: Extent of Organization Commitment on Training

Statement	Mean	STDEV
Rate the extent to which the employees are actively involved in matters of training	3.36	0.76
My organization has a comprehensive policy on training	3.07	0.97
Training needs assessment is carried out within the organization.	3.24	0.81
Training programmes are evaluated to gauge their effectiveness.	3.43	0.87
I am satisfied with my organization's training programme.	3.28	0.95
Top management allocates enough funds for training.	3.38	0.88
There are effective communication channels in dealing with training matters.	2.89	0.94
Training evaluation reports are submitted to top management for action	3.10	0.86
Grand	3.20	0.91

Source: Research data

As shown in Table 8, all aspects of employee training were rated as moderate as mean scores are in the range of 2.5 – 3.5. This implies that most respondents are satisfied with the current training programmes. The grand mean of 3.2 also indicates moderate extent of acceptance with all the aspects of training. There were no significant variations in the responses as the standard deviation is less than 1.

4.3.3 The Extent of Employee Commitment to the Organisation

The extent of employee commitment to the organization was assessed by looking at various aspects. The respondents were asked to indicate the extent to which they agree or disagree with a number of statements. Data was analyzed using mean scores and standard deviations. A mean score of <1.5 implies that the respondent strongly disagrees with the statement. A mean score of $1.5 - 2.5$ implies disagree, $2.5 - 3.5$ neutral and $3.5 - 4.5$ agree while a mean score of > 4.5 implies strongly agree.

Standard deviation of <1 means that there were no significant variations in responses while that >1 implies that there were significant variations in responses. The results are summarized in Table 9 below.

Table 9: Employee Commitment to KPA

Statement	Mean	STDEV
My values and the organization's values are very similar.	3.29	0.91
I am extremely glad that I chose this organization to work for over others I was considering to join at the time I joined.	3.90	0.81
The more training I get the more committed I become to the organization.	4.00	0.71
Often, I find it difficult to agree with this organization's policies on important matters relating to its employee's Training.	2.47	0.90
I am willing to put in a great effort in order to help this organization be successful.	4.21	0.63
I do not feel a strong sense of belonging to my organization	2.24	1.24
I am proud to tell others that I am part of this organization	4.26	0.60
One of the major reasons I continue to work for this organization is that other organizations may not provide the overall benefits I have.	4.00	0.80
Grand	3.55	0.83

Source: Research data

As shown in Table 9 the respondents agreed with most of the statements above as mean scores are in the range of 3.5 – 4.5. Notably the respondents agree that the more training

they get the more committed to the organization they become (mean = 4.00). They also agree that they are willing to put in great effort in order to help the organization to be successful (mean = 4.21).

It can also be noted that the respondents agreed that they were proud to tell others that they were part of the organization (mean = 4.26). The respondents however seem to disagree that they find it difficult to agree with the organisation's policies (mean = 2.47) and also disagree that they do not feel a strong sense of belonging to the organisation (mean = 2.24). The overall mean score of 3.55 indicates that the respondents agree that there is employee commitment to the organisation. The standard deviation of 0.83 implies that there were no significant variations in the responses.

4.4 Relationship between Training and Employee Commitment

Pearson correlation analysis was done to determine whether a relationship existed between the independent variable (Employee Training) and the dependent variable (Employee Commitment). Characteristics of both the dependent and independent variable were used in the analysis to show whether a relationship existed between the two. The analysis was done at 0.05 level of significance. The results are presented in Table 10.

Table 10: Correlation between Training and Employee Commitment

Correlations

		Employee Training	Employee commitment
Employee Training	Pearson Correlation	1	.745*
	Sig. (2-tailed)		.034
	N	8	8
Employee Commitment	Pearson Correlation	.745*	1
	Sig. (2-tailed)	.034	
	N	8	8

*. Correlation is significant at the 0.05 level (2-tailed).

Source: Research data

The table indicates that there is a strong positive correlation between employee training and employee commitment as the 'r' value is 0.745. This means that as commitment to employee training increases employee commitment to the organization also increases. The correlation is significant at $\alpha = 0.05$ as calculated value is .034.

CHAPTER FIVE: SUMMARY, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

Training is of growing importance to companies seeking to gain an advantage among competitors. Helping employees to become effective in their jobs is one of the most fundamentally important tasks in people management that any work organization has to undertake. Employers depend on the quality of their employees' performance to achieve organizational aims and objectives. In today's competitive business world, no organization can work at peak level unless all the employees are entirely committed to the organization. The objective of this study was to determine the relationship between training and employee commitment at KPA. This chapter gives a summary of the discussions, conclusions and recommendations drawn after analyzing data.

5.2 Discussions

This study had only one objective; to determine the relationship between employee training and employee commitment at KPA. A variety of questions were administered to the respondents through a questionnaire in order to achieve this objective. The results on whether KPA has training programme for its staff indicated that 96% of the respondents agreed that there was a training programme in place at the KPA. Only 4% were not aware of the training programme.

Findings on how long the training programme has been in place revealed that 80% of those who agreed stated that the programme has been in place for more than five years while 13% between 3 to 4 years. The remaining 7% indicated a period of 2 years or less.

Results on whether employee training contributed to employee commitment showed that 93% of the respondents agreed while 7% disagreed. Further investigations on the level of organization commitment to employee training indicated that 3% regarded the organisation as not committed, 8% less committed, 38% committed, 42% very committed while 9% indicated extremely committed. To assess the extent of organisation commitment to employee training the respondents were asked to rate various training elements. Findings were analysed using mean scores and standard deviations. All aspects of employee training were rated as moderate as mean scores were in the range of 2.5 – 3.5. This indicated that most respondents were satisfied with the current training programmes. The grand mean of 3.2 also indicated moderate extent of acceptance with all the aspects of training. There were no significant variations in the responses as the standard deviation was less than 1.

The results on the extent of employee commitment to the organisation revealed that the respondents agreed with most of the statements as mean scores were in the range of 3.5 – 4.5. The respondents agreed that the more training they get the more committed to the organization they become (mean = 4.00). They also agreed that they are willing to put in great effort in order to help the organization to be successful (mean = 4.21). The

respondents agreed that they were proud to tell others that they were part of the organization (mean = 4.26).

The respondents however seemed to disagree that they find it difficult to agree with the organisation's policies (mean = 2.47) and also disagree that they do not feel a strong sense of belonging to the organisation (mean = 2.24). The overall mean score of 3.55 indicated that the respondents agreed that employee commitment to the organisation exists. The standard deviation of 0.83 implied that there were no significant variations in the responses.

The relationship between employee training and employee commitment to the organisation was analysed using the Pearson coefficient of correlation. The analysis showed that there is a strong positive correlation between employee training and employee commitment as the calculated 'r' value was 0.745. This means that as employee training increases employee commitment to the organization also increases. The correlation was significant at $\alpha = 0.05$ as calculated value was .034.

5.3 Conclusion

Based on the above findings it can be concluded that most employees felt that KPA was committed to employee training. Most of the respondents agreed that there was a training programme at KPA and that the organisation was committed to employee training. They also agreed that the training programme contributed to employee commitment to the organisation. The respondents indicated that they were proud to be associated with their organisation would recommend the company to others. This is an indication of

satisfaction with the training programmes at KPA and shows that the organisation is offering the right programmes.

5.4 Recommendations

The study revealed that there was indeed a strong relationship between employee training and employee commitment to KPA. However there are a few respondents who were not aware of the training programme and possibly have not been engaged at all. This implies that further investigations could be conducted in order to establish which specific departments have not fully implemented the training programmes. The management should also consider expanding the training programmes to cover all departments and reviews done to ensure the programmes are relevant. This will increase employee commitment and increase productivity and job satisfaction. To achieve this they could first conduct a training needs assessment on all staff. This will ensure that skills imparted are relevant and in line with the current industry requirements.

5.5 Limitations of the Study

The results from the survey are employees' perceptions and hence subject to possible biases. Out of the 80 respondents only 72 filled and returned the questionnaires. The response rate was therefore 90% with a none-response rate of 10%. Some respondents did not also fill in some of the key data that was essential in coming up with the findings and conclusions.

Although the questionnaires were well developed, pre- tested and revised, some respondents had problems understanding the questions while some had fear of a negative consequence of a truthful response, thus hindering them from freely expressing their views.

5.6 Suggestions for Further Research

Despite the limitations of this study, scholars should be able to utilize these findings to create studies for further investigations on the relationship between employee training and employee commitment to the organisation. The findings can be verified by conducting the same study on other organizations as well. This will help to identify if other organisations also experience a strong relationship between employee training and employee commitment as well as establishing whether the organisation is as committed as KPA. The scope of the study may also be extended to cover the views of the management on matters of training and development of staff.

REFERENCES

- Allen, N.J., & Meyer, J.P, (1996). Affective, Continuance, and Normative Commitment: An Examination of Construct Validity, *Journal of Vocational Behavior*, 49, 252-276.
- Angle, H. L., & Perry, J. L. (1981). *An empirical assessment of organization commitment and organizational effectiveness*, *Administrative Science Quarterly*, 26, 1-13.
- Armstrong, M. (2006). *A Handbook of Human Resource Management Practice*, 10th Edition, New Delhi.
- Avolio, B., Zhu, W., Koh, W., & Bhatia, P., (2004). Transformational Leadership and Organizational Commitment: Mediating Role of Psychological Empowerment and Moderating Role of Structural Distance, *Journal of Organization Behavior*, 14(2), 131-137.
- Azimah, C., Spickett, J., Rumchev, K., Dhaliwal, S., & Goh, Y., (2009). Managing Safety: The Role of Safety Perceptions Approach to Improve Safety in Organizations, *International Business E Journal*, 2(1), 1-18.
- Bartlett, K. 2001. The relationship between training and organizational commitment: A study in the health care field. *Human Resource Development Quarterly*, 12(4):335-352.

- Bies, R.J., & Moag J.S., (1986). *Interactional Justice: Communication Criteria of Fairness*, in B.H. Sheppard, R.J. Lewicks & M.H. Baseman (Eds), *Research on Negotiation in Organizations*, 1, 43-55, Greenwich, JAI Press.
- Botha .C & Preenaar J., (2006). South African Correctional Official Occupational Stress: The Role of Psychological Strengths, *Journal of Criminal Justice*, 34(1), 73-84.
- Brum. S. (2010). *What Impact Does Training have on Employee Commitment and Employee Turnover*.
[Online] Available: <http://www.uri.edu/research/lrc/research/papers/Brum-Commitment.pdf>. (January, 2011).
- Buchanan B. (1974). *Building Organizational Commitment: The Socialization of Managers in Work Organizations*, *Administrative Science Quarterly* 19, 533-546.
- Caroline Odhiambo,(2011). Perception of Employees of Kenya power and Lighting Company on effectiveness of Training and development programmes.
- Chyne A., Cox S., Oliver A. & Tomas M., (1998). Modelling Safe Climate in Prediction Of the Level of Safety Activity, *Journal of Work and Stress*, 12(3), 255-271.
- Cramer D., (1993). Tenure, Commitment & Satisfaction of College Graduates in an Engineering Firm. *Journal of Social Psychology*, 133(5), 791-797.

- Dornstein M. & Matalon V. (1998). A Comparative Analysis of Predictors of Organizational Commitment: A Study of Voluntary Army Personnel in Israel. *Journal of Vocational Behavior*, 34(2), 192-203.
- Dunham, R.B., Grube, J.A., & Castaneda, M.B., (1994). Organizational Commitment: The Utility of an Integrative Definition, *Journal of Applied Psychology*, 79(3), 370-380.
- Eaton, S. C. (2003). *If you can use them: Flexibility policies, organizational commitment, and perceived performance*. *Industrial Relations*, 42, 145-167.
- Gitagama, S. (2005). *The Relationship between Business Process Reengineering (BPR) and Organizational Performance: A Case of East African Breweries Limited*. Unpublished Research Project. University of Nairobi.
- Guest, (1999). *Human Resource Management*, London: Mc-Graw – Hill.
- Guest, D., Peccei, R., and Thomas, A. (1993). The Impact of Employee Involvement on Organizational Commitment and 'them and us' Attitudes. *Industrial Relations Journal*, 23 (3), 190 -200.
- Hackett R.D., Bycio P., & Handsoff P.A., (1994). Further Assessment of Meyer &

Allen's (1991) Three Components Model of Organizational Commitment, *Journal of Applied Psychology*, 79, 340-350.

Henry, L. Tosi, Neal, P. Mero & John, R. Rizo (2000). *Managing Organizational Behavior*, 4th Edition USA, Blackwell Publishers Inc.

Ivancevich, J.M. (2001). *Human Resource Management*, 8th Edition, New York, McGraw-Hill.

Jeff, H. & Sandra, J. (1992). *Organizational Behavior*, 2nd Edition, New York, West Publishing Company.

Ketchum L.D. & Trist. E., (1992). *All Teams Are Not Created Equal. How Employee Empowerment Really Works*, Newbury Park Sage.

Koch, J. & Steers, R. (1978). Job attachment, Satisfaction, and Turnover among Public Sector Employees, *Journal of Vocational Behavior*, 12, 119-128.

Larkey L., & Morrill C., (1995). Organizational Commitment as a Symbolic Process, *Western Journal of Communication*, 59(3), 193-214.

Mathis, R.L. & Jackson, J.H. (2003). *Human Resource Management*, 10th Edition, USA.

McShane S.L., (2001). *Canadian Organizational Behavior*, 5th Edition, Toronto, McGraw- Hill.

- Meyer J.P., and Allen N.J., (1991). *A Three Component Conceptualization of Organizational Commitment*, Human Resource Management Review, 1, 61-89
- Meyer J.P., and Allen N.J., (1997). *Commitment in the Workplace: Theory Research & Applications*, Thousand Oaks, CA: Sage.
- Meyer J.P., and Lynne H., (2001). *Commitment in the Workplace- Toward a General Model*, Human Resources Management Review.
- Mowday, R., Steers and L. Porter, (1997). The Measurement of Organizational Commitment, *Journal of Vocational Behavior*, 14:224-247.
- Mullins, L. (2010). *Management and Organisational Behaviour* 9th Ed Prentice hall, London, England
- Northcraft T. & Neale H. (1996). *Organizational Behavior*. London Prentice-Hall.
- O'Toole. M., (2002). The Relationship between Employees' Perceptions of Safety & Organizational Culture, *Journal of Applied Psychology*, 91(4), 946-953.
- Ouchi W.G., (1981). *Theory Z*, Addison- Wesley, Reading, MA.

- Owens, P. L. (2006). One More Reason Not to Cut your Training Tudget: The Relationship between Training and Organisational Outcomes. *Public Personnel Management*, 35(2), 163-171.
- Pascale R. & Athos A., (1981). *The Art of Japanese Management*, Simon & Schuster, New York.
- Petersen R.A., (1976). Six Constraints of the Production, *Journal of Applied Psychology*, 14, 45-67.
- Porter L.W. Steers. R., Mowday R.T., (1974). Organizational Commitment, Job Satisfaction and Turnover amongst Psychiatric Technicians, *Journal of Applied Psychology*, 59, 603-609.
- Porter, L.W., Crampon, W. & Smith, F. (1976). *Organizational commitment and Managerial turnover: A longitudinal study*. *Organizational Behavior and Human Performance*, 15, 87-98.
- Putti, J.M., Aryee, S., & Phua, J., (1990). *Communication, Relationship, Satisfaction and Organizational Commitment*. *Group and Organizational Studies*, 15(1), 44-52.
- Ronald, R. Sims (2002). *Managing Organizational Behavior*, Greenwood Publishing Group Inc., USA.

Setton R.P., N. Bennett and R.C. Liden (1996). Social Exchange in Organizations:

Perceived Organization Support, Leader-Member Exchange, and Employee Reciprocity, *Journal of Applied Psychology* 81, 219-227.

Sherman & Bohlander. (1992). *Managing Human Resources*, 9th Edition, USA.

Shore L. & Wayne S. (1993). Commitment & Employee Behavior: Comparison of Affective Commitment and Continuance Commitment with Perceived Organizational Support, *Journal of Applied Psychology*, 78(5), 774-780.

Steers, R. M. 1977. Antecedents and outcomes of organizational commitment. *Administrative Science Quarterly*, 22(1):46-56.

Stephen, P. Robbins & Timothy, A. Judge (2007). *Organizational Behavior*, 12th Edition, New Jersey, Pearson Prentice-Hall,

Tarus B,(2011). Perceived Relationship between performance contracting and employee performance at Agricultural Development Corporation

Tsala H. (2007). *Relationship between Employee Empowerment & Performance of City Council of Nairobi*. Unpublished Research Project. University of Nairobi.

Walton R.S., (1985), *From Control to Commitment in the Workplace*, Harvard Business Review, 63, 76-84.

Wendell L. French (2003), *Human resource Management*, 5th Edition, Boston.

Williams J. (2003), *Job Satisfaction & Organizational Commitment*. Sloan Work and Family Encyclopedia, Indiana University, Purdue University-
http://www.bc.edu/bc_og/avp/wfnetwork/rft/wfpedia/wfpj50cent.html.

Wright, P., Gardner, T., and Moynihan, L. (2003). The Impact of HR practices on the Performance of Business Units. *Human Resource Management Journal*, 13 (3), 21 -31.

APPENDIX 1: QUESTIONNAIRE

Please provide to the following information by ticking in the appropriate box.
Information provided will be treated with utmost confidentiality.

NB: do not write your name anywhere on this paper.

SECTION A: PERSONAL AND ORGANIZATION INFORMATION

1. GENDER

Male Female

2. AGE

Below 30 years 31- 40

41-50 51 and above

16 – 20 years

21 – 25 years

More than 25 years

3. How long have you been in this organization?

1-2 years

3-5 years

6-7 years

8-10 years

11 and above

4. Does your organization have a Training Programme in place?

Yes

No

5. If yes, for how long has the Training Programme been in place?

Less than 1 year

1-2 years

3-4 years

More than 5 years

6. In your own view, do you think Training contributes to Employee commitment?

Yes

No

Please explain your answer:

7. How committed is KPA to Training of its employees (Tick where appropriate)

Strongly committed

Less committed

Committed

Very committed

Extremely committed

SECTION B: ORGANIZATION COMMITMENT ON TRAINING

Please tick on appropriate box against each of the following statements about Training in your organization. The scale points have the following meaning:

1- Not at all

2- To a less extent

3- To a moderate extent

4- To a great extent

5- To a very great extent

To what extent do the following statements apply to your organization?

Statement	Not at all (1)	To a less extent (2)	To a moderate extent (3)	To a great extent (4)	To a very great extent (5)
Rate the extent to which the employees are actively involved in matters of Training.					
My organization has a comprehensive policy on Training.					
Training needs assessment is carried out within the organization.					
Training programmes are evaluated to gauge their effectiveness.					
I am satisfied with my organization's Training program.					
Top management allocates enough funds for training.					

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
--	-------------------	----------	---------	-------	----------------

There are effective communication channels in dealing with Training matters.					
All the employees have the opportunity to contribute ideas regarding Training.					
Training evaluation reports are submitted to top management for action					

SECTION C: EMPLOYEE COMMITMENT

Please tick on appropriate box against each of the following statements about Employee commitment in your organization. The scale points have the following meaning:

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

To what extent do the following statements apply to your organization?

Training.					
I am willing to put in a great effort in order to help this organization be successful.					
I do not feel a strong sense of belonging to my organization					
I am proud to tell others that I am part of this organization					
One of the major reasons I continue to work for this organization is that other organizations may not provide the overall benefits I have.					

THANK YOU FOR YOUR COOPERATION

APPENDIX 2: LIST OF KPA DIVISIONS

Division	Departments
Managing Directors Office	Security Services
Board & Legal Services	Internal Audit & Risk Management
	Litigation and Disputes
Human Resources & Administration	Contracts and Conveyancing
	Ethics and integrity
	Human Resources
Operations	Employee Relations
	Medical Services
	Bandari College
	Pension Fund
	Administration
	Conventional Cargo Operations
Engineering Services	Lamu Jetty
	Container Operations
	Inland Container Depots (Nairobi)
	Inland Container Depots (Kisumu)
	Marine Operations
	Conventional Cargo Engineering
	Container Terminal Engineering

Finance	Marine Engineering
	Financial Accounting
Corporate Services	Management Accounting
	Procurement and Supplies
	Commercial
	Corporate Development
Infrastructure Development	Corporate Affairs
	Information Technology
	Marketing
	Civil Engineering
	Civil Engineering
	Project Development and Management
Total Divisions	8