

**IMPACT OF TRAINING TO ORGANIZATIONAL COMMITMENT
ON GOVERNMENT INSTITUTIONS:
A CASE OF ETHICS SECRETARIAT**

**By
Andrea Axwesso Tsere**

**A Dissertation Submitted in Partial Fulfillment of the Requirements for Award of
the Masters Degree of Business Administration Corporate Management (MBA –
CM) of Mzumbe University**

2015

CERTIFICATION

We, the undersigned, certify that we have read and hereby recommended for acceptance by the Mzumbe University, a dissertation entitled **Impact of Training to Organizational Commitment on Government Institutions: A Case of Ethics Secretariat**, in partial fulfillment of the requirements for award of Master degree Business Administration at Mzumbe University.

Major Supervisor

Internal Examiner

Accepted for the board of.....

DEAN/DIRECTOR, CHAIRPERSON,
FACULTY/DIRECTORATE/SCHOOL/BOARD

DECLARATION

AND

COPYRIGHT

I, Andrea Axwesso Tsere, declare that this thesis is my own original work and that it has not been presented and will not be presented to any other university for a similar or any other degree award.

Signature_____

Date _____

©

This dissertation is a copyright material protected under the Berne convention, the copyright Act 1999 and other international and national enactments, in that behalf, on intellectual property. It may not be produced by any means in full or part, except for short extracts in fair dealings, for research or private study, critical scholarly review or discourse with an acknowledgment, without the written permission of Mzumbe University, on behalf of the author.

ACKNOWLEDGMENT

It is not unusual for someone to be proud and blissful for making a certain success. This is very realistic on my side. The period takes this study makes me to realize this joy has come to an end. However, the accomplishment of this thesis is a result of collective efforts of many people whom my joy will have no meaning if I fail to accord my heartfelt appreciation for their support.

Glory is to Almighty God for giving me a chance and enabling me to perform this work. I also convey special gratitude to my supervisor Dr. Hawa Tundui for his outstanding guidance, advice, assistance, encouragement and constructive criticism throughout the study, may God bless you.

The heartfelt thanks go also to my precious family members especially my children for their prayers, moral support and encouragement not to give up from this opportunity, may God bless you all abundantly.

I would also like to thank leadership and all members of staff of Ethics Secretariat for permitting and assisting me to carry out my study in areas under their jurisdiction comfortably. Thanks also go to all the respondents who accepted my request of interviewing them. Their cordial cooperation rendered to me during data collection is highly appreciated, may God bless you all.

ABBREVIATIONS AND ACRONYMS

ASTD	American Society for Training and Development
CRM	Crew Management Training
ELDO	Employee Learning and Development Orientation
ES	Ethics Secretariat
SEAL	Special Operations force of the US Navy
TNA	Training Needs Assessments
US	United States

ABSTRACT

This study aimed at determining the impact of training on organizational commitment in Dar es Salaam region. It explained all the four specific objectives which were first, exploring the roles of Ethics secretariat staff; secondly to examine the challenges behind the training of Ethics secretariat staff. Thirdly to suggest measures to curb challenges behind the training of Ethics secretariat staff and the last objective was to determine the effect of training employees to organizational commitment.

These results showed generally that; first the roles of Ethics secretariat staff are to receive and verify Declarations of Assets and Liabilities which are required to be made by Public Leaders under the Constitution of the United Republic of Tanzania or any other law as per the identified time deadlines and composition rules, to receive allegations and notifications of breach of the Code of Ethics from members of the public, to conduct preliminary investigations into allegations or complaints against any Public Leader in relation to compliance with the Public Leadership Code of Ethics and to report to the President with respect to matters relating to the ES's jurisdiction under the Public Leadership Code of Ethics Act No. 13 of 1995.

Secondly the study found that challenges are insufficient funds for training, lack of TNA, fear of taking higher posts in the organization, fear of leaving the organization and lack of integrating training function and employee selection. Thirdly the results found that measures that should be taken to curb the challenges are practice of TNA, increasing the training budget, integrating training function with employee selection and self confidence of organization leaders. Lastly the study found that training of employees has positive effect to organizational commitment.

In this study we have seen the impact of training to organizational commitment on government institutions. Therefore the most important thing is that the government through its organs such as the ministry of finance should increase funds for training its employees. In the same sense Ethics secretariat should practice TNA. Furthermore organization leaders should have confidence in themselves and stop thinking that when an employee goes for further training he/she will take their positions.

TABLE OF CONTENTS

CERTIFICATION	i
DECLARATION AND COPYRIGHT	ii
ACKNOWLEDGMENT	iii
ABBREVIATIONS AND ACRONYMS.....	iv
ABSTRACT	v
TABLE OF CONTENTS	vi
LIST OF TABLES	ix
LIST OF FIGURES	x
 CHAPTER ONE	 1
INTRODUCTION	1
1.1 Background Information.....	1
1.2 Statement of the Problem.....	2
1.3 Research Objectives.....	3
1.3.1 General Objective.....	3
1.3.2 Specific Objectives.....	3
1.4 Research Questions	3
1.5 Scope of the Study	4
1.6 Significance of the study.....	4
1.7 Organization of the Dissertation	4
 CHAPTER TWO	 6
LITERATURE REVIEW	6
2.0 Introduction.....	6
2.1 Definition of the main concepts of study.....	6
2.1.1 Training	6
2.1.2 Organizational commitment.....	6
2.2 Theoretical Literature review.....	6

2.2.1 Implicit Theory.....	6
2.2.2 Training	7
2.2.3 Employee Commitment	8
2.2.4 “Side bets” Theory	9
2.2.5 Training and Reciprocity.....	13
2.3 Empirical Literature Review.....	17
2.3.1 Effects of Training	17
2.3.2 Benefits Related to Organizational Commitment	22
2.4 Conceptual framework.....	26
2.4.1 Dependent Variables	27
2.4.2 Independent variables.....	27
CHAPTER THREE.....	29
RESEARCH METHODOLOGY	29
3.0 Introduction.....	29
3.1 Study Design.....	29
3.2 Study Area	29
3.3 Study population and sample size.....	30
3.4 Types and sources of data	30
3.5 Data collection methods.....	30
3.6 Data Analysis	31
CHAPTER FOUR	32
PRESENTATION OF THE RESULTS AND DISCUSSION	32
4.1 Introduction	32
4.2 Characteristics of Respondents.....	32
4.2.1 Education Level of Respondents.....	32
4.2.2 Age of the respondents.....	33
4.2.3: Gender of the respondents.....	34
4.3 Roles of Ethics Secretariat staff.....	35

4.4 Challenges behind the training of Ethics Secretariat staff	36
4.4.1 Insufficient Funds	36
4.4.2 Lack of TNA.....	37
4.4.3 Fear of higher positions in the organization	37
4.4.4 Fear of leaving the organization	37
4.4.5 Improper integration of training function and employee selection	38
4.5 Measures to curb challenges behind the training of Ethics Secretariat staff	38
4.6 The effect of training employees to organizational commitment	39
4.6.1 TNA Schedule	40
4.6.2 How Organization selects employees for training.....	40
4.6.3 Organization considers employee's needs for training	41
4.6.5 Rate of smartness of the job before and after training.....	42
4.6.6 Rate of employee's efficiency at work before and after training	43
4.6.7 Availability of on-job training programs in the organization.....	43
4.6.8 Extent at which training of employees could improve their hardworking ...	44
CHAPTER FIVE	48
SUMMARY, CONCLUSION AND RECOMMEDATIONS	48
5.1 Summary	48
5.2 Conclusion	49
5.3 Recommendations.....	49
5.4 Limitations of the Study and Areas for Further Research	49
REFERENCES	51
APPENDICES.....	56
CURRICULUM VITAE	62

LIST OF TABLES

Table 4.1: Gender of the Respondents	34
Table 4.2: Challenges behind the training of Ethics Secretariat staff	38
Table 4.3: Measures to curb the challenges behind the training of Ethics Secretariat staff.....	39
Table 4.4: Having TNA schedule in the organization.....	40
Table 4.5: Perception of respondents on whether organization considers employee's needs for training.....	41
Table 4.6: Rate of individual work organization before and after training	42
Table 4.7: Rate of smartness of the job before and after training	43
Table 4.8: Rate of efficiency at work before and after training	43
Table 4.9: Availability of on-job training programs in the organization	44
Table 4.10: Extent at which training of employees could improve their hardworking	45
Table 4.11: Perception of respondents on other factors that improve organizational commitment.....	46

LIST OF FIGURES

Figure 2.1: Conceptual framework.....	27
Figure 4.1: Education Level of Respondents	33
Figure 4.2: Age of the respondents.....	34
Figure 4.3: Need for training on investigation skills.....	36

CHAPTER ONE

INTRODUCTION

1.1 Background Information

After successful orientation and placement, the new employees start a new life in the work organisation. During their initial life in the organisation i.e. in the course of their job performance, the organisation readily utilizes the employees' past knowledge, skills, and experience for its performance; the situation changes in the course of time when their ability to perform starts falling below the demands of their jobs. Then, the organisation has to train them in order to ensure the restoration of the match between their performance capabilities and their job demands (Heslin and Latham, 2004).

Unfortunately there are many organisations whose management teams look at training as a useless cost. There are yet many other organisations, which do not manage their training function formally, and thus waste money and give rise to claims of favouritism etc. If they want to remain competitive and survive, all organisations have no choice but to train their employees. Training costs lots of money, and it disrupts the organisation's performance schedule: it makes sense that training is carefully managed and gauged to the organisation's performance needs. Large and complex organisations have little choice other than planning and managing their training function formally, i.e. through a training programme based on studied training needs (Heslin and Latham, 2004).

Maurer et al. (2003) suggested that research could focus on measures of employee development constructs in relation to measures relevant to retention and attraction. One variable that has been extensively explored in relation to things like absences and turnover is organizational commitment. Employees who are committed to an organization are less likely to leave, be absent and may display other positive behaviors that are valuable to an organization. Affective commitment, or the employees' affective identification with the organization, has been the focus of past employee development

studies (Birdi et al., 1997) and has been shown to have the strongest relationships with a variety of organizational relevant variables (Bartlett, 2001). This construct has shown great value and promise in the management literature.

From a social exchange perspective, employees are favorably disposed toward an organization to the extent that the organization provides something valuable to the employees (Blau, 1964). Following this logic, when an organization provides something valuable such as support for employee development, this should create a mindset in employees that is positive toward the organization. As Benson et al (2004) have noted, a prevailing notion in the literature is that employee development leads to positive employee attitudes, and that supporting and promoting employee development within the organization can be effective in recruiting and retaining employees (ASTD, 1999; Craig et al., 2002). Employee development, support and presence of employee development systems are positively related to organizational commitment (Birdi et al, 1997). Although this makes intuitive sense and is supported by existing data, this linearly-stated notion does not acknowledge the potential differences in the degree to which employees truly are attracted to learning and development. There might be individual differences in the degree to which employees will value support for employee development. This is important because these “perceived development support-commitment” relationships and the implications they carry have found their way into practitioner-oriented literature where very great resources are being invested in learning and development as part of recruiting and retention strategies (ASTD, 1999).

1.2 Statement of the Problem

Heslin and Latham (2004) have shown that there is a need of training employees, so as to ensure the restoration of the match between their performance capabilities and their job demands. However in most government institutions including the Ethics Secretariat that need of training employees is not yet well realized. In most cases employees are not given opportunity to attend on job training.

The absence of knowledge on the importance of training employees may seriously affect government institutional managers' ability to develop appropriate strategies for training needs assessment. Also promotion of organizational commitment in government sectors, which is a major contributor to employment in Tanzania, can also be affected as a result. If employees with learning orientation are not given opportunity for further training on investigation skills might result to much absenteeism, poor work organization, smartness and lack of effectiveness. The focus of this study therefore was to determine impact of training on organizational commitment on government institutions, a case of Ethics Secretariat.

1.3 Research Objectives

1.3.1 General Objective

The main objective of the study was to determine the impact of training on organizational commitment.

1.3.2 Specific Objectives

1. To determine to what extents training reflects the roles of ethics secretariat
2. To examine the challenges behind the training of Ethics secretariat staff
3. To suggest measures to curb challenges behind the training of Ethics secretariat staff.
4. To determine the effect of training employees to organizational commitment.

1.4 Research Questions

The study was guided by the following main research questions,

1. What extent training reflects the roles of ethics secretariat?
2. What are the challenges behind the training of employees?
3. What measures could be used to curb the challenges behind the training of employees?

4. What is the effect of training employees to organizational commitment?

1.5 Scope of the Study

For the purpose of accuracy of the research, the study was focused in Dar es Salaam region basing on the employees of the Ethics secretariat.

1.6 Significance of the study

This study helps the managers and directors to find better ways and plans of sending their employees for further studies. It increases the body of knowledge on human resource management. Again this study helps administrators to put more emphasis on training their employees. Furthermore, it helps in knowing whether training of employees have significant contribution to the organizational commitment.

1.7 Organization of the Dissertation

The study has been organized in five chapters.

Chapter One: entails the purpose of the researcher to decide to undertake this particular research and not another. Chapter one provides preliminary information about the nature of the research and what will exactly be done.

Chapter Two: reveals literature sources which the researcher passed through when developing his idea about the research. Other people's ideas were incorporated with the aim understanding well the research topic. The purpose was to know how other researchers, readers, organizations and governments say about the problem in question.

Chapter Three: Is the methodology part. This section explains the way the research has been conducted. The methods and techniques adopted.

Chapter Four: This chapter presents and discusses the findings. Instruments like, charts, per cent, tables and figures were used to present similarities and differences of

the research findings. Similarities, differences and magnitude of the results are discussed.

Chapter Five: Is the summary, conclusion, recommendation and limitations of the study and areas for further research. The researcher makes summary of what has been done, observed and presented, implications of the findings and recommendations to policy makers.

The last part presents the bibliography and the appendices.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

In this chapter the researcher reviews literature relevant to the study. The chapter reviews the works done by accredited scholars in the field of training in relation to organizational commitment. The chapter provides definitions of key concepts with regard to training and organizational commitment. The chapter also provides both theoretical and empirical literature reviews, including the conceptual framework for the study.

2.1 Definition of the main concepts of study

2.1.1 Training

Training may be defined as a learning process in which people acquire knowledge, skills, experience, and attitudes that they need in order to perform their jobs well for the achievement of their organization's goals (Maurer, 2002). Armstrong (1991) defined training as the systematic modification of behaviour through learning which occurs as a result of instruction, education, development and planned experience.

2.1.2 Organizational commitment

Organizational commitment refers to the employees' commitment in an organization (Maurer, 2002). This shows whether employees are committed to their organization or not.

2.2 Theoretical Literature review

2.2.1 Implicit Theory

The research literature suggests several ways that a learning and development orientation might be enhanced in employees who do not currently possess it. First,

Dweck's model of learning goals emphasizes the underlying "implicit theory" one possesses about whether relevant skills are developable or improvable or not. Those who believe the skills are developable tend to possess learning goals. Therefore, if employees are presented with credible information about how employees can develop, this may help in developing a learning-oriented mindset. Second, Vandewalle (2001) suggests that performance management systems, leadership and job assignments should be oriented toward supporting and placing value on development. Maurer (2002) also presents an extensive analysis of how situations can help to foster an employee learning and development orientation (ELDO) through the nature of the organization's philosophy and how it emphasizes learning, the kind of development resources provided, the coworker and supervisor support provided, as well as job characteristics and developmental components of jobs. Very relevant to the current discussion is that Maurer's (2002) model emphasizes how learning and development become relevant to the "self," and that simply requiring development activity will be insufficient in producing an employee learning and development orientation and may even be counterproductive.

2.2.2 Training

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

The training industry as a whole has shown significant growth through the years. Statistics indicate that investment in training is continuing to grow as more and more companies realize its importance. In 1995, \$7.7 billion was spent on the wages and

salaries of in-house company trainers and \$2.8 billion was spent on tuition reimbursement (Frazis et al., 1998). The American Society for Training and Development found that in 2004, the average annual training expenditure per employee was \$955, which is an increase of \$135 per employee from the previous year. The number of formal learning hours per employee also rose from 26 hours in 2003, to 32 hours in 2004 (atsd.com, 2005). As the investment in various training programs continue to rise, it becomes even more imperative for employers to understand the impact that training has on their organization.

2.2.3 Employee Commitment

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

There is a great deal of literature which seeks to define and identify the specific characteristics of commitment. Scholars have offered many differing views and theories regarding employee commitment. Even with these differing views it is possible to find some consistent themes. In general there is significant supporting research that indicates that commitment is made up of investments, reciprocity, social identity (identification), and lack of alternatives. Investment states that it is an employee’s “investment” and anticipation of a future “pay off” that serves to tie them closer to the company. Reciprocity, in contrast, indicates that it is the employee’s obligation to “pay off” their debt to the company that will lead to greater commitment. Identification specifies that

commitment can grow as a result of an employee's social identity becoming increasingly embedded in their employment. Finally, the lack of alternatives element states that the more specific an employee's skills become to a particular organization the less likely they will leave (Scholl, 1981). Although each of the four mechanisms may serve to enhance employee commitment they may do so in varying degrees. As a result, the more prevalent each element becomes the more likely commitment will grow.

2.2.4 “Side bets” Theory

An employee that is invested in the organization is an employee that is going to remain with the organization. Becker (1993) argued just this in his paper that analyzed the various concepts of commitment. Becker stated that employees can invest in a multitude of practices that can be perceived as “side bets”. Examples of “side bets” may include attending training outside of work time, participation in an apprenticeship program, or attaining a high degree of seniority. “Side bets” can be centered on time, effort, pay, benefits, and so on. The greater the investment in any of these “side bets”, the more likely the employee will remain with an organization. Due to the perceived cost of leaving being too high, side bets can serve to actually increase the employee's intent to remain (Liou & Nyhan, 1994).

Becker (1993) states that in order for commitment to be achieved through a “side bet” several elements must exist. One such element is that the individual is aware that a “side bet” was made. Another is that the choices that were made regarding a particular decision have an effect on other potential decisions. The “side bet” philosophy states that an investment is made today with the expectation that the benefit will be achieved at some future point. Some can view this as an employee “paying their dues” today in order to achieve success in the future (Scholl, 1981).

Becker (1993) provides an example of his “side bet” theory which relates to lower-class school teachers. The teachers “side bet” was that of time. When the time arose in which these lower-class teachers were eligible for transfer to a more affluent school, many

denied the transfer. The denial was because the teachers adjusted their approach and teaching style to that of the lower-class. Discipline techniques, addressing issues with parents, as well as many other issues, would have resulted in the teachers having to drastically change their styles and approaches. These changes were found to be overly time consuming and radical. As a result, the transfers were denied. Due to the “side bet” of time, the teachers became invested and committed to working with the lower-class population. The expenditure of time by the teachers actually tied them to the lower-class students even though more desirable teaching positions were available. In spite of the lowered expectations, the teacher’s tenure resulted in them becoming “invested” to a particular organization (Scholl, 1981).

Barrett and O’Connell (2001) argue that employees may view some human resource practices as a “gift”. Training is one such practice that employees may view as a “gift”. The result of this “gift” is that employees exert more effort, become more productive, and have a greater sense of debt to the organization. The “gift” also has the potential to make employees feel like “insiders” into the organization. An “insider” is likely to be more committed and devoted to the company. The idea of “gift” and “insider” parallels closely to the concept of reciprocity. The premise behind reciprocity is that an employee will help the organization, because the organization helped to employee. The saying “don’t bite the hand that feeds you” seems to correlate to reciprocity. This holds that employees should not only help the company but should also not hurt it because it was the company that helped the employee (Scholl, 1981). As a result, the “gift” that an employee receives may actually serve to commit them to the organization. Employees in the workforce have specific desires and expectations. When an organization seeks to meet and exceed these desires and expectations through reciprocity, then the likelihood of improving commitment is enhanced (Steers, 1977).

Becker (1993) sought to better understand the relationship between the costs and returns to training by identifying two mutually exclusive forms of training – general training and specific training. General training is training that provides the worker with skill development not only applicable at the present employer, but also at other firms

throughout the labor market. Some examples of general training programs are apprenticeship trainings, general computer training, and learning surgical techniques that could be used in other hospitals. Educational reimbursement is also an example of general training, as the skills acquired can be of use to many different employers (Kaufman and Hotchkiss, 2006). Gary Becker's model suggests that because general training provides skill development that can be used at other companies, the employer will not invest in it. The underlying premise is that within a competitive labor market, employees are typically paid for their level of production. With that, a company that provides general training will have to pay the employee a wage that coincides with their newly learned skills and their higher level of production. Companies that continue paying employees the pre-training rate of pay, risk losing the employee to a firm that will provide the higher wage. As a result, turnover would increase. By paying the higher wage, as well as paying for the general training, the current employer would be unable to recoup its overall investment. As a result, companies have no incentive to pay for general training and it is the workers themselves that will need to bear this cost (Frazis and Spletzer, 2005).

In contrast, specific on-the-job training is training that increases the workers productivity and output only at the company that provides it. The training is "specific" to that particular company only. Examples of specific training may include learning to drive a tank or operating machinery that is company specific. Specific on-the-job training also differs from general training in that it is typically the company and not the individual worker that bears the cost of the training. The thought is that because training is specific to the individual company and nontransferable, the productivity of the worker increases for that particular company, but would remain the same for any other organization within the labor market. As a result, it is unlikely that specific training would result in turnover. Gary Becker's argument essentially states that the more specific the training the less likely turnover will occur. As the skills obtained are non-portable and non-transferable to other organizations, this type of specific training is paid

for by the employer. In turn, employees typically receive less pay during the specific training period in anticipation of future wage increases.

By contrasting Becker's model with a commitment approach one can see that the employee's investment of time and the anticipation of higher wages as potentially leading to an increase in commitment. Training in this context becomes a "side bet". The investment of time and effort expended during the training process is one such factor that may enhance an employee's commitment to the organization. Another example that expands upon Becker's model is the blending of general and specific skills. Becker's model argues that general training would lead to an increase in turnover and that companies have little reason to invest in it. Several studies have proven that companies do invest in a blended form of general-specific training, many times without even realizing it. Acemoglu and Pischke (1999) argue that general and specific skills are complementary to one another. They indicate that organizations indirectly invest in general skills while providing skills that are presumed to be "firm-specific". By researching the data from the Employer Opportunity Pilot Project and the National Longitudinal Survey of Youth, Goeters (2002) found that 63 percent of employees that received training reported that the majority of the skills obtained were transferable to other organizations. A third study determined that the majority of training programs result in generating skills that are transferable to other organizations. Over 90% of the employees believed that the skills obtained were portable outside the company. In addition, employers paid for some piece of the training in over 84% of the cases (Green et al., 2000). The studies provide affirmation that most training entails a greater general component than many believe.

These results can be tied to employee commitment in a variety of ways. As indicated above, there are many organizations that are investing in general training while assuming the skills being taught are company specific. From an investment perspective, commitment can be obtained due to the investment in time and energy involved in the training process. Regardless of the specificity of the training, the time and effort that an employee puts forth in any training program can lead to a more committed worker.

Along these lines, Krueger and Rouse (1998) found that general training and specific skills are many times embedded in one another. They found that employees that attended training, regardless of its specificity, became more invested employees. These employees were shown to seek more job upgrades, receive more performance awards, and have better job attendance than those that did not attend training. The “general skills” training program which was paid completely by the employer essentially led to less employee turnover. It can be argued that the expenditure of effort and time led these employees to become more committed to the organization.

In contrast to Becker’s belief that companies have little reason to invest in general training, from a commitment perspective one is able to ascertain several benefits to doing so. As stated throughout this section, the time, energy, and effort, that employees display in any type of training can result in a more invested and committed employee. Training, whether it is general or specific, can be viewed by the employee as a current investment that may offer a greater “pay off” at a later date. This increased investment on the part of the employee ties them closer to the organization (Scholl, 1981). Should the investment achieved from training become linked to part of a more global human resource strategy within the organization, then commitment will grow even more (Bartlett, 2001). In addition, general training that is unable to increase commitment through investment, may be able to accomplish it through reciprocity. As will be discussed in the next section, an employee may desire to remain with the organization in order to repay the employer for providing general training. Although not achieved through investment, reciprocity may provide an additional reason for an organization to invest in general training.

2.2.5 Training and Reciprocity

Reciprocity essentially states that an employee will help the company because the company helped them. This parallels the notion of the employee having a “sense of debt” toward the organization. Research on this element of commitment indicates that training can play an integral role in building a sense of debt to the company. Training

that achieves reciprocity in the employee will foster an individual's commitment to the organization. Many scholars agree that organizations that train their employees consistently have better outcomes than those that do not. When business environments change quickly and abruptly, it is typically the companies with the best trained employees that adapt and adjust most efficiently. Towler (2003) determined these statements to be accurate in their study that looked at training and turnover from the perspective of evolving organizations. The researchers affirmed that training encourages "spontaneous cooperation" in many large companies. Even in fast moving and ever evolving industries, the cooperation that can be achieved through training could lessen the need for complicated company policies.

From a reciprocity perspective, one can ascertain that this "spontaneous cooperation" which results from training is due to the training participant's sense of debt to the company. These fast paced, ever-changing industries need to retain employees in order to achieve company goals and gain a competitive advantage. As the study found, organizational training can offer these employees an opportunity they may have not been able to achieve elsewhere. This translates to the employee feeling a sense of debt to the company and desiring to "spontaneously cooperate" as a means of repaying the reward that they received.

Burke (1995) found that employees that participated in the most number of training programs and rated the trainings they attended as most relevant, viewed the organization as being more supportive, looked at the company more favorably, and had less of intent to quit. One could argue that training was able to enhance the employee's sense of debt towards the organization. The result is a more committed employee that has a greater desire to remain. In this example, reciprocity holds that the employee received a "benefit" of training from the company and will attempt to repay it in the future. In essence, the employee will need to remain committed to the organization until the "benefit" is paid off (Scholl, 1981). Barrett and O'Connell (2001) clearly portrayed the idea of reciprocity in their empirical research of organizations in Ireland. The

researchers found that because of the transferability of skills that general training offers, employees devoted greater effort and energy to general training.

Barrett and O'Connell found that the outcome of training depends on the effort that the participants put into it. The greater the sense of debt incurred with the training program, the more of a return on the investment that organizations will secure from the employee. From an employee perspective general training was found to be more valuable to employees than specific. Since a great deal of research indicates that general and specific training are many times enmeshed and intertwined in each other, it may best serve organizations to promote and encourage participation in general training programs.

Employees many times view general training as a "gift". The employers disregard for the portability of the general skills being taught, signals to the employee that the organization is committed to them. In line with reciprocity, Barrett and O'Connell (2001) view this "gift" as being a type of self-fulfilling prophecy. Organizations that invest in and provide general training make the participants feel like "insiders". The sense of being an "insider" is displayed in the employee's exertion of more effort, improved work ethic, and increased productivity. The "gift" led to the development of a sense of debt to the company. In order to repay this debt, the employee became more committed and devoted to the organization. Commitment within the workplace typically results from the interaction and the relationship that an employee has with an organization (Scholl, 2003). Along these lines, Walton (1985) looked at the establishment of commitment in an organization within a very broad framework. "Stretching objectives", providing assurances to employees, encouraging employees to have a "voice", and compensation policies are a few of the strategies that organizations must incorporate into a commitment-based approach. Training is one of several human resource practices that can have a considerable impact on employee commitment.

Training that seeks to improve employee investment, increase reciprocity, helps the employee identify with the organization, and serves to limit alternative employment

options will enhance the employee's commitment to the company. The result of this will be an organization that is better able to retain its workforce. Owens (2006) study on the relationship between training and organizational outcomes found just that to be true. The Owens study hypothesized that employee's in training programs will report higher levels of commitment and will be less likely to consider turnover. The research affirmed the hypothesis that training has a positive impact on commitment and turnover cognitions. Many other scholars and practitioners in addition to Owens have had similar research findings.

Scholars and practitioners also agree that although training can positively impact commitment, simply providing training to employees is not enough. The benefits of training will be achieved only to the extent that the employees accept it and contribute to it. As a result, an organization needs to seriously determine what it is looking to achieve within the training program as well as the impact it will have on employee effort, commitment, and turnover (Towler, 2003). Within this context, training becomes most effective in enhancing commitment when it is used in conjunction with other commitment-based human resource policies and strategies.

Training that coincides with other commitment generating human resource policies is typically associated with a greater level of employee retention. Many scholars have found that regardless of whether companies pay entirely for general or purely specific training, when other commitment policies are in place there tends to be a downward impact on mobility. A human resource approach that seeks to "bundle" commitment policies, such as linking training to employee appraisal and compensation plans, have shown to further enhance employee commitment (Green et al., 2000). Social support and access to training can also play a significant role into the level of commitment that is established. Employees are likely to place greater value on training programs that are highly respected by colleagues, supervisors, and managers. Organizations that is able to create an environment where training is supported and valued by employees will be able to achieve greater commitment outcomes (Bartlett, 2001).

Management behavior was one of the most notable determinants of successful training programs. Employee commitment was found to be higher in organizations where management allowed access to and candidly supported employee training (Heyes and Stuart, 1996). The underlying philosophy is the need for management to acknowledge and openly accept the legitimacy of the commitment-based strategy (Walton, 1985). The relevancy of training also plays a role in establishing employee commitment. Employees enter into training programs with specific expectations and needs. The result of training programs that do not meet the expectations and needs of participants may be lower commitment, negative attitude change, and an increase in turnover. One study found that training participants that received “realistic notices” and accurate training information prior to training reported better outcomes than those that did not receive any information regarding the training process.

The participants that were provided with pre-training information viewed that training as more relevant and entered into the training with accurate expectations (Tannenbaum et al, 1991). In addition, the employees that viewed training as the “most relevant” to their current jobs were able to attain more positive commitment outcomes and had less of intent to quit (Burke, 1995). In order to use training as a mechanism to build commitment, organizations need to ensure that trainings are relevant, are communicated effectively, and are able to meet the expectations of the employees participating.

This study will employ the Implicit Theory because this theory is susceptible to change or manipulation (Heslin and Latham, 2004).

2.3 Empirical Literature Review

2.3.1 Effects of Training

Training effects on performance may be subtle (though measurable). In a qualitative study involving mechanics in Northern India, Barber (2004) found that on-the-job training led to greater innovation and tacit skills. Tacit skills are behaviors acquired through informal learning that are useful for effective performance. Regarding

innovation, trained mechanics learned to build two Jeep bodies using only a homemade hammer, chisel, and oxyacetylene welder. Regarding tacit skills, Barber noted that the job of a mechanic requires “feel” to be successful. Specifically, trained mechanics developed an intuitive feel when removing dents—a complex process particularly when the fender is badly crumpled. As a result of informal training, one of the mechanics had a “good feeling of how to hit the metal at the exact spot so the work progresses in a systematic fashion” (Barber, 2004). This type of tacit skill was particularly useful in the Indian context because, although most shops in developed nations would not even attempt to repair a fender that was damaged so badly, this type of repair is common practice in the developing world (Barber 2004).

Benefits of training are also documented for technical skills. For example, Davis & Yi (2004) conducted two experiments with nearly 300 participants using behavior-modeling training and were able to improve computer skills substantially. Although behavior-modeling training has a rich history of success (e.g., Decker & Nathan 1985) a unique aspect of this research was that training was found to affect changes in worker skills through a change in trainees’ knowledge structures or mental models. Specifically, mentally rehearsing tasks allowed trainees to increase declarative knowledge and task performance, each measured 10 days after the training was completed. More recently, Taylor et al. (2005) conducted a Meta analysis including 117 behavior-modeling training studies. They ascertained that the largest effects were for declarative and procedural knowledge (ds around 1.0 resulting from comparing training versus a no-training or pretest condition). Declarative knowledge is knowledge about “what” (e.g., facts, meaning of terms), whereas procedural knowledge is knowledge about “how” (i.e., how to perform skilled behavior. However, Taylor et al. (2005) reported substantial variance in the distribution of effect sizes, indicating the need to investigate moderators of the relationship between behavior-modeling training and outcomes. Training not only may affect declarative knowledge or procedural knowledge, but also may enhance strategic knowledge, defined as knowing when to apply a specific knowledge or skill (Kraiger et al. 1993). Smith et al. (1997) refer to this

as training for adaptive expertise. In addition, training may enable consistency in performance across conditions. For example, Driskell et al. (2001) conducted a study including 79 U.S. Navy technical school trainees who performed a computer-based task. Trainees participated in a stress-exposure training session. This training exposes trainees to information regarding stressors (e.g., noise, time urgency), to the stressors, and how these stressors are likely to affect performance. Results showed that training was beneficial in that trainees performed well under a novel stressor and when performing a novel task. Thus, stress training helps maintain performance consistency.

Performance consistency may also result from enhancing trainees' self-efficacy or self-management skills. Frayne & Geringer (2000) conducted a field experiment in which they administered self-management training (lectures, group discussions, and case studies) to 30 salespeople in the life insurance industry. Results showed that salespeople who participated in the training program demonstrated higher self-efficacy, outcome expectancy (e.g., "I will increase my sense of accomplishment"), and objective outcomes (e.g., number of new policies sold) as well as subjective job performance (i.e., sales managers' ratings of each salesperson's performance). Training-related performance improvement was sustained over a 12-month period after training ended.

There are also documented benefits of training for managers and leaders. Collins & Holton (2004) conducted a meta-analysis of the benefits of managerial leadership development programs including 83 studies published between 1982 and 2001.

Knowledge was defined as principles, facts, attitudes, and skills measured using both subjective (e.g., self-reports) and objective (e.g., standardized tests) measures. Expertise/behavioral outcomes were defined as changes in on-the-job behavior and were also assessed using both subjective (e.g., peer ratings) and objective (e.g., behavioral) measures. A final illustration of training benefits related to performance is cross-cultural training, in which employees are trained to perform their jobs in a different culture and/or adjust psychologically to living in that culture (Lievens et al. 2003). Morris & Robie (2001) conducted a meta-analysis of the effects of cross-cultural

training on expatriate performance and adjustment. Their meta-analysis included 16 studies that investigated adjustment and 25 studies that investigated job performance as the focal dependent variable. The mean correlation for the relationship between training and adjustment was 0.12 ($p < 0.05$), and the correlation for the relationship between training and performance was 0.23 ($p < 0.05$). However, there was substantial variability in the distribution of effect sizes, suggesting that potential moderators existed (again, we discuss the issue of moderators in the Suggestions for Future Research section).

Littrell et al. (2006) conducted a qualitative review of 25 years (1980–2005) of research addressing the effectiveness of cross-cultural training in preparing managers for an international assignment. Littrell et al. (2006) examined 29 prior conceptual reviews and 16 empirical studies. Overall, they concluded that cross-cultural training is effective at enhancing the expatriate's success on overseas assignments. They also identified many variables that moderate the effects of training on expatriate performance, including the timing of the training (e.g., pre departure, while on assignment, and post assignment), family issues (e.g., spouse's adjustment), attributes of the job (e.g., job discretion), and cultural differences between the home country and the assignment country. Other research demonstrates the impact of training on outcomes other than job performance or on variables that serve as antecedents to job performance. However, we emphasize that these additional benefits of training are not necessarily unrelated to job performance.

In fact, in many cases they are indirectly related to performance and, in others, they may be related to individual and team well-being, variables arguably also indirectly related to job performance. For example, there is a renewed interest in leadership training (Collins & Holton 2004, Day 2000). Dvir et al. (2002) implemented a longitudinal randomized field experiment, using cadets in the Israel Defense Forces, in which experimental group leaders received transformational leadership training. Transformational leaders' exhibit charismatic behaviors are able to motivate and provide intellectual stimulation among followers, and treat followers with individual consideration. Results showed that transformational leader-ship training enhanced

followers' motivation (i.e., self-actualization needs and willingness to exert extra effort), morality (i.e., internationalization of their organization's moral values), and empowerment (i.e., critical-independent approach, active engagement in the task, and specific self-efficacy). Towler (2003) provided 41 business students with (a) no training, (b) presentation skills training, or (c) charismatic influence training. Charismatic influence training included articulating a vision, appealing to followers' values, and using autobiography, metaphors, analogies, stories, and self-efficacy language. A sample of 102 undergraduates from a different university watched videotaped presentations by the 41 business students. Similar to results of Dvir et al. (2002), Towler (2003) found some evidence in support of the effectiveness of charismatic influence training on the performance and attitudes of the participants who watched the videotapes.

Another area that has received consistent attention is aviation human factors training. This is an important area of research because human error has been consistently identified as one of the main causes of air crashes since the late 1970s (Edkins, 2002). Edkins (2002) conducted a qualitative review of the aviation human factor training literature and concluded that outcomes of safety and team-based training programs include (a) safety-related benefits, including a reduction in lost time related to injuries, and (b) teamwork-related benefits including improved team performance. Because safety-related errors in fields such as aviation and medical care are often the result of team co-ordination issues, team training emerges as an important intervention. Ellis et al. (2005) conducted an experiment including 65 four-person teams.

Individuals participated in a dynamic command and control simulation in which participants monitor activity in a specific geographic region and defend it against invasion by ground or air. Training improved declarative knowledge within the team and, in comparison with untrained teams, trained teams demonstrated better planning and task coordination, collaborative problem solving, and communication in novel team and task environments.

The most common training intervention for improving team communication and team effectiveness is crew resource management (CRM) training. The overall goal of CRM training is to shape cockpit crew attitudes and behavior to enhance aviation safety. This type of training is usually conducted using sophisticated flight simulators, and it addresses communication, teamwork, decision-making, and awareness with respect to accidents and incidents and the role played by human error.

Goeters (2002) delivered CRM training to air-crews from an eastern European airline. After participating in training, aircrews substantially improved nontechnical skills (e.g., team building) as well as situation awareness and decision-making, each of which contributes to air safety. Given that they included overlapping sets of primary studies, it is not surprising that the conclusions of these literature reviews converged and determined that most studies focused on the benefits regarding attitudes and knowledge at the individual and team levels of analysis. Documented benefits include positive reactions to training, knowledge of teamwork principles, and aircrew communication and performance.

A more recent qualitative review by Salas et al. (2006) examined 28 studies published since the Salas et al. (2001) review and included CRM studies not only in cockpits but also in other contexts such as aircraft maintenance and health care. Salas et al. (2006) reported positive effects of CRM training on trainee reactions, but results were mixed in terms of trainee learning and on-the-job behaviors. For example, Jacobsen et al. (2001) found that trainees had high situational awareness and communicated frequently; however, trainees had difficulties diagnosing medical problems, and no team member assumed the lead or delegated tasks. In general, CRM training was more effective in aviation settings than in health care settings, where its application is more recent.

2.3.2 Benefits Related to Organizational Commitment

Several studies conducted in European countries have documented the impact of training on organizational performance. Aragón-Sánchez et al. (2003) investigated the relationship between training and organizational performance by distributing a

survey to 457 small and medium-size businesses in the United Kingdom, the Netherlands, Portugal, Finland, and Spain. Organizational performance was operationalized as (a) effectiveness (i.e., employee involvement, human resource indicators, and quality), and (b) profitability (i.e., sales volume, benefits before interest and taxes, and a ratio of benefit before taxes/sales). Results indicated that some types of training activities, including on-the-job training and training inside the organization using in-house trainers, were positively related to most dimensions of effectiveness and profitability. Ubeda García (2005) conducted a study including 78 Spanish firms with more than 100 employees. This study related organizations' training policies (e.g., functions assumed by the training unit, goals of the training unit, nature of training, and how training is evaluated) with four types of organizational-level benefits: employee satisfaction, customer satisfaction, owner/shareholder satisfaction, and work-force productivity (i.e., sales per employee).

Results suggested that training programs oriented toward human capital development were directly related to employee, customer, and owner/shareholder satisfaction as well as an objective measure of business performance (i.e., sales per employee). Guerrero & Barraud-Didier (2004) administered a questionnaire to 1530 human resource directors working in large companies in France and collected financial information from the companies' financial directors or through databases approximately one year later. Five questions in the survey addressed the extent to which the company implemented training practices. The survey also included questions about social and organizational performance including work climate, employee attendance, quality of products and services, and employee productivity. Results showed that 4.6% of the variance in financial performance was explained by training (via the mediating role of social and organizational performance).

Finally, Mabey & Ramirez (2005) conducted a study including 179 firms in the United Kingdom, Denmark, France, Germany, Norway, and Spain. Human resource managers or equivalent and line managers completed a survey on training practices. Financial data were gathered from the Amadeus database; a two-factor measure of financial

performance was computed based on (a) operating revenue per employee and (b) cost of employees as a percent-age of operating revenues. Results indicated that the manner in which management development was implemented accounted for substantive variance in the financial performance measure. Specifically, firms with line managers reporting that management development pro-grams are valued were more likely to have a positive relationship between management development and financial performance. Because of the paucity of primary-level studies examining the benefits of training at the organizational level, the meta-analytic reviews published to date include only a small number of studies. In the meta-analysis by Arthur et al. (2003), the researchers also examined the impact of training on organizational-level results. Only 26 studies (N=1748) examined the benefits of training at the organizational level. Results showed that the benefits of training vary depending on the type of training de-livery method, the skill or task being trained, and the measure used to assess effectiveness.

However, the mean for organizational results was 0.62, precisely the same effect size found for the impact of training on job-related behaviors and performance at the individual level of analysis. Similarly, the Collins & Holton (2004) meta-analysis of managerial leadership development programs included only seven studies (of 83) that included information regarding the relationship between training and tangible organizational-level benefits (e.g., reduced costs, improved quality and quantity). The total sample size in these seven studies was 418 and the overall mean was 0.39, favoring training compared to control groups.

Benefits of training have been documented for variables other than organizational performance. Again, many of these additional out-comes are related to performance indirectly. For example, Sirianni & Frey (2001) evaluated the effectiveness of a nine-month leadership development program at a financial services company with presence in Canada, Europe, Latin America, and Asia. Participants included 29 service and operations market managers, district managers, and a regional president. The 13 training modules (e.g., managing conflict, motivating others, priority setting) were delivered in three-hour sessions every two weeks. Measures of program effectiveness included

ratings offered by participants as well as other objective measures including regional scorecard results, which were collected on a monthly basis and used to determine service quality. Data collected approximately at the beginning and end of the training program suggested that, at a regional level, there were improvements on six of the seven scorecard components: overall teller errors, teller out of balance, number of deposit slips left in envelopes, business retention, teller secret shopper ratings, and new account secret shopper surveys.

Benson et al. (2004) collected data from each of the 9439 permanent, salaried employees of a large high-technology manufacturing firm to assess the effects on employee turnover of the organization's investment in employee development via a tuition reimbursement program. Investment in training via tuition reimbursement decreased turnover while employees were still taking classes. However, turnover increased once employees obtained their degrees if they were not promoted. This study points to the need to offer development opportunities on an ongoing basis and to align training efforts within an organization's performance management system (Aguinis 2009).

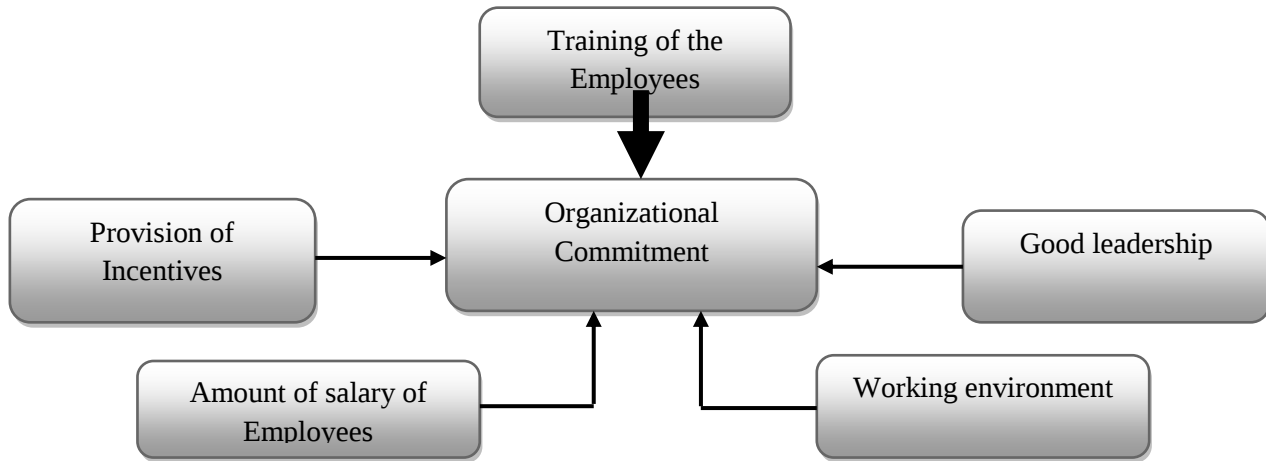
The nature of an organization's reputation influences how customers (and potential customers), competitors, and even employees interact with the organization. Thus, an organization's reputation can have important financial consequences. Clardy (2005) noted that an organization's reputation can be affected by its training practices. Organizations such as the SEALs (special operations force of the U.S. Navy) are legendary for their rigorous and extensive training programs. One of the goals of the SEAL training, as frequently shown on television and other media, is to "construct a reputation of SEALs as totally dedicated, ruthless, and lethally skilled operators who would be a totally invincible foe" (Clardy, 2005). Similarly, although not empirically documented yet, another possible benefit of training could be social capital, via relationship building, norm development, and institutional trust (Brown & Van Buren 2007). In other words, training has the potential to affect important social processes that in turn are likely to affect organizational-level outcomes.

Darch & Lucas (2002) conducted interviews with 20 small and medium-size business owners in the food industry in Queensland (Australia). These companies dealt with products such as meat, fruit, vegetables, seafood, and grains. The main goals of this study were to understand business owners' barriers to their uptake of e-commerce and to identify strategies enabling them to engage in e-commerce initiatives. Results showed that of several barriers to e-commerce, an important one was the lack of training. Study participants noted that training would be a key strategy by which they could address their need to acquire the necessary knowledge and technological skills. In short, training was seen as an important enabler for e-commerce, a key strategic direction for the success of many of these small and medium-size businesses.

2.4 Conceptual framework

The conceptual framework below shows the relationship between the independent variable which is training of employees and dependent variable which is the organizational commitment. Researcher believes that training the employees improves their working efficiency. However the researcher believes that not only the training which could bring about organizational commitment, and for that he decided to include other independent variables such as good leadership, working environment, better salary and provision of some incentives such as recognition. Researcher therefore suggests that good leadership may promote employees to be more committed in their organization; if the working environment is conducive the employees might be more committed in their organization. Furthermore it suggests that a better pay of salary to employees may encourage workers to be more hard workers and lastly the provision of incentives to workers may motivate them and as a result they may be more committed in their job.

Figure 2.1: Conceptual framework



Source: Own design

2.4.1 Dependent Variables

Organizational Commitment which is the dependent variable was measured by checking whether employees work efficiently and if they are hard working. In knowing whether employees work efficiently and are hard workers the indicators were time management, individual work organization, cooperation with other employee but also the smartness of one's work, to mention a few.

2.4.2 Independent variables

The measurement of the independent variables was as shown below;

(i) Training of the employees

The training of the employees was measured by asking the respondents the extent at which he/she thinks the training of employees may increase the efficiency of workers

(ii) Amount of the salary of employees

The amount of salary of employees was measured by asking the respondents the extent at which he/she thinks the amount of salary to workers may increase the hard working of the employees.

(iii) Working environment

Working environment was measured by asking the respondents the extent at which he/she thinks better working environment may improve efficiency at work.

(iv) Good leadership

Good leadership was measured by asking the respondents whether good leadership may improve the working efficiency of workers

(v) Provision Incentives

Provision of incentives was measured by asking the respondents whether it increases efficiency of workers

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter deals with the description of the methods and procedures, which were applied in carrying out the research study. According to Kothari (2003), research methodology is a way of systematically describing and solving the research problem. In other words research methodology sets out the process that was used by the researcher to conduct his/her study with the aim of getting essential information that the reader needs to understand, how the data was collected and how the results were analyzed. This chapter is organized under the following sections: study design, study area, study population, sample size and sampling technique, types and sources of data and lastly data collection methods.

3.1 Study Design

The study is cross-sectional type of study. We have adopted this type of study because cross-sectional study is a one short study design. This method is best suited to studies aimed at finding out the prevalence of a phenomenon, situation or problem and since this study design is one-stop study it is therefore comparatively cheap to undertake. Due to constraints in time to undertake this research we have decided to use this type of study. Furthermore this type of study is cheaper in terms of expenses when compared to other studies which take several years to be completed. In this type of study the researcher goes to the field only once and there he/she uses small amount of money and little time in collecting the data.

3.2 Study Area

The study was conducted in Dar es Salaam region which is the headquarters of the Ethics secretariat. Dar es Salaam Region is one of Tanzania's 30 administrative regions.

The regional capital is the city of Dar es Salaam. The number of employees at the Ethics secretariat is higher than other regions in the country. So in order to get a good number of employees the researcher chose Dar es Salaam region.

3.3 Study population and sample size

The target population in this study was the 60 employees of the Ethics Secretariat. These were interviewed by asking them to answer both closed and open ended questions in our semi structured questionnaire.

3.4 Types and sources of data

The study used primary data which was both qualitative and quantitative. Qualitative data are those collected, analyzed, interpreted by observing what people do and say (Ngechu, 2006). Open ended questions and interview was explored focusing on gathering opinion and view on the impact of the needs assessment to organization commitment. Quantitative data is quantifiable data (Ngechu, 2006). Closed-ended questionnaires are organized to capture quantitative information.

Primary data was collected through interview for the employees of the Ethics secretariat. Information to be collected included views on whether training of employees contributes to organizational commitment, whether amount of salary have a relationship to organizational commitment, whether working environment has effects on organizational commitment and lastly whether type of leadership has effect on organizational commitment. Also the study used both qualitative and quantitative information to ensure quality findings and keen conclusion.

3.5 Data collection methods

The primary data was collected through the use of a semi-structured questionnaire which composed of both the open ended and closed ended questions. Through the use of this questionnaire the respondents were interviewed and their responses were noted down on the questionnaire by the researcher (see Appendix 3.1).

3.6 Data Analysis

After collecting the data using the questionnaires, the data was entered in Statistical Package for Social Sciences (SPSS) program and their after the analysis was done using the SPSS program. The descriptive statistics was used to analyze the data which was summarized in frequencies and tables.

CHAPTER FOUR

PRESENTATION OF THE RESULTS AND DISCUSSION

4.1 Introduction

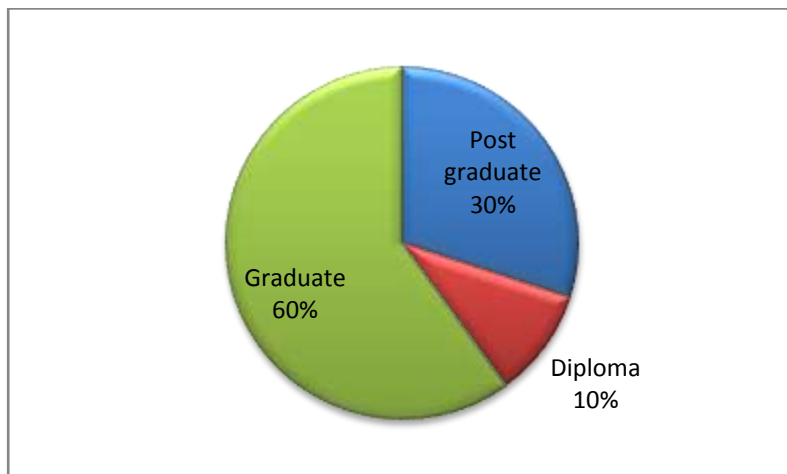
This chapter presents and discusses findings of the study received through data collected in the field. It gives answers to the research questions which were raised before the research was conducted. This study aimed at determining the impact of training on organizational commitment, a case of Ethics Secretariat. Collection of these data was done using questionnaires which was administered to respondents, questionnaire involved closed and open questions. All figures in the table are numbers of frequencies distribution presented in percentages (%).

4.2 Characteristics of Respondents

4.2.1 Education Level of Respondents

The study found that 60 percent of the respondents were graduates; these were followed by respondents having postgraduate degrees (30 percent). Furthermore the results showed that 10 percent of the respondents had diploma (see Figure 4.1). These results show us that the majority of respondents are graduates. This was expected because majority of those employed in Ethics secretariat are the educated people. This implies that Ethics secretariat staff needs higher educated people.

Figure 4.1: Education Level of Respondents

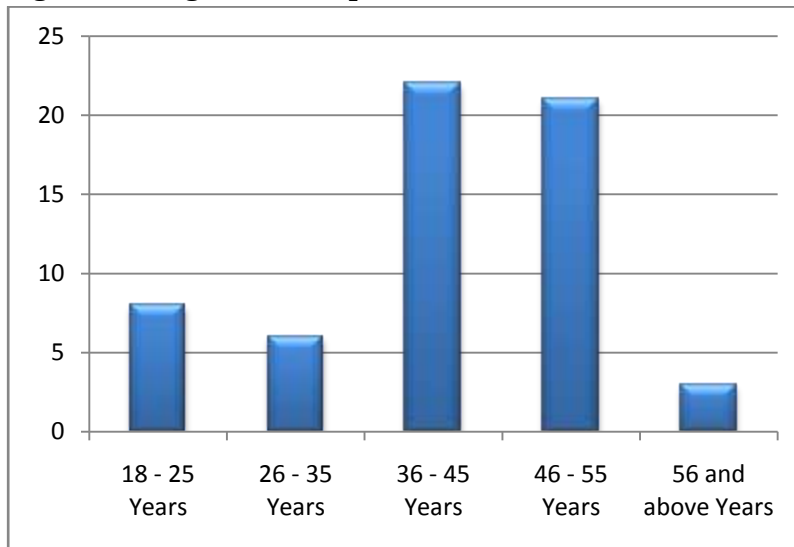


Source: Survey data, 2015

4.2.2 Age of the respondents

Findings have shown that 13.3 percent had the age between 18 to 25 years, 10 percent of respondents had the age between 26 to 35 years, and 36.7 percent had the age between 36 to 45 years. Further results showed that 35 percent had the age between 46 to 55 years and 5 percent of respondents had the age of 56 years and above (see Figure 4.2). These results show that the majority of the respondents had the age between 36 to 45 years. These findings are okay since majority of those employed in Ethics Secretariat are those who have many years of schooling, being from primary school till being a graduate there is a good number of years one has gone through. So most people being on the age between 36 and 45 years was something to be expected.

Figure 4.2: Age of the respondents



Source: Survey data, 2015

4.2.3: Gender of the respondents

Findings showed that 75 percent of respondents were male and 25 percent of respondents were female (see Table 4.1). In most government institutions before the policy of gender balance, majority of employees were male. So these findings were also expected as far as Ethics secretariat is concerned. Furthermore the nature of the job itself also needs men most. This is because dealing with ethics is something not very easy it needs men who naturally are more courageous to deal with ethics of public servants.

Table 4.1: Gender of the Respondents

	Frequency	Percent
Male	45	75
Female	15	25
Total	60	100

Source: Survey data, 2015

4.3 Roles of Ethics Secretariat staff

The first objective of this study was to determine the extent to which training reflects roles of ethics secretariat. However I would like to explore first the roles of ethics secretariat herein. According to the Ethics Secretariat Strategic Plan 2013/14 to 2017/2018, Ethics Secretariat performs the following functions: First, to receive and verify Declarations of Assets and Liabilities which are required to be made by Public Leaders under the Constitution of the United Republic of Tanzania or any other law as per the identified time deadlines and composition rules. Under this role all public leaders are required to submit documents showing their assets and liabilities to the Ethics Secretariat. In doing this some use media as well to tell the public about their assets and liabilities.

Second role is to receive allegations and notifications of breach of the Code of Ethics from members of the public. Under this in case any public member has any information or claim on the breach of code of ethics from the public leaders then he/she goes to the Ethics secretariat and submits such allegations.

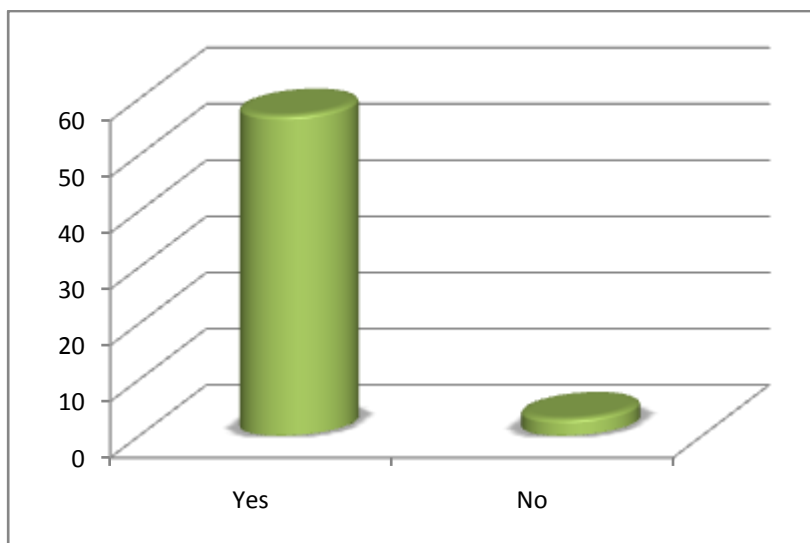
Third role is to conduct preliminary investigations into allegations or complaints against any Public Leader in relation to compliance with the Public Leadership Code of Ethics. After receiving any allegation from the public member then it is its role to conduct preliminary investigation on those allegations using its staff.

Fourth role of the Ethics Secretariat is to report to the President with respect to matters relating to the ES's jurisdiction under the Public Leadership Code of Ethics Act No. 13 of 1995. After doing investigation on the allegations then the Ethics secretariat reports its findings on regard to those allegations to the President for further steps to be taken regarding such allegations.

After exploring the roles of Ethics Secretariat staff, researcher wanted to know whether according to the above mentioned roles there is a need of training in performing their duties. The responses were as follows; 95 percent of respondents agreed and only 5

percent disagreed (see Figure 4.3). According to those results, the need for training is very essential. Majority of Ethics Secretariat staff need training in order to catch up with dynamic changes in the world. By being trained several times they are in a position to go hand in hand with changes in ways of handling various cases as far as ethics is concerned.

Figure 4.3: Need for training on investigation skills



Source: Survey data, 2015

4.4 Challenges behind the training of Ethics Secretariat staff

The second objective was to examine the challenges behind the training of Ethics Secretariat staff. Several challenges were mentioned and hereunder we present them:

4.4.1 Insufficient Funds

Responses were as follows; 58.3 percent of respondents said insufficient funds for training is a challenge. They said that the budget allocated for training of employees is not enough when compared to the number of those in need of training. By allocating a small amount of money when compared to the number of those in need of training, a good number of employees will not get opportunity for training; by doing so the

institution will always remain with people who work on experience only and will not cope with changes occurring every day.

4.4.2 Lack of TNA

Twenty one (21.7) percent of respondents said lack of TNA is the major challenge, meaning that no proper schedule to select people for training. Because training needs assessment is a way of figuring out what needs the worker has that can be met with training then through it we can determine what sort of knowledge, skills and/or abilities someone has that can be accomplished via some sort of learning means. Therefore without this schedule selection of who should go for training is a barrier to training.

4.4.3 Fear of higher positions in the organization

Other respondents said that there is also fear that educated employees may take higher positions in the organization (6.7 percent). Those in top positions fear that when junior staff will go for training they may come back and be promoted to higher positions and thus cause higher staff to leave their posts. As a matter of fact when employees are in need for training, sometimes without even a meaningful reason they stop them to go for training.

4.4.4 Fear of leaving the organization

Another 6.7 percent said that also it is feared that when more trained some employees may leave the organization for the search of better pastures. Some employers are only afraid that when the employees will go for training whenever employment opportunities with better pay are announced such employees may wish to be recruited in such organizations and for that matter they may leave the institution. So to avoid this employers simply stop their employees to go for further studies.

4.4.5 Improper integration of training function and employee selection

Lastly 6.7 percent said that no proper integration of training function with employee selection, performance management, rewards and other human resource management practices (see Table 4.2). Sometimes due to lack of TNA no proper schedule which shows needs of the organization and for that matter what employees should go for further training. Without a proper schedule which tells the needs of the organization and what employees should be trained for then any employee may opt for training which sometimes is not relevant to the organization as far as its roles are concerned.

Table 4.2: Challenges behind the training of Ethics Secretariat staff

	Frequency	Percent
Insufficient funds for training	35	58.3
Lack of TNA	13	21.7
Fear of taking higher posts in the organization	4	6.7
Fear of leaving the organization	4	6.7
Lack of integrating training function and employee selection	4	6.7
Total	60	100

Source: Survey data, 2015

4.5 Measures to curb challenges behind the training of Ethics Secretariat staff

The third objective was to suggest measures to curb challenges behind the training of Ethics secretariat staff. Respondents were asked to suggest some of the measures to curb those challenges and the findings were as follows; 48.3 percent of suggested that the institute should practice use of training needs assessment, through this it would be easy to figure out when, what, where and how the employees should be trained. As a result a good number of employees will go for training without affecting the entire functioning of the organization. Furthermore all those going for training will study courses that are essential for accomplishing the roles of Ethics Secretariat, for instance they may go for courses regarding investigation and as a result that will help them in doing their role number two which is on regard to investigation of allegations.

Thirty six (36.7) percent of respondents said that the budget for training should be increased. The increase of budget for training will allow more employees to go for training. As a result the Ethics secretariat staff will have intellectual manpower as for as their roles are concerned.

Five (5) percent of respondents said that there should be integration of training function with employee selection. Through the use of TNA then the problem on lack of integration function with employee selection will be solve; in the sense that employees will be trained in accordance with the needs of the organization.

Ten (10) percent of respondents said that organization leaders should have self confidence themselves and stop thinking that when goes for training he/she will come back and take their positions (see Table 4.3). If all employees including employers are going for further studies no one will have fear that someone else will take his/her position. This is simply because all of them will be having required and necessary qualifications to work at the Secretariat.

Table 4.3: Measures to curb the challenges behind the training of Ethics Secretariat staff

	Frequency	Percent
Practice of TNA	29	48.3
Increasing training budget	22	36.7
Integrating training function with employee selection	3	5.0
Self confidence of organization leaders	6	10.0
Total	60	100

Source: Survey data, 2015

4.6 The effect of training employees to organizational commitment

The fourth objective was to determine the effect of training employees to organizational commitment. In order to determine the effect of training to organizational commitment researcher went through a number of points as shown hereunder.

4.6.1 TNA Schedule

First researcher wanted to know whether the organization has TNA schedule. The responses were as follows; 65 percent of respondents disagreed and only 35 percent of respondents agreed (see Table 4.4). These results imply that no TNA schedule for training employees. Lack of TNA in the organization results in to the problems as shown above, taking for instance employees studying courses which are not directly beneficial to the organization.

Table 4.4: Having TNA schedule in the organization

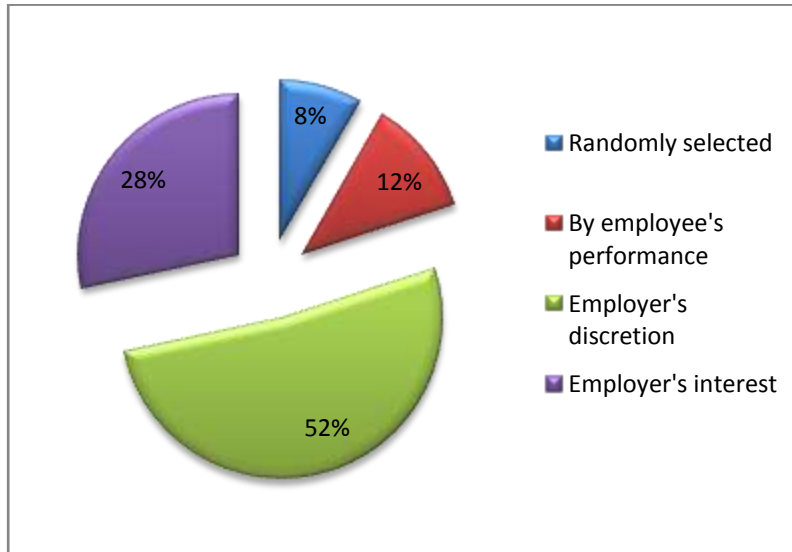
	Frequency	Percent
Yes	21	35
No	39	65
Total	60	100

Source: Survey data, 2015

4.6.2 How Organization selects employees for training

For those who disagreed, the researcher wanted to know how the organization do select employees for training, responses were as follows; 8 percent of respondents said that employees for training are selected randomly, 12 percent said they are selected according to performance, 52 percent said selection is based on employer's discretion and 28 percent of respondents said selection bases on employer's interest (see Figure 4.4). These results imply that in most cases the selection of employees for training is based on employer's discretion. The selection of employees which bases on discretion do not give equal opportunities for all employees and for that matter complains will always exist on training.

Figure 4.4: Perception of respondents on how organization selects employees for training



Source: Survey data, 2015

4.6.3 Organization considers employee's needs for training

Secondly researcher wanted to know whether the organization considers employee's needs for training. Responses were as follows; only 20 percent agreed, the rest 80 percent disagreed (see Table 4.5). So the majority disagreed with the issue of organization considering employee's needs for training. The organization that do not consider the need of an employee to go for training will always work on experience, that is, it will never new methods in carrying its day to day activities.

Table 4.5: Perception of respondents on whether organization considers employee's needs for training

	Frequency	Percent
Yes	12	20
No	48	80
Total	60	100

Source: Survey data, 2015

4.6.4 Rate of individual work organization before and after training

Thirdly researcher wanted to know how an employee could rate his/her individual work organization before and after training. Responses were as follows; 46.7 percent of respondents said their individual work organization before and after training was much better, 23.3 percent said it was somewhat better, 10 percent said it was much worse, 10 percent said it was somewhat worse and another 10 percent said their work organization before and after training remained the same (see Table 4.6). These results imply that to the majority the individual work organization had improved after training. These results imply that training has positive impact to the individual work organization. It means that with training the employees are in a much better position to improve their work organization.

Table 4.6: Rate of individual work organization before and after training

	Frequency	Percent
Much worse	6	10
Somewhat better	6	10
Same	6	10
Somewhat better	14	23.3
Much better	28	46.7
Total	60	100

Source: Survey data, 2015

4.6.5 Rate of smartness of the job before and after training

Fourth, researcher wanted to know how respondent could rate his/her job smartness before and after training. Responses were as follows; 20 percent of respondents said that the smartness of their job was much better after training when compared to before, 30 percent said it was somewhat better, 7 percent said it remained the same and 5 percent said it was somewhat worse (see Table 4.7). These results imply that to the majority the rate of smartness of their job improved after training. The smartness of the jobs after training was much better when compared to before training. After going for training employees gain skills which help them to improve the standards of their works; in that regard training sometimes may improve the smartness of one's job and for that matter it has impact.

Table 4.7: Rate of smartness of the job before and after training

	Frequency	Percent
Somewhat better	3	5.0
Same	7	11.7
Somewhat better	30	50.0
Much better	20	33.3
Total	60	100

Source: Survey data, 2015

4.6.6 Rate of employee's efficiency at work before and after training

Fifth, researcher wanted to know the rate of employee's efficiency at work before and after training; responses were as follows; 91.7 percent of respondents said that the rate of efficiency at work was greater after training, 6.7 percent said it was the same and 1.7 percent said it was less (see Table 4.8). These results imply that to the majority the rate of efficiency at work is increases after training. The increase in rate of employee's efficiency at work after training imply that training had impact to their efficiency at work and for that matter it implies that training is positively correlated to efficiency at work. By increase the rate of employee's efficiency at work it implies that employees are more committed. The commitment of employees after training imply also that training has positive impact of organizational commitment

Table 4.8: Rate of efficiency at work before and after training

	Frequency	Percent
Less	1	1.7
Same	4	6.7
Greater	55	91.7
Total	60	100

Source: Survey data, 2015

4.6.7 Availability of on-job training programs in the organization

Sixth, researcher also was interested to know whether there are on-job training programs in the institute. The responses were as follows; 3.3 percent of the respondents agreed and 71.7 percent disagreed, 20 percent did not know and 5 percent of the respondents said it was not important to them to know that (see Table 4.9). The majority therefore disagreed on the availability of on-job training programs in the organization.

Lack of on-job training programs in the organization results into a poor planning for who should go for training and who should not go for training, as a results rate of those going for training might be determined depending on employer's discretion as mentioned above. By having on-job training programs employees could be motivated at work since they know that at one time their schedule for training will be reached and they will go for training. Having that hope that one day they will go for training may motivates them to work hard. Again in that regard training has impact to organizational commitment.

Table 4.9: Availability of on-job training programs in the organization

	Frequency	Percent
Yes	2	3.3
No	43	71.7
I don't know	12	20.0
Not important	3	5.0
Total	60	100

Source: Survey data, 2015

4.6.8 Extent at which training of employees could improve their hardworking

Seventh, researcher wanted to know extent at which they think training of employees could improve hard working. Responses were as follows; 65 percent of respondents said improvement of hard working by training is very high, 30 percent said high, 1.7 percent said moderately, 1.7 low and another 1.7 percent said very low (see Table 4.10). These results imply that the extent at which training improves hardworking is very high. These findings imply furthermore that the training of employees improves their hard working simply because they will be motivated noting that by being trained in most cases the salary increases.

Table 4.10: Extent at which training of employees could improve their hardworking

	Frequency	Percent
Very high	39	65.0
High	18	30.0
Moderately	1	1.7
Low	1	1.7
Very low	1	1.7
Total	60	100

Source: Survey data, 2015

Therefore having gone through all the seven above mentioned points, we have seen basically that training of employees does the following, first it improves the work organization, secondly it improves job smartness of employees, third it improves efficiency at work and fourthly it contributes to working efficiency of employees. By improving work organization, job smartness and efficiency at work, it implies that such employees are committed to their jobs and for that matter the organization commitment is improved. By understanding that work efficiency, job smartness and work organization are due to training of employees, then we can say that the effect of training employees to organizational commitment is very positive.

However the researcher also found apart from training there also other factors which could improve organizational commitment. These are first payment of extra duty allowances (91.7 percent), second provision of house allowance (93.3 percent), third provision of transport allowance (78.3 percent), fourth good leadership in the organization (95 percent), fifth good working environment (90 percent) and lastly increase in employees salary (95 percent) (see Table 4.11). By paying extra duty allowance, house allowance, transport allowance and by having good leadership, good working environment and by increasing employees salary may improve organizational commitment.

Table 4.11: Perception of respondents on other factors that improve organizational commitment

Description	Very high	High	Moderate	Low	Very Low
Extent at which extra duty allowance contribute to better performance of employees	42(70%)	13(21.7%)`	1(1.7%)	2(3.3%)	2(3.3%)
Extent at which provision of house allowance contribute to working efficiency of employees	27(45%)	29(48.3%)	2(3.3%)	1(1.7%)	1(1.7%)
Extent at which provision of transport allowance contribute to working efficiency of employees	32(53.3%)	15(25%)	5(8.3%)	4(6.7%)	4(6.7%)
Extent at which good leadership contribute to working efficiency of employees	33(55%)	24(40%)	1(1.7%)	1(1.7%)	1(1.7%)
Extent at which good working environment contributes to better performance of employees	41(68.3%)	13(21.7%)	6(10%)		
Extent at which increase in employee's salary contributes to working efficiency	39(65%)	18(30%)	3(5%)		

Source: Survey data, 2015

At Ethics secretariat not all the times extra duty allowance is paid to employees. To some extent it could be true that lack of extra duty allowance all the time may decrease the morale of workers. Paying extra duty allowance could help employees in increasing their morale to work. Most employees at the Ethics secretariat staff have no house allowance. The provision of house allowance to them could increase their morale to work and for that matter they may be more committed to the organization. Also at Ethics secretariat not all employees get transport allowance. Provision of house allowance as well may increase the morale of employees and in turn they may be more committed to the organization. The payment of house allowance and transport allowance is very important in the sense that most of the employees rent houses and always need to move from their premises all the way to work. Further more good leadership in the organization increase the desire of employees to be more committed in the organization; that is if leaders interact well with employees, the morale of

employees at work will always increase. Furthermore good working environment also is another very important factor in increasing the morale of employees; employees in a better office with good infrastructure, with availability of all needed inputs work are more committed to the organization compared to the one with bad working environment. Above all the increase in employee's salary is the most motivator to employee's commitment. With better salary employees are able to build better houses, buy cars for transport and also accessing better living standards. If employees are in a position to leave a standard life as a result of a better salary then it is obvious they will never think of leaving the organization and as a result they will be more committed to the organization. Therefore if Ethics secretariat will work in all these factors the performance of employees will be improved.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

This study aimed at determining the impact of training on organizational commitment in Dar es Salaam region. It explained all the four specific objectives which were; first, exploring the roles of Ethics secretariat staff; secondly to examine the challenges behind the training of Ethics secretariat staff. Thirdly to suggest measures to curb challenges behind the training of Ethics secretariat staff and the last objective was to determine the effect of training employees to organizational commitment.

In general, the results have shown that; the roles of Ethics secretariat staff are to receive and verify Declarations of Assets and Liabilities which are required to be made by Public Leaders under the Constitution of the United Republic of Tanzania or any other law as per the identified time deadlines and composition rules, to receive allegations and notifications of breach of the Code of Ethics from members of the public, to conduct preliminary investigations into allegations or complaints against any Public Leader in relation to compliance with the Public Leadership Code of Ethics and to report to the President with respect to matters relating to the ES's jurisdiction under the Public Leadership Code of Ethics Act No. 13 of 1995.

Secondly, the study found that challenges facing employees at Ethics secretariat staff are insufficient funds for training, lack of TNA, fear of taking higher posts in the organization, fear of leaving the organization and lack of integrating training function and employee selection. Thirdly the results found that measures that should be taken to curb the challenges are practice of TNA, increasing the training budget, integrating training function with employee selection and self confidence of organization leaders. Lastly the study found that training of employees increases individual work organization, it increases smartness of the job of employees, it increases employee's efficiency at work also the hard working of employees.

5.2 Conclusion

The major intention of this study was to determine the impact of training on organizational commitment. It is clear from the findings that the impact of training to organizational commitment is positive. And for that matter government institutions should make sure that all their employees go for training several times; these kinds of training may include on job trainings. However there are some challenges behind the training of ethics secretariat staff. The most important challenge that should be dealt with is insufficient funds for training. This is because by curbing this challenge many people will get opportunity for training.

5.3 Recommendations

In this study we have seen the impact of training to organizational commitment on government institutions. Therefore the most important thing is that the government through its organs such as the ministry of finance should increase funds for training its employees. In the same way, Ethics secretariat should practice TNA because by training TNA the organization will be in a position to know who should study what and when. But also having TNA will enable organization to have a proper arrangement on preparing budget for those in need of training; in turn this will solve to some extent the problem of lack of budget for training purposes. Furthermore organization leaders should have confidence in themselves and stop thinking that when an employee goes for further training he/she will take their positions.

5.4 Limitations of the Study and Areas for Further Research

This research determined the impact of training on organizational commitment. However, this study is not exhaustive on the role that TNA schedule plays in organizational commitment.

Therefore, future research work could investigate/assess the impact of TNA on organizational commitment. In this case there is a need for a baseline survey data that will provide accurate, formative data on the importance of TNA schedule to organizational commitment.

REFERENCES

- Acemoglu, D., & Pischke, J. (1999). Training in imperfect labor markets. *The Economic Journal* , 112-114.
- Arag', S., Sanchez, A., & Sanz-Valle, R. (2003). Effects of training on business results. *International Journal of Human Resource Management* , Vol. 14: 956-980.
- Armstrong, M. (1991). *A Handbook of Personnel Management Practice*. London: Kogan Page.
- ASTD. (1999). *Recruiting and Retaining Employees: Using Training and Education in the war for talent*. Alexandria: VA.
- Barber, J. (2004). Skill upgrading within informal training: lessons from the Indian automechanic. *International Journal of Training Development*, Vol. 8 , 128-139.
- Barret, A., & O'Connell, P. J. (2001). Does training generally work? The returns to in-company training . *Industrial and Labor Relations Review*, Vol. 54(3) , 647-662.
- Bartlett, K. R. (2001). The relationship between training and organizational commitment: a study in the health care field. *Human Resource Development Quartely*, Vo. 12 , 335-352.
- Becker, G. S. (1993). *Human capital: A theoretical and empirical analysis with special reference to education 3rd edition*. Chicago, IL: University of Chicago Press.
- Benson, G., Finegold, D., & Mohrman, S. (2004). You paid for the skills, now keep them: tuition reimbursement and voluntary turnover. *Academy of Management Journal*, Vol. 47 , 315-331.
- Birdi, K., Allan, C., & Warr, P. (1997). Correlates and perceived outcomes of four types of employee development activity. *Journal of Applied Psychology*, Vol. 82 , 845-857.
- Blau, P. M. (1964). *Exchange and Power in social life*. New York: Wiley.
- Brown, K. G., & Van Buren, M. E. (2007). Applying a social capital perspective to the evaluation of distance training . *American Psychology Association* , 41-63.

- Burke, R. J. (1995). Benefits of formal training courses within a professional services firm. *The Journal of Management Development*, Vol. 14(3) , 3-13.
- Clardy, A. (2005). Reputation, goodwill and loss: entering the employee training audit equation. *Human Resource Development Review*, Vol. 4 , 279-304.
- Craig, E., Kimberly, J., & Bouchikhi, H. (2002). Can loyalty be leased? *Havard Business Review*, Vol. 78 , 103-111.
- Darch, H., & Lucas, T. (2002). Training as an e-commerce. *Workplace learning*, Vol. 14 , 148-155.
- Decker, P. J., & Nathan, B. R. (1985). *Behaviour modeling training: Principles and applications*. New York: Praeger.
- Dvir, T., Eden, D., Avolio, B. J., & Shamir, B. (2002). Impact of transformational leadership on follower development and performance: a field experiment. *Academic Management Journal*, Vol. 45 , 735-744.
- Edkins, G. D. (2002). A review of the benefits of aviation human factors training. *Human factors aerospace saf*, Vol. 2 , 201-216.
- Ellis, A. P., Bell, B. S., Ployhart, R. E., Hollenbeck, J. R., & Ilgen, D. R. (2005). An evaluation of generic teamwork skills training with action teams: effects on cognitive and skill-based outcomes. *Personal Psychology*, Vol. 58 , 641-672.
- Frazis, H. J., & Speltzer, J. R. (2005). Worker training: what we have learned from the NLSY79. *Monthly Labour Review*, Vol. 128 (2) , 48-58.
- Frazis, H., Gittleman, M., Horrigan, M., & Joyce, M. (1995). Results from the 1995 survey of employer provided training. *Monthly Labour Review*, Vol. 121(6) , 3-13.
- Glance, N. S., Hogg, T., & Huberman, B. A. (1997). Training and turnover in the evolution of organizations. *Organization Science*, Vol. 8(1) , 84-96.
- Goeters, K. M. (2002). Evaluation of the effects of CRM training by the assessment of non technical skills under LOFT. *Human Factors Aerospace Saf*, Vol. 2 , 71-86.
- Green, F., Felsted, A., Mayhew, K., & Pack, A. (2000). The impact of training on labour mobility: Individual and firm-level evidence from Britain. *British Journal of Industrial Relations*, Vol. 38(2) , 261-275.

- Guerrero, S., & Barraud-Didier, V. (2004). High-involvement practices and performance of French firms. *International Journal of Human Resource Management*, Vol. 15 , 1408-1423.
- Heslin, P., & Latham, G. (2004). *The effect of training in self-persuasion on incremental implicit theories*. Chicago.
- Jacobsen, J., Lindekaer, A. L., Oestergaard, H. T., Nielsen, K., Ostergaard, D., & Laub, M. (2001). Management of anaphylactic shock evaluated using a full-scale anaesthesia simulator. *Acta Anaesthesiol Scand*, Vol.45 , 315-319.
- Kaufman, B., & Hotchkiss, J. (2006). *Economics of labor markets 7th edition*. Mason, OH: Thomson South-Western.
- Kaufman, R., & Guerra, I. (2001). A perspective adjustment to add value to external clients. *Human Resource Development*, Vol. 12 , 319-324.
- Kraiger, K., Ford, J. K., & Salas, E. (1993). Application of cognitive skill-based and affective theories of learning outcomes to new methods of training evaluation. *Journal of Applied Psychology*, Vol. 78 , 311-328.
- Krueger, A., & Rouse, C. (1998). The effect of workplace education on earnings, turnover and job performance. *Journal of Labour Economics*, Vol. 16(1) , 61-94.
- Liou, K. T., & Nyhan, R. C. (1994). Dimensions of organizational commitment in the public sector: An empirical assessment. *Public Administration Quarterly*, Vol. 18(1) , 99-113.
- Littrel, L. N., Salas, E., Hess, K. P., Paley, M., & Riedel, S. (2006). Expatriate preparation: a critical analysis of 25 years of cross-cultural training research. *Human Resource Development Review*, Vol. 5 , 355-388.
- Mabey, C., & Ramirez, M. (2005). Does management development improve organizational productivity? A six-country analysis of European firms. *International Journal of Human Resource Management*, Vol. 16 , 1067-1082.
- Maurer, T. (2002). Employee learning and development orientation: toward an integrative model of involvement in continuous learning. *Human Resource Development Review*, Vol. 1 , 9-44.
- Maurer, T., Weiss, E., & Barbeite, F. (2003). A model of involvement in work-related learning and development activity: the effects of individual, situational,

- motivational and age variables. *Journal of Applied Psychology*, Vol. 88 , 707-724.
- Ngechu, M. (2006). *Understanding the Research Process and Methods; An Introduction 1st edition*. Nairobi: University of Nairobi.
- Owens, P. L. (2006). One more reason not to cut your training budget: The relationship between training and organizational outcomes. *Public Personnel Management*, Vol 35(2) , 163-171.
- Salas, E., Burke, C. S., Bowers, C. A., & Wilson, K. A. (2001). Team training in the skies: Does crew resource management (CRM) training work? *Human Factors*, Vol. 42 , 641-674.
- Salas, E., Wilson, K. A., & Burke, C. S. (2006). Does crew resource management training work? An update, an extension and some critical needs. *Human factors*, Vol. 48 , 392-412.
- Scholl, R. W. (1981). Differentiating organizational commitment from expectancy as a motivating force. *Academy of Management Review*, Vol. 6(4) , 589-599.
- Sirianni, P. M., & Frey, B. A. (2001). Changing a culture: Evaluation of a leadership development program at Mellon financial services. *International Journal of training development*, Vol. 5 , 290-301.
- Smith, E. M., Ford, J. K., & Kozlowski, S. W. (1997). *Building adaptive expertise: implications for training design*. Washington DC: APA Books.
- Smith, M. A., & Leigh, B. (1997). Virtual subjects: using the internet as an alternative source of subjects and research environment. *Behaviour Research Methods, instruments and computers*, Vol. 29 , 496-505.
- Steers, R. M. (1977). Antecedents and outcomes of organizational commitment. *Journal of Applied Psychology*, Vol. 76(6) , 759-769.
- Tannenbaum, S. I., & Woods, S. B. (1992). Determining a strategy for evaluating training: operating within organizational constraints. *Human Resource Planning*, Vol. 15(2) , 63-81.
- Taylor, P. J., Russ-Eft, D. F., & Chan, D. W. (2005). A meta-analytic review of behavior modeling training. *Journal of Applied Psychology*, Vol.90 , 692-709.

- Towler, A. J. (2003). Effects of charismatic influence training on attitudes, behaviour and performance. *Perspective Psychology*, Vol. 56 , 363-381.
- Ubeda, G. M. (2005). Training and business performance: the Spanish case. *International Journal of Human Resource Management*, Vol. 16 , 1691-1710.
- Vandewalle, D. (2001). Why wanting to look successful doesn't always lead to success. *Organizational Dynamics*, Vol. 30 , 162-171.
- Walton, R. E. (1985). From control to commitment in the workplace. *Harvard Business Review*, Vol. 63(2) , 46-56.

APPENDICES

Appendix 3.1 Survey Study Questionnaire

ETHICS SECRETARIAT, DAR ES SALAAM REGION

TANZANIA 2015

SURVEY STUDY QUESTIONNAIRE

I am conducting a research on *Impact of training to organization commitment on government institutions in Dar es Salaam region*. The research requires conducting interviews with various stakeholders including you. The information hereby obtained is solely for academic reasons and all your responses will remain confidential. We will be extremely grateful if you agree to collaborate with me and give some time to answer a set of questions we have. The questions are designed to help us understand the impact of training to organization commitment. We thank you for your time and eagerly hope for your cooperation.

IDENTIFICATION

DATE OF INTERVIEW			2015
	Day	Month	Year

INTERVIEWER: Andrea Axwesso Tsere

1. Age group of the respondent

- ☐ 18-25 ☐ 26-35
☐ 36-45 ☐ 46-55
☐ 56 and above

2. Gender of the respondent

- ☐ Male ☐ Female

3. Respondent's education level?

- ☐ Primary education ☐ Secondary education
☐ Diploma ☐ University education

4. (a) What are the roles of Ethics secretariat staff?

.....
.....
.....

(b) Following your roles above, do you think there is any need for training?

- ☐ Yes ☐ No

5. What are the challenges behind the training of Ethics secretariat staff?

.....
.....
.....

6. What are measures that could be taken to curb the challenges behind the training of Ethics secretariat staff?

.....
.....
.....

7. Do you have the TNA schedule in your organization?
☐ Yes ☐ No
8. If No, how does your organization select employees for training?
☐ Randomly selected ☐ By employees' performance
☐ Employer's discretion ☐ Employer's interest
9. Does your organization consider employee's needs for training?
☐ Yes ☐ No
10. How could you rate your individual work organization before and after training?
☐ Much worse ☐ somewhat worse ☐ same
☐ Somewhat better ☐ Much better
11. How could you rate the smartness of your job before and after training?
☐ Much worse ☐ somewhat worse ☐ same
☐ Somewhat better ☐ Much better
12. How could you rate your efficiency at work before and after training?
☐ Less ☐ same ☐ greater
13. Are there any on-job training programs in your institute?
☐ Yes ☐ No ☐ I don't know
☐ Not important
14. If yes, to what extent do you think training of employees could improve their hardworking
☐ Very high ☐ high ☐ moderately
☐ low ☐ very low

If no, explain.....
.....
.....

15. To what extent do you think on job training of employees contribute to working efficiency of employees

[] Very high [] high [] moderately
[] low [] very low

16. Do you get extra duty allowance whenever you get extra duties?

[] Yes [] No [] I don't know
[] Not important

17. If yes, to what extent do you think provision of extra duty allowance contribute to better performance of employees

[] Very high [] high [] moderately
[] low [] very low

If no, explain why don't you get the extra duty allowance.....
.....
.....

18. Does your employer provide house allowance to you?

[] Yes [] No [] I don't know
[] Not important

19. If yes, to what extent do you think provision of house allowance contributes to working efficiency of employees?

[] Very high [] high [] moderately
[] low [] very low

If no, explain why your employer does not provide house allowance.....
.....
.....

20. Does your employer provide transport allowance to you?

☐ Yes ☐ No ☐ I don't know
☐ Not important

21. If yes, to what extent do you think provision of transport allowance contributes to working efficiency of employees?

☐ Very high ☐ high ☐ moderately
☐ low ☐ very low

22. In your opinion do you think kind of leadership whether good or bad has effect on the working efficiency of employees?

☐ Yes ☐ No ☐ I don't know
☐ Not important

23. To what extend do you think good leadership contribute to working efficiency of employees?

☐ Very high ☐ high ☐ moderately
☐ low ☐ very low

24. To what extent do you think bad leadership in an organization affects the performance of employees?

☐ Very high ☐ high ☐ moderately
☐ low ☐ very low

25. In your opinion do you think working environment has some effect to performance of employees?

[] Yes [] No [] I don't know
[] Not important

26. To what extend do you think good working environment contributes to better performance of employees

[] Very high [] high [] moderately
[] low [] very low

27. To what extend do you think bad working environment affects the performance of employees?

[] Very high [] high [] moderately
[] low [] very low

28. To what extent do you think increase in the employees' salary contributes to work efficiency?

[] Very high [] high [] moderately
[] low [] very low

29. To what extent do you think non increase in the employees' salary affects the work efficiency of employees?

[] Very high [] high [] moderately
[] low [] very low

Thank you for your time and Assistance

CURRICULUM VITAE

Mr. Andrea Axwesso Tsere was born on twenty fourth December 1973 in Mbulu district, Manyara-Tanzania. He attended primary schools between 1988 and 1989. He joined Sarwatt secondary school in 1990 and graduated in 1993, and then Mazengo high school between 1994 and 1996. He studied Bachelor of Arts with Social science (BA) at the University of Dar es salaam in 1997 and graduated in 2000 after which he was employed as a teacher at Imboru secondary school 2000 to 2008. Thereafter he was employed as Investigation Officer at Ethics Secretariat under President's office from 2008 to date.