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The role of training in building employee commitment: the mediating effect of job satisfaction

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Abstract

Purpose – The purpose of this paper is to establish the role of training in building employee commitment and the task of job satisfaction in the association between training and employee commitment in the banking sector in Uganda.

Design/methodology/approach – The authors used correlation, regression and MedGraph to investigate the hypotheses.

Findings – The findings revealed that there is a positive relationships between training and employee commitment ($r = 0.507^{**}$, $p < 0.01$), a positive relationship between training and job satisfaction ($r = 0.744^{**}$, $p < 0.01$) and a positive relationship between job satisfaction and employee commitment ($r = 0.519^{**}$, $p < 0.01$). The regression model showed that the predictor variables explain at least 29.7 per cent of the variance in employee commitment (adjusted $R^2 = 0.297$). MedGraph results revealed a partial type of mediation because the correlation between training (independent variable) and employee commitment (dependent variable) decreased from 0.507^{***} to 0.271^{***} by inclusion of job satisfaction (mediating variable).

Originality/value – This study is one of the pioneers to extend the employee commitment debate to Ugandan banking sector. It provides an explanation with empirical evidence by demonstrating that training extends direct positive effect on employee commitment in the banking sector in Ugandan situation. The study also demonstrates that, in the banking sector in Uganda, job satisfaction helps to partially transmit the effect of training on employee commitment. This study further builds a model that will help researchers and practitioners in investigating and explaining employee commitment in the banking sector in Ugandan situation.

Keywords Job satisfaction, Training, Uganda, Banking sector, Employee commitment

Paper type Research paper

Introduction

Training practices used by organizations have direct or indirect effect on employee commitment (Allen and Meyer, 1991). According to Kulkarni (2013), training plays a vital role in every organization. Scholars such as Humphrey *et al.* (2013) argued that the current expansion of the global economy and the fast changing technology and innovation necessitate organizations to constantly train their employees. According to a study by Nkosi (2015) on the effects of training on employee commitment, retention and



employee performance in Local Municipality in South Africa, it was found that training impacts positively and significantly on employee commitment. In a similar study by Ashar *et al.* (2013) on the impact of training on employee commitment and turnover intention in Pakistan, it was found that training gives the impression of care and shows how valuable employees are to the organization. Although the above debate seems to prove that training and employee commitment are positively related, a study by Meyer and Smith (2000) examining the relationship between HR practices and employee commitment found that training does not contribute to an increase in employee commitment, whereas other HR practices such as career development, evaluation of employee appraisal practices and the benefits offered by the organization have an effect on employee commitment. The concept of training has been viewed differently by scholars, some scholars viewed training as a process of providing employees with specific skills to correct deficiencies in their job execution (Vasudevan, 2014), while others viewed training as human resource management intervention that alters employee behaviors in a direction that enables organization to achieve its goals (Dabale *et al.*, 2014). Regardless of this debate, it is believed that training builds employee commitment (Benson, 2006; Jehanzeb *et al.*, 2013). Employee commitment is defined by Pool and Pool (2007) as the relative strength of an individual's identification and involvement in a particular organization. The concept of employee commitment is grounded in the theory of reciprocity (Cropanzano and Mitchell, 2005). This theory suggests that employees feel indebted to their organization (Brum, 2007) if a practice such as training is provided by the employers (Cropanzano and Mitchell, 2005). This theory is pertinent for training and commitment notion because training is one such practice that employees view as a gift (Brum, 2007). The result of this gift is that employees exert more effort (Brum, 2007) and reciprocate in form of exhibiting loyalty to the organization (Sila, 2014). Today, training of staff is inevitable in any modern organization (Boadu *et al.*, 2014). However, in the banking sector in Uganda, evidence reveals that staff training has received little attention, despite of the several training benefits such as increased job satisfaction, improved employee performance and commitment (Vasudevan, 2014). For example, for the past two years, employees of Strathmore a micro deposit taking institution have exhibited low commitment in form of frequent absenteeism, high turnover (Bennett and Durkin, 2000) cited in (Omar, 2014), rumors, objections and complaints among staff (Platsidou and Diamantopoulou, 2009). The insufficient and lack of training opportunities have forced employees to leave their organizations (Gross, 2015). In a study by Opolot (2011), it is found that employees' tenure in the banking sector in Uganda for a period of 7-10 years is only 5.6 per cent. Scholars such as Chen (2014) argued that the unwillingness to provide training to staff is because organizations have perceived training to be an expensive risk. The discussion above provides mixed results in terms of the outcome of training on employee commitment. The discussion also leads to the conclusion that, although emphasis has been put on employee training worldwide, one of the limitations in literature is that it is not yet clear as to how exactly training affects employee commitment. The aspiration to comprehend how training builds employee commitment in the banking sector in Ugandan context provoked this study. Second, we aim to contribute one explanation of how job satisfaction transmits the effect of training into employee commitment. Third, we also aim to propose a model different from the existing frameworks for researchers and practitioners in the field of Human Resource Management (HRM) to be used for investigating and building employee commitment in the banking sector in Ugandan situation (Figure 1).

Literature review

Employee training

Training has for long been recognized and thus attracted great research attention by academic writers (Claydon, 2004). This has yielded into a variety of definitions of training. Forgacs (2009) defined training as a planned activity aimed at improving employees' performance by impartation of skills. Armstrong (2006) stated that training is the modification of behavior through experience, the transfer of skills and knowledge from those who have them to those who do not. Jun *et al.* (2006) argued that training provides chances to employees to enhance their knowledge and skills for effective development; therefore, by getting these training programs, employees are able to get self-assured and have positive thought for their companies. Many studies have used different dimensions to measure training; however, this study used motivation for training (Dias and Silva, 2016) which is simply motivation of employees to attend training sessions. Beier and Kanfer (2010) noted that motivation for training is an important precursor to initiate training activities. Newman *et al.*'s (2011) findings revealed that employees who are well motivated for training are more likely to have a positive perception of the training environment which in turn leads to greater participation and more effort in training activities (Brum, 2007). Access to training according to (Chung, 2013), is an opportunity to participate in training. Newman *et al.* (2011) argued that access to training is the extent to which employees are able to get training opportunities. Other scholars claim that, simply, lack of access to transport can be a key barrier to accessing training, and for this reason, when organizations develop new training programs, they should take into account training access which makes training more attractive to employees (James and Waldron, 2011). Studies also indicate that human resource practices such as training require strong employer support because organizations that are more supportive of training are most likely to implement training practices and programs effectively (Dardar *et al.*, 2012).

Job satisfaction

Skaalvik and Skaalvik (2011) defined job satisfaction as the feeling an employee holds toward the job, arguing that when the expectations from the job matches with the real outcome, job satisfaction occurs. Togia *et al.* (2004) defined job satisfaction as feelings and thoughts of employees about their work and place of work. According to Armstrong (2006), job satisfaction is the attitude and feeling people have about their work. Kim *et al.* (2005) defined job satisfaction as the feeling or a general attitude of the employees in relation with their jobs and the job components such as the working environment, working conditions, equitable rewards and communication with the colleagues. Other scholars measured job satisfaction in terms of need fulfillment, discrepancies, value attainment, equity and dispositional or genetic components models (Kinicki and Kreitner, 2007). However in this study, the author measured job satisfaction in terms of extrinsic and intrinsic job-related factors where extrinsic factors include all the external factors an employee is satisfied with

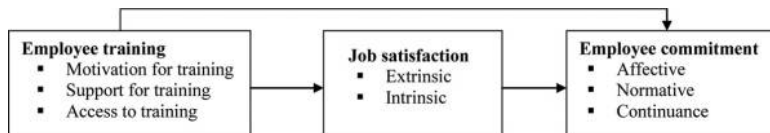


Figure 1.
Conceptual
framework

Source: Developed from reviewed literature, Bulut and Culha (2010), Dardar *et al.* (2012), Newman *et al.* (2011), Yaseen (2013), Allen and Meyer (1991)

like communication style, supervisor co-operation, pay and working conditions, whereas intrinsic factors include type of work the workers do and the duty considered by the employee (Yaseen, 2013).

Employee commitment

According to Muthuveloo and Rose (2005), employee commitment is the ability of employees to be loyal and identify with the organization in relation to the duties and responsibilities. According to Aghdasi *et al.* (2011), individuals with strong attachment to the organization will feel cohesive with it and get pleasure from being a member of organization. According to Awais *et al.* (2015), researchers have established three dimensions for employee commitment which are as follows: First, affective commitment is the extent to which employees feel to have emotional linkage, identification and involvement with their current organization and consequently develops the desire and the need to remain in the organization (Mouhamadou, 2015). Second, continuance commitment is experienced when employees feel they cannot leave their jobs because they have no other options. This is manifested when an individual maintains commitment to the organization because he or she is unable to match salary and benefits with another employer (Chung, 2013). Third, normative commitment is associated with an employee's individual feelings of the necessity to reciprocate a good deed accorded to him or her by the employer (Mouhamadou, 2015).

Employee training and employee commitment

According to an earlier study by Mincer (1988), the results indicated a positive and significant relationship between training and staying in the firm. In a similar study conducted by Benson (2006), the results also revealed that training significantly and positively influences employee commitment. Based on reciprocity theory (Cropanzano and Mitchell, 2005), training leads to more committed employees. Relating to the different types of commitment, training affects affective commitment positively because employees want to create work experience and competencies, whereas normative commitment is positively influenced by training because training emphasizes the feeling to reciprocate. However, on the other hand, training influences continuance commitment negatively because training leads to better skilled employees who are probably less afraid of the costs associated with leaving the firm (Verhees, 2012). Bulut and Culha's (2010) study on the impact of training on employee commitment found that all the dimensions of training positively affected employee commitment. From the discussion above, we thus hypothesize the following:

H1. Training and employee commitment are positively related.

Employee training and job satisfaction

Organizations need to know that training of staff enhances personal job satisfaction (Sajuyigbe and Amusat, 2012). Owens (2006) found that there is a momentous positive correlation between training and job satisfaction and particularly those employees who obtain training are more gratified than those who have not participated in the training. Chen *et al.* (2004) argued that training offered to employees reduces their anxiety or frustration brought by work demands they are not familiar with. Siebern's (2005) study revealed that a high degree of employee satisfaction is considerably linked with the workplace training. A study by Adesola *et al.* (2013) on the relationship between staff training and job satisfaction among Nigerian banks employees revealed that training has positive significant relationship with job satisfaction. Rowden and Conine (2005) argued that thoroughly trained

employees are satisfied with their job, which in turn makes them satisfy the needs of their customers. Whereas, [Terera and Ngirande's \(2014\)](#) study on the impact of training on job satisfaction and retention among administrative staff members in a selected tertiary institution revealed that out of 120 participants, 102 participants were not prepared to remain in the organization, despite of the training opportunities provided by the institution. From the above discussion, we find that the impact of training on job satisfaction is confusing, therefore leading to the following hypothesis:

H2. There is a positive relationship between training and job satisfaction.

Training, job satisfaction and employee commitment

Organizations need to take note that a happy employee is a happy customer ([Mba, 2010](#)). According to [Aydogdu and Asikgil \(2011\)](#), job satisfaction affects the decision to stay or leave the organization. Scholars such as [Rowden and Conine \(2005\)](#) proposed that job satisfaction can be enhanced through training. As a result of training, satisfied employees become committed to the organization, attend work, stay with an organization, arrive at work on time, perform well and engage in behaviors helpful to the organization ([Aamodt, 2007](#); [Wright and Bonett, 2007](#)). [Eleswed and Mohammed \(2013\)](#) found that when employees are satisfied with the job, they become more committed to the organization. However, employees who perceive their needs as unmet grow into general dissatisfaction and become increasingly attracted to competing places of employment ([Tziner, 2006](#)) and often result into voluntary termination. It is argued that employees whose job satisfaction level is high tend to show higher levels of commitment, whereas the employees who have lower job satisfaction tend to show behaviors that would harm the organization. According to [Gunlu et al. \(2010\)](#), employees' level of job satisfaction predicts their commitment. Studies conducted by [Okpara \(2004\)](#) and [Samad and Hassan \(2007\)](#) concluded that if the workforce is satisfied with their jobs, it becomes committed to their organization as compared to when they are not satisfied. From the above discussion, we gather that while there is substantial literature on the association between job satisfaction and employee commitment ([Gunlu et al., 2010](#)), there is scanty literature of scholarly examination of the mediating role of job satisfaction in the relationship between training and employee commitment in the banking sector in Ugandan context. This study attempts to fill the very knowledge gap. The discussion thus leads to the following two hypotheses:

H3. There is a positive relationship between job satisfaction and employee commitment.

H4. Job satisfaction mediates the relationship between training and employee commitment.

Methodology

Research design

The study adopted a cross-sectional correlational survey design.

Population, sample size and sampling procedure

The study population consisted of 10,373 employees in commercial banks operating in Uganda. The employees formed the unit of analysis. We sought 95 per cent confidence level and computed a sample size of 375 employees based on sample size determination guidelines ([Krejcie and Morgan, 1970](#)). The researchers used a proportionate stratified random sampling approach. Data were obtained from both bank managers and

subordinates. The response rate for the main survey was 75.2 per cent. In this paper, we present results derived from a sample of 282 usable questionnaires.

Data collection instrument and measurement of variables

We used a questionnaire anchored on a five-point Likert scale. The response categories ranged from “1-strongly disagree” to “5-strongly agree” for all the independent variables and from “1-not at all” to “5-to a greater extent” for the dependent variable.

Employee training

It was measured in terms of support for training, motivation for training and access for training using items developed by [Bulut and Culha \(2010\)](#) and [Bartlett \(2001\)](#). Support for training (six items) was measured by items like “My bank can be counted on to help me develop the skills emphasized in training programs”. Motivation for training (nine items) was measured by items like “I am usually motivated to learn the skills emphasized in training programs” while access for training (five items) was measured by items like “My bank has stated policies on the amount and type of training the employees can expect to receive”.

Job satisfaction

It was measured using the intrinsic and extrinsic items ([Faragher et al., 2005](#); [Huddleston and Good, 1999](#)). Intrinsic included items like “I feel good about my bank because of the self-esteem I get from it”. Extrinsic included items like “I am happy with my bank because my compensation is tied to performance”.

Employee commitment

It was measured using [Allen and Meyer \(1990\)](#). The tool measured employee commitment in terms of affective commitment (eight items), continuance commitment (eight items) and normative commitment (six items). Affective commitment included items like “I would be very happy to spend the rest of my career with this Bank”, while continuance commitment had items like “I would find it difficult to leave this bank right now, even if I wanted to”. Normative commitment had items like “I feel I have an obligation to remain with my current employer”.

Validity and reliability

A pre-test of the research instrument was done to ensure validity by giving to (10) experts for their expert opinions on the relevancy of the questions using five-point scale of relevant or irrelevant. Irrelevant items that were found were eliminated and items found relevant were left to be used. For reliability, only items that constituted a Cronbach’s alpha value of 0.7 and above were retained ([Table I](#)).

Variables	No. of items	Cronbach’s alpha results
Employee training	18	0.79
job satisfaction	8	0.76
Employee commitment	22	0.89

Source: Primary data

Table I.
Reliability of
instrument

Data analysis

Statistical package for social scientists (SPSS) version 20 was used for analysis. Analysis of output included descriptive statistics, correlation analysis, standard regression analysis and MedGraph program was also used to determine the mediating role played by job satisfaction in the relationship between training and employee commitment.

Research findings*Descriptive statistics*

Of the 282 respondents, the age categories ranged between 20 and 29 years (47.2 per cent), 30 and 39 years (40.1 per cent), 40 and 49 years (11.7 per cent) and 50 and above years (1.1 per cent). In terms of qualifications, 12.5 per cent had a diploma; 35.8 per cent had a first degree, 26.9 per cent had a master's degree, while 20.5 per cent had a PhD. In total, 4.3 per cent had other qualifications. In terms of tenure, 3.5 per cent had spent less than five years in their current organization, while 29.4 per cent had spent between 5 and 9 years, 14.9 per cent had spent between 10 and 14 years and only 2.1 per cent had spent 15 years and above (Table II).

H1 sought to establish whether training and employee commitment are positively related. The results established that a positive relationship between training and employee commitment exists ($r = 0.507^{**}$, $p < 0.01$); thus, *H1* was accepted. This result is consistent with the works of [Mohyin et al. \(2012\)](#) who found that training adopted by organizations is helpful in developing committed and professional employees. The result is further supported by study of [Karimi \(2016\)](#) on the relationship between training and employee commitment in the Ministry of Energy and Petroleum, Kenya. He found that training of employees and commitment correlate positively. This means that when banks conduct trainings, it boosts employee morale and triggers a feeling that they are a good match for their jobs, and they realize a sense of meaning and attachment to their banks.

H2 sought to establish whether a positive relationship exists between training and job satisfaction; the result found that a positive relationship between training and job satisfaction do exists ($r = 0.744^{**}$, $p < 0.01$); hence, lending support for *H2*. This result affirms the works of [Muma et al. \(2014\)](#). They found that training of employees enhances job satisfaction, increases their morale at work, enhances efficiency in production processes, increases willingness and capacity to adopt new technological changes and production methods, increases innovation and creativity from the employees, leads to decline in employee turnover and enhances organizational image. This result further affirms the findings of [Adesola et al. \(2013\)](#) who found that staff training has positive significant relationship with job satisfaction. This implies that staff training does trigger a sense of achievement and satisfaction among employees.

H3 sought to establish whether a positive relationship between job satisfaction and employee commitment exists. The results indicate that there is a positive relationship between job satisfaction and employee commitment ($r = 0.519^{**}$, $p < 0.01$); hence, *H3* was

	1	2	3
Employee training (1)	1		
Job satisfaction (2)	0.744**	1	
Employee commitment (3)	0.507**	0.519**	1

Table II.
Correlation results

Note: **Correlation is significant at the 0.01 level (2-tailed)
Source: Primary data

supported. The result is supported by [Tian et al.'s \(2013\)](#) study on the relationship between job satisfaction and employee commitment of university teachers. Their results indicated that teachers who are satisfied with their jobs are happy, are efficient, have determination to work hard and are effective in performing their jobs. This implies that if employees are trained with skills, they derive a feeling that they are a good match for their jobs, which enhances job satisfaction and commitment.

The regression results in table III below further provides strong support to our hypotheses. The results in [Table III](#) shows that the predictor variables explain at least 29.7 per cent variance in employee commitment (adjusted $R^2 = 0.297$). This implies that improvement in predictor variables, training and job satisfaction leads to 29.7 per cent general improvement in employee commitment in the banking sector in Uganda. This means that banks should not disregard training and job satisfaction; they should consider training and job satisfaction among other strategies as means of building employee commitment in the banking sector in Uganda.

MedGraph results

The researchers used MedGraph (2013) program to investigate *H4*; that is to compute the mediation effect of job satisfaction in the association between training and employee commitment ([Figure 2](#)) ([Table IV](#)).

H4 sought to establish whether job satisfaction mediates the relationship between training and employee commitment. As the Sobel *z*-value is larger than a *p*-value less than 0.001 (Sobel *z*-value: 4.115954, Sig: $p < 0.001$), the study concludes that a mediation effect exists ([Jose, 2013](#)), hence lending support for *H4*. This result shows that the association between training (predictor variable) and employee commitment (criterion variable) has been decreased from 0.507*** to 0.271*** by inclusion of job satisfaction (mediating variable) in the model, thus leading to a partial type of mediation. The ratio index of $0.271/0.507 \times 100 = 53.4$ per cent implies that the direct effect of training on employee commitment is 53.42 per cent (i.e. 0.271), and 46.6 per cent (i.e. 0.236) is the indirect effect by inclusion of job satisfaction in the relationship between training and employee commitment in the banking sector in Uganda.

Discussion

With respect to these findings, we start our discussion by commenting that, this result provides a strong basis to argue that training is very fundamental in building employee commitment in the banking sector. This present paper finds that if employees are trained, it equips and updates them with the skills, knowledge and behavioral competencies that create a feeling of emotional attachment and loyalty to the organization. This result also demonstrates that if employees are provided with trainings, they look at it as a form of communication to them that the employer has their interest at heart, that the employer minds about their well being and in reciprocation, the employees feel as if they owe the organization for what it did to them and hence they make effort to remain committed and devoted to it. In the banking sector, because technology changes frequently, clients of various categories with varying needs and demands ([Hassan and Mahmood, 2016](#)) and new employees joining the banks from time to time call for management to uphold training because it influences employees to remain loyal, serve clients diligently and contribute to the achievement of organizational goals. This finding supports the works of [Muma et al. \(2014\)](#) and [Jehanzeb et al. \(2013\)](#) who found that training of employees increases willingness and capacity to adopt new technological changes and production methods, increases innovation and creativity from the employees and reduces employee turnovers which results into commitment. This result further supports the works of [Riaz et al. \(2013\)](#), [Ijigu \(2015\)](#),

Table III.
Regression results

Model	Predictor variables	Unstandardized coefficients		Standardized coefficients		T	Significance	Correlations		Collinearity statistics	
		B	Standard error	Beta	Standard error			Zero-order	Partial	Tolerance	VIF
1	(Constant)	0.957	0.270			3.548	0.000				
	Employee training	0.398	0.110	0.271		3.616	0.000	0.507	0.212	0.181	0.447
	Job satisfaction	0.287	0.068	0.318		4.244	0.000	0.519	0.246	0.212	0.447

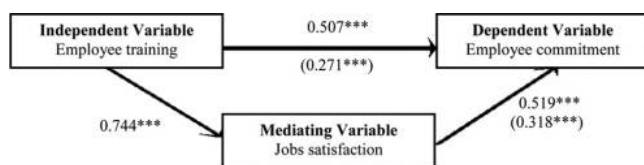
Notes: $R = 0.550$, $R^2 = 0.302$, adjusted $R^2 = 0.297$, standard error of the estimate = 0.526, R^2 change = 0.302; F change = 60.361; $df1 = 2$; $df2 = 279$; Sig. F change = 0.000; predictors: (constant), job satisfaction, employee training, dependent variable: employee commitment

Source: Primary data

Pasaoglu (2015) and Dias and Silva (2016). The researchers found that organizations that have identified training as a strategic point have benefited from a committed workforce. In light of this finding, we therefore rightly inform management to reliably use training as a tool to assist in building a more committed workforce to enable the organization reach where they want to be.

The result of this study also provides strong empirical support for our hypothesis that training increases employee job satisfaction. This result demonstrates that if organizations conduct trainings, it creates a positive variation in employee job satisfaction. In view of this result, we find that training helps employees to acquire skills, which enable them to execute their jobs easily. From the managerial perspective, the learning point is that, the implementation of training and improvement in the ways in which training is offered boosts employee job satisfaction, which in turn enables employees to reciprocate in form of improved commitment. That is, it compels employees to stay in the organization. This result supports Ijigu's (2015) argument that training as HRM practice is a significant source of job satisfaction that leads to reduced turnover, lower absenteeism and increased employees' loyalty to the organizations. The result further supports the works of Bakare (2012). The researcher found that if employees are trained, their level of job satisfaction improves. We therefore boldly state that training is pertinent in creating positive variations in job satisfaction, and for this reason, organizations should rely on it as a tool to be used for boosting employee job satisfaction.

The researchers also proposed and examined the mediating role of job satisfaction in the association between training and employee commitment in the banking sector. The result



Source: Primary data

Figure 2. MedGraph path demonstrating the mediation effect of job satisfaction in association between training and employee commitment

	Significant	
Sobel z-value	4.115954	$P = 0.000039$
95% Symmetrical confidence interval		
Lower	0.18175	
Higher	0.51222	
Unstandardized indirect effect		
$a \times b$	0.34698	
se	0.0843	
Effective size measures		
Standardized coefficients		
Total	0.507	
Direct	0.271	
Indirect	0.236	
Indirect to total ratio	0.466	

Source: Primary data

Table IV. Type of mediation

demonstrates that, if employees' job satisfaction is improved, it helps extend the positive effects of training on employee commitment in the banking sector. This means that if employees acquire the necessary trainings, they develop a sense of love for their jobs, feel a sense of belonging and feel that they are a good match for their jobs. This finding therefore provides important suggestion for practitioners and policymakers to continuously focus on training especially for new employees to enhance their skills, knowledge and understanding on how to do the required work efficiently. In light of the above discussion, therefore, it is evident that one can logically argue and claim that training greatly improves job satisfaction and employee commitment. We thus inform practitioners and policymakers to put greater focus on training to enhance employees' skills, knowledge and change behaviors that would be necessary to increase commitment.

This study therefore provides one explanation with empirical evidence by demonstrating that, in the banking sector in Ugandan situation, training directly builds employee commitment, and job satisfaction partially transmits the positive effects of training to employee commitment. This study also builds a model to help researchers and practitioners in the field of HRM to move beyond the existing frameworks in attempting to investigate and explain employee commitment in the banking sector in Ugandan context.

Theoretical implications

The findings offer an alternative theoretical position for exploring and building employee commitment from the perspective of training and job satisfaction. The finding therefore lays emphasis on and enriches employee commitment studies by confirming that training is a key antecedent of commitment. It further provides credence to the reciprocity theory, which suggests that employees give in return if a practice such as training is provided by employers. This finding also enriches commitment theory by confirming that job satisfaction partially mediates the relationship between training and employee commitment in the banking sector. Hence, the results of this study provide strong empirical support for our hypotheses that staff training and the changes in job satisfaction affect variations in employee commitment.

Managerial implications

As confirmed from this study, managers should right away consider training as a very fundamental tool that can be used for building a committed workforce. This is so because this study demonstrates that if employees get the required trainings, it results into an obligation on the side of employees to return the goodwill by performing beneficial behaviors toward the organization and its members. This study further demonstrates that creating changes in job satisfaction through training boosts employee commitment. This is because training improves employees' job satisfaction as demonstrated from this study, which in turn results into employee commitment. Management is therefore informed to reliably use this result to make favorable decisions regarding training of their employees, as training has a direct and indirect positive impact in building employee commitment. Hence, training acts as an antecedent for enhancing employee commitment (Bulut and Culha, 2010) in the banking sector in Uganda.

Conclusion

We conclude that, these results have outstanding managerial, policy and theoretical implications. As for managers, the results place a demand for action, this study finds that employee training is very important in the banking sector because it provides opportunity to employees to acquire and update the required skills for them to remain committed in their

employment. For policymakers, they should realize that employee commitment does not come by chance; something must be done about it, and from this result, we see that if training is implemented and sustained, a committed workforce is the outcome. Therefore, policies regarding staff training should be made without hesitation. The conclusion is supported by the works of Dardar *et al.* (2012) who found that organizations that provide training to employees do promote employee commitment and dedication to their work. The finding further concludes that job satisfaction partially mediates the relationship between training and employee commitment in banking sector in Uganda. The partial mediation implies that training practices improve job satisfaction, which consequently boosts employee commitment in the banking sector in Uganda. Generally, these results are important because they provide evidence of the aggregate explanatory power of employee training and job satisfaction on the criterion variable.

Limitations and future research

Although the results provide a better picture of a robust relationship between the variables examined in this study, this being a banking sector, perhaps the issues of commitment may be different in other sectors. Second, the data are cross-sectional, which means the data cannot show whether today's banking sector employees in Uganda will be committed for the years to come. Third, being cross-sectional in design, inferences cannot be drawn regarding causality among the variables, so the results may limit the generalizability of our findings to other cultural contexts and occupations. Future research is needed to cross-validate the mediation effect of job satisfaction in the relationship between training and employee commitment under different settings. Future researchers should also reexamine the above association between the concepts discussed in this study but in different sectors. From a methodological standpoint, future employee commitment studies could use the same hypotheses but implement the study in terms of longitudinal rather than cross-sectional design. Although the constructs used for measuring training, job satisfaction and employee commitment have been defined as precisely as possible by drawing relevant literature and validated by practitioners, the measurements used may not have perfectly represented all the dimensions of each variable; therefore, future research could introduce other constructs to measure the same variables.

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