THE RELATIONSHIP BETWEEN EMPLOYEE TRAINING AND ORGANIZATIONAL COMMITMENT IN THE MINISTRY OF ENERGY AND PETROLEUM, KENYA

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DECLARATION

This research project is my original work and has not been presented for a degree at any other university for examination.

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

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DEDICATION

This project is dedicated to my family; my mother and my sisters who gave me caring support and encouragement throughout the way. They in deed walked together with me in this, endlessly pushed me to complete my studies.
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Am grateful to God for the strength, good health and wisdom. Most importantly, this project would never have been completed without the support of many. Special appreciation and acknowledge goes to the following for their support;

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HR - Human Resources

ABSTRACT

Employees constitute an important segment of organization’s stakeholders and their commitment is vitally important in ensuring stability and effectiveness of organizations. Due to changes in the human resource area witnessed in the 21st century, the expectations of employers from their employees has been changing as well, predominantly with investigative studies showing that these expectations are becoming complex with time. This study sought to examine the relationship between the training of employees and the commitment to the organization in the Ministry of Energy and Petroleum, Kenya. The study adopted a descriptive survey design and a sample size of 154 employees selected using stratified random sampling technique. Primary data was collected using a self-administered closed ended type of questionnaires. The data was analyzed using descriptive and inferential statistics and the Karl Pearson’s coefficient of correlation. The findings established that training had played key role in employee personal development, improved their production, skill and knowledge and enhanced their relationship with employees at the ministry. The findings on organizational commitment found that employees at the ministry exhibited three forms of commitment namely affective, normative, and continuance commitment. The result of correlation analysis found that employee training and commitment of the organization correlate positively at the Ministry of Energy and Petroleum. The study concludes that employee training has a direct impact on organizational commitment. The study recommends that the Ministry of Energy and Petroleum in Kenya should initiate frequent training and development programs to ensure their employees remain committed to the organization.
CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

For decades, training of employees has been considered to offer organizations competitive advantage in relation to the maximizing of effective use of the human capital at the organization (Chaudhuri, 2012). Effective training not only promotes productivity but fosters personnel and professional development promoting employee morale (Hasniza, 2009) and organizational commitment. According to Almodarresi and Hajmalek (2014) effective training programs form the belief that an organization is willing to invest on its employees and indicates that the organization pays attention to employees. This adversely causes employees’ encouragement, persuasion and higher a degree of their commitment to the operations of the organization. In contrast, when employees feel they lack organization support, they may develop a sense of despair and hopelessness and become less committed to the organization.

The growing consensus indicates that effective management of the human resource in an organization significantly influences employee attitudes as well as their work-related organizational behavior. The behavior is largely dependent on employees’ perception of the extent to which employers value their contribution and well-being affecting them both economically and socially (Allen et al., 2003). For this reason, this study borrows significantly from the social exchange theory forming the fundamental theoretical basis. The primary reason for this is because the aforementioned theory focuses on explaining how employee behavior is affected by the psychological contract between them and their employer (Blau, 1964). The human capital theory also focuses on the identification of the
need for organizations to safeguard and or where necessary enhance employee core competencies through appropriately investing in their training and development will also constitute to the research as a key human resource function (Chaudhuri, 2012). (Brum, 2007) also urges out that training is a key human resource processes in creating a conducive environment and showing value to the employees for greater commitment outcomes.

In the public sector in Kenya, there has been a push and feeling that things must be done in a better way due to the environmental changes and globalization. Government ministries and public corporations are encouraged by the government of the day to adopt and implement high performance workplace strategy in the public service such as rapid result initiative performance contracting, total quality management and service charters among others with the aim of enhancing service delivery to its citizens (Wamuuru & Muchangi, 2016). In Kenya, various training institutions have been put in place with primary funding from the government. The list includes such institutions as Government Training Institutes, the Institute of Human Resource Management, Federation of Kenya Employers, Tom Mboya Labour College, as well as the many Public Universities across the country all of which offer training programs on work related specific issues and that run throughout the year. To facilitate the attainment of its vision 2030 goals, the government of Kenya further seeks to engage more civil servants in trainings in line with the Ministry of Planning (Mbiya, Egessa & Musiega, 2014).
1.1.1 Employee Training

Training and development go hand in hand and form the imperatives of human resource management. While training refers to the process of systematically modifying behavior of employees through educational learning, development over a given time and also planned experience, development is the acquisition of understanding, know-how, techniques and practices in a particular field or profession (Armstrong, 2010). The study focuses on training as the method used by the Ministry of Energy and Petroleum Kenya to instill on its employees a set of desirable attitudes and behaviors of employees. Training aims at developing and improving skills held by employees, their knowledge and organizational behaviors with an aim of enabling them perform their assigned duties, execute their tasks, and further meet their employer’s future quality requirements of human resource (Dias & Silva, 2016). Chung (2013) defines training as an organization’s process of systematically planning training, either an external consultant hired by the firm or by an internal expert within the organization, with a focus to developing the employees’ knowledge, their skills and attitudes, as well as their expertise that is critically essential for them to be successful and effective at their current job and organization.

According Hasniza (2009), the human capital theory views training as an organizational activity aimed at improving the employee’s work commitment and performance in organizational settings. Different employee training programs in organizations are considered important in promoting employees’ knowledge, job skills and capabilities and increasing their motivation for more efficiency (Almodarresi & Hajmalek, 2014). A properly trained team of employees is more likely to take pride in the achievements of the organization; believe and commit toward set organizational goals; and with motivation
commit to the values upheld within the organization and, for this reason, manifest higher levels of performance (Geethu & Siby, 2014). Employee training is therefore an effective management strategy for organizations to remain highly competitive in the current business environment (Chaudhuri, 2012).

Training is aimed at enabling employees match the future expertise needs of the organization and management levels to help it achieve its objectives (Sila, 2014). When an employer undertakes and takes resources aside to train employees it is an indication of a high degree of commitment by the employer to the employees, and this gives the employees confidence and as a result they devote toward being a part of the organization’s success story (Ombui, Kagiri & Omoke, 2012). In addition, training helps employees to meet their existing job requirements or helps employees to increase their productivity (Athar & Shah, 2012). For the training to be focused and hence successful, it is critical that managers work in close contact heads of departments and the Human Resources management team in order to adhere to a systematic approach in the training and to get desired and fruitful outcomes from it (Sadaf, Amna & Hummayoun, 2014).

1.1.2 Organizational Commitment

In the context of this research study, organizational commitment is viewed as the relative strength with which employees identify and involve themselves with a specific organization (Newman, Thanacoody & Hui, 2010). According to Ambar et al. (2015), commitment of the organization is the degree to which employees of an organization identify themselves with it. Organizational commitment hence relates to attachment, belief in the organizational values, and a demonstrated desire and the desire to remain at
the organization even under changing conditions. Yap et al. (2010) views organizational commitment as a subjective measure that illustrates the perceptions employees hold in regard to how they identify and involve with their current employer organization, their manifested desire to remain with this organization, and their unforced willingness to put an effort degree of effort than it may necessarily be expected of them their employer.

Lamba & Choudhary (2013) concur that committed employees will demonstrate the tendency to perform their job well, eventually with an ultimate improvement on the overall performance of the organization. Organizational commitment is reflective of individuals’ attitudes against organizational values and objectives. It shows a force, which bounds the individual to stay in an organization and try to achieve organizational goals with a sense of belonging (Almodarresi & Hajmalek, 2015). Organizational commitment is described as that self-instilled willingness by the employees to contribute with determination and zeal toward attainment of the organizational goals. With certainty that there is room and support from the employer to advance their skills from the employer, employees’ degree of commitment and dedication to remain with that particular organization is higher (Ismail, 2013).

Commitment of the organization closely share similar elements with other aspects relating to the organization such as organizational loyalty, work group commitment, workplace supervision, job, career, and union (Bartlett, 2001). The desired level of commitment mostly emanates from the fruitful and positive interactions between an employee and the employer organization (Brum, 2007). Dedicated as well as committed employee to their employer have the tendency to not only accept, but also acknowledge objectives and values of the employer. Moreover, such employees demonstrate a
substantial amount of effort for their employer, essentially with an aim to support and remain active in the organization (Warsame, 2015). Employees with commit to their employer upon evaluation indicate positive relations through such aspects as good job attendance records, effective and willingness to adhere to corporation polices, as well as low turnovers. Combined, these aspects contribute indicate satisfaction of the employees and go long way in contributing to employee retention (Lamba & Choudhary, 2013).

1.1.3 The Ministry of Energy and Petroleum in Kenya

This ministry in Kenya is mandated with the responsibility coordinating as well as developing the energy sector in the country (Institute of Economic Affairs, 2015). This ministry is further involved with the formulation as well as articulation of efficient policies to govern the utilization of energy and petroleum in the nation. Through these policies, the ministry achieves to create a productive environment for all its stakeholders. The tasks in its docket range from planning the national energy and petroleum, proper use of available resources to facilitate training of work force and mobilization of the financial resources at its disposal (Ministry of Energy and Petroleum, 2015). The ministry oversees and guides policy directions in the implementation of the national energy plan. The ministry is a traditional organization with electricity and petroleum being the dominating subsectors within it (Kant, Masiga & Veenstra, 2014).

The Ministry’s five key functions include: Setting the Energy Sector Policy, vision and strategic direction; developing least cost power development master plan; undertaking geological, geophysical and geochemical mapping for geo-energy minerals; promoting development of renewable energy; energy efficiency and conservation and lastly
exploring, appraising and developing petroleum resources. The ministry is broadly responsible for the provision of energy to Kenyan businesses and consumers, and the management of some downstream processes. The study also mentions that the ministry might play a role in upstream governance in the future. The ministry serves a critical role in the development of the Kenyan’s socio-economic dimension because they form the main drivers of the economy (Ministry of Energy and Petroleum, 2015).

1.2 Research Problem

Employees constitute an important segment of organization’s stakeholders and their commitment contributes significantly towards the effectiveness and stable performance of an organization (Ogunjinmi et al., 2014). Currently, expectations of employer expectations of their employees concerning performance have over the years became complex and highly demanding owing to the significant changes in the human resource sector (Ahmad & Bakar, 2003). Although employees may tend to create emotional attachments with their organizations after serving for long, most managers demonstrate insignificant levels of engagement toward growing and also developing their employees (Ismail, 2013). The reciprocity theory suggests that an employee will be moved to response in a manner to reward the organization for its devotion to have him or her trained, something the employee views as a form of kindness extended to him or her by the organization (Verhees, 2012). The employer’s failure to fulfill the terms of the psychological contract thus reduces the employee’s inclination to work and commitment.

The Ministry of Energy and Petroleum in Kenya conducts both individual and group trainings on an annual basis. On average, over 100 employees are trained at individual level and 8-10 group trainings are conducted per every financial year. However, more
emphasis is put on group trainings for cost effectiveness and as a way of encouraging employees to initiate their personal development (MoEP, 2015). Training needs are based on trainings conducted over a period of three years as per the Public Service Training Development Policy. However, the results of the training needs assessment conducted by the Ministry in June 2015 indicated that most of the staff had received training while others had stagnated even after attending promotional courses. In addition, there is a challenge of insufficient budget allocation for training and development limiting the number of staff trained. Despite the challenges, the assessment established that majority of the trained employee had acquired knowledge, skills, competences and attitude change towards the organization (MoEP, 2015).

Several scholarly articles have analyzed the influence of employee training on organizational commitment from both a local and the international perspective. Globally, Ahmad and Bakar (2003) examined the kind of association that exists between training of employees and the commitment to the organization among white-collar workers in Malaysia. Their research established a significance correlation between several factors affecting training and affective commitment, normative commitment and general organizational commitment. Raduan, Naresh and Ong (2012) investigated how organizational learning, commitment to the organization, job satisfaction and performance relate. The findings showed that commitment to the organization, satisfaction of the employees at their job, and overall work performance positively correlates with organizational learning.

Riungu (2014) examined the relationship between training and competitive advantage among micro finance institutions in Kenya. The findings showed that training is among
the critical functions for any organization that endeavors to improve its productivity and gaining competitive advantage. In another related study, Muuo (2013) evaluated the impacts of employee development programs on commitment to the organization among employees of Barclays Bank of Kenya and established that employee-training programs enhanced employee organizational commitment. However, very limited research has been done focusing on the determination of how training of employees relates to the commitment of the organization in public entities. In addition, most of the studies have concentrated on business entities with the aim of profit maximization hence an empirical gap in literature. The primary focus of this study is to answer the question: what is the relationship between training of employees and the commitment to the organization in the Ministry of Energy and Petroleum in Kenya?

1.3 Research Objective
To examine how employee training and commitment to the organization relate in the Ministry of Energy and Petroleum, Kenya

1.4 Value of the Study
The study will significantly be of use to the public sector especially the human resource and policy makers more so in the Ministry of Energy and Petroleum on the best training strategies to be applied in training their employees for their development, better performance, employee commitment and good service delivery.

The study will also act as an eye opener to the human resources managers who fail to put key emphasis on training and the development for their employees.
In academia, the study will contribute to the contemporary debates of training and organizational commitment especially in the public sector and form the basis for future explanatory research. The study will also improve the researcher’s academic report writing skills, which can be hopefully used in future to further the field of academic research.
CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This section presents the theoretical basis upon which the current study was founded, the concepts of training employees and development, as well as the concept of commitment of the organization and finally the empirical association between training of employees and development, and the organization’s commitment.

2.2 Theoretical Foundation of the Study

The social exchange theory and the human capital theory form the theoretical foundation for this study to explain the concept of employee training and commitment to the organization.

2.2.1 Social Exchange Theory

This theory was proposed by Blau (1964) to explain that the psychological contract that exists between the employee and his or her employer is vitally important in determining behavior demonstrated by employees within the organization. The theory is founded on an agreement of implicit nature between the employer and the employee, an agreement in study of organizational behavior is known as psychological contract (Newman, Thanacoody & Hui, 2010). According to Alhassan (2012), this theory is based on the reasoning that workplace relationship involves the exchange of two kinds of resources, namely economic and social types of resources. In light of the theory, the resources of economic nature could include money and material resources while the social resources are love, respect and support etc.
The social exchange theory emphasizes the reciprocity rule, when the employer supports the employees in a way like training them, the employees will in return reciprocate the good deed of the organization in ways that show appreciation. The employees feel as if they owe the organization for what it did to them, and hence they make effort to remain committed to it. Programs meant for training employees and that which achieves reciprocity in the employee fosters a good level of commitment to the organization by the employee (Brum, 2007). Therefore, providing employee with training opportunities is a form of communication to them 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 is of vital importance in enhancing effective performance as it not only helps determine but also helps maintain the commitments of the association between employer and employee in its entirety.

In the context of this theory, employees seek to maximize the benefits that they get from the organization when they are entering into associations with the organization (Newman, Thanacoody & Hui, 2010). The social exchange theory presupposes that based on the policies, procedures, and other enactments by the employer, the employees tend to develop certain perceptions and attitudes in accordance to these enactments (Whitener, 2001). Moreover, the theory assumes that these perceptions by the employees towards their employer could be resulting from formally formed relations between the employee and the employer (Chaudhuri, 2012). The social exchange theory therefore makes employees to appear as individualistic and reward seeking.
2.2.2 Human Capital Theory

The human theory as proposed by Schultz (2016) 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. The human resource can be substituted, but cannot be transferred like other factors of production like land, fixed capital, or labor (Gunu et al., 2013). The human capital theory sees the employee development involvement as a way of investing in capital rather than as a cost incurred (Chung, 2013). In the perspective of the theory, knowledge and skills acquired are useful for improving the performance of the employees, resultantly benefiting the organization in the end. For this reason, the decision by an organization to invest on its employees training is guided by such aspects as the present cost value for the undertaking, and also the speculated future benefits from the investment (Gunu et al., 2013).

The human capital theory by 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 (Semeyko, 2011). This theory differentiates between general skills that an employee may have from firm-specific skills that are needed in order for the employee to be productive at the particular organization. When the employer undertakes to provide the firm-specific skills to the employee it boosts commitment from the social exchange perspective, importantly because such skills may be of no use to other employer where the employee may seek employment (Klein, 2001). Further, this theory argues that organizations may not be willing to invest their resources in training employees for general skills that they may utilize elsewhere for
competitive reasons. Nevertheless, the organizations are well willing to invest in skills that they deem firm-specific as it such cannot be transferred to other firms (Kessler & Lulfesmann, 2002).

2.3 Aspects of Training

Training forms the basis of personal development by helping employees to develop their leadership talent, communication skills, decrease their fear in attempting new tasks and enable them to handle stress, frustration and conflicts (Sadaf, Amna & Hummayoun, 2014). According to Dias & Silva (2016) training is normally discussed and evaluated in a multidimensional structure that comprises of motivation needed for training, accessibility to the training program and other facilities, and benefits emanating from the training process as well as support from the administration to training.

2.3.1 Motivation for Training

Motivation for training is the degree to which the employees in an organization are openly willing to make an effort towards improving their task performance and job skills through undertaking some training exercises (Semeyko, 2011). In general terms, motivation is the degree of willingness portrayed by employees for the need to train and develop themselves (Bartlett, 2001). This simply entails the motivation of employees to attend training sessions, which contributes largely to the success of training as a means or tool to enhance performance individually or global organizations (Dias & Silva, 2016). Trainee motivation and the attitude of employees toward training are significant factors in determining how effective the training process is, importantly because trainees who have high level of commitment and involvement to their job have higher chances of being well motivated to train for the purpose of acquiring new skills (Ahmad & Bakar, 2003).
2.3.2 Access to Training

The access to training is defined as the extent to which an organization’s employees feel that they are provided with the opportunity to train and acquire desirable skills, knowledge, and job related abilities all of which culminate to making them more effective in the roles they serve at the organization (Bartlett, 2001). The objective and a clear and fair criteria are critical in the defining of access to training, as well as the application process determining whether or not there is formal dissemination in the whole process and also whether there is hierarchical support to the applications or not. Access to training is set through the perception of employees regarding the probability to participate or not in the training plans developed by your organization or participation is or not (Bulut & Culha, 2010). The employees and managers may initiate participation to the training process, while the employees and organizations may voluntarily involve themselves in the training that are signed up by the supervisors as the organizational policies may outline (Chung, 2013).

2.3.3 Benefits of Training

According to Chung (2013), three key benefits emanating from training of employees. These are personal benefits, career, and job related benefits. From the point of view of personal benefits, these reflect on such areas as psychological, social, and political outcomes that in one way or another may have relation or not have relation to the work setting environment. Job related benefits are the individual’s perception in regard to training, essentially the view that training at the workplace will enhance ones performance and skills held. On the other hand, career benefits are those that help an employee to identify or define his or her career objective, as well as in the creation of
opportunities in one’s line of career. Training benefits are mutual whereby the return of organizational training can be reflected in employees’ benefits on their career, job, and personal dimensions of development (Bulut & Culha, 2010). According to Muma, Iravo and Omondi (2014) training of employees enhances job satisfaction and the morale by employees to their work, increases the levels of motivation among the employees, enhances efficiency in production processes, increased willingness and capacity to adopt new technological changes and production methods, increased innovation and creativity from the employees, decline in employee turnovers, and enhances the image of the organization in the market and industry of specialization. Nassazi (2013) outlines that employees training is among the critical factors of motivation, one that can offer benefits to the organizations and the employees in both short-term and long-term scales.

2.3.4 Support for Training

The support to training programs from the organizational leaderships is vital in establishing the frequency and durations over which employees can participate in the training. Moreover, support to training by the management is important for the purpose of 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 supervisors, coworkers, peers, and junior workers, is deemed vital for helping employees form the right attitude toward training and as a result benefit maximally from the same. Studies conducted empirically support the argument that support from seniors and colleagues goes a long way in influencing the decision by employees on training and personal development at the workplace (Bartlett, 2001). From these observations, it is evident that support for training
can take both the vertical and the horizontal dimension at the organization. When seniors from top management positions support employee training, this is the vertical dimension while support from peers and colleagues is of the horizontal nature at the workplace (Dias & Silva, 2016).

2.5 Components of Commitment

Commitment of the organization has three components namely affective, normative and continuance commitment. The three components relating to commitment mentioned here are also described as the products of employee emotional attachment to their organization, the cost relating to leaving such as the loss of attractive benefits, senior job positions, and or employees personal values developed over time in the current organization (Bartlett, 2001).

2.5.1 Affective Commitment

Affective commitment refers to the extent to which employees feel to have emotional linkage, identification, as well as involvement with their current organization and as consequently develop the desire and the need to want to remain at the organization (Mouhamaddou, 2015). It refers to the identification and the attachment emotionally by employees to their organization (Newman, Thanacoody, & Hui, 2010). It is a psychological attachment developed by employees to their organization in such a way that employees who are strongly committed to the employer identify themselves with it not only physically, but also emotionally (Sayani & Swamy, 2014). For these reasons, affective commitment can be viewed as a measure of fondness from an employee to their current organization, which extends to include both identification and also involvement with the particular organization (Chung, 2013).
When employees have developed high level of affective commitment toward their organization, they stay in it because of the primary reason that they harbor strong emotional attachment to the employer, which in extent causes them to develop intense desire to stay at the organization (Alhassan, 2012). Affective commitment is said to happen when employees commit themselves to the organization because they want and have personally chosen to do so, not because circumstances are forcing them to do so and they just have to. Such a form of commitment, directly coming from the employees own willingness and choice to commit, is quite indispensable and profound for the building of lasting and productive relationships between the employees and their employer (Mouhamadou, 2015). When there is high affective form of commitment from the employees, there is a high sense of belonging and desire to identify themselves with the organization and its overall undertakings (Alhassan, 2012). According to Chung (2013), employees having high levels of affective commitment stay at an organization purely out of their choice, and not because it is mandatory as may be prescribed by organizational polices for them to do so.

2.5.2 Normative Commitment

Normative commitment is associated with an employee individual feelings of the necessity to reciprocate a good deed accorded to him or her by the employer (Mouhamadou, 2015). Its propensity is generally an obligation based on personal morals in which the employee feels obliged to stay with an organization to do it good because it offered him or her some benefits (Sayani & Swamy, 2014). Normative commitment may develop in instances where the employer rewards the employee in advance or in cases where the employer incurs costs that can be deemed high on behalf of the employee.
Such costs could include costs that relate to job training. When employees think about such costs and benefits by the employer, they fell the obligation to remain a part of the organization and play a key role in making it succeed (Chung, 2013).

Normative commitment forms its antecedents on employees’ core values as may be defined by their culture, family and social background, as well as any prior experiences held by the subject employee (Newman, Thanacoody & Hui, 2010). Both organizational socialization and socialization that occurs in the families and society also affects how employee’s normative commitment develops (Sayani & Swamy, 2014). In this concept, employees undertake at as a responsibility and mandatory for them to remain with their current employer because of the benefits the employee has received from the organization. Ambar et al. (2015) describes it as the psychological attachment that an employee holds to make him or her to feel it his or her responsibility to remain with the organization.

2.5.3 Continuance Commitment

This term refers to the extent to which any given organizations employees stay in it as a result of recognizing the costs that may come as a result of leaving the organization. As such, the employees may stick to their current job place when they lack better alternatives or as well due to the repercussion of failing to be committed to the employer organization (Mouhamadou, 2015). Continuance commitment describes the costs that upon closer evaluation, the employer see as being what may befall then as a result of their act to leave. When employees have formed a good commitment to the organization, they are bound to stay with it out of self-interest (Newman, Thanacoody & Hui, 2010).
This concept further relates to the awareness that an employee has in regard to the results of leaving his or her current organization. According to Chung (2013), employees having strong commitment continuance to their organization stay at it because they see the need and benefit to do so. Moreover, such employees find it good to stay with the organization because the costs they associate with the act of quitting the current employer may deem to be significantly high, a risk not worth to take. Continuance commitment further entails an awareness by the employees of personal investments that they have made, investments that may include good work relations established between employees and their employer, career investments, benefits relating to their years of retirement, and acquired job skills at the organization as well as their years they have devoted to serve the organization (Alhassan, 2012)

2.6 The Relationship between Employee Training and Commitment to the organization

According to Klein (2001), investment in employees by the organization may be defined through such elements as training of the employees, career support for the employees, and offering security to employment closely associates with affective commitment of higher levels from the employees, and also greater degree of citizenship behavior, demonstrated intentions to remain working at the current organization, and minimal if any absences that are not communicated. A study by Bartlett and Kang (2004) sought to establish the association that exists between the attitudes held by employees towards training received and the commitment by commitment to employee welfare. The study concluded that the ability to access benefits such as training, the frequency with which the training is conducted, the motivation by the employees to learn from the offered
training, the benefits emanating from the received training, and support from the supervisors of the training are factors that positively link to the affective commitment by employees and also the normative form of commitment.

Riaz, Idrees and Imran (2013) researched on the relation between the beliefs held by employees in regard to training and the benefits thereof associated such personal benefits, job related benefits as well as benefits related to the career as a whole and the impact they have on commitment of the organization. Their study revealed that employees hold positive attitude toward training that is supported by the employer essentially because they see it as an undertaking that will offer them other various forms of benefits. Further, the researchers also established that commitment from employees who are supported by the organization to train is high than employees who have not been trained through the support of the organization. Yap, Holmes, Hannan and Cukier (2010) researched on the relation that exists between the perception held by employees concerning diversity in the training and the effectiveness with organizational commitment and career satisfaction. The study showed that employees perceiving diversity training as being effective were demonstrated a higher level of commitment to their employer and were also more satisfied with their careers than employees who perceived diversity training to be ineffective or non-existent.

Shaheen, Naqvi and Khan (2013) studied the impact that training of employees has on their performance and also the effect on organizational overall performance and the specific performance by the trained employees. The study also involved the mediating role existing between the training of the employees and performance of the organization. The study established a significantly positive correlation between the parameters guiding
it, namely the training of employees and performance of the organization. Nassazi (2013) evaluated the effects of training on employee performance, using the telecommunication industry in Uganda and concluded that training does have a clear and a positive effect on the general performance demonstrated by employees. Basing their research on Coca Cola Nigeria, Irefin and Mohammed (2014) examined the effect of commitment of employees on the performance of the organization and established these two parameters relate fairly high, and in a positive way.

In Kenya, Muchibi et al. (2014) explored the impact of training employees and their overall development practices on the commitment to the organization in sugar firms in the country and found that training and development practices are positively correlated with affective commitment. Ombui, Kagiri and Omoke (2012) analyzed the influence of training and development on the employees performance in Kenyans research institutions and revealed that the correlation between employee performance and Training and Development were highly significant and recommended that research institutes should initiate training and development programs that are relevant to their needs. Muma, Iravo and Omondi (2014) established that the most significant factor concerning employee commitment is focusing on training needs assessment. In addition, Amadi (2014) found that training and development has a positive impact on both motivations of employees as well as performance.
CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the research design, the population of the research study, the sample size and design, the procedures employed to collect the data, and finally the data analysis technique.

3.2 Research Design

Descriptive survey design was adopted for this study. This design was suitable because it involved collection of cross-sectional data that described the specific characteristic of the state of affairs for a particular group of people (Kothari, 2004). This design was therefore appropriate for enabling the collection of factual data for analysis, comparison and interpretation. This enabled the researcher acquire an in-depth understanding of the relationship between training of employees and commitment to the organization in the Ministry of Energy and Petroleum, Kenya.

3.3 Population of the Study

The population of this study consisted of the 513 staff members of the Ministry of Energy and Petroleum in Kenya.

3.4 Sample Design

A sample size of 154 employees was used that represented 30% of the total population of the study in order to achieve a normal distribution and fair generalization of the results as proposed by Gay et al (2009). The sample was selected based on stratified random technique. Stratified sampling was used to divide the sample into various strata’s as per
the ministry’s eight departments. Random sampling was used in selecting the respondents randomly from each department. Table 3.1 outlines the eight key departments at the Ministry of Energy and Petroleum, Kenya.

Table 3.1 Sample Distribution

<table>
<thead>
<tr>
<th>Strata</th>
<th>Population</th>
<th>Sample (30%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration Department</td>
<td>156</td>
<td>47</td>
</tr>
<tr>
<td>Human Resource Management and Development</td>
<td>16</td>
<td>5</td>
</tr>
<tr>
<td>Procurement, Finance and Accounts Division</td>
<td>55</td>
<td>17</td>
</tr>
<tr>
<td>Planning Division</td>
<td>14</td>
<td>4</td>
</tr>
<tr>
<td>Geo Exploration Division</td>
<td>19</td>
<td>6</td>
</tr>
<tr>
<td>Electrical Power (Electrical and Mechanical)</td>
<td>24</td>
<td>7</td>
</tr>
<tr>
<td>Petroleum Energy Department</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>Renewable Energy Department</td>
<td>214</td>
<td>63</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>513</strong></td>
<td><strong>154</strong></td>
</tr>
</tbody>
</table>

*(HR Database, MoEP)*

3.5 Data Collection

The study used primary data. Self-administered closed ended questionnaires were used to collect the data. The questionnaire was divided into three main sections. Section I was tailored to obtain the respondents background data, section II obtained training data and section III evaluated the three key components of organizational commitment adopted from the Meyer and Allen (1996). The responses were measured on a five-point Likert scale *(1- Strongly Agree, 2- Agree, 3- Neutral, 4- Disagree, 5 – Strongly Disagree)*
3.6 Data Analysis

Descriptive and inferential statistics were employed in the data analysis, and the process involved coding the information on the specific characteristics. Descriptive statistics included percentages, measures of central tendencies such as mean, mode and variation in form of standard deviation and variances. This was aided by the use of Statistical Package for Social Sciences (SPSS) in the analysis.

Inferential statistics was used for correlation analysis with the use of the Karl Pearson’s coefficient of correlation model shown below, (Kothari, 2004).

\[
 r = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{n(\sum x^2) - (\sum x)^2} \sqrt{n(\sum y^2) - (\sum y)^2}}
\]

Where:

\( r \) = Coefficient of correlation

\( \sum \) = Sum

\( X \) = Value of Training

\( Y \) = Value of Organizational commitment

\( n \) = number of pairs of observations of Training and Organizational commitment

The findings of the study were presented in form of statistical tables and pie charts.
CHAPTER FOUR: DATA ANALYSIS, RESULTS AND INTERPRETATION

4.1 Introduction

The current chapter of the study presents the data, its analysis and the interpretation of the results on the relationship between employee training and organizational commitment. The chapter outlines the response rate, demographic characteristics, and the results of employee training and their commitment to the organization. The chapter also presents the findings on the relationship between the training of employees and organizational commitment and the discussions of the findings.

4.2 Responses Rate

The study used a sample size of 154 employees and collected data using questionnaires. However, only 114 employees fully responded translating to a response rate of 74%. This response rate was considered to a good representation for the study.

4.3 Demographic Characteristics

Demographic analysis will present data on the gender of the respondents, the period worked and the academic levels.

4.3.1 Gender of the Respondents

This purposed to establish the number of the sampled male and female respondents. Table 4.1 shows the distribution of the respondents by gender.
Table 4.1: Gender of the Respondents

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>62</td>
<td>54.39</td>
</tr>
<tr>
<td>Female</td>
<td>52</td>
<td>45.61</td>
</tr>
<tr>
<td>Total</td>
<td>114</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 4.1: Gender of the Respondents

Source: Research Findings

The pie chart above shows that 54.39% of the total respondents were male while 45.61% were female. Thus, the ratio of male to female was 54:46, which indicates that the all genders are adequately represented at the Kenya’s Energy and Petroleum Ministry as stipulated by gender principle in Kenya.

4.3.2 Period Worked

The purpose of this section was to establish the length of period that the each of the responding sample had worked at the organization. Table 4.2 shows the results obtained
Table 4.2: Period Worked

<table>
<thead>
<tr>
<th>Period Worked</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 5 years</td>
<td>19</td>
<td>16.7</td>
</tr>
<tr>
<td>6 to 10 years</td>
<td>39</td>
<td>34.2</td>
</tr>
<tr>
<td>11 to 15 years</td>
<td>33</td>
<td>28.9</td>
</tr>
<tr>
<td>Over 16 years</td>
<td>23</td>
<td>20.2</td>
</tr>
<tr>
<td>Total</td>
<td>114</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: Research Findings

The results on table 4.2 indicates that 34.2% of the respondents had worked for 6 to 10 years whereas 28.9% had worked for a period of 11 to 15 years while 20.2% and 16.7% had worked for more than 16 years and for less than 5 years respectively. This indicates most of them had worked there for over six years hence they had good knowledge on training programs at the ministry.

4.3.3 Academic Levels

This section was necessary for the purpose of establishing the different academic levels of the responding population sample. The results obtained are presented by table 4.3
Table 4.3: Academic Levels

<table>
<thead>
<tr>
<th>Level</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters</td>
<td>20</td>
<td>17.5</td>
</tr>
<tr>
<td>Degree</td>
<td>51</td>
<td>44.7</td>
</tr>
<tr>
<td>Diploma</td>
<td>39</td>
<td>34.2</td>
</tr>
<tr>
<td>High School</td>
<td>4</td>
<td>3.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>114</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Source: Research Findings

Table 4.3 illustrates that 44.7% of the respondents were degree holders whereas 34.2% were diploma holders while 17.5% and 3.5% were master’s degree holders and high school dropouts respectively. This means that the respondents had attended various educational training in their respective fields.

4.4 Employee Training

The part on employee training evaluated the level of importance for additional training, frequency with which employees involve in the training, the rating of the organization training and development programs and evaluation of several other training impact statements.

4.4.1 Level of Importance for Additional Training

This aimed at establishing the level of importance for additional training need. Table 4.4 shows the results obtained.
Table 4.4: Level of Importance for Additional Training

<table>
<thead>
<tr>
<th>Importance</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less important</td>
<td>12</td>
<td>10.5</td>
</tr>
<tr>
<td>Important</td>
<td>59</td>
<td>51.8</td>
</tr>
<tr>
<td>Very important</td>
<td>43</td>
<td>37.7</td>
</tr>
<tr>
<td>Total</td>
<td>114</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: Research Findings

The results on table 4.4 indicates that the 51.8% of the respondents agreed that additional training is important whereas 37.7% agreed that additional training is very important while 10.5% indicated that additional training was of less importance. This finding indicates that employees consider additional training as important and very important respectively.

4.4.2 Participation in Training

This part was aimed at establishing the frequency of employees’ participation in training.

The results are shown in table 4.5.

Table 4.5: Participation in Training

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Frequently</td>
<td>40</td>
</tr>
<tr>
<td>Sometimes</td>
<td>44</td>
</tr>
<tr>
<td>Rarely</td>
<td>30</td>
</tr>
<tr>
<td>Total</td>
<td>114</td>
</tr>
</tbody>
</table>

Source: Research Findings
The results on table 4.5 indicate that 38.6% of the respondents indicated that they sometimes participated in training whereas 35.1% participated in training very frequently while 26.3% rarely participated in training.

4.4.3 Rating of Training and Development Programs

This sought to rate the training and development programs undertaken by the Ministry Employees. The results were as follows.

Table 4.6 Rating of Training and Development Programs

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>28</td>
<td>24.6</td>
</tr>
<tr>
<td>Good</td>
<td>49</td>
<td>43.0</td>
</tr>
<tr>
<td>Average</td>
<td>29</td>
<td>25.4</td>
</tr>
<tr>
<td>Poor</td>
<td>8</td>
<td>7.0</td>
</tr>
<tr>
<td>Total</td>
<td>114</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: Research Findings

The data results on table 4.6 illustrates that 43% of the respondents indicated that the programs for training and developing employees undertaken by the ministry employee are good whereas 25.4% indicated they are average while 24.6% and 7% indicated they excellent and poor respectively. This indicates that most of the employee agreed that these programs undertaken by the ministry to train and develop employees are good.
4.4.4 Training Impact

This purposed on the evaluation of the levels with which the responding sample agreed or disagreed with several statements concerning employee training. Table 4.7 shows the results obtained.

Table 4.7 Training Impact

<table>
<thead>
<tr>
<th>Training impact</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel that all the training needs identified during my performance appraisal have been addressed through the training received</td>
<td>2.26</td>
<td>1.081</td>
</tr>
<tr>
<td>Training has enabled me to perform my duties, execute all tasks assigned to me, as well as attain the quality requirements of my work</td>
<td>2.09</td>
<td>1.009</td>
</tr>
<tr>
<td>The training and development programs I undertook have assisted in improving my skills, knowledge and behavior. I now feel that my performance has improved</td>
<td>2.23</td>
<td>1.081</td>
</tr>
<tr>
<td>Due to training acquired I feel am in a better position to adapt to new standards and technological advancements</td>
<td>2.11</td>
<td>1.059</td>
</tr>
<tr>
<td>Additional training has assisted me to become more innovative in my work and I frequently propose positive changes in the workplace</td>
<td>2.05</td>
<td>.976</td>
</tr>
<tr>
<td>Thanks to the training offered am now confident and able to contribute and share my knowledge in the workplace</td>
<td>2.17</td>
<td>.995</td>
</tr>
</tbody>
</table>
After training I am now able to accommodate diversity and relate better with my colleagues | 2.25 | 1.035

Because of the training opportunities constantly availed to me, I now feel motivated and am rarely absent/late for work | 2.21 | 1.068

The skill have learnt from training have assisted me to relate better with my clients | 2.17 | 1.047

Training has helped me in becoming more accurate in my work and I now make fewer mistakes in my work | 2.18 | 1.015

Training has enabled me to be more open minded and receptive to changes | 2.15 | 1.041

I feel that my quality of work has improved after attending training sessions | 2.22 | 1.037

**Source: Research Findings**

The results on table 4.7 shows that the highest mean values were 2.26 and 2.25 which corresponded to the statements “I feel that all the training needs identified during my performance appraisal have been addressed through the training received and after training I am now able to accommodate diversity and relate better with my colleagues”. The mean value correspond to the scale value of 2 in the Likert scale of the questionnaire which indicated that the employees agreed that the training needs identified during performance appraisals had been addressed through training and after training the employees were able to accommodate diversity and relate better with their colleagues.

Finally, the results also indicate that the lowest mean values were 2.09 and 2.05 respectively. The mean values correspond to the statements “training has enabled me to
perform my duties, execute all tasks and meet the quality requirements of my work and additional training has assisted me to become more innovative in my work and I frequently propose positive changes in the work place”. The mean value correspond to the scale value of 2 which showed that the a greater percentage of the respondents agree training enable employees to perform their duties as required and additional training assisted them to be innovative and to frequent propose changes in the organization.

According to the results, all mean values correspond to the scale value of 2 which indicate that the respondents agree that employee training had assisted in improving their skills, knowledge and change in behavior. The results also show employee training had helped employees to adapt to new standards and technological advancements, to be confident, able to contribute and share their knowledge, to feel motivated and contribute more at the workplace. The result further indicate that training helped employees to relate better with their colleagues, to be open minded and receptive to changes and improved their quality of work at the Kenya’s Energy and Petroleum Ministry.

4.5 Organizational Commitment

This sought to evaluate the level at which responding sample agreed or disagreed with several statements concerning organizational commitment. Table 4.8 shows the results obtained.
### Table 4.8 Organizational Commitment

<table>
<thead>
<tr>
<th>Affective Commitment</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>It would give me great pleasure if I continue working with my current organization</td>
<td>2.18</td>
<td>1.027</td>
</tr>
<tr>
<td>I really feel as if the organization’s problems are my own</td>
<td>2.28</td>
<td>1.026</td>
</tr>
<tr>
<td>I don’t feel emotionally attached to my organization, neither do I have a strong sense of belonging to it</td>
<td>2.24</td>
<td>1.067</td>
</tr>
<tr>
<td>I believe that I am not obliged to be loyal to my employer at all times</td>
<td>2.15</td>
<td>1.015</td>
</tr>
<tr>
<td>Offered a better job opportunity elsewhere, I will find it wrong leaving my current organization as it has a great deal of personal meaning to me</td>
<td>2.18</td>
<td>1.015</td>
</tr>
<tr>
<td>I am comfortable and proud openly telling people my current employer</td>
<td>2.26</td>
<td>.996</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Normative commitment</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am obliged to my current organization and the people in it and will for this reason not leave it</td>
<td>2.14</td>
<td>1.029</td>
</tr>
<tr>
<td>I do not feel like my work is appreciated as my supervisor does not involve me in most of his/her work.</td>
<td>4.31</td>
<td>2.082</td>
</tr>
<tr>
<td>The organization deserves my loyalty and I should therefore stay</td>
<td>2.19</td>
<td>1.063</td>
</tr>
<tr>
<td>In my view, the organization provides me with an opportunity to utilize my abilities and I have a feeling of accomplishment</td>
<td>2.18</td>
<td>1.075</td>
</tr>
<tr>
<td>I feel the organization owes me for my input and effort and I therefore do not feel ready to leave</td>
<td>2.22</td>
<td>1.046</td>
</tr>
<tr>
<td>I will feel it not right to leave the company right now because I feel that I owe great deal to my organization</td>
<td>2.30</td>
<td>1.055</td>
</tr>
<tr>
<td>Continuance commitment</td>
<td>Mean</td>
<td>Std. Deviation</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------------</td>
<td>-------</td>
<td>----------------</td>
</tr>
<tr>
<td>The only reason I am still in the organization is because I feel it is a necessity  for me</td>
<td>4.12</td>
<td>2.065</td>
</tr>
<tr>
<td>If I left the organization now my career would greatly be disrupted</td>
<td>2.26</td>
<td>1.031</td>
</tr>
<tr>
<td>I feel I am not obliged to stay at my current employer organization</td>
<td>2.25</td>
<td>1.061</td>
</tr>
<tr>
<td>There would be negative consequences for me if I left my job now because of the limited alternatives that I have</td>
<td>2.23</td>
<td>1.048</td>
</tr>
<tr>
<td>I feel that I have input so much of my time and expertise to this organization that would not just ignore and leave</td>
<td>2.32</td>
<td>1.050</td>
</tr>
<tr>
<td>Even with some financial difficulties in the organization, I would be reluctant leave</td>
<td>2.23</td>
<td>1.022</td>
</tr>
</tbody>
</table>

**Source: Research Findings**

The results on table 4.8 established that all the mean values for affective commitment corresponded to the scale value of 2 in the Likert scale. This indicates that the respondents agreed that they felt that problems affecting the organization were theirs and they had emotional attachment and a strong sense of being a part of the organization. The respondents also agreed that they openly tell people where they work and that they would feel it not right to leave their current organization for a job opportunity elsewhere because it has a great deal of personal meaning in them.

The results for normative commitment indicate that the highest mean value was 4.31 which indicate that the respondents disagreed to the statement that “I do not feel that my work is appreciated as my supervisor does not involve me in most of his/her work”. However, all the other mean values corresponded to the scale value of 2 which, clearly
showing that the responding employees agreed that they the organization gives them an opportunity to utilize their abilities giving them the feeling of accomplishment. They also agreed to the opinion that the organization deserves their loyalty hence they should stay. The results also found that the respondents agreed that they feel that the organization owes them for their input and effort and therefore do not feel ready to leave. The results also established that the respondents agreed to the opinion that they would not feel it would be right to leave their current organization because they felt they owed it a great deal.

The results on continuance commitment give the highest mean of 4.12 suggesting that the respondents disagreed with the opinion that they are in the organization because they feel it is a necessity for them. All the mean values correspond to the scale value of 2 which indicates the respondents agreed that they do not feel obligated to stay at their current employer or with the organization and that if they left the organization now their careers would greatly be disrupted. The results also established that the respondents agreed that that there would be negative consequences for them if they left their current job because of the scarcity of available alternatives. Lastly, the result found that the employees agreed to the opinion that they would not just leave the organization because they have input so much of their time and expertise to it and also even with some financial difficulties they would be reluctant to leave.

**4.6 Relationship between Employee Training and Organizational Commitment**

Correlation analysis was used to establish the relationship between employee training and organizational commitment. Table 4.9 shows the obtained results.
Table 4.9 Correlation

<table>
<thead>
<tr>
<th></th>
<th>Employee training</th>
<th>Organizational commitment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee training</td>
<td>Pearson Correlation</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>114</td>
</tr>
<tr>
<td>Organizational commitment</td>
<td>Pearson Correlation</td>
<td>.022</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.814</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>114</td>
</tr>
</tbody>
</table>

Source: Research Findings

The correlation results on table 4.9 indicate that training of employees and commitment of the organization correlate positively with a correlation coefficient of 0.022. This indicates that there is direct relationship between training of employees and organizational training thus, an increase in training programs enhances organizational commitment.

4.7 Discussion of the Findings

This finding revealed that employees considered additional training to be important exercise, which mean that employee, are concerned about training and development programs. The results also established training had played important role in employee personal development, improved their production, skill and knowledge and enhanced their relationship with organizational employees and colleagues. As such, Geethu & Siby
(2014) a properly trained team of employees greatly takes pride in the achievements of the organization; believes and commits toward achieving set organizational goals; and with motivation commit to the values upheld within the organization and, for this reason, manifest higher levels of performance. Nassazi (2013) also found that training of employees enhances their performance as it makes them clearly aware of what is expected of them.

The findings on affective commitment found that employees felt as if problems associated with the organization are theirs, and that they felt strong emotional attachment and connection to the organization. In support of this finding Alhassan (2012) explains that when employees feel highly a part of the there is great affective commitment and this makes them to have a high sense of belonging and identification with the organization as this enhances their involvement in a variety of organizational activities. The findings on normative commitment also established that employees felt that the organization gives them an opportunity to utilize their abilities and they have great feelings of accomplishment. Finally, the findings established that employees felt that it owed them great deal and they would be guilty to leave the organization.

The findings on continuance commitment established that the respondents are reluctant to leave the organization even when the organization is faced with some financial difficulties. In support of this finding: Newman, Thanacoody and Hui (2010) explain that employees with strong continuance commitment are bound to remain with their current organization out of self-interest. The result of correlation analysis found that there is a positive correlation between employee training and organizational commitment. This finding agrees with Lamba & Choudhary (2013) who concurs that if employees are
committed towards their organization they will tend to perform their job well and ultimately improve the performance of the organization.
CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes the research, presents concluding remarks, and makes several recommendations based on the findings of this research study. The chapter also presents the limitations of the research and indicates some suggested areas that future research work on the topic can be conducted on.

5.2 Summary

The fundamental objective of this research study was to investigate the relationship between training of employees and commitment of the organization in the Ministry of Energy and Petroleum, Kenya. The study used a sample size of 154 employees and collected data using questionnaire but only 114 questionnaires were fully responded to. The study found that the ratio of male to female employees at the ministry was 54:46, which indicated that the all genders are adequately represented. The findings further revealed that most of the employees had worked for more than six years hence they had good knowledge on training programs at the ministry and the employees had attended various educational training in their respective fields.

This findings on employee trained established that employees consider additional training to be important and very important respectively. The findings also established employee at the ministry participated in training programs frequently and the employees agreed that the training and development programs undertaken by the ministry were good. The findings further revealed that training had played key role in employee personal
development, improved their production, skill and knowledge and enhanced their relationship with organizational employees and colleagues at the ministry.

The findings on organizational commitment found that employee at the ministry exhibited affective commitment since they felt that the organization’s problems were like their own and were emotionally attached to the organization. The findings establish the ministry employees exhibited normative commitment since they felt that the organization had given them an opportunity to utilize their abilities and they have great feelings of accomplishment. In addition, the employees felt that they owed the organization a great deal and they would be guilty of leaving the organization. The findings also demonstrate that employees exhibited continuance commitment since they feel that if they left the organization their careers would greatly be disrupted and feel that their presence in the organization is a necessity. Finally, the result of correlation analysis found that a positive correlation between the training of employee and commitment of the organization at the Ministry of Energy and Petroleum.

5.3 Conclusions

The study found that employee training does serve a key role in enhancing employee’s loyalty, sense of belonging, relationships with colleagues, performance and personal development of employees. The study, therefore, concludes that employee training is an effective management strategy which the Ministry of Energy and petroleum can use to remain highly competitive in the current business environment. The study also found that employee supported the need for additional training hence the conclusions that frequent employee training is vital at the Kenya’s Energy and Petroleum Ministry. The study determined that training of employees and the commitment from the organization
correlate positively. This leads to the conclusion that training of employees a directly impacts on their organizational commitment.

5.4 Recommendations

The study has concluded that employee training is an effective management strategy, which can be used by organization to remain competitive. It is in this light that the study recommends that there is need for development of an effective employee training strategy at the Energy and Petroleum Ministry in Kenya to ensure that their employee have all the required skill to ensure they effectively deliver the mandate of the organization.

Further, that frequent training does plays a significant role in employee personal development, improves their productivity, skills and knowledge was another fundamental finding of this research study. Therefore, this study recommends that the Ministry of Energy and Petroleum in Kenya should initiate frequent training and development programs to ensure their employees remain committed to the organization.

The study found that a positive correlation between employee training on all forms of organizational commitment. The study thus recommends that the Kenya’s Energy and Petroleum Ministry should initiate a policy mechanism on training and development to enhance their employees’ organizational commitment.

5.5 Limitations of the study

The current study focused on training of employees and organizational commitment at the Kenya’s Energy and Petroleum Ministry. Therefore, the findings are only applicable to this particular organization and may not be generalized to other ministries since each ministry is unique and deals with specific tasks hence it may have different employee
training programs. The study also focused on organizational commitment as whole and not a specific component of organizational commitment.

5.6 Suggestions for Further Research

This research study undertaking investigated the relationship between training of employees and the commitment of the organization at the Ministry of Energy and Petroleum in Kenya. The study therefore recommends a similar study on other government ministries and parastatals to determine whether training affects organizational commitment. The study also combined all forms of organizational commitment therefore the study recommends that it is necessary for assessing the effect of training of employees on specific components of organizational commitments.
REFERENCES


Brum, S. (2007). *What Impact does Training have on Employee Commitment and Employee Turnover?* University of Rhode Island


Chaudhuri, S. (2012). *The Relationship between Training Outsourcing and Organizational Commitment*. The Ohio State University


Dear respondent,

The core purpose of this questionnaire is to gather data to be used to determine the relationship between training of employees and the commitment of the organization at the Ministry of Energy and Petroleum in Kenya. This is in partial fulfillment of the Master of Business Administration degree at the University of Nairobi. I hereby request you to assist in filling up the questionnaire. Please note that this research study is absolutely academic purposes. Consequently, the information you provide will be accorded with utmost confidence. Your cooperation and support will be highly appreciated.

Please fill and tick where appropriate

**Part I: Background Information**

1. Kindly indicate your gender
   - Male [ ]
   - Female [ ]

2. Kindly indicate the period you have worked with the Ministry of Energy and Petroleum (in Years)
   - Less than 5 [ ]
   - 6-10 [ ]
   - 11-15 [ ]
   - Over 16 [ ]

3. Kindly indicate your highest academic level
Part II: Employee Training

4. How important is the need for additional training for you?
   Not important [ ] Less Important [ ] Important [ ] Very important [ ]

5. How often do you participate in trainings at the Kenya’s Energy and Petroleum Ministry?
   Very Frequently [ ] Sometimes [ ] Rarely [ ] Never [ ]

6. How would you rate the training and development programs undertaken by the Ministry Employees?
   Excellent [ ] Good [ ] Average [ ] Poor [ ]

7. Kindly, indicate the level with which you agree or disagree with the statements that follow in regard to employee training. Use the following scale as appropriate

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

<table>
<thead>
<tr>
<th>Training impact</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td>I feel that all the training needs identified during my performance appraisal have been addressed through the training received</td>
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<td>Training has enabled me to perform my duties, execute all tasks assigned to me, as well as attain the quality requirements of my work</td>
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<tr>
<td>The training and development programs I undertook have assisted in improving my skills, knowledge and behavior. I now feel that my performance has improved</td>
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<tr>
<td>Statement</td>
<td>Level 1</td>
<td>Level 2</td>
<td>Level 3</td>
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<td>--------------------------------------------------------------------------</td>
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<tr>
<td>Due to training acquired I feel am in a better position to adapt to new standards and technological advancements</td>
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<td>Additional training has assisted me to become more innovative in my work and I frequently propose positive changes in the work place</td>
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<tr>
<td>Thanks to the training offered as am now confident and able to contribute and share my knowledge in the work place</td>
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<td>After training I am now able to accommodate diversity and relate better with my colleagues</td>
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<td>Because of the training opportunities constantly availed to me, I now feel motivated and am rarely absent/late for work</td>
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<td>The skill have learnt from training have assisted me to relate better with my clients</td>
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<td>Training has helped me in becoming more accurate in my work and I now make fewer mistakes in my work</td>
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<tr>
<td>Training has enabled me to be more open minded and receptive to changes</td>
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<tr>
<td>I feel that my quality of work has improved after attending training sessions</td>
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</tbody>
</table>

*Adopted from MoEP with amendments*

**Part III: Organizational Commitment**

8. Kindly, indicate the level with which you agree or disagree with the statements that follow in regard to organizational commitment. Use the following scale as appropriate
<table>
<thead>
<tr>
<th>Affective commitment</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td>It would give me great pleasure if I continue working with my current organization</td>
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<td>I really feel as if the organization’s problems are my own</td>
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<td>I do not feel that I am emotionally attached to my organization, neither do I have a strong sense of belonging to it</td>
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<td>I believe that I am not obliged to be loyal to my employer at all times</td>
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<td>Offered a better job opportunity elsewhere, I will find it wrong leaving my current organization as it has a great deal of personal meaning to me</td>
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<td>I comfortable and proud openly telling people my current employer</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Normative commitment</th>
<th>1</th>
<th>2</th>
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<th>5</th>
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</thead>
<tbody>
<tr>
<td>I am obliged to my current organization and the people in it and will for this reason not leave it</td>
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<td>I do not feel like my work is appreciated as my supervisor does not involve me in most of his/her work.</td>
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<td>The organization deserves my loyalty and I should therefore stay</td>
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<td>In my view, the organization provides me with an opportunity to utilize my abilities and I have a feeling of accomplishment</td>
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</table>
I feel the organization owes me for my input and effort and I therefore do not feel ready to leave

I will feel it not right to leave the company right now because I feel that I owe great deal to my organization

**Continuance commitment**

<table>
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<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<tbody>
<tr>
<td>The only reason I am still in the organization is because I feel it is a necessity for me.</td>
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<tr>
<td>If I left the organization now my career would greatly be disrupted.</td>
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<tr>
<td>I feel I am not obliged to stay at my current employer organization.</td>
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<tr>
<td>There would be negative consequences for me if I left my job now because of the limited alternatives that I have.</td>
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<tr>
<td>I feel that I have input so much of my time and expertise to this organization that would not just ignore and leave.</td>
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<td>Even with some financial difficulties in the organization, I would be reluctant to leave.</td>
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</table>

*Adopted from Meyer and Allen (1996) with amendments*

Thank you