

# **Effect of Training Needs Assessment on Employee Commitment in Public Universities: A Case Study of Jomo Kenyatta University of Agriculture and Technology**

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DOI: 10.6007/IJARBSS/v4-i9/1153 URL: <http://dx.doi.org/10.6007/IJARBSS/v4i9/1153>

## **Abstract**

During the past five years skilled and trained teaching and non-teaching staff at JKUAT left their jobs to seek employment and other opportunities in other upcoming universities. Despite the turbulent economic situation leading to declining financial support by the government and massive budgetary cuts, the Jomo Kenyatta University of Agriculture and Technology and other Public Universities should explore ways and means to re-ignite and secure their employees' loyalty and commitment to compete on equal footing with its rivals for sustained competitive advantage. The purpose of the study was to establish the effect of training needs assessment on employee commitment among employees of the Jomo Kenyatta University of Agriculture and Technology. This study adopted a descriptive survey case study design employing both quantitative and qualitative approaches. The target population was 1731 staff members of JKUAT and a sample size of 10%. Stratified random sampling technique was used to sample the 173 respondents. A questionnaire was used to gather data from respondents and the data was analyzed using descriptive statistics and inferential statistics. The findings from the inferential statistics indicated that training had an effect on employee commitment. The study established that training needs assessment in JKUAT and other Public Universities was not being done effectively and thus led to lack of commitment by employees to their jobs. The study concluded

that the most significant factor in regard to employee commitment is focusing on Training Needs Assessment

**Key words:** Training, Employee Commitment and Training Needs Assessment

## **Introduction**

Training is a critical human resource management function in both Public and Private Organizations. Training has been a recurrent subject of debate among scholars and academics. Armstrong(2006) defined training as a planned systematic modification of behavior through learning, events, programs and instructions which enable individuals to achieve the levels of knowledge, skills and competence needed to carry out their work efficiently. He adds: training is the use of planned instruction activities to promote learning. According to Waleed (2011 as quoted in Ng'ethe (2014) training is not simply a means of arming employees with skills they need to perform their jobs, it is often deemed to be representative of an employer's commitment to their work force. However, it is important to point out that HR practices work to develop individual knowledge and skills, as well as employee attitude and behaviors. If these effects are prevalent enough in the employee population, then the collective changes in human capital, attitudes, behaviors and associated organizational climate should be strong enough to influence organizational performance (Bowen & Ostroff, Chew, 2004). Armstrong (1995) advised that for any training program to be relevant, it must satisfy identified and appropriate needs. The ultimate goal of every training programme is to add value to the human resources in order to gain competitive advantage (Michael, 2008). Goldstein and Gillian (1990) outlined six reasons why organizations believed that investments in training helped them gain a competitive advantage. First, it increased employee knowledge, helped ensure that employees had the basic skills to work with new technology, helped employees understand how to work effectively in teams to contribute to service quality, ensured that the organization's culture emphasized innovations, creativity and learning, ensured employment security by providing ways for employees to contribute to the company when their jobs change, their interests change or their skills became obsolete and finally prepared employees to accept and work more effectively with each other. Barlett (2001) argued that organizations that created an environment where training was supported and valued by employees achieved greater commitment outcomes such as low turnover (Chew, 2004), reduced absenteeism, increased productivity and increased competitiveness. According to Mamoria (1995), training was a practical and vital necessity because it enabled an employee to develop and rise within an organization and increased their market value, earning power and job security. He further explained that training helped mould employees' attitudes and helped them to contribute meaningfully to the organization. Well trained employees made a better and economic use of materials and equipment which went a long way to minimize wastages. According to Ohabunwa (1999) organizations that trained their employees well gave managers and supervisors to confidently delegate authority to their subordinates. According to Asare-Bediako (2002) employees must be trained and developed to meet their own career needs and the needs of the organization as well. Organizations had the responsibility to develop and implement Training and development systems and programs to help them achieve their objectives. Many of the world's best successful organizations known are aware that the

provision they make training and development activities lie at the heart of their ability to attract and retain the best employees. McNamara (2008) confirmed the various positions of most training literature by outlining the benefits organization's and employees' gained from adopting a systematic approach to human resource learning and development. He observed that Training led to increased job satisfaction and morale among employees, increased employee motivation, increased efficiencies in processes, resulting in financial gain, increased capacity to adopt new technologies and methods, increased innovation in strategies and products, reduced employee turnover, enhanced company image and risk management.

Organizational commitment has been defined variously but researchers agreed on its Multidimensional nature (Meyer and Allen, 1991). Commitment was an important issue, because it may be used to predict employees' performances, absenteeism and other behaviors. Also organizations valued Commitment among their employees because it was assumed that committed employees engaged in extra-role behaviors such as creativeness or innovativeness. Since low job performances, absenteeism and lack of creativeness were costly to organizations, commitment was assumed to be a desired quality of their employees. Higher education institutions, the world over, are facing new challenges that required reforms in their management and governance styles. The rise of new stakeholders, internal factors, together with globalization and the rapid pace at which new knowledge was created and utilized, growth in student enrolment and rise in the number of Higher Education institutions are among the recent developments that challenge Higher Education institutions (Jowi, 2003). In the recent past in Kenya, there has been rapid expansion and growth of University Education due to high enrolment occasioned by the introduction of free primary education by the government. Higher Education Institutions played a crucial role in training and the development of higher level human resources to participate in national development, to teach and create new knowledge through research and advanced training, to act as conduit for the transfer, adaptation and dissemination to the demands of national development and emerging social economic needs with a view to finding solutions to problems facing the county (Republic of Kenya, 1988; World Bank, 1994). Tetty (2006) observed that professional development is the engine that keeps the University true to their mandate as Centre's of ideas and innovations. Without effort in that direction intellectual capital can stagnate and the relevance of Universities to society may diminish (Rossier, 2004). However, the cumulative effect of the previous training policy was positive because it resulted into the training of a pool of skilled and trained human resources in both academic and non-academic cadres in the University who could adequately discharge their mandate of teaching and research with commitment for the achievement of the National vision 2030 and Millennium Development Goals (MDGs).

### **Problem Statement**

Today, organizations world over are faced with serious challenges occasioned by globalization which has intensified competition for scarce resources and hence the need for organization to explore ways and means to survive in a turbulent economic environment in order to gain competitive advantage over their rivals for success and sustainability. The rapid expansion of University education has led to a number of challenges. According to UNESCO, world conference on Higher Education (1998), low funding from the exchequer, increased enrolment,

limited access compared to the population level, increased enrolment without commensurate improvement in available facilities, gender inequality and a low research capacity are some of the problems facing the Universities in the region. Public Universities in Kenya have traditionally relied on government funding and donor fund to finance their activities. Due to harsh economic situation witnessed by the region over the recent past, government support for these institutions has been steadily declining. Simply put, Universities have been put in a fix between severe budgetary cuts and a flood of students seeking useful degrees resulting in overcrowding, low budgets and staff retention problems (Ngome, 2010, Igoki, 2011). Similarly, they faced stiff competition from NGO's and foreign satellite University campuses based here targeting same students trying to offer University education. (Armstrong 2010, Harting, 2008 & Storey, 1989) described employees as the most valued asset and source of competitive advantage through their commitment, adaptability and high quality skills. The continuing decline of employee commitment and loyalty in Public Universities in recent years is alarming. In JKUAT alone, according to personnel data records from Central Registry, between 2009-2014, over 200 trained employee left the University for Greener Pastures. The Kenyan Public Universities therefore require a compelling employee value Proposition to attract and retain human resources, an important source of competitive advantage. A recent study by Ng'ethe (2014) on Academic staff retention established five key factors as major determinants of retention in Public Universities: these are leadership style, remuneration, promotion opportunities, personal characteristics of employees and training. While it is prudent that cost cutting is a good management practice, Public universities must also move expeditiously to explore ways and means of securing employee commitment. Commitment is critical directly or indirectly to the success and sustained competitive advantage to the universities against their competitors locally and internationally in the market and therefore commitment strategies can only be formulated with the knowledge of all the factors influencing commitment. This study, therefore, sought to establish the effect of training on employee commitment and in particular how Training Needs Assessment, Training Objectives, role and competence of trainers, training methods/techniques and how evaluation of training can enhance employee commitment in JKUAT and other Public Universities.

### **Objectives**

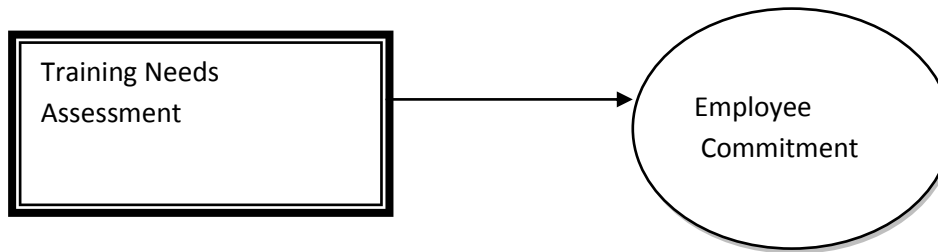
The study aimed to establish the effect of training needs assessment on employee commitment in JKUAT. Conclusions and recommendations were documented and disseminated for future use by stakeholders in institutions of higher learning.

### **Literature Review**

Literature review gives an overview and synthesizes previous studies (Ngechu, 2006). A review of theoretical and analytical literature and gaps to be filled by the study is provided in this chapter.

### **Theoretical and Conceptual Framework**

The proposed study was guided by three theories namely: The side-bet model, Mowday, Porters, Steers and Boulian's model and Meyer and Allen Model.



### **Training Needs Assessment**

McClelland (1993) discussed eleven (11) steps open approach for conducting training needs assessment. Barbazette (2006), suggested training needs assessment provided answers to the “who”, “what” and “why” of training. The inability of organizations to identify training needs is one of the major tragedies in organization training practice. TNA is the first step in the establishment of effective and efficient training programme as it formed the foundation for determining instructional objectives, selection and design of instructional programmes, implementation and evaluation of training delivery. Training cannot solve problems caused by poor systems design and insufficient resources (Sorenson 2002). Armstrong (2012) clearly defined what a training need is: An on-going management process for generating and analyzing information about performance in an organization to make better and informed decisions about where and when to use training”. It exist where there was a gap between an individual’s knowledge and skills for task execution and satisfactory task performance. Its purpose is thus to identify this gap and determine the necessary intervention to bridge the gap (Asare-Bediako, 2002). TNA involves an analysis of three human resource areas: the organization, the person and the task itself (Thayer and McGhee, 1961). Organization level analysis involves a sound review of all resources available, Top management’s support and strategic and operational plans. Person analysis looks at an individual employee and the job they do to identify level of skills and knowledge by looking at such factors as commitment, productivity, absenteeism, tardiness and potential and can be done through performance reviews, questions and interviews (Warshaner, 1998). Task analysis looks at the knowledge and skill requirements for each specific job and compares these requirements to employees’ actual knowledge and skills. Any gap(s) reveals a training need. Its’ sources of data includes safety standards, job hazard analysis, performance standards, review of literature and best practices and on-site observation and questioning (Miller and Osinki 1961). An effective task analysis identifies “tasks” that have to be performed, now, often and when performed, the quality and quantity of performance required” (Brown, 2002). TNA reveals the needs for well-targeted training that aids in constructing the appropriate solution to performance deficiency. The TNA exercises helped energize any training with good results such as increased commitment to the on-going training, increased the visibility of the training function, clarified crucial organizational issues, provided the best use of limited resources, provided program and design ideas and formulated strategies on how to achieve training effectiveness (McArdle, 1998; Warshaner, 1998). Finally, TNA provides an opportunity for managers and trainers to get into the organization and talk to the employees by providing a channel or forum for all stakeholders to deliberate programs to be mounted hence the parties identify and own the programs.

## **Employee Commitment**

Organizational commitment has been studied in the Public, Private and Non-profit Sector and more recently internationally. Early research focused on defining the concept and the current continues to examine organizational commitment through two popular approaches: commitment related-attitudes and commitment related behaviors. A variety of antecedents and outcomes have been identified in the past thirty years (Angle and Perry, 1981; Mowday et al (1979: Hall, 1977). There are multiple definitions of organizational commitment found in the literature. Bateman and Strasser states that organizational commitment has been operationally defined as “Multidimensional in nature, involving an employee’s loyalty to the organization, willingness to exert effort on behalf of the organization, degree of goal and value congruency with the organization, and desire to maintain membership”. Porter et al (1974) discussed three major components of organizational commitment including a strong belief in and acceptance of the organizations goals, a willingness to exert considerable effort on behalf of the organization, and a definite desire to maintain organizational membership. Meyer and Allen (1991) identified three types of commitment comprising affective commitment, continuance commitment and normative commitment. Affective commitment is defined as the emotional attachment, identification, and involvement that an employee has with its organizational goal. Porter *et al*, (1974) further characterized affective commitment by the three factors of belief in and acceptance of the organization’s goals, willingness to exert effort on helping organization achieves its goals and a desire to maintain organizational membership. Continuance commitment is the willingness to remain in an organization because of the investment that the employees has with non-transferable investments such as retirement and relationships with other employees that are special to the organization (Reichers, 1985). Continuance commitment also included factors such as years of employment or benefits. Meyer and Allen (1997) further explained that employees who share continuance commitment with their employer often makes it difficult for an employee to leave the organization. Normative commitment is the commitment that a person believes that they have to the organization due to their feeling of obligation to the workplace. Weiner (1982) discussed normative commitment as being “the generalized value of loyalty and duty”. Meyer and Allen (1991) supported this type of commitment prior to Bolon’s definition. Normative commitment can be explained by other commitments such as families, marriage and religion. Meyer, Allen and Smith (1993) said that the three types of commitment are a psychological state that either characterized the employee relationship with the organization or has the implications to affect whether the employee continues to work for the organization. Meyer et al., (1993) posits that employees with affective commitment mostly remains with an organization because they want to, those with a strong continuance commitment remain because they have to, and those with normative commitment remain because they feel they have to. Meyer and Allen (1997) explained that committed employees stay with an organization, attend work regularly, put in a fun day and more, protects corporate interest and believe in the organizational goals. Organizational commitment has been extensively researched on in western countries. In Kenya, a study on organizational commitment and job satisfaction in Public and Private Universities by Kipkubet (2010) cited five key factors as antecedents of affective commitment influencing employee attachment and sense of their commitment to their Universities. These were career development, participation in decision-making, promotional opportunities, professional



commitment and distributive justice. Further the thesis also listed the factors influencing both continuance and normative commitments. Various studies based in the west by Mowday, Porter and Steers, 1982; Meyer and Allen, 1991; Mueller and Price, 1986, Iverson and Buttigieg; 1999; Meyer and Smith, 2005 Malhots, Budhwar and Prowser, (2007) identify an array of factors that influence commitment. There is, however, limited research on this topic in sub-Saharan Africa, and Kenya in particular considering the important role Public Universities play in the development of human resources needed urgently for national development. According to Zeffane, (1994) and Gaetner (1999) "Flexible and participatory management styles could strongly and positively enhance commitment. (Baron and Greenberg 1990), state that the "highest of responsibility and autonomy connected with a given job, the lesser it's repetitive and more interesting it is and the higher the level of commitment". The existence of employment opportunities also affected organizational commitment (Carry et al; 1996). These are considered desirable alternatives but where there is a lack of other employment opportunities; there is tendency of high level of organizational commitment (Vandenberghe, 1996). Organizational commitment could also be affected by the employee's personal characteristics such as age, seniority, gender and years of service (Meyer and Allen, 1997). Other factors included work environment, positive working relationship and training and development opportunities (Gartner and Nollen, 1989).

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

Three models have been used in this study to explain commitment. However, todate, the three model component of Meyer and Allen (1991) has been regarded as the leading model because it ties three aspects of earlier commitment research. This model was created to argue that commitment has three different psychological states. However, a collection of studies have since shown that the model is not consistent with empirical findings. Studies have come to the conclusion that TCM is a model for predicting turnover. In a sense the model describes why people stay with the organization, whether it is because they want to, need to, or ought to. This model appeared to mix together an attitude toward a target, that being the organization, with an attitude toward a behavior, which is leaving or staying. Therefore, this model and other theories are not universally applicable in different environments and cultures. In particular, Meyer and Allen (1991) created this model for two reasons: first, to "aid in the interpretation of existing research", Second, to "serve as a framework for future research". Their studies were based on previous studies by other scholars. Hence the need for this study as various scholars and researchers has not explained the concept of commitment in totality.

### **Research Methodology**

The study employed a descriptive and a case study design which Yin (2009) defined as an empirical inquiry that investigates a contemporary phenomenon in depth and within its real-life context, especially when the boundaries between phenomenon and context are not evident. The design was advantageous in that it allowed continuous reality check since the process is iterative between theory and data; secondly, the possibility to use quantitative and qualitative techniques and thirdly, the boundaries that the case created in the study (Harrison, 2002). The

target populations of study were JKUAT employees comprising of Management, Teaching and Non-teaching staff in grades 5 and above.

Stratified random sampling, which involves a process of segregation, followed by random selection of subjects from each stratum was used. It was the most efficient among all probability designs since it ensured that all groups are adequately sampled. The employee categories formed the strata and a sample of 10% of the accessible population was drawn from the target. According to Mugenda and Mugenda (1999) a researcher ought to take 10% of the target population for the purpose of the research findings.

Strata	Population	Sample	%
Management	197	20	11.6
Teaching staff	723	72	41.6
Non-teaching staff in grade 5 and above	811	81	46.8
<b>TOTAL</b>	<b>1731</b>	<b>173</b>	<b>100.0</b>

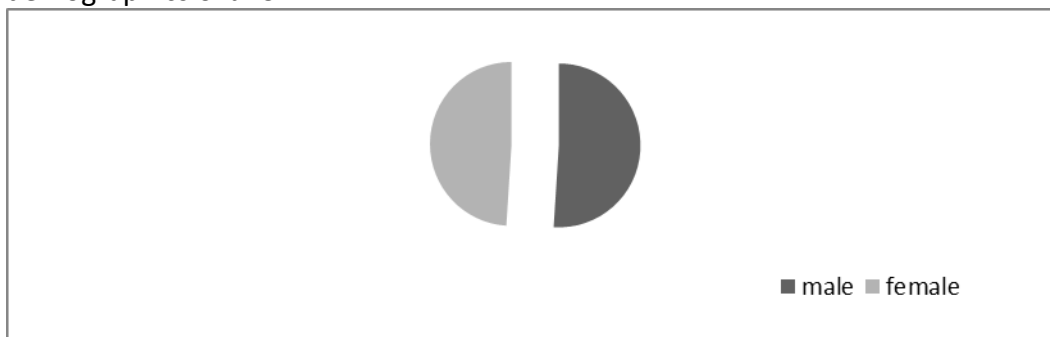
The main research tool was structured questionnaire as it provided a relatively simple and straight forward approach to the study. Q

A 5 point likert scale of 1-5 was used to measure respondent’s response where 1 (one) stood for very low or strongly disagreed and 5 (five) stood for very high or strongly agreed. Finally, some unstructured questions which asked the respondents to give their opinions or recommendations had also been designed. In addition, secondary data was gathered by the researcher from past published scholarly articles, books and journals explaining the theoretical and empirical information on training and commitment. The questionnaires contained uniform questions for all the respondents. The analysis was done at the confidence level of 95% hence the level of significance is 0.05. The data from duly filled questionnaire was recorded, cleaned and analyzed using statistical package software (SPSS) Version 18.

## Findings and Discussions

### General information

The study sought to ascertain the information on the respondents involved in the study about the gender, age, employment category and years of employment in the university. The bio data pointed at the respondents’ suitability in answering the questions and looks at the employment demographics of JKUAT





**Figure: 4.1. Respondents Gender**

From the findings, 48.98 % of the respondents were male and 51.02 % were female. This implied that the majority of the workers at JKUAT were female in various levels of management and consequently most of the responses emanated from the females.

**Distribution of Respondents by Age**

Respondents were asked to indicate the age category in which they fell. The Table below indicates an analysis of staff age distribution.

**Table 4.1: Respondents' age**

	Frequency	Valid Percent	Cumulative Percent
20-29 yrs	13	8.9	8.9
30-39 yrs	46	31.5	40.4
40-49 yrs	60	41.1	81.5
50 and above	27	18.5	100.0
Total	146	100.0	

From the findings, most of the respondents (41.1%) were between 40 - 49 years old, 31.5% were between 30 and 39 years old, and 8.9% were aged between 20 to 29years while 18.5% were over 50 years of age. The findings indicated that the majority of the employees were in their middle age.

**Designation in the organization**

In order to understand the respondents' position in the organization, the respondents were asked to indicate their category in the University. The table below indicates an analysis of their category in the University:

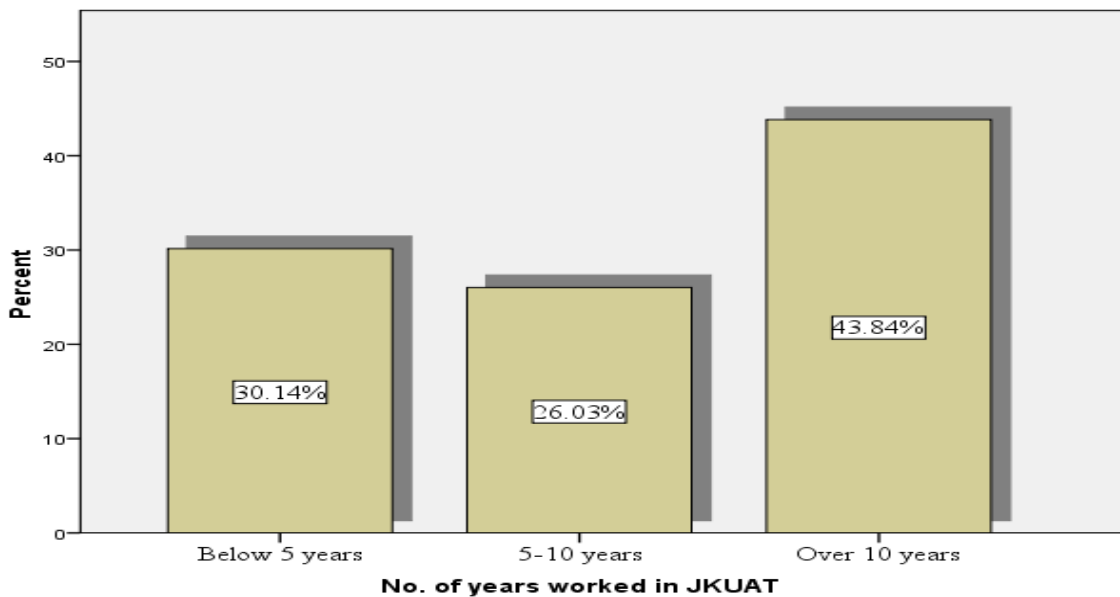
**Employees' categories**

	Frequency	Valid Percent	Cumulative Percent
Management	17	11.6	11.6
Teaching	10	6.8	18.5
Non-teaching	119	81.5	100.0
Total	146	100.0	

From the findings, most of the respondents (81.5%) were Non-teaching, 11.6% were managerial staff and 6.8% were teaching staff. The finding indicates that most of the employees in this study were Non-teaching staff.

**Duration of Staff Working Life**

The respondents were asked to indicate the duration in which they have been working in JKUAT. The Findings is presented in figure below.



**Figure 4.2**

From the findings, the majority of the respondents (43.84%) had worked at JKUAT for more than 10 years, 30.14% below 5 years while 26.03% between 5 and 10 years. These findings mean that the majority of the respondents in JKUAT had worked for a long duration of more than 10 years, and hence could be relied upon to provide information in this study.

**Training Needs Assessment**

The study in this area asked the respondents to state the extent to which they agreed with a number of statements on Training Needs Assessment in JKUAT. The responses were rated on a five point Likert scale where: 1 - Strongly disagree 2 – disagree 3 – neutral 4- agree and 5- strongly agree. The findings are presented in the table below.

### Training Needs Assessment

Statements	Mean	Standard Deviation
There is commitment by top university management to carry out training needs assessment frequently	2.88	1.238
Training needs assessment in this university is linked to its core business and strategic objectives	2.97	1.170
Top management in the university encourages staff participation when conducting training needs.	2.98	1.160
In this university, there is in place preventive and corrective actions to tackle training deficiencies.	2.48	1.003
There is an updated skills inventory kept by the university HR department	2.99	1.110
In this University, staff are encouraged and motivated during and after training sessions	2.87	1.253
Staff inputs are sort when training plans are being considered	2.58	1.122

From the findings, most of the respondents agreed moderately there was commitment by Top University Management to carry out Training Needs Assessment frequently as shown by a mean score 2.88, Training Needs Assessment in this university is linked to its core business and strategic objectives as shown by a mean score of 2.97, Top Management in the university encourages staff participation when conducting training needs as shown by a mean of 2.98. Respondents did not agree that the university had in place preventive and corrective actions to tackle training deficiencies as shown by a mean of 2.48. Respondents further neutrally agreed that there was an updated skills inventory kept by the university HR department at 2.99. They were further were not-committal on whether staffs are encouraged and motivated during and after training sessions as shown by a mean score of 2.87. On whether Staff inputs were sought when training plans are being considered, they too were neutral as shown by a mean of 2.58.

#### Analysis of qualitative data

Content analysis was used to tie together similar response after which a quantitative analysis was done. Below were the findings:



### **Analysis of TNA Qualitative Data**

Respondents, as indicated above, gave their opinion regarding training need assessment. They recommended formulation of training policies and involvement of all staff in addressing Training Needs Assessment. They also raised concerns on discrimination of training especially at PHD level which they said targeted Teaching staff only.

The findings were consistent with Barbazette (2006), who suggested that training needs assessment should provide answers to the “who”, “what” and “why” of training. The inability of organizations to identify training needs was one of the major tragedies in organization training practice.

### **Employee Commitment**

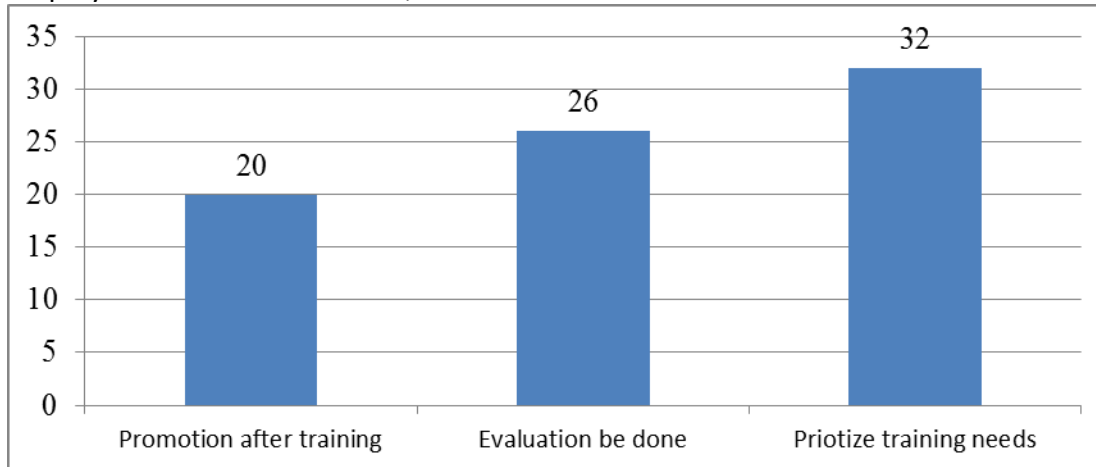
The study asked the respondents to indicate the extent to which JKUAT staff are committed to the service to the university as a result of the various aspects of training considered above. The responses were rated on a five point Likert scale where: 1 - Strongly disagree 2 – disagree 3 – neutral 4- agree and 5- strongly agree. The findings are presented in the table below:

## Employee Commitment

Statements	Mean	Standard Deviation
The pay I get and benefits I receive fairly reflect the value of the work I do and I'm more likely to stay.	2.81	1.223
I feel attached to this university because it has supported my training to develop my skills and make progress in a clear career path.	3.20	1.176
I am committed because the university is helping me develop my skills and make progress in a clear career path	3.33	1.036
I am committed because I have acquired new skills and knowledge and behavior changes which enable me perform my job efficiently.	3.60	0.997
Training in this university has resulted in positive work outcomes such as reduced accidents, equipment damage and productivity and therefore I am more likely to stay.	3.28	1.034
I will remain because I owe the university a debt for training me	2.50	1.219
I will stay because my goals and values are congruent with this university's mission and vision.	2.34	1.143

From the findings, majority of the respondents were moderate on the aspects considered here. The statements: "The pay I get and benefits I receive fairly reflect the value of the work I do and I'm more likely to stay", "I feel attached to this university because it has supported my training to develop my skills and make progress in a clear career path", "I am committed because the university is helping me develop my skills and make progress in a clear career path", "I am committed because I have acquired new skills and knowledge and behavior changes which enable me perform my job efficiently," and that "Training in this university has resulted in positive work outcomes such as reduced accidents, equipment damage and productivity and therefore I am more likely to stay", scored a mean of 2.81, 3.20, 3.33, 3.60 and 3.28 respectively. However, asked if they would stay because their goals and values were congruent with this university's mission and vision, they disagreed and stay because their goals and values are congruent with the university's mission and vision, they disagreed. In order to improve

employee commitment, below were the recommendations.



### Employee suggestions for enhancing commitment

As shown above, respondents suggested prioritization of training needs be done and evaluation of training so that effectiveness is achieved. They also recommended that promotion after successful training be considered as this would motivate employees and increase their commitment in effect.

### Inferential statistics

This part presented a discussion of the results of inferential statistics. The study conducted a multiple regression analysis to determine the significance of each of the variable with respect to employee commitment.

Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta	B		
(Constant)	3.374	.842		4.009		.000
Training needs assessment	0.842	.046	0.330	1.830		.001

The data findings also show that a unit change in Training needs assessment lead to a 0.842 change in Employee Commitment.

### Conclusion

From the findings, most of the respondents neutrally agreed there is commitment by Top university management in addressing training needs assessment. Respondents disagreed that the university has in place preventive and corrective actions to tackle training deficiencies as they recommended formulation of policies, involvement of all staff, and involvement of all staff. They also raised concerns on discrimination of training especially at PHD level which they



said targeted Teaching staff only. A unit change in Training needs assessment lead to a 0.842 change in Employee Commitment according to the study.

### **Recommendations**

This study recommended that formulation of appropriate training policies by the stakeholders in order to adequately address the training needs. These include: Public Universities moving with speed to give their HR departments full mandate to formulate HR policy on training function which sets guidelines and framework on how to successfully conduct and implement the findings\surveys on Training Needs Assessment to effectively tackle training deficiencies and to ensure staff are clear on their career growth. Further, Public Universities should develop a transparent database of their employee's competencies/skills deficits openly with all stakeholders so that various managements can review and give priority to critical training areas that benefits staff and the University in a given period. Every employee in all sections/departments/division of the University must be involved in Training needs assessment and the entire exercise should be regular, serious and open. Finally, Top management should commit itself to training by providing and allocating facilities needed to conduct and facilitate TNA findings. This should take a participatory approach to enhance inclusivity.

### **Acknowledgement**

First, I would like to thank the Almighty God the source of knowledge and wisdom for His unforeseen love, care and protection. Secondly, my heartfelt gratitude goes to Dr. Mike Amuhaya Iravo of the Jomo Kenyatta University of Agriculture and Technology (JKUAT) for kindly accepting to be my supervisor. Dr. Samuel Mokaya and Dr. Mary Omondi both of JKUAT too provided unwavering support during the writing of this project, I salute them.

Special thanks also go to my beloved wife Mrs. Karen Mboya and my family for their continued prayers, encouragement and support towards the accomplishment of this work. Am also immensely grateful for the encouragement from my late father, the Reverend Cannon Wilson Muma Okwaro and my late Mother Grace Clara Ondu Muma without whom I would not be what I am today.

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