

EMPLOYEE TRAINING AND ORGANIZATIONAL PERFORMANCE OF
BENADIR UNIVERSITY MOGADISHU, SOMALIA

By

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A THESIS REPORT SUBMITTED TO THE COLLEGE OF HIGHER DEGREES
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DECLARATION A

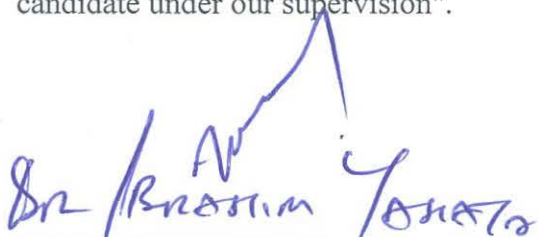
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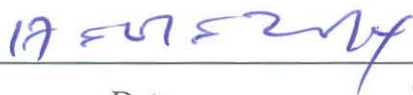
DECLARATION B

"We confirm that the work reported in this thesis was carried out by the candidate under our supervision".

A handwritten signature in blue ink, appearing to read "Dr. Roshan Yousaf", written over a horizontal line.

Name and Signature of Supervisor

Name and Signature of Supervisor

A handwritten date "17/05/2014" in blue ink, written over a horizontal line.

Date

Date

DEDICATION

This research is dedicated to my beloved mother Habibo Farah Mohamed, my late father Jama Ali Abdulle, my elder brother Abei jama Ali and beloved life partner (wife) Farhiyo Abdi Ashkir for their efforts and support rendered me towards my education.

May Allah pleased them in this world and the hereafter Amin

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ABSTRACT

The aim of this study was to explore the relationship between employee training and organizational performance in selected University in Mogadishu, Somalia. The study particularly sought to establish how employee training influences on the organizational performance of the target University of Benadir. In gathering the information, the research study employed both primary and secondary sources, questionnaire. The primary source was mainly the distributed questionnaires, and the secondary sources were the library work and internet explorer. The study used for Descriptive design (comparative and correlation as research design. The target population of the research was 160 and using simple random sampling sample of 114 respondents from Benadir University and different respondents like top management, middle, and non managerial staff. This study was guided four research objectives such as 1) to determine the demographic characteristics of respondents 2) to determine the level employee training 3) to determine the level of organizational performance 4) to establish if there is significant relationship between the target variables. Tables were used in organizing the data, SPSS and excel application software were the tools employed to analyze and interpreting the collected data. From the findings of the study, it was revealed that employee training and organizational performance up to an extent influence each other. As the analysis of this research showed if the employee training are administrated well enough the organizational performance would be effective. During the analysis the researcher founded that mostly the management of the target University train, motivate, communicate, delegate, monitor, compensate, appraise and evaluate the quality of their employees but not in an effective and efficient way. And the Recommendations suggested by the research include offering employees a competitive wage/salary, to make sure that employer right recruitment process, to provide both new and old employees a training and orientation, to review your managerial style from time to another, to motivate your employees, and to develop a sense of fun and development.

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CHAPTER ONE INTRODUCTION

1.1 Introduction

1.1.1 Historical perspective

In every organization employees need Training as the acquisition of knowledge, skills, and competencies such as a result of the teaching of vocational or practical skills and knowledge that relate to specific useful competencies as developed countries improve skills of their employees such as United States of America. Training has specific goals of improving one's capability, capacity, and performance. In addition to the basic training required for a trade, occupation or profession, observers of the labor-market.

In Africa there are many organizations for training and development such as ITOCA (Information Training and Outreach Centre for Africa) is a capacity building organization aimed at enhancing information and communications technology (ICT) skills for African librarians, information specialists, scientists, researchers and students in Sub-Sahara Africa.

In Somalia especially in Mogadishu Many qualified doctors and university professors became victims of civil war or migrated from the country searching for safe and better ways of living. After experiencing a huge gap of higher education a group of Somali intellectuals through as strategic study to that situation have decided to establish Benadir University in September 2002.

The university was initially established with the Faculty of Medicine, after it had been stopped by the civil war 12 years ago.

Based on the creativity and innovative strategies of the university, it was added later important faculties such as the Faculty of Education and Faculty Computer science in 2003. And also the Faculty of Engineering in 2005, which introduces important scientific disciplines designed to develop the student's personality and prepare them to play a vital role in the development of the country.

1.1.2 Theoretical perspective

This study was based on high performance theory by Micheal R. Smith (2002) which emphasizes that employee training affects organizational performance while organizational performance yields from the employee performance; therefore improving employee performance is the most important unit in the organizational performance as a general.

The University seeks to create opportunities of higher education for the students to enhance their abilities and talents through the development of their skills and create a sustainable mechanism to facilitate the rapid delivery of advanced education in the community.

To cope with increasing demand for the arts departments, the University decided to establish the Faculty of Shari 'a and Law in this academic year 2009-2010 to broaden the required fields of specialties.

The university also trains staff and other people who do not get the chances of regular learning. Training refers to a planned effort by an organization to facilitate employees' learning of job related competences. These competencies include knowledge, skills and behaviors that are critical for successful job performance. The goal of training is for employees to master the knowledge, skills and behaviors

emphasized in training programs and to apply them to their day-to-day activities Noe, (2008).

1.1.3 Conceptual Perspective

Performance means both behaviors and results. Behavior emanates from the performer and transforms performance from abstraction to action. Not just the instrument for results, behaviors is also outcomes in their own right - the product mental and physical effort applied to tasks – and can be judged apart from result Armstrong, (2006). Performance is behavior or action that is relevant for the organization's goals and that can be scaled (measured) in terms of the level of proficiency Iigen & Pulakos, (1999).

1.1.4 Contextual Perspective

Organizations cannot work without human resources and in fact no organizations can work effectively without trained human resources. Appropriately trained and developed human resources can mean the difference between organizational success and failure. Training increases the knowledge and skills of an employee, helps remove performance deficiency in employees, enables organization to attract talented employees, reduce the probability of employees leaving their jobs, minimizes accidents, scrap and damage to machinery and equipment can be avoided or minimized through training. Even dissatisfactions, complaints, absenteeism can be reduced if employees are trained .

1.2 Statement of the Problem

Training is crucial for organizational development and success. It is fruitful to both employers and employees of an organization. An employee will become more efficient and productive if he or she is trained well. Khanka, (2008).

In Somalia, the higher institutions particularly, in Benadir University have a number of factors that characterize its labor forces those are in need to the capacity building programs especially training and development programs Saleemi, (1997).

Despite the training opportunities availed to employees of Benadir University, employee performance has not been realized to the expectations of the academic sector. Therefore, the researcher studied employee training and organizational performance in Benadir University Mogadishu Somalia.

1.3 Objective of the Study

1.3.1 General

This study investigated employee training and organizational performance in Benadir University Mogadishu-Somalia.

1.3.2 Specific

1. To determine the level of employee training in Benadir University in Mogadishu.
2. To determine the level of organizational performance in Benadir University in Mogadishu.
3. To determine if there is a significant relationship between employee training and organizational performance in Benadir University in Mogadishu Somalia.

1.4 Research Questions

1. What is the level of employee training in Benadir University in Mogadishu?
2. What the level of organizational performance in Benadir University in Mogadishu.
3. Is there a significant relationship between employee training and organizational performance in Benadir University in Mogadishu Somalia.

1.5 Hypothesis

1. There is no significant relationship between the employee training and organizational performance in Benadir University, Mogadishu, Somalia.

1.6 Scope

1.6.1 Geographical Scope

The researcher was carried out the study in Mogadishu, the capital city of Somalia where the headquarter of Benadir University is located. The researcher studied the employee training and organizational performance in Benadir University.

1.6.2 Content Scope

The study was emphasized on the extent to which employee training can promote and develop the organizational performance in Benadir University Mogadishu, Somalia.

1.6.3 Theoretical Scope

This theory was based on high performance theory of Micheal R. Smith (2002) which says that high performance of employees influences organizational performance.

1.6.4 Time Scope

The study was covering a period from November 2012 to August 2013 at Benadir University in Mogadishu, the study also focus at levels of employee training and organizational performance in Mogadishu-Somali.

1.7 Significance of the Study

The study was helped the **management** of Benadir University to understand the staff training as an investment in human resource which promises a better return in the future.

The study was helped the **management** of Benadir University to realize the importance of training and development that it removes the deficiencies in performance of the employees.

The study was helped the **employees** to recognize the importance of training as a method of securing their jobs as it builds self confidence and morale of doing tasks because the employees knew what they were doing.

The research will also help the **Human Resources Management students** who wish to conduct a research concerning the staff training and organizational performance

CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

This chapter focuses on the review of related literature on training. The researcher analyzed the employee training and organizational performance in Benadir University.

This type of study has never been carried out in Benadir University for any function as far as researcher knowledge is concerned. In Benadir University research phenomena is new because there were no any research conducted by University for its human resource development purpose during the research period.

2.1 Theoretical Review

This study was based on high performance theory by Micheal R. Smith (2002) which emphasizes that employee training affects organizational performance while organizational performance yields from the employee performance; therefore improving employee performance is the most important unit in the organizational performance as a general.

Researchers have adopted various perspectives for studying performance. On the most general level one can differentiate between three different perspectives: (a) an individual differences perspective which searches for individual characteristics (e.g., general mental ability, personality) as sources for variation in performance, (b) a situational perspective which focuses on situational aspects as facilitators and impediments for performance, and (c) a performance regulation perspective which describes the performance process. These perspectives are not mutually exclusive but approach the performance phenomenon from different angles which complement one another. In this section, we will present these three perspectives and the core questions to be addressed by each perspective in detail. We will summarize the major

theoretical approaches and findings from empirical research and will describe the practical implications associated with these perspectives Smith, (2002).

There is a large body of research which showed that training is essential for performance. Motivational constructs related to performance can be partly subsumed under the individual differences perspectives (e.g., need for achievement), partly under the situational perspectives (e.g., extrinsic rewards), and partly under the performance regulation perspective (e.g., goal setting).

2.2 Conceptual framework

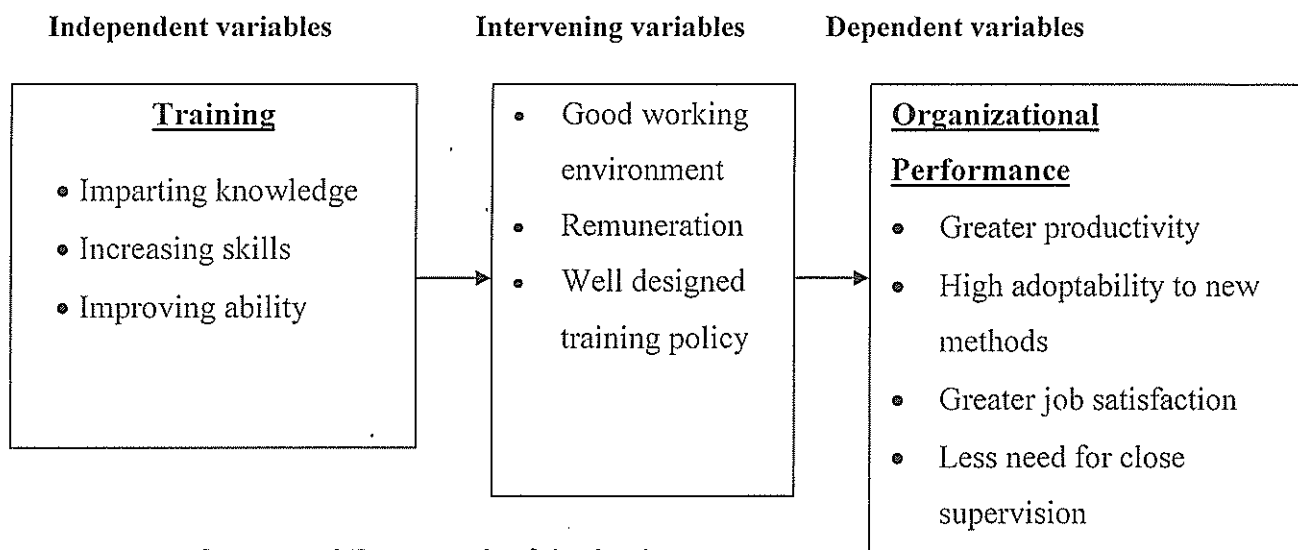


Figure 2.1 Conceptual Framework of the Study

The figure 2.1 explains how the independent and dependent variables affect one another. The independent variables are the employee training such as imparting knowledge, increasing skills and improving ability. These variables have an impact on the organizational performance through the intervening variables such as offering good working environment to the employees, increasing their salaries after they have

been trained and promoting them for higher positions. For example when the organization trains its employees by increasing their knowledge and skills to do the job effectively and offering good working environment and good salary the employees will perform better which will improve the performance and profitability of the organization.

2.3 Related Literature

Mukire (2009) conducted a research about Relationship between Training and Employee Performance; this study showed that there is a link between employee training and organizational performance.

Training is any attempt to improve current and future employee performance by increasing an employee's ability to perform through learning, usually by changing employee's attitude or increasing his or her skills and knowledge. Aswathappa, (2002).

Performance can be defined as the accomplishment of one's tasks of a particular job. Maicibi,(2003), contemplates that it has long been argued and established that the quality of Human resources of an organization has a high correlation with the level of performance and productivity. Technology, customer expectations and competition have all contributed to the view that organizations need to achieve high performance leading to the generations of high valued services for customers, trust and commitment as well as enthusiasm of employees.

Bratton and Gold, (2003), 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 individual performance, Collin, (1994). This is because individuals who undergo training learn something new, they acquire new skills. The methods of training that can be employed are coaching, mentoring, delegation, counseling, job instruction, special projects, computer based learning, job rotation, lectures, 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 jobs quickly and effectively, hence minimizing learning costs and enhances performance. It is also noted that when people learn, they improve performance because they have acquired 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 standards of work required by the organization are more likely to be achieved and maintained if employees are well trained.

2.3.1 Meaning of Training

Training is any attempt to improve current and future employee performance by increasing an employee's ability to perform through learning, usually by changing employee's attitude or increasing his or her skills and knowledge. The need for training and development is determined by the employee's performance deficiency.

Training and development needs = standard performance - actual performance

In simple terms training and development refer to the imparting of specific skills, abilities and knowledge to an employee Aswathappa, (2002).

Training is the process of increasing the knowledge and skills of an employee for doing particular jobs. It is an organized activity designed to create a change in the thinking and behavior of people and to enable them to do their jobs in a more efficient manner. In industry, it implies imparting technical knowledge, manipulative skills, problem solving ability and positive attitude. Training makes new employees more productive and efficient. It makes the old employees familiar with new machines and techniques by refreshing their knowledge Saleemi, (1997).

Successful candidates placed on the jobs need training to perform their duties effectively. Workers must be trained to operate machines, reduce scrap and avoid accidents. Training increases the knowledge and skills of an employee, helps remove performance deficiency in employees, minimizes accidents, scrap and damage to machinery and equipment can be avoided or minimized through training. Well-trained staffs with job security, compensation that reflects their skills, commitment to the organization, career development opportunities can lead the employees to perform effectively Crane, (1982).

The success of a training program is evaluated in terms of the end result or the increase in the work ability, skill or competency in the trainee. For any training program to be successful it is very essential to follow a certain process.

The basic process consists of four stages which are assessment, development, delivery and evaluation.

The process of training begins with the needs **assessment** stage. The aim of the assessment stage is to understand whether or not training is required. If the answer is

yes; the next step is determining competency or skills gaps and the appropriate training intervention required. The training intervention is essentially decided in terms of attitude, knowledge and skill (ASK), the combination of which is called as competency. The assessment also called as the 'training needs analysis' is undertaken at three levels, the job, the individual and organisational analysis.

Once the training needs analysis is complete, the next stage is that of **Development**. This stage involves the development of content and the training material. Right from designing the appropriate environment to deciding the various tools, everything is taken care of in the development stage. Games, A/V's, Case Studies, Class room intervention are various means that may be decided upon apart from the content delivered. For example, in behavioural training emotional intelligence, teamwork, listening are examples of competencies that are required to perform superior work. The same may be transferred into the trainees through any of the above means depending upon various factors like demographics, job nature etc which are taken care of in the first stage.

The most important stage and perhaps the least talked upon from the training process is the delivery. Once the development stage is over it is time to conduct the training. Factors like time and venue of delivery are already decided in the earlier stages. There are various factors that determine the process of delivery like the participant demographics, the training intervention, the individual style of the trainer etc. This brings in a lot of diversity to the training programs.

Evaluation is the last stage in the training process and more important from the perspective of evaluation of the effectiveness of training. Needless to say, it is aimed at analysing whether or not the training has been effective in achieving the objective (bridging the competency gap, changing the attitude, developing new skills etc). There are various ways in which the effectiveness of training programs can be

evaluated but not many are able to answer in terms of ROI. The most effective tool for evaluation of training is the Kirk Patrick Model of Evaluation Crane, (1982).

In order for the evaluation to be effective the both the criteria and design for training program is decided so that there is no discrepancy and the participants are able to evaluate the benefits effectively for themselves. The evaluation is made on the basis of participant reaction to the training, their learning and the change in behaviour. This feedback is then reused in the first step 'training needs analysis' for making future training more effective Crane, (1982).

2.3.2 Training Methods

Methods of Training are means of attaining desired objectives set for a programs. In practice, a variety of training methods are employed for achieving these objectives. But, an organization cannot use all types of training methods for the reasons like cost involved and also the relevance to the organizational needs. Hence, organization needs to select a method or mix of methods to meet its training needs. The choice of training methods will depend on a variety of factors, such as purpose of training, nature of contents, relevant to the participants, level of trainees, competent of trainer/instructor, and cost Khanka, (2008).

However, the various training methods can be broadly categorized into two as under the flowing:

2.3.3 On-the-job Training

On-the-job training is given in the normal work situation, the trainee using the actual tools, equipment, documents or materials that he or she will use when fully trained. The trainee is regarded as a partly productive worker from the time training begins Graham and Bennet, (1998). This is the training that is received on the job and use primary techniques to teach workers how to do their present jobs where by the trainer or supervisor becomes the instructor. New employees learn new skills and knowledge

at the work place. This method involves each of the learning principles that are repetition, participation, relevance, transference and feedback in a series of carefully planned steps Crane, (1982).

Learning on the job provides trainees with experience which is a combination of work based knowledge and development of skills. As a trainee gains experience, the range and complexity of tasks which he or she can undertake without detailed guidance increases.

This type of training method can be achieved through the following:

Coaching: This refers to the process by which a trainee learns by carrying out tasks under guidance from an experienced person. The instructor gives guidance and feedback to the trainee, and provides encouragement and assistance in overcoming difficulties Khanka, (2008).

Job rotation method: This refers to the movement of executives from one job to another within the organization on some planned bases in order to familiarize the trainee with different aspects of the organizational functions which results in broadening of out-look and exposure to various management skills Khanka, (2008).

Mentoring: This involves a young manager taking guidance from an experienced manager, and it should be a two way process. The junior gains from the experience of the more experienced manager, who in turn gains from having an enthusiastic helper with fresh ideas Khanka, (2008).

Inductions and orientation: This is a formal and informal process of making sure that new employees are introduced to the organization and job. They are also introduced to the work and the working environment Khanka, (2008).

This method works properly if the organization has both senior and skilled staff. In Somalia the situation seems different because of the continuous war and excessive brain drain. This creates the need to know how on-the-job training works in Benadir University .

2.3.4 Off-the-job training

Off-the-job training removes people from ongoing demand of the work place enabling them to concentrate fully on the learning experience since the off-job-training method gives employees chance to meet people from other departments or organizations exposing them to new ideas and experience Gilbert and Stone, (1996). This type of training is very important to the employees, because it enables employee to broaden their skills and knowledge especial when it comes to the telecommunication fields while organization uses new equipment and new working methods.

This type of training method can be achieved through the flowing:

Conference, seminars and workshops: - usually short updating sessions, conferences and seminars can be very valuable. They usually have the added advantage of offering the opportunity to link with others in the same industry Aswathappa, (2002).

Longer education-based courses: longer courses like MBA and any other education based courses are very popular ways developing either managerial skills or professional skills Aswathappa, (2002).

Lectures: This refers to the presentation by trainers on ideals, concepts, theories and issues. The method focuses on transmission of knowledge Aswathappa, (2002).

By choosing the right method of training, organizations can make sure that the employees have the right skills and knowledge about the job and the best way that they can perform it, and are kept up to date with best and new practices. This is

applicable for all employees, right up to management level. The researcher will analyze the methods which the organization uses for its training program and also the effectiveness of these methods.

2.4 Challenges of Training in The Organizations

According Mullins, (1999) Purpose of training is to improve knowledge and skills, and change attitudes. It is one of the most important motivators. After training and acquisitions of skills the employees sees a variety of alternatives, because the training has given him the competence he may decide to stay with the organization because he is able to perform his full potential, but gaining training.

2.4.1 Staff Turnover

The high rate of labor mobility is argued to be a major disincentive to the broad provision of training and thus a barrier to employees' career development and enhancement Harrison, Hill & Stewart, (2000). These problems have been blamed for employees leaving the company in search of new career prospects, and also for the notion of 'poaching' of employees Beckmann; Moen & Rosen, (2004). But it is not clear whether there is an employee's leaving from the company after being trained.

2.4.2 Lack of Management and Employees' Commitment

The top management, senior managers' and line managers' uncooperative behavior towards human resource department have a significant effect on the effectiveness of human resource development. For instance, it was reported that getting line managers to release employees to attend training and support employees' transfer of training and learning is a problem in the manufacturing sector. Employees are also reported to lack commitment towards learning and training, particularly the commitment to participate in training activities. For example, as noted by several managers, achieving full attendance for in-house training programs is almost impossible. The

percentage of absenteeism is usually between 15 and 30 percent per session Abdullah, (2009).

2.4.3 Costs

Arguments against training are that it is expensive (often, trainees are not producing while they are being trained, and they might leave the company as soon as their training ends) and that individual firms can sometimes recruit competent employees at low cost from outside. Also, workers' job expectations typically increases in consequence of training, so that if trained employees are not immediately put on to work that requires them to exercise their recently acquired competencies they may become disaffected and look for other jobs where they can use their new skillsGraham and Bennet , (1998). Debrah et al (2002) claimed that some firms are not providing the training that their employees need, but instead poach employees from other firms, who have already been trained and developed by their prior employers.

2.4.4 Resistance to Change

Employees are actually resisting change. Of course, the phenomenon of change is often resisted, as it requires taking in new learning and adopting new skills and competencies. HRD practitioners, employers and trainers are faced with the challenge of changing employees' attitudes, behavior and mindset towards positive learning and development. Indeed, top managers' allegiance and support for human resource training and development can facilitate the monitoring of employees' continuous learning and development Harrison, (2000)

2.4.5 Lack of Intellectual HRD Professionals

Human resource department (HRD) practitioners are also deemed to be important human capital in organizations because of their knowledge, skills, experience and competence to manage a complex and broad function such as HRD. Unfortunately,

the lack of intellectual HRD professionals, who are the main human capital in the HRD function, is regarded as impeding the effectiveness of the HRD function in manufacturing firms in Malaysia Abdullah, (2009). As Abdullah mentioned it is clear that the manufacturing firms in Malaysia lack the manpower and the expertise to perform the various HRD responsibilities likewise organizations in Somalia lack both senior and skilled professionals to perform HRD function. This creates the need to know how the Benadir University performs training when the country lack the manpower and the expertise to perform the various HRD responsibilities

2.5 Organizational performance

Organizational performance comprises the actual output or results of an organization as measured against its intended outputs (or goals and objectives). (According to Richard et al. (2009).

Organizational performance involves the recurring activities to establish organizational goals, monitor progress toward the goals, and make adjustments to achieve those goals more effectively and efficiently. Specialists in many fields are concerned with organizational performance including strategic planners, operations, finance, legal, and organizational development.

Organizational Performance has been defined as the ability of an organization to fulfill its mission through sound management, strong governance and a persistent rededication to achieving results. Effective nonprofits are mission-driven, adaptable, customer-focused, entrepreneurial, outcomes oriented and sustainable. In order to improve organizational performance the following issues should be done.

2.5.1 Training Needs Assessment (TNA)

Lack of knowledgeable HRD practitioners who are sufficiently competent to perform needs analysis, evaluation and follow-up assessment is suggested to impede the effective implementation of human resource training and development initiatives, as reported by several of the managers interviewed Abdullah, (2009). Needs assessment is the process of identifying the organization's training needs and seeks to answer the question of whether the organization's needs, objectives, and problems can be addressed by training. Training needs assessment consist three components: organizational analysis, task analysis and personal analysis

2.5.2 Organizational analysis

Organizational analysis involves a comprehensive analysis of organization in terms of its objectives, resources, resources allocation and utilization, culture, environment and so on. Such an analysis would help identify deficiencies and mechanisms that would be needed to make adjustment in those identified deficiencies Khanka, (2008). Through organizational analysis, the organization can identify which organizational goals can be attained through personnel training, and where is training needed in the organization? Analyzing organizational needs can help organization to design effective training program because it is already known the areas in organization which needs training and the goals that the organizations can achieve through training.

2.5.3 Task Analysis

The task analysis involves a detailed analysis of various components of a job, its various operations, and the conditions under which it has to be performed. Task analysis will indicate the skills and training required to perform the job at the required standard. For almost all jobs have an expected standard of performance. If these standards for the performance of the job are known, then it is possible to know

whether the job is being performed at the desired level of output. Knowledge of tasks as gained through task analysis will help in understanding what skills, knowledge and attitudes an employee should have to fulfill the expected performance Khanka, (2008).

2.5.4 Supervisor Management Training

The importance of employee training doesn't end with new workers. Manager training and development is equally important to workplace safety, productivity, and satisfaction. Among the most useful skills that can be addressed are manager communication, employee motivation, and employee recognition.

But managers are busy people, and that's why manager training online using Training Today is such an effective means of keeping your supervisors at their best. Training Today's online training is also an efficient way to help break experienced workers of sloppy - and possibly unsafe - work habits.

2.5.5 Required Employee Training

Many standards promulgated by the Occupational Safety and Health Administration (OSHA) explicitly require employers to train employees in the safety and health aspects of their jobs. Other OSHA standards make it the employer's responsibility to limit certain job assignments to employees who are "certified," "competent," or "qualified"-meaning that they have had special previous training, in or out of the workplace. These requirements reflect OSHA's belief that training is an essential part of every employer's safety and health program for protecting workers from injuries and illnesses.

From an HR perspective, a growing number of states are requiring workplace harassment training for employees, and states such as California (AB 1825 training),

Connecticut, and Maine specifically require employee sexual harassment training, yet another example of the importance of employee training.

2.6 Areas of training in the organizations

2.6.1 Emergency Action and Fire Prevention

This online safety training course will teach employees to understand workplace hazards that lead to an emergency and how to respond quickly and efficiently to an emergency situation. Also covered in this training course is how to evacuate an area in an emergency, protect others from fire and other hazards, prevent fires, and respond to fires and spills while at work.

2.6.2 Workplace Safety for Employees

Employees play a critical role in helping to achieve safety and health objectives. By the end of this online safety training course employees will be able to understand why safety is such an important workplace issue, identify the requirements of OSHA and the law, know what the safety policy requires, and take an active role in promoting workplace safety and health.

2.6.3 Creating a Custom Training Plan for Your Organization

Trainers should research their company's situation thoroughly before developing a customized training plan for your company. This article shows you how to plan an effective safety training program. You can use many different company resources to help you determine your company's training needs, such as company goals, HR complaints and legal obligations.

2.6.4 Ensure Your Training is Effective

A successful training program is always a work in progress, and the training cycle isn't complete without an evaluation of training's effectiveness, which leads to

decision-making and planning for future training. Here are several methodologies for evaluation as well as practical ways to retrieve good results.

2.6.5 The Most Effective Training Techniques

There are numerous methods and materials available to help you prepare and equip employees to better do their jobs. In this article, we take a close look at each of the myriad techniques, and examine their advantages and disadvantages. We also explain how you can combine the various methods into an effective blended learning approach.

2.6.6 Employee Training

Employee training is essential for an organization's success. Despite the importance of training, a trainer can encounter resistance from both employees and managers. Both groups may claim that training is taking them away from their work. However, a trainer can combat this.

2.6.7 Online Employee Training

A growing number of employers are turning to online employee training for a hands-on, interactive way for employees to learn. More economical in both time and money than conventional training, this form of training has become more and more popular as Internet technology has improved.

2.6.8 Supervisor Training

An effective supervisor training program is crucial because a bad supervisor or even a bad decision by an otherwise good supervisor has haunted countless employers, whether it comes in the form of lower employee productivity or employee lawsuits.

2.6.9 Workplace Training

One of the most effective ways an employer can avoid the same fate is by having a well-trained workforce. Effective workplace training can help employers avoid employee lawsuits, workplace injuries, and violations of laws and regulations.

2.6.10 Relationship between Training and Employee Performance

When employees are trained they become more flexible, the productivity and quality of work improves, and job satisfactions increases with consequent reductions in absenteeism and staff turnover Hanagan, (2002).

2.6.11 Improvement of the Employees' Ability

Training contributes to employee ability in at least two ways. Employees become efficient after undergoing training. Efficient employees contribute to the growth of the organization. Growth renders stability to the workforce. Further, trained employees tend to stay the organization. They seldom leave the organization. Training makes employees versatile in operations. All rounders can be transferred to any job. Flexibility is therefore ensured Aswathappa, (2002)

2.6.12 Employee Retention

Retention is important part of talent management. Talented employees are looking for growth and a career path. Training and development is a key to attracting and retaining talented employees. A recent survey of changes in the American work force in the context of ongoing and social change identified that a large group of workers are more concerned with opportunities for mentoring and growth than job security and stable employment. Employee attitude survey results suggested that the reason for turnover was lack of training. Training was listed as one of the major influences on employee satisfaction because it increased employees' opportunities for advancement Noe, (2008).

The researcher agrees with Aswathappa (2002) and Noe (2008) that training increase staff retention, motivation and loyalty which reduce staff turnover. Employees that have benefited from training feel more empowered, feel that the organization recognizes and values their contribution towards achieving organization's goals and also are more likely to be satisfied by their job. Many scholars have shown that training staff can reduce the probability of employees leaving their jobs, and thereby to increase the tenure of jobs. Training increases staff retention which is significant in cost and time saving, because the loss of one competent person can cause the organization to pay a lot of resources like money and time to hire and train another staff.

2.7 Employee Gets Confidence

Training gives an employee confidence in handling the job assigned to him. It enables him to achieve the level of performance required by the job to be handled by him. Positive correlation between his skills and the job will give him job satisfaction and boost his morale and self-confidence. The resultant satisfaction of his materials and psychological needs such as security and esteem needs will make him committed to the organizational goals Saleemi, (1997). The trained staff is self dependent. He or she knows his or her work and the best way to perform it. Therefore there will be less need for close supervision because the staff knows the job and the best way to do it. Training allows the organization to avoid wasting a lot of time by supervising employees, and supervisor can contribute his time on more urgent jobs which have more benefits to the organizations instead of supervising the employees

2.7.1 Employees' Performance

Employees' performance is understood as employees' ability and willingness to perform the required tasks or jobs, which can be measured in accordance to the key

result areas or key performance indicators. These specific statements define what to expect of individual or group given in terms of quality or quantity and timeliness Cascio, (2003). Cole (2008), stated that the “performance is measured against set standard and can be categorized into outstanding performance, where performers do everything as required and even exceeds organization has set standards, above average performers and low performers”.

2.7.2 Improvement of the Employees' Performance

Training improves employee's ability and skills and, in turn, improves the employee's performance both in quality and quantity. Better or increased employee performance directly leads to increase operational productivity and increased organizational profits Khanka, (2008). However, in Hormuud Telecom, still employees need close supervision when they have attended trainings.

Conclusion, Training is any attempt to improve current and future employee performance by increasing an employee's ability to perform through learning, usually by changing employee's attitude or increasing his or her skills and knowledge. Aswathappa, (2002).

Performance can be defined as the accomplishment of one's tasks of a particular job. Maicibi,(2003), contemplates that it has long been argued and established that the quality of Human resources of an organization has a high correlation with the level of performance and productivity. In this study the researcher investigated in selected university of Benadir, Mogadishu –Somalia, where there was no study about employee training and organizational performance conducted before and this is the gap that the researcher was conducting.

CHAPTER THREE: METHODOLOGY

3.0 Introduction

Methodology is the means, methods and a frames of reference by which researcher uses to carry out an inquiry. This chapter discusses the research design, study population; sample size, sample selection procedure, techniques of data collection, data processing and analysis.

3.1 Research Design

In this research the descriptive correlation design was employed to analyze the employee training organizational performance in Benadir University. Descriptive studies are non-experimental researches that describe the characteristics of a particular individual, or of a group. It deals with the relationship between variables, testing of hypothesis and development of generalizations and use of theories that have universal validity.

3.2 Research Population

The research targeted population of 160 respondents in Benadir University Mogadishu Somalia regardless of their position, experience, qualifications and gender.

3.3 Sample Size

The sample size was calculated from the targeted population using Sloven' formula in order to take a sample from each targeted area.

Sloven formula :

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

n = Sample size

N = Total population

$\alpha(0.05)$ = Level of significance

Table 1: Respondents of the Study

Job level	Total Population	Sample Size
Top level management	10	10
Middle level management	25	20
Non managerial staff	125	84
Total	160	114

Source: Primary Data 2013

3.4 Sampling Procedure

The study employed stratified random sampling. Using the stratified sampling, the researcher grouped the participants into homogenous way. The goal of the stratified random sampling is to achieve a desired representation from various subgroups in the population. The researcher has used stratified random sampling by dividing the sample size into three different categories such as top level management, middle level management and non managerial staff as indicated in the above table.

3.5 Research Instrument

Section one deals with questions that was addressed to employee training, and section two deals with questionnaires that addresses to organizational performance. The selection of this tool was guided by the nature of data to be collected, the time

available as well as by the objectives of the study. The questionnaire was equally using for employee training and organizational performance of the selected sample at Benadir University-Mogadishu. The results will be recorded to aid the study and help in facilitation of the research findings. The researcher will use this instrument because it is suitable and permits the clarification of questions that is suitable in use.

3.6 Validity and Reliability of the instrument

Once the questionnaire was developed, the researcher performed an item analysis together with a pre-test to check for validity and reliability so as to minimize the ambiguity of the research findings. For pre-testing the researcher has made same testes to the same population at different times.

Content validity index (CVI) was computed to confirm the validity of instruments that was used to test the inter-item consistency to ensure that there is the consistency of respondents' responses to all items in the instrument, for the instrument to be accepted as valid, the average index should be 0.7 or above.

3.7 Data Gathering Procedure

3.7.1 Before the administration of the questionnaires

An introduction letter was obtained from the college of higher degrees and research for the researcher to solicit approval to conduct the study from respective organization.

When approved, the researcher has secured a list of the qualified respondents from the human resource and select through stratified random sampling from this list to arrive at the minimum sample size.

The respondents were explained about the study and requested to sign the Informed Consent Form (Appendix 3). Reproduced more than enough questionnaires for distribution.

3.7.2 During the administration of the questionnaires

The respondents were requested to answer completely and not to leave any part of the questionnaires unanswered.

The researcher and assistants have emphasized retrieval of the questionnaires within five days from the date of distribution.

On retrieval, all returned questionnaires were checked if all are answered.

3.7.3 After the administration of the questionnaires

The data gathered was collated, encoded into the computer and statistically treated using the Statistical Package for Social Sciences (SPSS).

3.8 Data Analysis

The frequency and percentage distribution were used to determine the demographic characteristics of the respondents.

The mean and standard deviations were applied for the levels of employee training and organizational performance. An item analysis was illustrated the strengths and weaknesses based on the indicators in terms of mean and rank. From these strengths and weaknesses, the recommendations were derived.

The analysis of Variance (ANOVA) was utilized to test the difference between means for hypothesis one (Ho #1) at 0.05 level of significance.

The regression analysis R^2 (coefficient of determination) was computed to determine the influence of the independent variable on the dependent variable.

Range	Interpretation	Respondent Mode
3.26---4.00	very high	strongly agree
2.51---3.25	high	agree
1.76---2.50	low	disagree
1.50—1.75	very low	strongly disagree

3.9 Ethical Consideration

The data collected from the respondents were kept as confidential and should be used for the purpose of the fulfillment of the requirement for the award of the degree of masters of Arts in human resource management. Key ethical issues such as privacy, anonymity of the respondents, maintenance of the conditions of the data provided by individuals was given priority. The respondents were informed of the content of the research and the results of the study have been given to the respondents.

3.10 Limitations of the Study

During the study the researcher has faced a few challenges which could compromise the integrity of the research findings. The challenges include the following:

Tight schedule of the respondents.

Language barrier.

Dishonesty of the respondents.

3.11.0 Review the threats to validity

During the study the researcher has faced a few challenges which could compromise the integrity of the research findings. The challenges **include the following:**

3.11.1 Tight schedule of the respondents: When the researcher gave the questionnaire to the respondents they were given free time to answer those questionnaires on time therefore, the researcher distributed the questionnaires in

advance to the respondents to have enough time to make inline in their tight schedule to complete the questionnaires.

3.11.2 Language barrier: The researcher translated some questions in to Somali language to overcome the language barriers for those who do not speak English language, but the some of the respondents perceived the questions in a different way and this compelled The researcher to explain every respondent to understand what he or she was answering.

3.11.3 Dishonesty of the respondents: It was one of the major challenges faced the researcher that some of the respondents were not trusting the researcher for some circumstances like fearing from the management or losing their jobs if they answer the questionnaires that have been asked.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter presents and explains the findings based on a study that was set out to analyze the employee training organizational performance in Benadir University Mogadishu Somalia. The research objectives of the study were the following:

This part presents summary of information about the respondents using statistical frequency tables.

4.1 Demographic characteristics of the respondents

This part presents the background information of the respondents who participated in the study. The purpose of this background information was to find out the characteristics of the respondents and show the distribution of the population in the study.

**Table 2: Profile of the respondents in BanadirUniversity, Mogadishu, Somalia
(n= 114)**

Profile	Frequency	Percentage (%)
Gender		
Male	76	66.7%
Female	38	33.3%
Total	114	100%
Age		
20-30	54	47.4%
31-40	39	34.2%
41 and above	21	18.4%
Total	114	100%
Job Title		
Top Management	10	8.77%
Middle management	20	17.54%
Non managerial staff	84	73.68%
Total	114	100%
Level of Education		
Certificate	10	8.8%
Diploma	20	17.5%
Bachelor	56	49.1%
Master	22	19.3%
PhD	6	5.3%
Total	114	100%

Source: Primary data 2013

4.1.1 Sex of the Respondents

According to table 2, 66.7% of the respondents were male while 33.3% were female. This figure shows that the majority of the respondents were Male.

4.1.2 Age of the Respondents

According to table 2, the majority of respondents that constitute 47.4% of the respondents are within the age of (20-30), 34.2% of the respondents are within the age of 31-40 , while 18.4% of the respondents are within the age of 41 and above. This show that the age of the majority of the respondents lays between 20 and 30 which means that most of them are in youth age.

4.1.3 Title of the Respondents

The table 2, indicates that the majority of the respondents are non managerial staff that makes up 73.68% of the respondents. Second group of the respondents are middle management which represents 17.54%, while the last group of the respondents are top management which represents 8.77% of the respondents. So this result indicates that the non managerial respondents got the highest percentage of the total respondents.

4.1.4 Education Level of the Respondents

In the table 2, indicates the majority of the respondents are a Bachelor certificate holders that makes up 49.1% of the respondents, second group of the respondents are a master certificate holders which represents 19.3%, the third group of the respondents were Diploma holders which represents 17.5% of the respondents, fourth group of the respondents were certificate holders which represent 8.8% of the respondents, while the last group of the respondents are PHD holders and this shows that the most of respondents have enough education in their answers of the study because they are bachelor holders.

4.2 Description of the Independent Variable

4.2.1 Employee Training

The independent variable in this study was **the level of Employee Training** in Banadir University Mogadishu, Somalia. It was measured by ten quantitatively items or questions in the questionnaire, each of which was scaled among one to four; where 1 = strongly disagree; 2 = disagree; 3 = agree; 4 = strongly agree. Respondents were required to rate, controlling on each of the items of the Employee Performance by ticking the relevant number in the table. Their responses were analyzed using SPSS's summary statistics showing the means and standard deviations, as indicated in table 3.

Table 3: Mean and Standard deviation on the level of the level of employee training in Banadir University Mogadishu, Somalia
(n= 114)

The level of employee training in Mogadishu	Mean	Std. Deviation	Interpretation
Training methods used by Benadir University are effective and efficient.	2.9000	.72216	High
Benadir University lacks human resource professionals to conduct training programs.	2.9000	.73948	High
Benadir University faced difficulties in training needs assessment.	2.8125	.69526	High
Lack of employees' and managements' commitment towards training in Benadir University made training in effective in Benadir University.	3.1875	.69526	High
Employees returning from training are not given adequate time to reflect and plan improvements in the company.	3.1625	.66454	High
Benadir University encounters difficulties to develop a training budget. Benefits do employees get from training; Employee feels valuable ,Increased job satisfaction ,High adoptability to new methods	2.9875	.60575	High
Training increases the performance of the staff.	2.9000	.64827	High
Training provides an excellent opportunity for staff to learn comprehensively about the company and job.	2.4125	.93719	Low
The training programs which have been implemented by the university have had positive effect to the performance of the company.	1.8500	.96914	Low
The main objective of training is to improve employee performance.	2.0375	1.01188	Low
Total mean index	2.6196	.39790	Good

Source: Primary Data 2013

The majority of the respondents agreed that Management of the Benadir University used training methods in effective manner which allows employees to get training

programs and this makes employees comfortable with their jobs as the mean score of (2.90 Good) showed and the results mean that the university deployed many training programs.

The table 3 showed that the mean (2.90 Good) represents that the university does not have adequate professionals to conduct sufficient training programs in the university , majority of the respondents agreed that, there is constantly changing strategies and policies which govern different levels of employees in the university.

Table 3 indicated that big proportion of respondents (2.8125 Good) agreed that the university got challenges in the training programs due to the lack of professionals who can do training needs assessments.

table 3 showed that the university management and employees as a whole, either academic or non academic staff do not commit university requirements towards the training programs in Benadir university Mogadishu, Somalia as the mean indicates here (3.1875 Good) which normally shows that university still needs more training programs.

Table 3 indicated that most respondents agreed with the mean of (3.1625 Good) which means that employees who got training programs do not practice what they have learned from the training, because they are not given enough time to reflect what they have studied. Table 3 indicated that most respondents agreed with mean of (2.9875 Good) that the Benadir University encounters difficulties to develop a training budget. Benefits do employees get from training:, Employee feels valuable ,Increased job satisfaction ,High adoptability to new methods, they indicated that other important consequences of training include better employee-job matches, more staffing flexibility and facilitate change and innovation with the means (2.90 Good),

Table 3 showed that respondents agreed that the training provides better performance of employees with mean of (2.4125 Fair) regardless of their jobs is another sign of employee performance strategy which respondents agreed with the mean of (1.8500 Fair).

The total mean index is (**mean index 2.62**). Referring to the table's questionnaire, it can be deduced that the level of Employee Training in Banadir Universit in Mogadishu is poor and needs to be significantly reformed and the challenged facing addressed earlier enough.

4.3.0 Description of the Dependent Variable

4.3.1 The level of organizational performance

The dependent variable in this study was **the level of organizational performance** in Banadir University Mogadishu, Somalia. It was measured by ten quantitatively items or questions in the questionnaire, each of which was scaled among one to four; where 1 = strongly disagree; 2 = disagree; 3 = agree; 4 = strongly agree. Respondents were required to rate, controlling on each of the items of the organization performance by ticking the relevant number in the table. Their responses were analyzed using SPSS's summary statistics showing the means and standard deviations, as indicated in table 4.

Table 4: Mean and Standard deviation on the level of organizational performance in Banadir University Mogadishu, Somalia (n= 114)

Indicators in the organizational performance	Mean	Std. Deviation	Interpretation
Benadir University employs good policy to improve effective and efficiency of the products and services.	3.6125	.83429	Very High
To increase the productivity of the organization, Benadir university motivates employees with good payment and trainings.	2.7625	.81511	High
As long as University growth exists the marketing departments increase their performance.	2.1250	.98566	Low
Benadir University increases its market shares because of its economic growth in the country.	2.6250	.80150	High
Benadir university increased its branches in the country because of the increasing productivity and services of the university.	3.1000	.83590	High
To improve employee performance Benadir university deploys more training programs.	2.9625	.97362	High
Employee sustainability in Benadir University has been achieved through training development programs.	2.7875	.99484	High
Employee satisfaction is high in Benadir University because good motivation approach is conducted to the workers.	2.3125	.86557	Low
Benadir University measures the contributions of individuals in the organization towards the achievement of desired outcomes.	2.5750	.83855	High
Employees realize improvement on their activities after attending training programs.	2.4625	.84109	Low
Total mean index	2.6643	.24571	Good

Source: Primary data 2013

The table 4 showed that the mean (3.6125 Good), indicates that the selected Universities has a clear policies to improve organizational mission and people on all levels of the organizations understand it majority of the respondents agreed. Table 4 also, demonstrated that the mean represent that most respondents agreed with that their Universities has a clear and broadly accepted set of core values. Table 4 illustrated that the mean (2.7625 Good), which represents that majority of the respondents agreed with that their university motivates employees with good payment and trainings. In order to increase the productivity of the organization the mission statement must be assessed whether the conditions it addresses still remain or otherwise. This represents that good number of the respondents agreed with that their

Universities' missions is referenced when developing organizational strategies and make employees more productive because of the training they have attended.

Table 4 showed that the mean (2.1250 Fair) represents that the some of the respondents agreed that their University has ongoing evaluation procedures for programs, organizational operations, employees, Board of Directors, volunteers, peer reviews and reciprocal performance reviews, and this shows how this University administer its ethical operation and the interpretation is good, As long as University growth exists the marketing departments increase their performance.

Table 4 yet showed that the mean (2.6250 Good) represents that the respondents significantly agreed that their Universities conduct ethical audits and have an ethics compliance program to evaluate how far this institutions practicing good ethical behavior in order to increases its market shares because of its economic growth in the country, and the mean indicated good interpretation.

Table 4 showed that the mean (3.1000 Good), represents that majority of the respondents agreed that their university increased its branches in the country because of the increasing productivity and services of the university and therefore, university have policies governing materials distributed to the public such as reports about different aspects of the University.

Table 4 indicated that the mean (2.9625 Good), represents that respondents agreed with significant number that their Universities have processes in place to periodically assess compliance with the accounting / financial management system, the human resource system; and the accreditation/certification process to improve the good image of their institutions. To improve employee performance Benadir university deploys more training programs which helps employees and the management of the

university to understand more about the vision and the mission statement of the organization, this statement explains well how the organization can achieve its objectives, because Benadir university deploys many training programs and it follows training needs assessment projects, this improves organizational performance in the community development. Table 4 indicated that the majority of the respondents agreed that their University involve in an expansive network of people, organizations, societies, sectors (business and government) and communities and that mean indicated good interpretation.

Table 4 showed that the mean (2.7875 Good), represents that majority of the respondents agreed that Benadir University has achieved Employee sustainability through training development programs. And this invited by other community to help plan for the future or solve community challenge. Table 4 indicated that the majority of the respondents agreed that their University form alliances if and when appropriate. Table 4 also showed that number of the respondents agreed that their University has strategies that were developed as outcomes of a strategic planning process in order to emphasize employee sustainability in the organization. Table 4 showed that the majority of the respondents agreed that their University has clear strategy that guides organizational programs or activities in the context of the organization's vision and mission and that helps employee sustainability in the organization.

Table 4 indicated that the majority of the respondents agreed that their University tie strategic planning and performance measurement together in the context of employee sustainability programs and the mean indicated good interpretation.

Table 4 showed that the mean (2.3125 Good) represents that greater part of the respondents agreed that the structure of their University support and reflect the

strategy and vision of their organizations in the Employee satisfaction and this is high in Benadir University because good motivation approach is conducted to the workers and the mean indicated very good interpretation. Table4 showed that the majority of the respondents agreed that their University has clear lines of authority and responsibility and the mean indicated very good interpretation. This showed that majority of the respondents agreed that their University has a supportive, engaged, and knowledgeable Board and the mean indicated good interpretation, and this represents that the majority of the respondents agreed that their University has enough, as well as the right kind of resources: e.g., financial, staff, volunteers, time, technology, etc. to achieve its goals and the mean indicated very good interpretation.

Table 4 showed that majority of the respondents agreed the individuals who lead their organizations, create a culture that enables and motivates the organization to fulfill its mission and the mean indicated good interpretation. This means that the majority of the respondents agreed that their University has a program that ensures that qualified successors are prepared for key leadership positions and the mean indicated good interpretation. While some of the majority of the respondents agreed with some doubt that their University has systematic process that promotes effective leadership across the organization, including board, executive director, staff members and volunteers. And the mean indicated fair interpretation. Table4 showed that some of the respondents agreed that their University system or process to attract, reward, retain, value and develop talented people, including emerging leaders are highly improved. And mean indicated very fair interpretation. This also showed that some of the respondents agreed that their University supports and promotes a diversity of people and ideas, showed that the respondents agreed that their University has a formal program for the development of staff, and this considers employees as a valuable asset of the organization, and the mean indicated fair interpretation.

Table 4 showed that the mean (2.5750 Good) represents that majority of the respondents agreed without any doubt that their University informs all appropriate stakeholders about their plans to measure the contributions of individuals in the organization towards the achievement of desired outcomes. Table4 illustrated that the majority of the respondents strongly agreed that their University routinely share information from external sources with staff affected by the information to improve the measurement of the contributions of individuals in the organization towards the achievement of desired outcomes., and the mean indicated good interpretation.

Table 4 showed that majority of the respondents agreed with some doubt that their University do inform all appropriate stakeholders about their operating results, and the mean indicated good interpretation. Table4 showed that the majority of the respondents strongly agreed that their University has educated its Board, management, staff, and volunteers to communicate effectively, and the mean indicated good interpretation. Table4 showed that majority of the respondents strongly agreed that their University has a system that objectively measures organizational and programmatic outcomes and provides accountability; Table4 showed that majority of the respondents agreed that their University measures the contributions of individuals in the organization towards the achievement of desired outcomes, majority of the respondents agreed that their University has performance management system that includes ongoing evaluation and scanning of the environment, majority of the respondents agreed that their Universities' programs, projects or activities have well defined outcomes that have real impact on society, and the mean indicated good interpretation.

Table 4 showed that the mean (2.4625 Fair) represent that majority of the respondents agreed employees realize improvement on their activities after attending training programs, and the mean indicated fair interpretation.

The total mean index is (**mean index 2.66**). Referring to the table's questionnaire, it can be comprehended that organization performance is not efficient in Banadir University Mogadishu, Somalia. It significantly needs improvements and the challenged facing addressed earlier enough.

4.4 Relationship between employee training and organizational performance in Banadir University Mogadishu, Somalia

In order to find out the relationship between two variables; Pearson's Product Moment Correlation Coefficient was used to test correlation between Employee Training and the organizational performance , as indicated in table 5.

Table 5, Pearson's Correlation Coefficient results correlating governance and public service delivery in Mogadishu, Somalia (n= 114).

Table 5: Pearson's Correlations (n = 114)

Variable correlated	r-value	Sig -value	Interpretation	Decision on H ₀
Employee training and organizational performance	0.964	0.166	No Significant e	Rejected

Source: Primary data 2013.

Using Pearson correlation it was observed that **employee training** is positively related to the **Organization performance** in Banadir University Mogadishu (corr. Coef. 964 p=0,000, table 5).

The r value in table 5 indicates a positive correlation between the two variables ($r=.964$). The sig. values indicate that the two variables (**employee training** and **Organization Performance** in Banadir University in Mogadishu) of selected respondents including Top Management, Middle management ,Non managerial staff, are significantly correlated (the sig. is less than 0.05, which is the maximum sig. value for us to state existence of a significant relationship). Basing on these results, the stated research hypothesis is rejected, the alternative is accepted leading to a conclusion that the Employee training and organization performance in Benadir University Mogadishu sig. = 0.000; are significantly correlated at 0.05 level of significance.

Table 6: Regression Analysis between the Dependent and Independent Variables

Variables Regressed	Computed F-Value	r ²	Interpretation	Decision on Ho
Employee training and organizational performance	227.456	.678	Significant Effects	Rejected

Source: Primary Data, 2013

From the table 6, it is clear that this model has good correlation as the r is significant effects ($r^2=.678$). The model is significant ($F=227.456$, $P=0.000$). The researcher concludes that there is sufficient evidence at the 0.05 level of significance, that the employee training affect organizational performance. The results suggest that employee training have an effect on organizational performance in selected University in Mogadishu, Somalia.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATION

5.0 Introduction

This chapter presents the findings of the study, conclusions and recommendations. This is done in accordance with the research objectives outlined in the first chapter of this study.

5.1 Discussion

This study was guided by five objectives which comprised of these objectives (I) to identify the demographic characteristics of the respondents in terms of gender, Age, educations, and position (II) to determine the level of employee training in selected Universities. (III)to determine the level of organizational performance in selected Universities.(Iv)to establish if employee training and organizational performance are significantly correlated.(v)to establish if there is relationship between employee training and organizational performance in selected University in Benadir University, Mogadishu-Somalia.

The first objective of the study is used descriptive statistics results showed frequencies and percentages, indicating the characteristics of the respondents and also showed the distribution of population in the study. The result indicated that male dominated the whole University rather than female individuals working in selected University in Mogadishu, Somalia, and also the findings indicated that the diverse age among the staff of selected in selected University, the difference ages from early stages to elders who have more information in the field of study and can offer practical information to the researcher.

The second objective was to determine the level of employee training in selected University. Based on the analysis of chapter four the findings exposed that the most of the respondents agreed that the employee training are being excessive in the target organizations as showed the average mean (3.1875 good) which indicates the majority of the respondents agreed that the employee of the selected University who need for training is excessive, which needs to address it immediately or otherwise it would be worse.

The third objectives of the study was to determine the level of organizational performance in selected University based on the analysis of chapter four the findings demonstrated that most of the respondents agreed that there is good organizational performance in their organizations as showed by the average mean (2.9625 good) which indicates that there is good performance among the target University as long as employee training is increased.

The fourth objective was analyzed in the SPSS so the researcher could estimate the study value of the objective which indicates there is significant relationship between the variables.

Eventually the findings of the fifth objective specified that the regression of the variables was very strong as the SPSS analyzed.

5.2 Conclusion

The study tested the hypothesis of no significant relationship between employee training and organizational performance, to bridge the gaps identified in the related studies, and validated the existing information about employee training and organizational performance based on the theory to which study is based and also generated with information based on the findings of the study.

Basically there are two main training methods used in Benadir University, which are on-the-job training and off-the-job training. The most widely used method of training (formal and informal) in Benadir University is on-the-job training. On-the-job training is less costly than off-the-job training because it uses normal equipment in normal surrounding, learning will take place in the equipment which will be actually used when the trainee is proficient. The learning methods used on-the-job training in Benadir University includes: Job rotation method, mentoring method, inductions and orientation, coaching. The learning methods used off-the-job training in Benadir University includes longer education-based courses, conference, seminars, workshops and lecturing method.

Benadir University lacks human resource professionals who are considered to be important in organizations because of their knowledge, skills, experience and competence to manage human resource functions such as employee training and development and the shortage of human resource professionals is viewed as hindering the effectiveness of the training and development function at Benadir University. Also training needs are not assessed properly and as a result the training program might have wrong contents or methods, trainees may be sent to training programs which they do not have the basic skills and confidence to learn and lastly a lot of money may be spent on training that are unnecessary. Lastly employees lack commitment towards learning and training specially the commitment to participate training activities.

Training creates positive attitude in the employees to perform better since they feel that the organization recognizes and values their contribution towards achieving organization's goals and also are more likely to be satisfied by their job. Employees get high adaptability to the new methods and equipment from the training which makes them more productive which in turn increases the overall performance of the

company. When employees are trained they become more flexible, the productivity and quality of work improves, the job satisfactions increases. Training increases staff retention which is significant in cost and time saving, because the loss of one competent person can cause the organization to pay a lot of resources like money and time to hire and train another staff. Training provides an excellent opportunity for staff to learn comprehensively about the company and job which allows them to produce more which increases the overall performance of the organization.

5.3 Recommendations

Based on the findings and discussions of the research, the following recommendations were made:

5.3.1 Improve the marketing skills of employees

With the regard to the existence of the university growth, Benadir University should encourage its employees to improve their skills, knowledge, decision making skills, attitudes and social behavior by using training marketing strategies which can improve employee performance in the organization. However Benadir University should emphasize off-the-job training method because the employees may acquire formal knowledge and skills about the job they are supposed to do.

5.3.2 Employee satisfaction

Basing on the findings of the challenges faced Benadir University in training, the researcher suggests that Benadir University should create employee satisfaction at the work environment and also should hire skilled employee who can manage human resource functions such as training and development. Benadir University should also assess the training needs properly to avoid mistakes in training such as using wrong training methods and contents, sending employees to the training when they do not have the basic skills on the subject matter, and also encourage employees to

participate training activities by promoting them when they participate training effectively.

5.3.3 Training programs

With the respect to the effects of training on employee performance, Benadir University should offer proper training programs to the appropriate employees of the company to ensure that the positive effects of the training program on the staff performance is achieved. Benadir University should use training to retain the employees because employees feel that they are valuable and get job satisfaction from training which increases their productivity and that will increase the overall performance of the organization in generally.

5.4 Areas for Further Research

- The role of human resource development in success of Benadir University.
- Relationship between staff training and firm's performance.
- Challenges of staff training in Benadir University.

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APPENDICES



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**OFFICE OF THE HEAD OF DEPARTMENT, ECONOMICS AND
MANAGEMENT SCIENCES
COLLEGE OF HIGHER DEGREES AND RESEARCH (CHDR)**

Date: 13th JULY 2013

**RE: REQUEST OF OMAR JAMA ALI MHR/25580/121/DP
TO CONDUCT RESEARCH IN YOUR ORGANIZATION**

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

He is currently conducting a research entitled " **Employee Training and Organizational Performance in Benadir University Mogadishu, Somalia**".

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 pertinent information he may need.


Any information shared with him from your institution shall be treated with utmost confidentiality.

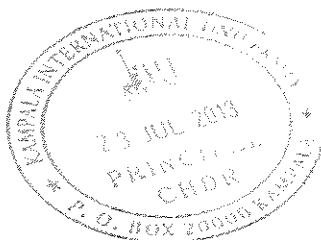
Any assistance rendered to him will be highly appreciated.

Yours truly,


Dr. Malinga Ramadhan
Head of Department,
Economics and Management Sciences, (CHDR)

NOTED BY:


Dr. Solja Sol T. Gaito
Principal-CHDR



"Exploring the Heights"

APPENDIX I B

TRANSMITTAL LETTER FOR RESPONDENTS

Dear Sir/Madam

Greetings!

I am a Masters. in Human Resource Management candidate of Kampala International University. Part of the requirements for award in a thesis. My study is entitled “*Employee training and organizational performance in Benadir Unversity Mogadishu-Somalia*”. Within this context, may I request you to participate in this study by answering the questionnaires. Kindly do not leave any option unanswered. Any data you will provide shall be for academic purpose only and no information of such kind shall be disclosed to others.

May I retrieve the questionnaire within one week?

Thank you very much in advance.

Yours faithfully,

Omar Jama Ali
Researcher

APPENDIX II

CLEARANCE FROM THE ETHICAL COMMITTEE

Date

Candidate's data

Name : **Omar Jama Ali**

Reg No: **MHR/25580/121/DF**

Course : **Master of Arts in Human Resource Management**

Title study: **"Employee training and organizational performance in Benadir University Mogadishu-Somalia"**

Ethical review checklist

The study reviewed considered the following

- Physical safety of human subjects
- Psychological safety
- Emotional security
- Privacy
- Written request for Author of standard instruments
- Coding of questionnaire /anonymity /confidentiality
- Permission to conduct the study
- Informed consent
- Citations /authors recognized

Results of ethical review

- Approved
- Conditional (to provide the ethics committee with corrections
- Disapproved /resubmit proposal

Ethics committee (Name and Signature)

Chairperson:-----

Members:-----

APPENDIX III
INFORMED CONSENT

I am giving my consent to be part of the research study of Mr. **Omar Jama Ali** that will focus on “**Employee training and organizational performance in Benadir University Mogadishu-Somalia**”.

I shall be assured of privacy, anonymity and confidentiality and that I will be given this option to refuse participation and right to withdraw any participation anytime.

I have been informed that the research is voluntary and that the results will be given to me if I ask for it.

Initials:-----

Date:-----

Somali Republic
Benadir University



جمهورية الصومال
جامعة بنادر

E-mail Address: benadiruniversity@yahoo.com or www.benadiruniversity.net

Ref: - BUD/DFID/01/013

Date: -20/07/2013

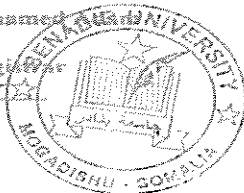
TO WHOM IT MAY CONCERN

We declared (Benadir University) that we fulfilled a questionnaire conducted by Omar Jama Ali Reg. No: MHR/25580/121/DF which entitled "Employee training and organizational performance in Benadir University Mogadishu- Somalia"

Mr. Rago Mohamed

Vice Registrar

[Signature]



Tel +252-1-225363 Tel +252-1-858995 Fax +2523-9-20287

APPENDIX IV

FACE SHEET

Gender

(1) Male ____

(2) Female ____

Age

20-30 years ____

31-40 years ____

41 and above

Academic Qualification:

Secondary school ____

Diploma ____

Bachelor degree ____

Master degree ____

PhD ____

Current job title:

Top Management ____

Middle management ____

Non managerial staff ____

APPENDIX V

RESEARCH INSTRUMENTS

QUESTIONNAIRE DETERMINE TO THE LEVEL OF EMPLOYEE TRAINING

Direction: Please tick the column with the corresponding rating that best describes your response using the guide below

Score	Mode Of Response	Description	Interpretation
4	Strongly agree	You agree with no doubt	Very high
3	Agree	You agree with some doubt	High
2	Disagree	You disagree with some doubt	Low
1	Strongly disagree	You disagree with no doubt	Very low

- ___ 1. Training methods used by Benadir University are effective and efficient.
- ___ 2. There is lack of human resource professionals to conduct training programs at the university .
- ___ 3. There is training needs assessment difficulties that faces Benadir university.
- ___ 4. Lack of employees' and managements' commitment made training in effective in Benadir University.
- ___ 5. There is no adequate time to reflect and plan improvements in the university.
- ___ 6. There is difficulties to develop a training budget.
Benefits do employees get from training:
 - I. ___ Employee feels valuable
 - II. ___ Increased job satisfaction
 - III. ___ High adoptability to new methods
- ___ 7. Training increases the performance of the staff.
- ___ 8. Training provides an excellent opportunity for staff to learn comprehensively about the company and job.
- ___ 9. There is positive effect to the performance of the university when training programs have been implemented.
- ___ 10. training improves the employee performance in the organizations

QUESTIONNAIRE DETERMINE TO THE LEVEL OF ORGANIZATIONAL PERFORMANCE

Direction: please tick the column with the corresponding rating that best describes your response using the guide below

Score	Mode Of Response	Description	Interpretation
4	Strongly agree	You agree with no doubt	Very high
3	Agree	You agree with some doubt	High
2	Disagree	You disagree with some doubt	Low
1	Strongly Disagree	You disagree with no doubt	Very low

- ___ 1. Benadir University employs good policy .
- ___ 2. Benadir university motivates employees with good payment and trainings.
- ___ 3. The marketing department increases its performance.
- ___ 4. Benadir University increases its market shares.
- ___ 5. Benadir university increased its branches in the country.
- ___ 6. Benadir University deploys more training programs.
- ___ 7. Employees sustainability in Benadir University have been achieved.
- ___ 8. Employee satisfaction is high in Benadir University.
- ___ 9. Benadir University measures the contributions of individuals in the organization towards the achievement of desired outcomes.
- ___ 10. Employees realize improvement on their activities after attending training programs.

CURRICULUM VITAE

PERSONAL DATA:

Name : Omar Jama Ali
Place of Birth : Guri-el
Date of Birth : December 7th, 1982

Marital Status : Married
Nationality : Somali
Address : Najjanankumbi, Entebbe Road- Kampala
Tell: 256 - 791518455 Kampala – Uganda
256-777666541 Kampala – Uganda

E-mail: salaan6@hotmail.com; salaan6@gmail.com

CAREER OBJECTIVES:

- To enhance my growth and confidence in my professional with a Well developed organization and use of my potentiality.
- Advancing in my career path and my skills

OTHER SKILLS:

- Having a University Degree in Human Resource management.
- Good in report writing skills and proposal developing
- Good in computer skills
- Good interpersonal skills
- Willingness to work as a team
- Experienced in working of community development

PERSONAL PROFILE:

- Self driven, team player and a fast learner
- Able to plan, organize and prioritize
- I can work under minimal supervision
- I am very flexible and can adapt to any work environment
- Ambitious, enthusiastic, hardworking and committed

FUTURE AMBITION

- My ambition is in working with a reputable organization that will offer me an opportunity to work, career growth and development and learn.

EDUCATIONAL BACKGROUND:

2012-2013	Master of Arts in Human resource management at Kampala International University
2008-2011	Bachelor of Human resource management at Kampala International University, College of applied economics and management science Kampala, Uganda.
2005-2008	Bachelor of Business administration and management at Education Watch University Mogadishu, Somalia.
2001-2004	Secondary School leaving certificate at Sayid Mohamed Abdulle Hassan secondary school, Mogadishu, Somalia.

SEMINARS, COURSES AND WORKSHOP PARTICIPATION:

30 th July – 2011	Leadership and good governance training held at Kampala International University facilitated by dean of faculty social science and dean of school of business and management.
2 nd July 2011	Seminar for training of trainers held at Makerere University , centre for language and communication services.

28/06/2011 –
30th /07/2011

computerized application for Data analysis conducted on part-time basis by Makerere Training consultants at **Makerere University** faculty of forestry.

August 2009

Project planning and management course.

Subjects Covered:

- ✓ Management concepts
- ✓ Human resource/personnel management
- ✓ Procurement management
- ✓ Communication skills
- ✓ Logical framework approach
- ✓ Project implementation and scheduling
- ✓ Problem analysis and needs assessment
- ✓ Project monitoring and evaluation
- ✓ Cost structure and budgeting
- ✓ Performance measurement

08-17th/07/2006 Teachers training course facilitated by Al-salam foundation held at **Mogadishu University**.

WORKING EXPERIENCE:

July 2013-upto date Operations manager at Juba Express Forex Bureau and Money Transfer at King Fahad Plaza Kampala road, Kampala-Uganda.

Some of overall Responsibilities

To monitor and control daily transactions of the business, evaluating employee's performance in their daily activities, reporting to the high administration of the company.

December 2011- June 2013 Human Resource Manager at Pacific Forex Bureau and Money Transfer Services Ltd Kampala Uganda.

Some of overall Responsibilities

Developing strategic compensation plans, align with performance management systems with compensation structure and monitor negotiations for group health care benefits.

Employee training and development includes new hire orientation, leadership training and professional development seminars and workshops.

November, 2010- 2011 General Secretary, Somali Students' Union in Uganda (S.S.U)

Duties & Responsibility:

- Be the secretary to the Executive
- In consultation with SSU senior executives, Convene meetings of the executives and other members.
- Report regularly to SSU Parliament on the progress of SSU working committees
- Be a member of various policy making bodies and committees on behalf of the President and Vice President, where the two are unable to attend
- Keeping registers of inventory and be responsible for all Union property
- Be responsible for all SSU business activities.

2009-2010 Vice chairman, Kampala International University Muslim Students' Association (KIUMSA)

Duties & Responsibility:

- Acts as the chairman in the absence of the chairman
- Is familiar with corporations law and the Organization's constitution
- Ensures proper work maintained and annual reports are prepared

Feb-April 2008 Water/construction assistant officer at Cooperazione Internazionale (COOPI)

Duties & Responsibility:

- Liaison with local authorities on all project activities.
- Evaluation of water resources for livestock.
- Community mobilization.
- Preparation for works and work supervision.
- Community capacity building through training and report writing.

2004-2007 Teacher at primary schools such as Fathu Rahman primary school, Aqon bille primary school and Sayid Mohamed Abdulle Hassan primary school.

COMPUTER KNOWLEDGE:

Proficiency of Ms Office (MS-Word, Excel, and Power Point), Window and Browsing.

LANGUAGES:

language	Speaking	Reading	Writing
1. English	Excellent	Excellent	Excellent
2. Arabic	Good	Excellent	Excellent
3.Somali	Excellent	Excellent	Excellent

REFEREES

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3. Mohamed Farah Mohamed (Asad) Program Manager, Aamin Voluntary and
Relief Organization (AVRO) Tel: 254-718176481 E-mail:
asadyare_9@hotmail.com