TRAINING AND EMPLOYEE PERFORMANCE IN ORGANISATIONS: A CASE STUDY OF DAHABSHIIL MONEY TRANSFER COMPANY, MOGADISHU, SOMALIA

BY

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A RESEARCH REPORT SUBMITTED TO THE COLLEGE OF APPLIED ECONOMICS AND MANAGEMENT SCIENCES IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF BACHELORS OF HUMAN RESOURCE MANAGEMENT OF KAMPALA INTERNATIONAL UNIVERSITY

NOVEMBER, 2013
DECLARATION

I Abobakar Mohamed Guled declare that this is my own original work and has not been submitted by anybody else for the award of a Degree to any other institution

Sign........................................

Date 29/11/2013..........................
APPROVAL

This is to certify that the following research Report written under the topic “training and Employee performance a case study of Dahabshiil Money Transfer Company” has been under my supervision and is now ready for submission to the college of economics and management.

Sign: ........................................ Date: 2/2/2013

DR. Wandiba Augustine
(Academic Supervisor)
DEDICATION

I dedicate my research report to my mother Madino Jamale Dhiblawe, my late father Mohamed Guled ulusow who was deceased may his soul rest in eternal peace and My dear uncle Abdi Aziz Ali Eld who is my provider and is responsible for my academic life, May almighty accord you reasonable value.
ACKNOWLEDGEMENT

In the first case I would like to accord gratitude to Allah who has accorded me all I possess.

I am profoundly grateful to all these personalities who assisted in various ways to make this project a success.

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I cannot however end this section of the project without mentioning the staff of Dahabshiil money Transfer Company who took time off their busy schedules to answer research questions for the project. I am very grateful to you all.
ABSTRACT

The study was to establish the effects of training on employee performance at Dahabshiil Money Transfers. It was an investigation based on three research objectives that included establishing how training needs are determined at Dahabshiil Money Transfers Company, effects of training on employee performance and finally the establishing organizational issues which constrain train training in the organization.

The study adopted an analytical research design were 60 respondents who were majorly employees of Dahabshiil company were selected and interacted with in data collection through the use of the questionnaire.

The findings were that the key aspect of training analysis needs was operational analysis according to the majority respondents who agreed with the total respondents others were analysis of job difficulties and job description, Views of the training manager had, Performance appraisal, Organization and developmental plans, Technological inventions that dictates the need for training, Customer complaints and Introduction of new policies.

It was further found that training affect employee performance at the organizations through Quality improvements in performance, Enhancement on way of operation, Employee management was recorded, Improved adherence to policies was found to have, Ethical observations was recorded, Consistency in work, Improved employee motivation had and Improved technical expertise .researcher found that training has been manifested in the organization through employee management.

The organizational issues which constrain training including failure to ensure that adequate resources (finance, people and time) that has been a key challenge for training required in implementing the training, employee's failure to understand the training needs of organization and lack of top management support for the training, Inability to gain the understanding and acceptance of employees, Poor needs assessment and Limited access to training facilities dues to cost, training was found essential for the organization hence recommend for its adoption.
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CHAPTER ONE

PROBLEM AND ITS SCOPE

1.0 Introduction

This chapter will deal with background of the study, statement of the problem, purpose of the study, objectives of the study, significance and scope of the study.

1.1 Background of the study

Since prehistoric times the jobs of adults have been taught to children to prepare them for adulthood. Throughout the centuries societies have changed, have become more complex. The kinds of work to be done, the skills needed, and the tools used to do the work have also changed. In order to manage these changes in the complexity, volume, and content of work, job training also evolved.

When humans created artifacts, the need for teaching others how to use those artifacts became necessary. Teaching others to use a tool to perform a task was one of the first goals of training. "As man invented tools, weapons, clothing, shelter, and language, the need for training became an essential ingredient in the march of civilization" (Steinmetz, 1976, p. 1-3). As the artifacts became more complex, different ways of training were developed to be more effective and efficient. "Instructional practices were developed that served the needs of the times, evolving into accepted instructional paradigms" (Brethower and Smalley, 1992, p. 26). These different practices were developed at different times, and some of them changed through the years, but all of them are used today, depending on the training need and situation.

Training is systematic and planned, instruction activities to promote learning. The approach can be summarized in the phrase "learner-based training. It involves the use of formal processes to impart knowledge and help people to acquire the skills necessary for them to perform their jobs satisfactorily. It is described as one of several responses an organization can undertake to promote learning. As Armstrong, M. (1984), points out that training have a complementary role to play in accelerating learning. It should be
reserved for situations that justify a more directed, expert-led approach rather than viewing it as a comprehensive and all pervasive people development solution.

Training and development programs help remove performance deficiencies in employees. This is particularly true when deficiency is caused by a lack of ability than a lack of motivation to perform. Training becomes important concept because it contributes to employee stability in at least two ways, employee become efficient after undergoing training. Efficient employee contributes to the growth of the organization. Growth renders stability to the work force. Further training employee tends to stay with the organization. Every organization needs to have well trained and experienced people to perform the activities that have to be done.

In Africa according to studies by Gobi Petel, (2003) contend that in Hoima District-Uganda, The ever changing technology and globalization requires an organization to attract, develop and maintain a well trained workforce so as to enable them contribute fully towards achieving organizational goals.

In Somalia, before the collapse of Somali government in 1991, the ministry of labor (Department of training) was in charge of training of public and private employees. There was an Article of Somali labor code, and researchers were able to find data related employee training from the ministry of labor. At the moment there is no formal employee training because there is no ministry of labor working properly, there is only private organizations that make training for their employees.

Training is sometimes referred to as human capacity building. Training according to (Lynton and Pareek) (1990) is a systematic attempt to develop the human resource-individual, group and organizational competencies required to manage some present tasks and situations as well as those to be accomplished in future. On the other hand, other scholars like Garey Dessler, (2004), expressed training as a job specific focused learning aimed at fulfilling gaps in knowledge and skill that help individuals find employment and get involved in developmental work.
Researchers adopted the definition which says: Training is to improve and enhance organizational performance by adding value to its key resources. According to (Armstrong, 2001).

Performance Management began around 60 years ago as a source of income justification and was used to determine an employees wage based on performance. Organizations used Performance Management to drive behaviours from the employees to get specific outcomes. In practice this worked well for certain employees who were solely driven by financial rewards. However, where employees were driven by learning and development of their skills, it failed miserably. The gap between justification of pay and the development of skills and knowledge became a huge problem in the use of Performance Management. This became evident in the late 1980s; the realisation that a more comprehensive approach to manage and reward performance was needed. This approach of managing performance was developed in the United Kingdom and the United States much earlier than it was developed in Australia. Lgonzalez, J. (2008).

In recent decades, however, the process of managing people has become more formalized and specialized. Many of the old performance appraisal methods have been absorbed into the concept of Performance Management, which aims to be a more extensive and comprehensive process of management. Some of the developments that have shaped Performance Management in recent years are the differentiation of employees or talent management, management by objectives and constant monitoring and review.

While performance art is a relatively new area of art history, it has roots in experimental art of the late 19th and early 20th centuries. Echoing utopian ideas of the period’s avant-garde, these earliest examples found influences in theatrical and music performance, art, poetry, burlesque and other popular entertainment. Modern artists used live events to promote extremist beliefs, often through deliberate provocation and attempts to offend bourgeois tastes or expectations. In Italy, the anarchist group of
Futurist artists insulted and hurled profanity at their middle-class audiences in hopes of inciting political action. Kleiman, (2000), Following World War II, performance emerged as a useful way for artists to explore philosophical and psychological questions about human existence. For this generation, who had witnessed destruction caused by the Holocaust and atomic bomb, the body offered a powerful medium to communicate shared physical and emotional experience. Whereas painting and sculpture relied on expressive form and content to convey meaning, performance art forced viewers to engage with a real person who could feel cold and hunger, fear and pain, excitement and embarrassment—just like them, David B. Balkin, (2002).

Employee's performance is a rating system used in most corporations to determine the abilities and output of an employee. Performance is divided into five components: Planning, monitoring, developing, rating and rewarding.

Maicibi (2007) point out that in the planning stage goals are set to help measure the employee's work time to see if they are able to maintain the goals set or reach new goals. Monitoring is the phase in which the goals are looked at to see how well one is doing to meet them. This can also be a feedback stage in which employers determine if progress is being seen or not. During the developing stage an employee is supposed to improve any poor performance that has been seen during the time frame one has been working at the company. Generally employee's performance ratings are given out each year. The rating is to summarize the performance based on a number system to determine where on the scale a person is. At the end of the cycle is rewarding stage. This stage is designed to reward and recognize outstanding behavior such as that which is better than expected.

Most see employee's performance as a way to appraise the employee for their effectiveness in the company. It is a system designed on individual performance rather than group performance meaning you are looked at for strengths and weaknesses to determine where you might improve. Any issue that might hinder this improvement
such as a physical limitation is taken into account to assess the performance you give. Performance evaluations are looked at for which employees to keep, if you were to get to the crux of the question. The one true meaning is that your evaluation on performance can lead to promotion, remaining in the same position, or termination based on what you did in your job (Stogdill, 1974).

1.2 Statement of the problem
The poor performance of employees is a common problem which remittance companies in Mogadishu Somalia are facing. The poor performance is due to many causes, some of them are lack of adequate training, poor experience of activities, lack of enough salary, lack of required remittance skills among others (report of Dahabshil money transfer, 2012).

While there are several causes of the employee poor performance in remittance companies in Mogadishu, Somalia the researcher investigated the extent to which lack of training can influence the performance of the employees remittance in Dahabshiil money transfer company, Mogadishu, Somalia because no study has been conducted in Mogadishu, examining the above mentioned problem.

1.3 Purpose of the study
The study was establishing relationship between the training and employee performance in Dahabshiil money Transfer Company in Mogadishu, Somalia.

1.4 Research Objectives
1) To establish the training needs of employees in organizations.
2) To determine the effect of training on performance of the employees under study.
3) To find out whether there are organizational issues that constrain training in organizations.
1.5 Research questions
1) How training needs of employees are determined?
2) What is the effect of training on performance of the employees under study?
3) What are the organizational issues that constrain training in the organizations?

1.6 Scope

Content scope
The variables investigated upon in this study included training which can be broken into off-job training and on-job training. The other variable is employee performance in terms of knowledge and skills.

Geographical scope
This study was conducted in Mogadishu city, Somalia. It covered the money transfer company in Mogadishu namely Dahabshiil Money Transfers. This company was selected because it has the largest remittance companies in Mogadishu, Somalia.

1.7 Significance of the study
The study will be very useful in finding out how better the management of remittance Companies can train their employees effectively for better performance of their employees at the company centers.

- To provide literature for academicians and managers of the department of human resource findings may be used for the future literature review.

- The study will also important for the policy makers of money transfer companies to implement effective training approach for better performance of their employees.

- It also important because it contributes to the researcher’s fulfillment of the requirement for the award of Bachelor of Human Resource Management.
1.8 Operational definitions

Training is the acquisition of knowledge, skills, and competencies as a result of the teaching of vocational or practical skills and knowledge that relate to specific useful competencies. Training has specific goals of improving one's capability, capacity, and performance. It forms the core of apprenticeships and provides the backbone of content at schools.

On the job training

On the job training is a face-to-face, one-on-one kind of training at the job site, where someone who knows how to do a task shows another how to do it.

Off the job training

Off the job training is the employee training at a site away from the actual work environment. It often utilizes lectures, case studies, role playing, simulation, etc.

Performance

Performance is the accomplishment of a given task measured against preset known standards of accuracy, completeness, cost, and speed. In a contract, performance is deemed to be the fulfillment of an obligation, in a manner that releases the performer from all liabilities under the contract.
CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction
This chapter will deal with theoretical and conceptual framework and related studies.

2.1 Theoretical perspective
This study will be based on two theories namely the facilitation theory and Reinforcement theory. The facilitation theory was proposed by Carl Rogers in 1949. The basic premise of this theory is that employee can do the work effectively if he/she given instructions about what to do Jorge Daniel Taillant, (2002),

According to this theory trained employees are more effective than those who are not trained.

The Reinforcement theory was developed by the behaviourist school of psychology, notably by B.F. Skinner earlier this century (Marion E. Haynes, (1990,) Skinner believed that behaviour is a function of its consequences. The learner will repeat the desired behaviour if positive reinforcement (a pleasant consequence) follows the behaviour. Positive reinforcement, or 'rewards' can include verbal reinforcement such as 'That's great' or 'You're certainly on the right track' through to more tangible rewards such as a certificate at the end of the course or promotion to a higher level in an organization. Negative reinforcement also strengthens behaviour and refers to a situation when a negative condition is stopped or avoided as a consequence of the behaviour. Punishment, on the other hand, weakens behaviour because a negative condition is introduced or experienced as a consequence of the behaviour and teaches the individual not to repeat the behaviour which was negatively reinforced.

A set of conditions is created which are designed to eliminate behaviour Michael Harris, (2000) considers this aspect of behaviorism has little or no relevance to education. However, Burns says that punishment is widely used in everyday life although it only works for a short time and often only when the punishing agency is present. Burns
notes that much Competency Based Training is based on this theory, and although it is useful in learning repetitive tasks like multiplication tables and those work skills that require a great deal of practice, higher order learning is not involved. There is criticism of this approach that it is rigid and mechanical. Both of these two theories are reflecting the importance of the training to the employee to be perform better.

2.2 conceptual frame work

Training
- Acquisition of knowledge
- Skills
- Competencies
- Improving capability
- Improving capacity

Performance
- Accomplishment
- Accuracy
- Fulfillment of obligation

2.3 Related review

Related literature will be discussed objective by objective

2.3.1 How training needs of employees are determined

According to Monappa & Saiyadain (2008), many methods for training needs identification and analysis have been proposed. They quote a survey that was conducted by Sinha (1974) in which the under listed methods have been identified:

1. Views of the line manager
2. Performance appraisal
3. Organization and developmental plans
4. Views of the training manager and
5. Analysis of job difficulties and job description

In the Thayer and McGhee model the above methods seem to have been summarized into only three broad areas for consideration:

1. Organizational analysis
2. Task analysis and

This model agrees with the position of Cascio (1992), as found in his book “Managing human Resources: Productivity, Quality of Life, Profits”. With just slight change in the choice of words he says also that there are three levels of analysis for determining the need that training can fulfill for the organization: Organizational, Operational (task in Thayer & McGhee Model) and Individual (man in Thayer & McGhee model) analyses. Cascio then explains as follows:

Organizational analysis: Here the focus is on identifying where within the organization training is needed. These training needs are assessed against the organization’s objectives and strategies. This would help avoid wastage of resources in training and development where employees are trained in skills they already have or that are not transferable to the job situation. Again there is the need to analyze the external environment (environmental scanning in PEST analysis) and the internal climate (SWOT analysis) of the organization. This is the critical first step for HRD personnel in assessing and relating training needs to the achievement of organizational goals.

Operational analysis: This is the stage which assesses painstakingly the job to be performed after the employee had been trained. This stage’s process is made up of (i) the systematic collection of information on exactly how the job is done (job analysis). (ii) from the above a performance standards for those jobs to done are determined (iii) how tasks are to be performed to meet standards and (iv) the knowledge, skills, abilities and other characteristics necessary for effective task performance. The required information for this stage could come from various sources such as: Job analysis, Performance appraisal and Job description

Interviews with job holders, shop floor supervisors and higher management and An analysis of operating problems (e. g. quality controls, monthly, quarterly e. t. c.
reports). All of these would provide very important input into the analysis of training needs. Individual analysis: At this final level / stage training needs could be defined in terms of

(a) Difference between desired performance and actual performance e. g. from a performance appraisal report
(b) Performance standards identified in the operational analysis
(c) Individual performance data from performance appraisals
(d) Diagnostic ratings of employees by supervisors
(e) Records of performance kept by employees in a diary form and
(f) Attitude and interview survey by researchers and management

From the above processes the identification of a gap existence between actual performance and desired performance may be filled by training. (But remember it has been mentioned earlier that training does not provide solution to all performance problems hence the use of the word “may” this last paragraph).

For Dessler (2008), the whole process of training needs identification and analysis could be broken down onto two (2) stages only: New employees:- the task here is to determine what the job involves and break it down into subtasks which are taught to the new employees and Current employee:- training needs analysis for current employees is more complex since HRD department and supervisor have the added task of deciding whether training is the solution to the whatever performance gap exist. This again is important (as its been emphasized) given the fact that not all problems could be solved through training and development.

Training needs analysis could also come from what Dessler called a “competency model”. This model means knowledge, skills and behaviors that enable employees to effectively perform their jobs. This process begins with interviewing senior executives to understand the organization’s strategies and objectives. HRD experts would then
conduct behavioral interviews with the jobs to performers (bench marking) as well as focus groups to identify the set of competencies that together would comprise the job's competency model.

Ivancevich (2010) adds that, interviews, surveys, reviews of records, observation and discussions with management and subject matter experts are methods used to conduct training needs identification or assessment. These methods of data and information gathering provide the basis for what type of training would be needed, who should be selected for training, when the training must be done and finally whether training is the solution to the deficiency identified and therefore the solution.

In the light of the above it appears the Polytechnic would need restructuring of its human resource department that is staffed with retrained personnel to be able to carry out the detailed assessment methods outlined especially in terms of orientation and performance appraisal. It further appears that, the only time some form of performance appraisal are done are newly appointed employees are about to be confirmed at the end of the one (1) year probationary period. Randal S. Scholar, (1995) then after the confirmation performance appraisal seems to stop completely. This phenomenon seems to permeate throughout the entire institution. The need for the above raised methods for training need analysis within the Polytechnic cannot be overemphasized with the creation of new departments and the roll on of new courses.

2.3.2 Training and employee performance
Performance can be defined as the achievement of specified task measured against predetermined or identified standards of accuracy, completeness, cost and speed. In an employment contract, performance is deemed to be the accomplishment of a commitment in such a manner that releases the performer from all liabilities laid down under the contract. Efficiency and effectiveness are ingredients of performance apart from competitiveness and productivity and training is a way of increasing individual's performance Michael Horris, (2000). Wendell L. French (2003), stated that employee's
performance is measured against the performance standards set by the organization. Good performance means how well employees performed on the assigned tasks. In every organization there are some expectations from the employees with respect to their performance. And when they perform up to the set standards and meet organizational expectations they are believed good performers. Functioning and presentation of employees is also termed as employee performance. This means that effective administration and presentation of employees tasks which reflect the quality desired by the organization can also be termed as performance.

While much is known about the economics of training in the developed world, studies of issues associated with training in less-developed countries are rarely found. Job characteristics and firm background were found to play key roles in determining training provision. Workers who received off-the-job training were less likely to receive on-the-job training, while those who received on-the-job training were neither more nor less likely to have received off-the-job training. However, a complementary relationship was found between receiving informal training and receiving on-the-job or off-the-job training. Earnings differentials were not found to correlate with different types of training. Unlike in developed countries, training in China was usually intended to remedy skills deficiencies, rather than enhance productivity (Herbert G.H, (2000). There is a positive relationship between training and employee performance. Training generates benefits for the employee as well as the organization by positively influencing employee performance through the development of employee knowledge, skills, ability, competencies and behavior.

David L. Lurtz, (1995), argue that performance is enhanced when employees are empowered through training. This is because, training enables people to acquire skills and to get the necessary knowledge or attitude to help them carry out their responsibilities to the required standards. Training creates a change in individuals which ultimately improves individuals who undergo training learns something new, and they acquire new skills. Such this hypothesis was derived from Collin, (1994). The methods of training that can be employed are coaching, mentoring, delegating, counseling, job
instruction, special projects, computer based learning, job rotation, lecturers, talks, distance learning, workshops, case studies and group exercises among others. Considering the factors that enable effective training to occur, the resultant benefits need to be discussed here.

One of the benefits of training is the promotion of efficient and effective operation. It helps employees to learn their quickly and effectively, hence minimizing learning costs and enhances performance. It is also noted that when people learn, they improve performance because they have acquire skills. Existing staff can be helped by training to improve their work performance and to keep up to date in their specialist field. The present and future standers of work required by the organization are more likely to be achieved and maintained if employees are well trained. Training also acts as a motivating factor and enhances commitment of employees to the organization, hence making it able to develop and retain its employees.

Organizations establish performance of employee systems to meet three broad purposes: strategic, administrative, and developmental. Strategic purpose means effective performance management helps the organization achieve its business objectives. It does this by helping to link employees' behavior with the organization's goals. It measures each employee's performance to identify where those expectations are not being met. This enables the organization to take corrective action, such as training (Noe, HollenBerk, Gerhart & Wright).

To determine an employee's ability level, the managers should consider whether the employee has the knowledge, skills and abilities needed to perform the job effectively, sometimes lack of ability is an issue when an employee is new or the job has changed. When a motivated employee lacks knowledge, skills, or abilities in some area, there are a number of ways to help the employee improve. The managers may offer coaching, training, and more detailed feedback (Nov, 2004, pg. 263).
Training is a process of learning a sequence of programmed behavior. This behavior being programmed is relevant to specific phenomenon that is performance. Training programmed focuses more on preparation for improved performance in particular job. So training plays a significant role in determining the level of employee performance. As a result result training aims at developing the skills and competences of employees and in turn boosts their performance (Prasad, 2001, pp.492).

According to Byars (2000, pg.210) performance is the way in which an activity is accomplished in a particular level of standards, to which a task is too accomplished. The purpose of effective training is to accomplish some organizational objectives such as more efficient production methods, improved quality of products or services, or reduced operating costs.

2.3.3 Organizational issues that constrain training

A major problem of training programs in some organization is the transfer of employee learning to back to the work place or the situation, Moorhead & Griffin (1998). It has been asserted by managements from casual observation that, very often when an employee learns a new skill or manager learns a new technique from training, they upon returning to the normal work situation find it more comfortable or convenient to go back to the old ways of doing things; thus making nonsense of the time, effort and money that has been spent on the training program. This could account for some the reasons why probably the management of organizations do not seem kin on the training of its employees.

The caution however is that, since results may be poor due to the inability of training to solve the problem that led to the training in the first place, training must be evaluated through systematically documenting the outcomes of the training in terms of how trainees actually behaved back on their jobs and the relevance of this behaviors to the
objectives of the organization. Cascio (2008), says to thoroughly assess the utility or value of the training, answers must be sought to the following question.

Robert Kreitren (2004) contends that training and development process includes a wide range of learning actions and therefore to develop an organization with a strategic focus, it becomes a model of learning organization. In order to maintain and nurture such organizations, we require strategic focus on the needs of learning, both for the employer and the employee. In order to create a win-win situation both for the organization and the employee, the employer must consider the learner (the employee) as a vital investment for organization’s successful performance. In these organizations, a direct linkage between the organization’s mission and its learning culture, benefits both the employer and the employee, highlighting the positive associations of learning, motivation and organizational performance. The learning organization therefore requires an environment that supports growth for individual capability and experience and, at the same time, increases business performance. For a learning organization to become effective, it is necessary that leadership support and guidance for continuous learning is vital, specially steered by the CEO.

Developing Employee Potential. Helping existing employees grow in their abilities benefits a company’s ability to perform. Without fostering employee growth, a company can become stagnate and lose the ability to separate itself from competitive companies. Employees will also be unprepared for upward movement in the company, which can lead to failing at promotions or disenfranchisement over the lack of career advancement. HR can encourage growth by pairing employees with a mentor in their target position or moving out of their comfort zone - as their knowledge and experience base grows, the company grows as well.

Managing Performance. Managing the workforce is more than encouraging high performers. The low performing individuals can spread negativity regarding the organization, potentially infecting others and bringing down the potential of an entire
office. Without proper performance management, employees may not meet goals in a timely manner and cause office-wide progress to slow, which can lead to higher than necessary terminations and new-hire training costs. HR should attempt to build an understanding of the employees, setting clear goals and maintain timely reviews to create clear communication of what is required.

Identifying High Potential. High potential employees are those who demonstrate an ability to contribute at a greater level. Identifying these individuals, especially the high potentials who, for whatever reason, are not high performing employees, is vital to HR's success in getting the best contributions from the workforce. In a company whose product base involves employee performance, such as sales, allowing high potential employees to perform under their potential constitutes a monetary loss. Managers should use assessment tools including maintaining a high level of competence, consisting tangible results that exceed expectations and ensuring the completion of team goals to identify high potential employees.

Engaging People. Disengaged employees represent a distinct challenge to workforce productivity which can be costly for any company. Keeping employees engaged in their jobs means keeping them comfortable in their positions, respected and engaged in furthering their own personal goals as well as the company's goals. Happy, engaged employees are more likely to have a personal stake in the company's progress, which, in turn, can lead to higher production, sales, or a better bottom line.
CHAPTER THREE

METHODOLOGY

3.1 Research Design
This study followed a descriptive case study design. It was descriptive in that it described the characteristics of respondents. The descriptive was used to determine significant relationship between the level of training and level of employee performance. It was analytical in that data was collected from all respondents at the one time. It was a survey because it will involved a large number of respondents.

3.2 Research Population
The target population of this study was all the employees of Dahabshiil money transfer. According to the annual reports of the three companies in 2012 the number of employees were 70 respectively.

3.3 Sample size
From the population of 70, a sample of 60 was selected.
This is computed using Slovene’s Formula for computing samples, which is stated as follows

\[ n = \frac{N}{1 + N(e^2)} \]

Where \( n \) = required sample size,
\( N \) = population size,
\( e \) = level of significance which is equal to 0.05. From this formula, the sample is computed as follows

\[ n = \frac{70}{1 + 70 (0.05)} \]

\[ n = \frac{70}{1 + 57 \cdot 0.0025} \]

18
n = \frac{70}{1.175} \approx 59.57
n = 60

A sample size of 60 respondents was selected to participate in the study.

3.4 Sampling Procedures
The researcher used stratified sampling to select the above mentioned sample from the given population since the sample will be selected from the employees of Dahabshiil money Transfer Company and the list of employees was requested from the company. The respondents were chosen through the use of simple random sampling methods.

3.5 Sources of data
3.5.1 Primary sources
The researcher used primary data that was collected from the staff of Dahabshiil money transfer mentioned above using researcher made questionnaire.

3.5.2 Secondary sources
This already presented and published information prevailing in journals, textbooks, magazines, internet among others.

3.6 Research instrument
This study was used in three sets of researcher made questionnaire to collect data. The first questionnaire was the face sheet, to collect data on profile of respondents. The second questionnaire was on training. It involved questions effects. The third set focused on organizational issues which constraint training.

3.7 Validity and Reliability of the Instruments
The questionnaire was given to judges the validity of questions according to the objectives. After the assessment of the questionnaire, the necessary adjustments were made bearing in mind the objectives of the study.
To establish the reliability of the instruments, the data was analyzed and fed accordingly. After data collection the researcher conducted a check of the information by subjecting secondary questionnaire guides in form of pre-examination so as to identify the correlation in the information given.

3.8 Data Gathering Procedures

Before the administration of the questionnaires

Before the administration of the questionnaires the researcher took an introductory paper from the School of Business and Management. The researcher sought a permission letter from the head masters of selected companies. When approved, the researcher secured a list of the respondents from the company.

During the administration of the questionnaires

The respondents were requested to sign and answer the questionnaires. The researcher and assistants were emphasizing retrieval of the questionnaires within five days from the date of distribution. And lastly, all returned questionnaires were checked if all are answered.

3.9 Data Analysis

The researcher used frequencies and percentage distributions to analyze data on profile of respondents. Tables and charts data presented to determine the effect of training on employee performance. Item analysis was used to determine the strengths and weaknesses of respondents on training and employee performance.

3.9.1 Ethical Considerations

Permission was sought from the respondents and their views were respected. This is important for the protection of the respondents from harm or harassment and the confidentiality of the respondents and their leaders’ sensitive information. The researcher will acknowledge all the authors and academicians whose ideas are used in this study and the authors of the standardized instrument through citations and referencing.
CHAPTER FOUR
DATA PRESENTATION, INTERPRETATION AND ANALYSIS OF FINDINGS

4.0 Introduction
The data is presented and interpreted in view of the topic examining the effect of training on employee performance bearing in mind the objectives mentioned in chapter one of this study. The focus was on 60 respondents who included the selected employees of Dahabshill money transfer Company. The interpretation also sought to answer the research questions that were raised in chapter one. Presentation and interpretation of data in this chapter has been done with the aid of quantitative and qualitative methods. Quantitative methods involved the use of tables, graphs, percentages and personal analysis and interpretation presented in essay form.

4.1 Respondents particulars

4.1.1 Gender of respondents

Table (1): Showing Gender respondents

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>38</td>
<td>63.3</td>
</tr>
<tr>
<td>Female</td>
<td>22</td>
<td>36.7</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: primary data

From table 1, it can be seen that the majority of respondents are male that is (36) representing 63.3% of the total number of respondents, 22 respondents are female representing 36.7% of the respondents. This is an indication that gender sensitivity was taken care off so the findings therefore cannot be doubted on gender grounds; they can be relied for decision making. It further indicates that the researcher sought for information from both genders that means that the aspect of training is done by both genders.
4.1.2 Age distribution of respondents

**Figure 1: Showing age distribution of respondents**

![Age Distribution Chart]

**Source: primary data**

Figure 1 above shows that, majority of respondents were aged between 40-50 years, 27 respondents followed by 30-40 years represented by 15 respondents, followed by 50+ represented by 10 respondents and above 20-30 represented by 8. From the above analysis, it can be construed that majority of the respondents are mature hence the information obtained from them can be trusted and looked at as true and good representation of the information the researcher was looking.
4.1.3 Academic Qualifications of respondents

Table 3: Showing academic qualifications of the respondents

<table>
<thead>
<tr>
<th>Academic qualifications</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A level</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Certificate</td>
<td>14</td>
<td>23.3</td>
</tr>
<tr>
<td>Diploma</td>
<td>8</td>
<td>13.3</td>
</tr>
<tr>
<td>Degree</td>
<td>30</td>
<td>50</td>
</tr>
<tr>
<td>Others</td>
<td>5</td>
<td>8.4</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: primary data

Results in table 3 indicate that majority of the respondents were 30 for degree holders representing 50% followed by certificates with 14 respondents representing 23.3%, diploma followed with 8 respondents representing 13.3% followed by others who were 5 representing 8.4% and finally A level who were 3 representing 5%. This implies that the respondents are well educated and therefore the information obtained from them can be relied on for the purpose of this study.

4.1.4 Categorization of respondents

Table 4: Showing the positions of respondents

<table>
<thead>
<tr>
<th>Positions of respondents</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finance officer</td>
<td>42</td>
<td>70</td>
</tr>
<tr>
<td>Administrator</td>
<td>8</td>
<td>13.3</td>
</tr>
<tr>
<td>Office assistant</td>
<td>10</td>
<td>16.7</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Primary Data
From table 4 in regard to categorization of respondents, it is revealed that 42 of the respondents presenting 70% were financial officers, administrators were 8 representing 13.3% of the Respondents and 10 respondents representing 16.7% of the respondents were office assistants. It can then be construed that the respondents are the right people for data provision since they subscribe to all sorts of life an indication that information attained can be dependable for decision making.

4.2 Determination of training needs of employees at Dahabshill money transfer.

4.2.1 Respondent’s Knowledge on training policy of Dahabshill money transfer.

Table 5: Showing responses to whether respondents are aware of training policy of Dahabshiil money transfer.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>40</td>
<td>66.7</td>
</tr>
<tr>
<td>No</td>
<td>20</td>
<td>33.3</td>
</tr>
<tr>
<td>Not Sure</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>60</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Primary Data

Findings in table 5 shows that 66.7 % of the respondents agreed that people are aware about the training policy of the organization, 33.3% were not aware and none were not sure. The presentation indicates that a reasonable number of people are aware about the training policies of their organization.
4.2.2 How employees know about the training

Table 6: Showing responses to how employees know about training

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>During orientation</td>
<td>15</td>
<td>25</td>
</tr>
<tr>
<td>Official communication to me</td>
<td>28</td>
<td>46.7</td>
</tr>
<tr>
<td>Through of publications the company</td>
<td>12</td>
<td>20</td>
</tr>
<tr>
<td>Information from colleagues</td>
<td>5</td>
<td>8.3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>60</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Primary Data

The tables above indicate that according to the responses about how employees know about the training. The responses were 25% accepted getting to know about training during orientation, Official communication to me had 46.7%, through of publications the company 20% and Information from colleagues with 8.3%. The responses indicate that respondents are aware of the training arrangements in their organization.

4.2.3 Knowledge of training in Dahabshiil money transfer.

Table 7: Showing responses to how employees know about training

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>25</td>
<td>41.7</td>
</tr>
<tr>
<td>No</td>
<td>30</td>
<td>50</td>
</tr>
<tr>
<td>Not sure</td>
<td>5</td>
<td>8.3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>60</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Primary Data
50 of respondents at Dahabshiil money transfer indicated that they were not aware of any training and development policy, 41.7% said they were aware of the existence of a training policy whilst 8.3% indicated that they were not sure of the existence of training policy. The analysis implies that training policy at institutions is not mostly known to employees who sometimes hinder any proposed training and development program (Armstrong, 2006).

4.2.4 How the needs of training are determined at Dahabshiil money transfer

Table 8: Showing responses to how training needs is determined at Dahabshiil money transfer.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance appraisal</td>
<td>10</td>
<td>16.7</td>
</tr>
<tr>
<td>Organization and developmental plans</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>Technological inventions</td>
<td>4</td>
<td>6.7</td>
</tr>
<tr>
<td>Views of the training manager</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Analysis of job difficulties and job description</td>
<td>9</td>
<td>15</td>
</tr>
<tr>
<td>Customer complaints</td>
<td>8</td>
<td>13.3</td>
</tr>
<tr>
<td>Introduction of new policies</td>
<td>5</td>
<td>8.3</td>
</tr>
<tr>
<td>Operational analysis</td>
<td>15</td>
<td>25</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>60</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source: Primary Data
The information collected on the above objective was to establish how the needs of employees of Dahabshiil money transfer are determined, the responses were that needs assessment was done by operational analysis according to the majority respondents who agreed with 25% of the total respondents, Performance appraisal 16.7%, Analysis of job difficulties and job description had 15%, customer complaints had 15% response, Organization and developmental plans had 10%, Views of the training manager had 5%, Technological inventions that dictates the need for training had 6.7% of the respondents in support and Introduction of new policies had 8.3%. The responses indicate that whereas needs assessment is done at Dahabshiil money transfer, the contributions and mechanisms of assessment are varied, several factors account for the prevalence of assessing needs. It is pivotal to contend that needs assessment at Dahabshiil Money transfer is done with the intervention of both the employees and management; it is of no doubt that training can provide usefulness there after assessment.

4.3 The effect of training and employee performance at Dahabshiil Money transfer Company.

Table 9: Showing responses to the effect of training on work performance

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>30</td>
<td>50.0</td>
</tr>
<tr>
<td>Better than before</td>
<td>16</td>
<td>26.6</td>
</tr>
<tr>
<td>Very good</td>
<td>14</td>
<td>23.4</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Primary data

Data analysis from table 9 indicates that a maximum of 50% of sampled respondents agreed that the impact of training on their work performance was excellent. Fourteen (14) respondents representing 23.4% mentioned that the impact of training on their
work performance was very good whilst 16% said the impact of training on their work was better than before. The implication of the results confirms that training adversely impacts on work performance.

4.3.2 Relevance of training content to achieving personal needs, goals and self development

Table 10: Showing responses to the relevance of training content to achieving personal needs, goals and self development.

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally relevant</td>
<td>31</td>
<td>51.6</td>
</tr>
<tr>
<td>Very relevant</td>
<td>15</td>
<td>25</td>
</tr>
<tr>
<td>Not relevant</td>
<td>9</td>
<td>15</td>
</tr>
<tr>
<td>Cannot tell</td>
<td>5</td>
<td>8.4</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: Primary data

With regards to the question of whether training content was relevant to achieving personal needs, goals and self development, thirty-one respondents (31) representing 51.6% indicated that the training content was relevant to achieving their personal needs, goals and self development. Twenty five percent (25%) said content was very relevant, 15% indicated content was not relevant and 8.4% could not tell. The findings therefore report that training content must seek to achieve individual personal needs, goals and self development.

4.3.3 How training contribute to the employee performance

Table 11: Showing responses on the contributions of training to employee performance

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
</table>

28
<table>
<thead>
<tr>
<th></th>
<th>No.</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee management</td>
<td>7</td>
<td>11.7%</td>
</tr>
<tr>
<td>Improved adherence to policies</td>
<td>5</td>
<td>8.3%</td>
</tr>
<tr>
<td>Ethical observations</td>
<td>6</td>
<td>10%</td>
</tr>
<tr>
<td>Enhancement on way of operation</td>
<td>3</td>
<td>5%</td>
</tr>
<tr>
<td>Quality improvements in performance</td>
<td>10</td>
<td>16.7%</td>
</tr>
<tr>
<td>Consistency in work</td>
<td>4</td>
<td>6.7%</td>
</tr>
<tr>
<td>Improved employee motivation</td>
<td>8</td>
<td>13.3%</td>
</tr>
<tr>
<td>Improved technical expertise and</td>
<td>6</td>
<td>10%</td>
</tr>
<tr>
<td>output</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effectiveness in operation</td>
<td>11</td>
<td>18.3%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>60</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Source: Primary data**

The presentation in table 11 above indicate that 11 (18.3%) of respondents agreed with training providing effectiveness in operation, Quality improvements in performance had 16.7% agreement, Enhancement on way of operation had 5% of agreement, Employee management was recorded with 11.7%, Improved adherence to policies was found to have 8.3%, Ethical observations was recorded with 10%, Consistency in work had 6.7%, Improved employee motivation had 13.3% and Improved technical expertise and output was recorded to 10%. The presentation indicates that respondents training at Dahabshiil Money transfer Company are of benefit and a key factor that enhances employee performance at the organisations. The lower points of agreement on some parameters could be attributed to lower level training parameters undertaken by the organisation.
4.4.0 Organisational issues which constrain training at Dahabshiil money transfer

Table 11: showing Organizational issues constraining training and development at Dahabshiil money transfer

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>60</td>
<td>100.0</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Not Sure</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>60</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Source: Primary data

Table 11 shows that total respondents representing 100% indicated that there were organizational issues constraining training at Dahabshiil money transfer organization. The observation clearly implies that since training is a systemic process it is bound to face challenges in the process.
### 4.4.1 Organizational issues constraining training at Dahabshiil money transfer

**Table 12: Showing the organisational issues constraining training**

<table>
<thead>
<tr>
<th>Organizational issues</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>employees failure to understand the training needs of organization</td>
<td>12</td>
<td>20</td>
</tr>
<tr>
<td>lack of top management support for the training</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>Inability to gain the understanding and acceptance of employees</td>
<td>7</td>
<td>11.7</td>
</tr>
<tr>
<td>failure to ensure that adequate resources (finance, people and time) required to implement the training</td>
<td>15</td>
<td>25</td>
</tr>
<tr>
<td>Poor needs assessment</td>
<td>8</td>
<td>13.3</td>
</tr>
<tr>
<td>Limited access to training facilities dues to cost</td>
<td>7</td>
<td>11.7</td>
</tr>
<tr>
<td>Lack of policies on training in The organization and the seasonal nature of training</td>
<td>5</td>
<td>8.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>60</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

*Source: Primary data*
Table 12 presents organisational issues which constrain training in the organisation. The 25% respondents were recorded for failure to ensure that adequate resources (finance, people and time) required implementing the training, employee's failure to understand the training needs of organization had 20%, and lack of top management support for the training was with 10%, Inability to gain the understanding and acceptance of employees with 11.7% , Poor needs assessment 13.3%, Limited access to training facilities dues to cost had 11.7% and Lack of policies on training in the organization and the seasonal nature of training had 8.3%. The responses to the organizational issues which constraint training, the responses imply that the organizational training is faced with a series of challenges which limit the accessing value from training. There is need for consolidated efforts in reversing the trends.

4.4.3 Has training been traditionally used to ensure that the right person is in the right job at the right time

Table 13: Showing responses to whether training has been traditionally used to ensure that the right person is in the right job at the right time

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Agree</td>
<td>50</td>
<td>83.3</td>
</tr>
<tr>
<td>Disagree</td>
<td>10</td>
<td>16.7</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Primary Data

Regarding analysis whether training has traditionally been used to ensure that the right person is in the right job at the right time, all the 50 respondents representing 83.3% mentioned that that training has traditionally been used to ensure that the right person is in the right job at the right time and the 16.7% disagreed.
5.0 Introduction
This chapter presents the discussions, conclusions and recommendations made based on the study findings. They were made basing on the research questions. It also gives areas of further study.

5.1 Discussion of the research findings
The discussion of the results is done objectives by objective of the study.

5.1.1 Background of respondents
The background of respondents was categorized into gender, age and level of education of respondents.

The findings were that majority respondents who participated in the study were male. The findings are in line with those of Charteris and James (2000) who argued that for military personnel, who are involved in regular physical activity, where the criterion for maximal effort should be set at a level of consistency for the best work repetition there appears to be a need to assess the effort level consistency of the male participants. Although every attempt was made to ensure participants exerted maximal effort it is questionable whether all work outputs were indeed maximal. This is indicative of less efficient performance by these participants and could well be an indicator of the need to carefully screen personnel before assuming they are ready for basic training and combat tasks requiring consistent work outputs.

From the study majority respondents were 27 respondents in the age bracket of 30-40 while the minority were in the brackets of 20 -30 with 8 respondents.

The findings are in line with the findings of Debrah, 1998; Chermacketal, 2003) who contend in their studies that It has been argued that the ageing population in organizations has great implications for the future of human resources in organizations.
On the contrary, elite expertise workers are viewed as technically expert, skilled and competent workers who possess the bargaining power to take control of their own career development and advancement (Swanson and Holton III, 2001).

The majority of respondents were found possessing bachelor's degree the findings are closely linked to those of DeCauza et al (1996:70) who explained that the most popular training and development method used by organizations are effective upon the education level of employees. The training based on high level education results into high output and measurable standards necessary for improvement of organizational operations.

5.1.2 Training needs of employees are determined

From the research, the respondents reported that the training needs assessments at Dahabshiil money transfer are adequately determined. It was found that training needs assessment is done based on the following parameters.

- Operational analysis according to the majority respondents who agreed with 85% of the total respondents
- Analysis of job difficulties and job description
- Views of the training manager had
- Performance appraisal
- Organization and developmental plans
- Technological inventions that dictates the need for training
- Customer complaints
- Introduction of new policies

The key findings are in line with Thayer & McGhee model (1995) who pointed out that in Organizational analysis the focus is on identifying where within the organization training is needed. These training needs are assessed against the organization’s objectives and strategies. This would help avoid wastage of resources in training and development where employees are trained in skills they already have or that are not transferable to the job situation. Again there is the need to analyze the external environment (environmental scanning in PEST analysis) and the internal climate (SWOT analysis) of the organization. This is the critical first step for HRD personnel in assessing and relating training needs to the achievement of organizational goals.
The findings are however different from those of Ivancevich (2010) who contend that, interviews, surveys, reviews of records, observation and discussions with management and subject matter experts are methods used to conduct training needs identification or assessment. These methods of data and information gathering provide the basis for what type of training would be needed, who should be selected for training, when the training must be done and finally whether training is the solution to the deficiency identified and therefore the solution.

5.1.3 Effects of employee training on employee performance

From the study most respondents agreed that training contributes to employee performance through several avenues this included Quality improvements in performance, Enhancement on way of operation, Employee management was recorded, Improved adherence to policies was found to have, Ethical observations was recorded, Consistency in work, Improved employee motivation had and Improved technical expertise and output was recorded.

The presentation indicates that training is beneficial and impact positively on performance hence the need for preservation the argument is related to that of Robert Denisi (2001) who contend that in the development of organizations, training plays a vital role, improving performance as well as increasing productivity, and eventually putting companies in the best position to face competition and stay at the top. This means that there is a significant difference between the organizations that train their employees and organizations that do not Training is a type of activity which is planned, systematic and it results in enhanced level of skill, knowledge and competency that are necessary to perform work effectively (Gordon, 1992). There exists a positive association between training and employee performance. Training generates benefits for the employee as well as for the organization by positively influencing employee performance through the development of employee knowledge, skills, ability, competencies and behavior. Organizations that are dedicated to generating profits for
its owners (shareholders), providing quality service to its customers and beneficiaries, invest in the training of its employees.

5.1.4 Organizational issues which constrain training in organizations

The report from the respondents in this regard was that training at Dahabshiil Money Transfers is constrained with organizational issues which present challenges to the organization; the challenges were seen to include failure to ensure that adequate resources (finance, people and time) required implementing the training, employee's failure to understand the training needs of organization had 81.6%, and lack of top management support for the training, Inability to gain the understanding and acceptance of employees, Poor needs assessment, Limited access to training facilities due to cost had 65% and Lack of policies on training in the organization and the seasonal nature of training.

The responses to the organizational constraints which constraint training are different from the argument of Moorhead & Griffin (1998) who argued that the major problem of training programs in some organization is the transfer of employee learning to back to the work place or the situation, It has been asserted by managements from casual observation that, very often when an employee learns a new skill or manager learns a new technique from training, they upon returning to the normal work situation find it more comfortable or convenient to go back to the old ways of doing things; thus making nonsense of the time, effort and money that has been spent on the training program.

5.2 Conclusion

The study was set to establish the effects of training on employee performance at Dahabshiil Money Transfers. It was an investigation based on three research objectives that included establishing how training needs are determined at Dahabshiil Money Transfers Company, effects of training on employee performance and finally the establishing organizational issues which constrain train training in the organization.
The key findings were that the key aspect of analysis needs was operational analysis according to the majority respondents who agreed with of the total respondents others were analysis of job difficulties and job description, Views of the training manager had, Performance appraisal, Organization and developmental plans, Technological inventions that dictates the need for training, Customer complaints and Introduction of new policies. Needs assessment was found to be majorly based on operational analysis, the minority responses was on Views of the training manager as a determinant for needs.

The second objective which was to establish the effect of training on employee performance the results from findings were that majority respondents contend that training provides Quality improvements in performance, Enhancement on way of operation, Employee management was recorded, Improved adherence to policies was found to have, Ethical observations was recorded, Consistency in work, Improved employee motivation had and Improved technical expertise, consistency in work and Enhancement on way of operation had a minority responses.

It was finally found that a series of organizational issues constraining training was majorly failure to ensure that adequate resources (finance, people and time) required implementing the training, employee’s failure to understand the training needs of organization and lack of top management support for the training, Inability to gain the understanding and acceptance of employees, Poor needs assessment and Limited access to training facilities dues to cost. The minority response on constraints was on Lack of policies on training in the organization and the seasonal nature of training. Despite all the mentioned, training in organizations according to the survey was found wanting the adoption of the recommendations below is necessary for the health of Dahabshiil Company.
5.3 Recommendations

Based on the findings and conclusions, the following recommendations are outlined for addressing challenges identified as well as ways of improving training at Dahabshiil Money Transfers Company:

❖ Training and development should be seen not only as the thread that ties together all human resource practices, but also as the instrument for establishing and signaling when and how work practices should change. In other words, employees of Dahabshiil Company should take on the role of organizational change agents. To be effective in this role, the HR manager will need to create a framework for making HR decisions based on Dahabshiil Company vision and strategic plan.

❖ Some key examples of how departments can plan for the future training and development must be outlined in a document and should be used to help mitigate any negative impacts as a result of demographics, Dahabshiil need to priorities and competency requirements. The documents can also help ensure that Dahabshiil company departments have what they need to get the job done, and that there is efficient matching of skills and competencies to departmental tasks, requirements and outcomes.

❖ To better compete in the global market, Dahabshiil company will need to create and implement corporate strategies to promote itself as a “preferred employer” investing in progressive HR policies and programs with the goal of building a high-performing organization of engaged people, and fostering and creating a work environment where people want to work, not where they have to work.

❖ Retention and attraction in today's changing labour market requires Dahabshiil Company need to look at the key drivers that are important to it and potential employees. Examples of these include offering employees: Diversified and Challenging Work .An Attractive Compensation Package (not just salary),
Advancement Opportunities, Access to Continuous Learning and Opportunities for Personal and Professional Growth.

In order to position for success, management of Dahabshiil Company must empower departments in the various branches to engage in training and development. Corporately, three key directions have been identified to assist management in managing the workforce changes. They include: Building Our Potential, Strengthening Our Competitiveness, and Renewing Our Workplace. The purpose of this is to ensure that Dahabshiil Company workforce and strategic objectives are aligned to guarantee the delivery of quality program and services to the public, and that the training would assist in positioning Dahabshiil for the future. Through a collaborative process, each department should develop its own.

5.4 Area of further research

The research suggested that further research should be done on;

1) Human Resource Practices and employees performance
2) Intrinsic motivation and employee performance
3) Employee orientation and performance
REFERENCES


Jorge Daniel Taillant, (2002), World Social Forum Seminar on Globalization and Human


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APPENDICES: APPENDIX A: RESEARCH QUESTIONNAIRE

I Abobakar Mohamed Guled a student of Kampala international University Uganda pursuing bachelors of human resource management carrying out the research on the topic "training and employee performance. This questionnaire is mainly for data collection and has been designed for academic reasons and as a partial fulfillment for an academic award. The researcher will hold confidential any information given and under no circumstance will any one's name appear as an individual.

Please tick the appropriate box or write in the space provided.

1. What is your gender? Male ( ) Female ( )

2. What is your age?
   20 - 30 ( )
   30 - 40 ( )
   40 - 50 ( )
   50+ ( )

3. What is your educational background?
   a) A' Level ( )
   b) Certificate ( )
   c) C Diploma ( )
   d) Degree ( )
   e) Postgraduate ( )

4. What is your current position?
   a) Administrator ( )
   b) Finance officer ( )
   c) Office assistant ( )
   d) Other(s)...........................................................................................................

5. Are you aware of the training policy of your organization?
6. If yes, how did you know about it?
   a) During orientation ( )
   b) Official communication to me ( )
   c) Through Accra Polytechnics publications ( )
   d) Information from colleagues ( )

7. Have you ever been involved in training needs assessment of your organization? Yes ( ) No ( )
   If yes, mention how the needs of training are determined in your organization
   ........................................................................................................................................
   ........................................................................................................................................

8. Does training affect the performance of employees? Yes ( ) No ( )

9. How did the training impact on your work performance?
   a) Excellent ( )
   b) Very good ( )
   c) Better than before training ( )

10. Was the training content relevant to achieving your personal needs, goals and self development?
   a. Totally relevant ( )
   b. Very relevant ( )
   c. Not relevant ( )
   d. Cannot tell ( )

11. How does training contribute to the employee performance?
    ........................................................................................................................................

12. Are there organizational issues that constrain training?
a) Yes ( )
b) No ( )
c) Not Sure ( )

13. If yes, indicate organizational issues

14. Do you agree that training and development has traditionally been used to ensure that the right person is in the right job at the right time?

Strongly Agree ( )
Agree ( )
Disagree ( )
Strongly disagree ( )
### Appendix B: Research Time

<table>
<thead>
<tr>
<th>Time Period</th>
<th>Activity</th>
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<tbody>
<tr>
<td>Mid September 2013</td>
<td>Proposal writing</td>
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<tr>
<td>Late September 2013</td>
<td>Literature collection</td>
</tr>
<tr>
<td>October 2013</td>
<td>Proposal completion and submission</td>
</tr>
<tr>
<td>October 2013</td>
<td>Data analysis</td>
</tr>
<tr>
<td>Early November 2013</td>
<td>Report completion after editing</td>
</tr>
<tr>
<td>November 2013</td>
<td>Submission of the research report</td>
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## Appendix C: Budget of the study

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<th>Amount in Uganda shillings</th>
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<tbody>
<tr>
<td>Typing and printing</td>
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<tr>
<td>Literature collection</td>
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<tr>
<td>Internet service</td>
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<tr>
<td>Travel</td>
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<tr>
<td>Binding</td>
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<tr>
<td><strong>Grant Total</strong></td>
<td><strong>385,000</strong></td>
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