



Effect of Training on Employee Commitment among Foreign Academic Staff in Private Universities in Uganda

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ABSTRACT

Businesses that offer employee training and development are undoubtedly making the proper personnel investments (Okumu et al. 2018). This study investigated the effect of training on employee commitment (EC) among foreign academic staff in a selected private Universities in Kampala Metropolitan Area, Uganda. A total of 208 foreign academic staff completed a questionnaire survey. The findings of the study revealed that EC was moderate as well as training. Hierarchical multiple regression analysis revealed that training had a positive and significant influence on EC. Therefore, it concluded that training practices can significantly influence commitment of foreign academic staff in private universities, Uganda. Thus, an improvement in these training practices in an organization will likely increase commitment among the foreign academic staff. It was thus recommended that university management should employ training practices most especially off-the-job training, such as workshops, seminars and conferences and group discussions. These will be more effective in bringing more committed academic staff, mainly those from abroad.

Key words: Training, off-the-job training, employee Commitment, foreign academic staff.

Introduction

Training can be viewed as an investment in the human resources of an organization. Furthermore, "...training is considered as a useful technique of dealing with changes facilitated by technology innovation, market competitiveness, organizational architecture, and demographic shifts" (Höflinger, 2018). Training, education, and development are the three fundamental components of training and development. Companies that provide training and employee development are clearly investing in their workforce. This investment improves the employability of the specific employee as one of its beneficial effects (Tomlinson, 2012). It is thought of as a significant investment in the human capital of the organization. It is thought to be a practical way for an organization to succeed with the aid of technological innovation, market competitiveness, organizational structure, and demographic shifts.

In the context of employee commitment, Meyer and Allen (1991) introduced the widely recognized Three-Component Model, which includes affective, normative, and continuance commitment. Affective commitment refers to an employee's emotional attachment to and identification with the organization, normative commitment involves a sense of obligation or moral responsibility to remain with the organization, and continuance commitment is based on perceived costs associated with leaving. Ensuring that candidates align with the organization's goals and culture during this process of recruitment and selection can have a significant impact on their subsequent commitment to the organization. Properly treating employees during the selection period increases the likelihood of their commitment to the organization. The relationship between external recruitment, selection, and employee commitment has been explored by various researchers.

Literature review

Training

Employee training refers to the learning activities carried out in an organization to expand employees' knowledge and practical abilities as well as to add value to them and enable them to complete jobs in more effective ways (Al Karim, 2019). It is thought of as a significant investment in the human capital of the organization. It is thought to be a practical way for an organization to succeed with the aid of technological innovation, market competitiveness, organizational structure, and demographic shifts. The three main components of training and development are training, education and development. Businesses that offer employee training and development are undoubtedly making the proper personnel investments. Because of this, this is likely to have a beneficial impact on the employee's capacity to get employment. Motivation, access to training, and training benefits can all help with employee training (Okumu et al. 2018).

Off-the-job Training

Noe (2010) defines off-the-job training as a form of training that occurs outside the employee's normal work environment, such as attending workshops, seminars, or online courses, where employees acquire new skills and knowledge in a formal setting. Similarly, Saks and Haccoun (2010) define off-the-job training as a type of training that occurs outside the workplace, in which employees attend formal training programs, workshops, or conferences to acquire new skills and knowledge. Colquitt et al. (2021) also defined off-the-job training as a type of training that occurs outside the work environment, in which employees attend formal training programs, workshops, or courses to acquire new knowledge and skills that are relevant to their job. There is limited research specifically examining the relationship between off-the-job training and employee commitment. However, some studies have investigated the broader relationship between training and employee commitment, which may include off-the-job training. This comprises of workshops, seminars, further education, simulations, field trips, retreats and so on.

On-the-job Training

Blanchard and Thacker (2010) define on-the-job training as a process of learning and development that occurs within the workplace, with employees acquiring new skills and knowledge through job shadowing, mentoring, coaching, and other forms of hands-on training. Similarly, Colquitt et al. (2021) define on-the-job training as a type of training that occurs in the actual work setting, in which employees acquire new skills and knowledge through performing job-related tasks under the guidance of more experienced co-workers or supervisors, assistants to positions, delegation, field assignments, coaching, job enrichment, job rotation and job enlargement.

Employee Commitment

According to Thornhill et al. (1996), commitment is essentially a multi-dimensional notion that may be examined from various angles that is affective (AC), continuance (CC) and normative (NC). As a person spends a lot of time in an organization, they grow attached to it and feel obligated to continue working for its objectives. This mindset of wishes is known as affective commitment (Allen & Meyer, 1993). According to Rafiei et al. (2014), The term "continuance commitment" refers to a commitment that is founded on the concept of investments and is coupled to expenses that employees perceive are associated with leaving the company. According to Somers (2009), normative commitment is devotion based on mutually agreed-upon standards of obligation between employees and their employers. Nehmeh (2009), noted that a particular organization's success is greatly influenced by its organizational commitment. He claims that highly dedicated employees exhibit organizational citizenship behavior because they identify with the organization's goals and values and feel strongly like members of the group. Sheng (2014) also highlights how crucial organizational commitment to worker success is for the sustainability.

Training and employee commitment

Zhang et al. (2018) in China examined the impact of training on employee commitment in the hotel industry. The findings showed that training has a significant positive effect on employee commitment, and this relationship is partially mediated by job satisfaction. More so, a study by Vidal-Salazar et al. (2019) in Mexico investigated the effect of training on employee commitment in the service sector. The results indicated that training has a positive effect on employee commitment, and this relationship is partially mediated by perceived organizational support. Furthermore, a study by Baek et al. (2020) in South Korea explored the impact of training on employee commitment in the healthcare sector. The findings showed that training has a positive effect on employee commitment, and this relationship is mediated by job satisfaction. According to Abubakar et al. (2019), constantly trying to develop needs people to put in more effort and raise the caliber of their goods and services by picking up information and abilities. As employee training improves the workforce's education and skill levels, it is an investment in future gains. This ensures that there will be more devoted and effective workers available. These workers perform better, which then boosts the company's profitability. Enhancing staff performance still requires training. Effective training and development initiatives are essential for fostering organizational commitment, also known as "the degree to which an individual identifies with and is involved in a given organization," (Choudhary & Saini, 2021)

Bulut and Culha's (2010) conducted a study on the impact of organizational training on employee commitment focused on workers' affective and emotional reactions to their organization. The findings of this study all agreed that the elements examined had a favorable impact on organizational commitment. According to [Truitt](#) (2011), effective preparation increases employee communication and performance proficiency while also lengthening retention periods. Also, there are notable gains in profit as well as an increase in the amount of reported beneficial working connections that are developed when programs focus on communication skills with coworkers. Also, it has been demonstrated that education and training have a considerable positive impact on commitment to the organization, involvement at work and job satisfaction (Eliyana & Syamsul, 2019). Moreover, unsatisfactory performance reports brought on by insufficient work training might result in friction among employees. Chacha (2013) investigated how the Kenya Post Office Savings Bank's training and development initiatives compared to employee retention. However, a contextual gap emerged as many earlier studies have been carried out in the context of the western world such as Asia and few in Africa namely the Mexico (Vidal-Salazar et al., 2019); the USA (Truitt, 2011) and Turkey (Bulut & Culha's, 2010), In Asia studies such as Baek et al. (2020) was done in South Korea, , Zhang et al. (2018) in China and two studies were carried out in Kenya by Bartlett (2012) and Chacha (2013). This contextual gap left the question of whether training influences employee commitment in other contexts such as in Uganda.

This contextual gap made it necessary for this study to evaluate whether in the context of a private university in Uganda, the following hypothesis held:

H₀: Training has no significant effect on employee commitment.

Methods

This study largely employed a descriptive cross-sectional and correlational survey, utilizing a mixed method approach. Within the descriptive cross-sectional survey, the researcher collected data on the appropriateness of training practices and extent of employee commitment from a sample of 208 foreign academic staff, once and within a short period of time (Bordens & Abbott, 2011). Within the correlational design, the researcher correlated the responses on appropriateness training with those on extent of employee commitment. Within the mixed method approach, both quantitative and qualitative data were collected and analyzed to acquire in-depth understanding of the effect of training practices on employee commitment. Data collection was done using a questionnaire adapted from Rich *et al.* (2010) based on Kahn's (1990), Meyer and Smith (1993) and Allen and Meyer (1997). The items measuring the variables were based on a five-point Likert scale, with the following response modes; 1 = Strongly Disagree 2 = Disagree 3 = Undecided 4 = Agree 5 = Strongly Agree. In addition, an interview guide was used as a supplementary tool for qualitative data. The questionnaire was tested for validity through content, face, construct, confirmatory and exploratory factor analysis as well as reliability tests using Cronbach Alpha Coefficient. The data collected was coded and entered into the computer using the Statistical Package for Social Sciences (SPSS) and analyzed using frequency counts, means and standard deviations at a univariate level. At a bivariate and multivariate, the dependent variable (DV), employee commitment was correlated with the independent variables (IV), namely training using Pearson's Linear Correlation Coefficient and Hierarchical multivariate linear regression.

Study area

The study was conducted among private chartered universities in the Kampala Metropolitan Area (KMA), which is comprised of Kampala capital city authority and the surrounding districts of Mpigi, Wakiso, and Mukono. The universities found here are 11, out of these eight were selected including Kampala International University (KIU), Islamic University in Uganda (IUIU), Kampala University (KU), Ndejje University (NU), Nkumba University (NUU), International University of East Africa (IUEA), Uganda Christian University (UCU), and Uganda Martyrs University (UMU). These universities were selected basing on the study context since the study was carried out in KMA, all districts were accounted for. Also, because they are fully recognized by MOES, National council for higher Education and employ a big number of foreign staffs from different parts of the world.

Results

Demographic Characteristics

The data on demographic characteristics of the respondents in the study in Table 1 show that the modal percentage (57.7%) of the respondents was of those that were between 20 to 39 years, male (69.2%); master's degree (53.8%), worked 5-9 years (37.5%) and 1 but less than 5 years (28.8%), nationality (36.5%) were from Nigeria followed by (28.4%) from Kenya, (35.1%) were from KIU, (31.7%) of the foreign academic staff were at the level of assistant lecturer, followed by (29.3%) at the lecturer level. Differences in the totals of the sample were as a result of missing data. The results on demographic characteristics are presented in Table 1.1

Table 1. 1: Descriptive profile for Gender, Education Level, Age, Working Experience, Nationality, University Name and Job Position

Gender		Education Level			
	Frequency	Percent		Frequency	Percent
Male	144	69.2	Degree	9	4.3
Female	64	30.8	Masters	112	53.8
Total	208	100.0	PhD	87	41.8
			Total	208	100.0
Age		Working Experience			
	Frequency	Percent		Frequency	Percent
20-39	120	57.7	Below 5	60	28.8
40-59	81	38.9	5-9 years	78	37.5
60 Above	7	3.4	10-14 years	48	23.1
Total	208	100.0	Over 15 years	22	10.6
			Total	208	100.0
Nationality		University Name			
	Frequency	Percent		Frequency	Percent
Kenyan	59	28.4	KIU	73	35.1
Tanzanian	36	17.3	KU	21	10.1
Nigerian	76	36.5	NUU	20	9.6
Indian	16	7.7	IUEA	15	7.2
Rwandese	12	5.8	NU	18	8.7
Korean	7	3.4	UCU	21	10.1

Burundian	2	1.0	UMU	26	12.5
Total	208	100.0	IUIU	14	6.7
			Total	208	100.0
Job Position					
	Frequency	Percent			
Teaching Assistant	9	4.3			
Assistant Lecturer	66	31.7			
Lecturer	61	29.3			
Senior Lecturer	45	21.6			
Associate Professor	20	9.6			
Professor	7	3.4			
Total	208	100.0			

CFA Measurement Model for Training

Confirmatory factor analysis (CFA) is a special form of factor analysis that is used to test whether measures of a construct are consistent with a researcher’s understanding of the nature of that construct. Confirmatory factor analysis is a way of testing how well measured variables represent a smaller number of constructs, which confirm pre-specified relationship (Hair *et al.*, 2016). confirmatory factor analysis (CFA) was used to establish whether the manifest variables loaded well with the underlying latent variables using data collected from the main study. The Confirmatory Factor Analysis was further used to measure whether measures of the constructs were consistent with the researcher’s understanding of the nature of the constructs based on the collected data.

One dimension was confirmed off-the-job training converging with Average Variance Explained (AVE)= 0.5239775 with four items or indicators significantly loading to the dimension. Off- the-job training with four items TOFF 1, TOFF 2, TOFF 3 and TOFF 6 Therefore, four items were confirmed to measure training all for off-the-job training.

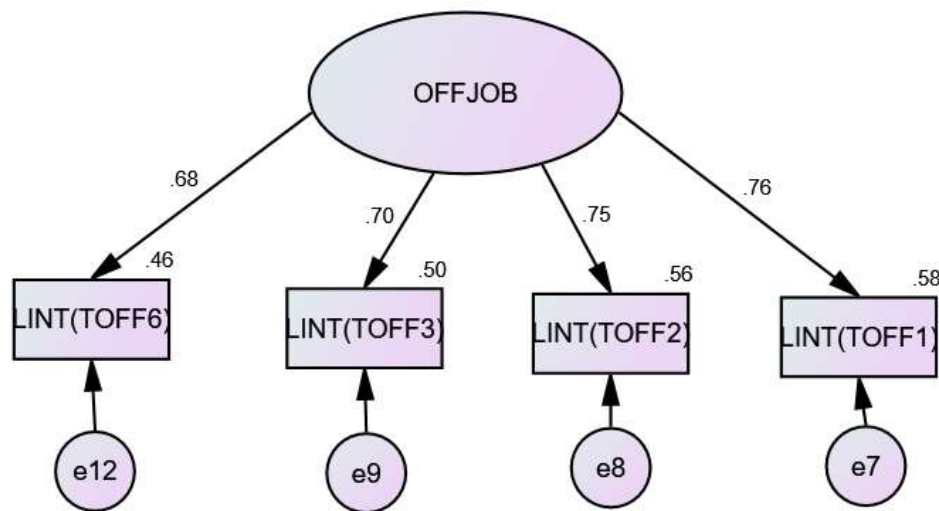


Figure 1.1: CFA Measurement Model for Training

Table 1.2: Convergent validity and Composite Reliability for Training

	Estimate	λ^2	$\epsilon=1-\lambda^2$	AVE	CR
TOFF1_1 OFFJOB	0.763	0.582169	0.417831	0.5239775	0.814556
TOFF6_1 OFFJOB	0.675	0.455625	0.544375		
TOFF3_1 OFFJOB	0.704	0.495616	0.504384		
TOFF2_1 OFFJOB	0.75	0.5625	0.4375		
TOTAL	2.892	2.09591	1.90409		

Table 1.3: Regression Weights and Model fit summary for Training

Regression Weights			B	Beta	S.E.	C.R.	P
TOFF1_1	<---	OFFJOB	1.000	.763			
TOFF6_1	<---	OFFJOB	1.122	.675	.129	8.689	***
TOFF3_1	<---	OFFJOB	.950	.704	.105	9.011	***
TOFF2_1	<---	OFFJOB	1.198	.750	.127	9.440	***

Model Fit Summary					
NPAR	CMIN	DF	P	CMIN/DF	
8	1.334	2	.513	.667	
RMR	GFI	AGFI	PGFI		
.015	.997	.984	.199		
NFI	RFI	IFI	TLI	CFI	
.995	.985	1.003	1.008	1.000	
RMSEA					
.000					

The goodness of fit index GFI= 0.997, Adjusted goodness of fit index AGFI= 0.984, NFI= 0.995, RFI= 0.985, IFI= 1.003, TLI= 1.008, CFI= 1.000 with RMSEA of 0.000 and probability greater than 0.05 an indication that the measurement model was fit.

CFA Measurement Model for Employee Commitment

Two dimensions were confirmed Affective and Continuance converging, Average Variance Explained (AVE)= 0.5457 and AVE=0.5505 with five items or indicators significantly loading to the two dimensions. Affective was discriminated SQRT of AVE = 0.7387 with three items AC 2, AC 3 and AC 4 while continuance SQRT of AVE = 0.7419 greater than the correlation between Affective and Continuance (r = 0.5100) with two items CC 2 and CC 3 as shown in the figure and tables. Therefore, five items were confirmed to measure employee commitment with two for Continuance and three for Affective.

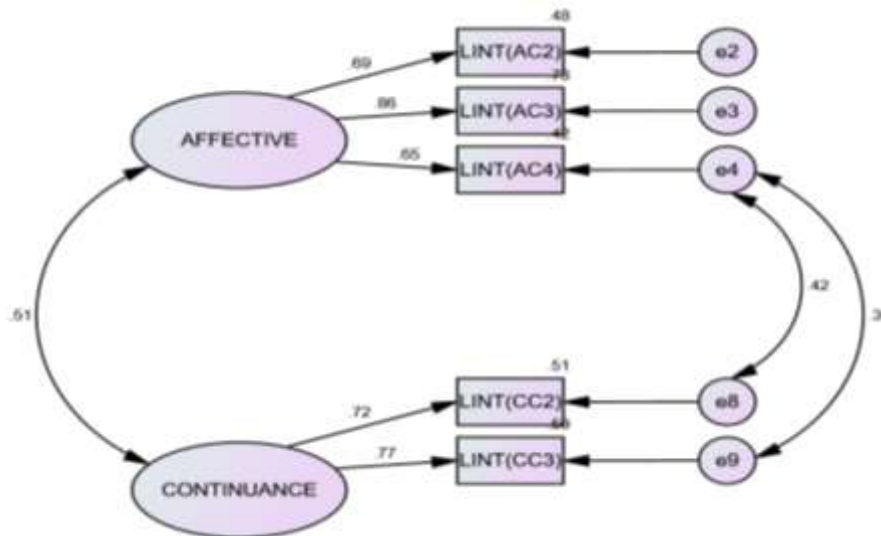


Figure 1.2: CFA Measurement Model for Employee Commitment

Table 1.4: Convergent validity and Composite Reliability for Employee Commitment

		Estimate	λ^2	$\epsilon=1-\lambda^2$	AVE	CR	SQRT(AVE)
AC2_1	AFFECTIVE	0.695	0.4830	0.5170	0.5457	0.7802	0.7387
AC3_1	AFFECTIVE	0.856	0.7327	0.2672			
AC4_1	AFFECTIVE	0.649	0.4212	0.5788			
TOTAL		2.2	1.6370	1.3630			
CC2_1	CONTINUANCE	0.716	0.5127	0.4873	0.5505	0.7099	0.7419
CC3_1	CONTINUANCE	0.767	0.5883	0.4117			
TOTAL		1.483	1.1009	0.8991			

Discriminant Validity		AFFECTIVE	CONTINUANCE
AFFECTIVE		0.7387	
CONTINUANCE	0.5100		0.7420

Table 1.5: Regression Weights and Model Summary for Employee Commitment

Regression Weights							
			B	Beta	S.E.	C.R.	P
AC2_1	<---	AFFECTIVE	.639	.695	.081	7.928	***
AC3_1	<---	AFFECTIVE	1.000	.856			
AC4_1	<---	AFFECTIVE	.753	.649	.098	7.655	***
CC2_1	<---	CONTINUANCE	.900	.716	.178	5.065	***
CC3_1	<---	CONTINUANCE	1.000	.767			
Model fit summary							
		NPAR	CMIN	DF	P	CMIN/DF	
		13	1.348	2	.510	.674	
		RMR	GFI	AGFI	PGFI		
		.012	.997	.981	.133		
		NFI	RFI	IFI	TLI	CFI	
		.996	.979	1.002	1.011	1.000	
		RMSEA					
		.000					

The goodness of fit index GFI= 0.997, Adjusted goodness of fit index AGFI= 0.981, NFI= 0.996, RFI= 0.979, IFI= 1.002, TLI= 1.011, CFI= 1.000 with RMSEA of 0.000 and probability greater than 0.05 an indication that the measurement model was a good fit.

Descriptive Statistics for Training

The descriptive statistics on training were generated to ascertain the extent to which the selected private universities adhere to the expected standard practices. The foreign academic staff perceptions were collected to provide evidences for this assessment, based on a five-point Likert scale instrument. Means and standard deviations were used to analyse the ratings of these foreign academic staff. The results are presented in table 1.2. The following scale was employed in interpretation of the means;

<i>Mean ranges</i>	<i>Response Modes</i>	<i>Interpretation</i>
4.21 - 5.00	Strongly agree	Very effective
3.41 - 4.20	Agree	Effective
2.61 - 3.40	Undecided	Fairly effective
1.81 - 2.60	Disagree	Ineffective
1.00 - 1.80	Strongly disagree	Very ineffective

Table 1.6: Descriptive Statistics for Training

Items on Training	Mean	SD	Rank
The workshops provided by the university are informative and useful for my job.	3.58	.989	1
Group discussions are always conducted by this university provides new insights and perspectives	3.34	1.205	2
Attending seminars and conferences are encouraged by this university to stay up-to-date with current trends	3.58	1.018	3
Field work studies are always encouraged and sometimes sponsored by this university	3.14	1.254	6
Average Mean	3.41	.894	

Results in Table 1.6 indicate that on the overall, training practices were rated to be fairly effective by the foreign academic staff, with an average mean of 3.41 with a relatively low standard deviation of 0.894, indicating that the responses are slightly dispersed. These results however, show that on average, the foreign academic staff perceived these training practices to be effective on workshops (mean = 3.58: SD = 0.989) and seminars and conferences (mean = 3.58: SD = 1.018). The results suggest that the selected universities are good on (2) some training practices and fairly effective on others (2), implying that they have both strength and weaknesses in these training practices.

Descriptive Statistics for Employee Commitment

Table 1.7: Descriptive Statistics for Employee Commitment

	Mean	SD	Rank
Affective Commitment			
I feel emotionally attached to this University	3.58	1.005	2
I feel a strong sense of belonging to this University	3.27	1.278	3
The University has a great deal of personal meaning to me	2.85	1.269	4
Average Mean	3.23	.985	
Continuance Commitment			
I feel that there are too few options to consider leaving this University.		2.81	1.176
One of the major reasons I continue to work for this University is that leaving would require considerable personal sacrifice	2.80	1.219	3
Average Mean	2.80	1.054	
Grand Mean Employee Commitment	3.06	.876	

Results in Table 1.7 indicate an overall mean of 3.06, with a standard deviation of 0.876, which shows that on average, the foreign academic staff reported the level of their commitment to be generally fairly high, with less deviations.

Results indicate that, regarding affective commitment, out of the three items, one was rated high and only two were rated to be fairly high. Results indicated that out of two common measures of employee commitment (affective and continuance) were rated to be fairly effective, with affective commitment (average mean = 3.23) being rated as the highest, and continuance commitment, with (average mean rating of 2.80). This finding reveals that the commitment for the foreign academic staff to continue serving their respective institutions is generally fair not high, which brings out the fact that since they are on a foreign land, any time they expect to go back to their home countries. On the other hand, their affective commitment is high, indicating that they like their job but also like to go back to their home countries, may be after some time.

Correlation

Hair *et al.*, (2014) observe that correlation is a measure of the linear relationship between two or more variables. The two variables could be positively related, negatively related, or not related at all. Field (2005) suggests that bivariate correlation can be performed by running Pearson's product-moment correlation coefficient, Spearman's rho correlation coefficients, and Kendall's tau correlations coefficients. However, Field (2005) recommends Pearson's correlation coefficients because it can test studies using both directional and non-directional hypotheses. The Pearson's correlations results generated from the data indicated that all study variables were positively related. The correlations result as presented in tables 1.4, indicate that correlations among the main study variables are positive.

Table 1.8: Pearson Linear Correlations between Training and Employee Commitment

Variables correlated	R-value	Sig.
Training Vs Affective commitment	.227**	.001
Training Vs Continuance Commitment	.142*	.004
Training Vs Overall Employee Commitment	.221**	.001

** Correlation is significant at the 0.01 level (2-tailed).

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

Table 1.8 indicated that training had a positive and significant relationship with employee commitment ($r=0.221$, $p<0.01$). Training also had a positive and significant relationship with affective commitment ($r=0.227$, $p<0.01$) and continuance commitment ($r = 0.142$, $p<0.05$). This implied that an improvement in training increases staff commitment in terms of affective and continuance of foreign academic staff.

Regression Analysis

Field and Hole (2003) argue that regression analysis is one way of predicting outcome from one or more predictor variables. The regression analysis is used to predict the values of the dependent variable (DV) from independent variables (IV). Field (2005) observes that simple regression predicts an outcome variable from a single predictor variable while multiple regressions predict an outcome from several predictors. Therefore, when running regression analysis, a bad model will have a regression coefficient of zero, which implies that a unit change in the predictor variable results will have no change on the predicted value of outcomes. Consequently, it logically follows that if a variable significantly predicts an outcome, then it should have a Beta (b -value) significantly different from zero (Field & Hole, 2003; Field, 2005). The coefficient of determination denoted by R is used to explain by how much the predictor variable(s) explain the predicted value of outcome (Field & Hole, 2003; Field, 2005).

Table 1.9 Hierarchical Multiple Linear regression of Training and Employee Commitment.

Variable	Model 1		Model 2	
	B	Beta	B	Beta
Constant	4.005**		3.250**	

Gender	-.237	-.125	-.251	-.132
Age	-.133	-.086	-.093	-.060
Education	-.327	-.212	-.276	-.179
Experience	.071	.078	.059	.065
Position	.086	.109	.032	.041
Training			.214**	.219**
R ²	0.043		0.089	
Adj R ²	0.020		0.062	
R ² change	0.043		0.046	
F change	1.831		10.074	
Sig. F change	0.108		0.02	
F	1.831		3.274	
Sig.	.108		.004	

Dependent variable: Employee Commitment

** Regression coefficient is significant at the 0.01 level (2 tailed)

Model 1

When the control or confounding variables of Gender, Age, Education, Experience and Position were entered into model one (or equation one), the model yielded non-significant results accounting for only 4.3 percent of the variation in employee commitment (R-square change=0.043, Adjusted R-square = 0.020), with $F_{\Delta} = 1.831$, $p > 0.05$. Out of these confounding variables, education level (beta = - .327; $p < 0.05$) proved to have some significant positive effect on employee commitment.

Model 2

In model two, training was entered or added into the equation and it accounted for an extra 4.6 percent (R-square change of 0.046) variability in employee commitment, pushing the total explanatory power to 8.9 percent (R-Square of 0.089). Training proved to have a significant positive effect on employee commitment (beta = 0.219; $p < 0.01$). This finding does not support the hypothesis that H_{01} : Training has no significant effect on employee commitment.

Overall, the model explains or accounts for 8.9 percent (R-Square of 0.089) of the variation in employee commitment of foreign staff. But going by the adjusted R-square, the model explains or accounts for 6.2 percent of the variation in employee commitment (adjusted R-square of 0.062). Thus, this means that the remaining 93.8 percent variability in employee commitment is explained by factors not considered under this study.

Discussion

This study's findings revealed a positive significant effect for training on employee commitment among foreign academic staff. Thus, the null hypothesis that training has no significant effect on employee commitment was not supported. Training practices were rated by the responding foreign academic staff to be effective and fairly effective on some constructs, while commitment was rated to be moderately high. The results from regression analysis logically support the descriptive finding. It is logical to believe in the finding that due to fair training practices; the commitment of these academic staff is also moderate. This gives an implication of a linear connection, that an improvement in training practices will positively increase employee commitment among these foreign academic staff. The findings from some key informants support this argument, suggesting the aspects where the sampled universities are doing well and where they do not. In one of the views of a key informant, it was revealed that;

P5; From my opinion, adequate training can assist in enhancing employee commitment.... workshops help staff acquire and improve the skills necessary to perform their jobs effectively. It ensures that they have the knowledge and competencies required to excel in their roles... Well-trained staff are likely to perform better and more efficiently. This can lead to increased productivity and quality of work, which benefits the university as an Institution...seminars and conferences will help to prepare staff to adapt to evolving job requirements. It helps keep the workforce up to date...Trained staff become more satisfied with their jobs. They feel supported and valued by the university, it boosts morale and commitment;

This finding suggests that any plans to increase employee's commitment in Ugandan private universities must address issues of training practices. Based on these results, it may be logical to argue that the low levels of employee commitment reported in the Ugandan private universities (Angulo & Walubiri, 2013; Namirimu, 2018) has a strong connection to ineffective and unfair off-the-job training practices. Evidences of fair training practices reported in this study are an indication for some of the possible sources of this problem (low employee commitment) and other consequent problems these universities are facing, such as low enrolment, poor revenues, poor quality of graduates, among others. From qualitative data, it was indicated that the off-the-job training processes of many private universities have several loopholes, hindering retention and stability qualified staff. It came out from one of the interviewees that some private universities pay less attention to different training practices.

P4; ...Sometimes private universities in Uganda organize workshops, conferences and seminars, however, few employees are selected most especially those in managerial positions to attend. This makes it hard for the rest of academic staff benefit. This unfair treatment has resulted in to low morale and less commitment.

When staff perceive the training procedures to be unfair and inefficient, their belief and confidence in that organization reduces, which may be the reason for the low levels of commitment in these private universities. Given that the study dealt with foreign academic staff, they need much security in training procedures for them to get committed to the job. These views suggest that, the interviewed participants also believed that where training procedures are effectively adhered to, the commitment of staff will be high and vice versa. This agrees with the social exchange theory (Homans, 1958) which asserts that what you give is what you get in return. Thus, employees who are trained through fair adherence to training practices, give back a moderate level of commitment in return. The implication to organization's is that an improvement in training practices/procedures will increase the level of employee commitment and vice versa.

Most of the previous studies support the finding that training positively and significantly influences employee commitment for those newly recruited and the existing ones; for example, the findings by Maqbool *et al.* (2019), whose results showed higher levels of commitment among employees who received higher levels of training. Similar results were also presented by Bulut and Culha's (2010); Zhang *et al.* (2018); Vidal-Salazar *et al.* (2019); Truitt (2011); Jehanzeb *et al.* (2013); Bartlett (2012); Chacha (2013); Baek *et al.* (2020), among others. On the other hand, the findings of this study deviate from those of the cited studies, mainly on the side of significant relationship. Most of these studies presented findings showing that training has a significant relationship/effect with/on employee commitment, yet according to the current study, the relationship was weak. From one of the participants, it was reported that training practices boost employee commitment.

p3. With adequate training, staff commitment is guaranteed because, when you receive in such trainings through workshops, seminars and conferences and group discussions, people tend to receive training from experts in different areas of specialty. This enables staff to acquire relevant knowledge, skills and attitudes which enhances their commitment, so I think it is very good and people really learn from these trainings. This provide them with confidence, competence and commitment to their work

There are also other factors which may affect the relationship between training and employee commitment, in that even when training is effective, without other efforts, commitment may remain low. For example, Baek *et al.* (2020) ; Abidin *et al.* (2019), showed that training would have a significant impact on employee commitment, only if they (employees) are adequately satisfied with their job. This means that, it is possible that the job satisfaction of the foreign academic staff is low, especially considering the fact that most of these private universities have inadequate resources to enable them adequately attend to the welfare needs of these staff (NCHE, 2021). Similar to this view, Cai *et al.* (2017); Vidal-Salazar *et al.* (2019); Liu *et al.* (2021) indicated that training will have a significant effect on employee commitment, if there is also a high level of perceived organizational support. This may also be true, especially given the fact that, considering relevancy of the training content and its quality, employees may consider such training as just for the sake of it. But if they consider it as part of the support given to them by the organization to perform better or to make them better employees, their commitment levels will be increased and the reverse may be true. This is also supported by Abubakar *et al.* (2019), who revealed that training is important in employee commitment if it tries to develop employees' skills needs. Abubakar *et al.* (2019) further explains that since employee training improves the workforce's skill, it also increases their devotion and effectiveness, which in turn improves their (employees) performance, which also increases a company's profitability. The increase in profitability or revenues enables the company to give good welfare services to their staff, which eventually increases their commitment.

P3. University normally organize workshops, seminars and most cases invited to attend international conferences which could be beneficial to its academic staff, however, the university does not offer support in terms of finances to enable them apply and also be in positions to conduct research and to come up with other innovations. This has resulted in to low engagement, involvement and commitment of these foreign staff.

What is derived from these views and those from previous studies plus the quantitative findings of this study, suggest the need for classifying the type of employee before taking a conclusion. This will need to conduct a training needs assessment to ascertain the requirement of these foreign academic staff such that the receive exactly what is necessary to ensure sound performance and this will boost their commitment.

Conclusion

The results showed that training had significant and positive influence employee commitment among foreign academic staff in private universities Kampala Uganda. Thus, an improvement in these practices of an organization will likely increase commitment among the foreign academic staff. Training practices such as workshops, group discussions and seminars and conferences have a stronger effect on commitment of foreign academic staff because it is what most of them need to enhance commitment within an organization.

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