



ADDIS ABABA UNIVERSITY
SCHOOL OF COMMERCE
SCHOOL OF GRADUATE STUDIES

**THE EFFECT OF TRAINING AND DEVELOPMENT ON
ORGANIZATIONAL COMMITMENT IN ETHIOPIAN RAILWAYS
CORPORATIONS**

BY
FIREHWIOT GELETU

JUNE, 2022
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**A Thesis Submitted to Addis Ababa University, School of Commerce, School
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Human Resource Management**

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Letter of Certificate

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Declaration

I declare that, this thesis is my original work and has not been presented in any other universities and colleges to earn any academic degree or certificate. All sources and materials used are appropriately acknowledged.

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Table of Contents

	Page
Acknowledgements.....	i
List of table	v
List of figure	vi
List of Abbreviations	vii
Abstract.....	viii
CHAPTER ONE.....	1
INTRODUCTION.....	1
1.1 Background of the Study	1
1.2 Statement of the Problem.....	3
1.3 Research Questions	4
1.4 Objectives of the Study	4
1.4.1 General Objective.....	4
1.4.2 Specific Objectives.....	5
1.5 Significance of the Study.....	5
1.6 Scope of the Study	6
1.7. Limitations of the Study	6
1.8. Organization of the Study.....	6
1.9. Definition of Terms (Concepts).....	7
CHAPTER TWO.....	8
REVIEW OF RELATED LITERATURE	8
2.1 Introduction	8
2.2 Training and Development: Concept and Definition	8
2.3 Organizational Commitment.....	9
2.4 Training & Development and Organizational Commitment.....	10
2.5 Theories on Relationship between Training & Development And Organizational Commitment	11
2.5.1 Ability, Motivation and Opportunity (AMO) Theory.....	11
2.5.2 Social Exchange Theory.....	12

2.6 Training and Development process	12
2.6.1 Training Needs Assessment	13
2.6.2 Design of the Training and Development	13
2.6.3 Implementation of Training and Development	14
2.6.4 Monitoring and Evaluation of Training and Development	14
2.7 Availability of Training and Organizational Commitment	15
2.8 Empirical Review	16
2.9 Conceptual Framework	17
2.10. Summary of Literature Review and Research Gaps	17
2.11. Hypothesis of the Study	18
CHAPTER THREE.....	19
RESEARCH METHODOLOGY	19
3.1 Introduction	19
3.2 Research Approach.....	19
3.3 Research Design.....	19
3.4 Description of Study Variables	20
3.5. Description of Study Area	20
3.6 Population and Sample Design	21
3.6.1 Population of the Study and Sample Frame	21
3.6.2 Sampling Technique.....	21
3.6.3 Sample Size Determination	21
3.7 Sources of Data	22
3.8 Methods of Data Collection.....	22
3.8.1 Questionnaires	23
3.8.2 Interview.....	23
3.8.3 Document Analysis	23
3.9. Method of Data Analysis	24
3.10. Reliability and Validity of Instruments	25
3.11. Ethical Considerations	26

CHAPTER FOUR.....	27
DATA PRESENTATION, ANALYSIS AND INTERPRETATION.....	27
4.1 Introduction	27
4.2 Response rate and profile.....	27
4.2.1 Response Rate	27
4.2.2. Respondents Profile.....	28
4.3 Training and Development and Organizational Commitment status.....	29
4.4 Training and Development and Organizational Commitment Correlation.....	33
4.5 Multiple Regression Assumption	35
4.5.1 Normality Test.....	35
4.5.2. Linearity Assumptions	36
4.5.3 Multi-Collinearity Issues and its Test	37
4.6 Regression Analysis	38
4.7 Hypothesis of the Study and Result	40
CHAPTER FIVE.....	41
MAJOR FINDINGS, CONCLUSION AND RECOMENDATION.....	41
5.1. Introduction	41
5.2. Summary of Major Finding.....	41
5.3 Conclusion.....	43
5.4. Recommendations	44
5.5 Further Research	45
References	46
Annex	49

List of table

	Page
Table 3. 1 Cronbach Alpha test.....	26
Table 4. 1 Response Rates of Respondents	27
Table 4. 2 Respondents profile	28
Table 4. 3 Training and organizational commitment.....	30
Table 4. 4 Training and development experience.....	32
Table 4. 5 Training and Development and Organizational Commitment Association.....	34
Table 4. 6 Training and Development association with Organizational commitment	34
Table 4. 7 Multi-collinearity test	38
Table 4.8, multiple regression output.	38

List of figure

	Page
Figure 2. 1 Conceptual framework of the study	17
Figure 4. 1 Organizational commitment of the corporation	30
Figure 4. 2 Skills gap training status.....	31
Figure 4. 3 Histogram regression of standardized residual with variables	36
Figure 4. 4 Normal P-P Plot of dependent variable organizational commitment.....	37

List of Abbreviations

ERC	Ethiopian Railways Corporation
OLS	Ordinary Least Square
SPSS	Statistical Package for the Social Science
VIF	Variance Inflation Factor
AC	Affective Commitment
CC	Continuous Commitment
NC	Normative Commitment
OR	Organizational Commitment
SET	Social Exchange Theory

Abstract

The objective of this study was to examine the effects of Training and Development on organizational commitment in the Ethiopian Railways Corporation. To meet the objective of the study, the researcher used descriptive and exploratory research design with quantitative and qualitative research approach. In addition, questionnaires and interview were the primary data gathering tools for this study. Particularly, 152 respondents filled up the questionnaire properly and used to conduct the study. The collected data were analyzed using descriptive statistics and inferential statistics (correlation and regression analysis) using statistical package for social science (SPSS) version 21. The research finding showed, training and organizational commitment status of the corporation were quite good. The regression result show that, training has statistically greater and positive significant effect on organizational commitment with the value of $\beta = 0.601$. However, provision of education opportunity has statistically positive and insignificant effects on organizational commitment with the value of $\beta = 0.155$. The correlation result support the above finding, training has strong positive relationship with organizational commitment with $r = 0.766^{**}$ and education opportunity has a moderate relationship with organizational commitment with $r = 0.547^*$. Further, training and development has a positive relationship with continuous and normative commitments. This issue is confirmed by questionnaire and interview participants. Access to training and education was good but education opportunity inclusiveness, poor gap assessment and absence of domestic and performance-based education opportunity influenced the overall achievements of training and educational performances. They said that, most educational opportunity comes from abroad and focuses on some hard sciences departments only. Finally, the corporation utilized established need assessment and knowledge management platform properly and all corporations' responsible body has more synergy to alleviate the above challenges fully.

Key words: - Training, development, organizational commitment

CHAPTER ONE

INTRODUCTION

This introductory chapter consists of background to the study associated with the effects of training and development on organizational commitment in the Ethiopian Railways Corporation. The chapter also comprises statement of the problem, objectives of the study, significance of the study, scope of the study, description of the study area, and organization of the study.

1.1 Background of the Study

Training and development are very important practices within an organization. As organizations change to embrace technology and other forms of change globally, they need to train existing employees and develop them so that they can continue to function effectively and efficiently (Coyle-Shapiro et al., 2013). Developing the desired knowledge, skills, and abilities of the employees and performing well on the job, requires effective training programs that may also affect employee motivation and commitment (Meyer and Allen, 1991). Investment by the organization in employee training is intended to send a commitment message to its employees that individual development is a valued goal of the organization (McElroy, 2001)

Employees' commitment is the involvement of employees with a specific organization and the relative strength of the workers' identification with that organization. A strong desire to stay a member of the organization; a strong trust in, and recognition of, the values and goals of the organization; and an eagerness to exercise extensive effort on behalf of the organization are the three features of commitment (Armstrong, 2006). Organizations with committed employees are more effective, and employees who exhibit high levels of organizational commitment are more productive and less likely to quit. There is strong relationship between organizational commitment & employee turnover and performance. (Morrow, 2010).

There are three dimensions of organizational commitment, according to Allen and Meyer (1990). The first one is that of the attitudinal or emotional commitment, which is drawn from positive work experience. The second one is continuance commitment, which originates from prior investment and eliminates the possible cost of leaving the organization. And the last one is a

normative commitment, which is loyalty, or sense of obligation to stay attached to the organization.

The levels of training and development activities given to employees are an organization influence employees' commitment. This is because employees are provided with the necessary skills and knowledge for performance of their jobs. (Ivancevich 2010). Business organizations must go the extra mile so that employees perceive the training and development programs as a reward, which will in turn affect their commitments to these organizations. (Emerson, 1976). It is found that there is a positive relationship between Training and development and organizational commitment. Various studies show that employees who are satisfied with Training and development are committed to the organization. (Hassan and Mamood, 2016).

It is obvious that financial benefits motivate employees. But in addition to monetary rewards, organizations should give significance to career development opportunities and culture. (Bulut & Culha, 2010). Organizations with a well-organized training program for employees get benefits substantially since it enhances their attitude towards work. Accordingly, it enhances organizational commitment and a sustainable relationship with employees. (Dias and Silva, 2016). According to study of Egan, Yang and Bartlett (2004), training and development inspire “affective organizational commitment”. Thus, organizations that encourage their employees to participate in training and development programs develop a strong base of committed employees.

Ethiopian Railways Corporation (ERC) founded in 2007 and aimed to develop a modern railway infrastructure network and provide rail passenger and freight transport services in the country. To meet this objective the corporation needs qualified human capital and utilizing the human resource effectively. As a result the corporation developed human resource strategies and implemented it to come up with fully qualified human capital in lined with organization objective.

To this effect human resource department provides skill gap training and education opportunity by linking employees' performance appraisals and gaps that are faced in work place. At the moment the corporation has 268 workers and through time the corporation tries to get expected

human capital. However, the researcher needs to check the progress of training and development in the corporation.

This study has examined the relationship between training and development with organizational commitment and described to what extent training and development affects organizational commitment of employees (Affective, Continuous and Normative Commitment) in Ethiopian Railway Corporation.

1.2 Statement of the Problem

Any viable business needs human resources, or people, to move forward the organizational mission, values, and principles. Training and development are vital strategic tools for successful performance of individuals and organizations. Thus, organizations are investing much in training and development without hesitation so that they will receive behavioral and attitudinal change. Such activity in turn gets a competitive advantage in the world of business (Franklin, Cowden, and Karodia, 2014)

Employee commitment, which can be obtained from training and development, is one of the most famous topics which has been researched for the last three or four decades (Nawaz & Pangil, 2016). Different scholars agree on the definition of employee commitment. For instance, Anis and Khan (2011) and Takeuchi & Takeuchi (2013) define it as the relative emotional strength of employees' identification with and participation in an organization. Within the organizational context, employee commitment is about the psychological affection felt by the employees for the organization or psychological state of mind which connects the individual to an organization (Nawaz & Pangil, 2016).

In the case of Ethiopia, some published pieces of research are done on the effect of Training and Development practices on an organizational commitment like those of Merga (2016), Ijigu, (2015), and Tekalign (2019). These studies were done on different sectors of the economy like the financial institutions and education. But enough researches have not been conducted in our country. Therefore, this study is aimed at determining important relationships that haven't been well examined in Ethiopia.

In addition, due to the dynamic nature of working environments, there's a need for additional evidence to support the previous studies on the effect of training and development practices on organizational commitment. Besides, the previous studies conducted in Ethiopia are related to industries other than railway sector. The impact of training and development on organizational commitment in other sectors may not be similar to railway sector.

Finally, only few railway projects have started operations. For most of the uncompleted projects, the project activities are not under way. ERC is paying huge wages and salaries to idle project employees. As a result, the corporation is abandoning many training and development activities to save operating cost. This might have its own impact on commitment of employees. This fact and the above issues have motivated the researcher to investigate the relationship between training & development and organizational commitment of employees in Ethiopian Railway Corporation.

1.3 Research Questions

This study has attempted to get answers for the following basic questions that are entirely related to Training and Development and organizational commitment in Ethiopian Railway Corporation (ERC).

- What is the practice of training and development in Ethiopian Railways Corporation?
- Do training and development have significant effect on organizational commitment (affective, continuous and normative) in Ethiopian Railways Corporation?
- What is the level of organizational commitment in the Corporation?

1.4 Objectives of the Study

1.4.1 General Objective

The overall objective of this study was to assess the effects of Training and Development on organizational commitment in the Ethiopian Railways Corporation.

1.4.2 Specific Objectives

The specific objectives of the study include:

- To examine the relationship between training & development and organizational commitment (affective, continuous and normative) in the Ethiopian Railways Corporation.
- To examine the practice of training and development in the Ethiopian Railways Corporation.
- To determine the level of organizational commitment in the corporation.

1.5 Significance of the Study

This study was aimed at examining the effect of training and development on organization commitment. Hence it can be served as a reference point for other researchers interested in this area of study. It will help to understand the relationship between training and development and organizational commitment. As it is mentioned before, in the context of Ethiopia, most of the research on HRM practice was done in other sectors of the economy like banking institutions and education, but there is no research related to the training and development practices on the railway or other transport sector. Therefore, considering the very limited literature on the subject in the Ethiopian context, this study will be a good source of reference for academics and further research. It will contribute to the body of knowledge that relates to human resource management practice and organizational commitment.

Moreover, the research could potentially benefit both employees and management of the organization as it will give them an idea of whether or not they are satisfied and committed. It could potentially provide employees with a chance to give individual perceptions of their work and the organization. And it could potentially enable the organization to identify the areas they need to strengthen or improve. They will also be useful for other interested parties who would like to know about the relationship between training and development practices on organizational commitment.

1.6 Scope of the Study

This study has focused only on the appropriateness and adequacy of training and development strategy in Ethiopian Railway Corporation (ERC) and its effect on organizational commitment. Hence, the major focus was given to the effects of training and development on employees' commitment. Obviously, there are many human resources practices that affect the commitment of employees in an organization such as Performance appraisal, job insecurity, job control, role ambiguity, etc. However, while conducting the study at the ERC, the study was focused only on the effect of training and development on organizational commitment. Methodologically this study has used a cross-sectional survey. Hence, data were collected from the sample respondents selected through a stratified sampling technique at the same time and at one point in time.

The study was conducted using a survey of employees and management of ERC located at the head office in Addis Ababa and the conclusion reflected the situation in the ERC. The researcher believes that questionnaires, interviews, and secondary data collection methods are enough to assess the training and development practices of the corporation (Training Need Assessment, Training and development program design, the implementation of training and development program, and Evaluation of training program) and their impacts on employees' commitment.

1.7. Limitations of the Study

The major limitation of the study was unavailability of relevant documents that clearly show the overall process of the training and development system in the Corporation. The unwillingness of the respondents was the other limitation to the study as some of the employees may feel uncomfortable and others may be simply not bothered.

1.8. Organization of the Study

The study was organized into five chapters. Chapter one presents the introduction of the study, statement of the problem, basic research questions, key terms, research objectives, study significance, scope, and limitations of the study. Chapter two is dedicated to reviewing related literature, where various literatures relevant to the study are dealt with adequately. Chapter three focuses on the research methodology and provides explanations for the data collection and analysis techniques. Chapter four contains the data presentation, analysis, and interpretation; and

Chapter five gives summary, conclusion, and recommendations. A reference to related literature that has been referred to while writing the paper and appendices are included after chapter five.

1.9. Definition of Terms (Concepts)

Ethiopian Railways Corporation (ERC) - is a service providing Public Enterprise that constructs modern railways infrastructure, transports bulk freight and expands passenger railways transport services.

Training and development -Training and development refers to educational activities within a company created to enhance the knowledge and skills of employees while providing information and instruction on how to better perform specific tasks. Training is a short-term reactive process meant for operatives and process while development is a designed continuous pro-active process meant for executives (Aguinis, & Kraiger, 2009).

Organizational commitment- is the collection of feelings and beliefs that people have about their organization as a whole.

Affective commitment – is the tendency of employees to stay with an organization that is based on an emotional attachment.

Continuance commitment - is the level of commitment where an employee would think that leaving an organization would be costly. When an employee has a continuance in commitment level, they want to stay in the organization for a longer period of time because they feel they must stay because they have already invested enough energy and feel (Suliman, & Iles, 2000).

Normative commitment - is the level of commitment where an employee feels obligated to stay in the organization, where they feel, staying in the organization is the right thing to do (Tolentino, 2013).

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter presents a review of related literature that has been done by various researchers on Training & Development and organizational commitment. While the effect of training and development on organizational commitment has been the subject area of this particular research project, the scope of this literature review is expanded to include other related topics relevant to addressing the research questions. Therefore, the chapter is mainly focused on the concepts and meaning of training and development and organizational commitment, the theoretical framework of the study, empirical review, conceptual framework and research hypotheses of the study,.

2.2 Training and Development: Concept and Definition

Training and education are important tools to produce qualified and fully competent human capital. According to Armstrong (2006), development is the growth or realization of a person's ability and potential that enables people to progress from a present state of understanding and capability to a future state in which higher level skills, knowledge, and competencies are required. On the other hand, training is an important element in producing human capital. It provides employees with the skills, abilities, and knowledge required by the post. The objective of the training is to achieve a change in the behavior of those trained and acquire new manipulative skills, technical knowledge, and skills on the job in such a way as to aid in the achievement of organizational goals. (Tzafrir, 2005). Training helps to reconcile the gap between what should happen and what is happening between desired targets or standards and actual levels of work performance (Armstrong, 2006).

On the other hand, training is defined as “a planned process to modify attitude, knowledge, skill or behavior through learning experience to achieve effective performance in an activity or range of activities. Its purpose, in the work situation, is to develop the abilities of the individuals and to satisfy the current and future needs of the organization” (Manpower Services Commission, 1981 and Wilson, 1999)

Training fills to skills required by the organization or that employees must have in order to contribute to the achievement of organizational goals (Jehanzeb, Rasheed & Rasheed, 2013). To improve employees' skills, organizations must invest in their training. Training then becomes an available organizational tool to interact with their employees, through the acquisition of new knowledge and the development of knowledge that it already owns.

Training and Development is the framework for helping employees to develop their personal and organizational skills, knowledge, abilities, and attitude. Globalization and liberalization are pushing organizations towards steep competition. Organizations are trying their level best to sustain in this competitive environment. In such a situation the maximum result is the minimum requirement and survival of the fittest employee is the rule of the game. Organizations need the fittest employee who is sharp enough to perform their best for that organization. This calls for high competency and attitude, which may not be readily available to the employees of that organization. This competency gap can be filled with a well-designed training and development program. Hence the carefully planned and conducted Training and Development activity in any organization has become the activity of developing the most superior workforce so that the organization and individual employee can accomplish their goals. Training is an investment in a human resource that promises better returns in the future. It results in greater stability, flexibility, and capacity for growth in an organization. (Goldstein & Ford, 2002)

2.3 Organizational Commitment

As defined by Porter et al (1974), commitment refers to attachment and loyalty. It is the relative strength of the individual's identification with, and involvement in, a particular organization. According to Armstrong (2006), it consists of three factors: a robust desire to stay a member of the organization; a robust belief in and acceptance of the values and goals of the organization; and a readiness to exert considerable effort on behalf of the organization.

Based on Salancik (1977), commitment could also be a state of being throughout which a non-public becomes certain of his/her actions to beliefs that sustain his/her activities and involvements. There are three features of behavior area units that are vital in binding people to their acts: the visibility of the acts; the extent to that the outcomes of the acts are irreversible; and the degree that the person undertakes the action voluntarily.

Organizational commitment is conceptualized by Allen and Meyer, (1990) into three dimensions: the primary one is the attitudinal or affective commitment, which is drawn from positive work experience; the other is continuance commitment, which springs from prior investment and the possible cost of leaving the organization; and the third one is normative commitment, which is loyalty, or sense of obligation to stay attached to the organization.

Organizational commitment is the degree to which employees believe and accept organizational goals and the desire to stay with the organization. A logical extension of organizational engagement focuses more specifically on continuance commitment factors. These are the factors that influence decisions to stay with or leave a corporation, and ultimately, they are reflected in employee retention and turnover statistics. The relationships between satisfaction, commitment, and turnover are affirmed across cultures, full- and part-time workers, genders, and occupations. Organizational engagement and commitment are often seen as essential in retaining employees in organizations. Individuals who aren't as satisfied with their jobs or who aren't as committed to the organization are more likely to withdraw from the organization. Understanding engagement and commitment to turnover is one facet of the retention efforts of managers (Mathis and Jackson, 2011).

HRM practices compete for an important role in increasing the structural commitment of staff. Human Resource management should implement a unit of time practices effectively to align the employees' objectives with structural objectives. Because of diversity, globalization, and job discontentedness, the employee ratio is increasing day by day. There is a positive relationship between HRM practices (training and development, performance appraisal, and compensation) and structural commitment. (Hassan and Mamood, 2016).

2.4 Training & Development and Organizational Commitment

If there is more training given to employees, there will be stronger employees' commitment to the organization. When an organization provides training to employees, the chances of better performance are enhanced. Training is likely not only to increase and improve employees' knowledge and skill; rather, it is also a means of achieving higher organizational commitment and performance. Training should be implemented as part of the larger organizational development strategies aimed at getting a committed workforce. This is because employees

interpret training as an indication of commitment from the organization to them, which they may reciprocate through their commitment to the organization. Businesses that operate below their expected labor productivity levels prior to providing and implementing new employees' training, learning, and development programs will result in significantly larger increases in labor productivity growth after implementing new employees' training and development programs. (Owoyemi et al., 2011)

Employee training and development have a significant positive effect on organizational commitment. Training is a useful technique that many organizations use in order to enhance the skills and knowledge of their employees. This is because if the employees are trained well, they will be more efficient in their jobs. Training is one of the main strategies to achieve organizational goals by attracting and retaining employees, and also to effectively manage them. Decision makers should focus on providing training programs for their employees to ensure that they have enough skills and knowledge to perform their duties efficiently. (Hanaysha, 2016)

2.5 Theories on Relationship between Training & Development and Organizational Commitment

The following theories deal with the relationship between human resource practices and employees' commitment to the organization. One of such human resource practices is training and development.

2.5.1 Ability, Motivation and Opportunity (AMO) Theory

Appelbaum et al. (2000) had introduced the AMO framework, consisting of the three elements that improved employee performance, i.e. individual ability (A), motivation (M), and the opportunity to participate (O). Boxall and Purcell (2011) observed that, according to this framework, people perform well when they can do the job (abilities), they will do the job (motivation) and their work environment provides the necessary support and avenues for expression (opportunity). In the same vein, this framework contains three systems that outline individual characteristics in confirming that employees have the right skills, motivating employees to develop discretionary behaviors, and empowering them towards organizational outcomes (Tabiu et al, 2016).

2.5.2 Social Exchange Theory

Blau (1964) introduces Social Exchange Theory (SET) as the best analytical tool for integrating perceptions and attitudes and linking them to performance. Similarly, as human resource practices indicate to employees what the organization has to offer, employees will at the same time demonstrate an act of reciprocity that is at the heart of SET, which means that employees will feel obliged to react with positive attitudes and behavior. Subsequently, when the organizations meet the needs of employees and meet their expectations at the workplace, they will feel appreciative and a factor called the reciprocal norm comes into play when they gain an appreciation for their work. These employees will reciprocate with a sense of duty and responsibility with continued high performance and a higher level of involvement and commitment (Wayne et al., 2002 and Saks, 2006).

Individuals may choose to leave existing relationships or social exchanges if the relationship outcomes are lower than expected. In other words, it means that employees will leave the organization or will not be committed unless they see any benefits or reciprocity of their actions in the relationship with the employer. In addition, SET also offers rewards that will motivate individuals to engage in social exchanges. As such, if the employer compensates employees with something that is equal to or more than what they qualify for, the more likely employees will make a commitment in return for the reward. SET is the theoretical foundation for explaining why employees choose to remain and stay with their work and organization as well as to feel obliged to be received from their organization (Saks, 2006).

2.6 Training and Development Process

The training and development process refers to the stages or steps within a training and development program that ensures that the intended objectives can be achieved. According to Desmone, Werner, and Harris (2002), there are four stages or steps involved in the training and development process. These are training needs assessment, designing of the training, implementation of the training, and monitoring and evaluation of the training.

2.6.1 Training Needs Assessment

Noe (2013) indicates that training needs assessment concerns the process of finding out if training is required/ needed or not. Three analyses are performed: employee (personal), organizational, and task (job) analyses. Firdousi (2011) indicates that training needs analysis is used to investigate the educational courses or activities to be given to both employees and management in a bid to enhance their delivery. Also, Barbazette (2006) points that training needs assessment are the process of gathering data to train employees in order to meet organizational needs. McConnell (2003) posits that training needs analysis is required when there are changes in the system or in the work; when new technology is introduced; when new government's standards are introduced; when there is decline in the quality of work or performance; when there is lack of skills and knowledge and when there is lack of motivation. According to Noe (2013), the methods used to conduct training needs analysis include observation, questionnaires, interview, focus groups and documents. He indicates that if training needs assessment is not carried out, the content, objectives and methods of the training and development program may be wrong. In addition, cost incurred may be wasted and will not yield the results/ impact expected by the organization. Also, it will not enable the organization to get high quality labor and increased productivity (Firdousi, 2011).

2.6.2 Design of the Training and Development

Noe (2013) points that training and development design concerns the factors or activities included in the training program in a bid to increase the probability that there will be a high degree of transfer of knowledge. Training design deals with defining and identifying the objectives and scope, methods and media to be adopted to deliver the training program. The objective of the training program is derived from the training needs analysis which involves what is to be done and achieved. These should be aligned with the mission and vision of the organization (Boudreau, Boswell & Judge, 2001). The design of the training and development should be done with the views and full participation of management, supervisors and employees (Brown & Harvey, 2000).

2.6.3 Implementation of Training and Development

According to Hailemichael (2014), training and development implementation is concerned with starting the training and development program. Lehman (2007) is of the view that it is the undertaking of the actual training program. The organization will make sure that the trainers and trainees have reported and are ready to deliver and learn respectively. The program should also start on time as agreed upon. Resources such as money, vehicles, teaching aids, and learning materials are provided and are available to be used. The facilities such as classrooms, furniture, lighting systems, and the physical and the general environment should also be conducive to learning.

2.6.4 Monitoring and Evaluation of Training and Development

Monitoring and evaluation is the determination of whether the training program is successful or not in relation to the objectives set and makes recommendations for improvement or change (Armstrong, 2003). This involves gathering and analyzing data. (Boulmetis & Dutwin, 2000). According to Noe (2013), there are two types of training and development evaluation: formative and summative evaluation. Formative evaluation concerns the evaluation that takes place during the training and development design stage to ensure that the training is well organized and whether trainees are content with the program and have learned from it. It also enables the organization to modify the training content and methods to suit trainees before implementation. The summative evaluation deals with the evaluation carried out after the training program. The evaluation covers the program from the beginning to the end. It looks at the knowledge, skills, attitudes, etc. acquired and their impact, whether it is worth investing in the training program, as well as its general impact on the organization. The evaluation process involves five stages: conducting needs analysis, developing measurable objectives and analyzing the transfer of training, developing outcome measures, choosing an evaluation strategy, and planning and executing the evaluation. Kirkpatrick (1998) has proposed a model of evaluation of training. According to the model, there are four elements used in training and development evaluation. These include reaction, learning, behaviors, and result. The reaction concerns itself with the post training attitudes exhibited by employees. This is done to know the reaction of the trainee whether he was content or not with the training methods, the content of the program, the trainers'

delivery styles, resources, and materials provided. The second stage, called the learning stage, deals with the measuring of learning acquisition of the trainee. This stage measures the knowledge and skills acquired – and these skills are expected to enhance the performance of the job. The third level concerns the measurement of the changes emanating from the employee’s work-related behaviors and the transfer of knowledge. It deals with how knowledge, skills, and attitudes have been transmitted to the workplace. The fourth level attempts to measure the results (impact) of the training on the performance of the organization in areas such as productivity, profitability, sales, and safety.

2.7 Availability of Training and Organizational Commitment

The availability of training programs in an organization is critical for employee motivation and commitment. Dias and Silva (2016) believe that organizations with a well-structured training program for employees benefit immensely, as it enhances their attitude towards work. Consequently, it promotes organizational commitment and a sustainable relationship with employees. Egan, Yang, and Bartlett (2004), based on a comparative survey of Malaysian and American responses, concluded that training and development stimulate “affective organizational commitment” but do not promote “continuous organizational commitment” (Alamri & Al-Duhaim, 2017). Thus, organizations that encourage their employees to participate in training programs develop a strong base of committed employees.

Alsamman, Aldulaimi, and Alsharedah (2016) argue that employees who voluntarily participate in training programs have a favorable attitude towards work compared to those who do not participate in such programs. Silaban and Syah (2018) contend that the availability of training programs in an organization has a direct association with employee satisfaction and turnover intentions. Abdullahi (2018) conceptualized training as a “planned intervention that is designed to enhance job satisfaction.” An effective HR department develops training and development programs by mapping employees’ existing skills with the organization’s future goals (Baird, Tung & Yu, 2019).

Thus, employees who have a high orientation towards learning and development perform better than those who have a low inclination toward learning and development (Witasari & Gustomo, 2020; Albalawi et al., 2019).

2.8 Empirical Review

Globally, governments or companies spend billions of dollars yearly for training and education to come up with organizational commitment and to ensure organizational achievement. Because these human resource management functions are crucial issues in an organization. Therefore, several studies are conducted to examine the effects of Training and Development on organizational commitment.

Nandi et al., (2020) conducted a research on “Training & Development, Organizational Commitment and Turnover Intentions in Small and Medium Sized Entities”. To meet the intended objective, the researchers used descriptive study and explanatory research design and also employed questionnaires for data collection. Based on their research findings; availability of training and managerial support for training stimulate organizational commitment.

In addition, research conducted by Abai, (2019) on “The Relationship Between Training and Development and Organizational Commitment of Private Service Companies in Mongolia”. The data were collected through structured questionnaires and used 250 permanent employees and applied explanatory research design. The findings revealed that training and development is positively related to organizational commitment. Results showed that job satisfaction mediated the relationship between training and development and organizational commitment.

The other related studies partially support this finding. According to Bartlett and Kang (2004) research finding, access to training, training frequency, motivation to learn from training, benefits of training, and supervisory support for training are positively related to the affective and normative components of commitment.

2.9 Conceptual Framework

The researcher proposed a model as a device in the light of a literature review of past research conducted in different studies related to the training & development Process and organizational commitment. The proposed model explains the relationship between the training & development Process and organizational commitment. Organizational commitment (affective, continuance, and normative) is a dependent variable, and Training and development process (training system, need assessment, implementation of training/development and evaluation/impact assessment of training/development) is an independent variable. To this end, this study was guided by the following conceptual framework, which is used to explain the interrelationship between the variables.

Independent variable Dependent variable

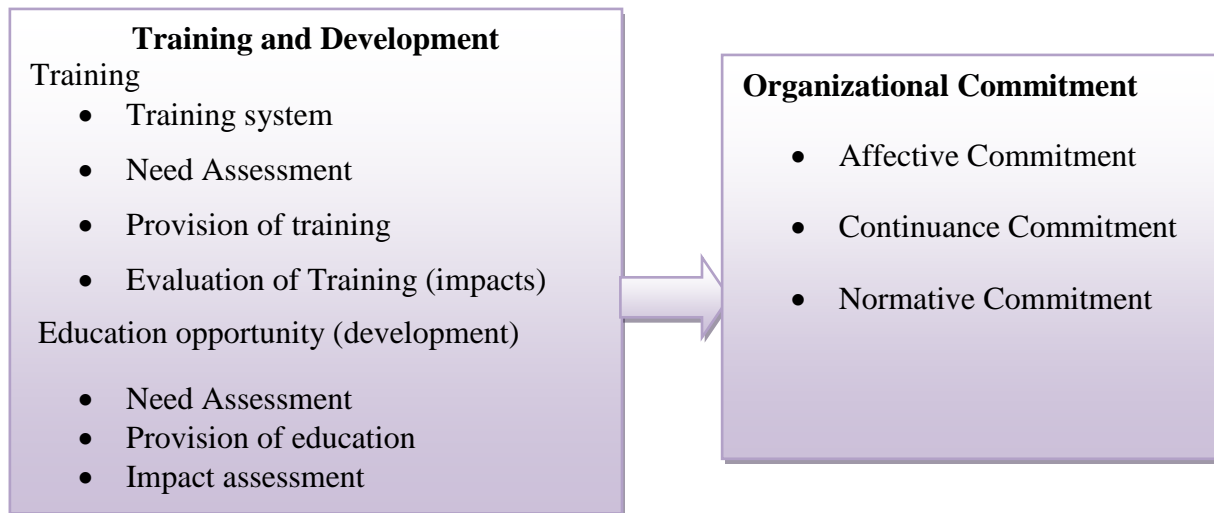


Figure 2. 1 Conceptual framework of the study

2.10. Summary of Literature Review and Research Gaps

This chapter mainly focused on reviewing the literature. It discussed the significant and relevant elements of training such as the Training and development concept, Training and development process and Organizational Commitment have been discussed. A Theoretical framework is also developed.

2.11. Hypothesis of the Study

Three types of commitment were identified to characterize the individual's involvement with the organization: affective, continuance and normative. The *affective commitment* refers to the employee's emotional bond and identification with the organization. The *continuance commitment*, also called instrumental, implying an awareness of the costs of leaving the organization, meaning to say that permanence would be necessary. Finally, the *normative commitment*, indicating that opting for employment was the result of an obligation because the individual believed that this should be done (Meyer & Allen, 1991).

Training possibilities for employees can be very different across firms. It may be the case that a firm's general provision of training measures is also related to employee commitment without a necessary own participation in training. Some contributions take the firm's perspective into account and study the link between the general provision of training by the firm and employees' commitment (Wentland 2003; Chew and Chan 2008).

Khan and Iqbal (2020) asserted that employee perception of commitment is the most important factor in determining commitment, and that a single variable can affect all three dimensions of commitment simultaneously. For instance, an employee may be committed to his team, colleagues, supervisor and top management because of different commitment targets. As the organization's commitment idea is a multidimensional concept, understanding the determinants and outcomes of each commitment component that has a positive or negative impact is necessary to increase employee commitment. Assume a person is chosen to participate in a training and development program. Now investing time in acquiring new skills and knowledge can develop a desire based on the organization's support as well as a duty based on the training and development benefits reciprocation. (Khan et al., 2021)

Based on the above-mentioned discussion and evidences mentioned in the literature, the following hypotheses are formulated in this study:

H1: Training & development has a significant effect on affective commitment.

H2: Training & development has a significant effect on continuance commitment.

H3: Training & development has a significant effect on normative commitment.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter aims to highlight the overall methodological considerations that are applied in this study. The chapter describes the methods adopted in collecting and interpreting data concerning the research. It includes the research approach, research design, source of data, population, sampling design, sampling techniques, sample size, data collection tools, measurements of variables, data analysis technique, validity and reliability, description of data analysis method, and ethical consideration.

3.2 Research Approach

This study used both quantitative and qualitative approaches (mixed approach) to explore and describe the effect of training and development on organizational commitment. The main reason for using this approach is just to find out an in-depth investigation of the study. According to Creswell, (2013) mixed research strategy is more useful to triangulate results so as to ensure the validity and reliability of the findings and to control possible data bias. The approach was applied to analyze data collected through questionnaires, interviews, and document analysis to understand the relationship between training & development and organizational commitment in the Ethiopia Railway Corporation.

3.3 Research Design

A research design is a blueprint for the collection, measurement, and analysis of data of the research to be conducted. In this study, the researcher used explanatory and descriptive research designs. Explanatory research design demonstrated the cause-effect relationship between training & development and organization commitment. Explanatory research is employed when researchers are confronted with problems of cause and effect (Kothari, 2004). As this study is concerned with investigating the effect of training and development on organizational commitment, explanatory research helped the researcher to understand how and why such phenomena happened. On the other hand, a descriptive research design was used to find out the existing situation of a particular phenomenon of the study.

The rationale for using the descriptive survey is that it helps in telling what the situation is in a systematic manner; it involves the collection of accurate data to examine the practices of training, development, and organizational commitment of Ethiopian railways corporation whereas explanatory parts of study explained and showed the relationship between training and development and organizational commitment.

3.4 Description of Study Variables

Study constructs were measured using items validated in previous research. The methods for data collection are dependent on the required data for the specific research question. Therefore, the data of the study were collected by using standard questionnaires developed by other researchers such as Mostafa, A.M(2014), Mowday, R.T. Steers, R.M and Porter, L.W. (1979) with slight modifications. 16 items were used to measure the Training and Development in the corporation by using three dimensions such as Training & development experience (4 items), Current Educational Provision & its Practice (5 items) and Current Training Practice (7 items). The organizational commitment was measure by using three dimensions such as Affective Organizational Commitment (6 items), Continuance Commitment (6 items) and Normative Commitment (6 items). A five-point likert scale has been utilized in this questionnaire to know the effect of Training and development on organizational commitment. The scaling of 5 for strongly agree, 4 to agree, 3 for neutral, 2 for disagree, and 1 for strongly disagree are given to research data all the variables of the study with the assistance of existing literature on these variables.

3.5. Description of Study Area

This study was conducted at Ethiopian Railways Corporation which is located in Kirkos sub city, Addis Ababa. The Ethiopian Railways Corporation (ERC) was established on 28 November 2007 by regulation 141/2007 of the Council of Ministers of the Federal Democratic Republic of Ethiopia. The regulation mandates ERC to develop railway infrastructure and provide passenger and freight rail transportation services in Ethiopia.

3.6 Population and Sample Design

3.6.1 Population of the Study and Sample Frame

The target population of this study was Ethiopian railways Corporation head office employees which include ordinary employees, team leaders, and managers. The size of the human resource of the corporation is 268 currently (Corporation Human resources department, 2022). Among these, 180 are ordinary employees, 57 of them are team leaders/section managers, and also 31 are managers.

In order to confirm the generalization and validity of the study the researcher took sufficient sample size and utilizing sampling techniques was given special concern. As a result, the researcher specified information providers from the total of Ethiopian Railways Corporation.

3.6.2 Sampling Technique

To conduct this study the researcher used both probability and non-probability sampling techniques. By using non probability sampling (purposive sampling techniques) the researcher specified (selected) the study area and decided on target respondents purposively. To ensure the issues of validity and reliability of the study the researcher used the expertise human resources of the corporations only. To carry out sampling the researcher deducts 3 managers for interview purposes and 15 employees for Pilate test from the total 268 population to avoid double response on the same issues. The remaining 250 populations are used for the sampling process (Corporation Human resources department, 2022). As a result, the researcher applied probability (simple random) sampling technique to get information from 250 populations.

3.6.3 Sample Size Determination

Sample size to be referred to the appropriate number of respondents chosen for the study, and it was extracted from the total population of employees working in the organization; considering the fact that studying a subset of the population would be a manageable size relative to the study the entire population due to time, cost and accessibility. In addition, the optimum sample size is one of fulfilling the requirements of efficiency, representativeness, flexibility, and reliability while taking into consideration the constraints of time and cost (Kumar 2002). As a result of this, to determine the sample size the researcher takes into account the acceptable confidence level

and true representation of a sample. Hence, for the purpose of this study, (Yamane, 1997) formula was employed.

$$N = \frac{N}{1 + N e^2},$$

Where N= is the population size i.e., 250

n = is the sample size to be calculated

e= is the margin of error i.e., 5% (0.05)

$$\frac{250}{1 + (250) (0.05*0.05)}$$

$$N = \underline{\underline{154}}$$

As a result, total sample sizes of the research are 154 to carry out this study.

3.7 Sources of Data

To conduct this study the researcher used both primary and secondary sources of data to examine the effect of training and development on organizational commitment in the ERC. The primary sources of data were collected through self-administered questionnaires to be distributed to employees, team leaders, and managers and unstructured interviews to be conducted with management members. Secondary data were collected from relevant books, internet sources, unpublished materials, annual reports, and other related documents.

3.8 Methods of Data Collection

To meet research objective the researcher applied both primary and secondary source of data by using various data gathering tools and techniques. The primary data were obtained through questionnaire and interview whereas the secondary data were collected through document review.

3.8.1 Questionnaires

To get required information the researcher used semi-structured (both an open-ended and closed end) type of questionnaire. This questionnaire has two parts; the first part focuses on demographic information of respondents, while the second part was prepared to get information emphasizing on training and development effects on organizational commitment in the Corporation. The closed-ended type of questionnaires was based on a five-point Likert scale and adapted from previous studies. These questionnaires were prepared in English language and distributed to conduct the study. In addition, the prepared questionnaires were distributed for 15 corporation employees as a pilot test to improve the answerability of the questionnaires and used the feedback properly. Finally, the researcher distributed 154 questionnaires for sampled respondents to get relevant data.

3.8.2 Interview

The Interview questions involved a series of open-ended types of questions and emphasized on training and development and organizational commitment practices. The open-ended nature of the questions helped to get deep information and also provided opportunities for the interviewer and interviewee to discuss some topics in more detail. To get relevant information the researcher used three key informant interviews and took information from corporation Human Resource Manager, Education and Training center manager and Research and Development center manager with the help of guideline. During an interview, the interviewer used a sound recorder to collect information accurately.

3.8.3 Document Analysis

Organizational records, documents and information which are relevant for this study were compiled and analyzed. The data obtained through this method have been used as a support of the data obtained using the above data collection instruments. In addition, they helped the researcher to triangulate the findings from the other two approaches against the internal documents used by the management of ERC.

3.9. Method of Data Analysis

This section sought to describe the process and procedures employed to analyze the data obtained from questionnaire and key informative interview. The data collected through the above techniques were analyzed using several methods. The data analysis methods chosen based on the type of data used and the nature of the research questions and objectives of the study.

In this study, the researcher used inferential and descriptive statistics and also presented quantitatively and qualitatively. The quantitative and inferential statistics parts of the study were carried out by the help of Statistical Package for the Social Sciences (SPSS version 21) and the researcher used the following statistical tests:

Bivariate Correlation: Correlation analysis is normally used to describe the strength and direction of the linear relationship between two variables. To find a relationship between two variables the researcher used only bivariate correlation and also investigated a relationship between training and development and organizational commitment with the help of the bivariate Pearson correlation coefficient.

Multiple regressions Analysis: to examine training and development effects on organizational commitment, the researcher used multiple regressions because to find the effects of independent variables (training and development) on one dependent variable (organizational commitment). Likewise, Ordinary Least Square (OLS) model was applied to indicate the relationship between a dependent and a collection of independent variables. The study depicted how dependent variable is influenced by independent variables using multiple linear regression analysis. The regression model and its formulas indicated below.

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \varepsilon$$

Where Y = Organizational Commitment,

β_0 is regression constant,

$\beta_1 - \beta_2$ regression coefficients,

X_1 is training,

X_2 is Development,

ε model's error term.

Finally, the researcher used multiple regression analysis for analyzing the variation in the organizational commitment explained by the training and development in ERC.

The data collected through interviews and document analysis to supplement and strengthen the information obtained from questionnaires have been analyzed qualitatively and logically interpreted by the researcher in a way to answer the research questions.

3.10. Reliability and Validity of Instruments

An evaluation of the research data collection instrument involves an assessment of reliability and validity about the test measures to ensure the research results accuracy. Reliability analysis measures the internal consistency of the questionnaire. To improve the clarity and responsiveness of the questionnaire, before the actual data collection, the researcher distributed 15 questionnaires for non-sampled staff as a pilot test. Then, after actual data collection, Cronbach Alpha reliability test was used to check the reliability of the instrument and the coefficient of the reliability of Alpha, was calculated as shown in the table 3.1 below. According to George & Mallery (2003), the value of Cronbach's alpha coefficient should be more than 0.7 which is an acceptable level of internal consistency or reliability and so that full scale survey is to be done.

Also, the researcher tried to address the instrument's validity through the review of literature by adapting tools used in previous researches; using questionnaire approved by advisor; following scientific research procedures and using appropriate information providers to ensure the issue of validity.

Table 3. 1 Cronbach Alpha test

Reliability Statistics	No. of Items	Cronbach's Alpha
Training	7	.778
Development (education)	5	.819
Affective Commitment	6	.877
Continuance Commitment	6	.775
Normative Commitment	6	.776

Source: own survey 2022

3.11. Ethical Considerations

To conduct this study ethical issues were considered, hence researcher followed logical procedures in every stage of the data collection process. The aim of the research was explained adequately to the case organization, including the study's importance to them. The researcher was maintaining scientific objectivity throughout the study, recognizing the limitations of her competence. Although this research consisted the analysis and review of scholarly literature, such as books and journal articles, every respondent involved in the study was entitled to the right to privacy and dignity of treatment, and no personal harm is caused to subjects in the research. Information obtained is held in strict confidentiality by the researcher. All assistance, collaboration of others, and sources from which information is drawn are acknowledged. The following ethical considerations are at the base of this research: fairness, the openness of intents, disclosure of methods, respect, integrity, and requesting the willingness of respondents to participate in this research activity.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter is intended to present, interpret and discuss the effect of training and development on organizational commitment in Ethiopian Railways Corporation. Also, it presents the demographics characteristics of the study's respondents and analysis of the critical issues of training, development, organization commitment and their relationships. To this effect descriptive and inferential statistics are used to answer the research questions.

4.2 Response rate and profile

4.2.1 Response Rate

A total of 154 questionnaires were distributed to Ethiopian Railways Corporation employees and 152 questionnaires were returned to the survey, which is accounted for 98.7% response rate. The remaining 1.3% of the questionnaires was incomplete. The response rate was adequate to proceed with the data analysis and make inferences about the Ethiopian Railways Corporation, total worker and to accomplish the research objectives. The summary of the response rate is indicated in Table 4.1 below.

Table 4. 1 Response Rates of Respondents

Item	Response Rate	
	No.	Percent
Total sample size	154	100%
Collected and used	152	98.7%
Incomplete	2	1.3%

Source: own survey 2022

4.2.2. Respondents Profile

This subsection presents and discusses respondents profile such as, sex of respondents, age group of respondents, academic qualification of respondents, work experience of the respondents and position of the respondents. The general profiles of the respondents are illustrated in Table 4.2 below.

Table 4.2 Respondents profile

Description	Category	frequency	(%)
Sex	Male	91	59.9%
	Female	61	40.1%
Age	18-30 years	33	21.7%
	31-40 years	69	45.4%
	41-50 years	39	25.7%
	Above 50years	11	7.2%
Educational background	Diploma/equivalent	18	11.8%
	First degree	93	61.1%
	Second degree and above	41	27%
Work experience	Below 3 years	22	14.5%
	3 to 6 years	35	23%
	7 to 10 years	56	36.8%
	Above 10 years	39	25.7%
Position/role of workers	Managers	16	10.5%
	Team leaders/section managers	34	22.4%
	Officer/expert	102	67.1%

Source: Own survey: 2022

There was a need to analyze the gender composition of respondents participated in the research study. The result is described in Table 4.2., above; 59.9 % of the respondents were male, whereas female respondents were 40.1%. From the finding, the significant portions of the respondents involved in the study were male. Furthermore, table 4.2 shows the majorities 67.1% of the

respondents were aged between 18-40 Years. These age groups are more relevant for the study area and are important to meet the organization's objectives.

On the other hand, education qualification of the respondents was found in better position and 61.1% of the respondents were first degree holders and also 27% of them were second degree and above holders. This indicates that the majority of the corporation's human resource level of qualification is better which may be coming from the provision of educational opportunity for their employees to improve educational level.

Table 4.2 shows that, out of 152 respondents 62.5% of them were seven and above years' work experience in Ethiopian real ways corporation. The rest 37.5% of the respondents were below 7 years work experience in the corporation. This indicates that, relatively many employees have long work experience and have better understanding about corporation activities; hence it is an opportunity for corporation.

According to table 4.2, out of 152 total sampled respondents 67.1% of them were found in officer position and 22.4% of them were found in team leader/section manager position. The remaining 10.5% was covered by managers. This study's participants were determined by the total numbers of job categories in the corporation.

4.3 Training and Development and Organizational Commitment status

One of the objectives of this study was to examine training and development practices of the corporation regarding the organizational commitment. In addition to this, the second core objective of the study was examining the level of organizational commitment. This shows the current status of training and development and organizational commitment practices with practical evidence. Here after, presenting the research finding in relation to the issues above.

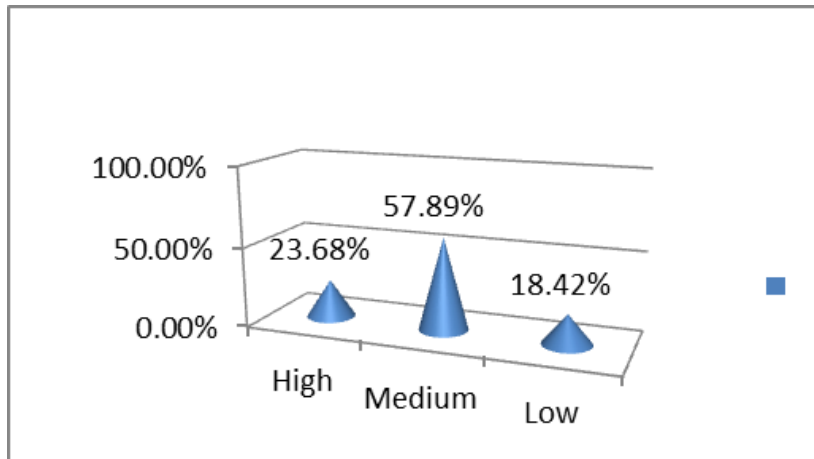


Figure 4. 1 organizational commitment of the corporation

Source: Own field survey, 2022

Figure 4.1 shows, out of 152 sample populations, 88(57.89%) of respondents agreed organizational commitment the corporation is found on an average level. Similarly, 36(23.68%) of them confirmed organizational commitment of the corporation is found at high level and also 28(18.42%) of respondents believed there is low organizational commitment. In reference to the information above, organizational commitment of is found at average level.

According to Abai, (2019) research finding training and development is positively related to organizational commitment. Results also showed that job satisfaction mediated the relationship between training and development and organizational commitment. Also “availability of training and managerial support for training” stimulates organizational commitment (Nandi et al., 2020).

Table 4. 3 Training and organizational commitment

Variables	Scale						
		SD	D	N	A	SA	Total
Are you satisfied for current organizational commitment?	N	3	24	62	47	16	152
	%	2	15.8	40.8	30.9	10.5	100
Training and development system is efficient for you	N	11	34	58	32	17	152
	%	7.2	22.4	38.2	21.1	11.9	100
Provided technical skills gap training are adequate for you	N	5	29	67	35	16	152
	%	3.3	19.1	44.1	23	10.5	100

NB. SD, strongly disagree, D, disagree, N, Natural, A, agree and SD, strongly agree

Source: Own survey: 2022

As depicted in table 4.3 above, out of 152 total research participants of Ethiopian Railway Corporation, only 41.4% of the respondents are satisfied for their organizational commitment and 40.8% of them partially satisfied about current organizational commitment. This shows that, the corporation’s organizational commitment is relatively good but workers expected more organizational commitment hence the responsible body of the corporation needs more emphasis to enhanced organizational commitment.

In addition, only 33% of the respondents approved the training and development system efficiency of the corporation. Likewise, 38.2% of the respondents partially agreed about the efficiency of training and development system. On the other hand, 29.6% of the respondents believed, training and development system of the corporation were not efficient. This implies that, training and development of the corporation is not that much efficient. Therefore before providing training and education opportunity human resource department should discuss with their employees to be more efficient. For the technical skills gap training of the corporation, 33.5% of the respondents replied provided technical skills gap trainings are adequate and 44.1% of them partially agreed about such training. This shows that, skill gap training of the corporation is quite good. However, 22.4% of the respondents disagreed for the adequacy of skill gap training, hence additional skill gap training are needed to meet the needs of the employees.

On the other hand, open-ended questionnaires and interviews participants replied that; training, educational access and level of significances are good but education opportunity inclusiveness and poor gap assessment influenced training and development implementation.

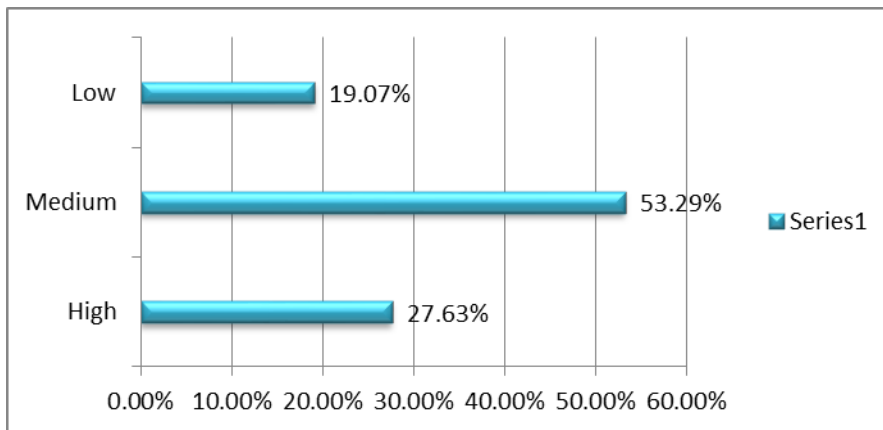


Figure 4. 2 Skills gap training status

Source: Own survey: 2022

As presented in figure 4.2 above, 81(53.29%) of respondents replied training and education opportunity level of significance were found at an average level. Furthermore, 42(27.63%) of the participants agreed that training and education opportunity level is high. The remaining 27 (19.7%) of the respondents replied, training and education opportunity level is found at low level. Relatively training and education opportunity level is well; therefore the corporation is better to continue such practice.

Table 4. 4Training and development experience

Variables	Scale						Total
	SD	D	N	A	SA		
Provided trainings fit departments' needs aligned with organization objective.	N	17	54	29	42	10	152
	%	11.9	35.5	19.1	27.6	6.6	100
The training need assessment process is participatory	N	16	48	22	52	10	152
	%	10.5	31.6	14.5	34.2	6.6	100
Training and education opportunity objectives are adequately communicated	N	12	40	33	42	15	152
	%	8.6	26.3	21.7	27.6	9.9	100
Management is committed to facilitate trainings	N	16	38	25	53	20	152
	%	10.5	25	16.4	34.9	13.2	100

NB. SD, strongly disagree, D, disagree, N, neutral, A, agree and SA, strongly agree

Source: Own survey: 2022

Table 4.4 above shows that, 47.4% of the respondents replied, provided trainings do not fit departments' needs but 34.2% of the respondents agreed provided trainings fit departments' needs. The rest 19.1% of the respondents had doubt about provided trainings and departments' needs fitting. This indicates that, there is gap between corporation trainings and the need of the departments.

Moreover, 40.8% of the respondents agreed there is participatory training need assessment of the corporation but 42.1% of this research participant do not confirm there is participatory training need assessment of the corporation.

Also, the table above shows that, 37.5% of the participants believed, training and education opportunity objectives of the corporation are adequately communicated and 21.7% of them have doubt about the issue. On the other hand, 34.9% of the respondents replied, training and education opportunity objectives of the corporation are not adequately communicated.

Nearly half (48.1%) of the respondents agreed, management of the corporation is committed to facilitate trainings but 35.5% of them do not agree about the issue.

As it can be seen from the above finding, in relative manner Ethiopian Railways Corporation practices participatory training need assessment, management of the corporation is committed to facilitate trainings and training and education opportunity objectives of the corporation are adequately communicated. But these issues need some improvements by the corporation's management.

4.4 Training and Development and Organizational Commitment Correlation

Pearson correlation analysis was used to determine the relationship between training and development and organizational commitment. According to Marczyk, DeMatteo, and Festinger (2005) a correlation coefficient indicates the intensity and direction of two or more variables' relationship. The intensity of the relationship ranges between 1 to -1 (excluding 0), while direction refers to a negative or positive relationship. Moreover, the correlation coefficient indicates the significance of the relationship between variables. The validity of the findings about the relationship between variables and their representation of the population is determined by the level of significance with p-value, which is less than .05. As per Marczyk, DeMatteo and Festinger 2005, correlations of .01 to .30 are regarded as weak, correlations of .30 to .70 are deemed moderate, correlations of .70 to .90 are considered strong, and correlations of .90 to 1.00 are regarded as very strong. Accordingly, the associations between independent and dependent variables indicated in Table 4.5 below are measured by using this standard.

Table 4. 5 Training and Development and Organizational Commitment Association

Determinant factors	Overall organizational commitment	Training	Education
Overall organizational commitment	1		
Training	.766**	1	
Education	.547**	.428**	1

** . Correlation is significant at the 0.01 level (2-tailed). Significant at $p < 0.05$ level and $N = 152$

The correlation analysis of this study shows, the relationship between training and development practices of ERC and its organizational commitment. According to table 4.5 above all identified variables positive relationship with organizational commitment with p -value = 0.000. The result shows that, training has strong positive relationship with organizational commitment with $r = 0.766^{**}$. In addition, education opportunity has a moderate relationship with organizational commitment with $r = 0.547^{**}$. This implies that, there is influence or variation among predicate variables in ERC, hence responsible body should consider those issues during the provision of training and education opportunity.

Table 4. 6 Training and Development association with organizational commitment

Determinant factors	Training and Development	Affective Commitment	Continuance Commitment	Normative Commitment
Training and Development	1			
Affective Commitment	.131	1		
Continuance Commitment	.751**	.459**	1	
Normative Commitment	.684**	.601**	.708**	

** . Correlation is significant at the 0.01 level (2-tailed), Significant at $p < 0.05$ level except affective commitment (Sig .109)

Source: Own survey: 2022

This correlation analysis was used to test the relationship between organizational Commitment (continuance commitment, normative commitment and affective Commitment) with training and development in Ethiopia Railways Corporation. According to table 4.3 above, except affective commitment all identified variables have positive relationship with training and development with $p\text{-value} = 0.000$. The result shows that, continuance commitment has strong positively relation with training and development with $r = 0.751$. In addition, normative commitment has moderate relationship with training and development with $r = 0.684$. On the other hand, there is no relationship between training and development and affective commitment. This implies that, there is influence or variation among predicate variables in Ethiopia Railways Corporation, hence responsible body should be consideration of those issues during execution.

The other related studies partially support this finding, according to Bartlett and Kang,(2004) research finding, access to training, training frequency, motivation to learn from training, benefits of training, and supervisory support for training are positively related to the affective and normative components of commitment.

4.5 Multiple Regression Assumption

In conducting a research, multiple regressions help to indicate the relationship between dependent and independent variable and its degree of impacts within the relationship. However, for multiple regressions results to be reliable, certain assumptions are crucial and carried out before reaching to conclusion. If these assumptions are not met, the results may not be trustworthy, resulting in an error, or over- or underestimation of significance or effect size (Osborne and Waters 2002). These important multiple regression assumptions and tests are shown below.

4.5.1 Normality Test

Normal distribution assumption is relevant to multiple regressions. When histograms are close to zero it is assumed that the data is normally distributed for the dependent variable. However, the histogram does not appear to have a normal distribution (Osborne and Waters, 2002), the assumption of normality doesn't work. Figure 4.1 below indicated that the skewness and kurtosis are not far from zero or between them the zero value is indicated. Thus, the result assured that the distribution is normal for this study.

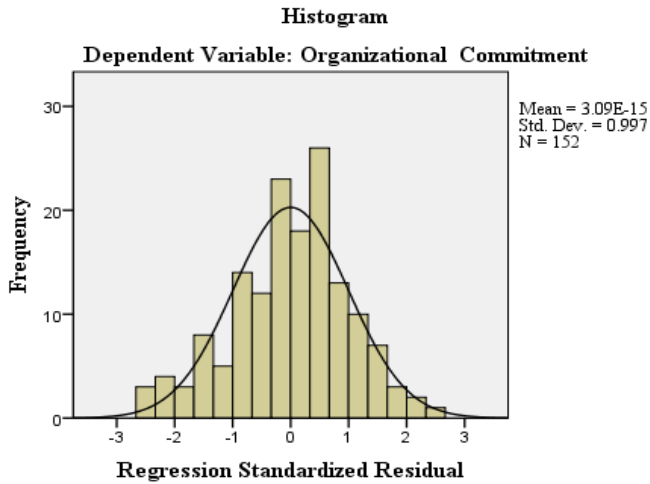


Figure 4. 3Histogram regression of standardized residual with variables

4.5.2. Linearity Assumptions

In multiple regressions the presences of linear relationship between independent and dependent variables have crucial effect on the reliability of result; hence multiple regressions can only reasonably estimate the relationship between dependent and independent variables. Standard multiple regression can only accurately estimate the relationship between dependent and independent variables if the relationships are linear in nature. If the relationship between independent variables and the dependent variable is not linear, the results of the regression analysis will underestimate the true relationship. This underestimation carries two risks. Mostly normality of residuals can be checked with a normal p-p plot. The plot shows that the points generally follow the normal (diagonal) line with no strong deviation.(Berry, and Feldman, 1985). This indicates that the residuals are normally distributed. According to the information in figure 4.2 below, Normal P-P Plots show that this assumption had been met for this study.

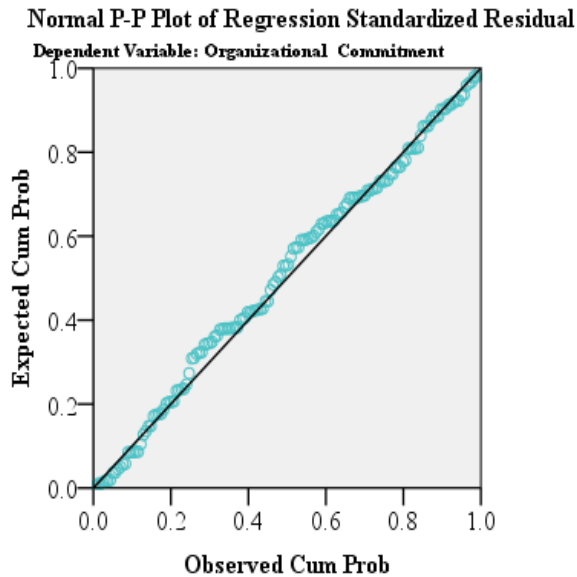


Figure 4. 4 Normal P-P Plot of dependent variable organizational commitment

4.5.3 Multi-Collinearity Issues and its Test

Before analysis of multiple regressions, the researcher checked multi-collinearity issues. In multiple regressions model multi-collinearity problems are faced as a result of which two or more predictor variables have high correlations or non-related existence. If there is an existence of multi-collinearity between variables it implies that one variable can be linearly predicted from the others with a substantial degree of accuracy. The existence of Multicollinearity is detected by tolerance values and variance inflation factor (VIF) result. Tolerance is an indicator of how much of the variability of the specified independent variable is not explained by the other independent variables in the model. The value is very small and less than 0.1 indicates that the multiple correlations with other variables is high, suggesting the existence of multi-collinearity. On the other hand, VIF (Variance inflation factor) is above 10 is indicating that there is multi-collinearity between variables (Daoud, 2017).

In short, tolerance values of all independent variables (skill variety, task identity, task significance, autonomy and feedback) and the Variance inflation factor are above 0.1 and below 10 respectively which indicates there is no multi-co linearity problem (Keith, 2019 and Shieh, 2010). As indicated in Table 4.4 below, the researcher has confirmed that there is no multi-co linearity problem between the predictor variables.

Table 4. 7 Multi-collinearity test

	Collinearity Statistics		Remarks
	Tolerance	VIF	
Training	.817	1.224	No Multi-collinearity
Education Opportunity	.617	1.234	

NB. Dependent variable: organizational commitment.

Source: own survey, 2022

As can be seen from table 4.4 above, the tolerance levels of all independent variables are greater than 0.1 and the VIF values of all the independent variables are also less than 10. This confirms the absence of multi-collinearity.

4.6 Regression Analysis

Regression analyses indicate that how much the independent variable i.e. training and development (training and education) explain or influences the dependent variable which is organizational commitment. The results of the regression analysis are presented in the table below.

Table 4.8, multiple regression output.

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.803 ^a	.645	.641	.34005

a. Predictors: (Constant), Training, education opportunity

b. Dependent Variable: organizational commitment

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	31.363	2	15.682	135.611	.000 ^b
Residual	17.230	149	.116		
Total	48.593	151			

a. Dependent Variable: organizational commitment

b. Predictors: (Constant), Training, education opportunity

Coefficients^a

Model	Un standardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Toleranc e	VIF
1 (Constant)	.692	.136		5.089	.000		
Training,	.601	.050	.651	12.067	.000	.817	1.224
Education opportunity	.155	.031	.268	4.962	.000	.617	1.234

a. Dependent Variable: organizational commitment

The value of R square in regression analysis is used to evaluate the model. The model summary of regression result tells us how much of the variance in the dependent variable which is overall organizational commitment is explained by the model which includes the independent variables of training and education opportunity. Table 4.5 model summary shows that R Square of 0.645 or 64.5 percent which means the 64.5% of variation in the overall organizational commitment is explained by training and development at the significant level of $p = .000$. As depicted in the ANOVA table 4.5 the significance value of F statistics is 0.000 which is less than 0.05. This also shows that there is a significant relationship between the dependent and independent variables.

In addition, table 4.5 shows that, all independent variables (training and education opportunity) have positive impacts on organizational commitment. Particularly, the independent variable training has greater impacts (statistically positive effects) on organizational commitment in the

study with the value of $\beta = 0.601$. Following this, provision of education opportunity has statistically positive and insignificant effects on organizational commitment with the value of $\beta = 0.155$. The other research finding averagely support this finding, according to Klein (2015) research finding training are positively related to organizational commitment and also raining were positively related to the affective and normative components of commitment (Bartlett, 2017). As a result, the researcher finding of the organization depends on the quality of training provision.

4.7 Hypothesis of the Study and Result

Based on the above regression result all independent variables (training and education opportunity) have positive impacts on organizational commitment. All variables tested are given bellow.

- Training has statistically significant positive effect on organizational commitment in Ethiopian Railways Corporation: the hypothesis is supported and training has significant effects on organizational commitment with the value of $\beta = 0.601$. As a result, the corporation should use this comparative advantage to improve organizational commitment through training easily.
- Education opportunity has statistically significant positive effect on organizational commitment in Ethiopian Railways Corporation; the hypothesis is supported and educational opportunity (development) has significant effect on organizational commitment with the value of $\beta = 0.155$. This finding is also supported by open-ended questionnaires and interviews participants.

In addition, the open-ended questionnaires and interviews participants replied that; training, education access and level of significances are good but education opportunity inclusiveness, poor gap assessment and absence of domestic and performance-based education opportunity influenced the overall achievements of training and development performances. They said that, most educational opportunity is coming from abroad and focuses on some hard sciences' departments only. As a result, the corporation should continue training and education access and level of significances but reduce non-performance based education opportunity and also improve the provision domestic education opportunity and education opportunity inclusiveness.

CHAPTER FIVE

MAJOR FINDINGS, CONCLUSION AND RECOMENDATION

5.1. Introduction

This chapter is the last chapter, which contains summary of major finding, conclusion, and recommendations, future suggestion regarding with training and development and organizational commitment.

5.2. Summary of Major Finding

The major objective of this study was to examine the effect of training and development on organizational commitment in Ethiopian railways corporations. To achieve this objectives the researcher reviewed previous related literature, discussed and incorporated related concepts to ensure the reliability and validity of the study. To this effect, the researcher used descriptive and explanatory research design with both quantitative and qualitative research approaches.

The data were collected through questionnaire from Ethiopian railways corporation's employees, team leaders and managers and used 152 respondents to conduct the study. The collected data were analyzed descriptively and inferentially.

As it can be seen from demographic information of the respondents, among 152 respondents, 59.9% of the respondents were male, 67.1% of them found 18-40 years of age, 61.1% of them were first degree holders, 67.1% of them were found in officer position and 62.5% of them were seven and above years' work experience in the corporation.

Regarding the Pearson correlation result, all identified variables have positive relationship with organizational commitment with $p\text{-value} = 0.000$. However, training has strong positively relation with organizational commitment with $r = 0.766^{**}$. In addition, education opportunity has a moderate relationship with organizational commitment with $r = 0.547^{**}$. On the other hand, continuance commitment has strong positive relationship with training and development with $r = 0.751$. In addition, normative commitment has moderate relationship with training and development with $r = 0.684$. However, there is no relationship between affective commitment and training & development in Ethiopian Railways Corporation.

The model summary of multiple regression revealed that 64.5% of the variation to organizational commitment is explained by training and development factors which are included in the study. As depicted in the ANOVA table the significance value of F statistics is 0.000 which are less than 0.05. This also shows that there is a significant relationship between the organizational commitment and training and development. Based on multiple regression result and its coefficient; the independent variable training has statistically greater and positive significant effect on organizational commitment with the value of $\beta = 0.601$. On the other hand, provision of education opportunity has statistically positive and significant effect on organizational commitment with the value of $\beta = 0.155$ in Ethiopian railways corporation.

Regarding descriptive statistics findings, training and development implementation status of the corporation was quite good and 53.29% of respondents replied training and education opportunity level was found on an average level and 40.8% of the respondents agreed the participatory training need assessment of the corporation. In addition, skill gap training of the corporation relatively well and 33.5% of the respondents replied provided technical skills gap trainings are adequate and 44.1% of them partially agreed about the issues. On the other hand, 57.89% of respondents agreed that organizational commitment the corporation is at average levels and 41.4% of the respondents are satisfied for their organizational commitment and 40.8% of them are partially satisfied about current organizational commitment. Further, nearly half (48.1%) of the respondents agreed, management of the corporation is committed to facilitate trainings but 35.5% of them do not agree about the issue.

According to open ended questions, participants' training and education access and level of significances was good but education opportunity inclusiveness, poor gap assessment and absence of domestic and performance-based education opportunity influenced the overall achievements of training and development performances. They said that, most educational opportunity is coming from abroad and focuses on some hard sciences' departments only.

In addition, the open-ended questionnaires and interviews findings show that, as most of the of the participants said, organizational commitment of the corporation was good and providing trainings will help to improve it.

Regarding the interview participants, the corporation established need assessment and knowledge management platform and based on it the corporation revised training and education manuals including the commitment and inclusiveness issues. Also, the corporation plans to provide successful trainings in accordance with its capacity. Some time employees and leaders have got overseas trainings with no commitments. The training that provided by the corporation was took 3 months and above should be accompanied by signing corporation commitment.

Moreover, the open-ended questionnaires participants forwarded some recommendations. According to them, the corporation should provide inclusiveness in educational opportunity and give performance-based education rather than department based.

5.3 Conclusion

This study focused on the effect of training and development on organizational commitment in Ethiopian railways corporations. As the descriptive statistics, correlation and regression results show, training& development and organizational commitment status are quite good and there are strong relationships between them.

Regarding the regression result, training has statistically greater and positive significant effect on organizational commitment with the value of $\beta = 0.601$. On the other hand, provision of education opportunity has statistically positive and significant effect on organizational commitment with the value of $\beta = 0.155$ in Ethiopian Railways Corporation.

Also, training has strong positive relationship with organizational commitment with $r = 0.766^{**}$. In addition, education opportunity has a moderate relationship with organizational commitment with $r = 0.547^*$.

Training and education access and level are good but education opportunity inclusiveness, poor gap assessment and absence of domestic and performance-based education opportunity influenced the overall achievements of training and education performances.

The corporation established need assessment and knowledge management platform, based on which revised training and education manuals are to be prepared by including commitment and inclusiveness issues.

5.4. Recommendations

Training and development issues and their effects are important to achieve intended objectives of the organization. In addition, organizational commitment is necessary for achievement of organizational objectives. This research shows that training and development has an effect on organizational commitment. Hence, based on the research findings, the following suggestions are forwarded by considering human resource, trainers, corporation, employees and other stakeholders.

Human resource department should understand the positive relationship of training& development and organizational commitments and should properly address them with timely needs assessments to employees.

The provision of education opportunity had insignificance effects on organizational commitment. Hence human resource department, education and training center, and research and development center of the corporation should critically understand the issues and collectively work to improve the significance of education opportunity.

The corporation and its human resource department, should provide adequate, inclusive, planned, and gap assessed training and education opportunity for all employees to enhance organizational commitment more. It should provide adequate and inclusive education opportunity with proper gap assessments. Moreover, the corporation should provide performance-based education opportunity rather than department based to enhance organizational commitment.

Training and development have positive relationship with continuance commitment and normative commitment. Hence human resource department and other responsible bodies of the corporation should consider these issues during planning and during the provision of training and education opportunity.

Likewise, the corporation, policy makers and human resource practitioners, should consider the positive effects of training and education on organizational commitment in every human resource agenda to use comparative advantage properly.

5.5 Further Research

The researcher recommends for further investigation in-depth study regarding the effects of training and development on organizational commitment with the mediation variable of organizational performance.

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Annex I English version questionnaire



Addis Ababa University

School of Commerce

MA in HRM Program

Questionnaire to Be Filled By Employees of Ethiopian Railways Corporation

Dear Respondents,

This questionnaire is designed to collect primary data for research in partial fulfillment of the requirement for the Master of Arts degree in Human Resource Management (HRM) regarding “The effect of Training and Development on organizational commitment: In the case of Ethiopian Railways Corporation.” Therefore, the information obtained shall be used for academic purposes only and shall be treated with the utmost confidentiality. It is only through your response that this study can be completed.

Thank you in advance for taking your valuable time and collaboration to fill out the questionnaire!

Instruction: - Please respond to the following questions by marking “√” mark in one of the boxes provided.

If you have any question, please don't hesitate to contact me through: +251-911- 16 90 51, sifenate@gmail.com

Part I: Respondents General Background Information

The following information is needed to help analyze the results. Please respond by ticking the appropriate boxes or completing the blank spaces.

1. Your Sex: Male Female
2. Your age:
 - 18-30 years
 - 31-40 years
 - 41-50 years
 - 51-60 years
 - More than 60 years
3. Your highest level of education achieved
 - Diploma/equivalent First degree Second degree PhD and above
 - Your current specific organization is: ERC ALRT
4. Work experience in ERC
 - Below 3 years 3 to 6 years 7 to 10 years Above 10 years
5. Your job level: Manager/ Department Head Team leader Officer/expert

Part II: Give your own answer for the following questions

7, Current status organizational commitment in ERC

A, high B, medium C, low

8, Are you satisfied for current organizational commitment?

A, strongly disagree, B, disagree, C, partially agree, D, Agree, E, Strongly agree

9, Training and development system is efficient for you

A, strongly disagree, B, disagree, C, partially agree, D, Agree, E, Strongly agree

10, provided technical skills gap training are adequate for you

A, strongly disagree, B, disagree, C, partially agree, D, Agree, E, Strongly agree

11, Training and education opportunity level of significance in yours organization

A, high B, medium C, low

Part III: Research Related Questions

To what extent do you agree or disagree with each of the following statements about your institution. Please put “√” mark for each question on the box provided that best describes your perception. **Note: 1. Strongly Disagree, 2. Disagree, 3. Neutral, 4. Agree, 5. Strongly Agree**

No	Description	1	2	3	4	5
	Training and Development experience					
1	Employees attend trainings that fit departments’ needs with the alignment of the organization objective.					
2	The training need assessment process is participatory.					
3	Training and education opportunity objectives are adequately communicated for employees					
4	The management is committed to facilitate trainings for the employees at the convenient premises.					
	Current Education provision and its practice					
5	My organization identified organization education needs					
6	There is a well-designed education opportunity system in an organization					
7	Provide education opportunity based on organization needs					
8	Provide education opportunity enhance organization commitment					
9	After completing education my organization evaluates it.					
	Current training practice					
10	Training need assessments are conducted properly.					
11	Training programs are designed based on need assessments.					
12	The organization has clear training objectives for its training programs.					
13	Training implementation in the organization is conducted timely					

No	Description	1	2	3	4	5
14	The training program is evaluated during or at the end of the program.					
15	Trainings offered improve employees' skill, knowledge, attitude and creativity					
16	Employees are satisfied with the overall aspect of the training programs at the organization.					
	Affective Organizational Commitment					
17	I would be very happy to spend the rest of my career in this organization.					
18	I really feel as if this organization's problems are my own.					
19	I feel like 'part of my family' at this organization.					
20	I feel 'emotionally attached' to this organization.					
21	This organization has a great deal of personal meaning for me.					
22	I feel a strong sense of belongingness to this organization.					
	Continuance Commitment					
23	It would be very hard for me to leave my job at this organization right now even if I wanted to.					
24	Too much of my life would be disrupted if I leave my organization.					
25	Right now, staying with my job at this organization is a matter of necessity as much as desire.					
26	I believe I have too few options to consider leaving this organization.					
27	One of the few negative consequences of leaving my job at this organization would be the scarcity of available alternative elsewhere.					
28	One of the major reasons I continue to work for this organization is that leaving would require considerable personal sacrifice.					

No	Description	1	2	3	4	5
	Normative Commitment					
29	I do not feel any obligation to remain with my organization.					
30	Even if it were to my advantage, I do not feel it would be right to leave.					
31	I would feel guilty if I left this organization now.					
32	This organization deserves my loyalty.					
33	I would not leave my organization right now because of my sense of obligation to it.					
34	I owe a great deal to this organization.					

Are there any other comments you would like to add about your organization's concerning effects of training and development practice on organizational commitment?

-----.

Thank you!

Annex II English version questionnaire

Interview Questions

- What are the major objectives of training & development in ERC? To what extent are these objectives achieved?
- What is the training & development practice in the corporation and its implementation status?
- What do you think about employees' commitment in ERC? What is the level of commitment?
- Do you think there is relationship between training & development and organizational commitment? How do training and development affect employees' commitment?
- What are other determinants (other than training and development) of organizational commitment in Ethiopian Railways Corporation?
- What are the major challenges to provide trainings & educational opportunity to employees in the corporation?
- What do you think are the mechanisms to improve training & development process and improve organizational commitment?