

Career Training, Rewards System and Employee Commitment; Moderating Approach; Evidence from Kenyan Manufacturing Firms

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Abstract

This study examined the moderating effect of rewards system on the relationship between career training and employees' commitment in selected manufacturing firms in Kenya. The study was underpinned on Fredrick Herzberg's Two Factor theory, Greenhaus Career Development Five Stage Model and Controlled Commitment Continuum. The approach utilized was the explanatory research design with a target population of 3607 respondents. A usable sample size of 435 respondents was selected to be served with the structured questionnaire based on Slovin's formula of sample size determination. This was achieved by use of stratified, proportionate and simple random sampling techniques. Quantitatively data was analysed with the aid of the Statistical Package for Social Science (SPSS 23.0). Study hypotheses were tested using multiple regression at a 0.05 significance level. The findings revealed that career training was found to have positive and significant effect on employee commitment ($\beta_1 = .285$, p value is less than $\alpha = 0.05$) while rewards system was found to have a positive and significant effect on employee commitment ($\beta_2 = .451$, p value is less than $\alpha = 0.05$). The findings further revealed that there was positive and significant moderating effect of rewards system on the relationship between career training and employee commitment ($\beta_3 = .93$, $p < 0.05$). Sequel to the findings, it can be deduced that career training affects employee commitment. Further, it was concluded that rewards system moderates the relationship between career training and employee commitment. The study recommends that the management of the manufacturing firms should encourage their employees to embrace career development prospects so as to acquire the necessary knowledge, skills and abilities through training that will enhance their commitment levels and attract higher rewards.

Keywords; Career Training, Rewards System, Employee Commitment

INTRODUCTION

Commitment is a state of being and can be improved and attached in order to acquire assistance for organisational ends as well as interests over such strategies as involvement in decisions concerning accomplishments (Makau, 2010; Wambugu, 2010). Organisational commitment has been observed as the individual psychological binding to the organisation (Amba & Choudhary, 2013). They argue that commitment signifies anything above devotion to an organisation and entails a vigorous association with the organisation in such a way that the individuals are ready to devote their aptitudes so as to make a contribution to the organisation's glowing-existence. These arguments show that commitment is a behavioural concept whose centre of locus is the employee thus employee commitment (Igella, 2014). Elevated commitment levels may likewise suggest constructive products for the entire society by, for instance, growing national production as well as work value (Lin & Lo, 2015). Therefore, it is expected that organisations shall gain something from have knowledge from the information on the way they can improve their personnels' commitment levels.

Research on the expansion of organisational commitment has been widespread but fairly random; (Gellatly, Meyer, & Luchak, 2006; Igella, 2014; Jaros, 2007). However, on the root of hypothetical thoughts as well as cumulative sources, (Meyer & Herscovitch, 2001) additionally acknowledged numerous centres for the advancement of every three categories of commitment. According to them, the principal centres for the advancement of emotional commitment include proof of identity with the relevant target, value congruence and personal contribution. Contrastingly, normative commitment advances as a function of organisational socialization and the reception of paybacks that stimulate a prerequisite to reciprocate (Cohen, 2007); (Avolio, Zhu, Koh, & Bhatia, 2004).

Further, continuance commitment comes as the outcome of cumulative investments, or sideways bets, that will go if the person withdraw a course of action, and as a consequence of absence of substitutes to the current course (Meyer et al., 2012); Taing (Taing, Granger, Groff, Jackson, & Johnson, 2011). In total, theory as well as research above the previous two decades sustains differences amid bases, foci and forms of commitment. Meyer and Allen (1997) cited in Diriye (2015), linked career training with affective commitment where they argued that career training captures essential fulfilment at a quantity of levels; and suggested that career training would be constructively associated with emotional organisational commitment. Additionally, they noted that emotional commitment will be advanced for personnel with satisfactory skills in their organisation to their necessity than for those who have low sustaining organisational skills. The argument here is encountering career goals as well as attaining professional capability. Growth demonstrate elevated order needed for fulfilment whereas, promotion along with salary offer amounts of how an individual is regarded by their organisation (Diriye, 2015).

Consequently, Diriye (2015) opined that individuals who experience career growth through career training linked to their career goals, and permitting them to acquire fresh things and develop in terms of profession, and who observe that the organisation is ready to repay them for their hard work, will be having elevated levels of emotional commitment. Datta (2012) claims that numerous organisations deliberate employees as their chief aspect in generating organisational worth as well as viable advantage. The relationship between career development and employee commitment is known. Similarly, (Younis, Akram, & Naseeb, 2013) compared career development and organisational commitment while Labuschagne *et al.*, (2015) compared career management and employee commitment. Most studies have not compared rewards system, career training and employee commitment manufacturing firms. Consequently, it is necessary to uphold employees, motivation at the same time improve job production through varied tactics like rewards (Weng et al., 2010). Consequently, it is essential for companies to strategize rewards system built on employees' expertise along with capabilities and in harmony with the organisational goals in order to advance achievements as well as motivation. There exist two forms of rewards: financial rewards – are touchable and is link to pay and the benefits provided by the organisation to its workers and non-financial rewards – are rewards focussing on inspiring workers and at the same time ensuring job engagement as well as commitment.

Kenya's manufacturing sector has been found to be fundamental for poverty alleviation and job creation as well as supporting economic growth along with development (Kenya Association of Manufacturing Survey, 2019). Additionally, the sector sustains the economic expansion agenda of the country by getting foreign exchange as well as enticing direct investment from the outside (Economic survey, 2018). Generally, involvement of manufacturing sector in the economy in Kenya has decayed around ten percent of the gross domestic product (GDP) and was roughly 8.4% in the year 2017. However, Kenya seeks to increase its GDP contribution of the sector to 15% by 2022. Most of the them struggle with

low commitment levels of their employees. In the recent past, career development has been shown to be antecedents of employee commitment Nath and Agrawal (2015); (Younis et al., 2013) (Labuschagne, Brent, & Van Erck, 2005). However, most studies have not compared rewards system, career training and employee commitment manufacturing firms. Therefore, without a comprehensive research it remains speculative how the presence or absence of rewards system affects career training and the commitment of employee. This study's main objective was to examine the moderating effect of rewards system on career training and employees commitment in selected manufacturing firms in Uasin Gishu County, Kenya. The following hypotheses were tested during the study:

- H₀₁:*** *There is no significant effect between career training and employees' commitment*
H₀₂: *There is no significant effect between rewards system and employee commitment*
H₀₃: *Rewards system has no significant effect on the relationship between career training and employees' commitment.*

Theoretical Foundation

The study was anchored on Herzberg Two Factor Theory, Greenhaus Career Development Five Stage Model and Controlled Commitment Continuum. The theory was expounded by (Herzberg, 1959). It is also referred to as the two-factor theory of motivation. Employee motivation is attained when employees are challenged with thought-provoking but entertaining work in which someone can attain, grow, and show accountability at the same time develop in the organisation as stated by the motivational-hygiene model. It means that whenever the employees' hard work are recognized, it fetches job motivation as well as satisfaction (Dartey-Baah & Amoako, 2011). Herzberg theory is principally accountable for the practice of permitting people bigger accountability for scheduling as well as regulating their work, as a way of advancing fulfilment as well as motivation (Dartey-Baah & Amoako, 2011). As already seen, Mendes and Stander (2011) defined career development as the method of designing as well as executing goals, plans as well as approaches that help in enabling employees and managers to mollify personnel needs at the same time permit employees to realise their job objectives. The concept of 'achievement' among other aspects is the foundation of employee career development as it provides intrinsic motivation. These are the lenses with which one can look at two –factor theory as helping us to examine employees who have achieved their career aspirations vis-a-vis motivation and how these influences their commitment. Thus, the use of this theory will help the researcher in interpreting the links between career development (achievement) and how it is instrumental in influencing motivation and by extension employee commitment. However, the respondents' responses on career development, rewards system and employee commitment issues were interrogated and interpreted based on Two Factor Theory by Fredrick Herzberg (1959). Greenhaus, Callanan, and Godshalk (2010) model focuses on the individual as the one who needs to make a decision, a need that leads to a career search and into a process of setting career goals, developing strategies and tactics to fulfil them, making progress, and all these form a process that requires career evaluation. The organisation is only an external player in the system, according to this model, along with environmental influences. In the new commitment-based approach to the workforce, jobs are broader than before, combining planning and implementation and including efforts to upgrade operations. Management believes that employee commitment will lead to enhanced performance. Individual responsibilities are expected to change as ambitions change, and teams, not individuals, often are the organisational units accountable for performance (Walton, 1985) cited in (Hauff, Alewell, & Hansen, 2014).

Review of literature

Career training is a concept of career development and in addition is a way of providing employees with appropriate skills in order to enhance efficacy in the organisation (Boydell, 2011). It is an arrangement of deeds along with attitudes linked to ancient, present-day and expected upcoming job-related practices and role actions. It deals with job-related together with life-long activity (Noe, 2006). Several people have traditionally deliberated training to be dealing lonely with raising an individual's definite job-related expertise for instance electrical wiring, word processing, reading a blueprint, handling an employee grievance or setting priorities.

Wang, Weng, McElroy, Ashkanasy, and Lievens (2014) alludes that organisations extensively training their employees generate a reputation for appreciating as well as evolving employees and are in a position to entice a team of extremely skilled employees. Those organisations direct a clear memo to their employees that they are dedicated to the advancement of their people resulting in high emotional as well as normative commitment. On the other hand, Bulut and Culha (2010) did a study on the impact of organisational training on employee commitment. The study hypothesis was underpinned on a social exchange theory, psychological contract theory and resource-based assessment. The findings revealed that organisational training had a constructive together with substantial effect on organisational commitment.

Nkosi (2015), carried out a study on 'the effects of training on employee commitment, retention and performance in a local municipality situated in Mpumalanga Province, South Africa'. The author employed convenience sampling method, using a sum of 130 respondents in the study. The findings revealed that training had a constructive and substantial effect on perceived organisational commitment, training had a constructive and substantial effect on perceived employee retention, while training had a constructive and substantial effect on perceived employee performance. On the other hand, Adenuga (2015) conducted a study on impact of employees' training and professional development on organisational performance and his findings were in agreement with findings in Diriye (2016). Triangulation was used to arrive at 30 respondents, using questionnaires, interviews and personal observation and methods of data collection. The findings revealed that the respondent believed that training along with development programs had a positive impact, considering organisational, departmental as well as personal goals greatly improved productivity in the long run. However, these studies revealed a number of setbacks and shortcoming. The study focused on employee's training alongside development on organisational performance which is a deviation from the current study. This study utilised pragmatism viewpoint which is a deviation from the present study. The sample size was too small to decipher any meaningful generalizability to the entire population.

Muma, Iravo, and Omondi (2014), did a research about the effect of training needs assessment on employee commitment. The study utilized the descriptive survey case study design with triangulation approaches. The study was underpinned on the side-bet model, Mowday, Porters, Steers and Boulian's model and Meyer and Allen Model. A usable sample size of 173 informed the study utilizing stratified random sampling technique. The results disclosed that there was a significance of each of training needs assessment with respect to employee commitment. These discoveries were in line with findings in (Bulut & Culha, 2010).

Similarly, Sitienei (2015) did a research on the impact of training as well as development on employee commitment in Kenya. The correlational research design method was utilised. Sequel to the findings, the regression results revealed that there existed a positive effect

between training and development on employee commitment. These findings were in line with the findings of (Bulut & Culha, 2010). On the other hand, Zahra, Iram, and Naeem (2014) conducted a study on employee training and its effect on employees' job motivation and commitment. The findings revealed that training helped to come up with overall character of workers through making them additionally fruitful by advancing a sense of group work. It was noted that the value of work as well as work life could be advanced using effectual training which helped in evolving of upright image of organisation. Subsequently, training additionally boosted up the confidence of employees which was the utmost vital aspect of receiving more incomes. However, these studies revealed a number of gaps and shortcomings. The study utilised correlational research design which is a dispatch from the present study. The sample size was 196 respondents which is a deviation from the required sample size of 200 (Sekaran, 2006). This study was underpinned on the interpretivism viewpoint and secondary data which are dispatch from the present study. The current study explored the effect of career training on employee commitment and was underpinned on post positivism paradigm.

Manuere (2017) did a study on human capital development programs and their impact on the job satisfaction. The discoveries demonstrated that there existed a positive as well as significant association between training, development as well as job satisfaction. It was revealed further that there existed a positive association between development of human capital and job satisfaction of employee. Similarly, Sasidaran (2018) undertook a research on the impact of training on employee performance. The outcomes revealed that skills, perception, training opportunity and training facilities are having a strong joint association with employees' performance. Conversely, P value of training opportunity was 0.441 and the result was individually insignificant. This indicated that performance was not influenced by training opportunities. However, the study was not without limitations and setbacks. First and foremost, the research was done in an advanced county context which has different institutional and structural setting that can affect the generalizability of the findings. Additionally, the research used a very small sample size which might not have given any meaningful generalizability of findings. The research was done on impact of training and employee performance which is a deviation from this study.

Rathnayake (2015) did a study on enhancing employee commitment in job responsibility through performance-based rewards. It was revealed that performance based base pay's correlation is not in significant level which means there is no positive association between performance-based base pay and commitment of employee. Even though, other seven variables have positive relationships which are in significant. The study was significant because it contributed results of employee commitment and impact of performance-based rewards towards establishing commitment of employee in terms of job obligation as well as accountability among operational level employees.

Milgo *et al.*, (2014) did a study on compensation and reward as a determining factor of employee commitment. It was revealed that all aspects of rewards revealed significant correlations; organizational commitment for improving effort through communicating rewards and penalties, performance-based rewards, compensation system, reward along with compensation policy as well as working conditions.

Koskey & Sakataka (2015) carried out a study on the effect of reward on employee engagement and commitment at Rift Valley Bottlers Company. The findings revealed that a around seventy percent of the respondents itemised to accept that the content of the rewards had an impact on their involvement. Presenting full rewards motivate the staff more, make them concerned, excited as well as willing to completely recognize themselves with the

organisation planned aims as well as goals. Researcher-based outline is the conceptual framework for the current research as portrayed in Figure 1. In this framework, the researcher aims to determine relationship between organisational career training on employee commitment within the organisation. However, moderating variables such as reward system may have far reaching consequences to relationships which will be evaluated in this study.

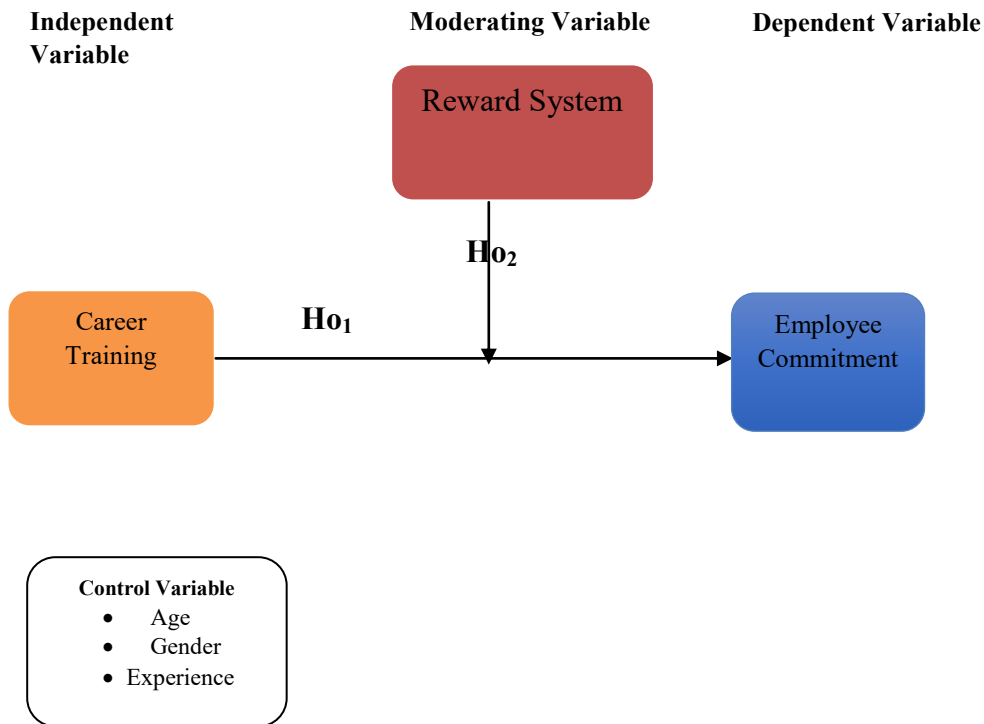


Figure 2: Conceptual Framework for the Study
Source: Researcher, 2018

METHODOLOGY

This study used explanatory research design in postpositivist approach to determine the effect of rewards system on the association between career development and employee commitment in manufacturing firms. Questionnaires were applied in collecting data from 435 employees from a total population of 3607 employees' four largest manufacturing firms Uasin Gishu County. Proportionate stratified random sampling approach was applied in selecting the employees to be served with the questionnaires. The process involved dividing the population (employees) into homogenous sub-groups such as middle level employees, supervisors and lower cadre staff. The Employees Questionnaire (EQ) was utilized to collect data in this research. The study used ordinal scale, of 1 given to 'strongly agree', 2 to 'agree', 3 to 'Neutral', and 4 'disagree and 5 'strongly disagree'. These values can plainly be ordered in that somebody who 'agrees strongly' 'agrees more' as compared to somebody who just agrees and so on (Hair, Black, Babin, Anderson, & Tatham, 2006).

Model specification

The study used hierarchical multiple regression to test for moderation effects (Baron and Kenny, 1986). First, control variables in the model were regressed against firm employee commitment direct effects; Secondly, control variables and career planning aspects were regressed against employee commitment. Thirdly, moderating variable was introduced and regressed together with all other variables. Therefore, interaction term between predictor and moderating variable was obtained by multiplying the two variables that produced an interaction effect done at different stages for each individual interaction as specified in the hierarchical regression models below: The model specification was as follows:

$$Y = \beta_0 + C + \varepsilon \dots\dots\dots \text{Model 1}$$

$$Y = \beta_0 + C + \beta_1 X_1 + \varepsilon \dots\dots\dots \text{Model 2}$$

$$Y = \beta_0 + C + \beta_1 X_1 + \beta_2 M + \varepsilon \dots\dots\dots \text{Model 3}$$

$$Y = \beta_0 + C + \beta_1 X_1 + \beta_2 M + \beta_3 X_1 * M + \varepsilon \dots\dots\dots \text{Model 4}$$

Where:

- Y = Employee Commitment
- β_0 = Constant,
- C = Control variables (Age, Experience)
- X_1 = Career Training
- M = Rewards system
- $\beta_1 - \beta_3$ = Coefficients of regression,
- ε = Error term

RESULTS

This chapter presents the research findings collected through methodology discussed in chapter three. The study targeted employees of manufacturing firms in Uasin Gishu County. A usable sample size of 402 respondents took part in the research. Out of the 435 questionnaires administered to the respondents, 402 were filled and returned translating to a response degree of 93%. This was considered fit for the study, based on the recommendations of a response rate in the range of 50% - 70% (Saldivar, 2012).

Descriptive Statistics

The findings showed that employees in manufacturing firms scored highly in normative commitment (mean = 3.32, Std=.671), followed by continuance commitment (mean = 3.25, Std=.678), and affective commitment (mean = 3.11, Std=.613).

Table 1: Employee Commitment

	items	Mean	Std. Dev.	Loadings	KMO	Cronbach Alpha
Employee commitment		3.536	0.913			
Affective commitment	9	3.1114	0.61384	0.683	0.61	0.556
Continuance commitment	7	3.2593	0.67833	0.647	0.781	0.694
Normative commitment	8	3.3217	0.67135	0.675	0.739	0.689

Career Training

The findings indicated that perhaps the management went through the training programme steps which enabled the employees to have a wide variety of training to choose from. This involved looking into the training needs assessment and developing the right training programmes for its employees which were relevant to their jobs. Consequently, the employees were able to stay competitive where they could deliver short-term gains in terms of equipping themselves with skills they needed to embrace new techniques and procedures.

Table 2: Career Training

Items	Me an	Std. Dev.	Loadi ngs	KM O	Cronbach Alpha
	3.73			0.61	
This firm has a clear career training policy	0	1.241	>.05	7	0.807
I have acquired relevant training from this organization.	3.73				
	0	1.206	>.05		0.804
I always go for training according to the established needs assessment	3.51				
	0	1.191	>.05		0.799
My training is usually aligned to current and future requirements	3.57				
	0	1.201	>.05		0.802
The career training that I receive makes me to be creative and innovative.	3.85				
	0	1.165	>.05		0.799
	3.27				
I have many career training options to choose from	0	1.324	>.05		0.839
	3.68				
CT	8	0.853			0.823

Rewards System

The findings, the employees revealed that working in the firms was interesting because the firms recognized their hard work through appreciation of well-done job. This in turn motivated them to report to work and complete what needed to be done. Hence high productivity and more commitment levels. The employees also acknowledged that firms gave them additional delegation of authority to create room for the subordinates to prosper in their potentials as well as skills.

Table 3: Rewards System

Items	Me an	Std. Dev.	Loadi ngs	K M O	Cronbach Alpha
I like working for this firm because I get monetary rewards such as bonuses	3.0			0.7	
	3	1.27		1	0.87
This firm gives rewards to employees without discrimination	3.1				
	8	1.26			0.86
I am satisfied with merit pay that this firm offers its employees	3.1				
	7	1.26			0.86
	3.0				
I am satisfied with the paid time off in this firm	9	1.33			0.87
	3.1				
The fringe benefits in this firm are adequate	0	1.15			0.86
This firm offers life insurance policies to its employees as a way of motivating them	3.1				
	7	1.32			0.87
Working in this firm is interesting because it recognizes my hard work	3.3				
	4	1.32			0.86
Working with this firm gives me additional responsibility through delegation.	3.1				
	8	1.36			0.88
This firm offers sufficient years of service awards to its employees	3.1				
	1	1.31			0.87
	3.1				
RS	5	9.20			

Correlation Statistics

The results of the correlation revealed that career training and rewards system were positively and significantly related with employee commitment in manufacturing firms with career training having a relationship with employee commitment as indicated by $r =$

.734<0.01. Rewards system had a relationship with employee commitment at .490<0.01. Table 4 below depicts Pearson Correlation results of the study's dependent and independent variables.

Table 4: Correlation Statistics for the Study Variables

	EC	CT	RS
Employee Commitment	1		
Career Training	.734**	1	
Rewards System	.490**	.536**	1

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

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

Hypothesis Testing

Hypothesis one (H_{01}) stated that career training has no significant effect on employee commitment. Subsequently, findings in table 1 disclosed that career training had a positive and significant effect on employee commitment ($\beta_1 = .285$, p value .000 which is less than $\alpha = .05$). The null hypothesis was therefore rejected and deduced that career training positively and significantly affects employee commitment. This suggested that there was up to .285 unit increase in employee commitment for each unit increase in career training. These findings are in agreement with the findings of Bulut and Culha (2010) who affirmed that motivation for training had a positive effect on organisational commitment which supported the hypothesis. The study is also in agreement with findings of Sung and Choi (2013) whose findings revealed that there was significant direct effect of innovative performance an innovative climate significantly moderated the effects of organisational and interpersonal learning practices on the result respectively. Subsequently, these findings are also in line with the those of Nkosi, (2015) who encapsulated that training had a positive and significant effect on perceived organisational commitment.

Hypothesis H_{02} stated that rewards system has not significant effect on employee commitment. However, findings in table 1 revealed that rewards system had a positive and significant effect on employee commitment ($\beta_2 = .451$, p value .000 which is less than $\alpha = .05$). The null hypothesis was therefore rejected and deduced that rewards system positively and significantly affects employee commitment. These findings agree with the findings in (Akafo & Boateng, 2015) whose findings revealed that rewards had a positive impact on work motivation. On the other hand, the same study indicated that no significant relationship existed between reward and job satisfaction. These findings are also consistent with the findings of (Ngwa, Adeleke, Agbaeze, Ghasi, & Imhanrenialena, 2019) whose findings revealed that there was a significantly positive effect on employee commitment in manufacturing firms while flat rate systems had a significantly negative effect on employee work values in manufacturing firms. Conversely, these findings are inconsistent with findings in (Jilani & Juma, 2015) whose study revealed that there was no positive relationship between performance-based pay and employee commitment.

Hypothesis H_{03} stated that rewards system has no significant moderating effect on the association between career training and commitment of employees. Results from table 1 model 4 indicate a positive and significant moderating effect of rewards system on the relationship between career training and commitment of employees with $\beta = .925$; $p = .000$. Results of the controls in this model were all found to be significant with p -values being greater than .05. However, findings show that career training ($\beta = -.197$; $p = .014$) and reward system ($\beta = -.274$, $p = .001$) were all found to be significant. This model shows an increased $R^2 = .757$, and change in $R^2 = .031$ which had a significant $F = 49.258$; $p < 0.05$. The results show that there is a 3.1% increase in the variation of the employees'

commitment by the addition of rewards system on the relationship between career training and commitment of employees. The outcomes suggest that rewards system strengthens the relationship between career training and employees' commitment. The null hypothesis that rewards system has no significant moderating effect on the relationship between career training and employees' commitment was thus rejected. To show antagonistic, buffering and enhancing moderating effect, the study used mod graph as recommended by (Aiken, West, & Reno, 1991; Jose, 2008). The moderation results are further supported by Figure 1 which indicates an enhancing moderating effect, thus at high level of career training, employee commitment is high with all levels of rewards system. However, as career training increases employee commitment increases with all levels of reward system but the increase is high with high levels of reward system compared to low levels of reward system.

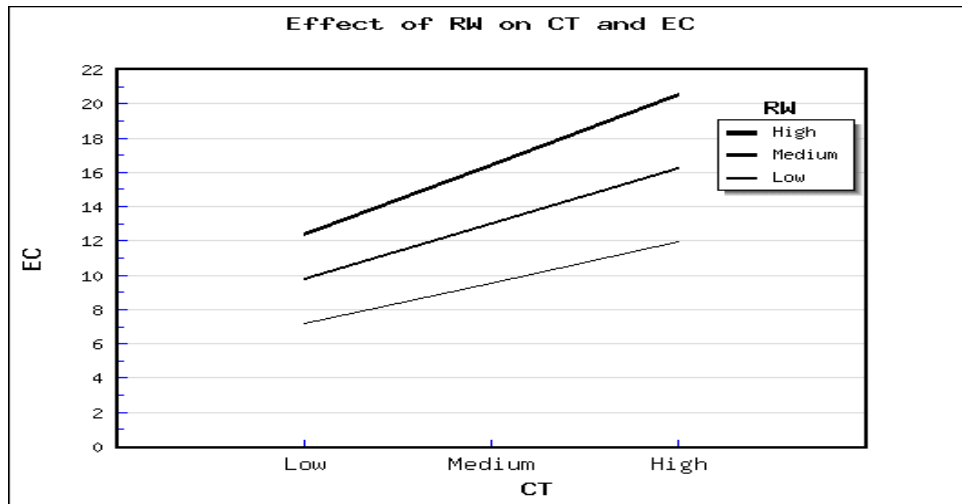


Figure 2: MoD graph for Moderating Effect of reward system on the Relationship between career training and employee commitment

Table 5: Results of the Interaction of Rewards System on Career Training and Employee Commitment

Variable	Model 1	Model 2	Model 3	Model 4
	B	β	B	β
Gender	-0.014	0.062	0.019	-0.004
Age	-.160*	-0.044	0.011	-0.001
Experience	0.139	0.093	.088*	0.039
Zscore(CT)		.285***	.218***	-.197*
Zscore(RWS)			.451***	-.274***
Zsco(CT_RS)				.925***
R	0.122	0.787	0.832	0.87
R2	0.015	0.619	0.692	0.757
R2 Change	0.015	0.604	0.073	0.031
F Change	2.008	156.267***	92.485***	49.258***

Source: Research data (2019). Note: * $p < .05$, ** $p < .01$, *** $p < .001$. DV: Employee commitment

CONCLUSION

Career training was revealed to have significant and positive effect on employee commitment. This implies that investing in training of workforces/employees would give touchable outcomes at the end. In addition, whenever the workforce training is supported,

then the workforce would gain from upgrading/promotions as well as advance in their careers. Employee training entailed: existence of training programmes in the organization that can assist in enhancing production, potential to acquire training programmes, undertaking training needs analysis, existence of a committee that helped in conducting as well as reviewing training requirements evaluation, establishment of orientation training along with job rotation which improved the commitment of employees. The effect of skill development attained through training and duties and responsibilities performed by employees allowed them to be effective and contributed to their commitment.

Policy/Practical Implication

Local government should institute policies and strategies governing employees of the manufacturing firms to oversee that the link between career development, rewards system and employee commitment is ascertained. The management of the firms should be deemed responsible to identify areas of employees' weaknesses and formulate career development policies and practices that will help the employees to ensure their commitment levels to the firms and revisit their career development plans while aligning them to the objectives of the firms.

Managerial and Practical Implications

Career training opportunities should be made available to each and every employee as well as to make sure there exist an unceasing expertise advancement as well as acquisition of knowledge and skills of the employees. This will in turn guarantee that there are no skill breaches particularly whenever there is an abrupt loss of a work force that die, retire early or have commitments in the family.

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