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# The perceived influence of self initiated training by employees on organizational commitment and job performance in the public service: A case of civil servants in Kisii Central Sub County

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### ABSTRACT

Over the last three decades, employee training both formal and informal has contributed to high organizational commitment, job satisfaction and job performance, many employers and employees have struck out an agreement on how better to train employees despite the hard economic times and scarce resources that organization possess and this is normally done through organization sponsoring employee training or the employee self initiating the training. The popularity of the training concept has stemmed from its relationship with several important employee behaviours. For instance, literature has shown that employee training contributes to organizational commitment and job satisfaction may have positive impact on job performance and negative relationships with turnover, intent to leave and tardiness. Therefore, training helps in predicting employee satisfaction, commitment and turnover is important because employees have become the only source of sustainable competitive advantage to organizations. The researcher used a descriptive research design basing on the use of qualitative and quantitative approaches. The target population for this study was selected employees from the Public service in Kisii Central sub County. The researcher used self administered questionnaire as research tool to collect data from the respondents. The collected data was thoroughly examined and checked for completeness and comprehensibility. The study used regression analysis both simple and multiple to study the effect of independent variables on the dependent variable. From the values of the coefficients, we conclude that the independent variables Induction training affect organizational commitment and job performance significantly, ( $\beta=2.740$ ;  $p\text{-value}=0.0183$ ); followed by attending conferences, workshop & seminars ( $\beta=2.012$ ;  $p\text{-value}=0.0052$ ), then Government Sponsored Training ( $\beta=0.772$ ;  $p\text{-value}=0.0299$ ) and Self Initiated Training ( $\beta=0.302$ ;  $p\text{-value}=0.0011$ ). The study concluded that self initiated training influence employee commitment to the organization and job performance.

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### Introduction

In today's competitive world, most organizations in both private and public sector have increasingly started to appreciate the role of employee training as being imperative for organizational success (Armstrong, M. 1999) the new concern for people is now becoming part and parcel of all organizations in their endeavor of efficiency and effectiveness in service delivery. Management literature indicates that one way of showing concern for employees is the provision of training and development programmes.

Training is a systematic modification of behavior through learning that occurs as a result of education, instruction and development and planned competence. It helps to reconcile the gap between what should happen, desired targets, standards of performance and what is happening and actual levels of performance (Omor, S. 2001). Training is a continuous process as long as an organization remains in business. Therefore training is central in the process of employee's development in organizations and forms an integral part of the process of total quality management (TQM).

Training is further seen as the process of providing employees with specific knowledge, skills and attitudes in order to enable them to perform specific work tasks. This process,

according to Bartoo, V. (2004) is a natural part of sequence of selection and induction of employees. If this stage does not receive sufficient attention from supervisors or managers, the possibility of using each individual capability becomes very remote. The scope of training and development as in most other activities in an organization depends on the policy and strategies of organization. This is because there are many organizations that carry minimum employees training and development because they prefer to recruit employees who are already trained or professionally qualified (Aseka, J. 2002).

However, in some cases the lower cadre employees have found themselves in the profession due to their inability to gain entry into other professions. Therefore a consciously designed human resource development efforts is necessary if the work motivation and job satisfaction are improved to make all employees "willing employees." Consequently, Kamunge (1988) argue that educational administration and professional services should concern themselves with generating policies and strategies for training lower cadre employees. This is because they aid in the implementation of organizational vision and programmes. However, this aid is constrained by lack of up to date and accurate skills. Belemu, R. B. (2003) and Armstrong, R. (1999) also argue that in public service, is not only just a

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matter of having all employees positions filled. Instead the worker should be enabled to fit in various job demands which constantly change due to technological and managerial skills. Therefore human resource has to develop at the right time to help in preparing other workers who will fill the positions in future. This is done through strategic human resource planning. Employee training and development are therefore important procedures in building an effective work team that can reach a high level of productive efficiency. No organization can choose whether or not to train employees since all the new employees regardless of their previous training, education and experience need to be introduced to their new employer's work environment and to be shown how to perform specific tasks (Dessler, 1994; Rao, T. 1996). However, when this is not done it may turn to be costly for the organization either immediately or in future in work situation.

Consequently, Kamunge (1988) observes that in public service, skills and knowledge of employees can easily become obsolete in the same way as machines and technology. They need to be constantly kept up to date if an organization is to survive. Knowledge is increasing so rapidly and skills need to be upgraded so frequently that it is difficult for personnel managers to keep up with training needs. Kenyan Public service has been equally faced by the above problem, thereby creating a need for concern and calls for strengthening training and development of employees. In this regards Desler, G. (1994) notes that training is directed towards the acquisition of specific knowledge and skills for the purpose of an occupation or task. Consequently, any organizations adopting a systematic approach to training and development will usually set at defining their needs for training in accordance with a well organized procedure which embarks on different training needs from a number of different perspectives; the organization's corporate requirements, the department of functioning of the job, or occupational group and the individual employee. In most organizations training needs are caused by changes in technology, market legislation and manpower composition, work problems such as utilization of certain management tools, manpower wastage due to poor recruitment and induction. All these causes of training needs have necessitated most organizations to come up with training policies (DPM, 2002a) training policies in most cases define training needs, asses how training needs impact the achievement of organizational objectives and how they can be attained. Similarly, Directorate of Personnel Management training policy is to ensure that the Public Service meets her training needs. However, it has been observed for quite some time now, most employees have been undertaking self driven/initiated training with a view to enhancing their skills without following the laid down training policy ( DPM, 2002d)

#### **Historical Background of the Public Service**

The structure of the Kenyan public service has its roots in the colonial administration setup. At the time of independence there was no significant transformation of the public service. Instead government efforts were directed at replacing the departing colonial administrators with indigenous Kenyans through a policy called Kenyanization of the public service (Aseka, J. 2002)

According to the United Nations report on public service ethics in Africa (Dladla, L.M. 2001) the legal systems and constitutional framework inherited from colonial rule largely determine not only how public services are organized and operate but also how the conduct of civil servants is regulated. The report further indicates that political independence has not brought about any remarkable change in orientation in the

service and that most Anglophone countries adopted the British Westminster model upon attaining independence (Gordon, J. R. 2001). The urgent need to Africanise the service impacted on education in Kenya at the time of independence. There was a critical shortage of employees to fill the vacancies that had been left by the departing colonial administrators. Education was therefore geared towards producing graduates to take up the available vacancies. This prompted the government move (referred to as the "air lifts") which saw many Kenyans being educated overseas to prepare them to fill existing positions. This policy of Kenyanization led to a rapid expansion of the public service (Aseka, J. 2002, p. 2).

At the time of independence, the government also adopted a state-led development strategy in which it became the employee agent of development through central planning. Using this strategy the government took over the provision of basic services and development of infrastructure. This eventually led to rapid expansion of the public service. According to a government publication DPM (2002a, p. v), the public service expanded in size and complexity to cope with the development needs of the country. A resultant large wage bill led to unfavourable skewed personnel emoluments (PE) against operations and maintenance (O&M) on the recurrent budget. The skewed ratio adversely affected the capacity of government to provide the requisite services. The available resources were increasingly overstretched which led to poor performance and low work productivity. In addition Aseka, J. (2002, p. 2) points out that the public service was the largest employer in Kenya absorbing 75 per cent of all university graduates. She notes that the recruitment of additional employees was not based on the needs of the public service, but was a means of providing a livelihood to the new graduates. Aseka, J. (2002) adds that the government employed a large number of clerks, drivers and other subordinate employees as a means of providing employment opportunities to the people. Aseka, J. (2002) further indicates that the government in addition absorbed employees of the defunct East African Community. The above factors swelled the public service to unproportional levels. As a result, in 1990 the government had exceeded its establishment by 26 618 employees, which represented 31 per cent of its total work force.

#### **Purpose of the Study**

The work performance of public sector workers in Kenya has been a major concern to the Kenyan government, civil society, development partners and the people of Kenya. The prevailing situation at the work place has been one of low work performance and poor service delivery. The poor work performance has led to the decline in the growth of the economy from an average GDP growth rate of 2.3 % in the 1990s to - 6.3% in 2013 (World Bank Report, 2013)

It is important to note that the public service provides the enabling environment under which the players in the economy are able to operate effectively and efficiently. One of the major problems facing the public sector has been identified as lack of training and development programs to enable the employees to acquire the necessary skills and abilities to be able increase organizational commitment and job performance. The problem indicators include: absenteeism from work stations, low quality work, low productivity, lateness, stealing of government property, corruption, insecurity, laziness, a high rate of complaints by the workers, and high employee's turnover among the professional employees. According to Aseka (2002, p. 4), many of the problems in the public service could be attributed to lack of employee training in the service.

People have been adversely affected and are still, there are daily complaints about the service civil servants in Kisii Sub County. With these problems, the public service is losing credibility as people take too long to get service from the people who are supposed to serve them much faster with the launch of various government initiatives aimed at providing services closer to the people and in an easy way. This unsatisfactory performance of civil servants has in turn posed a threat on the quality of training offered to the Public Service and some employees who seek the self initiated training and service delivery. This study therefore, sought to investigate the Perceived Influence of Self initiated Training by employees on Organizational Commitment and Job Performance in the Public Service, a case of Civil Servants in Kisii Central Sub County.

### Study Literature Review

Training and development represents an area within human resource practices that can have a significant impact on employee commitment to the organization and job performance. Although training and development programmes may act as inducements, they may also be viewed as investments in the relationship between organizations and individuals which can employers (Antony, W.P & Gales, L. M. 2005). Such skills constitute sunk costs in terms of time and effort that an employee stands to lose if he/she leaves the organization. Such employees are 'betting' that the time and energy invested will pay off with continued employment in that organization (Burton, L., 2001). Dockel, A. (2003) in a study of nurses from USA and Singapore, found that Perceived investment in employee development had a strong positive correlation with affective commitment and a weaker correlation with continuance commitment.

Enos, D.D. (2000) observes that failure by organizations to provide adequate training and development opportunities was likely to result in low morale, decreased commitment and high turnover rates in the long-term. In addition, employees who quit the organization take with them important knowledge which has taken years to develop. This scenario is made worse Baxter; G. (2001) found that faculty members were not enthusiastic about the training and development offered by their schools. Respondents who had worked for a long time in their business schools were less positive about the training a development systems ( $\beta = -.24, p < 0.05$ ). Faculty perceived that avenues for skill improvement in technological developments (i.e. training in enhanced classroom technology and other forms of instructional support) were lacking. In addition, Baxter. (2001) report that lack of formal training of business school administrators (i.e. Deans and department chairs) was likely to undermine the business schools ability to cope with the increasing pace of change in business and the need for schools to be responsive to not only the needs of their students but also to the community and their Service Delivery.

One of the problems arising from organizational training is identifying the quality and relevance of the training being provided. Floscher, E. (2004a) found that most organizations were only concerned with the quantitative aspects of training, (i.e. the cost and time invested) resulting in workers who were overqualified for their jobs leading to poor motivation and low morale. (Gaiduk, R. Gaiduk, J. (2009) report that even where training opportunities are provided by the organization, there is often "no explicit aim within the training of increasing the individual's skill base or broadening their experience".

Another disadvantage in relation to training is that these activities are often regarded as a significant cost rather than an investment by organizations. According to Omoro, S. (2001),

training in organizations in Kenya is mainly treated as a cost and with the volatile economic situation in Kenya, managers are finding it difficult to view training as an investment because of its uncertain value. Where training exists, it is usually limited to equipping the employees with narrowly-defined, firm-specific skills that facilitate the attainment of short-term objectives. This is consistent with 'traditional' HRM whereby training is viewed as a 'burden' while training policies are unclear and vague (Michieka, R. 2004) also report that public sector employees in most developing countries who have received training paid for by their governments have been unable to utilize their expertise due to unattractive compensation and therefore opt to move to the private sector or overseas. Therefore, in order for organizations to develop and raise the level of productivity, there is a need to transform the way they develop people by nurturing cultures that value contribution from their employees, undertake cost-effective training activities that are geared to enhancing labour productivity and product quality (Meyer, M. 2003).

### Career Development

Career development programmes are used by organizations to enhance the level of motivation among the employees. According to Greenberg, J. and Baron, A. (1995, p. 233), career development programmes are systematically designed programmes to assist individuals in managing careers while helping organizations meet their goals. Armstrong, M. (1999, p. 551-552) states that career planning shapes the progression of individuals within an organization in accordance with assessment of organizational needs and performance, and the potential and preference of the individual employee. He explains that career development programmes are part of the management succession planning to ensure that the organization has the managers it requires to meet future organization needs. Career programmes give individuals the potential guidance and encouragement they need to achieve a successful career within the organization.

Employee career development programmes enhance employee motivation because the career plans provide the basis for a promising, stable and successful future career in the organization. Dessler, G. (1994) notes that organizations should be able to assist employees to achieve their full potential and fulfill their dream. He argues that firms that do not cater for the above need, lose their best employees, or drift along with increasingly bitter, unhappy and uncommitted ones. Dessler gives examples of companies such as Delta, Saturn and Federal Express in the United States of America, which provided opportunities for employees to realize their potential and use all their skills and gifts at work. As a result of the above programmes, the companies realized tremendous employee performance levels and subsequent organizational growth and expansion. Dladla (2001) p. 44) asserts that career management programmes benefit the organization because they increase the probability that the right people will be available at the right time and place to meet the organization's employees' requirements. They also ensure that the demands of affirmative action and employment equity can be addressed, which in turn enhances motivation, sense of commitment and loyalty. Beardwell and Holden (1994, p. 338) indicate that British Airways, Reed Employment and W.H. Smith of the United Kingdom are some of the companies which have put in place career paths for their secretaries.

### Defining organizational commitment

Despite numerous articles that have been produced on the subject of organizational commitment, there has been lack of

consensus on its definition (Meyer, M. 2001). Organizational commitment has been variably and extensively defined, measured and researched, and the concept, as a result, has been criticized for lack of precision, giving rise to inconsistent results from various studies (Mengel, D. 2001) report that as the area of organizational commitment grows and develops, “researchers from various disciplines ascribe their own meanings to the topic thereby increasing the difficulty involved in understanding the construct”. The dimensionality of organizational commitment has also added to the confusion surrounding the definition and conceptualization of organizational commitment (Majaro, S. 1992). Some studies have conceptualized it as one-dimensional (John, G. 1996) while others as multidimensional (Ivancevich, J.M & Matteson, M.T 1999) who found over 25 commitment-related concepts and measures reports that “the growth in commitment-related concepts has not been accompanied by a careful segmentation of commitment’s theoretical domain in terms of intended meaning of each concept’s relationship among each other”. Ivancevich, J.M (1992) also note that different terminologies have been used to describe the same basic phenomenon, such as identification with the organization’s goals and values; involvement or loyalty to the organization; affective or psychological attachment; and attachment to one’s investment or “side-bets”. They further attribute the lack of consensus to a failure by researchers to differentiate among the antecedents and consequences of organizational commitment, on the one hand, and the basis of attachment on the other.

Further difficulties in defining commitment have resulted from concept redundancy since training, job, career, work, organizational and professional commitments have been fused into one concept (Majaro, S. 1992). This has led to the assumption by many researchers that the organization’s goals and values were necessarily shared by all members of the organization. Further confusion has arisen from the existence of at least two approaches to defining commitment namely; a “psychological approach” and an “exchange approach” or what has been referred to as the attitudinal and behavioural schools of thought respectively (Omor, S. 2001). For instance, Rao, T. (1996) defined commitment as a psychological attachment to the organization’s goals and values while Kimani, W. (2004) operationalised it as the cost associated with leaving the organization. Kimani, W. & Oongo, M. (2004) in response to the confusion over the definitions and dimensionality of the construct, proposed a three-component conceptualization of organizational commitment in which they defined commitment to reflect a desire, a need and/or an obligation to maintain membership in the organization. Because of the lack of consensus over the definitions of organizational commitment, (Kimani, W. 2004) stated that, no definition is more ‘correct’ or universally accepted than the others. The definitions are different, however, and it can only confuse the issue if we speak of commitment without indicating which definition we are using. For the purpose of this study, the three-component conceptualization of organizational commitment by Kimani, W. & Oongo, M. (2004) will be used. This is because employees in an organization may have different types of commitments tying them to their organizations which may not necessarily be affective or psychological in nature.

#### **Attitudinal commitment**

This approach perceives commitment as an individual’s psychological attachment to the organization. Consistent with the unitarist values and philosophy of human resource management, attitudinal commitment posits that employees’ values and goals are congruent with those of the organization

(Armstrong, M. 1999). This approach, now commonly referred to as affective commitment, has dominated most of organizational commitment research for more than three decades (Kisero, J. 2003) refers to it as a “set of strong, positive attitudes towards the organization manifested by dedication to goals and shared sense of values” while John, G. (1996) defines it as: ... the relative strength of an individual’s identification with and involvement in a particular organization. Such commitment can generally be characterized by at least three factors: (a) a strong belief in, and acceptance of the organization’s goals and values; (b) a willingness to exert considerable effort on behalf of the organization; (c) a definite desire to maintain organizational membership. Berry, D.M. (2003) defined it as an employee’s emotional attachment to, identification with, and involvement in the organization. These definitions view organizational commitment as involving some form of psychological bond between the employees and the organization.

#### **The Behavioural Approach**

The behavioural approach views commitment as being purely instrumental and not psychological (Baxter, G. 2001). the assumption of this approach is that employees retain their membership with an organization because the perceived cost of doing otherwise is likely to be high. Belemu, R. B. (2003) has defined behavioural commitment as the “process by which individuals become locked into an organization and how they deal with this problem”. This approach is now referred to as continuance commitment. This approach developed from Howard Becker’s studies in 1960 which described commitment as a disposition to engage in “consistent line of activity” (namely maintaining membership in the organization) resulting from the accumulation of ‘side bets’ which would be lost if the activity was discontinued (Baxter, G. 2001) referred to it as “profit associated with continued participation and ‘cost’ associated with leaving” the organization. In this regard, commitment arises from the accumulation of some investments or side-bets tying the individual to a specific organization, which would otherwise be lost if the activity or membership to the organization were discontinued.

Aseka, J. (2002) argues that over a period of time, certain costs accrue which make it more difficult for the person to disengage from a course of activity such as working for a particular organization or pursuing a certain occupational career. The greater the costs and investments which accrue, the more difficult disengagement becomes. He termed these costs as “side-bets”. These “side bets” or investments may relate to one’s education, marital status, promotion, pension fund, organizational specific skills and other factors which may be perceived as rewards or sunk costs in the particular organization, hence rendering other job opportunities unacceptable.

According to this approach, individuals may be unwilling to quit their organizations lest they be perceived as “job hoppers” (Berry, D.M. 2003). Employees therefore make side bets by staking their reputation for stability on the decision to remain in the organization. Organizations have also been found to make side bets for employees using practices that lock them into continued membership in the organization through rapid promotion, non-investment pension plans, organization-specific training among others. However, Meyer, M.(2003) caution that such tactics by the organization may not instill in employees the desire to contribute to organizational effectiveness. Instead, some employees may find that they have little desire to remain with the organization but cannot afford to do otherwise. Such employees may be motivated to do little more than perform at the minimum level required to maintain the job they have

become dependent on. Organizations should therefore foster affective commitment in their employees rather than continuance commitment since employees who value their association with the organization will not only remain in the organization but work towards its success.

### **Concept of job satisfaction**

Job satisfaction is one of the most heavily researched employee attitudes over the last 50 years (Beardwell, I & Holden, L. 1994 ) defined it as “a pleasurable or positive emotional state resulting from an appraisal of one’s job or job experiences”. It is an affective response to specific aspects of the job and plays a role in enhancing employee commitment to an organization. Studies have shown that employee absenteeism, turnover and other behaviours are related to a person’s satisfaction with his or her job and the organization (Burton, L. 2001). Several theories have been used by researchers to explain the concept of job satisfaction. These theories fall in two groups, namely process and content theories. Content theories attempt to identify the factors which contribute to job satisfaction and job dissatisfaction. These theories include Maslow’s hierarchy of needs (1954), Herzberg’s ‘two factor theory’ (1959) and McGregor’s ‘Theory X and Y’ (1960). On the other hand, process theories attempt to describe the interaction among variables in their relationship to job satisfaction. These theories include equity theory, expectancy theory and goal setting theory among others (Burton, L. 2001)

Studies have shown that job satisfaction is a multidimensional construct consisting of intrinsic job satisfaction and extrinsic job satisfaction (Dladla, L. M. 2001). Intrinsic aspects of the job comprise ‘motivators’ or ‘job content’ factors such as feelings of accomplishment, recognition, autonomy, achievement, advancement among others. Extrinsic aspects of the job, often referred to as ‘hygiene factors’ are job context factors which include pay, security, physical working conditions, company policies and administration, supervision, hours of work, union relations with management among others. Herzberg found that hygiene factors were mainly disruptions in the external work context while motivators dealt with internal states of the mind (Gaiduk, R. & Gaiduk, J. 2009). Most studies have found that job satisfaction is influenced by an array of personal and job characteristics such as age, gender, tenure, autonomy, teamwork, relationships with co-workers and supervisors, job variety, satisfaction with pay, training among others (Aseka, J. 2002). Stressful work conditions were found to negatively affect employees’ job satisfaction (Dockel, A. 2003).

### **Differences in job Satisfaction and organizational Commitment**

Although organizational commitment and job satisfaction are similar as attitudinal or affective constructs, several differences have been found between the two constructs (Antony, W.P & Gales, L.M 2003). First, job satisfaction refers to the degree to which individuals “like” or are “happy” with their work, while commitment refers to the degree of “attachment” or “loyalty” to the organization (Baxter, G. 2001). Second, organizational commitment is a more global attitude which portrays an employee’s attachment and identification with the goals and values of the organization as a whole, while job satisfaction represents an employee’s attachment to the job (or certain aspects of one’s job) which is part of the organization (Armstrong, M. 1999). Third, development of employees’ commitment towards the organization takes more time and effort as compared to the time required to build job satisfaction (De Cenzo D.A & Robins S.P, 1996). Whereas job satisfaction

may be affected by day-to-day events in the workplace or tangible aspects of the work environment such as pay, supervision, working hours, promotions among others, commitment attitudes develop more slowly over time as employees evaluate their relationship with the organization and other aspects of working for the organization such as its goals and values (Meyer, M. 2003).

Meyer, M. (2003) states that “although day-to-day events in the work place may affect an employee’s level of job satisfaction, such transitory events should not cause an employee to re-evaluate seriously his or her attachment to the overall organization”. It is expected that any changes in the organization, for instance, plans for redundancies, unfair promotional procedures or poor pay may in the long run affect the employee’s commitment to the organization. Enos, D.D (2000) concluded from their study that “... although we would expect commitment and satisfaction to be related, each construct appears to contribute unique information about the individual’s relationship to the organization” Buckley, R & Campe, J. (1990) in their study of 272 correctional facilities employees, found that job characteristics (i.e. job variety, autonomy and supervision) varied in how they affected job satisfaction and organizational commitment, with these characteristics having stronger effects on job satisfaction than on organizational commitment.

### **Consequence of organizational commitment and job satisfaction**

Studies have shown that the consequences of organizational commitment and job satisfaction include absenteeism, tardiness and turnover (Berry, D.M. 2003). Employees with low commitment levels and who are dissatisfied with their jobs are expected to report high turnover rates, absenteeism and poor job performance. Employee turnover is costly to organizations, in terms of recruitment and selection costs, training of new employees, loss of the performance and expertise of skilled employees, and difficulty in attracting new employees if the reasons for the departure of former employees are such as to make others unwilling to work for the organization (Baxter, G. 2001).

As a result, the organization incurs the indirect costs of turnover which include increased use of inexperienced and/or tired employees, insufficient employees resulting in decreased quality of services provided, decreased morale and loss of recruiting, training and socialization investments. On the other hand, employee turnover can also provide positive changes in the organization through the creation of promotion opportunities, re-organization and restructuring of reporting lines and decision-making, and the infusion of new people with new ideas (Aseka, J. 2002). Employee turnover may be either voluntary or involuntary turnover. Voluntary turnover (i.e. quitting) occurs when the employee chooses to leave the job and is therefore more harmful to the organization. Involuntary turnover, in contrast, is employer initiated either through dismissals or retrenchment (John, G. 1996), and may also include death or mandatory retirement for the purpose of this research, voluntary turnover and its behavioural intention i.e. turnover intentions instead of actual turnover, will be considered. Actual turnover could not be measured in this study because it was not only difficult to gain access to people who had already left the universities to establish the reasons for quitting, but also because record keeping in the universities is quite problematic and thus available information is incomplete and would, therefore, not give accurate results.

Meyer, M. (2003) argue that the three components of organizational commitment, namely; affective, normative and continuance commitment will have different effects on the outcomes of organizational commitment. For instance, an employee who is affectively attached to an organization will have greater motivation or desire to contribute meaningfully to the organization than an employee with weak, affective attachment. Such an employee will therefore choose not to be absent from work and will desire to perform their duties well. However, employees whose attachment to the organization is based on continuance commitment will stay with the organization mainly due to the investments they have in the organization. Such employees, therefore, may not contribute effectively to the organization and may eventually feel frustrated, leading to inappropriate work behaviours such as absenteeism. Finally, the feeling of indebtedness or obligation to the organization arising from normative commitment may create some resentment which may affect the employee's performance

#### **Professional commitment and organizational commitment**

Professional commitment has been interchangeably referred to as occupational or career commitment in the literature (John, G. 1996). Professional commitment has been defined as the psychological attachment to and identification with one's profession (Majaro, S. 1992). With the current changes in the global economy, organizations are going through major changes which have had serious repercussions for the employment relationship. As a result of organizational instability, it is likely that some employees will shift their commitment from their organizations to the relative stability of their occupations/professions (Meyer, M. 2003).

Studies have identified two contradictory approaches regarding the relation between organizational and professional commitment (Mengel, D. 2001). The rationale for these approaches relates to the issue of conflict or compatibility which is likely to underlie the relationship between organizational commitment and professional commitment. The conflict approach assumes that an employee's commitment to an organization and commitment to a profession are mutually exclusive. Michieka, R (2004) refers to the organizational-professional commitment conflict as the 'zero sums' game in which an increase in one form of commitment results in a decrease in another form of commitment. Some studies have used the 'cosmopolitan-local' orientation with an aim of differentiating the levels of commitment to the values and norms of a profession versus those of an employing

#### **Job and role-related factors**

Work environments are not just tangible, physical structures but are also composed of social and psychological factors (Bartoo, V. 2004). These work environments consist of job characteristics and role stressors, factors which are expected to influence employees' attitudinal states. Various studies have been carried out relating organizational commitment and job satisfaction to different work-related characteristics such as task variety, autonomy, feedback, role conflict, role ambiguity, work overload, co-worker and supervisory support (Berry, D. M. 2003).

#### **Study Theoretical Review**

The study utilized the social exchange theory to explain the relationship between the two variables.

#### **Social exchange theory**

The exchange perspective views the employment relationship as consisting of social or economic exchanges (French, L.W 1994). Economic exchange relationships involve the exchange of economic benefits in return for employees'

effort and are often dependent on formal contracts which are legally enforceable. On the other hand, social exchanges are 'voluntary actions' which may be initiated by an organization's treatment of its employees, with the expectation that the employees will be obligated to reciprocate the good deeds of the organization (Dibble, S. 1999). The exchange approach view of organizational commitment posits that individuals

From the perspective of the employee-employer relationship, social exchange theory suggests that employees respond to perceived favourable working conditions by behaving in ways that benefit the organization and/or other employees. Equally, employees retaliate against dissatisfying conditions by engaging in negative work attitudes, such as absenteeism, lateness, tardiness or preparing to quit the organization (Dladla, L. M. 2001). It is therefore, expected that employees who perceive their working conditions to be negative and distressing, would reciprocate with negative work attitudes such job dissatisfaction, low morale and reduced organizational commitment, while those who perceive the workplace conditions as positive and challenging would reciprocate with positive work attitudes, such as high commitment, job satisfaction and low turnover (Dessler, G. 1994)

#### **Research Methodology**

The researcher used a descriptive research design basing on the use of qualitative and quantitative approaches. Pearson correlation research was used to establish the relationship The Perceived Influence of Self initiated Training by employee on Organizational Commitment and Job Performance in the Public Service in Kisii Central Sub County. According to Amin (2005), this design is used for profiling, defining, segmentation, estimating, predicting, and examining associative relationships. The target population for this study was selected employees from the Public service in Kisii Central sub County.

The researcher used self administered questionnaire as research tool to collect data from the respondents. This approach was consistent with a phenomenological approach and it was the most appropriate for this research because it enabled the researcher to collect as more data as possible. There were two types of data that were collected, that is secondary and secondary data.

The questionnaire comprised of both closed and open ended questions. They were used as a tool to collect data as they were appropriate to collect a lot of information over a short period of time. The researcher used personal administration of the questionnaire with the following Scale;

#### **Scale Interpretation**

5	Very high
4	High
3	Moderate
2	Low
1	Very low

The responses were treated compositely such that a mean rating was generated.

The weighted mean was described as follows:

1.00- 1.49	Very low	1
1.50- 2.49	Low	2
2.50- 3.49	Moderate	3
3.50 -4.49	High	4
4.50- 5.00	Very high	5

The collected data was thoroughly examined and checked for completeness and comprehensibility. Primary data was collected using questionnaires which were administered using drop and pick method. The data was then summarized, coded, tabulated and analyzed using both descriptive and inferential

statistics. Descriptive statistics included those of the mean, standard deviation and frequency distribution while inferential statistics involved use of correlations and multivariate regression analysis. Data presentation was done by the use of pie charts, bar charts and graphs, percentages and frequency tables. This ensured that the gathered information was clearly understood. The study used regression analysis both simple and multiple to study the effect of independent variables on the dependent variable.

### Discussion of Results

In this section the study sought to establish the Perceived Influence of Self initiated Training by employee on Organizational Commitment and Job Performance in the Public Service in Kisii Central Sub County

#### Gender of Respondents

The Kenyan constitution requires that in any public sector there should not be more than two thirds of either gender. The analysis sought to establish the above constitutional requirement and the response obtained are in table 4.1.

**Table 4.1: Analysis of the Respondents' Gender**

Gender	Frequency	Percentage
Male	20	66
Female	10	34
<b>Total</b>	<b>30</b>	<b>100</b>

#### Source: Field Survey (2013)

From table 4.1, 66% of respondents were male while 34% were female. This shows that the researcher was compliant with the constitutional requirement of a third gender rule.

#### Age of Respondents

The study sought to find out the ages of the respondents. Table 4.2 shows the response obtained from the field.

**Table 4.2: Respondents' Age Groups.**

Age bracket	Frequency	Percentage
40-49 yrs	13	43.33
30-39 yrs	11	36.67
20-29yrs	4	13.33
50 yrs and above	2	6.67
<b>Total</b>	<b>30</b>	<b>100.0</b>

#### Source: Field Survey (2013)

The result in table 4.2 indicated that 43.33% of the respondents were between ages of 40-49 years, 36.67% were between 30-39 years, 13.33% were between 20-29 years while 6.67 % were 50 years and above. This implies that most people who were working in Kisii Sub County that the researcher used as respondents were in age bracket 40-49.

#### Respondents Level of Education

The study sought to establish the level of education of the respondents. Table 4.3 indicates the responses obtained from the field.

**Table 4.3: The Level of Education for Respondents**

Level of Education	Frequency	Percentage
Graduate	18	60.00
Certificate course	5	16.67
Diploma	3	10.00
Form 4 and below	1	3.33
Post-graduate	2	6.67
Form 6(Advanced level)	1	3.33
<b>Total</b>	<b>30</b>	<b>100</b>

#### Source: Field Survey 2013.

Table 4.3 indicates that 60 % of respondents were Graduate degree holders, 16.67% were certificate course holders, 10 % were Diploma holders, 3.33% had education level of form 4 and below, and 6.67% were post graduates while 3.33 % had form 6 level of education. This is shows that the academic level of respondents is above average as majority had Degree training. The respondents would be able to explain the influence of self

initiated training on the employee organizational commitment and job performance.

#### The respondents on whether self initiated training contributes to organizational commitment and job performance

The respondents were asked to indicate whether the Self initiated training Serve as Panacea for Organizational commitment and job performance. The outcome of the study is as shown in the table 4.4 below.

Table 4.9 further shows that the respondents indicated that employee who have undergone training increased their commitment to the organization marked by 3.80 followed by increased job performance, increased professionalism, reduced employee turnover, reduced employee tardiness followed in that order indicated by 3.0, 3.06, 2.86 and 2.56 . The results show that the respondents strongly agree that self initiated training serve as a panacea for organizational commitment and job performance.

#### The Correlation Analysis

The study also investigated the correction between the independent variables individually with the dependent variable. The purpose was to determine whether regression analysis is suitable. The result of study shows all the four independent variables had strong linear correlation with the dependent variable.

The variables under the study are:

Y – Dependent variable – Organizational commitment and job performance.

Independent variables:

X<sub>1</sub> – Induction training

X<sub>2</sub> – Attending, Conferences, and Workshops & Seminars training

X<sub>3</sub> – Government Sponsored training

X<sub>4</sub> – self initiated training

The study ran multi regression and correlation analysis for the four independent variables against the dependent variable Y. The results show that there is a positive correlation between the independent variables and the dependent variable where the Self initiated training served as panacea for organizational commitment and job performance is the most significant with correlation values of 0.86 and 0.72 respectively. However, in order to safeguard the finding of the multiple regressions, the researcher opted to analyze the correlation between the individual independent variables individually. The result of the study indicated that there was very low almost, negligible correlation amongst the independent variables, all below 0.25. As a result, the fear of inter correlation between the independent variables does not arise and multiply regression was carried out. The results also indicate that induction training X<sub>2</sub>, attending Conference, workshop & Seminars training X<sub>3</sub> Government sponsored training at 0.01, 0.05 and 0.1 confidence levels. The combined multi regression and correlation analysis is given in table 4.2 below

#### Regression Analysis

The ordinary least square regression was used to determine the factors (predictor variables) affecting organizational commitment and job performance. The results are shown in table 4.3 below:- The result of the study show that the value of R squared is 0.559 This means that independent variables investigated in the study namely Inductive training, Attending conferences, workshops and seminars training, Government sponsored training and Self initiated training account for or explain 60% of the dependent variable, organizational commitment and job performance.



**Table 4.4 – Respondents on whether self initiated training Serve as Panacea for Organizational commitment and job performance**

Influence of self initiated training	WEIGHTS (W)					$\Sigma Wf$	$\Sigma f$	$\Sigma Wf/\Sigma f$
	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree			
	5	4	3	2	1			
FREQUENCIES (F)								
Organization commitment	5	20	1	2	2	114	30	3.80
Increased professionalism	8	3	9	1	9	90	30	3.00
Reduced Employee tardiness	3	3	9	8	7	77	30	2.56
Reduced employee turnover	•	7	•	•	•	• 86	• 30	• 2.86
Job performance	9	3	6	4	8	92	30	3.06

$$\Sigma Wf = \text{Weights} * \text{Number of respondents} \quad \Sigma f = \text{Total number of respondents}$$

Source: Field Survey, 2013

**Table 4.5 Correlation Matrix**

	X1	X2	X3	X4
X1	1.0			
X2	0.21**	1.0		
X3	0.19*	0.11	1.0	
X4	0.15	0.13	0.14	1.0
Y	0.86	0.53	0.61	0.72

\*\* Significant at 0.05 confidence levels.

Source: Field Survey, 2013

**Table 4.6: Model Summary**  
**Coefficients of Determination and Correlation coefficient**

Model	R	R square	Adjusted R Square	Std error of Estimate
I	0.774	0.559	0.600	10.023

Source: Field Survey, 2013

**Table 4.7: Results of Multiple Regression Analysis.**

Model	Independent Variable	Coefficients Beta values	Std error ( $\pi$ )	t-value	Significant p-value
I	Constant	4.391	0.386	11.376	0.0000
	Induction training	0.302	0.074	4.081	0.0011
	Attending Conference, Workshops & Seminars Training	0.740	1.026	2.671	0.0183
	Government Long term training	0.012	0.610	3.298	0.0052
	Self initiated Training	0.772	0.320	2.413	0.0299

Source: Field Survey, 2013

The regression equation appears useful for making predictions in organizational commitment and job performance since R squared of 60% is considered significant. The study shows that organizational commitment and job performance is significantly affected by the four independent variables investigated and that all the four independent variables are positively correlated with the dependent variable under the study.

The regression coefficients are both individually and jointly statistically significant. From the values of the coefficients, we conclude that the independent variables Induction training affect organizational commitment and job performance significantly, ( $\beta=2.740$ ; p-value =0.0183); followed by attending conferences, workshop & seminars ( $\beta=2.012$ ; p-value=0.0052), then Government Sponsored Training ( $\beta=0.772$ ; p-value=0.0299) and Self Initiated Training ( $\beta=0.302$ ; p-value=0.0011) in that order as shown in table 4.7 below.

The multiple Regression results also show that each of the four independent variables has a significant beta value. This is evidenced by the relevant t-values coupled with the p-values for each independent variable being less than 0.05, thereby

indicating the significance level for each independent variable.

The coefficients of the regression line were:-

$$Y = 4.391 + 0.302X_1 + 0.740X_2 + 0.012X_3 + 0.772X_4$$

#### Summary of Findings

The study aimed at establishing the Perceived Influence of Self initiated Training by employee on Organizational Commitment and Job Performance in the Public Service in Kisii Central Sub County. The objective was addressed by the null hypothesis. The study established that Self initiated training served as panacea for organizational commitment and job performance with a mean score of 4.563. This indicated that the training the employees have has a bearing on the organizational commitment and job performance of employees.

#### Conclusion

The positive and negative behaviors exhibited by employees determine who have undergo self initiated training, to a great extent, their organization commitment and job performance and, ultimately, the impact they have on service delivery. The employee is the representative of the content and the organization. How an employee presents himself makes an



impression of the organization and the positive organization image is created when employees have undergone training. A well trained employee exudes enthusiasm and competence for a content area and may transfer those feelings to the clients. According to Lambert, since job satisfaction is concerned with an individual's job while organizational commitment with the bond to an overall organization and this is enhanced by employee training, it is expected that job characteristics would have larger effects on job satisfaction than they would on organizational commitment. Despite these differences, studies have shown that training, job satisfaction and organizational commitment are positively correlated. Meyer, M. (2003) found that organizational commitment had a strong positive relationship with overall job satisfaction, satisfaction with promotion, pay and supervision among others. Gaiduk, R. & Gaiduk, J. (2009) in a study of 1000 randomly selected registered nurses found that training and job satisfaction was positively correlated with affective commitment and normative commitment but negatively correlated with continuance commitment. Dessler, G. (1994) in their study of 480 white-collar employees in Australia, found that training, job satisfaction and autonomy were positively correlated to organizational commitment respectively while external opportunities negatively affected employees' organizational commitment.

#### Further Study Recommendation

The study recommends for a study to be conducted in the factors that motivate employee to seek self initiated training in the public sector.

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