

**STRATEGIC TRAINING PRACTICES, EMPLOYEE COMMITMENT AND
FIRM PERFORMANCE AMONG HUMAN RESOURCE MANAGEMENT
CONSULTING FIRMS IN NAIROBI KENYA**

BY

DAOGLUS GECHUNGI NYANGERI

**A RESEARCH PROJECT SUBMITTED TO THE SCHOOL OF BUSINESS
AND ECONOMICS, DEPARTMENT OF MANAGEMENT SCIENCE AND
ENTREPRENEURSHIP IN PARTIAL FULFILMENT REQUIREMENTS
FOR THE AWARD OF DEGREE OF MASTER OF
BUSINESS ADMINISTRATION (MBA)**

MOI UNIVERSITY

2025

DECLARATION

Declaration by Candidate

I declare that this is my original work and has not been presented at any institution for any academic award.

Signed..... Date.....

Daoglus Gechungi Nyangeri

MBA/5325/21

Declaration by the Supervisors

This research project has been submitted with our approval as Moi University Supervisors.

Signed..... Date.....

Dr. Andrew Kimwolo

Department of Management Science and Entrepreneurship

School of Business and Economics,

Moi University

Signed..... Date.....

Dr. Lily Kitur

Department of Management Science and Entrepreneurship

School of Business and Economics,

Moi University

DEDICATION

I would like to dedicate this research project to my beloved wife, children and my brothers for their love, encouragement and understanding. Worthy to mention my parents too.

ACKNOWLEDGEMENT

I am thankful to God for giving me life and the chance and energy to carry out this research study. This research was prepared under the supervision of Dr. Andrew Kimwolo and Dr. Lily Kitur, the School of Business and Economics at Moi University. I am indebted for their indispensable guidance, direction and constructive criticism which have been invaluable in the course of carrying out this research and in compiling the final report. I am grateful too to Moi University for having granted me the opportunity to pursue this course.

I wish to thank all the respondents who willingly sacrificed their time to be interviewed and those who responded to the questionnaires which provided the data that formed the basis of this study. I sincerely appreciate my entire family, my wife, children and my brothers, for their understanding and emotional support. I also thank all my colleagues of MBA class and entire Moi University fraternity, friends, colleagues and acquaintances who were always providing words of encouragement and help. Their contribution regardless of how small meant a lot to me in diverse ways.

ABSTRACT

Firm performance is crucial for organizations aiming to remain competitive in any business environment. Despite having robust corporate strategic plans, many firms struggle with functional strategy execution, leading to poor performance. In today's dynamic market, strategic training has become essential for sustaining superior performance. The increasing global competition necessitates that consulting organizations enhance their functional strategies to maintain a competitive edge. Previous research highlights issues such as uncertainty of returns, poor corporate image, and resource inadequacy. However, the impact of strategic training practices, employee commitment and firm performance among human resource management consulting firms in Nairobi Kenya, remains under explored. Many organizations invest heavily in training and development, yet employees often fail to transfer their learning to the workplace, raising questions about the true value of these initiatives. This research aimed to examine the role of strategic training practices in firm performance. The study focused on three objectives: determining the effect of employee motivation to learn on firm performance, establishing the impact of perceived supervisor support on employee training, and analyzing the influence of employee training attitudes on firm performance in Nairobi's human resource management consulting firms. The study was grounded in three theoretical frameworks, learning organization theory, Valence-Instrumentality-Expectancy (VIE) theory and organizational support theory. An explanatory research design was adopted, utilizing questionnaires to collect data from 185 human resource management consulting firms in Nairobi. The data was analyzed using descriptive and inferential statistical methods to draw meaningful insights. The findings revealed the importance of strategic training and employee commitment on firm performance among HR consulting firms in Nairobi, Kenya. It was further, established that motivation to learn, supervisor support, and training employee attitude show significant positive correlations with firm performance. The regression analysis indicates these variables explain 2.3% of the variance in firm performance ($R^2 = 0.023$). The motivation to learn ($\beta=0.079$, $p=0.009$), supervisor support ($\beta=0.128$, $p=0.022$), and training employee attitude ($\beta=0.196$, $p=0.013$) were found to be statistically significant predictors of firm performance. Hierarchical regression model showed that affective, continuous, and normative commitments significantly moderate the relationship between strategic training variables and firm performance. Affective commitment had a moderate effect ($\beta=0.210$, $p=0.030$, $< .05$), while continuous ($\beta=0.595$, $p=0.000 < .05$) and normative commitments ($\beta=0.445$, $p=0.000 < .05$), all had stronger and significant moderating effects. In conclusion, while direct effects of strategic training strategies are good, the moderating roles of different commitments are very important for the success of the organization. Organizations should focus on supportive leadership, fostering positive training attitudes, and strengthening employee commitment. Recommendations include enhancing supervisor support, promoting positive training perceptions, and implementing retention strategies. Further research should explore additional variables, employ longitudinal designs, and include diverse contexts to deepen understanding.

TABLE OF CONTENTS

DECLARATION.....	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
ABSTRACT.....	v
TABLE OF CONTENTS	vi
LIST OF TABLES	x
LIST OF FIGURES	xi
ABBREVIATION/ACRONYMS	xii
CHAPTER ONE	1
INTRODUCTION.....	1
1.0 Overview.....	1
1.1 Background of the Study	1
1.2 Statement of the Problem.....	7
1.3 Objectives of the Study.....	9
1.3.1 General objective.....	9
1.3.2 Specific objectives.....	9
1.4 Hypotheses of the Study	10
1.5 Significance of the Study	11
1.6 The Scope of the Study	11
CHAPTER TWO	13
LITERATURE REVIEW.....	13
2.1 Introduction.....	13
2.2 Concepts.....	13
2.2.1 The concept of firm performance.....	13
2.2.2 The concept of strategic training practices.....	15
2.2.3 Moderating variable - Employee commitment.....	17
2.3 Theoretical Framework	19
2.3.1 Learning Organization Theory	19
2.3.2 Valence-Instrumentality-Expectancy (VIE) Theory.....	21
2.3.3 Organizational Support Theory	21
2.4 Empirical Review of Literature	23
2.4.1 Effect of motivation to learn on employee in firm performance.....	23

2.4.2 Effect of perceived Supervisor Support on employee in firm performance....	25
2.4.3 Effect of training attitudes on employee in firm performance	27
2.4.4 Moderating effect of affective commitment on the relationship of strategic training practices in firm performance.....	29
2.4.5 Moderating effect of continuous commitment on the relationship of strategic training practices in firm performance.....	31
2.4.6 Moderating effect of normative commitment on the relationship of strategic training practices in firm performance.....	33
2.5 Research Gaps in Literature review	35
2.6 Conceptual Framework.....	36
CHAPTER THREE	38
RESEARCH METHODOLOGY	38
3.0 Introduction.....	38
3.1 Research Design.....	38
3.2 Study Area.....	39
3.3 Target Population	39
3.4 Sampling Procedure and Design.....	39
3.5 Reliability and Validity	40
3.5.1 Reliability of Research Instruments	40
3.5.2 Validity of Research Instruments	41
3.6 Piloting of Research Instruments	42
3.7 Measurement of the Study Variables	42
3.8 Data Analysis	43
3.8.1 Descriptive Analysis.....	44
3.8.2 Inferential data analysis.....	44
3.8.2.1 Correlation Analysis	44
3.8.3 Regression Assumptions	46
3.8.3.1 Linearity.....	46
3.8.3.2 Auto-correlation.....	47
3.8.3.3 Multicollinearity	47
3.8.3.4 Heteroskedasticity	48
3.8.3.5 Normality.....	49
3.9 Ethical Consideration.....	49

CHAPTER FOUR.....	50
DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION	
.....	50
4.1 Introduction.....	50
4.2 Response Rate.....	50
4.3 Demographic Information.....	51
4.3.1 Gender Proportion of the respondents.....	51
4.3.2 Level of education.....	52
4.3.3 Duration of service.....	53
4.4 Results of descriptive findings.....	54
4.4.1 Motivation to learn.....	55
4.4.2 Supervisor support.....	56
4.4.3 Training employee attitude.....	58
4.4.4 Affective commitment.....	60
4.4.5 Continuous commitment.....	62
4.4.6 Normative commitment.....	64
4.5 Correlation Findings.....	65
4.6 Regression Results.....	67
4.6.1 Direct effect – effect of strategic training practices on firm performance.....	67
4.6.2 Moderating effect of affective commitment, continuous commitment, normative commitment on the relationship between Strategic training variables (i.e motivation to learn, supervisor support, training employee attitude) and firm performance.....	71
4.7 Discussion of the Findings.....	77
CHAPTER FIVE	81
SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS.	81
5.1 Introduction.....	81
5.2 Summary of the Findings.....	81
5.3 Conclusion.....	84
5.4 Recommendations of the Study.....	86
5.4.1 Recommendation for Practice.....	86
5.4.2 Recommendations for Policy.....	88
5.4.3 Recommendations for Further Study.....	90
5.5 Limitations of the Study.....	91

REFERENCE.....	93
APPENDICES	99
Appendix I: Letter of Introduction.....	99
Appendix II: Questionnaire.....	100
Appendix III: Work Plan	105
Appendix IV: Budget	106
Appendix V: Human Resource Management Consultancy Companies In Nairobi Kenya.....	107
Appendix VI: NACOSTI Research License	112
Appendix VII: Plagiarism Awareness Certificate.....	113

LIST OF TABLES

Table 3.1: Measurement of the Study Variables	43
Table 4.1: Response rate	51
Table 4.2: Level of education.....	53
Table 4.3: Motivation to learn.....	56
Table 4.4: Supervisor support	58
Table 4.5: Training employee attitude	60
Table 4.6: Affective commitment.....	62
Table 4.7: Continuous commitment.....	63
Table 4.8: Normative commitment	65
Table 4.9: Correlation results.....	67
Table 4.10: Direct effect – effect of strategic training practices on firm performance	69
Table 4.11: Hypothesis test	71
Table 4.12: Hierarchical regression results	74
Table 4.13: Hypothesis.....	77

LIST OF FIGURES

Figure 2.1 - Conceptual framework37
Figure 4.1: Gender representation.....52
Figure 4.2: Duration of service/experience.....54

ABBREVIATION/ACRONYMS

DCL	-	Data Centre Limited
HR	-	Human Resource
KTDA	-	Kenya Tea Development Agency
MBA	-	Master of Business Administration
POS	-	Perceived Organizational Support
SHRM	-	Society for Human Resource Management
SPSS	-	Statistical Package for the Social Sciences
VIE	-	Valence-Instrumentality-Expectancy

CHAPTER ONE

INTRODUCTION

1.0 Overview

This chapter covers the background of the study from global, African, and Kenyan perspectives, the statement of the problem, objectives of the study, hypotheses, significance of the study, and finally, the scope of the study.

1.1 Background of the Study

For a company to have a robust performance strategy, it must be committed to developing and nurturing essential resources. To achieve this objective, companies must evolve into learning organizations proficient in creating, acquiring, and disseminating knowledge. They also need to adjust their actions to incorporate new insights and understanding. A learning organization is a crucial competitive system in a dynamic business environment. For instance, both Hewlett-Packard and British Petroleum (BP) make use of a vast network of informal committees to share knowledge among their cross-functional teams. This approach aids in the rapid transfer of new knowledge sources (Thomas et al., 2012).

Organizational strategic management, as outlined by Karin and Höglund (2023), is crucial for any company aiming to stay competitive within various business environments. Organizations can create a database to assess the effectiveness of their programs, which in turn forms the foundation for strategic planning. Under the human resource function strategy, there are numerous HR programs within organizations. Evaluation makes it easier for organizations to ascertain the suitability of these HR programs, thus allowing them to select the programs that most significantly contribute to their organizational outcomes.

The study by Muhammad and Siddiqui in 2015 emphasized the importance of tactical firm performance in achieving business goals. Human capital is identified as a critical driver for businesses to fulfill their vision, with their daily contributions significantly influencing the organization's success or failure. The market environment is evolving rapidly, presenting numerous challenges that impact employee performance. This poses a significant hurdle for many businesses in achieving a competitive edge.

Paying close attention to employee performance is advantageous not only to the organization but also to the staff members themselves, as it assists them in realizing their full potential and can have a positive impact on their level of loyalty to the workplace. Current research has demonstrated that a company's performance can be improved by providing training, especially if the staff is highly motivated. It's essential that employees have self-assurance in their ability to learn and acquire new skills through training.

This confidence, coupled with a strong commitment to training, can lead to increased company performance. Additionally, when workers feel supported by their supervisors, they are more likely to believe that the company values their contributions and cares about their well-being. Through the support of the organization supervisors get more devoted to and become more enthusiastic by putting a lot of effort to achieve the objective and goals of the organization which also inhibits normative devotion.

Research shows that staff members who have a positive approach to training are determined to achieve high performance within their company by successfully completing the tasks that are delegated to them. These employees are proactive in taking on challenging work and view any failures or setbacks as valuable learning experiences, which ultimately leads to improved performance. Furthermore, employees with

positive training attitudes also exhibit effective, normative, and continuance loyalty, which all contribute to enhanced employee performance.

To keep up with the ever-changing market dynamics, companies have dedicated significant time, substantial financial resources, and additional assets to employee training. However, there has been minimal or no successful application of the training towards achieving the intended goals, casting doubt on the relevance of such training and development efforts. A study in the United States and Canada conducted by Stefanie (2013) assessed two organizations with a total of 201 front-line staff members. The research found that employee readiness training characteristics, such as self-efficacy, motivation, and attitude, were instrumental in achieving high organizational performance.

It also, relative vital analyses found both self-driven character and motivation to train had highest influencing impact on performance compared to goal view on employee performance. Investigation done by CompTIA found out that in CompTIA staff training programs 2020, implementation of learning programs is a challenge due to no support of leadership in the firm (CompTIA, 2020). Also, the survey found that 44% of Gen Z staff use a lot of their time in training by being motivated with the support of management in comparison to 21% of boomers. According to Training Industry Magazine (2019) shows in Northern United States of America business firms spend 169.4 billion US dollars on employee training.

Anvari *et al.*, (2010) researchers did a study in one of the medicine universities in Iran on strategic training programs, loyalty and attrition. After sampling three hundred and one respondents, the analysis showed that there is a great relationship revealed between strategic learning programs and high dedication in business firms. The researchers

recommended that it is very important for higher learning institutions to motivate, support and influence positive attitudes to their staff which in turn positively influences affective, effective and normative fidelity to the institutions.

In Indonesia Department of Education of Pidie District, researchers Teuku *et al.*, (2020) conducted a research study to understand the impact of staff learning how it influences employee performance. After analysis the research revealed that staff capability are positively and significantly influencing firm performance. Secondly learning and capability are positively and significantly influencing staff performance in the firm. Finally it revealed that staff who are devoted have high positive impact in production.

In Africa some firms regard training and development as less important expenditure and reduce training capital in the effort of buying latest complicated machines and equipment. The research study carried out by Motlokoa, Sekantsi and Monyolo (2018) in the banks of Lesotho examining the effects of training on staff performance, staff motivation and work satisfaction, found out that training does not only improve staff performance but it equally impact staff dedication through motivation.

A research study done in Namibia military forces by Ingrid Zemburuka and Dangarembizi (2020) revealed that without training and development during peace time, it affected their competences in executing jobs professionally. From a sample of one hundred in a population of five hundred staff, correlation method was employed to investigate the relationship between training and development with workers performance. Finally, the research study revealed that there was a positive relationship on training with staff performance.

In Ethiopia, Addis Ababa, a research study was also done at District Five Administration Office by Abeba *et al.*, (2015) to determine the impact of the

relationship between strategic training practices and employee performance. Data analyzed revealed that, in ninety-four participants out of one hundred sample there was positivity attitude in training and development correlating and claiming statistical significance in relations with staff performance and efficiency. The research study recommended to the firm continuously facilitate staff training programs and make sure the involvement of workers in training need analysis also planning which will foster motivation, positive attitude towards training, affective, continuous and normative dedication in relation to their performance.

In Uganda banks empirical study done by Edward, Kasekende, and Angundaru (2017) found positive relations in training. The empirical investigation further demonstrated that job satisfaction among banks in Uganda plays a crucial role in mediating the influence of staff training on their affective, continuous, and normative commitment. Public Water Utilities in Tanzania a research study done by Adam *et al.*, (2016) revealed that training and development is positively correlating on the firm performance in that sector. Also, the research study recommended involvement of training needs analysis and putting capital in implementing training activities which brings positive impact on performance in public water utilities through enhanced staff behavior, attitudes and competences.

In Kakamega Shinyalu Sub County Kenya, Mwandishi (2017) carried out a research study to establish the relationship of training on organization performance 2014/2015 financial year. Targeted population was nineteen heads of sections in the sub county, after data analysis, the research pointed out that motivation to learn, management support and attitudes of employees brings good training approaches hence good performance in the county.

Ketty (2018) purposed to investigate if strategically planned training has an impact on staff performance in Kenya copyright Board a public organization in Kenya. The researcher used descriptive survey method with a population of forty-two and thirty-six responded inclusive all managers. The research revealed that strategically planned training, positively influences staff to execute varied jobs. Research showed that workers in Kenya copyright board were motivated to learn with perceived support from management hence having positive training attitudes in the training. Also the research showed a positive improvement in job responsibility, firm performance and team cohesion.

Maina (2018) conducted research on Tel-communication firms in Mt. Kenya area trying to understand the impact of training in performance of organizations. After the analysis of data, the study revealed that training had a high impact and significance importance with obligation of staff on firm performance. The research also recommended firms need to concentrate in strategic training practices on employees to ensure firms have competent human resource capital that adds efficiency and devotion. Wandiga (2015) conducted research aiming to understand the operational strategic plans on performance of management consulting firms in Nairobi City County, Kenya. The study aimed to investigate the impact of resource management strategy, facility strategy, value proposition strategy, and knowledge-based value chain strategy on the performance of management consulting firms in Nairobi City County.

Employing descriptive and explanatory research designs, the study focused on 227 management consulting firms across various sectors such as human resources, marketing, accounting, finance, and operations management, ultimately analyzing 144 firms using a stratified random sampling technique. Results indicated that both value proposition strategy and knowledge-based value chain strategy significantly

contributed to the performance of management consulting firms in Nairobi City County. The research study recommended management of consulting firms in Nairobi City County have to focus on investing in resource management, value proposition and knowledge-based value chain strategies in a more strategically planned aligned manner in order to gain value, rarity, inimitability, organization specificity and non-sustainability.

1.2 Statement of the Problem

Most firms experience challenges in achieving their performance objectives, prompting managers to resort to ad hoc problem management. The current challenging economic times have also forced many out of business, (Kücher, Feldbauer-Durstmüller, 2019). Firms need to be learning institutions skilled at innovating, acquiring and transferring knowledge and changing its culture hence possessing current or latest skills and insights in-order to achieve its mission and vision as well. One critical strategic approach to acquiring and retaining a competitive edge in the ever-changing business environment is through organizational learning.

Firm performance is a well-researched topic in empirical literature. Researchers Washington (2019) Asia, Chijioke Nwachukwu, Helena Chládková, Fadeyi Olatunji (2018) Nigeria, Judy Njeri Ndai and Felistus Hildah Makhamara (2020) Kenya, John Odhiambo Mudany, Emmanuel Awuor, Evans Aosa & Martin Ogutu (2021) Kenya, investigated on staff devotion in Asian firms, mobile telecommunication in Nigeria, Timaflo Laikipia Kenya and KENGEN organizations respectively but could not show more relationship of strategic training practices components; (motivation to learn, perceived supervisor support and training attitudes) and how they strongly influence firm performance.

Strategic training and development can be of great importance investment in any business firm on one hand by positively influencing individual employees, teams and the company at large while on the other hand it may not be fruitful neither have positive impact if it is not properly implemented or transferred according to the objective.

Motivation to learn makes employees to learn more skills and knowledge also they are ready to apply it at their work place hence improving firm performance. Perceived supervisor support is key in strategic training of employees in any organization to achieve competitive advantage in the dynamic global market. Also training attitudes has a strong influence in acquired skills and knowledge by employees implementing at the place of work therefore increasing firm performance. Employee effective, continuous and normative commitment is very crucial in any tactical performing organization and wants to sustain itself in competitive market.

Although today's organizations are investing a lot amounts of time, money, and resources on strategic management, human resource functional strategy in employee training and development, trainees often fail to apply their learning skills also devoting themselves on firm performance. For organization to achieve its strategic goals and mission through human capital functional strategy, still the challenge of strategic training in relation to firm performance has not been widely investigated particularly among human resource management consulting firms Nairobi Kenya. It still prompts the researcher to explore more on how employee motivation, attitude and supervisor support practices foster training transfer to firm performance among Nairobi County Kenya based human resource management consulting companies.

1.3 Objectives of the Study

1.3.1 General objective

The general objective of this study was to investigate the effect of strategic training practices, employee commitment and firm performance among human resource management consulting firms in Nairobi Kenya.

1.3.2 Specific objectives

This study is guided by the following specific objectives:

1. To determine the effect of motivation to learn of employees on strategic training practices, employee commitment and firm performance among human resource management consulting firms in Nairobi Kenya.
2. To establish the effect of perceived supervisor support of employees on strategic training practices, employee commitment and firm performance among human resource management consulting firms in Nairobi Kenya.
3. To understand the effect of employees' training attitudes on strategic training practices, employee commitment, and firm performance among human resource management consulting firms in Nairobi, Kenya.
4. a) To determine the moderating effect of affective commitment on the relationship of strategic training practices, employee commitment and firm performance among human resource management consulting firms in Nairobi Kenya.

b) To establish the moderating effect of continuous commitment on the relationship of strategic training practices, employee commitment and firm performance among human resource management consulting firms in Nairobi Kenya.

- c) To analyze the moderating effect of normative commitment on the relationship of strategic training practices, employee commitment and firm performance among human resource management consulting firms in Nairobi Kenya.

1.4 Hypotheses of the Study

The following were hypotheses guiding the study:

- H₀₁** - Motivation to learn does not significantly affect employee in strategic training practices, employee commitment and firm performance among human resource management consulting firms in Nairobi Kenya.
- H₀₂** - Perceived supervisor support does not affect employees in strategic training practices, employee commitment, and firm performance among human resource management consulting firms in Nairobi, Kenya.
- H₀₃** - Training attitudes do not significantly affect employee in strategic training practices, employee commitment and firm performance among human resource management consulting firms in Nairobi Kenya.
- H_{04a}** - Affective commitment does not significantly moderate the relationship on strategic training practices, employee commitment and firm performance among human resource management consulting firms in Nairobi Kenya.
- H_{04b}** - Continuance commitment does not significantly moderate the relationship of strategic training practices, employee commitment and firm performance among human resource management consulting firms in Nairobi Kenya.

H_{04c} - Normative commitment does not significantly moderate the relationship of strategic training practices, employee commitment and firm performance among human resource management consulting firms in Nairobi Kenya.

1.5 Significance of the Study

Through the study results and recommendation, the managers and owners are in a good position to adopt the strategic training which will inform fidelity of employees in their performance hence business firms to remain competitive in this dynamic market environment.

The findings and recommendations of this study will provide employees within human resource consulting firms with the motivation and positive attitude needed to engage in strategic training, thereby improving their performance and fostering consistent devotion to their jobs and the organization.

The research study will be of help to government policy makers. It will enable the government make an informed strategic training plan in order to achieve its vision of 2030 strategic plan.

The research study results will also improve materials for theoretical and empirical knowledge more so in Kenya and at global context forming a base for further investigation and training. Also, the research will be of great importance to academicians and researchers as it provides some research gaps which the researcher never handled conclusively.

1.6 The Scope of the Study

This study carried out a study on effect of strategic training practices, employee commitment and firm performance among human resource management consulting firms in Nairobi Kenya. The research was conducted over six (6) months and focused

on the components of strategic training (motivation, perceived supervisor support, and training attitude) and the moderating factor of employee commitment. The target population was one hundred and eighty five (185) human resource management consulting firms within the Nairobi Kenya with a total population.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

A significant amount of scholarly work has been conducted concerning the subject of training and its relationship to a company's performance, with a particular emphasis on the independent variable elements. The current study will provide an overview of pertinent literature, as it relates to the topic, drawing from the work of various scholars who have undertaken empirical research. This section encompasses a review of both the dependent and independent variables, as well as the theoretical and conceptual frameworks. However, it primarily concentrated on highlighting the existing gaps in knowledge within this field of study.

2.2 Concepts

2.2.1 The concept of firm performance

Firm performance demonstrates an organization's ability to adhere to its strategy. In the 1950s, firm performance was synonymous with organizational efficiency. Organizational efficiency refers to the extent to which an organization, as a social system with limited resources and means, can achieve its objectives without requiring excessive effort from its members. The parameters used to evaluate performance include productivity, flexibility, and inter-organizational tensions (Georgopoulos & Tannenbaum, 1957).

Firm performance is a term that describes how well a company uses its people and materials to reach its goals (Le, 2005). It also looks at how well a company uses its tools and methods while making and selling products or services. Firm performance is about how the results of a business compare to the resources it used during its operations (Truong & Tran, 2009).

In the consulting business, companies might not find return on assets and inventory turnover to be relevant since it is not an industry that relies heavily on assets. To assess a company's performance, it's crucial to compare its financial metrics to those of its competitors in the same industry. This is because each industry has its own unique characteristics and comparing across industries might lead to incorrect conclusions about a company's performance.

For example, it may not be feasible to compare the return on assets between a manufacturing company and a consulting company, since one of them is asset-intensive, whereas the other isn't. The primary challenge that business enterprises face in today's market is increasing their production. Employee performance is a subject that has been extensively explored in the literature on organizational behavior and human capital development globally (Schiemann, 2009).

The effectiveness of a company's performance is demonstrated by the tasks completed by its employees through the implementation of the necessary skills that are related to having a satisfactory job, a committed career path, and a consideration of both employees and management (Karakas, 2010). Some businesses utilize balanced scorecard metrics to determine the shortcomings in employee performance within internal functions and to devise ways to enhance their performance. The application of a balanced scorecard aims to encompass all facets of the organization's operations. In terms of finance, the balanced scorecard concentrates on the financial performance and the health of the organization.

Taking an objective approach, the focus can be on reducing costs and enhancing work efficiency, which in turn can lead to higher profit margins and the addition of new revenue streams. From the client's perspective, a company may aim to improve

customer service and satisfaction, increase market share, and raise brand awareness. The internal process objective could involve refining work processes, optimizing quality, and enhancing capacity utilization. The balanced scorecard also encompasses training and development, with the goal of evaluating talent and knowledge, assessing employee performance, fostering alignment, and promoting knowledge management and teamwork.

To achieve optimal utilization of human resources and promote organizational growth, it is essential for any business to establish an effective employee performance management system. The performance management goals should be in alignment with the company's policies and procedures, shifting the focus from mere activity-based tasks to a more strategic and employee-centric approach (Jena, & Pradhan, 2014; London, 2003; Mone, & London, 2009).

Many business firms are doing well and receiving recognition as good business firms of the year. Researchers have discovered that offering attractive incentives to motivate employees to perform well at work is a key factor. Additionally, it has been found that salary and allowances do not have as much of an impact on employee performance as was previously thought. Instead, strategic training and commitment are more important factors (Bonner et al., 2001; Camerer, & Hogarth, 1999; Gupta, & Shaw, 2014).

2.2.2 The concept of strategic training practices

Continuously transformation of employee performance through learning and growth is known as a learning organization. Strategic training develops methods of addressing challenges that current business entities face, thereby allowing them to withstand the intense competition in the business world. Strategic learning and development reduce disconnectedness and foster a sense of community, leading to increased employee

commitment and a stronger drive to work harder for the organization they are devoted to.

According to Senge (2010), learning firms are those in which individuals consistently enhance their ability to produce the outcomes they genuinely desire, where new and expansive thought patterns are encouraged, where collective aspirations are unleashed, and where individuals are constantly learning to see the whole together. This concept is closely related to employee commitment and firm performance. In a competitive and dynamic market, the results of a learning organization include employees who are flexible and adaptable, enabling them to excel in such situations. To achieve this, employees in the organization must embrace a positive attitude towards learning, be motivated to learn, and be encouraged by supervisor support.

For example, when an employee is sure that he or she can effectively learn in training, he or she can adopt the acquired skill in a more positive mindset and being more ready as well as being persistent when faced with complex tasks. Support from a supervisor is extremely important when an employee is applying what he or she learned during the training. Companies that are continuously growing their capacity for future development need a basic transformation in the mind set of their employees.

Senge (2014) claims that "real learning goes to the core of what it means to be human". For many years, researchers have examined and confirmed beyond any doubt that staff training and development has a positive impact on employee performance. One important role of managing human capital, especially in relation to effective production through employees, is to train and develop them. However, some stakeholders in the current dynamic market may not consider training and development as crucial to their organizations. Competent and effective employees are important and scarce in the

current business environment. To maintain good firm performance, it is very important to make the most of the workers' contributions to the goals and vision of the business firm.

Training plays a crucial role in the modern era, which has significantly influenced the heightened competition. This is because companies aim to achieve their goals by investing in employee training, which is a widely emphasized practice. The advent of technology and organizational changes has made employers realize that their success largely depends on the competence and proficiency of their workers. This underscores the importance of making substantial and ongoing investments in training programs (Asfaw, Argaw, & Bayissa, 2015).

2.2.3 Moderating variable - Employee commitment.

In today's highly competitive global market, it is essential for every business to have committed employees who are dedicated to achieving the company's goals and working effectively as part of a team. While hiring good employees is important, creating a sense of commitment among the workforce is even more crucial. Ogunjinmi *et al.*, (2013) emphasized that every employee in a business is essential for achieving organizational objectives and goals, but committed employees play a particularly important role in the efficiency, effectiveness, and stability of an organization.

Traditionally, organizations upheld the loyalty of their workers through the provision of job security. However, in the present day, the majority of organizations are reacting to market pressures by reducing staff, reorganizing, and employing a casual workforce, thereby creating a lack of job security and causing a breakdown in the psychological contract of employment. As a result, an increasing number of employees within these organizations feel that they are vulnerable to these unfulfilled commitments.

Maintaining employee dedication is a significant challenge that business enterprises face, especially in the highly competitive market conditions that exist today. Affective commitment, which refers to an employee's emotional bond, sense of belonging, and active engagement with the organization, is a concept that was introduced by Meyer and Allen in 2004. When employees possess a high degree of affective commitment, they are more likely to continue working for the organization and strive to achieve its goals. Additionally, Becker's Side Bet Theory, which was developed in 1960, emphasizes that employees are more likely to remain committed to an organization if they are aware of the potential costs associated with leaving it.

Workers, too, are aware of the financial implications, which means that the investments made could be forfeited if they choose to depart from the company. Meanwhile, normative commitment is characterized by an employee's sense of duty to continue their employment with the organization, which is connected to ethical considerations. Those who possess a strong level of normative commitment are not inclined to leave the company because they feel they are obligated to stay.

Lacking guarantees of long-term employment, workers have transferred their unwavering and ongoing allegiance from their companies. Staff anticipate that their employer will demonstrate loyalty by establishing a congenial workplace, such as providing support from supervisors and conducting training and advancement initiatives for personal growth.

Given that in the modern, highly competitive global market, companies need to adopt survival strategies by promoting ongoing and standard employee commitment through the enhancement and preservation of skills and abilities, which will ultimately lead to the firm's increased efficacy and proficiency. From a management perspective, training

significantly influences a worker's ongoing and standard allegiance to the organization, thereby greatly enhancing the company's competitiveness in the market.

Beardwell and Holden (1993) viewed that with the elevation of employee commitment to a business, the quality of services and goods also increases. This necessitates the need for teams to acknowledge the importance of training, development, and long-term knowledge acquisition. This concept requires not just significant planning but also increased emphasis on training and development. Research has shown that employees who are committed tend to have a longer tenure in organisations as compared to those who are not.

According to Meyer and Allen (1991), the distinction in the interpretation of the term is based on the psychological state being referred to, which can be affective, normative, or continuous commitment. Challenges pertaining to affective, continuous, and normative employee development arise from the lack of or inadequate training to enhance work performance knowledge, thereby resulting in reduced employee performance.

2.3 Theoretical Framework

This section of research gives the theories that underpin the research topic, which is the impact of strategic training practices on company performance. This study was rooted in the following theories: Learning Organization Theory, Valence-Instrumentality-Expectancy (VIE) Theory and Organizational Support Theory.

2.3.1 Learning Organization Theory

The Fifth Discipline," Peter Senge (1997) explains the concept of a learning organization as one in which people continuously strive to expand their capacity to achieve desired results, foster new and innovative patterns of thinking, unleash

collective aspirations, and consistently learn how to learn together. Similarly, Dr. Saeeda Dawood (2015) defines a learning organization as a group of individuals with a continually improved ability to learn, integrated into the corporate culture where learning processes are evaluated, developed, and aligned with specific objectives and goals.

A learning organization eliminates basic staff training and instead focuses on organizational issue solving and innovation, which consequently enhances company performance. For example, within a learning organization, if a product is substandard, employees don't just discard it. They identify the cause of the issue and devise solutions to prevent its recurrence. A learning organization prioritizes a company's most valuable resource - its people.

The theory clarifies the necessity for a robust and unifying organizational vision that must be effectively conveyed and sustained throughout the workforce. This is essential to foster an understanding of the importance of strategic thinking at every level. It is crucial to formulate strategies within the framework of a vision that is potent, open-ended, and clear. This approach will stimulate the exploration of a broad spectrum of strategic alternatives, as opposed to a limited range. It will also encourage lateral thinking and direct the knowledge-generating endeavors of employees, resulting in a positive mindset.

In the context of vision and objectives, ongoing discussions, exchanges and conversations are key drivers of institutional knowledge acquisition. It is crucial to persistently encourage individuals to re-evaluate their accepted principles. It is important to cultivate a favorable environment for learning and creativity.

2.3.2 Valence-Instrumentality-Expectancy (VIE) Theory

The theory by Vroom (1964) has been demonstrated to offer greater clarity concerning learning motivation and implementation within the workplace. The VIE theory framework is crucial as its structure is closely aligned with employee morale in achieving learning and development goals. For example, expectancy illustrates an employee's belief in acquiring up-to-date knowledge and skills. Instrumentality portrays an employee's perception that the current knowledge gained will ultimately prove valuable in the workplace. Meanwhile, valence reflects an employee's aspiration for improved productivity.

The application of the valence instrumentality expectancy theory is fundamental to the implementation of learning and development, as it is based on a motivation framework. The proponents of this theory indicate strong connections in the implementation of learning (Burke & Hutchins, 2007), and this research study aims to examine how motivation to learn influences success in learning as a readiness characteristic.

When employees are highly motivated to learn, they become more confident in acquiring new knowledge and transferring it to the workplace, thus achieving positive outcomes effectively and efficiently (valence; e.g., Fecteau et al., 1995; Grossman & Salas, 2011). When employees are motivated, supported, and have a positive attitude towards learning, it becomes simpler to disseminate knowledge and skills in the workplace. As a result, the organization can observe continuous, normative, and affective commitment from these employees, which also impacts their performance.

2.3.3 Organizational Support Theory

The Theory of Organizational Support as proposed by Eisenberger, Huntington, and Sowa in 1986 posits that employees, with the aim of fulfilling their socio-emotional

needs and evaluating the merits of investing additional effort into their job, develop an overall perception of the degree to which the organization acknowledges their contributions and is concerned about their welfare. This sense of perceived organizational support (POS) is anticipated to amplify the workers' perceived responsibility to aid the organization in achieving its goals, their emotional attachment to the organization, and their expectation of being compensated for enhanced performance. The behavioral ramifications of POS are expected to encompass heightened in-role and extra-role performance, as well as reduced levels of stress and counterproductive actions such as absenteeism and attrition.

With respect to organizational theory, employees formulate assumptions concerning the degree to which companies appreciate their contributions and their well-being. These assumptions are known as perceived organizational support (POS), implying that workers are more inclined to feel dedicated to a company and put in effort towards work-related goals when they anticipate receiving some form of reward for their efforts, such as feeling valued and supported by their company.

The theory also demonstrates that employees have ideas and proposals up to a degree where they perceive recognition and encouragement from their immediate superiors, which is considered a belief in perceived supervisor support. Specifically, in the training literature, multiple definitions have been employed to characterize perceptions of supervisor support, and most are grouped into the following categories: supervisor support for training or supervisor support for transfer.

2.4 Empirical Review of Literature

2.4.1 Effect of motivation to learn on employee in firm performance

Cook and Artino (2016) describe motivation to learn as a process that initiates and sustains goal-oriented activities. In the context of expectancy-value theory, motivation involves anticipating success and perceiving value. The social-cognitive theory views self-efficacy as the main motivator of motivated behavior, while also recognizing cues that affect future self-efficacy and facilitate self-regulated learning.

Goal-oriented theory suggests that employees typically engage in tasks with a focus on either gaining expertise and understanding (referred to as a mastery goal, stemming from a growth mindset concerning intelligence and learning) or on outperforming others or avoiding failure (referred to as performance goals, coming from a fixed mindset). Individuals who are motivated by intrinsic factors view training as a challenge and consider it an opportunity to exceed the limits of the classroom.

Employees who are motivated will think for a longer period and put in more effort. They take pleasure in the challenge of being puzzled. They will ask more profound and thought-provoking questions. Students who are motivated have the ability to apply what they have learned to new scenarios. This is because they tend to ponder about the underlying reasons or structures. Over the past few years, the motivation of trainees has become a focal point. This is due to its significant effect on training transfer as per the research by Baldwin and colleagues in 2009.

Businesses are focusing on motivating employees to learn in order to remain competitive. Today's organizations need a workforce that is committed to putting in effort, capable of performing at a high level, and eager to learn new knowledge and skills. When workers are highly motivated, both individuals and organizations are likely

to experience various benefits, such as increased productivity and performance in the workplace (Salas et al., 2012).

Valence-Instrumentality-Expectancy (VIE) Theory, when applied, is based on the idea of a motivational framework for learning transfer. According to this theory, trainees must have the following beliefs: they possess the capability to acquire new skills (expectancy), putting effort into learning will lead to enhanced performance (instrumentality), and achieving better performance outcomes will result in other favorable and positive consequences (valence). This concept is supported by research conducted by Facticeau et al. (1995) and Grossman & Salas (2011).

The learning transfer is rooted in a motivational framework as per Valence-Instrumentality-Expectancy (VIE) Theory. This implies that trainees need to be confident about the following: they have the ability to learn new skills (expectancy), the effort put into learning will result in better performance (instrumentality), and improved performance will result in other desirable and positive outcomes (valence). For example, as stated by Facticeau et al. (1995) and Grossman & Salas (2011).

A study was done in India by Mohanty, Dash, and Dash in 2017 to figure out what trainee qualities and characteristics, like being goal-oriented, feeling confident, valuing training, wanting to learn, wanting to be in charge, and being responsible, can affect their learning and growth. They picked 125 people from a bank to be in their research. They found out that all of the qualities had some effect, but some were more important. Feeling confident, wanting to learn, and being goal-oriented really helped people learn and grow better.

Ngure and Juma (2018) carried out a study in the Co-operative Bank of Kenya, Nairobi County, to examine the factors that impact effective learning management. Factors that

were found to influence training and development included employee characteristics and the learning environment. The research utilized stratified sampling and gathered data through questionnaires. Upon analysis, the results indicated a positive correlation between learning methods, employee readiness, and management support in achieving the goals of training at the Co-operative Bank of Kenya.

2.4.2 Effect of perceived Supervisor Support on employee in firm performance

According to Rhoades & Eisenberger (2002), supervisor support is understood as the degree to which supervisors acknowledge the importance of their employees' contributions and show concern for their well-being. While supervisors bear numerous responsibilities, their team members play a vital role in the successful execution of their supervisory duties. Demonstrating supervisor support entails managers exhibiting positive traits, with the primary objective being to assist the employees in their workplace.

Knies, Leisink, and van de Schoot (2017) found that supervisor support can be focused on increasing employees' personal commitment by providing feedback on their work and offering assistance, or on supporting employees' career development. Previous studies have shown that perceptions of supervisor support are linked to various outcomes, such as higher levels of perceived organizational support (Kurtessis et al., 2017), reduced turnover intention (Eisenberger et al., 2002), and increased extra-role behavior (Knies & Leisink, 2014).

Kelista Lea Burns (2016) conducted a study to explore the influence of perceived supervisor support on the training and development of employee commitment and job performance at a healthcare company in Southern California. A total of 382 participants were included in the data collection and analysis process. The findings of the study demonstrated that the proposed measures effectively captured the distinctive nature of

perceived supervisor support. Additionally, the results indicated that providing employees with supervisor support significantly enhanced their commitment, which in turn had a more substantial impact on the company's performance.

A study was done by Xiaoyu Guan and Stephen Frenkel in two Chinese manufacturing companies in 2019. It focused on how training impacts employee performance. The research showed that the employees' beliefs in training have a strong positive effect on their performance and engagement. The level of perceived supervisor support was measured using a 12-item scale developed by Frenkel et al. in 2012. The alpha coefficient of this scale was 0.95.

Arici (2018) has proposed to examine the impact of authentic leadership on the association between employees' perception of supervisor support and their commitment within the hospitality sector. Data collection and analysis were conducted through hierarchical linear regression, which involved a total of 305 employees from five-star hotels in Antalya, Turkey. This process took place over a period of one month. The findings of the study revealed that there is a direct and significant influence on employee commitment and company performance.

Otuko, Chege, and Musiega carried out research in 2013 at the Mumias Sugar Company regarding the effect of learning dimensions on the job performance of employees. The research showed that learning and development have a positive influence on employee job performance. In general, there is a consensus that supervisor support is best thought of as a multifaceted construct (e.g., Baldwin & Ford, 1988), which comprises various supervisory practices that assist trainees by providing them with the support they require to effectively apply training-related learning on the job.

2.4.3 Effect of training attitudes on employee in firm performance

Cherry (2021) describes attitude from a psychological standpoint as a collection of emotions, beliefs, and actions directed towards a specific object, individual, item, or incident. Attitudes are typically shaped by personal experiences or upbringing, and they have the potential to significantly impact one's behavior. Training attitude is defined as an individual's conviction that they can acquire knowledge and achieve success in training (Guthrie & Schwoerer, 1994; Robbins & Judge, 2009). When an employee is assured of their ability to learn effectively during training, they are more inclined to approach the learning process with a positive attitude and a high degree of readiness (Schwoerer et al., 2005).

Moreover, employees who have a strong commitment to training are more likely to put in the necessary effort to acquire training-related knowledge and skills and to persist when confronted with difficult or challenging tasks (e.g., Blume et al., 2010; Burke & Hutchins, 2007; Chiaburu & Lindsay, 2008; Chiaburu & Marinova, 2005; Phan, 2011; Velada, Caetano, Michel, Lyons, & Kavanagh, 2007).

Although, employees who have a low positive attitude generally have low aspirations and lower levels of determination to achieve goals (Bandura, 1997). In this context, when learning challenging skills or knowledge during training, individuals with low self-efficacy are more likely to be intimidated by setbacks and obstacles, reduce their effort, and feel disheartened with the learning process (e.g., Bandura, 1997; Gist, Schwoerer, & Rosen, 1989; Robbins & Judge, 2009). According to the research, an individual's self-efficacy for training has significant implications for training success, as training programs often focus on difficult or complex job-related knowledge and skills (Grossman & Salas, 2011).

As expected, the latest empirical studies continue to show that the attitude towards training is a significant and positive predictor of the transfer of training. Several studies, including those conducted by Blume et al. (2010), Burke & Hutchins (2007), and Gegenfurtner (2011), have supported this observation. In a recent meta-analysis, Gegenfurtner (2011), as mentioned by Bartlett (2001) in Brum (2007), examined the relationship between employees' attitudes towards training and their sense of commitment to the organization. The study was conducted on a sample of 337 registered nurses from five hospitals in Malaysia, using social exchange theory as a framework for understanding the relationship between these variables.

The research discovered that having access to training, understanding the social impact of training, being motivated to learn, and recognizing the benefits of training all have a positive effect on an individual's commitment to an organization. Sahoo and Mishra (2019) aimed to explore the influence of trainee attitudes and training needs analysis on the motivation to apply the acquired skills in the workplace. They utilized a survey to gather data from individuals who were part of an Indian government-run power transmission company and had participated in a soft skills training program in the previous year.

Out of 500 questionnaires distributed, 389 were effectively used for the findings, resulting in an effective response rate of 77.8 per cent. The findings showed a direct and positive relationship between trainee characteristics, training attitudes, and need analysis with transfer motivation. In India, Mohanty, Dash, and Dash (2017) conducted research to examine the influence of trainee features and attributes, which include goal orientation, self-efficacy, valence, motivation to learn, need for dominance, and conscientiousness.

A financial institution conducted an investigation and the population sampling size was one hundred and twenty-five participants. The research showed that all attributes had an impact on learning and development. However, some attributes had a higher impact than others. Self-efficacy motivation to train and training goal orientation were among the attributes that had a greater impact on the effectiveness of learning and development.

Ngure and Juma (2018) carried out a research study in the Co-operative Bank of Kenya, Nairobi County, focusing on the factors that contribute to effective learning management. Employee characteristics and learning environment were identified as key factors influencing training and development within the organization. The study utilized stratified sampling to collect data through questionnaires. The analysis of the results demonstrated a positive correlation between learning methods, employee readiness, and management support in achieving the objectives of training at the Co-operative Bank of Kenya.

In conclusion, there is extensive empirical evidence supporting the notion that trainees who possess self-assurance in their capability to acquire new skills and knowledge during training are more likely to utilize that learning in their professional roles. Consequently, a crucial trainee readiness aspect to evaluate prior to a learning experience is the attitude towards training.

2.4.4 Moderating effect of affective commitment on the relationship of strategic training practices in firm performance

Employee commitment has its origins in sociological and psychological research that began nearly seventy years ago. Affective commitment refers to the emotional attachment, identification with, and involvement of workers in the organization.

Affective commitment is indeed a presumption that predicts a significant number of positive behavioral outcomes, such as attendance, performance, or organizational citizenship.

The emotional attachment of employees to their organization, which results in a positive attitude towards the firm, is referred to as affective commitment, according to Riaz, Akram, and Ijaz in their 2011 study. This commitment emerges from the organization's policies and activities that foster positive relationships among the work group members.

Lawson et al (2003) argued that insufficient employee training can be an impediment to fostering employee loyalty and a positive bond with the company. This can also affect their job performance abilities and create a sense of attachment, thereby reducing efficiency and lowering productivity.

This perspective aligns with Bartlett's (2001) research, which suggests that providing training is a present investment that may yield a higher return at a later time through giving back. The findings also indicated that greater investment from the employee helps to strengthen their connection to the organization, which is necessary for them to remain committed. Frazis and Spletzer (2005) conducted a study on training for social identity and discovered that training assists employees in identifying with the company. As new and existing employees gain the necessary knowledge and abilities to perform their tasks, this enhances their commitment to the organization.

A study carried out by Xiaoyu Guan and Stephen Frenkel (2019) in two Chinese manufacturing companies, concerning the influence of training on employee performance, found that workers' beliefs in training greatly and positively impacted employee performance and engagement. To assess employee commitment, the

researchers utilized the Utrecht Work Engagement Scale by Schaufeli and colleagues (2006), which produced a Cronbach's α of 0.91.

Thiriku (2016) conducted a study to investigate how training and development at Data Centre Limited Kenya can help in reducing employee attrition among other aspects. She utilized a descriptive research design and targeted 76 employees of Data Centre Limited (DCL) as respondents. The findings and recommendations were that organizations should acknowledge and reward good performance to motivate and strengthen employee affective commitment. Training and development programs that focus on continuous learning, retraining, and knowledge retention should be implemented. Additionally, organizations should establish non-monetary reward and recognition programs. Lastly, organizations should enhance their performance evaluation methods.

2.4.5 Moderating effect of continuous commitment on the relationship of strategic training practices in firm performance

Continuous commitment is the level at which an employee feels that leaving the organization would come with costs. It involves weighing the costs and benefits of staying with the organization. When an employee is continuously committed, they remain with the organization because they feel compelled to do so and fear facing a long period of unemployment if they leave. There is a strong link between continuous commitment and employee performance, and it is widely recognized that intrinsic motivation influences employee continuous commitment.

Karia et al (2000) cited in Boon, (2006) researched on the significance of training for constant improvement and updating in the field of social media in Malaysia. The findings were that employees view training as a gift and work hard to give back by

increasing their loyalty to the organization they work for. There have been many studies that support this, saying that training helps in refreshing skills and boosts commitment (Ahmad and Abubakar in 2003, and Acton and Golden in 2000). A study by Frazis and Speltzer in 2005 in the Monthly Labour Review about worker training showed that learning skills to carry out duties makes the employees more dedicated continually.

The study by Kasogela (2019) focused on the impact of continuous commitment on work performance in developing economies, including Tanzania. The research specifically targeted the continuous commitment of employees in the workplace, with a focus on those working in public and private industrial sectors as well as government corporations. Utilizing a multiple regression analysis that included data from 116 respondents, the study revealed that intrinsic motivation had a more significant effect on job performance compared to the size of payment.

Wambui (2018) conducted research in the impact of learning on staff commitment in the telecommunication industry in Mt Kenya region, utilizing a combination of research methodologies, she gathered data through the distribution of surveys. Following this, she employed inferential statistics and multiple linear regression to analyze the information and identify any connections between the independent and dependent variables. The findings of the study demonstrated that the learning and growth of employees have a significant effect on their level of dedication to their roles.

Milgo (2014) researched on the factors affecting employee continuous commitment in tea factories in Kenya. The main aim of her study was to examine the effects of training and development on the employee's continuous commitment within the 54 KTDA factories during the years 2009 to 2012. In order to achieve her objective, she carried out a survey. The findings of the survey indicated that providing training for new skills has a significant influence on an employee's ongoing dedication.

2.4.6 Moderating effect of normative commitment on the relationship of strategic training practices in firm performance

Normative commitment is defined as continuing with the organization because of a sense of moral obligation (Manion, 2004; Meyer & Allen, 2004). It also reflects the extent to which an employee's perceptions are in line with the core values of an organization. There is a strong link between normative commitment and performance (Meyer & Allen, 2004).

Williams (2004) describes normative commitment as the perception employees have of their duty to their organization. An instance of this is when an organization remains loyal to an employee or backs their educational efforts, which could result in the employee demonstrating stronger levels of normative commitment. Training is a key component in the management of human resources in every company to maintain a competitive edge in the market. Training and development foster engagement and dedication in employees. Through training and development, a company helps employees acquire the knowledge and abilities necessary to complete tasks or responsibilities that have been given to them (Kulundu 2013).

In a study conducted by Teuku Fakhuriza, A Rahman Lubis, and Sofyan Idris in 2020, they aimed to explore the influence of training and competence on employee commitment and its subsequent effect on employee performance. The research was conducted at the Department of Education in Pidie District, Indonesia. The objective of the study was to investigate how training and competence influence employee commitment and their effects on employee performance.

The research sample was selected using the census technique, which involved a total population of 93 respondents. The data were analyzed using Path Analysis, and the

results indicated that both training and competence of employees have a significant impact on employee commitment and performance in the Department of Education of Pidie District. Additionally, the study found that employee commitment significantly influences employee performance in the Department of Education of Pidie District.

Coetzee's (2005) study cited Aon Consulting in Canada in 2000 on the effectiveness of various organizational practices in building employee commitment, and identified five key areas. These areas are safety and culture, rewards, affiliation, growth, and work-life/harmony. However, training was found to be the factor that motivated employees more. The study's results showed that 60% of employees reported their co-workers improved their skills to make a better contribution to the organization. Additionally, 78% of employees were satisfied with the training provided on the job, as reported by Madigan and Dorell (2000).

A study in Iraq by Mozael (2015) was conducted to determine the effectiveness of training and development on employee performance. This desk research study aimed to propose a conceptual framework that would analyze the impact of training on staff performance in a company. The independent variables in the study were learning method, delivery design, and hands-on/off work training, all of which focused on retention and commitment in staff performance. The findings of the study indicated that organizations should identify learning and development designs that are relevant to the needs of their staff in order to improve their performance.

Kulundu (2013) examined the connection between training and the dedication of employees at the Kenya Ports Authority, using a descriptive design. The intention was to include 80 respondents, but 72 actually participated. The results indicated a robust association between training and the loyalty of employees to their organization. Kenyan universities are functioning in an intensely competitive market, both domestically and

globally, and they are confronted with numerous challenges, including retaining their workforce. A research study executed by M Ng'ethe (2013) in public universities in Kenya aimed to comprehend the elements that significantly impact employee retention, with training being a pivotal factor. In addition, the study's outcomes demonstrated that remuneration did not influence the retention of academic personnel when leadership style, training, and advancement were present.

2.5 Research Gaps in Literature review

The literature review has unveiled a significant amount of research on the influence of strategic training on firm performance. BAs it is from literature body both internationally and locally sought to bring to the fore the effects of motivation to learn (Stefanie 2013), In India, Mohanty, Dash, and Dash (2017), Ngure & Juma, D (2018), supervisor support to learn (Knies, Leisink, van de Schoot, 2017; Kelista Lea Burns (2016), Xiaoyu Guan and Stephen Frenkel, (2019), Hasan Evrim Arici (2018), Otuko, Chege and Musiega 2013), employee attitude to learn, (Sahoo, and Mishra, (2019), Mohanty, Dash, and Dash (2017), Ngure, & Juma (2018) has shown how strategic training impacts staff commitment hence firm performance.

The impact of strategic employee training on company performance has been analyzed from various perspectives, which is crucial for an organization's ability to respond and compete in the changing global market. Previous research on the relationship between strategic training and firm performance has not yielded definitive results. In light of this, the researcher will conduct this study to fill the research gap and offer a more comprehensive understanding of how strategic training practices influence company performance within management consulting businesses in Nairobi, Kenya.

2.5 Conceptual Framework

A conceptual framework is a visual depiction of the relationship between variables. It is an abstract representation that is connected to the objective of the research project and guides the gathering and analysis of data. The strategic training on firm performance that is being studied includes motivation to learn, perceived supervisor support, and training attitude.

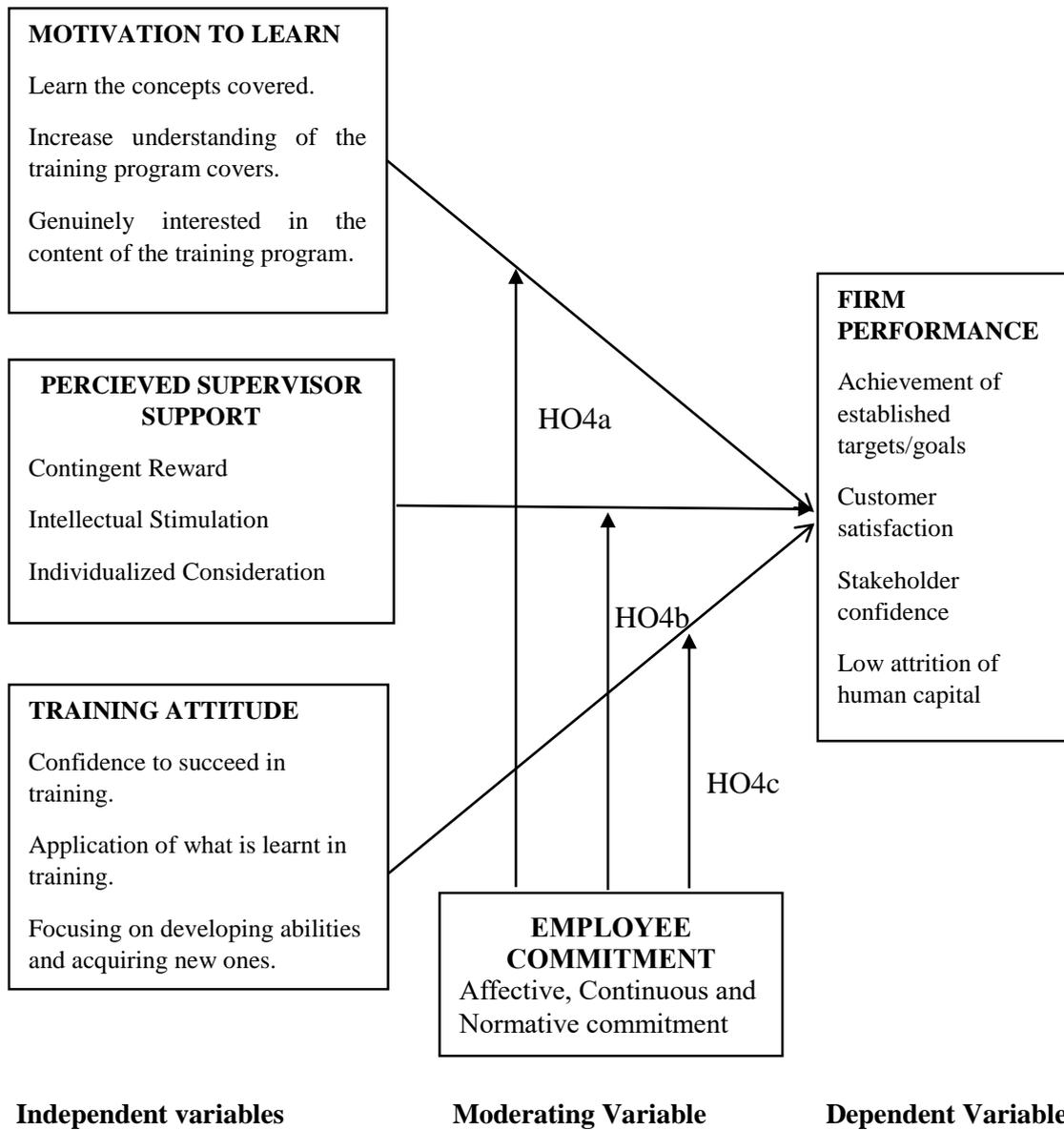


Figure 2.1 - Conceptual framework

Source: (Author, 2024)

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter presents the methodology, which was used to carry out the study. It further describes the type and source of data, the target population and sampling methods and the techniques that was used to select the sample size. It also describes how data was collected and analyzed.

3.1 Research Design

According to Orodho (2003) a research design refers to the strategy, framework, or blueprint utilized to derive solutions to research-related issues. In a similar vein, Kombo and Tromp (2006) illustrate research design as the architecture of research. The researcher opted for an explanatory research study design, employing a questionnaire survey to gather data. Explanatory research is an approach devised to probe a phenomenon that has either not been previously explored or has not been adequately elucidated in the past (Saunders & Thornhill, 2012).

The explanatory design was selected to allow the researcher to explore more deeply and uncover previously unexplored data that has not been previously researched. This design is also particularly suitable for social research as it facilitates the discovery of phenomena that have not been extensively studied. Although this design may not delve into every aspect of the research area, it is effective in providing a thorough understanding of the issue at hand. Additionally, the design offers several advantages, including cost and time savings during data collection, as well as facilitating the standardization of interview questions and hypothesis testing.

3.2 Study Area

The focus of this research study was on the impact of strategic training practices on the performance of companies within the management consulting industry in Nairobi, Kenya. Nairobi was selected as the area for this study due to its large population and the high concentration of consulting firms in the city, as reported in the Kenya Economic Report for 2020. The research was conducted on a sample of 185 management consulting firms that have been selected from the city of Nairobi, Kenya.

3.3 Target Population

The target population refers to the entire group of individuals that the researcher is interested in studying, as explained by Sekeran (2010). The term population denotes a comprehensive set of all individuals, events, or objects that the researcher aims to generalize the findings to (Babalhavaeji & Farhadpoor, 2012). In this case, the total population of human resource management consulting firms in Nairobi, Kenya, was 344, comprising HR professionals working in the selected firms. The management consulting firms in Nairobi were chosen for this study due to their potential familiarity with strategic training processes compared to consulting firms in other urban areas. Additionally, the consulting firms in Nairobi were selected because the majority of them are based in the city, as reported in the Kenya Economic Report (2020).

3.4 Sampling Procedure and Design

Sampling involves the selection of a certain number of subjects from a specified population to act as a proxy for that population, according to Cooper and Schindler (2003). Bukhari (2020) also describes sampling as a tangible representation of a desired population, taking into account all potential participants in the research study. The primary purpose of sampling is to obtain a group that accurately represents the entire

population, allowing the researcher to gather information about the population as a whole, while taking into account the constraints of time, money, and other factors.

In this study, the researcher utilized simple random sampling, which requires minimal prior knowledge of the study population, is free of classification errors, is compatible with inferential statistics, is bias and prejudice-free, is user-friendly, and allows for easy assessment of sampling error. The sample size was also determined using Yamane's (1967) simplified formula for proportions, assuming a confidence level of 95% and $P \geq 0.5$. This approach aligns with the sampling theory's requirement that all potential units in the target population be identified to enable the calculation of the probability for selecting a random combination.

$$n = \frac{N}{1 + Ne^2}$$

Where: n = required responses

N = Sample size

e² = error limit

Placing the formula for the current population gave a sample size of:

$$\text{Sample Size } (n) = \frac{344}{1 + 344 \times 0.05^2} = 185$$

3.5 Reliability and Validity

3.5.1 Reliability of Research Instruments

Reliability refers to the degree of consistency in results over a period of time and whether the outcomes accurately represent the entire population being studied. If the findings of a research study can be replicated using a similar approach, then the research tool is considered reliable. To assess the reliability of the data, the researcher utilized internal consistency estimations of reliability by bundling questions in a survey that assess the same concept. For instance, you could create two sets of three questions that

evaluate the same concept. After gathering the responses, you can perform a correlation between those two sets of three questions to ascertain if your instrument is effectively measuring that concept. Cronbach's alpha, denoted as α (or coefficient alpha), which was developed by Lee Cronbach in 1951, is a measure of reliability, or internal consistency. The term "reliability" is synonymous with consistency.

In this research, Cronbach's Alpha was utilized to examine the dependability of the tool. The coefficient Alpha value can vary from zero, which signifies no internal consistency, to one, which signifies full internal consistency. For the data tool to be deemed reliable, it should generate a Cronbach's Alpha coefficient of 0.7 or higher.

3.5.2 Validity of Research Instruments

The validity of research instruments determines whether the research truly measures what it was intended to measure, or how truthful the research results are. Validity as how good an instrument measures what is supposed to measure. The research used content, the criterion and the construct which are forms of testing the validity for this research. Content validity can be determined statistically by subject experts and by reference to literature.

Whereas criterion validity refers to the predictive nature of the research instrument in order to obtain an objective outcome, it can also be determined by testing new measurement technique against an independent criterion to establish concurrent validity. Construct validity measures whether or not a variable is an appropriate definition of the construct, it is also determined by contrasting the test to other tests that measure similar qualities to know correlation of the two measures. This study used questionnaire as primary data and research journals and other public documents as secondary data. All sources of data were combined to give credible interpretations

The authenticity of research tools is crucial in ascertaining whether the research genuinely evaluates the intended parameters or if the findings are reliable. Validity signifies the proficiency of an instrument in assessing its designated objectives. For this research, content, criterion, and construct was employed as methods to confirm the validity.

3.6 Piloting of Research Instruments

This is a small-scale trial that takes place before the main survey and is used to test all of our question planning. Designing a questionnaire can be a challenging endeavor and can be fraught with difficulties and problems. If a questionnaire is poorly designed, it can result in the collection of inappropriate or inaccurate data, and even the best analysis cannot rectify the situation and refine the questionnaire. After making some amendments to the questions, a new version can be created and re-tested. If the re-test results in additional changes, then another pilot study can be conducted, and this process can continue as needed.

In this study, a pilot survey was conducted in twenty management consultant firms based in Kiambu, due to the number of firms in the county. The county was chosen because it shares similarities with Nairobi County in terms of exposure to strategic training and because of its proximity to Nairobi County, as the two counties are neighbors. This choice also helped to minimize the time and monetary expenses for the researcher.

3.7 Measurement of the Study Variables

The research study employed a survey questionnaire measured by a five-point Likert scale with the following rating options: 1 - strongly disagree, 2 - disagree, 3 - neither agree nor disagree, 4 - agree, and 5 - strongly agree.

Table 3.1: Measurement of the Study Variables

Independent Variables	Authors Previously Used Them	Measurement	Data Analysis	Specific Tool
Motivation to learn	Evelyne W Maina 2018 Stefanie E. Putter 2013, Prof Nelson Jagero (PhD) 2014, Dr. D Ackah 2014, De Vellis, 2003	Multiple linear regression	Descriptive analysis, inferential analysis.	means, standard deviations and correlations
Perceived supervisor support	De Vellis 2003 , Stefanie E. Putter 2013, Seyler (1997)	Multiple linear regression	Descriptive analysis, inferential analysis.	means, standard deviations and correlations
Training attitudes	Weinstein et al. (1994) Stefanie E. Putter 2013. Monica N Ondari 2019	Multiple linear regression	Descriptive analysis, inferential analysis.	means, standard deviations and correlations

Source: (Author, 2023)

3.8 Data Analysis

To ensure that stakeholders can easily understand the collected data, it must undergo analysis. The researcher employed quantitative data analysis techniques for this purpose. Upon receiving the questionnaires from the respondents, the responses were edited, classified, coded, and tabulated using statistical package for social science and excel sheets. The collected data were then reviewed for completeness and comprehensibility. The information was converted into percentages using a profitability ratios approach, and presented through tables, charts, pictograms, and graphical demonstrations to provide a clear visual representation.

3.8.1 Descriptive Analysis

Descriptive analysis employed frequencies, percentages, means, and standard deviations for the variables in order to present the main characteristics of the sample.

3.8.2 Inferential data analysis

In this study, the researcher employed inferential analysis to derive results that could go beyond the initial data to more widespread circumstances. The primary focus was on using inferential analysis for the research, which involved correlation analysis, multiple regression analysis, and ensuring that the regression assumptions are met.

3.8.2.1 Correlation Analysis

In research, correlation analysis is a statistical technique which was used to assess the strength of the linear relationship between two variables and determine their association. In essence, correlation analysis quantifies the extent of variation in one variable as a result of changes in the other. A high correlation indicates a strong relationship between the two variables, while a low correlation suggests that the variables are weakly associated.

3.8.2.2 Multiple Regression Analysis

A multivariable linear regression analysis is the best choice for this research since there's one dependent variable: the performance of management consulting firms in Nairobi, Kenya. It's thought to be affected by three distinct independent variables. Unlike a simple linear regression model, which only takes one independent variable into account to determine the relationship's slope, multiple regression analysis permits the inclusion of several independent variables. The unrestricted model will be used for this research, as it doesn't enforce any constraints and contains all potential variables.

An unrestricted regression will always fit at least as well as the restricted one. This is due to the fact that when we estimate a model, the goal is to minimize the residual sum of squares. In the unrestricted version of the model, it is possible to select the exact same combination of coefficients as the restricted model. As a result, the restricted model cannot ever outperform the unrestricted model.

Direct regression Model

$$Y = \beta_0 + \beta_1 \chi_1 + \beta_2 \chi_2 + \beta_3 \chi_3 + \epsilon_1 \dots\dots\dots (i)$$

Hierarchical regression model;

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \epsilon_2 \dots\dots\dots (ii)$$

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_{5a} X_1 * X_4 + \epsilon_3 \dots\dots\dots (iii)$$

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_{5a} X_1 * X_4 + \beta_{5b} X_2 * X_5 + \epsilon_4 \dots\dots\dots (iv)$$

Where:

Y= Firm performance

β_0 =Y interceptor the constant

$\beta_1, \beta_2, \beta_3, \beta_4$ = Coefficients indicating the rate of change on performance

X_1 = Motivation to learn (IV)

X_2 = Supervisor support (IV)

X_3 =Training attitude (IV)

X_4 =Employee commitment (moderator)

e = Regression residual

The hierarchical moderation model was used to examine if the prediction of a dependent variable from independent variables. Moderation effects were tested with multiple regression analysis, where all predictor variables and their interaction term were centered prior to model estimation to improve interpretation of regression coefficients.

The effects of moderation were examined using a multiple regression analysis approach. Before estimating the model, all predictor variables and their interaction term were centered to facilitate the interpretation of the regression coefficients.

3.8.3 Regression Assumptions

Regression was a parametric method. "Parametric" meant that it made certain assumptions about the data used for analysis. Because of its parametric nature, regression was inherently restrictive and may not have given satisfactory results if the dataset did not match its assumptions. Therefore, to conduct an effective regression analysis, it was essential to check these assumptions (avcontentteam, 2016). The researcher believed that the response variability did not increase with the value of the prediction. Some models were suitable for linear use, while others may not have been appropriate, necessitating their evaluation (George Box, 1987). The following list detailed the regression assumptions made by the researcher.

3.8.3.1 Linearity

Applying a linear regression model to a data set that exhibited non-linear or non-additive behavior did not allow the regression algorithm to accurately represent the mathematical relationship, leading to an ineffective model. This also resulted in unreliable predictions when the model was utilized on new data. The model was predicated on the hypothesis that the expected value of the dependent variable was a straight-line function of each independent variable with all other variables being constant. It also posited that the slope of the line remained constant irrespective of the values of the remaining independent variables and that the impact of different independent variables on the predicted value of the dependent variable was additive. To test the assumption of linearity, it was necessary to evaluate if the relationship between Y and X was linear while maintaining all other predictors constant.

3.8.3.2 Auto-correlation

When there was a correlation in the error terms, it significantly diminished the model's precision. This was a common occurrence in time series models where the subsequent moment was reliant on the preceding moment. If the error terms were correlated, the estimated standard errors were inclined to be an underestimation of the actual standard error. If this took place, it led to confidence intervals and prediction intervals being narrower. If the confidence interval was narrow, it implied that a 95% confidence interval would have a probability that was less than 0.95 that it would encompass the true value of the coefficients.

Let's comprehend the concept of narrow prediction intervals with an illustration: For example, the least square coefficient of X^1 was 15.02 and its standard error was 2.08 (without auto-correlation). But in the presence of auto-correlation, the standard error reduced to 1.20. As a result, the prediction interval narrowed down to (13.82, 16.22) from (12.94, 17.10). Also, lower standard errors caused the associated p-values to be lower than actual. This made us incorrectly conclude a parameter to be statistically significant. Testing: Look for Durbin – Watson (DW) statistic. It must have lied between 0 and 4. If $DW = 2$, it implied no auto-correlation, $0 < DW < 2$ implied positive auto-correlation while $2 < DW < 4$ indicated negative auto-correlation. Also, you could see residual vs time plot and look for the seasonal or correlated pattern in residual values.

3.8.3.3 Multicollinearity

This phenomenon existed when the independent variables were found to be moderately or highly correlated. In a model with correlated variables, it became a tough task to figure out the true relationship of a predictor with the response variable. In other words, it became difficult to find out which variable was actually contributing to predict the

response variable. Another point, with the presence of correlated predictors, the standard errors tended to increase. And, with large standard errors, the confidence interval became wider leading to less precise estimates of slope parameters.

Also, when predictors were correlated, the estimated regression coefficient of a correlated variable depended on which other predictors were available in the model. If this happened, you'd end up with an incorrect conclusion that a variable strongly/weakly affected the target variable. Since, even if you dropped one correlated variable from the model, its estimated regression coefficients would change. That was not good! Testing: You could use a scatter plot to visualize the correlation effect among variables. Also, you could use the VIF (variance inflation factors) factor. A value of 1 indicated there was no correlation between a given predictor variable and any other predictor variables in the model.

A value between 1 and 5 indicated moderate correlation between a given predictor variable and other predictor variables in the model, but this was often not severe enough to require attention. A value greater than 5 indicated potentially severe correlation between a given predictor variable and other predictor variables in the model.

3.8.3.4 Heteroskedasticity

The presence of non-constant variance in the error terms resulted in heteroskedasticity. Generally, non-constant variance arose in the presence of outliers or extreme leverage values. It looked like these values got too much weight, thereby disproportionately influencing the model's performance. When this phenomenon occurred, the confidence interval for out-of-sample prediction tended to be unrealistically wide or narrow. Testing: You might use residual vs fitted values plot. If heteroskedasticity existed, the plot would exhibit a funnel shape pattern. Also, you might use Breusch-Pagan / Cook – Weisberg test or White general test to detect this phenomenon.

3.8.3.5 Normality

If the error terms were non-normally distributed, confidence intervals might have become too wide or narrow. Once the confidence interval became unstable, it led to difficulty in estimating coefficients based on the minimization of least squares. The presence of non-normal distribution suggested that there were a few unusual data points which must have been studied closely to make a better model. When testing for normality: Probabilities > 0.05 indicated that the data were normal. Probabilities < 0.05 indicated that the data were NOT normal.

3.9 Ethical Consideration

To initiate field procedures, the researcher obtained approval from Moi University and secured a permit from the National Commission of Science, Technology, and Innovation (NACOSTI), outlining the study's purpose. Data collection involved voluntary participation, with respondents providing informed consent. Participants were assured of confidentiality throughout the process.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter describes the actual findings as per the feedback from the respondents and which linked them to the objectives of the study. It encompasses the demographic information, descriptive tests, inferential statistics and hypotheses testing and their interpretations.

4.2 Response Rate

The response rate in this study was notably high. Out of 185 distributed questionnaires, 182 were returned, resulting in a response rate of 98.3% as shown in table 4.1 below. This high response rate suggests that the HR practitioners were highly engaged and interested in the survey topic, indicating the relevance and importance of the subject matter to them. Furthermore, this impressive response is attributed to the strong engagement and interest of HR practitioners in the survey topic, indicating its relevance and significance to them.

Similarly, the effective questionnaire distribution and follow-up process likely played a crucial role in achieving such comprehensive participation. Such a high response rate also enhances the reliability and validity of the survey results, as it minimizes the risk of non-response bias. It reflects the effectiveness of the questionnaire distribution and follow-up process, ensuring comprehensive data collection from nearly the entire sample population. This robust response rate can be leveraged to draw more confident conclusions and insights from the gathered data.

Table 4.1 – Response rate

Respondents	Questionnaires			Response rate (%)
	Returned	Not returned	Total	
HR practitioners	182	3	185	98.3

Source: (Field data, 2024)

4.3 Demographic Information

4.3.1 Gender Proportion of the respondents

The gender representation in this study shows a balanced distribution between male and female respondents among the HR practitioners. Out of 182 respondents, 89 are male, accounting for 48.9%, while 93 are female, representing 51.1% as shown in figure 4.1 below. This near-equal gender distribution indicates a slight predominance of female HR practitioners within the surveyed population, yet both genders are almost equally represented. Such a distribution is beneficial for ensuring that the survey results are not biased towards a particular gender perspective, thereby providing a more comprehensive and inclusive understanding of the views and experiences of HR practitioners.

It also reflects gender diversity within the HR profession, suggesting that both men and women are equally participated in this study. This balance can be crucial in discussions around gender equity in the workplace, as it demonstrates a fair representation of both genders in HR roles. The findings can thus support analyses and conclusions that take into account the perspectives of both male and female HR practitioners, enhancing the credibility and applicability of the findings in diverse professional settings.

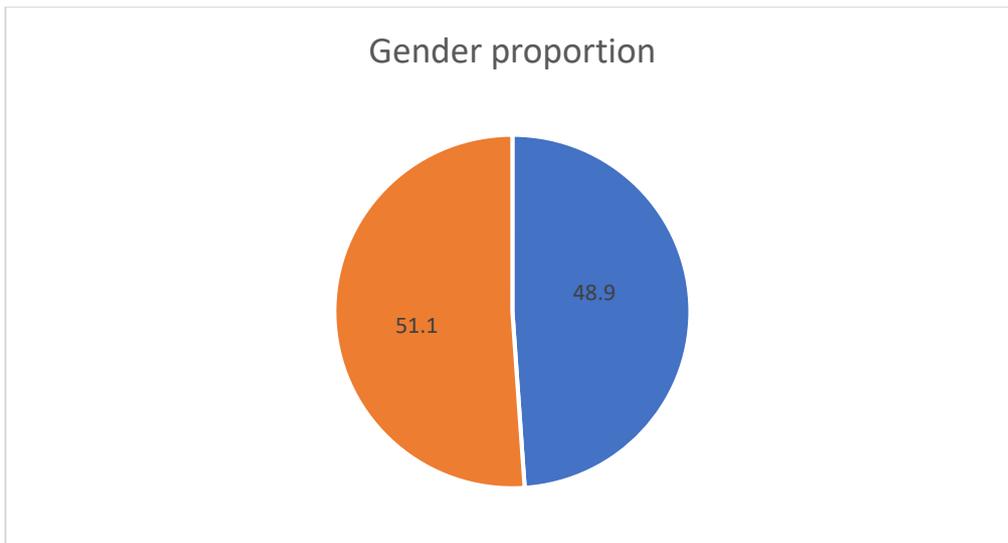


Figure 4.1: Gender representation

Source: (Field data, 2024)

4.3.2 Level of education

The level of education among the study participants revealed a well-educated group of HR practitioners. The data shows that the majority of the respondents hold advanced educational qualifications. Specifically, 79 participants, or 43.4%, have a graduate degree, making it the most common level of education. Following this, 64 participants, or 35.2%, hold a diploma, indicating a substantial portion of respondents with a mid-level qualification. Additionally, 34 respondents, or 18.7%, possess a postgraduate degree, highlighting a significant number of highly educated individuals within the group. Only 5 participants, or 2.7%, have a certificate, which is the least represented educational level in the study.

This distribution suggests that the HR practitioners surveyed are predominantly well-qualified, with a large proportion holding at least a graduate degree. The high levels of education among participants can be attributed to the professional requirements and the importance of formal education in the HR field, where advanced knowledge and skills are often necessary for effective practice and career advancement. The presence of a

notable percentage of postgraduate degree holders underscores a commitment to higher learning and professional development within the HR community.

The educational background of the respondents is critical for interpreting the survey results, as it indicates that the participants are likely to have a solid understanding of the concepts and practices discussed in the survey. This enhances the reliability and depth of the insights derived from the study, as the participants are equipped with the necessary knowledge and expertise to provide informed responses. Thus, the high educational attainment of the respondents reflects a well-qualified and knowledgeable group of HR practitioners.

Table 4.2: Level of education

	Frequency	Percentage (%)
Certificate	5	2.7
Diploma	64	35.2
Graduate	79	43.4
Postgraduate	34	18.7
Total	182	100.0

Source: (Field data, 2024)

4.3.3 Duration of service

The duration of service among the study participants provides insights into their experience levels as HR practitioners. The data indicates a wide range of service durations, with the majority of participants having considerable experience. The largest group, comprising 72 participants (39.6%), has been in service for 11-15 years. Further, 46 participants (25.3%) have been in service for 6-10 years, indicating a sizeable group of moderately experienced practitioners. Additionally, 28 participants (15.4%) have served for 16-20 years, further highlighting a considerable number of highly experienced individuals. The data also shows that 25 participants (13.7%) have relatively less experience, with 0-5 years of service, representing the newer entrants to the profession. Finally, 11 participants (6.0%) have been in service for over 20 years,

showcasing a small but highly experienced segment of the population as shown in figure 4.2 below.

This distribution suggests a diverse mix of experience levels among the HR practitioners, with a notable skew towards more experienced professionals. The high proportion of participants with over a decade of experience (55%) indicates that the survey results are informed by individuals with a deep understanding of HR practices and challenges. The presence of newer practitioners ensures that contemporary perspectives are also considered. Therefore, the varied duration of service among participants enhances the richness of the survey data, allowing for a comprehensive analysis that includes both seasoned insights and fresh viewpoints. This diversity in experience levels can provide a balanced and nuanced understanding of HR practices, trends, and issues within the profession.

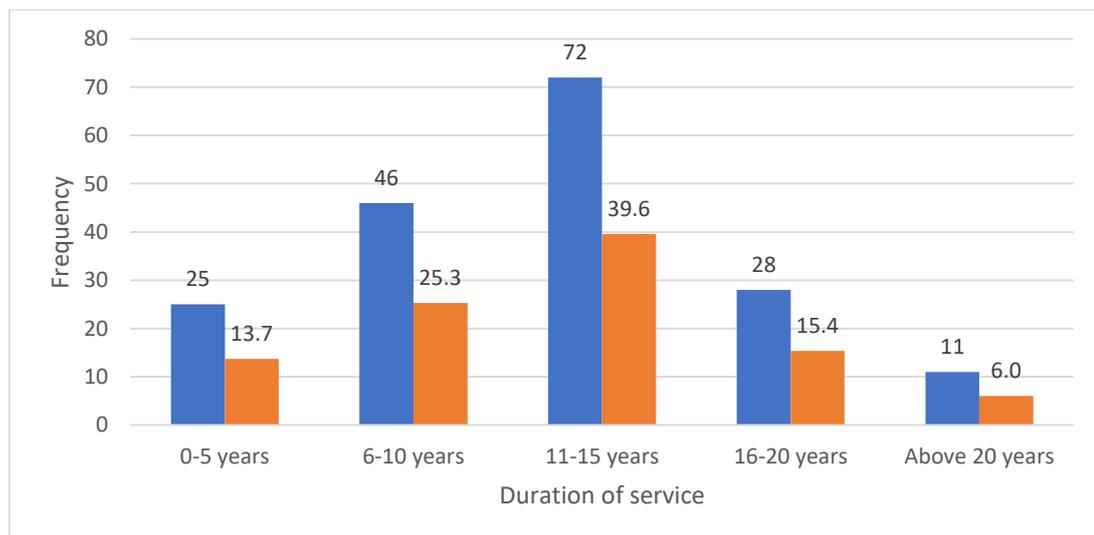


Figure 4.2: Duration of service/experience

Source: (Field data, 2024)

4.4 Results of descriptive findings

Descriptive analysis involves summarizing and organizing data to understand its basic characteristics. In this study, descriptive analysis was applied to likert scale questions

to quantify participants' attitudes, perceptions, and opinions on various HR-related variables as elaborated below. By calculating frequencies, percentages, means, Skewness, standard deviations, maximums, minimums and Kurtosis for each response category, the study provides a clear overview of the distribution of responses. This approach helps identify prevailing trends and patterns, such as the most common levels of agreement or disagreement among the participants.

4.4.1 Motivation to learn

The first objective of this study was to determine the effect of motivation to learn of employees on strategic training in firm performance among human resource management consulting firms in Nairobi Kenya. The descriptive results revealed several key insights. The mean scores for all statements range from 3.5 to 3.9, indicating a general tendency towards agreement with the statements. The statement "I always want to increase my understanding of the material that the training programs cover" has the highest mean score of 3.9 and a standard deviation of 0.8, suggesting strong agreement and a high level of motivation among participants to deepen their understanding. This is further supported by the high percentage of respondents who agreed (47.8%) or strongly agreed (24.2%).

Similarly, the statements "I am motivated to learn the concepts covered in the training programs" and "I always try to learn as much as I can from training programs" both have mean scores of 3.7 with a standard deviation of 0.7, reflecting a consistent level of motivation and effort among the participants. The majority of respondents agreed or strongly agreed with these statements (58.8% and 55.5%, respectively). However, the statement "I am genuinely interested in the content of the training program" has the lowest mean score of 3.5 and the highest standard deviation of 1.0, indicating more variability in responses. While 45.6% agreed and 14.3% strongly agreed, a notable

portion (15.3%) either disagreed or strongly disagreed, highlighting a mixed level of interest in the training content.

As a result, the high mean scores and significant percentages of agreement across most statements suggest that the participants are generally motivated and engaged in the training programs. This positive attitude towards learning is crucial for the effectiveness of the training programs and can lead to better knowledge retention and application in their professional roles. However, the variability in interest levels suggests that the training content could be further tailored to better meet the diverse interests and needs of all participants.

Table 4.3 - Motivation to learn

Question	Mean	Std Dev.	Max	Min	Skewness	Kurtosis	N
I am motivated to learn the concepts covered in the training programs.	3.7	0.7	5	1	-0.8	1.4	182
I always try to learn as much as I can from training programs.	3.7	0.7	5	1	-0.5	0.0	182
I always want to increase my understanding of the material that the training programs cover.	3.9	0.8	5	1	-0.4	-0.4	182
If I don't understand some part of the training program, I do try harder.	3.6	0.8	5	1	-0.6	-0.2	182
I am always intending to learn the concepts of the training programs.	3.8	0.8	5	1	-0.3	-0.5	182
I am genuinely interested in the content of the training program.	3.5	0.1	5	1	-0.7	0.1	182

Source: (Field data, 2024)

4.4.2 Supervisor support

The second objective was to establish the effect of perceived supervisor support of employees on strategic training in firm performance among human resource management consulting firms in Nairobi Kenya. The descriptive results for the

participants' perceptions of their supervisors' safety-related behaviors indicated generally positive evaluations, with mean scores ranging from 3.5 to 4.0. The highest mean scores are seen in statements related to "Inspiration Motivation" and "Intellectual Stimulation." Specifically, the statement "My supervisor provides continuous encouragement to do our jobs safely" has a mean of 4.0 with a standard deviation of 0.8, suggesting strong agreement and consistent encouragement from supervisors. Similarly, "My supervisor encourages me to express my ideas and opinions about safety at work" also has a mean of 4.0, reflecting high levels of intellectual stimulation and support for open communication.

Statements related to "Contingent Reward," such as recognition for achieving safety targets, have lower mean scores. "My supervisor makes sure that we receive appropriate recognition for achieving safety targets on the job" has a mean of 3.5 and a standard deviation of 1.1, indicating more variability and a lower level of agreement among participants. This suggests that recognition for safety achievements could be improved. For "Idealized Influence," where supervisors' behaviors display a commitment to safety, the mean scores are around 3.7 to 3.8. For instance, "My supervisor behaves in a way that displays a commitment to a safe workplace" has a mean of 3.8, indicating that participants generally agree that their supervisors model safety values and beliefs effectively.

Therefore, the results above suggests that supervisors are generally effective in providing inspiration and encouraging safe practices, as reflected in the high mean scores for continuous encouragement and intellectual stimulation. However, there is room for improvement in the area of contingent rewards, where recognition for achieving safety targets is perceived as less consistent. Enhancing recognition practices could further strengthen the overall safety culture within the organization. The generally

positive perceptions indicated the presence of a strong foundation of safety leadership, which is crucial for maintaining and improving workplace safety standards.

Table 4.4 - Supervisor support

Question	Mean	Std Dev.	Max	Min	Skewness	Kurtosis	N
My supervisor expresses satisfaction when I perform my job safely (Contingent Reward).	3.7	1.1	5	1	-0.8	0.3	182
My supervisor makes sure that we receive appropriate recognition for achieving safety targets on the job (Contingent Reward).	3.5	1.1	5	1	-0.8	0.2	182
My supervisor provides continuous encouragement to do our jobs safely (Inspiration Motivation).	4.0	0.8	5	1	-0.3	-0.5	182
My supervisor shows determination to maintain a safe work environment (Inspiration Motivation).	3.7	0.9	5	1	-0.3	-0.5	182
My supervisor suggests new ways of doing our jobs more safely (Intellectual Stimulation).	3.8	0.9	5	1	-0.5	-0.6	182
My supervisor encourages me to express my ideas and opinion about safety at work (Intellectual Stimulation).	4.0	0.8	5	1	-0.8	1.3	182
My supervisor talks about his values and beliefs of the importance of safety (Idealized Influence).	3.7	0.1	5	1	-0.4	-0.2	182
My supervisor spends time showing me the safest way to do things at work (Individualized Consideration).	3.7	0.1	5	1	-0.3	-0.6	182
My supervisor behaves in a way that displays a commitment to a safe workplace (Idealized Influence).	3.8	0.1	5	1	-0.5	0.0	182
My supervisor would listen to my concerns about safety on the job (Individualized Consideration).	3.8	0.9	5	1	-0.8	0.8	182

Source: (Field data, 2024)

4.4.3 Training employee attitude

The third objective was to understand the effect of training attitudes of employee on strategic training in firm performance among human resource management consulting firms in Nairobi Kenya. The descriptive results highlighted a strong confidence and positive attitude among participants towards training programs and skill development.

The highest mean scores are observed in the statements "At work I focus on developing my abilities and acquiring new ones" (mean = 4.1, SD = 0.8) and "At work I am always seeking opportunities to develop new skills and acquire new knowledge" (mean = 4.1, SD = 0.9). These high mean scores, along with the majority of participants agreeing (46.7% and 50.5%) or strongly agreeing (34.6% and 31.9%), indicate a proactive approach towards continuous learning and personal development.

The statement "I am confident that I can always succeed in any training program" has a mean score of 3.8 (SD = 1.0), with 64.3% of participants agreeing or strongly agreeing, demonstrating a strong belief in their ability to succeed in training programs. Similarly, "I believe doing well in any training program" has a mean score of 4.0 (SD = 0.9), indicating high confidence levels, with 73.1% of participants agreeing or strongly agreeing. Participants also expressed a high level of confidence in applying the skills learned from training programs, with the statement "I will be always able to apply skills from training program" having a mean score of 3.9 (SD = 0.9). A notable 64.3% of participants agreed or strongly agreed with this statement.

The enjoyment of challenging tasks that lead to new skill acquisition is also evident, with a mean score of 3.9 (SD = 1.0) for the statement "I enjoy challenging and difficult tasks at work where I'll learn new skills." Over half of the participants (50.6%) agreed, and 29.7% strongly agreed, indicating enthusiasm for engaging in tasks that promote learning. Thus, these descriptive results reflect a positive and proactive mindset towards training and skill development among the participants. This strong confidence and motivation to learn and apply new skills suggest that training programs are effective and valued, likely leading to enhanced job performance and personal growth. The high levels of agreement across various statements highlight the participants' commitment to continuous improvement and professional development.

Table 4.5 - Training employee attitude

Question	Mean	Std Dev.	Max	Min	Skewness	Kurtosis	N
I am confident that I can always succeed in any training program.	3.8	1	5	1	-0.4	0.2	182
I believe doing well in any training program.	4.0	0.9	5	1	-0.5	0.3	182
I believe being able to learn information and skills in any training program.	3.8	0.9	5	1	-0.5	-0.1	182
I will be always able to apply skills from training program.	3.9	0.9	5	1	-0.4	0.1	182
I will be always able to applying what I have learned in training program.	3.6	0.9	5	1	-0.2	-0.4	182
I am confident that training program helps me perform my job better.	4.0	0.8	5	1	-0.3	-0.3	182
I enjoy challenging and difficult tasks at work where I learn new skills.	3.9	1	5	1	-0.6	-0.5	182
At work I focus on developing my abilities and acquiring new ones.	4.1	0.8	5	1	-0.3	-0.4	182
At work I am always seeking opportunities to develop new skills and acquire new knowledge.	4.1	0.9	5	1	-0.4	-0.2	182
I strive to constantly learn and improve my work.	4.0	0.7	5	1	-0.5	0.1	182

Source: (Field data, 2024)

4.4.4 Affective commitment

On affective commitment, the descriptive results indicated a strong overall sense of organizational commitment among the respondents. The item "I would be very happy to spend the rest of my career in this organization" has the highest mean score of 4.1, reflecting a predominant agreement among participants that they are satisfied and willing to stay with the organization long-term. This is further supported by the high proportion of respondents (93.41%) agreeing or strongly agreeing with this statement.

Conversely, there is a moderate level of emotional detachment, as shown by the responses to "I do not feel 'emotionally attached' to this organization (R)" and "I do not feel like 'part of the family' at this organization (R)." With mean scores of 3.2 and 3.1 respectively, the neutral to slight agreement indicates that while respondents generally feel connected, there are notable gaps in emotional attachment and a sense of belonging.

The high mean score of 4.5 for the statement "This organization has a great deal of personal meaning for me" suggests that despite some emotional detachment, respondents find significant personal value and meaning in their work. Similarly, the mean score of 3.7 for "I really feel as if this organization's problems are my own" indicates a moderate sense of ownership and identification with the organization's issues.

Thus, while employees exhibit a strong commitment to the organization and find it meaningful, there are areas where emotional connection and a sense of belonging could be improved. Addressing these areas could enhance overall employee satisfaction and retention. The organization should consider initiatives to foster a greater emotional bond and a sense of community among its employees.

Table 4.6 - Affective commitment

Question	Mean	Std Dev.	Max	Min	Skewness	Kurtosis	N
I would be very happy to spend the rest of my career in this organization	4.1	0.5	5	1	-0.3	0.4	182
I really feel as if this organization's problems are my own.	3.7	0.8	5	1	-0.4	0.1	182
I do not feel like "part of the family" at this organization (R).	3.1	0.9	5	1	-0.5	-0.3	182
I do not feel "emotionally attached" to this organization (R).	3.2	0.7	5	1	-0.2	0.2	182
This organization has a great deal of personal meaning for me.	4.5	0.8	5	1	-0.6	-0.5	182
I do not feel a strong sense of belonging to this organization (R).	3.5	0.8	5	1	-0.3	0.1	182

Source: (Field data, 2024)

4.4.5 Continuous commitment

In this aspect, the descriptive results revealed a strong sense of organizational commitment and perceived job entrapment among the respondents. The highest mean score of 4.5 for "It would be very hard for me to leave my job at this organization right now even if I wanted to" underscores a significant level of attachment and difficulty in considering departure, with 75.27% strongly agreeing. This indicates that employees feel deeply integrated into the organization, reflecting a strong emotional and practical investment in their roles.

Similarly, high mean scores for related items, such as "Too much of my life would be disrupted if I leave my organization" (mean = 4.2) and "I believe I have too few options to consider leaving this organization" (mean = 4.4), suggest that respondents perceive substantial personal and professional consequences associated with leaving their

current employment. This sense of entrapment is further reinforced by the score for "One of the major reasons I continue to work for this organization is that leaving would require considerable personal sacrifice" (mean = 4.3), indicating that the personal cost of leaving is a significant factor in their decision to stay.

The results also show a moderate agreement with the statement "Right now, staying with my job at this organization is a matter of necessity as much as desire" (mean = 4.1), highlighting that employees may view their current employment as both a necessity and a choice, reflecting a blend of practical and emotional factors influencing their job retention. Consequently, employees exhibit a high degree of attachment and perceived difficulty in leaving their organization, driven by personal sacrifices and limited alternatives. While this strong commitment can be advantageous for organizational stability, it may also suggest areas where employee satisfaction and opportunities for growth could be enhanced to ensure long-term engagement and prevent potential dissatisfaction.

Table 4.7: Continuous commitment

Question	Mean	Std Dev.	Max	Min	Skewness	Kurtosis	N
It would be very hard for me to leave my job at this organization right now even if I wanted to.	4.5	0.8	5	1	-0.5	0.1	182
Too much of my life would be disrupted if I leave my organization.	4.2	0.5	5	1	-0.4	0.3	182
Right now, staying with my job at this organization is a matter of necessity as much as desire.	4.1	0.8	5	1	-0.3	0.1	182
I believe I have too few options to consider leaving this organization.	4.4	0.9	5	1	-0.6	-0.2	182
One of the few negative consequences of leaving my job at this organization would be the scarcity of available alternatives elsewhere.	4.2	1	5	1	-0.3	-0.1	182
One of the major reasons I continue to work for this organization is that leaving would require considerable personal sacrifice.	4.3	0.8	5	1	-0.5	0.2	182
It would be very hard for me to leave my job at this organization right now even if I wanted to.	4.2	0.7	5	1	-0.4	0.1	182

Source: (Field data, 2024)

4.4.6 Normative commitment

On normative commitment, the descriptive results showed a strong sense of obligation and loyalty among respondents towards their organization. The mean scores for items such as "Even if it were to my advantage, I do not feel it would be right to leave" (mean = 4.2) and "I would feel guilty if I left this organization now" (mean = 4.1) indicate a high level of perceived moral and emotional responsibility to stay, despite potential advantages of leaving. This is further corroborated by the scores for "I owe a great deal to this organization" (mean = 4.2) and "I would not leave my organization right now because of my sense of obligation to it" (mean = 4.1), suggesting that employees feel a strong sense of duty and indebtedness towards the organization.

Conversely, the item "I do not feel any obligation to remain with my organization (R)" has a lower mean score of 3.5, reflecting that while there is significant loyalty and a sense of obligation, it is not universally felt by all respondents. The relatively higher mean for "This organization deserves my loyalty" (mean = 4.0) implies that employees believe their organization merits their continued commitment. Thus, this finding indicates that employees experience a considerable sense of obligation and moral responsibility to remain with the organization, which contributes to their overall job satisfaction and retention. This strong sense of duty is evident across various aspects of organizational loyalty, although not all employees feel the same level of obligation. To maintain and enhance this sense of commitment, the organization should continue to foster an environment that aligns with employees' values and acknowledges their contributions.

Table 4.8: Normative commitment

Question	Mean	Std Dev.	Max	Min	Skewness	Kurtosis	N
I do not feel any obligation to remain with my organization (R).	3.5	0.8	5	1	-0.4	0.1	182
Even if it were to my advantage, I do not feel it would be right to leave.	4.2	0.8	5	1	-0.5	0.3	182
I would feel guilty if I left this organization now.	4.1	0.9	5	1	-0.3	0.1	182
This organization deserves my loyalty.	4	0.9	5	1	-0.2	-0.1	182
I would not leave my organization right now because of my sense of obligation to it.	4.1	0.8	5	1	-0.3	0.2	182
I owe a great deal to this organization.	4.2	0.8	5	1	-0.4	0.3	182

Source: (Field data, 2024)

4.5 Correlation Findings

The correlation results in table 4.9 below, provided insights into how different strategic training variables and forms of employee commitment relate to firm performance. Motivation to learn, despite being positively correlated with firm performance ($r = 0.315$), does not reach statistical significance ($p = 0.837$), suggesting that while a motivated workforce is beneficial, its direct impact on performance may be less pronounced or influenced by other factors not captured in this analysis.

In contrast, both supervisor support ($r = 0.582$, $p = 0.023$) and training employee attitude ($r = 0.512$, $p = 0.008$) exhibit strong positive and statistically significant correlations with firm performance. This implies that effective support from supervisors and favorable attitudes towards training programs significantly enhance firm performance. Supervisor support likely facilitates a more conducive work environment, boosting employee engagement and productivity, while positive training attitudes may lead to more effective application of skills and knowledge gained from training.

Additionally, various forms of employee commitment demonstrate significant positive correlations with firm performance. Affective commitment ($r = 0.188$, $p = 0.011$) indicates that employees' emotional attachment to the organization is beneficial, albeit to a lesser extent compared to other forms of commitment. Continuance commitment ($r = 0.375$, $p < 0.001$) and normative commitment ($r = 0.443$, $p < 0.001$) show stronger correlations, suggesting that employees who perceive high costs of leaving or feel a strong sense of obligation towards the organization contribute more positively to firm performance. These forms of commitment likely reflect deeper integration into the organization and a greater alignment with its goals.

Thus, the correlation results below, revealed the importance of enhancing supervisor support, fostering positive training attitudes, and strengthening employee commitment. These factors are significantly associated with improved firm performance, highlighting the need for organizations to focus on supportive leadership, effective training programs, and fostering a strong sense of commitment among employees to drive better performance outcomes.

Table 4.9 – Correlation results

Correlations		Motiva tion to learn	Supervisor support	Training employee attitude	Affective commitm ent	Continuance commitment	Normative commitment	Firm performance
Motivation to learn	Pearson Correlation Sig. (2-tailed)	1						
Supervisor support	Pearson Correlation Sig. (2-tailed)	.625**	1					
Training employee attitude	Pearson Correlation Sig. (2-tailed)	.213**	0.143	1				
Affective commitment	Pearson Correlation Sig. (2-tailed)	0.004	0.054	.203**	1			
Continuance commitment	Pearson Correlation Sig. (2-tailed)	0.046	0.052	0.006	.686**	1		
Normative commitment	Pearson Correlation Sig. (2-tailed)	0.075	0.034	.174*	0.000	.462**	1	
Firm performance	Pearson Correlation Sig. (2-tailed)	0.313	-0.017	0.019	-0.002	0.000	.443**	1
	N	0.604	0.819	0.466	0.978	0.000	0.000	0.000
		0.315	0.582**	0.512**	.188**	.375**	.443**	1
		0.837	0.023	0.008	0.011	0.000	0.000	0.000
		182	182	182	182	182	182	182

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

Source: (Field data, 2024)

4.6 Regression Results

A comprehensive regression analysis was conducted to assess the effect of the independent variables on the dependent variable. This analysis included both direct effects and inferential effects through a hierarchical moderation model. The direct effect regression examined the straightforward relationship between the independent and dependent variables, while the hierarchical moderation analysis investigated how the relationship between the independent and dependent variables might be influenced by the presence of one or more moderating variables. This approach allowed for a nuanced understanding of the potential interactions and conditional effects, providing a more detailed and robust analysis of the data.

4.6.1 Direct effect – effect of strategic training practices on firm performance

The regression analysis aimed to assess the direct effects of motivation to learn, supervisor support, and training employee attitude on firm performance. The model summary reveals an R Square value of 0.023, which indicates that only 2.3% of the variance in firm performance can be explained by these predictors. The adjusted R

Square value of 0.006 further underscores the limited explanatory power of the model. The overall model is marginally significant with a p-value of 0.052, according to the ANOVA results, suggesting that while there is some relationship between the predictors and firm performance, it is not robust.

Among the individual predictors examined in the model, motivation to learn ($\beta=0.079$, $p=0.009$) and supervisor support ($\beta=0.128$, $p=0.022$) both exhibits statistically significant relationships with firm performance, as indicated by their respective p-values being below the conventional threshold of 0.05. The positive beta values for these predictors suggest that increases in motivation to learn and supervisor support are associated with improvements in firm performance. Specifically, supervisor support has a stronger positive impact on firm performance compared to motivation to learn, as evidenced by its higher beta value (0.128 vs. 0.079). This implies that, within the context of the firm, initiatives that enhance supervisor support are likely to yield more substantial improvements in performance relative to those that solely focus on increasing employees' motivation to learn.

Additionally, training employee attitude is also statistically significant ($\beta=0.196$, $p=0.013$), suggesting a positive and meaningful contribution to firm performance. However, the beta value for this predictor is larger than those for motivation to learn and supervisor support, indicating that, although its impact is statistically significant, it may represent a different aspect of influence on performance, potentially reflecting attitudes developed through training programs rather than direct support or motivation.

The constant term of the model, with a significant coefficient of 1.127 ($p < 0.05$), implies that there are baseline factors influencing firm performance that are not accounted for by the predictors in the model. This constant suggests that even in the

absence of variation in the measured predictors, firm performance would still be influenced by other unmeasured variables or inherent characteristics of the firm.

The low R Square and the marginal overall model significance imply that other variables, not included in this analysis, might play a more critical role in explaining variations in firm performance. This suggests the need for further research to identify additional factors and refine the model for a more comprehensive understanding of the drivers of firm performance as shown in table 4.10 below.

Table 4.10: Direct effect – effect of strategic training practices on firm performance

Variable	Coefficient (B)	Std. Error	Beta	t	Sig.
Constant	1.127	0.217	-	5.187	0.000
Motivation to learn	0.079	0.091	0.083	0.864	0.009
Supervisor support	0.128	0.105	0.116	1.225	0.022
Training employee attitude	0.196	0.123	0.121	1.592	0.013
Model Summary					
Statistic	Value				
R	0.151				
R Square	0.023				
Adjusted R Square	0.006				
Std. Error of Estimate	0.06671				
ANOVA					
Source	Sum of Squares	df	Mean Square	F	Sig.
Regression	0.018	3	0.006	1.377	0.052
Residual	0.792	178	0.004		
Total	0.81	181			

a. Predictors: (Constant), Training employee attitude, Supervisor support, Motivation to learn

b. Dependent Variable: Firm performance

Source: (Field data, 2024)

Hypotheses testing:

Based on the direct regression results above, the null hypotheses were tested and results given in table 4.11 below:

Hypothesis 1 (H₀₁): Motivation to learn does not significantly affect employee performance in strategic training on firm performance among human resource management consulting firms in Nairobi, Kenya.

The regression coefficient for motivation to learn is 0.079, with a standard error of 0.091 and a significance value (p-value) of 0.009. Since the p-value is less than 0.05, we can conclude that the effect of motivation to learn on firm performance is statistically significant. Thus, we reject the null hypothesis. Motivation to learn significantly affects employee performance in strategic training on firm performance.

Hypothesis 2 (H₀₂): Perceived supervisor support does not affect employee performance in strategic training on firm performance among human resource management consulting firms in Nairobi, Kenya.

The regression coefficient for supervisor support is 0.128, with a standard error of 0.105 and a significance value (p-value) of 0.022. Since the p-value is less than 0.05, we can conclude that the effect of perceived supervisor support on firm performance is statistically significant. Therefore, we reject the null hypothesis. Perceived supervisor support significantly affects employee performance in strategic training on firm performance.

Hypothesis 3 (H₀₃): Training attitudes do not significantly affect employee performance in strategic training on firm performance among human resource management consulting firms in Nairobi, Kenya.

The regression coefficient for training employee attitude is 0.196, with a standard error of 0.123 and a significance value (p-value) of 0.013. Since the p-value is less than 0.05, we can conclude that the effect of training employee attitude on firm performance is

statistically significant. Thus, we reject the null hypothesis. Training attitudes significantly affect employee performance in strategic training on firm performance.

Therefore, the direct regression results indicate that motivation to learn, perceived supervisor support, and training employee attitude all have significant effects on firm performance among human resource management consulting firms in Nairobi, Kenya. The significance values for all three variables are below the 0.05 threshold, leading to the rejection of the null hypotheses in each case.

Table 4.11: Hypothesis test

Hypotheses	Beta (β)	P-values	Decision
Hypothesis 1 (H_{01}): Motivation to learn does not significantly affect employee performance in strategic training on firm performance among human resource management consulting firms in Nairobi, Kenya	0.079	0.009	Reject
Hypothesis 2 (H_{02}): Perceived supervisor support does not affect employee performance in strategic training on firm performance among human resource management consulting firms in Nairobi, Kenya.	0.128	0.022	Reject
Hypothesis 3 (H_{03}): Training attitudes do not significantly affect employee performance in strategic training on firm performance among human resource management consulting firms in Nairobi, Kenya.	0.196	0.013	Reject

Source: (Field data, 2024)

4.6.2 Moderating effect of affective commitment, continuous commitment, normative commitment on the relationship between Strategic training variables (i.e motivation to learn, supervisor support, training employee attitude) and firm performance

The hierarchical regression analysis was conducted to determine the moderating effects of affective commitment, continuous commitment, and normative commitment on the relationship between strategic training variables (motivation to learn, supervisor

support, and training employee attitude) and firm performance. The results are provided in table 4.12 below.

In Model 1, the predictors (motivation to learn, supervisor support, and training employee attitude) were entered into the regression equation. The results showed that these predictors explained only 2.3% of the variance in firm performance ($R^2 = .023$, $p > .05$), indicating a weak relationship. None of the predictors were statistically significant at this stage, highlighting that the direct influence of these strategic training variables on firm performance is minimal.

In Model 2, affective commitment was introduced as a moderating variable. This addition resulted in a slight increase in the explained variance to 4.9% ($R^2 = .049$, $p < .05$). The interaction between affective commitment and the predictors was significant ($\beta = .210$, $p < .05$), suggesting that affective commitment moderates the relationship between the strategic training variables and firm performance. This indicates that employees' emotional attachment to their organization enhances the impact of strategic training on performance.

Model 3 included continuous commitment as a moderator. This model explained 18.1% of the variance in firm performance ($R^2 = .181$, $p < .001$). The interaction term for continuous commitment and the predictors was significant ($\beta = .595$, $p < .001$), indicating a strong moderating effect of continuous commitment on the relationship between strategic training variables and firm performance. Continuous commitment, reflecting employees' perceived cost of leaving the organization, significantly amplifies the effectiveness of strategic training initiatives on firm performance.

Finally, in Model 4, normative commitment was added as a moderator. This model further increased the explained variance to 19.5% ($R^2 = .195$, $p < .001$). The interaction

term for normative commitment was significant ($\beta = .445, p < .001$), suggesting a substantial moderating effect. Normative commitment, which pertains to employees' sense of obligation to remain with the organization, enhances the positive effects of strategic training on firm performance.

In conclusion, the hierarchical regression results indicate that while the direct effects of motivation to learn, supervisor support, and training employee attitude on firm performance are weak, the inclusion of affective, continuous, and normative commitments as moderating variables significantly enhances the explanatory power of the model. Continuous and normative commitments, in particular, exhibit strong moderating effects, thereby underscoring their critical role in leveraging strategic training to improve firm performance. These findings suggest that fostering strong organizational commitment among employees can be a vital strategy in maximizing the benefits of training programs for overall firm performance.

Table 4.12: Hierarchical regression results

Variables	Model 1 β (Std. Error)	Model 2 β (Std. Error)	Model 3 β (Std. Error)	Model 4 β (Std. Error)
Predictors (Direct effect)				
Constant:	1.127	0.962	0.520	0.542
Motivation to learn	-.079(.091)	.207(.08)	1.102(.503)	.821(.573)
Supervisor support	.128(.105)	.272(.068)	.287(.068)	1.032(.745)
Training employee attitude	.196(.123)	.015(.081)	.0151(.081)	.178(.085)
Interactions: (Moderating effect)				
Affective commitment, Motivation to learn, Supervisor support, Training employee attitude		.210(.096)		
Continuous commitment, Motivation to learn, Supervisor support, Training employee attitude			.595(.102)	
Normative commitment, Motivation to learn, Supervisor support, Training employee attitude				.445(.072)
Model Summary Statistics:				
R	.151	.220	.425	.441
R Square	.023	.049	.181	.195
Adjusted R square	.006	.027	.162	.176
S.SE of the Estimate	.06671	.06601	.06125	.06073
R Square Change	.023	.026	.158	.171
F Change	1.377	4.807	34.107	37.759
Sig. F Change	.252	0.030	.000	.000

Source: (Field data, 2024)

Hypotheses testing:

Based on the hierarchical regression findings, the null hypotheses were tested and results presented, see table 4.13:

Null Hypothesis (H_{04a}): Affective commitment does not significantly moderate the relationship between strategic training practices and firm performance among human resource management consulting firms in Nairobi, Kenya.

In Model 2, the inclusion of affective commitment as a moderator increased the R² to .049, with the interaction term for affective commitment being significant ($\beta = .210$, $p < .05$). The significant interaction term indicates that affective commitment moderates the relationship between strategic training practices and firm performance. Therefore, we reject the null hypothesis. Affective commitment significantly moderates the relationship between strategic training practices and firm performance. These findings

align with existing literature, which emphasizes the importance of affective commitment in enhancing employee performance and organizational outcomes (Meyer & Allen, 1991). Employees with high affective commitment are more likely to be motivated and engaged in training programs, thereby improving their performance and contributing positively to the firm's performance (Dysvik & Kuvaas, 2013).

Null Hypothesis (H_{04b}): Continuance commitment does not significantly moderate the relationship between strategic training practices and firm performance among human resource management consulting firms in Nairobi, Kenya.

In Model 3, the inclusion of continuance commitment as a moderator increased the R² to .181, with the interaction term for continuance commitment being highly significant ($\beta = .595$, $p < .001$). This significant interaction term suggests a strong moderating effect of continuance commitment on the relationship between strategic training practices and firm performance. Consequently, we reject the null hypothesis. Continuance commitment significantly moderates the relationship between strategic training practices and firm performance. This result is consistent with previous studies that have shown the impact of continuance commitment on employee behavior and organizational performance. Employees who perceive high costs associated with leaving the organization are more likely to participate in training programs and apply what they learn to improve firm performance (Allen & Meyer, 1990; Meyer et al., 2022).

Null Hypothesis (H_{04c}): Normative commitment does not significantly moderate the relationship between strategic training practices and firm performance among human resource management consulting firms in Nairobi, Kenya.

In Model 4, the inclusion of normative commitment as a moderator further increased the R² to .195, with the interaction term for normative commitment being significant ($\beta = .445, p < .001$). This significant interaction term indicates that normative commitment moderates the relationship between strategic training practices and firm performance. Therefore, we reject the null hypothesis. Normative commitment significantly moderates the relationship between strategic training practices and firm performance. The moderating effect of normative commitment is supported by literature that highlights the role of employees' sense of obligation in enhancing their engagement and performance. Employees with high normative commitment feel a moral obligation to stay and contribute to the organization, making them more likely to benefit from and apply strategic training initiatives (Meyer & Herscovitch, 2021; Wasti, 2013).

Therefore, based on the hierarchical regression analysis, all three types of commitment—*affective*, *continuance*, and *normative* significantly moderate the relationship between strategic training practices and firm performance among human resource management consulting firms in Nairobi, Kenya. These findings underscore the critical role of employee commitment in maximizing the effectiveness of strategic training programs and improving overall firm performance. The results suggest that fostering a strong sense of commitment among employees can enhance the impact of training initiatives, leading to better organizational outcomes.

Table 4.13: Hypothesis

Hypotheses	Beta (β)	P-values	Decision
Null Hypothesis (H_{04a}): Affective commitment does not significantly moderate the relationship between strategic training practices and firm performance among human resource management consulting firms in Nairobi, Kenya	0.210	0.030	Reject
Null Hypothesis (H_{04b}): Continuance commitment does not significantly moderate the relationship between strategic training practices and firm performance among human resource management consulting firms in Nairobi, Kenya	0.595	0.000	Reject
Null Hypothesis (H_{04c}): Normative commitment does not significantly moderate the relationship between strategic training practices and firm performance among human resource management consulting firms in Nairobi, Kenya	0.445	0.000	Reject

Source: (Field data, 2024)

4.7 Discussion of the Findings

The hierarchical regression analysis was aimed at exploring the moderating effects of affective commitment, continuance commitment, and normative commitment on the relationship between strategic training variables (motivation to learn, supervisor support, and training employee attitude) and firm performance among human resource management consulting firms in Nairobi, Kenya. The analysis was structured into four models, each progressively adding a commitment variable to scrutinize its moderating role.

In Model 1, the predictors (motivation to learn, supervisor support, and training employee attitude) explained only 2.3% of the variance in firm performance ($R^2 = .023$, $p > .05$), indicating a weak direct relationship. None of the predictors were statistically significant at this stage, underscoring the minimal direct influence of these strategic training variables on firm performance. This finding is consistent with previous research that highlights the complexity of factors influencing firm performance,

suggesting that other variables not included in this analysis might play a more critical role (Meyer & Allen, 1991; Dysvik & Kuvaas, 2013).

In Model 2, affective commitment was introduced as a moderating variable, resulting in a slight increase in the explained variance to 4.9% ($R^2 = .049$, $p < .05$). The interaction between affective commitment and the predictors was significant ($\beta = .210$, $p < .05$), indicating that affective commitment moderates the relationship between strategic training variables and firm performance. Employees with high affective commitment, characterized by their emotional attachment to the organization, are more likely to be motivated and engaged in training programs, thus enhancing their performance and contributing positively to firm performance (Meyer & Allen, 1991; Dysvik & Kuvaas, 2013).

Model 3 incorporated continuance commitment as a moderator. This model explained 18.1% of the variance in firm performance ($R^2 = .181$, $p < .001$), with the interaction term for continuance commitment being highly significant ($\beta = .595$, $p < .001$). The strong moderating effect of continuance commitment, which reflects employees' perceived costs of leaving the organization, significantly amplifies the effectiveness of strategic training initiatives on firm performance. This finding is supported by previous studies demonstrating that employees who perceive high costs associated with leaving are more likely to participate in and apply what they learn from training programs, leading to improved firm performance (Allen & Meyer, 1990; Meyer et al., 2022).

Finally, in Model 4, normative commitment was added as a moderator, further increasing the explained variance to 19.5% ($R^2 = .195$, $p < .001$). The significant interaction term for normative commitment ($\beta = .445$, $p < .001$) suggests that this form of commitment, which pertains to employees' sense of obligation to remain with the

organization, enhances the positive effects of strategic training on firm performance. Employees with high normative commitment feel a moral obligation to stay and contribute to the organization, making them more likely to benefit from and apply strategic training initiatives (Meyer & Herscovitch, 2001; Wasti, 2023).

The correlation results provide additional insights into how different strategic training variables and forms of employee commitment relate to firm performance. Despite being positively correlated with firm performance ($r = 0.315$), motivation to learn does not reach statistical significance ($p = 0.837$), suggesting that while a motivated workforce is beneficial, its direct impact on performance may be influenced by other factors not captured in this analysis. In contrast, both supervisor support ($r = 0.582$, $p = 0.023$) and training employee attitude ($r = 0.512$, $p = 0.008$) exhibit strong positive and statistically significant correlations with firm performance, implying that effective support from supervisors and favorable attitudes towards training programs significantly enhance firm performance.

This is consistent with literature suggesting that supervisor support facilitates a more conducive work environment, boosting employee engagement and productivity, while positive training attitudes lead to more effective application of skills and knowledge gained from training (Meyer et al., 2022). Various forms of employee commitment also demonstrate significant positive correlations with firm performance.

Affective commitment ($r = 0.188$, $p = 0.011$) indicates that employees' emotional attachment to the organization is beneficial, albeit to a lesser extent compared to other forms of commitment. Continuance commitment ($r = 0.375$, $p < 0.001$) and normative commitment ($r = 0.443$, $p < 0.001$) show stronger correlations, suggesting that employees who perceive high costs of leaving or feel a strong sense of obligation

towards the organization contribute more positively to firm performance. These forms of commitment likely reflect deeper integration into the organization and a greater alignment with its goals (Allen & Meyer, 1990; Meyer *et al.*, 2022).

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a comprehensive summary of the findings aligned with the specific objectives of the study. It includes the conclusions drawn from the analysis and offers recommendations based on the study's results. Additionally, it suggests areas for further research to enhance the existing body of knowledge in this field.

5.2 Summary of the Findings

The findings of this study provide a comprehensive understanding of the effects of various strategic training variables and forms of employee commitment on firm performance among human resource management consulting firms in Nairobi, Kenya. The analysis is centered on four key objectives: the effect of motivation to learn, perceived supervisor support, and training attitudes on strategic training and firm performance, as well as the moderating effect of employee commitment on these relationships.

Firstly, the study explored the effect of motivation to learn on strategic training and firm performance. The correlation analysis revealed that while there is a positive relationship between motivation to learn and firm performance, this relationship is not statistically significant. This suggests that the direct impact of employees' motivation to learn on firm performance might be overshadowed or mediated by other factors not captured in this study. It indicates that motivation alone may not be a strong enough driver to significantly improve firm performance through strategic training. Other elements such as the quality of the training programs, the alignment of training with organizational goals, and the overall work environment may play a more critical role in determining the effectiveness of training initiatives. Therefore, while fostering

motivation to learn is important, it should be complemented by other strategic elements to achieve significant performance gains.

In contrast, the effect of perceived supervisor support on strategic training and firm performance was found to be much more pronounced. The study identified a strong positive and statistically significant correlation between perceived supervisor support and firm performance. This finding underscores the crucial role that supervisors play in enhancing firm performance. Effective supervisor support not only fosters a work environment that promotes employee engagement and productivity but also ensures that the skills and knowledge acquired through training programs are effectively applied in the workplace. This highlights the importance of leadership in strategic training initiatives, where supportive supervisors can significantly influence the success of training programs by encouraging participation, providing feedback, and creating a conducive atmosphere for learning and development. Consequently, organizations should invest in leadership development programs that equip supervisors with the skills needed to support their teams effectively.

The study also examined the effect of employee attitudes towards training on firm performance. The results showed that training attitudes have a strong and positive correlation with firm performance, which is statistically significant. This suggests that employees who hold favorable attitudes towards training programs are more likely to engage fully with the training, apply the acquired knowledge and skills, and ultimately contribute to improved firm performance. Positive training attitudes can be fostered through a variety of strategies, including involving employees in the design of training programs, ensuring the relevance of training content to their roles, and providing opportunities for employees to see the tangible benefits of training in their daily work.

This finding highlights the importance of addressing and nurturing positive training attitudes as a key component of strategic training efforts.

Furthermore, the study delved into the moderating effect of employee commitment on the relationship between strategic training practices and firm performance. The hierarchical regression analysis revealed that different forms of employee commitment—namely affective, continuance, and normative commitments—significantly moderate the impact of strategic training on firm performance. Affective commitment, which refers to the emotional attachment employees feel towards their organization, was found to slightly enhance the relationship between strategic training and performance. Although its moderating effect was weaker compared to other forms of commitment, affective commitment still plays a role in how effectively employees engage with and apply training in the workplace. Employees with strong affective commitment are more likely to align their personal goals with those of the organization, which can enhance the impact of strategic training initiatives.

Continuance commitment, on the other hand, demonstrated a much stronger moderating effect. This form of commitment, which is based on employees' perception of the costs associated with leaving the organization, significantly amplified the effectiveness of strategic training initiatives on firm performance. Employees with high continuance commitment are more likely to view their participation in training programs as essential for their continued success within the organization. This commitment encourages them to fully engage in training and to apply what they learn, leading to better performance outcomes. The findings suggest that continuance commitment may be particularly important in environments where job stability and career progression are highly valued.

Normative commitment, which reflects employees' sense of obligation to remain with the organization, also showed a substantial moderating effect. This form of commitment enhances the positive effects of strategic training on firm performance by fostering a sense of duty and loyalty among employees. Employees with strong normative commitment are more likely to see their success as being tied to the success of the organization, which motivates them to make the most of training opportunities and to contribute positively to firm performance. This suggests that organizations that cultivate a culture of loyalty and mutual obligation can enhance the effectiveness of their strategic training programs.

Thus, the study concludes that while the direct effects of motivation to learn, perceived supervisor support, and training attitudes on firm performance are significant, they are further strengthened by the presence of strong employee commitment. Particularly, continuance and normative commitments stand out as critical factors that can significantly enhance the impact of strategic training on firm performance. These findings align with existing literature, which emphasizes the importance of employee commitment in improving organizational outcomes.

5.3 Conclusion

Based on the comprehensive findings, this study provides significant insights into the impact of strategic training variables and different forms of employee commitment on firm performance among human resource management consulting firms in Nairobi, Kenya. The findings indicate that while motivation to learn, supervisor support, and training employee attitude are positively related to firm performance, their direct effects are relatively weak when considered in isolation. This highlights the complexity of factors influencing firm performance and suggests that other variables, potentially not included in this analysis, play a more critical role in determining firm outcomes.

The correlation analysis revealed that supervisor support and training employee attitude have strong positive correlations with firm performance. Effective supervisor support creates a conducive work environment that enhances employee engagement and productivity, while positive attitudes towards training lead to the effective application of acquired skills and knowledge. These findings underscore the importance of supportive leadership and favorable training perceptions in driving firm performance. On the other hand, motivation to learn, although beneficial, does not show a statistically significant direct impact on performance, suggesting that its influence might be indirect or moderated by other factors.

Furthermore, various forms of employee commitment—*affective*, *continuance*, and *normative*, demonstrated significant positive correlations with firm performance. *Affective* commitment, which reflects employees' emotional attachment to the organization, shows a positive but comparatively weaker correlation. In contrast, *continuance* and *normative* commitments, which pertain to employees' perceived costs of leaving and their sense of obligation to remain with the organization, respectively, exhibit stronger correlations. These forms of commitment likely indicate deeper organizational integration and alignment with organizational goals, contributing more positively to firm performance.

The hierarchical regression analysis further elucidated the moderating effects of these commitment types. *Affective* commitment, when introduced as a moderator, enhances the explanatory power of the model slightly, indicating that employees' emotional attachment can amplify the impact of strategic training on performance. *Continuance* commitment shows a substantial moderating effect, significantly increasing the explained variance in firm performance. This suggests that employees who perceive high costs of leaving are more engaged in training programs and apply their learnings

more effectively, thus enhancing performance. Similarly, normative commitment, which reflects a sense of obligation to stay with the organization, also significantly moderates the relationship between strategic training variables and firm performance. Employees with high normative commitment are more likely to feel responsible for contributing to the organization's success, thereby maximizing the benefits of strategic training initiatives.

Thus, while the direct effects of motivation to learn, supervisor support, and training employee attitude on firm performance are relatively modest, the inclusion of affective, continuance, and normative commitments as moderating variables significantly enhances the explanatory power of the model. The strong moderating effects of continuance and normative commitments, in particular, highlight their critical role in leveraging strategic training to improve firm performance. These findings suggest that fostering strong organizational commitment among employees can be a vital strategy in maximizing the benefits of training programs, leading to better organizational outcomes. Organizations should, therefore, focus on creating supportive environments, promoting positive attitudes towards training, and fostering strong employee commitment to drive superior performance.

5.4 Recommendations of the Study

5.4.1 Recommendation for Practice

To enhance the performance of human resource management consulting firms through strategic training and employee commitment, the following recommendations are proposed:

1. Prioritize the Development of Effective Supervisor Support Systems

Human resource management consulting firms should place a strong emphasis on

developing and implementing robust supervisor support systems. Supervisors are pivotal in shaping the work environment, and their ability to provide effective support can significantly influence employee engagement, productivity, and overall firm performance. It is crucial to equip supervisors with the necessary training, tools, and resources to support their teams effectively. This could include leadership development programs, mentoring opportunities, and regular feedback mechanisms that empower supervisors to foster a motivated and high-performing workforce.

2. Foster Positive Attitudes Toward Training Among Employees

To maximize the impact of strategic training initiatives, firms should actively work to cultivate positive attitudes toward training among employees. This can be achieved by ensuring that training programs are perceived as relevant, beneficial, and aligned with employees' career goals. Clear communication of the benefits of training, as well as involving employees in the design and evaluation of training initiatives, are key strategies. When employees see the value in training and how it contributes to their personal and professional growth, they are more likely to engage fully and apply the skills and knowledge gained, leading to improved performance for the firm.

3. Strengthen Affective Commitment Through a Positive Organizational Culture

Firms should focus on enhancing affective commitment, which reflects employees' emotional attachment to the organization. This can be achieved by fostering a positive, inclusive, and supportive work culture where employees feel valued, connected, and part of a cohesive team. Activities such as team-building exercises, employee recognition programs, and opportunities for social interaction can help build this sense of belonging. By creating an environment where employees feel emotionally invested in the firm, human resource management consulting firms can increase loyalty and reduce turnover, ultimately contributing to better firm performance.

4. Enhance Continuance Commitment Through Retention Strategies

To strengthen continuance commitment, which is based on employees' perception of the costs associated with leaving the organization, firms should implement retention strategies that emphasize the benefits of staying with the organization. Offering competitive compensation packages, clear career development pathways, and opportunities for professional growth can make the prospect of leaving less appealing. By highlighting the long-term advantages of remaining with the firm, such as job security and career progression, firms can increase employee retention and ensure that employees are fully engaged and committed to their roles.

5. Promote Normative Commitment by Reinforcing Organizational Values and Mission

Normative commitment, which is rooted in an employee's sense of obligation to remain with the organization, can be bolstered by promoting a strong organizational mission and values. Human resource management consulting firms should ensure that their mission and values are not only clearly communicated but also integrated into all aspects of the business. From hiring and onboarding processes to performance evaluations and daily operations, the firm's core values should be a consistent focus. Encouraging employee participation in corporate social responsibility (CSR) activities can further enhance normative commitment by fostering a sense of pride and obligation towards the organization. When employees feel that they are contributing to a greater good and that their work aligns with their personal values, they are more likely to remain loyal and contribute positively to the firm's success.

5.4.2 Recommendations for Policy

To support the practical recommendations and ensure sustainable improvements in firm performance, several policy recommendations are suggested. First, policymakers

should consider establishing guidelines and frameworks that promote effective supervisor training and support. This could involve developing standardized training programs for supervisors across industries, ensuring they have the skills and knowledge needed to support their teams effectively. Additionally, policies should encourage organizations to implement regular feedback mechanisms where employees can provide input on their supervisors' performance. This feedback can help identify areas for improvement and ensure that supervisors are meeting the needs of their teams.

Furthermore, policies aimed at enhancing employee training programs should be developed. Governments and industry bodies can play a crucial role in promoting continuous learning and development by providing incentives for organizations that invest in employee training. This could include tax breaks, grants, or subsidies for companies that demonstrate a commitment to employee development. Policies should also encourage organizations to align their training programs with industry standards and emerging trends to ensure that employees acquire relevant and up-to-date skills.

In terms of employee commitment, policymakers should consider creating frameworks that promote job security and employee well-being. Job security is a significant factor in continuance commitment, and policies that protect employees from arbitrary layoffs and ensure fair treatment can enhance their commitment to the organization. Additionally, promoting work-life balance through policies such as flexible working hours, parental leave, and mental health support can contribute to a more committed and productive workforce.

Lastly, there should be a focus on creating inclusive and diverse work environments. Policies that promote diversity and inclusion can enhance affective commitment by making employees feel valued and respected regardless of their background. This can

involve setting diversity targets, implementing anti-discrimination training, and establishing support networks for underrepresented groups. Inclusive policies not only improve employee commitment but also contribute to a more innovative and competitive business environment.

5.4.3 Recommendations for Further Study

While this study provides valuable insights into the relationship between strategic training, employee commitment, and firm performance, further research is needed to build on these findings and address the identified limitations. One area for further study is the exploration of additional variables that may influence firm performance. The low R-square value in the regression analysis suggests that other factors not included in this study play a significant role in determining firm outcomes. Future research could investigate variables such as organizational culture, leadership styles, and external economic conditions to provide a more comprehensive understanding of the drivers of firm performance.

Another recommendation for further study is to conduct longitudinal research to examine the long-term effects of strategic training and employee commitment on firm performance. This study provides a snapshot of these relationships at a single point in time, but longitudinal research could reveal how these dynamics evolve and identify causal relationships.

Further research would be beneficial to expand the scope of research to include different industries and geographical regions. This study focuses on human resource management consulting firms in Nairobi, Kenya, but the findings may not be generalizable to other contexts. Conducting similar studies in different industries and

regions can provide a broader understanding of the relationships between strategic training, employee commitment, and firm performance.

5.5 Limitations of the Study

While this study provides valuable insights into the relationship between strategic training, employee commitment, and firm performance, it is not without limitations. One significant limitation is the reliance on self-reported data collected through questionnaires. Self-reported data are susceptible to various biases, such as social desirability bias, where respondents may answer questions in a manner, they believe is more socially acceptable rather than being truthful. This can affect the accuracy and reliability of the data. To address this, the study ensured anonymity and confidentiality to encourage honest responses and used well-validated measurement instruments to enhance the reliability of the data collected.

Additionally, the use of questionnaires limits the depth of understanding, as it captures quantitative but not qualitative nuances that could provide richer insights into the dynamics between training, commitment, and performance. To partially remedy this, the study included observations to capture additional qualitative insights and contextual factors that may not be evident in quantitative data alone.

The study's focus on human resource management consulting firms in Nairobi, Kenya, may also limit the generalization of the findings to other industries or geographical regions. Different industries may have unique characteristics that influence how training and commitment impact performance, and the cultural context of Nairobi might differ from other regions, affecting the applicability of the results. To enhance the generalization, the study included a diverse sample of firms within the HR consulting sector and recommended future research to replicate the study in different contexts.

Furthermore, the cross-sectional nature of the study provides a snapshot at a single point in time, which does not account for changes over time or the long-term effects of strategic training and commitment. To address this, the study suggests future research using longitudinal designs to track changes over time and capture the long-term impacts of strategic training and employee commitment on firm performance.

REFERENCE

- Ackah, D. (2014). The Effects of Training and Development on Employee Performance in the Public Sector of Ghana: A Study of the Takoradi Branch of Ghana Ports and Harbours Authority (GPHA) (Research Paper, Postgraduate). Retrieved from <https://www.grin.com/document/284725?lang=en>, on 23rd Jan 2024.
- Adler, S. (2012). Review of work engagement: A handbook of essential theory and research. *Personnel Psychology*, 65, 204–207.
- Milgo, A.C. (2014). European Journal of Business and Management. www.iiste.org, 6(8), 2014. Retrieved from <http://www.iiste.org> ISSN 2222-1905 (Paper) ISSN 2222-2839 (Online)
- Milgo, A.C. (2014). Training as a Determinant of Employee Commitment: A Survey of KTDA Tea Factories in Kenya. European Journal of Business and Management, 6(8), 2014. Retrieved from <http://www.iiste.org> ISSN 2222-1905 (Paper) ISSN 2222-2839 (Online)
- Allen, N. J., & Meyer, J. P. (1990). The measurement and antecedents of affective, continuance, and normative commitment to the organization. *Journal of Occupational Psychology*, 63(1), 1-18. <https://doi.org/10.1111/j.2044-8325.1990.tb00506.x>.
- Association for Talent Development. (2019, December 6). Learning by the numbers. TD Magazine. Retrieved from <https://www.td.org/magazines/td-magazine/learning-by-the-numbers#gsc.tab=0>
- Atd. (2019). 2019 State of the industry. ATD Research. Retrieved from <https://www.td.org/research-reports/2019-state-of-the-industry#gsc.tab=0>
- Axelsson, K., & Höglund, L. (2023). Strategic management in the public sector - the case of the Swedish transport administration. *International Public Management Journal*, 1-24. Retrieved from: 10.1080/10967494.2023.2271481
- Bakker, A. B., Demerouti, E., & Lieke, L. (2012). Work engagement, performance, and active learning: The role of conscientiousness. *Journal of Vocational Behavior*, 80(2), 555-564.
- Berkley, R. A., & Kaplan, D. M. (2019). *Strategic training and development*. New York, NY: SAGE Publications, Inc.
- Bernstein, E. S., & Barrett, F. J. (2011). Strategic change and the jazz mindset: Exploring practices that enhance dynamic capabilities for organizational improvisation. *Research in Organizational Change and Development*, 19, 55–90.
- Bernstein, E. S., & Barrett, F. J. (2011). Strategic Change and the Jazz Mindset: Exploring Practices That Enhance Dynamic Capabilities for Organizational Improvisation. *Research in Organizational Change and Development*, 19, 55–90.
- Bhandari P. (2021) Population Vs Sample. Definitions, Differences & Examples. Published on May 14, 2020, by. Revised on June 3, 2021.

- Borg, W., & Gall, M. D. (2009). *Educational research: An introduction* (5th ed.). New York: Longman.
- Brum, S. (2007). *What impact does training have on employee commitment and employee turnover*. Schmidt Labor Research Center, Seminar Research Series, University of Rhode Island.
- Bukhari, S. A. R. (2020). A Graduate's Handbook for Writing High-Quality Thesis. Research Gate GmbH. Retrieved from: 10.13140/RG.2.2.29024.10242
- Chijioke, N., Chládková, H., & Olatunji, F. (2018). The Relationship between Employee Commitment to Strategy Implementation and Employee Satisfaction. *Trendy Economics and Management*, 31(1), 45–56. <http://dx.doi.org/10.13164/trends.2018.31.45>
- CompTIA. (2020). Workforce and learning trends 2020. CompTIA Properties, LLC. Retrieved from https://comptiacdn.azureedge.net/webcontent/docs/default-source/research-reports/comptia-it-workforce-and-learning-trends-2020.pdf?sfvrsn=68a13c23_4
- Cooper, D. R., & Schindler, P. S. (2003). *Business Research Methods* (8th ed.). New York: McGraw-Hill.
- Department of Labor. (2014). What works in job training: A synthesis of the evidence. Retrieved from <https://www.dol.gov/sites/dolgov/files/oasp/legacy/files/jdt.pdf>
- Dysvik, A., & Kuvaas, B. (2013). Intrinsic and extrinsic motivation as predictors of work effort: The moderating role of achievement goals. *British Journal of Social Psychology*, 52(3), 412-430. <https://doi.org/10.1111/j.2044-8309.2011.02090.x>.
- Frazis, H. J., & Speltzer, J. R. (2005). Worker training: What we've learned from the NLSY79. *Monthly Labor Review*, 128(2), 48-58.
- Freifeld, L. (2019, February 28). 2018 Training industry report. Retrieved from <https://trainingmag.com/trgmag-article/2018-training-industry-report/>
- Frenkel, S., Restubog, S. L. D., & Bednall, T. (2012). How employee perceptions of HR policy and practice influence discretionary work effort and co-worker assistance: Evidence from two organizations. *International Journal of Human Resource Management*, 23(20), 4193-4210.
- George, E. P., & Draper, N. R. (1987). *Empirical Model-Building and Response Surfaces*. Wiley.
- Guan, X., & Frenkel, S. (2019). How perceptions of training impact employee performance: Evidence from two Chinese manufacturing firms. *Personnel Review*, 48(1), 163-183. <https://doi.org/10.1108/PR-05-2017-0141>
- Gupta, N., & Shaw, J. D. (2014). Employee compensation: The neglected area of HRM research. *Human Resource Management Review*, 24(1), 1–4.
- Hansen, J. R., Pop, M., Skov, M. B., & George, B. (2022). A review of open strategy: Bridging strategy and public management research. *Public Management Review*, 1-23. DOI: 10.1080/14719037.2022.2116091

- Hasan E. A. (2018). Leadership & Organization Development, *Journal of Business management*, 3(2), 143-179.
- Jain, K., Ray, S., Singh, S., Divya, & Mishra, A. (2016). Going Deeper into Regression Analysis with Assumptions, Plots & Solutions. Algorithm Business Analytics Intermediate Machine Learning.
- Jena, L. K., & Pradhan, R. K. (2014). Deliverables towards HR Sustainability: A conceptual Review. *European Journal of Business Management*, 6(23), 95–102.
- Kasogela, O. K. (2019). The Impacts of Continuance Commitment to Job Performance: A Theoretical Model for Employees in Developing Economies Like Tanzania. *Advanced Journal of Social Science*, 5(1), 93–100.
- Kenya Business Directory. (n.d.). Retrieved from <https://www.businesslist.co.ke> > ... > Business Services
- Kenya Economic Report. (2020). *Creating an Enabling Environment for Inclusive Growth in Kenya*. Kenya Institute for Public Policy Research and Analysis (KIPPRA), Kenya.
- Arucy, K. G. (2018). Strategic orientation and organizational performance, *European Journal of Business and Strategic Management*, 3(7), 23-49.
- Knies, E., Leisink, P., & van de Schoot, R. (2017). People management: Developing and testing a measurement scale. *The International Journal of Human Resource Management*, 31(6), 705–737.
- Kombo, D. K., & Tromp, D. L. (2006). *Proposal and thesis writing: An introduction*. Nairobi: Paulines Publications Africa.
- Kücher, A., & Feldbauer-Durstmüller, B. (2019). Organizational failure and decline—A bibliometric study of the scientific frontend. *Journal of Business Research*. <https://doi.org/10.1016/j.jbusres.2019.08.010>
- Kulundu, E. (2013). Training is an important aspect of human resource management performance and productivity [Abstract]. UoN Digital Repository. Retrieved from <http://erepository.uonbi.ac.ke> >
- Laaksonen, O., & Peltoniemi, M. (2018). The Essence of Dynamic Capabilities and their Measurement. *International Journal of Management Reviews*, 20, 184–205.
- Lusha <https://www.lusha.com-company-search-Kenya> Business consulting and services Companies in Kenya
- Maina, E. W. (2018). Effect Of Training on Employee’s Commitment In The Tele-Communication Industry. *International Journal of Advanced Research in Management and Social Sciences*, 7(1), 25-56.
- Meyer, J. P., & Allen, N. J. (1991). A three-component conceptualization of organizational commitment. *Human Resource Management Review*, 1(1), 61-89. [https://doi.org/10.1016/1053-4822\(91\)90011-Z](https://doi.org/10.1016/1053-4822(91)90011-Z).
- Meyer, J. P., & Allen, N. J. (2004). A three-component conceptualization of organizational commitment. *Journal of Vocational Behavior*, 65(1), 157-177.

- Meyer, J. P., & Herscovitch, L. (2021). Commitment in the workplace: Toward a general model. *Human Resource Management Review*, 11(3), 299-326. [https://doi.org/10.1016/S1053-4822\(00\)00053-X](https://doi.org/10.1016/S1053-4822(00)00053-X).
- Meyer, J. P., Stanley, D. J., Herscovitch, L., & Topolnytsky, L. (2022). Affective, continuance, and normative commitment to the organization: A meta-analysis of antecedents, correlates, and consequences. *Journal of Vocational Behavior*, 61(1), 20-52. <https://doi.org/10.1006/jvbe.2001.1842>.
- Mohanty, P. C., Dash, M., & Dash, M. (2017). Impact of Trainee Characteristics and Organizational Climate on Training Effectiveness with Special Reference to Financial Organization in India. *International Journal of Applied Business and Economic Research*, 15(18), 233-241.
- Mosadeghrad, A. M., & Ansarian, M. (2014). Why do organizational change programs fail? *International Journal of Strategic Change Management*, 5(3), 189-218.
- Motlokoa, M., Sekantsi, L., & Monyolo, R. (2018). Strategic planning in Human resource development, *Business International Journal of Human Resource Studies*. 5, 67-89.
- Mozael, B. M. (2015). Impact of Training and Development Programs on Employee Performance. *International Journal of Scientific and Research Publications*, 5(11), 38-42.
- Mwandihi, N. K. (2017). Influence of Training on Employee Performance in Kakamega East Sub County of Kakamega County, Kenya. *International Journal of Innovative Research & Development*. 6(4),113-125.
- Nachmias, C. F., & Nachmias, D. (1996). *Research Methods in the Social Sciences*, (5th ed.). London: Arnold.
- Ndai, J. N., & Makhamara, F. (2020). Employee commitment on organization performance at Timaflor Company Limited in Laikipia County, Kenya. *The Strategic Journal of Business & Change Management*, 8(1), 132–149.
- Ngure, H. M., & Juma, D. (May 12, 2018). Factors Influencing Management Training Effectiveness in Commercial Banks in Kenya: A Case of Co-Operative Bank of Kenya, Nairobi County. 5(2), 1387-1414.
- Ocen, E., Francis, K., & Angundaru, G. (2017). The role of training in building employee commitment: The mediating effect of job satisfaction. *European Journal of Training and Development*, 41(9), 742-757.
- Ogunjinmi, A. A., Ladebo, O. J., Onadeko, S. A., & Oguninmi, O. K. (2013). Demographic and professional factors as predictors of commitment, satisfaction among Nigerian National Parks employees. *European Scientific Journal*, 9(32), 45-78.
- Organizational Commitment. (2020). Re-use and distribution is strictly not permitted, except for Open Access articles. Retrieved from www.worldscientific.com , Accessed on 03/31/22.
- Orodho, A. J. (2003). *The Essentials of Education and Social Science Research Methods*. Kenya, Nairobi: Masola Publishers.

- Prajogo, D. I. (2016). The strategic fit between innovation strategies and business environment in delivering business performance. *International Journal of Production Economics*, 171, 241-249.
- Rhoades, L., & Eisenberger, R. (2002). Perceived organizational support: A review of the literature. *Journal of Applied Psychology*, 87(4), 698–714.
- Rousseau, D. M., Ho, V. T., & Greenberg, J. (2006). I-Deals: Idiosyncratic terms in employment relationships. *The Academy of Management Review*, 31(4), 977–994.
- Sahoo, M., & Mishra, S. (2019). Effects of trainee characteristics, training attitudes and training need analysis on motivation to transfer training. *Management Research Review*, 42(2), 215-238.
- Saunders, M., Lewis, P., & Thornhill, A. (2012). *Research Methods for Business Students* (6th edition). Pearson Education Limited.
- Saunders, M., Lewis, P., & Thornhill, A. (1997). *Research Methods for Business Students*. Pitman Publishing.
- Schaufeli, W. B. (2013). What is Engagement? Employee engagement in theory and practice, *Journal of Human Resource development*, 15, 321-348.
- Schiemann, W. A. (2009). *Aligning performance management with organizational strategy, values and goals: Putting research into action*. San Francisco, CA: Jossey-Bass.
- Senge, P. (2010). *The Fifth Discipline: The Art & Practice of the Learning Organization* (2nd ed.). Crown Publishing Group.
- Senge, P. (2014). *The Fifth Discipline Field book: Strategies and Tools for Building a Learning Organization* (5th ed.). Crown Publishing Group.
- Siddiqui, M. N. (2014). Success of an Organization is a result of Employees Performance. *Advances in Social Sciences Research Journal*, 1(4), 179-201.
- Soieb, A. Z. M., Othman, J., & D'silva, J. L. (2013). The effects of perceived leadership styles and organizational citizenship behaviour on employee engagement: The mediating role of conflict management. *International Journal of Business and Management*, 8(8), 91-156.
- Teuku F., Lubis A. R., & Sofyan I. (2020). The Effect of Training and Competence on Employee Commitment and Its Impact on Employee Performance in Department of Education of Pidie District. *International Journal of Scientific and Management Research*, 3(3), 55-62.
- Thiriku, M. (2016). Effect Of Talent Management Strategies on Employee Retention Among Private Firms In Kenya: A Case Of Data Centre Ltd – Kenya. *International Academic Journal of Human Resource and Business Administration*, 2(2), 145-157.
- Washington, M. (2019). Current issues in Employee Commitment: A Systematic Review. University of Sunderland. Retrieved from: <https://doi.org/10.34256/ajir1948>, accessed on 23.09.23.

- Wasti, S. A. (2023). Organizational commitment, turnover intentions, and the influence of cultural values. *Journal of Occupational and Organizational Psychology*, 76(3), 303-321. <https://doi.org/10.1348/096317903769647193>.
- Wehnam P. D., Jagero N. and Mentline N. (2014). The Relationship between Training and Employee Performance: The Case of Mutare City Council, Zimbabwe. *International Journal of Human Resource Studies*, 4(4), 61-79.

APPENDICES

Appendix I: Letter of Introduction

January 2023

Dear Sir/Madam

RE: REQUEST TO FILL THE ATTACHED QUESTIONNAIRE

I am a student of Moi University pursuing Masters Business Administration in strategic management profession. I am required to write a research project in partial fulfillment of this course. The title of my research project is "effect of strategic training practices in relation to firm performance among HR management consultant firms in Nairobi Kenya". The findings of the study and the subsequent recommendations, if well implemented, are expected to transform our management consulting firms. I am therefore kindly requesting you to fill the attached questionnaire to enable me complete this thesis. Your honesty in filling this questionnaire will immensely contribute towards the accuracy of the findings. Kindly also am requesting you provide responses to all the questions asked. The information you will provide will be treated with utmost confidentiality and will be used for this study only. However, the findings of study may be availed to you upon request.

Thank you in advance.

Yours faithfully,

DAOGLUS GECHUNGI NYANGERI

MBA MOI UNIVERSITY Student

I am always intending to learn the concepts of the training programs.					
I am genuinely interested in the content of the training program.					

2. SUPERVISOR SUPPORT

Supervisor support questionnaire (adapted from Barling et al., 2002)

Rating Scale: 1 (Strongly Disagree), 3 (Neither Agree nor Disagree), 5 (Strongly Agree)

Supervisor support	1	2	3	4	5
My supervisor expresses satisfaction when I perform my job safely (Contingent Reward).					
My supervisor makes sure that we receive appropriate recognition for achieving safety targets on the job (Contingent Reward).					
My supervisor provides continuous encouragement to do our jobs safely (Inspiration Motivation).					
My supervisor shows determination to maintain a safe work environment (Inspiration Motivation).					
My supervisor suggests new ways of doing our jobs more safely (Intellectual Stimulation).					
My supervisor encourages me to express my ideas and opinion about safety at work (Intellectual Stimulation).					
My supervisor talks about his values and beliefs of the importance of safety (Idealized Influence).					
My supervisor spends time showing me the safest way to do things at work (Individualized Consideration).					
My supervisor behaves in a way that displays a commitment to a safe workplace (Idealized Influence).					
My supervisor would listen to my concerns about safety on the job (Individualized Consideration).					

3. TRAINING EMPLOYEE ATTITUDE

Training employee attitude questionnaire (adapted from Guthrie & Schwoerer, 1994)

Rating Scale: 1 (Strongly Disagree), 2 (Disagree) 3 (Not sure), 4 (Agree) 5 (Strongly Agree)

Training Employee Attitude	1	2	3	4	5
I am confident that I can always succeed in any training program.					
I believe doing well in any training program.					
I believe being able to learn information and skills in any training program.					
I will be always able to apply skills from training program.					
I will be always able to applying what I have learned in training program.					
I am confident that training program helps me perform my job better.					
I enjoy challenging and difficult tasks at work where I'll learn new skills.					
At work I focus on developing my abilities and acquiring new ones.					
At work I am always seeking opportunities to develop new skills and acquire new knowledge.					
I strive to constantly learn and improve my work.					

SECTION C; MODERATING VARIABLES

1. AFFECTIVE COMMITMENT

Responses are on a six-point range (*R* is for reversal items) as given in the following

Rating Scale: 1 (Strongly Disagree), 2 (Disagree) 3 (Not sure), 4 (Agree) 5 (Strongly Agree)

Affective Commitment Scale Items:	1	2	3	4	5
I would be very happy to spend the rest of my career in this organization					
I really feel as if this organization's problems are my own.					
I do not feel like "part of my family" at this organization (<i>R</i>).					

I do not feel “emotionally attached” to this organization (<i>R</i>).					
This organization has a great deal of personal meaning for me.					
I do not feel a strong sense of belonging to this organization (<i>R</i>).					

2. CONTINUANCE COMMITMENT

Responses are on a six-point range (**R** is for reversal items) as given in the following

Rating Scale: 1 (Strongly Disagree), 2 (Disagree) 3 (Not sure), 4 (Agree) 5 (Strongly Agree)

Continuance Commitment	1	2	3	4	5
It would be very hard for me to leave my job at this organization right now even if I wanted to.					
Too much of my life would be disrupted if I leave my organization.					
Right now, staying with my job at this organization is a matter of necessity as much as desire.					
I believe I have too few options to consider leaving this organization.					
One of the few negative consequences of leaving my job at this organization would be the scarcity of available alternatives elsewhere.					
One of the major reasons I continue to work for this organization is that leaving would require considerable personal sacrifice.					

3. NORMATIVE COMMITMENT

Responses are on a six-point range (**R** is for reversal items) as given in the following

Rating Scale: 1 (Strongly Disagree), 2 (Disagree) 3 (Not sure), 4 (Agree) 5 (Strongly Agree)

Normative Commitment	1	2	3	4	5
I do not feel any obligation to remain with my organization (<i>R</i>).					

Even if it were to my advantage, I do not feel it would be right to leave.					
I would feel guilty if I left this organization now.					
This organization deserves my loyalty.					
I would not leave my organization right now because of my sense of obligation to it.					
I owe a great deal to this organization.					

SECTION D: Firm performance

Rating Scale: 1 (Strongly Disagree), 2 (Disagree) 3 (Not sure), 4 (Agree) 5 (Strongly Agree)

Dependent variable.	1	2	3	4	5
Staff turnover has decreased in the organization due to efficient use of strategic training practices.					
The customer feedback reports indicates positive results about the employee's services.					
The employees in this organization are satisfied with their day to day responsibilities and activities					
The employees' attitude towards work has improved					
The quality of work provided by the employees in this organization is exceptional					
Employees in this organization are leaving their jobs to look for greener pastures elsewhere					
The company production has improved tremendously due to strategic training offered.					
Misuse of company resources have been minimized due to strategic training.					
Safety in the workplace has improved through effective strategic training so far offered.					

Appendix III: Work Plan

ACTIVITY	JAN 2024	FEB 2024	MAR 2024	APRIL 2024	MAY 2024
PROBLEM IDENTIFICATION					
PROPOSAL WRITING					
CORRECTIONS					
PROPOSAL DEFENCE					
DATA COLLECTION, ANALYSIS AND PROJECT SUBMISSION					

Appendix IV: Budget

ITEMS	QUANTITY	AMOUNT
Printing papers	5 reams @ 500	2500
Pens	1 packet @ 450	450
Pencils	4 pieces @ 200	800
Rubbers	2 pieces @ 50	100
Rulers	1 piece @ 50	50
Box files	4 pieces @ 400	1600
Folders	10 pieces @ 150	1500
Flash disks	2 pieces @ 1000	2000
Computer services		4000
Photocopying		4000
Meals		20000
Transport		20000
Project binding		2000
Contingences 10%		5900
Totals		64900

Appendix V: Human Resource Management Consultancy Companies In Nairobi

Kenya

1. **Career Options Africa ltd**
2. **Human Capital Solution Services (Hcss)**
3. **Africa Manpower Resource Consultants**
4. Resource Associates Ltd
5. **Africa Manpower Solutions**
6. **Africajobsbridge**
7. **Amara Staffing Limited**
8. Brites Management Services
9. **Amentres Consultancy Ltd**
10. **Ansoffs Consulting Ltd**
11. **Armada Human Capital**
12. **Associate Consulting Africa Ltd**
13. **Aztramade Consulting Ltd**
14. **Bitrax Consultants**
15. **Bizzlab Kenya**
16. **Brighter Monday**
17. **Bruceward Consultants (E.A) Limited**
18. **Accurex Leadership And Managment Consultants Ltd**
19. **Business Workforce Hub Africa**
20. **Career Directions Limited**
21. 2Max Group Ltd
22. **Career Options Limited**
23. **Afribusiness Llp**
24. **Cec East Africa Limited**
25. **Chronicle Resourcing Ltd**
26. **Corporate Staffing Services**
27. **Corprate Staffing Services (k) Ltd**
28. **Crest Personnel**
29. **Discover Your Career**
30. **Eagles Management Consultants**
31. **East African Development Consultants**
32. **Echelon Human Capital Limited**
33. **Elwan Cbet Consultants**
34. **Em 4 Consultancy Limited**
35. **Employd Staffing Solution**
36. **Africa Management Solutions Limited**
37. **Enterprise Revolution Ltd**
38. **Execafrica Recruitment Ltd**
39. **Executive Edge Consulting**
40. **Factual Hr**
41. **Figgis And Blair Management**
42. **Insight Management Consultancy**
43. **Flexi Personnel Ltd**

44. Learn Africa Solutions Ltd
45. Sheer Logic Management Consultancy
46. **Frank Management Consult Limited**
47. **Freelance Consultants**
48. **Gap Recruitment Services Limited**
49. **Giovani Enterprises - Ea**
50. **Globalhunt Associates**
51. **Green And Gold Consultancy Ltd**
52. **Hr Knowledge Consultancy**
53. **Human Resource Outsourcing Kenya**
54. **Human Talent Recruit**
55. **Icepay Business Solutions Ltd**
56. **Ihr Consulting Ltd**
57. **Imanage Consultancy Ltd**
58. **International Talent Management Consulting**
59. **Janta Kenya Ltd**
60. **Jobhouse Kenya Ltd**
61. **Jobonics Consultancy**
62. **Jobs In Kenya - Jobhouse Kenya**
63. **Jstwork Company Ltd**
64. **Kaziquest Company Ltd**
65. **Lorrem Consulting Company Limited**
66. **Ly Detective Agency Kenya**
67. **Mal Consultancy Limited**
68. **Management Training & Consultancy Services**
69. **Manpower Networks Limited**
70. **Maro Rocks Ltd**
71. **Masmec Ltd**
72. **Matteh Limited**
73. **Maverick Recruitment Agency**
74. **Mnc Consulting Group**
75. **Midon Hr Consult Ltd**
76. **Migema Consultance Ltd**
77. **Msvl Group Ltd**
78. **Myjobseye (K) Ltd**
79. **Nammy Intenational Travel Ltd.**
80. **Nft Consult (K) Ltd**
81. **Niftyhr Management Ltd**
82. **Odumont Consulting**
83. **Optimum Performance Solutions Ltd.**
84. **Outrival Hr Solutions & Consultancies Ltd**
85. **Paycheck Hr Services**
86. **Peleza International Limited**
87. **Piedra Africa Limited**
88. **Petco Hr Consultancy Ltd**
89. **People Edge Consulting Ltd**

90. **Preferred Personnel Africa**
91. **Preferred Personnel**
92. **Prime Personal Africa Ltd**
93. **Prime World Consultants**
94. **Q-Sourcing Ltd**
95. Pentam Consultancy Ltd
96. Steller Hr Consultancy Ltd
97. Proximi Company Ltd
98. **Raiser Resource Group**
99. **Recours Four Kenya Consultants Ltd**
100. Rio Hr Consultant Ltd
101. **Sary Network International Ltd**
102. **Setpro Consult Ltd**
103. **Sigma Strategic Business Consult Ltd**
104. **Skills Geographic (K) Ltd**
105. **Smart Skills Trainers Ltd**
106. **Startuphr Toolkit Kenya**
107. **Studio 22 Agencies**
108. **Summit Human Resource & Marketing Consultant**
109. Stramsol Ltd
110. **Summit Recruitment & Training**
111. Conflict Management And Hr Consultancy Ltd
112. **Surface Staff Kenya Ltd**
113. **Suunya Employment Bureau Talent Bridge Africa**
114. Staffrite Human Resource Africa
115. **Talent Quest Africa**
116. Morsan Hr Consultancy
117. **Teestep Kenya Limited**
118. **The African Mirage Ltd**
119. Smd Consulting Ltd
120. **The Manpower Company**
121. **The People Edge Consulting Limited**
122. **Thinkpeople Consulting Limited**
123. **Top Level Management**
124. **Transsuccess Consultant**
125. **Unitop Solutions Limited**
126. **Venavic Human Resource Consultant**
127. **Will To Win Global**
128. **Wisecare Agency**
129. Aurum Consultancy Ltd
130. **Wisemen Ltd**
131. **Wisenhr Management**
132. International Talent Management Consulting
133. **Viffa Consult Limited**
134. **Macdavidson Consulting Group Ltd**
135. **Business Pillars Company**

136. **Aztramade Consulting Ltd**
137. **Bobstats Consulting Worldwide**
138. **Giovani Enterprises - Ea**
139. **Richent Consulting Services**
140. **Advantech Consulting Ltd**
141. **The People Edge Consulting Limited**
142. **Straits & Deltas Consultancy**
143. **Mgk Consulting Ltd**
144. **Sigma Strategic Business Consult Ltd**
145. **Sphere Business Africa Limited**
146. **Compass Solutions Limited**
147. **The African Mirage Consultancy**
148. **Ideon Business Outsourcing Solutions**
149. **Piton Top Management Co. Ltd.**
150. **Walaco Africa Ltd**
151. **Fortune Consulting Ltd**
152. **Sunesis Consulting Ltd**
153. **Top Notch Global (K) Limited**
154. **Acknowledge Consulting**
155. **Plantax Consultants Ltd**
156. **Doben Human Resource Consultancy Ltd**
157. **Watermark Consultants**
158. **Real People Consultancy**
159. **Ace Solutions Africa**
160. **African Edevelopment Resource Centre**
161. **Career Connections Consultants Ltd**
162. **Amsol Ltd**
163. **Dew Cis Solutions Ltd**
164. **Afrissetup Ltd**
165. **Ihr Consulting Ltd**
166. **Dira Hr Consultancy Ltd**
167. **Lotus Consulting Limited**
168. **Outrival Hr Solutions Ltd**
169. **Armada Human Capital**
170. **Stratex Alignment Solutions**
171. **Odeca Consulting**
172. **Spot-On Business Consultancy**
173. **Strategic Pursuits**
174. **Linkbase Consultancy**
175. **Workpay Technologies Hr Ltd**
176. **Stramco Solutions Ltd**
177. **Fanisi Hr Consultancy**
178. **Dapem Solutions Ltd**
179. **Virtual Hr Services Ltd**
180. **Shimahr Consultancy Ltd**
181. **Recours Hr Consultancy**

182. Frank Management Consultancy
183. Thinkpeople Consulting Ltd
184. Flaming Oak Consulting Ltd
185. Wylde International Ltd

Appendix VI: NACOSTI Research License


NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Ref No: 675837 **Date of Issue: 04/July/2024**

RESEARCH LICENSE



This is to Certify that Mr. DAOGLUS GECHUNGI NYANGERI of Moi University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Nairobi on the topic: EFFECT OF STRATEGIC TRAINING PRACTICES ON FIRM PERFORMANCE AMONG HUMAN RESOURCE MANAGEMENT CONSULTANCY FIRMS IN NAIROBI KENYA, for the period ending : 04/July/2025.

License No: NACOSTIP/243/110

Applicant Identification Number: 675837

Director General
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Verification QR Code



NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.
See overleaf for conditions

Appendix VII: Plagiarism Awareness Certificate



SR652

ISO 9001:2019 Certified Institution

THESIS WRITING COURSE

PLAGIARISM AWARENESS CERTIFICATE

This certificate is awarded to

DAOGLUS GECHUNGI NYANGERI

MBA/5325/21

In recognition for passing the University's plagiarism

Awareness test for Thesis entitled: **STRATEGIC TRAINING PRACTICES, EMPLOYEE COMMITMENT AND FIRM PERFORMANCE AMONG HUMAN RESOURCE MANAGEMENT CONSULTING FIRMS IN NAIROBI KENYA** similarity index of 10% and striving to maintain academic integrity.

Word count:24660

Awarded by

Prof. Anne Syomwene Kisilu

CERM-ESA Project Leader Date: 03/09//2024