

TRAINING AND THE PERFORMANCE OF STAFF
OFSELECTED TELECOMMUNICATION
COMPANY IN BORMA DISTRICT,
SOMALILAND

A Thesis Presented to the School of
Postgraduate Studies and Research
Kampala International University
Kampala, Uganda

In Partial Fulfillment of the Requirements for the Degree OF
Master of Human Resource Management

By
Abdo Fouad Aden

Handwritten signature and date: A. F. Aden 2011

January, 2011

DECLARATION A

“This thesis is my original work and has not been presented for a degree or any other academic award in any university or institution of learning”

Abdo Fouad Aden


Name and signature of the candidate

10-03-2011

Date



DECLARATION B

This thesis entitled **training and staff work performance of the selected telecommunication companies** was done under my supervision as university supervisor.

Mandisa Augustine .

~~Handwritten signature~~
Name and signature of the supervisor

10-03-2011

Date

APPROVAL SHEET

This thesis entitled" **training and the performance of the staff of selected telecommunication companies in Borama district, Somaliland** " prepared and submitted by Abdo Fouad Aden in partial fulfillment of the requirements for the degree of Master of Business Administration has been examined and approved by the panel on oral examination with a grade of PASSED.

Prof. Othman Raissa Alfan

Name and Sig. of Chairman

Wandiba Augustine

Name and Sig of Supervisor

Dr. Mansur O. Sumi

Name and Sig. of Panelist

Kwansa Emmanuel

Name and Sig. of Panelist

Name and Sig. of Panelist

Date of Comprehensive Examination: _____

Grade: _____

Dr. Othman Irene Kwansa Kwansa

Name and Sig of Director, SPGSR

Name and Sig of DVC, SPGS

Acknowledgement

Foremost thanks to Almighty Allah, the most gracious, most merciful, who alone I worship, ask for help, And made me able to complete my thesis.

Secondly I am thankful to my supervisor Mr. WANDIBA. I am also thankful to the panelists (Pro. Sunday Olwer, Dr. Manuel O. Sumil, and Mr. Kiweewa Emmanuel), who helped and guided me throughout my thesis work. Their critical analyses were very helpful for me to make clear ways in the completion of thesis. This thesis would not be feasible without their guidance and supervision.

I also would like to express an acknowledgement which words cannot complete to my brother Abdusamed Cilmi Abdullah, who sponsored all my university education.

Thirdly I am also very thankful to the management of telecommunication companies and the persons to whom i got information for the thesis.

Finally I am very thankful to my families and friends who showed great gratitude during my study.

Dedication

I dedicated this thesis to my beloved mother WARIS MAXAMUD AW
DAAHIR and father CILMI ABDALAHY AYE

Abstract

The study investigated the relationship between training and staff work performance of the selected telecommunication companies in Borama, Somaliland. The study sought to establish and recommend the kind of relationship that should exist between the training and performance of employees of selected companies.

The purpose of this study was to establish the relationship between training and performance of employees of selected companies in Borama. The study was guided by four research objectives. The first objective was to determine the levels of training of employees of selected telecommunication companies, the second objective was to determine the levels of performance of employees of selected telecommunication companies, the third objective was to determine the factors that affect training rather than the work performance, the last, was to determine the relationship between training and performance.

The study was carried out through cross-sectional research design. Data was collected between November and December, 2011, using questionnaire, from 80 selected respondents from the selected telecommunication companies. The researcher analyzed the data using descriptive statistical mean, percentage, frequencies and presented in tables.

TABLE OF CONTENTS

CHAPTER		page
ONE:	The Problem and its Scope	
	Background.....	1
	Statement Of Problems.....	2
	Purpose of the Study.....	3
	Research Objectives.....	3
	Research Questions	3
	Hypothesis.....	4
	Scope of the Study.....	4
	Significance of The Study.....	5
	Operational definitions	6
Two:	Review of Related Literature	
	concepts, ideas, and opinions of training	7
	Theoretical prospective.....	19
	Related Studies.....	20

THREE:	Methodology	page
	Research Design.....	22
	Research Population.....	22
	Sample Size	23
	Sampling Procedure.....	24
	Research Instruments.....	24
	Data Gathering Procedure.....	25
	Data Analysis.....	25
	Limitation.....	26
	Ethical consideration.....	26
FOUR:	Presentation, Analysis, and Interpretation	
	Introduction.....	27
	Demographic information	27
	Levels of training of the respondents.....	31
	Levels of work performance	43
	Factors that affect performance rather training.....	43
FIVE:	FINDINGS, CONCLUSION, AND RECOMMENDATION	
	Findings	60
	Conclusion	65
	Recommendations	66
	Suggestions for father studies.....	67
	REFERNCES.....	68
	Appendix I – Transmittal Letter.....	72
	Appendix II- Informed Consent.....	74
	Appendix III- Research Instrument.....	78
	Researcher’s Curriculum Vitae.....	82

CHAPTER ONE

THE PROBLEM AND ITS SCOPE

Background of the Study

The term training refers to the acquisition of knowledge, skills, and competences as a result of the teaching of vocational or practical skills and knowledge that relate to specific useful competencies (Diane Arthur, 1995). The study took place in Somaliland. Somaliland territory has been separated from other Somalia since when Siyad Barre government overthrown in 1991. Somaliland is self declared republic and stands alone, but has no recognition from the world as an independent state. It is peace and prosperity country. Somaliland is situated on the eastern horn of Africa and lies between the 08°00' - 11°30' parallel north of the equator and between 42°30' - 49°00' meridian east of the Greenwich. It shares borders with Republic of Djibouti to the west, Federal Republic of Ethiopia to the south and Somalia to the east. Somaliland has a coastal line to the north of the country which extends 460 miles along the Red Sea. The territory's geography is distinguished by three main topographical features locally known as the Guban, Oogo and Hawd.

Borama, where the study was conducted, is the capital of the Awdal province. It is an important telecommunication center and home to three telecommunication companies.

The telecommunications are now viewed by many to be the ones of the few best companies in Somaliland when it comes to quality products, discipline and academic excellence of the staffs. Presently, all these companies provide services to tens of thousands of customers.

Staff training is important for two main reasons. Firstly, considering the vast resources which are being spent on development, and particularly training itself, it is essential to ensure that these financial resources are well utilized. Secondly, the quality and quantity of the output in the form of well developed staffs with good attitudes will determine the type of leadership, management and workforce of the companies under the study will have in future.

Statement of the Problem

According to the Ministry of industry (2007, the companies and agencies train their employees with the hope that training would improve their efficiency and effectiveness in their work performance. The training workshops that telecommunication companies organize, appears not to have had significant effect on staff performance, as the work shop ended in a class. No follow up has been made to assessthe impact of training on the work performance.

More training is conducted every year, but it is often offered for the new employees rather than the current employees. and these trainings seem to have ended in the companies. Trainings done cannot bring the companies to perform well. This cause to them to suffer from a poor performance, increase employee turnover, and increase need for supervisor.

In view of the above observation, there is a need to conduct study in order to enhance the performance of the employees and to determine

the factors that will motivate them to produce with output of the organization

Purpose of the Study

The purpose of this study was to investigate the relationship between training and staff performance of the telecommunication companies in Borama district, Somaliland, using cross-sectional survey to improve the efficiency and effectiveness of Telecommunication Companies.

Research Objectives

The objectives of the study are:

- 1.To determine the extent of training and level performance of the employees of the selected telecommunication companies.
- 2.To determine whether there are factors that affect work performance rather than training
- 3.To determine if there is a significant relationship between training and the performance of companies under the study.

Research Questions

- 1- What is the extent of training and levels of performance of the employees of selected telecommunication companies?
- 2- What are the factors that affect work performance rather than training

3- Is there a significant relationship between training and performance in companies under the investigation?

Hypothesis

Ho: there is no significant relationship between training and staff work performance in telecommunication companies in Borama district.

Scope

Geographical Scope

This study on the role of training on the performance of selected telecommunication Companies took place in Borama in Somaliland. The study focused particularly on the headquarters of those Companies in Borama district, the regional capital of Awdal. According to ministry of planning (2001) Borama is located in a mountainous region, located at 1482m above sea level, with small streams, between 44degree 10 "45 degree 12" longitudes. An area occupied by the city is 30km square and its temperature ranges from 7c degree at winter to 40c degree at summer.

Content Scope

The study explored how training has an effect on staff's performance. So, the study emphasized on telecommunication Companies which are located in Borama. The study spotlighted and seeks to determine the effect of training on staff work performance of the selected Companies in Borama district, Somaliland.

Time Scope

The study was conducted between November and December 2010 through cross-sectional. Data was collected by the researcher using closed ended questionnaires.

Significance of the Study

The study enabled the researcher to provide more information on those who would wish to carry out more research on this study. It is also anticipated that the study will give knowledge about how staff performance is affected by training.

The researcher also hopes that this study will be beneficial to the following groups or individuals.

To expand knowledge on training and human resource development in the company

To stimulate further research by other scholars interested in studying the relationship between training and performance.

The study will help policy makers appreciate the need for training as critical ingredients in improving performance.

It will contribute to the study of literature review for further research into the same or related subject.

Operational Definitions of Key Terms

Training: in this study has been referred to the acquisition of knowledge, skills, and competences as a result of the teaching of vocational or practical skills and knowledge that relate to specific useful competencies.

Work performance: performance here implies the degree of accomplishment of the tasks that make up an individual's job.

Task: in this study implies an action designed to produce a definite result.

Job: in this study was used to mean a group of positions that are similar as to kind and levels of work.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Concepts, ideas and opinions of training

One of the first thing management concerned with is staff performance. Therefore the problem of organization regarding employees is also a matter that concerns the performance. The management's focused interest is on the improvement of employees' performance in the areas that are keys to the development of the company. One can assume safely that every organization wants to have the best return from their employees' production output. The huge investment by employers in new work processes and technology expect workers to produce error-free output. Theoretically, the employer wants from their workers to try to produce maximum output with minimum level of input. Practically, there is more need for "on-the-job training" in organizations than before even though competitive pressures put constrains on training budgets (Liu and Batt, 2005). Due to increased international competition, technological change, and high customer expectations, requires improving skills of the workers for the achievement of desired goals (Cappelli et al., 1997).

One of the key meeting points between managerial concern for smooth production scheduling and employee's productivity is to be found in training specifically "on-the-job training". Therefore On-the-job training is one of the oldest forms of training to make employees able to perform change on how to perform their jobs through guided as well as self-education. OJT has its roots in the apprentice systems of ancient cultures. But in the industrial domain, it has its own history of instructional methodologies. Though OJT is rather an old method of employee training,

but it is still very much of used among organizations where the development of employee skills at workplaces is a key to the production process. On this account, it covers all manufacturing processes. Today OJT is often associated with training in the crafts demanding high or continuous technical skill. On-the-job training is used to train both novice and experienced employees in organizations (Piskurich et al., 2000). During the last three decades, there have been much technological changes and new innovations happened in the production processes and, thereof in the organization of work. The skills of workers become obsolete more rapidly than before. Then both workers and employers find it better to invest in "on-the-site training" in order to match the specific requirements of production goals. Due to technological changes, the management of the organizations has to invest in human capital. Technological changes bring also uncertainty in the organizations concerning providing on-the-job training to their workers (Bartel and Sicherman, 1998). The purpose of this study is to understand the effects of employer-provided training (OJT) on employees' productivity. It will enable us to observe the impact of on-the-job training on employees' productivity.

According to Black and Lynch (2001) investment in human capital is becoming an important issue for management in organization. Employers want to invest on employees' training but they fear unpredictable results. They have little means to verify if the investment on training will be fruitful or not. In this work, we will review what are on-the-job training and employees' productivity. It supposes to consider a large quantity of OJT literature and empirical studies regarding its impact on employees'

productivity. From the literature review we have found that many authors have written about measuring the effect of employer-provided training on productivity using firm-level data. (Barrett, 1999; Holzer et al. 1993; Black and Lynch, 1996). According to Barrett and O'Connell (1999) the researchers' difficulties come from the lack of reliable/complete data. In this thesis, the case study provides the information and the use of existing data necessary to assess the impact of on-the-job training provided by the employer on employees' productivity.

The next stage of evaluation is to use firm's own assessment of their current performance relative to their peers. In general about half of the firms tend to assess themselves as above average in terms of financial performance and labour productivity. The comparison of the trainers and non-trainers yields mixed results. Amongst the smaller size group a higher proportion of trainers evaluate their financial performance and product quality to be much better; but non trainers have similar judgments of their performance in terms of labor productivity and labour costs. Amongst the larger size groups there is little difference between the evaluations of trainers and non-trainers (Tsang and Levin, 1985)

Firms suggested that employment growth was not much affected by training. When we examine their employment growth experience we find that trainers had a higher proportion of fast growers than non-trainers, but there was little difference in the larger size group. This confirms the firms' own assessment of the impact of training.

On the other hand, that trainer do have a higher proportion of firms in the fast growth category (more than 40% over the past three years) than non-trainers; but this relationship is found only in the group of firms with less than 100 employees.

We found no significant differences in the change in profit margins between high and low intensity trainers.

We also compared the median values of these performance variables across size and training intensity groups. Amongst the larger firms, whilst higher training intensity is associated with somewhat higher median profit margins, the group has lower turnover growth and much lower employment growth.

On the other hand the picture is much brighter for training amongst the less than 100 employees group. Here we can see very much higher profitability and better growth performance in terms of both turnover and employment.

Training may influence workplace performance directly by raising output per worker, or be measured indirectly through its impact on the wage on the assumption that this is equal to the marginal productivity of labor. However, this will not be the case if there are imperfections in the product or labor markets. Dearden *et al.* (2000, 2006) were able to measure the impact on productivity directly using a panel of British industries over the period 1983 to 1996. They found that a one percentage point increase in training was associated with an increase in value added per hour of about 0.6 per cent, but an increase in wages of only 0.3 per cent, consistent with employer monopoly power in the labor market, so that using wages as a proxy for productivity would tend to

under-estimate actual productivity. Over-education or over-skilling could also moderate any influence on performance. Thus, Tsang and Levin (1985) argued that over-education could lead to reduced work effort, increased production costs and thus lower productivity. Using a firm-based production model they confirmed this hypothesis (see also Tsang, 1987) and also found a negative relationship with firm profits.

Tsang *et al.* (1991) also found that over-educated workers, and particularly those with higher levels of education, had lower job satisfaction.

The nature of training has been examined in a number of studies. Thus Barrett and O'Connell (1998) found that specific training had a bigger impact on wages and productivity than general training. Mason *et al.* (1996) found that both value added and product quality were higher where workers were trained to take charge of several production lines at once. Cosh *et al.* in a series of papers (1998, 2000 and 2003) found that training had a strong and significant effect on employment growth in small firms when it was undertaken regularly rather than on an *ad hoc* basis. Especially for larger firms there was also an association between intensity of training and profitability. Training may also stimulate innovation in the workplace (Bartel and Lichtenberg, 1987). Therefore it is doubtful whether different types of training impact either equally or positively on performance.

Finally, training can have an indirect effect on performance if it increases job satisfaction by, for example, making it easier for employees to perform the job or feel more valued (as in Karloff's 1982

conceptualization of the labor contract as a gift-exchange). Petty *et al.*'s 1984 meta-analysis confirms such outcomes. In contrast, if workers feel dissatisfied they may react in a number of ways (Farrell, 1983): through a sense of loyalty they may stick it out; use a voice mechanism (Freeman, 1978, Freeman and Medoff, 1984); neglect their responsibilities to the employer by absence, lateness, striking or reduced effort (Akerlof and Yellin, 1986).

Regnér (2002) did his research to find out the effects of on-the-job training on the wages of employees in Sweden. He states that most of the studies done in this area are from US data (Brown, 1989; Lynch, 1992; Lillard and Tan, 1992; Levine, 1993; Bartel, 1995; Krueger and Rouse, 1998). He finds a significant positive relationship between formal and informal OJT and wages. While on the other hand he states that studies to see the effects of OJT on wages outside US are few. For example Barth (1997; cited in Regnér 2002) conducted his research on a small sample of Norwegian private sector employees to see the impact of OJT on wages of these employees. Goux and Maurin (2000; cited in Regnér, 2002) find the same effects on wages of French employees. Both studies showed positive wage affects of OJT same as the case with US employees. In his study Regnér (2002) used to find out the effects of training on employees wages, he followed the Becker's (1964) Human Capital Theory. In his study Regnér (2002) investigates the effects of two types of OJT i.e. general and specific on wages. According to Regnér (2002: 327), employees who receive specific OJT few of them change their jobs. They stay longer with the same employer who provides them training and vice versa those who receive general OJT. The results of Regnér's (2002)

study show that OJT has large positive effects on individual wages in Sweden". Apart from the results of Regnér (2002) study, Forslund et al. (1994) state that job training programs have small effects on wages in Sweden.

Bartel (1995) in her study in a large manufacturing organization examines the relationships between formal on-the-job training and wages and performance. She used the personnel records of that firm covering a five years period from 1986-90. It deals with all employees from all the departments of the manufacturing firm. The company offers a wide range of training programs for its employees to keep up to date its work force within the company. These training programs are conducted with the help of training courses; (i) Core Program: the program contains courses designed for individual employees whose job involve supervising other employee(s), course includes how to; evaluate and improve employee performance, effectively manage time, be an effective leader and implement change. (ii) Corporate Employee Development course that includes; learning problem solving skills, decision making, written and oral communication, job improvement and time management. (iii) Computer related skills. All training programs offered on a full-day or half-day basis. Analysis of Bartel's study show that firm provided "formal training does indeed increase wage growth and job performance, even when selection bias in assignment to training programs is eliminated"(Bartel, 1995: 424).

Wholey (1990) in his article "The Effects of Formal and Informal Training on the Tenure and Mobility" analyzed the effects of employer provided formal and informal OJT on job tenure and mobility of male and female workers. To test the results of his study he selected a sample of

male and female workers, male supervisors and managers. He drew up three hypotheses to test the effectiveness of formal and informal OJT on job tenure and mobility of workers. For this purpose he gathered data for his study from 140 large manufacturing firms, each firm employed more than 2,000 employees, 52 (37%) of these firms provided relevant data for this study. In total 4,567 employees were responded.

Wholey (1990) says, formal and informal OJT to employee may also affect the mobility of the employee within the firm. Employers use mobility as a component in formal OJT. It motivates employees to informally train other employees. He says that formal OJT is important at all levels in the firm to preparing employees to move into tasks and jobs. He states his arguments by referring to previous studies (Weber 1978; Williamson et al. 1975; cited in Wholey, 1990: 39) saying that "informal OJT is positively associated with employee mobility". Employer entices employees by offering them job promotions and other benefits i.e. job security to informally train the other employees who are unskilled or less skilled in the firm to enhance their productivity skills. His study is based on two studies mentioned above. Williamson et al., (1975; cited in Wholey, 1990: 37) state that formal OJT is positively associated with employee mobility, while on the other hand informal OJT positively affects employee security.

He concluded, results support the formal OJT arguments of Williamson et al., (1975 cited in Wholey, 1990). But in case of informal OJT training, results of his study don't support the arguments. He stated that formal OJT positively affects employee tenure in the firm from where they got

training. But informal OJT has its effects only on male managers. Because informal OJT is less apparent and salient to employers than is formal. Secondly "it implies that managers, would be least likely to have a relationship between informal OJT and security. The fact that the only effect for informal OJT across categories was positive and on managerial firm tenure belies this argument" of Williamson et al., (Wholey, 1990:18).

According to Arthur et al. (2003) needs assessment or needs analysis is the process that determines the organizational needs to seek training. It seeks to answer the questions whether the organizational needs, objectives and problems can be met or addressed by training. Arthur et al. (2003) described the needs assessment process in their article "Effectiveness of Training in Organizations: A Meta-Analysis of Design and Evaluation Features". The process consists of three steps to analyze the training needs of any organization. Studies (Kjellberg et al., 1998) show that the Swedish companies use different kinds of measures e.g. (analysis project plan, training audits, line management requests, and performance appraisal and employee requests) to analyze training needs in their organizations.

Black et al. (1994) analyzed the relationship between employer characteristics, training practices and human capital in their survey. From the analysis they found certain characteristics i.e. establishment (employer) and employee characteristics that raise the probability of formal training. Black et al. (1994) claimed, characteristics with respect to establishment that raise the probability of formal training are large size, high capital/labor ratio and total quality management or benchmarking and characteristics with respect to employee vary in different ways like

major or small industry sector for example they stated that in manufacturing firms high average education of employees regarding their jobs, proportion of female employees, increased skills requirements and proportion of workers with relation to production, technical, clerical/sales occupations raise the possibilities of providing training. Only increased skills requirements raise the chances of the training in nonmanufacturing firms they stated.

Black et al. (1994) concluded that while providing training offered by the employers there are many differences with the organization and industry as well not only in terms of training, but what type of training and how much training is provided. In the end they suggested that training is "a complement rather than a substitute to investments in physical and human capital" because the firms or employers who hire more educated workers and invest in their physical capital for their organizations are more likely to provide training. The manufacturing part of this article is relevant to our case study because we also are conducting our research on manufacturing company and on those employees who are working in the production department in Alfa Laval.

According to Arthur et al. (2003) in the first step of assessing needs of an organization. Organizational analyses are conducted to seek to know what the organization's needs to conduct on-the-job training. And in which part of the organization needs training. The first step of the process of analyzing the needs for training depicts the objectives behind starting training program and at which particular department needs that OJT. Second step for assessing the needs of an organization to conduct an OJT

program is to analyze the tasks that mean which tasks or jobs will be demonstrated through training program.

In this step the analysis shows what kind of job training is needed to the employee to perform his or her job effectively for this purpose. Shultz (n.d.) described that employees and supervisor are involved in developing this very type of analysis. The supervisor settles it on low, medium, high or critical priority based on importance and frequency of the task.

After identifying the priorities supervisor/trainer together with employee(s)/trainee(s) specify the schedule and timings to carry out the OJT. As described, employees are assessed to decide who needs training. These analyses are conducted through observations of the trainer/supervisor relation. Assessing needs for training is a crucial initiative towards designing and implementing training program

Rothwell et al. (1994: 43) describe some conditions. They say under these conditions OJT program is appropriate. These conditions are; (i) when employee is new to the post, domestic office or the job; (ii) employee lacks knowledge essential for job; (iii) job functions have changed, or are about to change; (iv) other obstacles in the work place e.g. lack of tools, equipment.

In the part above we have seen from literature review how different authors demonstrated the assessing needs of training before starting OJT training program. The next part will let us know the remaining steps of OJT program i.e. planning, developing, executing and evaluation. These steps are explained as under;

Planning OJT Program: During planning trainer or supervisor identifies the employees who need training. They (trainer and trainees) establish timeframes for implementing OJT program. They set goals for learning outcomes and instructional objectives. In other words they develop strategies for OJT program. Generally these strategies include selection criteria of employees for training, period of training, number of employees and frequency of training, etc... (Shultz, n.d.). Developing: The trainer and employees prepare a task sheet for training program. In developing they translate design decisions into training material. Training material include course material for trainer and trainees, workbooks, visual aids, demonstration props. Execution: The Execution of training program involves instructor providing procedural rules, emphasizing the steps and sequence for correctly performing the tasks (Rothwell et al., 1994).Evaluation: The outcomes of the training program seeks to depict how effective was the training. The question is to know if the results are in accord to the desired outcomes or not. It also considers whether training program was conducted or implemented according to plan. Evaluation helps trainer to seek if any employee needs further training to perform his/her job.

Kirkpatrick (2005) has proposed a four level model to evaluate effectiveness of training. His model has been used widely among firms throughout the world. This model helps firms to see how effective their training was. And what could be the results of that particular training provided by the firms to their employees. These four levels (Kirkpatrick, 2005:21) are; (i) Reactions: represent trainees' affective and attitudinal responses to the training program. This level answers the following

questions, how trainees feel about training, whether they like it; (ii) learning: measures learning outcomes of training. What trainees have learnt from the training program and what are the outcomes of the learning; (iii) behavioral: the third level measures the behaviors of employees in a sense how they are performing in actual after getting training; (iv) results: the final 'results' or the outcomes of the training in the form of productivity and organizational goals and objectives.

Theoretical Perspectives

The use of learning theory is widespread among corporate instructional design and training professionals, as it is considered foundational knowledge for any solid training program. While there are a variety of theorists who have contributed to the development of adult learning theory, Malcolm Knowles is regarded as one of its preeminent thinkers; Dr. Knowles (2005) identified some key assumptions and principles about adult learners:

1. They are motivated as they experience needs and interests that learning will satisfy/learning needs to be relevant
2. Their orientation to learning is life-centered/learning needs to be practical
3. Experience is the richest source of adult learning
4. They have a deep need to be self-directing
5. Individual differences among people increase with age (p. 40).

Adult learning theory recognizes that adults are self-directed, i.e., their desire to learn is typically intrinsically- and not extrinsically-motivated;

consequently they must see their learning experiences as relevant to their lives which are multi-faceted and often involve juggling a variety of equally-important responsibilities. The time adult learners engage in educational pursuits must be viewed as time well spent, contributing to an overall increase in the knowledge they need to accomplish their goals and what's necessary on a daily basis.

Other Related Studies

No organization has a choice of whether to train its employees or not, the only choice is that of methods. The primary concern of an organization is its viability, and hence its efficiency (Cole, 2008). The choice of the method of training will largely depend on a number of factors such as the nature of the employees, the training needs, the cost of the training, and the degree of urgency of the training.

These methods can be grouped into on the-job-training and off-the-job training. The personal manager of the company must choose the training method by putting consideration, the nature and type of the training, the nature of the employees, nature of the skills required, availability of the resources, the organization's attitude towards training, cost of training, the timing of the training, and most important the training needs of the employees. If these are not taken into consideration, training may lose meaning and may not add any value to the performance of employees. The employees should also be informed of the goals and objectives of the training being organized for them.

The range of training methods is such that they can provide opportunity to unskilled to become skilled; they offer people to be promoted at various levels of the organization. Training methods are a

means of attaining the desired alternatives in a learning situation.... (Cole, 2008).

An employee is placed in a new job and is told how it is to be performed. On the job training is the most widely used training methods. This method is mainly concerned with developing in an employees' wide range of skills and habits that are considered with the existing practices in the company. It is also aimed at orienting the employee to his immediate problems. This method is mainly followed for unskilled and semi-skilled jobs (Khanka, 2002). On the job training takes places the employees in actual work situations and makes them appear to be immediately productive. It is learning by doing (Dessler, 1997). In other words, it learning that takes place when the employee is on his/her workstation. On the job training may not require classrooms. It can also be termed as hands-on training. The employee learns about the job as he/she performs. He can learn how new things are done or ways of improving on what he/she already knows.

On the other hand, off the job training covers a number of techniques; classroom lectures, films, demonstrations, case studies, and other simulation exercises. Off the job training is always planned, budgeted, and all its activities are well defined. However, these two approaches to training have both merits and demerits. It is up the human manager, employees and the entire organization to choose the type of the approach to use to train its employees. It is not a crime however for the organization to choose both approaches but if it so happens; the human resource manager should take into consideration the economy of time and other resources.

CHAPTER THREE

METHODOLOGY

Research Design

This study was conducted through descriptive cross-sectional survey design in which both quantitative and qualitative research methods was used.

Research Population

The study was carried out in the headquarters of two selected telecommunication companies in Borama district. They are Telesom Company, and Telecom Company. These companies are the leading telecommunication companies in Somaliland. They provide both fixed and mobile services; they operate in all major cities and towns in Somaliland. The population comprised of a total of 80 employees. According to SLOVEN'S formula, the sample size was 66 out of the total population.

Criteria for Selecting the Respondents in the Study are as follow.

- 1- Gender
- 2- Age
- 3- Educational qualification
- 4- Length of work with the company
- 5- Present designation

Table 1: Sample Size of the Staffs in Their Respect Departments

Departments and staffs					
No	Department	Telesom company		Telecom company	
No	Department	N	N	N	N
1	Finance	15	12	6	5
2	Human resource mgr'	8	7	5	4
3	Marketing	8	7	5	5
4	Estates	10	8	10	8
5	Secretariat	9	7	4	3
6	Total	50	41	30	25
Total of sample size become (41+25)= 66					

N= population **n=** sample

Sample Size

Sample size for respondents was determined by both purposive and simple random sampling methods. Out of the total 5 departments, the researcher drew total respondents from the selected companies. Simple random sampling was used to obtain the staff respondents from Telecommunication companies in Borama district, Somaliland. Purposive sampling was used to gain the heads of the departments that relate to training and recruitments of the staffs.

Sampling Procedure

In this study, the researcher was using both simple random and purposive sampling techniques. Purposive sampling technique is done on key informants like the principles of the company in Borama district, who have specific information about the subject of study. Simple random sampling is a sample obtained from the population in such a way that samples of the same size have equal chance of being selected (Amin. M .E, 2005). The researcher also used the Slovens' formula:

$$n = \frac{N}{1 + N (.05)^2}$$

Where ;

n= sample size

N= population

e 2= degree of errors at 0.05 level of significance

Research Instruments

The researcher made a questionnaire to collect data from the respondents. The researcher intended to use self-administered questionnaire, and was ideal for exclusion use because all the respondents are literate and are the proximity of the researcher. It is flexible and time saving as it can be executed within a short time.

The questionnaire comprised only the closed-ended questions. According to Leary (2004), the major advantages of questionnaires are that they can be administered to groups of people simultaneously, and they are less costly and less time-consuming than other measuring instruments

Validity and Reliability of The Instrument

The researcher adopted a questionnaire, which was utilized in other organizations in determining performance. However, the researcher modified the questions to suit the topic and environment of the study.

The researcher pre-tested the questionnaire before it was administered to the sampled population. Six persons were involved in pre-testing questions and they were allowed to point out the difficulties they faced in filling it. The researcher welcomed their views and modifications they made.

Data Gathering Procedure

Before data collection, the researcher requested introduction letter from SPGR seeking permission to conduct study and transmitted the introduction letter to the selected telecommunication companies in Borama District and also requested consent letter from the companies to conduct the study, after approval the schedule was made and questionnaire was prepared and distributed to the respondents and all data are collected.

Data Analysis

A computer was used to draw graphs and tables. SPSS was used to determine the frequencies and percentages, which helped the researcher

to interpret the findings in Chapter Four. At the end of each section, data was summarized into major events and results, noticeable points and an answer was grouped into similar pages whereby the interpretations and analysis of data findings was shown.

Ethical consideration

Maximum care was taken to protect the use and presentation of the data collected. care was taken to get a recommendation letter from the school of postgraduate studies, introducing the researcher to the different heads in charge of data safety.

The researcher maintained the researcher – respondent relationship by treating the respondents with respect. Each individual's rights including the right not to participate in the research was granted. The researcher was enough careful not to ask the respondents any embarrassing questions.

Limitation

The researcher faced numbers of problems including

- 1- Lack of cooperation from respondents was limitation as some key informants claimed to be too busy
- 2- Some of the respondents not knowing the English so translating Somali into English were difficult

CHAPTER FOUR

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

INTRODUCTION

This chapter presents data analysis, presentation, and interpretation of data. The data analysis and interpretation of data were based on the research questions as well as the research objectives; the presentation of data is divided into four parts. The first part presents the respondents profile or demographic information, while the second part deals with the level of training, the third part deals with the level of performance, and the last part deals with the relationship between the two levels. Below are the data presentation and analysis or research findings.

Demographic Information of the Respondents

This part presents the background information of the respondents who participated in the study. The purpose of the background was to find out the characteristics of the respondents and show the distribution of the population in the study. Respondents were asked several question, each question was presented and analyzed separately.

Profile of the Respondents

Table 4.1: The Gender, Age and Marital Status

Profile of the respondents	Frequency	Percentage
Gender		
Male	43	65.2
Female	23	34.8
Total	66	100.0
Age of the respondents		
25-35	13	19.7
35-45	34	51.5
45-55	9	13.6
55 and above	10	15.2
Total	66	100.0
Marital status of respondents		
Single	21	31.8
Married	31	47.0
Widow/widower	14	21.2
Total	66	100.0

Source: Primary data

The above table indicates that age of the respondents was drawn in the study, that is, 13 of the respondent's age (19.7%) is between 25 and 35 years old, 34 of the respondent's age(51.5%) is between 35 and 45 years old, 9 of the respondent's age(13.6%) is between 45 and 55 years old, 10 of the respondent's age(15.2%) is 55 and above years old. The findings indicated that most of respondent's age is between 35 and 45 years old.

The above table also indicates that the gender of the respondents was drawn in the study, that is, 43(65.2%) of the respondents were male while 23 of the respondents were female. The findings say that the majority of the respondents are males which are 43 people of the total respondents.

The above table indicates also that the marital status was drawn in the study, the total of the respondents were 66. 21(31.8%) of the respondents are single, 31(47%) of the respondents are married, only 15(21.2%) of the respondents are widower and widow. The findings indicated that most of the employees are un married which means that people in Borama like to work when they are single.

Table 4.2 qualification , status of respondents

qualification of the Respondents	Frequency	Percent
Master	11	16.7
Graduate	40	60.6
Diploma	6	9.1
Certificate	9	13.6
Total	66	100.0
Status of marital of the Respondents		
1-5 years	42	63.6
5-10	16	24.2
10 and above	8	12.1
Total	66	100.0

Source: primary data

The above table indicates that the qualification of the respondents was drawn in the study, that is, 11(16.7%) of the respondent's qualification is master degree (post graduate school), 40(60.6%) of the respondents are graduates (university), 6(9.1%) of the respondents are diploma, and 9(13.6%) of the respondents have a certificate (secondary/primary school. The findings indicated that majority of the

respondents are graduates which means that there is a lack of high education in the country .

The above table indicates that respondent's working years was drawn in the study, that is, 42(63.6%) of the respondents have been working in the company 1 to 5 years, 16(24.2%) of the respondent's working years is between 5 to 10 years, and only 8(12.1%) of the respondents have been working in the company 10 and above years. This means that that majority of the employees are their first years of work(1 to 5) which is 63 percent.

The Extent of Training of the Respondents

The first objective of this study was to investigate the level of training of the respondents of the telecommunication companies in BORAMA district, Somaliland. To achieve this objective, respondents were subjected to a number of questions relating to the objective to provide answers to research questions. The questions administered to the respondents were aimed at investigating the respondent's response towards the stated research objective. Below are the presentation and interpretation of the research findings.

1- How is training in your department initiated?

Table 4.3: How Training is Initiated

Variables	Frequency	Percent
by self initiative	17	25.8
by head of department	33	50.0
by supervisors	11	16.7
Others	5	7.6
Total	66	100.0

Source: primary source 2010

The above table indicates 17(25.8%) of the respondents declare that training is initiated through self initiative, which means that the respondents have the ability to act independently, 33(50.0%) of the respondents answered that training in their department is initiated by the head of that department, 11(16.7%) of the respondents said that training in their department is initiated by the supervisors who observe how work is going on, 5(7.6%) of the respondents told that there is others ways that training can be initiated.

2- How is selection of people to go for training done in your department?

Table 4.4 Selection of the Trainees

Variables	Frequency	Percent
Through selection tests	7	10.6
Through training needs analysis	42	63.6
Through performance appraisal	10	15.2
Through nomination by supervisors	7	10.6
Total	66	100.0

Source: primary source 2010

Table 4.1.2 indicates that 7(10.6%) of the total respondents answered that selection of people going for training in their department is done through selection test, 42(63.6%) of the respondents said that the selection of trainees is done through training needs analysis, which means that the telecommunication companies in borama district identify their training needs through this mentioned method, 10(15.2%) of the respondents said that trainees are selected through performance appraisal, which means that companies use this methods but not to identify the training needs, 7(10.6%) of the respondents told that trainees are selected through nomination by supervisors. This findings finalizes that the telecommunication companies select trainees through training needs analysis and they this method as a selection method.

3- Was the training relating to your field?

Table 4.5 Training was Relating to the Field

Variables	Frequency	percent
Agree	18	27.3
strongly agree	32	48.5
Disagree	9	13.6
strongly disagree	7	10.6
Total	66	100.0

Source: primary source 2010

Table 4.3 indicates that 18 (27.3%) of the respondents agreed with some doubt that training given to them was relating to the field they are in, 32(48.5%) of the respondents strongly agrees without doubt that training undertaken by head of departments was relating to the field, 9(13.6%) of the respondents disagreed that training given to them was relating to the field, 7 (10.6%) of the respondents strongly disagreed that training was relating to the field. Therefore, the majority of the respondents strongly agreed that training was relating their field. In the findings, the majority of the respondents agreed with doubt that training undertaken by head departments was relating to the field.

4- What effect did the training have on you?

Table 4.4 effects of training on employees

Variables	Frequency	Percent
Promoted	15	22.7
increased responsibility	37	56.1
Transferred	14	21.2
Total	66	100.0

Source: primary source 2010

Table 4.4 indicates that 15(22.7%) of the respondents certify that training has an effect on them by giving them promotion, 37(56.15%) of the respondents which is the majority said that training given to them increases their responsibility on the job, 14(21.2%) of the respondents are transferred to other places or other jobs as a result of the training given to them. The findings indicate that training increases the responsibility of the employees.

5- How training needs identified in your department?

Table 4.5 identification of training

Variables	Frequency	Percent
performance appraisal	11	16.7
Training needs assessment	41	62.1
supervisors assessment	9	13.6
self assessment	5	7.6
Total	66	100.0

Source: primary source 2010

Table 4.7 indicates that 11(16.7%) of the respondents said that training is identified through performance appraisal, 41(62.1%) of the respondents said that training is identified through training needs assessment, 9 (13.6%) of the respondents said that training is identified through supervision assessment, 5(7.6%) of the respondents said that training is identified through self assessment. The majority of the respondents agreed that training is identified through supervision assessment.

6- Who is responsible to identify training in your department?

Table 4.6 Responsibility of Training Identification

Variables	Frequency	Percent
Training officer	41	62.1
Training committee	15	22.7
individual officer	10	15.2
Total	66	100.0

Source: primary source 2010

Table 4.6 indicates that 41(62.1%) of the respondents which the majority, answered that training officer is responsible for identifying the training needs, 15(22.7%) of the respondents declared that training committee is responsible for training needs, 10(15.2%) of the respondents told that individual officers are responsible for the training needs identification. In the telecommunication companies in Borama, the training officer Is responsible for training identification.

7- Officers undertake a training course which are not very relevant to their present work?

Table 4.7 officers undertake training which is not relevant to the work

Variables	Frequency	Percent
Agree	14	21.2
Strongly agree	17	25.8
Disagree	10	15.2
Strongly disagree	25	37.9
Total	66	100.0

Source: primary source 2010

Table 4.7 indicates that 14(21.2%) of the respondents agreed that officers undertake a training which is not very relevant to the work, 17(25.8%) of the respondents strongly agreed that training undertaken by officers is not relevant to the work, 10(15.2%) of the respondents disagreed that training undertaken by the officers is not relevant to the work, 25(37.9%) of the respondents strongly disagreed that training is not relevant to the work.

8- Training provides information for future needs for the organization

Table 4.8 Training provides information for future needs for the organization

Variables	Frequency	Percent
Agree	15	22.7
strongly agree	37	56.1
Disagree	9	13.6
strongly disagree	5	7.6
Total	66	100.0

Source: primary source 2010

Table 4.8 indicates that 15(22.7%) of the respondents agreed the training provides information for future needs for the organization, 37(56.1%) of the respondents strongly agreed that training provides information for future needs for the organization, 9(13.6%) of the respondents disagreed that training provides information for future needs for the organization, 5(7.6%) of the respondents strongly disagreed that training provides information for future needs for the organization.

9- Training improves the knowledge and skills on the job at the organization:

Table 4.9: Training improves the knowledge and skills on the job at the organization

Variables	Frequency	Percent
Agree	12	18.2
strongly agree	50	77.75
Disagree	4	6.05
strongly disagree	0.0	0.0
Total	66	100.0

Source: primary source 2010

Table 4.9 indicates that 12(18.2%) of the respondents agreed that training improves the knowledge and skills on the job at the organization, 50(77.75%) of the respondents strongly agreed that training improves the skills and knowledge on the job at the organization, 4(6.05%) of the respondents disagreed that training improves the knowledge and skills on the job at the organization, where no one strongly disagreed that training improves the knowledge and skills on the job at the organization.

10- Attending training courses can bring high knowledge and skills

Table 4.10: Attending training courses can bring high knowledge and skills

Variables	Frequency	Percent
Agree	30	45.5
strongly agree	19	28.8
Disagree	10	15.2
strongly disagree	7	10.6
Total	66	100.0

Source: primary source 2010

Table 4.10 indicates that 30(45.5%) of the respondents agreed that attending training courses can bring knowledge and skills, 19(28.8%) of the respondents strongly agreed that attending training courses can bring high knowledge and skills, 10(15.2%) of the respondents disagreed that attending courses can bring high knowledge and skills, 7(10.6%) of the respondents strongly disagreed that attending courses can bring high knowledge and skills.

11- The training programs increased

Table 4.11: The Training Programs Increased

Variables	Frequency	Percent
Agree	14	21.2
strongly agree	23	34.8
Disagree	26	39.4
strongly disagree	3	4.5
Total	66	100.0

Source: primary source 2010

Table 4.11 indicates that 14(21.2%) of the respondents agreed that the training programs increased, 23(34.8%) of the respondents strongly agreed that the training programs increased, 26(39.4%) of the respondents disagreed that the training programs increased, while 3(4.5%) of the respondents strongly disagreed that training programs increased.

The performance of employees

12- How do you rate performance of your organization?

Table 4.12: The rate of the performance

Variables	Frequency	Percent
Excellent	11	16.7
very good	11	16.7
Good	16	24.2
Fair	9	13.6
Poor	19	28.8
Total	66	100.0

Source: primary source 2010

Table 4.12 indicates that 11(16.7%) of the respondents told that the rate of the employee performance is excellent, 11(16.7%) of the sample respondents said the rate of the staff performance is very good, 16(24.2%) of the respondents said that the rate of the performance is good, 9(13.6%) of the respondents told that the rate of the staff performance is fair, 19(28.8%) of the respondents said that the rate of the staff performance is poor.

13- Would you say that performance of the average employee over the last 2 years was:

Table 4.13: Average Company's performance was

Variables	Frequency	Percent
Decreasing	18	27.3
Stable	34	51.5
Increasing	14	21.2
Total	66	100.0

Source: primary source 2010

Table 4.13 indicates that 18(27.3%) of the respondents said that the average company's performance was decreasing for the last two years, 34(51.5%) of the respondents say that the average total company's performance was stable for the last two years, and 14(21.2%) of the respondents said that the average company's performance was increasing for the last two years.

14- The staff performance is evaluated after the training?

Table 4.14 staff performance evaluated after training

Variables	Frequency	Percent
Agree	19	28.8
strongly agree	33	50.0
Disagree	9	13.6
strongly disagree	5	7.6
Total	66	100.0

Source: primary source 2010

Table 4.14 indicates that 19(28.8%) of the respondents agreed with some doubt that performance is evaluated after training, 33(50%) of the respondents strongly agreed without doubt that the staff performance is evaluated after the training, 9(13.6%) of the respondents disagreed that performance is evaluated after training, and only 5(7.6%) of the respondents strongly disagreed that staff performance is evaluated after the training undertaken by the telecommunication companies.

15- Vacant positions affect the performance of the organization?

Table 4.15: vacant positions affect the performance of the company

Variables	Frequency	Percent
Agree	19	28.8
strongly agree	33	50.0
Disagree	9	13.6
strongly disagree	5	7.6
Total	66	100.0

Source: primary source 2010

Table 4.15 indicates that 36(54.5%) of the respondents agreed with doubt that vacant positions affect the performance of the company, 15(22.7%) of the respondents strongly agreed that vacant positions affect the performance of the company, 11(16.7%) of the respondents disagreed that the vacant position affect the performance of the company, 4(6.1%) of the respondents strongly disagreed that the performance is affected by vacant positions.

16- Job rotation has a direct relationship to the employee performance

Table 4.16: Job rotation has a direct relationship to the employee performance

Variables	Frequency	Percent
Agree	33	50.0
strongly agree	21	31.8
Disagree	10	15.2
strongly disagree	2	3.0
Total	66	100.0

Source: primary source 2010

Table 4.16 indicates that 33(50%) of the respondents agreed that the job rotation has a direct relationship to the employee performance, 21(31.8%) of the respondents strongly agreed that job rotation has a direct relationship to the employee performance, 10(15.2%) of the respondents disagreed that job rotation has a direct relationship to the employee performance, 2(3.0%) of the respondents strongly disagreed that job rotation has a direct relationship to the staff performance.

17- the current process used is too time consumed

table 4.17: the current process used is too time consumed

Variables	Frequency	Percent
Agree	33	50.0
strongly agree	14	21.2
Disagree	11	16.7
strongly disagree	8	12.1
Total	66	100.0

Source: primary source 2010

Table 4.17 indicates that 33(50%) of the respondents agreed that the current process used by the companies is too time consumed, 14(21.2%) of the respondents strongly agreed that the current process used is too time consumed, 11(16.7%) of the respondents disagreed that the current process used is too time consumed, 8(12.1%) of the respondents strongly disagreed that the current process is too time consumed

18- getting the forms to complete the forms is difficult

table 4.18: getting the forms to complete the forms is difficult

Variables	Frequency	Percent
Agree	35	53.0
strongly agree	16	24.2
Disagree	8	12.1
strongly disagree	7	10.6
Total	66	100.0

Source: primary source 2010

Table 4.18 indicates that 35(53%) of the respondents agreed that getting the forms to complete is difficult, 16(24.2%) of the respondents strongly agreed that getting the forms to complete is difficult, 8(12.1%) of the respondents disagreed that getting the forms to complete is difficult, 7(10.6%) of the sample respondents strongly disagreed that getting the forms to complete is difficult

19- evidence of performance is not gathered throughout the years

Table 4.19: evidence of performance is not gathered throughout the years

Variables	Frequency	Percent
Agree	30	45.5
strongly agree	19	28.8
Disagree	10	15.2
strongly disagree	7	10.6
Total	66	100.0

Source: primary source 2010

Table 4.19 indicates that 30(45.5%) of the respondents agreed that evidence of performance is not gathered through the year, 19(28.8%) of the respondents strongly agreed that evidence of performance is not gathered through the year, 10(15.2%) of the respondents disagreed that evidence of performance is not gathered throughout the year, 7(10.2%) of the respondents strongly disagreed that the evidence of performance is not gathered throughout the year.

20- all the responsibility seems to lie with the managers

table 4.20: all the responsibility seems to lie with the managers

Variables	Frequency	Percent
Agree	23	34.8
strongly agree	32	48.5
Disagree	11	16.7
Total	66	100.0

Source: primary source 2010

Table 4.20 indicates that 23(34.8%) of the respondents agreed that all the responsibility seems to lie with the managers, 32(48.5%) of the respondents strongly agreed that all the responsibilities seems to lie with the managers, 11(16.7%) of the respondents disagreed that all the responsibilities seems to lie with the managers.

**21- performance can be improved through monitoring
and evaluation**

**Table 4.21: performance can be improved through monitoring
and evaluation**

Variables	Frequency	Percent
Agree	33	50.0
strongly agree	13	19.7
Disagree	11	16.7
strongly disagree	8	12.1
Total	65	98.5

Source: primary source 2010

Table 4.21 indicates that 33(50%) of the respondents agreed that the performance can be improved through monitoring and evaluation, 13(19.7%) of the respondents strongly agreed that the performance can be improved through monitoring and evaluation, 11(16.7%) of the respondents disagreed that the performance can be improved through monitoring and evaluation, 8(98.5%) of the respondents strongly disagreed that the performance can be improved through monitoring and evaluation.

Factor that affect work performance rather than training

22- the way in which training is delivered has a balance between group and individual work

Table 4. 22: the way in which training is delivered has a balance between group and individual work.

Variables	Frequency	Percent
Agree	27	40.9
strongly agree	22	33.3
Disagree	9	13.6
strongly disagree	8	12.1
Total	66	100.0

Source: primary source 2010

Table 4.22 indicates that 27(40.9%) of the respondents agreed that the way in which training is derived has a balance between group and individual work, 22(33.3%) of the respondents strongly agreed that the way in which training is derived has a balance between group and individual work, 9(13.6%) of the respondents disagreed that the way in which training is derived has a balance between group and individual work, while 8(12.1%) of the respondents strongly disagreed that the way

in which training is derived has a balance between group and individual work

23-way in which training was delivered is a mix of theory and practice

table 4.23: way in which training was delivered is a mix of theory and practice

Variables	Frequency	Percent
Agree	24	36.4
strongly agree	27	40.9
Disagree	12	18.2
strongly disagree	3	4.5
Total	66	100.0

Source: primary source 2010

Table 4.23 indicates that 24(36.4%) of the respondents agreed that the way in which training was delivered is a mix of theory and practice, 27(40.9%) of the respondents strongly agreed that the way in which training was delivered is a mix of theory and practice, 12(18.2%) of the respondents disagreed that the way in which training was delivered is a mix of theory and practice, and finally, only 3(4.5%) of the respondents strongly disagreed that the way in which training was delivered is a mix of theory and practice.

24- Employee salary is satisfactory in relation to what you do?

Table 4.24 salary is satisfactory in relation to what is done.

Variables	Frequency	Percent
Agree	23	34.8
strongly agree	4	6.1
Disagree	26	39.4
strongly disagree	13	19.7
Total	66	100.0

Source: primary source 2010

Table 4.24 indicates that 23(34.8%) of the respondents agreed that salary given to them is satisfactory in relation to what is done, 4(6.1%) of the respondents strongly agreed that salary is satisfactory to what is done by the staffs, 26(39.4%) of the respondents disagreed that salary is satisfactory in relation to what is done, 13(19.7%) of the respondents strongly disagreed that salary is satisfactory in relation to what is done.

25-Employees earn the same or more than other employees in a similar job?

Table 4.25 you earn the same or more than other people in similar job

Variables	Frequency	Percent
Agree	14	21.2
strongly agree	9	13.6
Disagree	30	45.5
strongly disagree	13	19.7
Total	66	100.0

Source: primary source 2010

Table 4.25 indicates that 14(21.2%) agreed that they earn the same or more than that other people in similar job earn, 9(13.6%) of the respondents strongly agreed that they earn more salary than the other people in similar job earn, 30(45.5%) of the respondents disagreed that they earn the same or more than the other people earn, 13(19.7%) of the respondents strongly disagreed that they earn the same or more than other people earn in the similar job.

26- The basis of payment (wages and salary) is reasonable?

Table 4.26 basis of payments is reasonable

Variables	Frequency	Percent
Agree	23	34.8
strongly agree	10	15.2
Disagree	24	36.4
strongly disagree	9	13.6
Total	66	100.0

Source: primary source 2010

Table 4.26 indicates that 23(34.8%) of the respondents agreed that the basis of payment is reasonable, 10(15.2%) of the respondents strongly agreed that the basis of the payment of the company is reasonable, 24(36.4%) of the respondents that the basis of payment is reasonable, 9(13.6%) of the respondents strongly disagreed that the basis of payment is reasonable.

**27-Methods used in the telecommunication companies
are**

Table 4. 27: methods used in the company

Variables	Frequency	Percent
On the job training	51	77.3
off the job training both	15	22.7
Total	66	100.0

Source: primary data

Table 4.27 indicates that 51(77.3%) of the respondents agreed that the methods used in the company is on the job training, while 15(22.7%) of the respondents agreed that the methods used in the company is off the job training.

28- Factors that affect work performance rather than training are:

Table 4.28: factors affect work performance rather than training

Variables	Frequency	Percent
Productivity	16	24.2
Wages	40	60.6
Profitability	8	12.1
None	2	3.0
Total	66	100.0

Source: primary data

Table 4.28 indicates that 16(24.2%) of the respondents said that the productivity is the factor that affect work performance rather than training, 40(60.6%) of the respondents said that wages the factor that affect work performance rather than training, 8(12.1%) of the respondents said that profitability is the factor that affect work performance rather than training, 2(3%) of the respondents said that none of the above mentioned factors affect work performance.

CHAPTER FIVE

FINDINGS, CONCLUSION, AND RECOMENDATIONS

Findings

This chapter will discuss the findings, conclusion, and recommendation of the study. First, it will be discussed the major findings of each study as stated in the research objectives. Second, the conclusion will be drawn the findings of the study. And lastly, the researcher will bring recommendation about further research for study.

The training of the respondents of the selected telecommunication companies

The first objective of the study was to determine the levels of training of the respondents of the selected telecommunication companies. Data analysis and interpretation reveals that most of the respondents answered that training is initiated through the head of departments, It revealed that trainees is selected through training needs analysis , it also revealed that training improves the skills and knowledge of the staff of selected telecommunication companies.

Therefore, the findings is in line with Cole (2002) training is a learning activity directed towards the acquisition of specific knowledge and skills for the purpose of an occupation or task. The focus of training is to the job or tasks for example, the need to have efficiency and safety in the operation of particular machines or equipment, or the need for an effective sales force to mention but few.

The findings is also in line with Armstrong(1996) expressing an understanding of training emphasis that training should be developed and operated within an organization by appreciating learning theories and approaches if training is to be well understood.

In addition to this, the findings is also in line with Dessler (1997) training is a "learning experience."Because, it seeks a relatively permanent change in an individual that will improve the ability to perform on a job

According to him, training can improve "the changing skills, knowledge, attitudes, or behavior." Gomez supports the arguments of Dessler by emphasizing that training can improve the moral of employees.

According to Gomez, training is planned effort to provide employees with specific skills to improve their performance. Effective training can also improve moral and increase an organization's potential (Gomez: 20002).

Kempton (1995) on the other hand states that training serves a variety of purpose: it can be used to motivate people; to show much the organization. Values them and it can be used as form of punishment, or as a reward. It can be argued that a positive and focused aims of training would include the following: to add values to existing stock of employees by developing their competencies in

order to improve their performance, reduce the learning time for employees starting new jobs on appointment, transfer, or promotion and ensure that they become fully competent as soon as possible.

Training is a planned and systematic effort by which managements of organizations aim at altering behavior, and encouraging employees in a direction that will achieve organizational goals. One of the key known benefits of training is the motivation it provides it provides those who receive it. Indeed, according to Cole (2002), employees who receive training have increased confidence and motivation. That is, training can achieve high morale for an organization. Training is known to increase the availability and quality of staff

The performance the employees of the selected telecommunication companies

The second objective of the study was to determine the levels of performance of the respondents of the selected telecommunication companies. Data analysis and interpretation reveals that most of the respondents answered that performance is not matched with the training given to the employees.

The results show that the majority of the respondents disagree with some doubt that performance is not pertained to the training undertaken by the head of departments. There is no facility to run reports to analyze the overall development needs of the whole organizations. Depending on those perspectives you choose to believe, as many as two-thirds to four-

fifths of the causes of employee's performance problems are attributed to the work environment, not the employees. This is true in fact if it is only partially true- then one answer to above question clearly is, "fix the systems in which our employees work".

Also shows that no direct link to other relevant human resource management process exist e.g. succession, planning, continuous professional development, and job evaluations. Evidence of performance is not gathered throughout the year, on the other hand table the majority of the respondents agreed that the rating are sometimes seen as based on subjective judgments, a supervisors describes critical incidents, giving details of both positive and negative behavior of the employees indicates that the respondents agreed that the employees are asked to set or help set their own performance goals, management establishes the goals openly and sets targets against realistic output standards from which everyone will be evaluated. Most experts believe that a firm's strategy must be aligned with employee's competencies and performance if profitability, growth, effectiveness, and evaluation are to be achieved.

Managers have the responsibility to develop, implement, monitor, and modify measures of performance and this is in line with performance management process should be a prime source of information about individual learning and development needs. The performance management approach to learning concentrates on the preparation of performance improvement programs and learning contracts or personal plans. The emphasis is on continuous development (Prasad, 1999).

The relationship between the of training and performance

The third objective of the study was to determine the relationship between the two levels of training and performance of the respondents of the selected telecommunication companies in Borama district, Somaliland. Data analysis and interpretation reveals that there is a very weak relationship between training and performance.

The result shows that there is no significant relationship between training and performance of the employees. These findings indicate that the relationship between training and performance of employee is not strong and there is no significant relationship between training and performance of employees of selected telecommunication companies in Borama district, Somaliland.

Therefore, the null hypothesis was accepted and alternative hypothesis was rejected. The null hypothesis states that 'there is no significant relationship between training and work performance of the employees of the selected telecommunication companies. From the research findings, it was found out that; there is no relationship between training and work performance of employees.

CONCLUSIONS

To be effective, fitness training should prepare the employees for the demands that are placed on them in their activity. This means selecting the right types of training and following established training principles. Although labor economics and human resource authors argue the training of employees will always have an impact on their performance and that the more employees is trained the more acquires the skills and the better the output. The findings of the study contradict with these arguments. The employees of telecommunication companies have been exposed to training but the kind of training offered does not match with the training needs of these employees.

Too often the training does more to fit employees for new jobs. Managerial, administrative, support, and other service jobs are clearly areas where employments gains will occur, and the training does not work if the economy is bad(Wilson, 2000). This clearly means that employee who is not ell paid will find it hard to develop interest in training.

Through the result of the study, reveals that there is no relationship between training and work performance of employee of selected telecommunication companies in Borama district, Somaliland. This is not necessarily imply that telecommunication employees does not need any form of training and neither does it imply that telecommunication companies offers no training to their employees. The training may be offered but if it is not in line with the needs of the employees, it will not have any impact on their performance.

RECOMMENDATIONS

From the findings of the study, the researcher recommends that telecommunication companies should not stop offering training to their employees. Before they offer any training and training programs are organized, telecommunication companies need to identify the training needs of their employees. The training objectives should be more specific addressing the need for training and when these training programs are designed and implemented there should be needed to evaluate the extent by which the training objectives have been achieved.

The researcher recommends that the telecommunication companies should:

- 1- Identify the type of assignment or task for which training is needed.
- 2- Determine the specific training needs at organizational, assignments and individual levels. This can be determined by use of training gap analysis.
- 3- Establish goals and measures for determining training effectiveness. It is at this level that selected companies can develop tools for determining the relationship between training offered and the goals, aims and objectives of training offered.
- 4- Develop and determine the training programs. This calls for the identification of the resources that will be used to facilitate the training program.

- 5- Evaluation whether the training program was effective or not.

Suggestions for further studies

- 1- The relationship between reward policy and labor turn over.
- 2- Motivation and employee performance
- 3- The relationship between employee benefits and employee retention.

Reference

- Bartel, A.P. and Lichtenberg, F.R. (1987), The comparative advantage of educated workers in Implementing new technology, *The Review of Economics and Statistics*, 69: 1-11.
- Cole. G. A. (2008). Personal and human resource management, 5th Ed, C&C offset china.
- Cosh, A., Duncan J. and Hughes, A. (1998) Investment in training and small firm growth and survival: an empirical analysis for the UK 1987-1996, DfEE Research Brief No. 36, London.
- Cosh, A., Hughes, A. and Weeks, A. (2000), The relationship between training and employment in SMEs, DfEE Research Report No. 7, London.
- Cosh, A., Hughes, A., Bullock, A. and Potton, M. (2003), The relationship between training and business performance, DfEE Research Report No. 245, London.
- Dearden, L., Reed, H. and Van Reenan, J. (2006), the impact of training on productivity and wages: evidence from British panel data, *Oxford Bulletin of Economics and Statistics*, 68: 397-421.
- Dearden,L., Reed H. and Van Reenan, J. (2000), Who gains when workers train? Training and corporate productivity in a panel of British industries, IFS Working Paper 00/04, London.
- Freeman, R.B. (1978), Job satisfaction as an economic variable. *American Economic Review: Papers and Proceedings*, 68, 135-141.

Freeman, R.B. and Medoff, J.L. (1984), *What Do Unions Do?* Basic Books: New York.

Khanka. S.S (2008). *Human resource management*, 3th Ed, rajendra ravindra, India.

Ministry of education (2005) two year plan 2004-06. Borama, Somaliland.

Ministry of planning (2005) two year plan 2004-06. Borama, Somaliland.

Oson W. Y & Onen D.(2008). *A handbook for beginning researchers*. (2th Ed).

Tsang, M.C. (1987), the impact of underutilization of education on productivity: a case study of the US Bell companies, *Economics of Education Review*, 6: 239-254.

Tsang, M.C., Rumberger, R.W. and Levin, H.M. (1991), the impact of surplus schooling on work productivity, *Industrial Relations*, 30: 209-28.

Bartel, A. P. (1995). "Training, Wage Growth, and job performance: Evidence from a Company Database", *Journal of Labour Economics*, 13, 401-425.

Becker, G, S., (1962). *Human capital: A theoretical and empirical analysis, with special reference to education*, 2nd edn, London, The University of Chicago press.

Forslund, A., & Krueger, A, B., (1994). "An evaluation of the Swedish active labor market policy: New and received wisdom", working paper No. 332.

Regner, H. (2002). "The effects of on the job training on wages in Sweden", *International Journal of Manpower*, 23, 4, 326-344.

Wholey, D, D. (1990). "The effects of formal and informal training on the Tenure and Mobility in Manufacturing", *The Sociological Quarterly*. 31,1, 37-57.

Arthur, W., Jr., Bennett, W., Jr., Edens, P. S., & Bell, S. T. (2003). "Effectiveness of training in organizations: A meta-analysis of design and evaluation features", *Journal of Applied psychology*,88, 234-245.

Black, S. E., & Lynch, L, M. (1996). "Human-capital investments and productivity", *The American Economic Review*, 86, 263-267.

Kirkpatrick, D, L., & Kirkpatrick, J, D. (2005). *Evaluating Training Programs: The Four Levels*, 3rd edn, San Francisco, Berrett-Koehler publishers.

Rothwell, W. J., & Kazanas, H, C (1994). *Improving On-The-Job Training*, Jossey-Bass Inc., San Francisco, Califor

**OFFICE OF THE COORDINATOR, BUSINESS AND MANAGEMENT
SCHOOL OF POSTGRADUATE STUDIES AND RESEARCH (SPGSR)**

Dear Sir/Madam,

15th November, 2010

**RE: REQUEST FOR ABDO FOUAD ADEN REG. NO.
MAHRM/41522/91/DF, TO CONDUCT RESEARCH IN YOUR
INSTITUTION**

The above mentioned is a bonafide student of Kampala International University pursuing a Masters of Arts in human Resource Management.

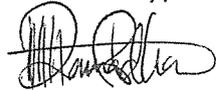
He is currently conducting a field research the title of which is "**Training and Staff Work Performance of Selected Telecommunication Companies in Borama District Somaliland**". As part of his research work, he has to collect relevant information through questionnaires, interviews and other relevant reading materials.

Your institution has been identified as a valuable source of information pertaining to his research project. The purpose of this letter is to request you to avail him with the pertinent information he may need.

Any information shared with him will be used for academic purposes only and we promise to share our findings with your institution. Rest assured the data you provide shall be kept with utmost confidentiality.

Any assistance rendered to him will be highly appreciated.

Yours truly,



Mr. Malinga Ramadhan

**Coordinator
Business and Management (SPGSR)**



To: To Whom It May Concern

From: Telcom Somalia LTD

Date: 21 February 2011

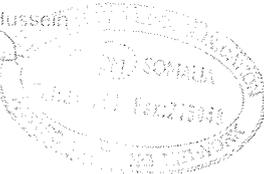
Telcom Somalia authorities has approved here to Mr. Abdo Fouad Aden who's now preparing his final thesis of MA/HRM/41/22/01/DF, has being allowed to make research in our Company Telcom Somalia Borama

Therefore we are declaring you here that Mr. Abdo Fouad Aden can do study in Telcom Somalia

Abdullahi Mohamed Hussein

Chief Finance Officer

Cell: (+252) 97 276089



Appendix A: questionnaire

Dear respondent

My name is Abdo Fouad Aden. Kampala international student. I am very glad that you are my respondent for this study . the aim of this study is to know the ' training and performance of staff of selected telecommunication companies' of Borma district, Somaliland. Your collaboration and answer to these questions heartily and honestly will be significant to this study to gather the data needed. T

A- Background in information

(Tick the correct box)

1- Age of respond

- ❖ 20 – 30
- ❖ 30 – 40
- ❖ 40-50
- ❖ 50 and above

2- Sex

- ❖ Male
- ❖ Female

3- Highest professional training level attained?

❖ Masters

❖ Graduate

❖ Diploma

❖ Certificate

4- What is the status of your appointment?

❖ Probation

❖ Confirmed

5- How many years have you been working in this company?

❖ 1-5 years

❖ 6-10 years

❖ 11 and above

B- Training

6- How is training in your department initiated?

❖ by Self initiative

❖ By Head of department

❖ by Supervisor

7- How is selection of people to go for training done in your department?

❖ Through selection tests

❖ Through training needs analysis

❖ Through Performance appraisal

❖ Through Nomination by supervisor

8- Was the training relating to your field?

❖ agree

❖ strongly agree

❖ disagree

❖ strongly disagree

9- What effect did the training have on you?

❖ Promoted

❖ Increased responsibility

❖ Transferred

10-How do you rate performance of your organization?

❖ Excellent

❖ Very good

❖ Good

❖ Fair

❖ Poor

11- Would you say that the skill level required of your average employee over the last 2 years was:

Decreasing

Stable

increasing

12-Training improves the knowledge and skills on the job at the organization

- ❖ Agree
- ❖ Strongly agree
- ❖ Disagree
- ❖ Strongly disagree

13-Training provides information for future needs for the organization

- ❖ Agree
- ❖ Strongly agree
-
- ❖ Disagree
-
- ❖ Strongly disagree

14-Job rotation has a direct relationship to the employee performance

- ❖ Agree
- ❖ Strongly agree
-
- ❖ Disagree
-
- ❖ Strongly disagree

15-The training programs increased

- ❖ Agree
- ❖ Strongly agree
-
- ❖ Disagree
- ❖ Strongly disagree

16-Attending training courses is can bring high knowledge and skills

- ❖ Agree
- ❖ Strongly agree
-
- ❖ Disagree
-
- ❖ Strongly disagree

17-the way in which training is delivered has a balance between group and individual work

- ❖ Agree
- ❖ Strongly agree
- ❖ Disagree
- ❖ Strongly disagree

18-the way in which training was delivered is a mix of theory and practice

- ❖ Agree
- ❖ Strongly agree
- ❖ Disagree
- ❖ Strongly disagree

C- Performance

19-How training needs identified?

- ❖ Performance appraisal
- ❖ Training needs assessment
- ❖ Supervisor's assessment
- ❖ Self assessment

20-Who is responsible to identify training needs in your department?

- ❖ Training officer
- ❖ Training committee
- ❖ Individual officer

21-How do you select staff for training in your department?

- ❖ Performance appraisal
- ❖ Training needs assessment
- ❖ Nomination by supervisors
- ❖ Selection tests

22-Many officers solicit and undertake training courses which are not very relevant to their present work?

- ❖ Agree
- ❖ Strong agree
- ❖ Disagree
- ❖ Strong disagree

23-Is the staff performance evaluated after training in your department?

- ❖ Agree
- ❖ Strongly agree
- ❖ disagree
- ❖ strongly disagree

24-vacant positions affect your performance in your department

- ❖ Agree
- ❖ Strongly agree

❖ Disagree

❖ Strongly disagree

25-the current process used is too time consumed

❖ Agree

❖ Strongly agree

❖ Disagree

❖ Strongly disagree

26-getting the forms to complete the forms is difficult

❖ Agree

❖ Strongly agree

❖ Disagree

❖ Strongly disagree

27-evidence of performance is not gathered throughout the years

❖ Agree

❖ Strongly agree

❖ Disagree

❖ Strongly disagree

28-all the responsibility seems to lie with the managers

❖ Agree

❖ Strongly agree

❖ Disagree

❖ Strongly disagree

29-performance can be improved through monitoring and evaluation

❖ Agree

❖ Strongly agree

❖ Disagree

❖ Strongly disagree

Curriculum Vita

Date: 31-01-2011

Name: Abdo Fouad Aden

Address: +256- 718247859

Email address: ayenews@hotmail.com

Place of birth: Borama, 1985.

EDUCATION:

Date	Institutions
2009-2010	Kampala International University (Uganda) Candidate of master of human resource mgt
2009-2011	African population institute Procurement and Management
2003-2007	Amoud University (BBA) Management and accounting
1999-2003	Al-aqsa Secondary school Borama/Somaliland
1995-1999	Al- aqsa primary school Borama/Somaliland

1991-1995 ubaya primary school
(Somaliland)

Computer, typing and language skills

Date: **Institution**

2008 North Star Business and Academic English course/ Advanced level

2001 Intensive typing course from African institution of languages and typing

Other certificates

1. Monitoring and evaluation from Makarere institute of languages
2. Social work and social administration. From African Population consult.
3. Disaster management from African population Institute

H75549.577
A 1358
2011

