



Daffodil
International
University

DISSERTATION PAPER

On

**The Role of Motivation on Employee Performance in Public
Organization A Case of Ministry of National Development
Planning Hargeisa Somaliland**

SUBMITTED TO

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Letter of Transmittal

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Subject: Submission of dissertation paper on “ The Role of Motivation on Employee Performance in Public Organization A Case of Ministry of National Development Planning Hargeisa Somaliland.”

Dear sir,

I am very pleased to submit my dissertation paper on The Role of Motivation on Employee Performance in Public Organization A Case of Ministry of National Development Planning Hargeisa Somaliland ., i have tried to best of my sincerity and effort to prepare the report covering the aspects of the topic as per your instructions & suggestions.

I have tried my best to gain practical experience and tried to reflect the same in this report with limited scope and knowledge. I wish your kind hearty consideration, if there is any deviation in my report.

I want to thank for your friendly coordination to prepare my internship report successfully.

Sincerely Your

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Letter of Authorization

I hereby declare that this submission is my own work in completion of the program of Business Administration, Major in HRM, it is my work and it contains no material previously published by another person nor it has been accepted for the award of any other degree of the university, except where due acknowledgement has been made in the next.

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This is to certify that Sakariye Mohamed Ahmed a student of MBA Program ID: 181-14- 2692 has successfully prepared dissertation paper on “The Role of Motivation on Employee Performance in Public Organization A Case of Ministry of National Planning Hargesia Somaliland.” Under My supervision the data and findings presented in this dissertation paper seem to be authentic. Thus, it has been accepted for presentation in the internship defense.

I wish him happiness, good health and every success in life.

.....

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ABSTRACT

The purpose of this study was to investigate the role of motivation on employee performance in public organization: a case of ministry of national development planning Hargeisa, Somaliland. This study was guided by the following research questions. To determine the methods used by employers to motivate employee in the MoNDP? To know the extent that extrinsic motivation affect employees' performance in the MoNDP? To examine how intrinsic motivation affect employees' performance in the MoNDP? To identify how motivation link with employee work performance.

This study adopted a descriptive research design. The population of the study was 90 employees' of the MoNDP. A census sampling was done and so the 90 employees constituted the sample size. A structured questionnaire was used to collect the data. The questionnaire was administered by the researcher. The completed questionnaires were edited for completeness. The data was analyzed using the statistics package for social sciences (SPSS) computer package. The data was interpreted using descriptive statistics through frequencies, percentages and correlation analysis. The findings were presented in the form of tables and figures.

The study found out that the ministry uses many different tools to motivate its employees. These include; payments on time, employee rotation within the ministry and salary provision. However, the study also found out that NDP does not use provide fringe benefits to its employees. It was also found out that ministry doesn't pay its workers according to the amount of work they have done also when employees meet targets ministry doesn't provide bonuses the ministry does not carry out training of its employees. The study also found out that the organization does not make sure that that employees work is challenging or involve them in decision making as a way of motivating them.

The research results indicated that there is positive correlation between motivation and work performance. This means that changes in one variable are strongly correlated with changes in the second variable. Pearson's r is .440**. This number is very close to 1. For this reason, we can conclude that there is a strong relationship between motivation and employee performance variables

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CHAPTER ONE

1.1 Introduction

This chapter presents background of the study and statement of the problem followed by basic questions. Purpose of the study, Objectives of the study, Scope of the study, Significance of the study, Limitation of the study, Operational definition of key terms and references also include in this chapter.

1.2 Background of the Study

Training can be defined as a “systematic process of acquiring knowledge, skills, abilities, and the right attitudes and behaviors to meet job requirements” (Gomez-Mejia, et. al., 2007). Training has been reckoned to help employees do their current jobs or help meet current performance requirements, by focusing on specific skills required for the current need. However, its benefits may extend throughout a person’s career and help develop that person for future responsibilities. Current educational systems do not necessarily impart specific knowledge for specific job positions in organizations. As a result of this the labor force comprises few people with the right skills, knowledge and competencies needed for positions in the job market. There is therefore the need for extensive external training for human resources to be able to improve and also contribute to the productivity of organizations. This is in contrast with development, which is training that provides employees with competencies for anticipated future jobs and roles. The goal of training is for employees to master the knowledge, skill, and behaviors emphasized in training programs and to apply them to their day-to-day activities. Recently it has been acknowledged that to impart a competitive advantage, training has to involve more than just basic skill development. That is, to use training to gain a competitive advantage, companies should view training broadly as a way to create intellectual capital. Intellectual capital includes basic skills (skills needed to perform one’s job), advanced skills (such as how to use technology to share information with other employees) and understanding of the customer or manufacturing system, and self-motivated creativity. But some researchers estimated that soon up to 85 percent

Of jobs in Canada, the United States, and Europe Will require extensive use of knowledge. This requires employees to share knowledge and creatively use it to modify a product or serve the customer, as well as to understand the service or product development system. The impressive economic development patterns of these countries can thus be credited to the important role that its human resources have played. Identification of training needs, if done properly provides the basis on which all other training activities can be considered. It is also a process that requires a careful thought and analysis, as training is a sensitive issue to people's lives whilst taking into account the reputation of the organization.

Training has the distinct role in the achievement of an organizational goal by incorporating the interests of organization and the workforce (Stone R.2002). An employee is one of the most essential resource and an important asset in any organization. According to a recent industry report by the American Society for Training and Development (ASTD), U.S. organizations alone spend more than \$126 billion annually on employee training and development (Paradise 2007). There are various human resource functions that give an organization a competitive edge but most scholars argue that human resource functions becomes only operational when training has run through them all. This places training and development as an essential function in the survival of any organization. Employee performance depends on many factors like job satisfaction, knowledge and management but there is relationship between training and performance (Chris Amisano, 2010).Increasingly, high performing organizations today are recognizing the need to use best training and development practices to enhance their competitive advantage. Training and development are an essential element of every business if the value and potential of its people is to be harnessed and grown. The implementation of training and development programs are critical factors that most organizations need in order to enhance Employee performance.

Therefore, for effective use of human resource the level of training and skills of an employee is very critical for any organization. Companies can reap the rewards of providing training to their employees because well-trained workers help increase productivity and profits. Investing in employee training is always geared towards enhancing worker retention rates, customer satisfaction and creativity for new product ideas. Effective training saves labor by reducing time spent on problem-solving and saves money in the long run by producing a better workforce.

Training is necessary to ensure an adequate supply of staff that is technically and socially competent and capable of career development geared towards helping organizations realize their vision. In the contemporary dynamic corporate world, employees are increasingly required to keep up to the upcoming changes. Training is important for employees' development as it enables them achieve self-fulfilling skills and abilities, reduce operational costs, limits organizational liabilities (Donald ,2009). Properly trained employees are highly motivated and have more sense of responsibility hence requiring less supervision which in-turn increases the organization's ability in attaining its mission. The study will principally focus on the effect of training and development on employee performance and productivity. On the other hand job satisfaction is viewed as the extent to which people like or dislike their jobs (Adesola, Oyeniyi&Adeyemi, 2013). There are different aspects of job satisfaction, e.g. satisfaction with achievement, pay, job security or work itself (Burgard&Görlitz, 2011). Adesola et al. (2013) posit that job satisfaction is considered a strong predictor of overall individual well-being while Rizwan et al. (2012) explains that employee satisfaction relays on interpersonal skills, work place, pay, promotions, trainings and relations with co-workers. They continue that these factors bring positive feelings about that job ensuing from assessment of its uniqueness. Hence an employee among a high job satisfaction holds encouraging feelings about the work which enhances individual and organizational performance. Motivation is very important from an organizational point of view because it transforms human resources into action (Saeed&Asghar, 2012).

They continue to say that this improves the efficiency level of the employees and it leads to achieving organizational goals. In this way motivation is an internal feeling that comes from inside i.e. when employees are motivated towards their jobs, they are motivated to do more work. For this reason, it is necessary to provide such a workplace to the employees so that they feel motivated and perform better and better. Therefore motivation may be viewed as those psychological processes that cause the arousal, direction, and persistence of voluntary actions that are goal directed (Kreitner&Kinicki, 2006). Asim(2013) summarizes that employees in any sector are the real assets of the organization and if they are motivated they perform their duties with full honour and dedication, they become fully loyal with it and are hence considered as a human capital of the organization. Employee job performance shows the individual behaviors that contribute to achieving organizational objectives. In this context job performance shows effectiveness and efficiency that make a payment to organizational goals. Saeed and Asghar (2012) hold that employee performance principally depends upon many factors like performance appraisals, employee motivation, employee satisfaction, compensation, job security, organizational structure and others.

In Somalia m. Elmi (2010) linked employee training and development activities to business growth in Salam Bank. He posits that training and development activities have been used by the bank to ensure that it had well-grounded staff to support the growth agenda and as a result, many of her employees got opportunities to take on higher.

1.3 Statement of the Problem

The effects between training programs and employees' performance has been studied in different countries and the results revealed the existence of close effective between the two. Performance of employees' in organizations is very important to achieve organizational objectives. Training programs also play essential role for the effectiveness and efficiency of the organization in general and employees' performance in particular. Therefore, it is logically understood that training programs would have significant relationship with employees' performance, though the nature of relationship is not consistently the same across countries or organizations.

Research results also show that the training programs has a direct relation with the attainment of organization objectives. The most common parameter used to measure training is how much influence the training has on his/her subordinates to enhance their performance level and to accomplish over all organizational objectives. Thus effective training enables greater participation of the entire workforce, and can also influence both individual and organizational performance to achieve organizational goals (Mullins, 2010). For that reason, organizational goal achievement and failure is highly related with the training programs which enhance organizational objectives and employee performance.

The recognition of the importance of training in recent years has been heavily influenced by the intensification of competition and the relative success of organizations where investment in employee development is considerably emphasized (Sultana, Irum, Ahmed and Mehmood, 2012). Training is necessary to ensure an adequate supply of staff that is technically and socially competent and capable of career development into specialist departments or management positions. There is therefore a continual need for the process of staff development, and training fulfils an important part of this process (Sultana et al. 2012).

Despite the strong assumptions that workplace training influences employee outcomes (e.g. motivation, commitment, withdrawal behaviour and work performance), there is a limited number of studies in field settings addressing these issues empirically (Dysvik and Kuvaas, 2008). These sentiments are supported by Burgard and Görlitz (2011) who argued that non-monetary returns to training are less often examined in the empirical literature. Similarly Agyemang and Ofei (2013) argue that despite employee engagement and employee commitment and their determinants received a great deal of attention in the last decade in academic circles, the concepts remain new with relatively little academic research conducted on them especially in Sub-Saharan Africa. Furthermore most studies on the subject of training and how it impacts on employee and organizational performance are majorly confined to the developed world within the context of individual countries and organizations raising the question on whether their findings can be generalized to other sectors, countries and the developing world.

Sahinidis and Bouris (2007) based their study which aimed to investigate the relationship between perceived employee training effectiveness and job satisfaction, motivation and commitment on employees and lower managers, on five large Greek organizations. The study indicated that indicating that there is a significant correlation between the employee perceived training effectiveness and their commitment, job satisfaction and motivation and high correlations were found between the latter three variables.

Further Shaheen, Naqvi and Khan (2013) focused on visualizing the importance of training for school teachers at the district of Kotli Azad Jammu & Kashmir, Pakistani and in analyzing its relationship between training and teachers' performance. They found out a significant and positive association between training and organization performance. The research work by Adesola, Oyeniyi and Adeyemi (2013) examined the relationship between staff training and job satisfaction among Nigerian banks employees with special reference to the selected banks in Osogbo metropolis.

In East Africa, most scholars have focused primarily on established commercial institutions as case studies in an attempt to highlight the relationship between staff training and employee performance. Jagero, Komba, and Mlingi (2012) used DHL and FedEx courier companies that operate in Dar es Salaam Tanzania as their case study; Wachira (2013) Salam Bank; M. Elmi (2010) Mumias Sugar Company Kenya; Neo (2000) East African Breweries Limited. There lacks sufficient empirical evidence regarding the impact of staff training on the international civil servants based in Somalia. More specifically studies focusing on the newly established UNSOA.

Currently many organizations in Somalia understand the essence of training and they make the condition favorable for their workers both within the country and abroad. Banks and Leather firms in Somalia like other organizations invest considerable amount of resource to train their people. The main problem here is that not how much the organizations spend for training of their employees, but how much organizations are effective from training expenditure? Meaning that at the same time the organizations are expected to be effective from the investment that they invest for training, simply invest huge amount of Birr for training is not enough. Organizations must measure the return on investment to check how much they are effective from it. According to (Malik, et al, 2011) organizational effectiveness is the concept of how effective an organization is in achieving the outcomes the organization intends to produce. The companies spend so much of their budgeted Birr on employees training, so it is crucial that they are able to measure the added value from the training expenditure. This can be measured through comparison of costs and benefits associated with training remains the best way to determine. However, careful measurement of both the costs and the benefits may be difficult in some situations. If training is cost ineffective, For example, one firm evaluated a traditional safety training program and found that the program did not lead to a reduction in accidents; therefore the training will be redesigned so that better safety practices will be resulted.

An organization or an individual employee must be studied before a course of action can be planned to make the function better. Evaluation of training success is the most important phase of training in order to assess whether an organization is achieve the desired goal or not. Evaluation of training compares the post-training results to the objectives expected by managers, trainers, and trainees. Training can be evaluated at four levels (Kirkpatrick) identified four levels: such as reaction, learning, behavior, and results at which training can be evaluated. In many organizations, large expenditures are made on training. But whether those expenditures produce value and an economic impact for the organizations that make the expenditures has not been identified clearly. To provide some additional insights on the economic utility Organization-wide training (Morrow et al, 1997) did a study and the study was conducted in a large pharmaceutical firm and focused on identifying the economic impact of managerial and sales/technical training efforts. The CEO of the firm had requested that the dollar value of training be identified and its value to the firm be confirmed. The study, focus on the effects of job skills training on employees" behavioral performance on the job. Using a variety of statistical analyses, the researchers found that sales/technical training had a greater effect than did managerial training.

Many public sector organizations engage in training of staff and have departments, units and sectors in charge of training and development. National hospital insurance fund is one such organization that has been practicing training since its beginning and particularly for the past five years. However, for some years now it appears training in NHIF is haphazard, unplanned and unsystematic, and several of its employees such as accounts clerks, secretaries, drivers, support Staff and many other category of workers, have not qualified for any form of training nor is there any systematic process of staff development in place. Owing to the absence of in-service training and development in the National Health Insurance Fund, the employees are left with no option but to organize and finance their further studies. The purpose of this study was to assess the effect training had on the employees of the National Hospital Insurance Fund as pertains to their performance.

Basic Questions

- i. What influence does training designs have on employee performance a study on Hubal Company in Somalia?
- ii. To what extent does training policies have effect on employee performance a study on Hubal Company in Somalia?
- iii. How training programs are evaluated a study on Hubal company in Somalia?
- iv. What training challenges that affect employee performance on Hubal Company Somalia?
- v. What roles does training play on employee performance on Hubal Company in Somalia?

Purposes of the Study

The purpose of this study was investigated the effects of training programs on employee performance in private sector companies especially focus on the private sector company at Hubal Company in Somalia.

1.4 Objectives Of The Study

1.4.1 General Objective

The main objective of this study is to examine the relationship between training and employee performance of study on Hubal Company Somalia.

1.4.2 Specific Objectives

While addressing the general objective stated thereof, this study accompanied with the started research questions will address the following specific objectives:

- To examine the dominant training programs exercised by the authority of hubal Company in Somalia.
- To examine the relationship between types of training (employee orientation, on-the job training, off-the job training, online training and apprentice program's) and employee Performance of Hubal Company in Somalia.
- To explore the influence of a training program separately and jointly contributes on employee

performance on Hubal Company in Somalia.

1.5 Scope of Study

1.5.1 Time Scope

The time duration in study is 15-march- 2018 until 15-may-2018.

1.5.2 Geographical Scope

The studies were conducted in one selected this research especially a study on Hubal Company in Somalia. This research through questionnaire.

1.5.3 Content Scope

The aim of this study is to explore the effects of training on employee performance a study on Hubal Company Somalia. Training program is independent variable while employee performance is dependent variable.

1.6 Significance of the Study

This study has multifaceted significance that can be drawn out from the stated objective, practical implementation and reported findings. Some of the significances of this study are:

- The study will help firms understand the importance of training programs towards hubal Company in Somalia.
- Secondly, it will also enable the organization structure their training programs to make them more effective in terms of helping to improve the efficiency of the workforce and lead to better performance Hubal company in Somalia.

- Thirdly, it ensures the existence of a pool of skilled workforce who could be utilized for national development. Labour is a major input to the success of the organization. If labor is efficient it will help improve the performance a study on Hubal Company in Somalia.
- Fourthly as organizations perform better, they are able to increase output and contribute more to the economy. With better organizational performance, firms compete to develop quality products which enable the economy to remain vibrant.
- The study intended to be significant for Somali companies. This study also is useful for the business firms to make assessment of work force and reduce the labor turnover.
- Lastly it will also help the management in encouraging employees who wish to pursue higher studies in order to aide them in their development a study on hubal Company Somalia.

1.7 Limitations of the Study

To achieve this purpose, the study was delimited in scope in private sector companies in Bosaso – Somalia especially at hubal Company for water supply training of staffs in company.

Training (employee orientation, on-the job training, off-the job training, online training and apprentice programs) and employees’ performance.

While attempting to examine the relationship between training programs and employees’ performance in private sector companies Bosaso-Somalia.

1.8 Operational Definition of Key Terms

For the purpose of this study, the following terms are defined as follows:

Training: is the planned and systematic modification of behavior through learning events activities and programs which results in the participants achieving the level of knowledge, skills, competencies and abilities to carry out their work effectively.

Employee Performance: This is the measure of output vis-a-vis the input. It shows effectiveness and efficiency that make a payment to organizational goals and may depend upon many factors like performance appraisals, employee motivation, employee satisfaction, compensation, job security, organizational structure and others.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 INTRODUCTION

This chapter will present a comprehensive review of literature related to the study in a bid to position it in a pertinent theoretical framework. Thus it will discuss findings of related researches to this study. The literature review provides the reader with an explanation of the theoretical rationale of the problem being studied as well as what research has already been done and how the findings relate to the problem at hand. The main purpose of the literature review is to avoid unnecessary or intentional duplication of materials already covered. The literature will be reviewed from working papers, journals, books, reports, periodicals and internet sources.

This chapter will provide relevant information on the effect of training on employee performance a study on hubal company for water supply Bosaso Somalia. The chapter will be presents five phases. The first phase will be to determine concept and definition of training, the influence of training design on employee performance; Impact of training policies on employee performance, the second phase is to; third effects involves evaluation of training programs at hubal company for water supply; Training challenges that affect employee performance; fourth involves training roles and its relationship with employee performance and lastly is conceptual frameworks.

2.1 Concept of Training

Selection is just the first step in matching an employee with a job. The next step involves training the employee to do the job (Babaita, 2010). The verb “to train” is derived from the old French word trainer, meaning “to drag”. Hence such English definitions may be found as; to draw along; to allure; to cause; to grow in the desired manner; to prepare for performance by instruction, practice exercise, etc. (Alipour, et al, 2009). It is an established fact that no seriously minded organization can be staffed by people with expertise and potentials in the various discipline needed for its total functioning simply by recruitment. Training is usually aimed at solving significant problems as we are supposed to use it as a key requirement for ensuring that any training which takes place is based on proper analysis of its contribution to the effectiveness and efficiency of an organization. Training has been seen by scholars as an aid in adjusting to work environment which is designed to increase the capacity of individual or group in contributing to the attainment of the organizational goals. Training is one of the most important strategies for organizations to help employees gain proper knowledge and skills needed to meet the environmental challenges (Goldstein and Gilliam, 1990; Rosow and Zager 1988) as cited by (Babaita, 2010). Employee training represents a significant expenditure for most organizations. Training too often is viewed tactically rather than strategically. Organizational leaders are often not clear about what they want from training and therefore fail to connect training with the overall organizational goals and strategy (Babaita, 2010).

2.1.1 Definition of Training

Training refers to instruction that promote knowledge, skills and attitude of employees in order to carry out their duties more efficiency (Farahbakhsh, 2010). According (Mathis, et al, 2008) training is a process whereby people acquire capabilities to aid in the achievement of organizational goals. Training is a systematic development of knowledge, skills and attitudes required by employees to perform adequately on a given task or job (Olaniyan et al, 2008).

For the purpose of this paper; Training can be defined as the process by which employees develop their skills, knowledge, and attitude with a view to enhance organizational effectiveness and productivity. Training is the use of systematic and planned instruction activities to promote learning. In fact learning should be distinguished from training. Training is one of several responses an organization can undertake to promote learning. Whereas Learning is the process by which a person constructs new knowledge, skills and attitude these are necessary for them to perform their jobs satisfactorily (Armstrong, 2010).

Learning may be formal or informal. Formal learning is planned and systematic. It makes use of structured training program consisting of instruction and practice which may be conducted on the job or off the job. Working in organizations is a continual learning process, and learning is at the heart of all training activities. Learning is the means by which a person acquires and develops new knowledge, skills, capabilities, behavior and attitudes. Learning effectiveness depends on the extent to which the organization believes in learning and supports it. In the learning process ways individuals learn will differ, and the extent to which they learn will depend largely on how well they are motivated or self-motivated. Discretionary learning can take place when individuals of their own volition actively seek to acquire the knowledge and skills they need to carry out their work effectively. It should be encouraged and supported to be effective from it. the encouragement of learning makes use of a process model which is concerned with facilitating the learning activities of individuals and providing learning resources for them to use. Conversely, the provision of training involves the use of a content model, which means deciding in advance the knowledge and skills that need to be enhanced by training, planning the program, deciding on training methods, and presenting the content in a logical sequence through various forms of instruction (Armstrong, 2010).

2.1.2 Types of learning

- ❖ Cognitive learning–outcomes based on the enhancement of knowledge and understanding.
- ❖ Affective learning – outcomes based on the development of attitudes or feelings rather than knowledge.
- ❖ Instrumental learning – learning how to do the job better once the basic standard of performance has been attained. Helped by learning on the job tremendously.

2.1.3 The justification for training

Formal training is indeed only one of the ways of ensuring that learning takes place, but it can be justified in the following circumstances after analysis of training at individual, task, and Organizational level.

- The work requires skills that are best developed by formal instruction.
- Different skills are required by a number of people which have to be developed quickly to meet new demands and cannot be acquired by relying on experience.
- The tasks to be carried out are so specialized or complex that people are unlikely to master them on their own initiative at a reasonable speed.
- Critical information must be imparted to employees to ensure they meet their responsibilities.
- A learning need common to a number of people has to be met and can readily be dealt with in a training program: for example induction, essential IT skills, and communication skills.

Therefore, Effective training certainly has the potential to increase knowledge, skills, and abilities (KSAs) and enable employees to leverage their KSAs for organizational benefit that increases organizational performance (in productivities, quality of service/products....) by improving individual performance of the employee.

2.1.4 Training processes

The training process includes three phases such as Assessment phase, Implementation phase, and evaluation phase (Huang; 2001, Mathis, et al 2008). Assessing the needs for training is particularly important, because if this is not done an organization cannot be assured that the right type of training is being provided to its employees. According to the study by (Huang, 2001) 70% of the organization doing it are successful and 64% organization which are not doing it are not successful. Training objective provides a line between needs and results, helping to identify the type of instruction required in order closing performance gaps and it also serve as benchmarks against which to evaluate the progress achieved in the realization of organizational goals study show that 75.6% of successful organizations are doing so while 57.8% not successful are not doing so (Huang, 2001).

2.1.5 Systematic Training

Training should be systematic in that it is specifically designed, planned and implemented to meet defined needs. It is provided by people who know how to train, and the impact of training is carefully evaluated (Armstrong, 2010).



Figure: Systematic Training Model

2.1.6 Assessment phase

In the assessment phase, planners determine the need for training and specify the objectives of the training effort. Managers can identify training needs by considering three sources.

a) **Organizational analyses**

One important source for organizational analyses comes from various operational measures of organizational performance. On a continuing basis, detailed analyses of HR data can show training weaknesses. Departments or areas with high turnover, high absenteeism, low performance, or other deficiencies can be pinpointed. After such problems are analyzed, training objectives can be developed. Specific sources of information and operational measures for an organizational-level needs analysis may include the following: Grievances, Complaints from.

b) Task Analyses

The second way to diagnose training needs is through analyses of the tasks performed in the organization. To do these analyses, it is necessary to know the job requirements of the organization. Job descriptions and job specifications provide information on the performances expected and skills necessary for employees to accomplish the required work. By comparing the Requirements of jobs with the knowledge, skills, and abilities of employees, training needs can be identified.

c) Individual Analyses

The third means of diagnosing training needs focuses on individuals and how they perform their jobs. The use of performance appraisal data in making these individual analyses is the most common approach. In some instances, a good HR information system can be used to help identify individuals who require training in specific areas. To assess training needs through the performance appraisal process, an employee's performance inadequacies first must be determined in a formal review. Then some type of training can be designed to help the employee overcome the weaknesses.

2.1.7 Establishing Training Objectives

Once training needs have been identified using the various analyses, and then training objectives and priorities must be established. All of the gathered data is used to compile a *gap analysis*, which identifies the distance between where an organization is with its employee capabilities and where it needs to be. Training objectives are set to close the gap. The success of training should be measured in terms of the objectives set. Useful objectives are measurable. This objective serves as a check on internalization, or whether the person really learned. Objectives for training.

Can be set in any area by using one of the following four dimensions: such as Quantity, Quality, Timeliness, and Cost savings as a result of training. Because training seldom is an unlimited budget item and there are multiple training needs in an organization, it is necessary to prioritize needs. Ideally, training needs are ranked in importance on the basis of organizational objectives. The training most needed to improve the health of the organization is done first in order to produce visible results more.

2.1.8 Implementation Phase

Using the results of the assessment, implementation can begin. For instance, a supervisor and an HR training specialist could work together to determine how to train the employees to increase their performance. In selection of techniques/methods, facilities, locations, arrangements for instructors, classrooms, materials, and so on would be made at this point. A programmed instruction manual might be used in conjunction with a special training program set up at the company. Implementation occurs when training is actually conducted.

2.1.9 Evaluation Phase

The evaluation phase is crucial. It focuses on measuring how well the training accomplished what its originators expected. Monitoring the training serves as a bridge between the implementation and evaluation phases and provides feedback for setting future training objectives. How to evaluate? Why we evaluate? And other aspects of evaluation phase of training are described in detail below in different section.

2.2 Types of Training

Training classified in to different types based on different criteria. According to (Mathis et al, 2008) training classified based on the content of training or focus of the program such as, personal computer, team building, sexual harassment, hiring and selection, new equipment operation, Train the trainer, leadership, conducting performance appraisal, new employees orientation and etc.

- On the job training/coaching -This relates to formal training on the job. A worker becomes experienced on the job over time due to modification of job behaviors at the point of training or acquisition of skills.
- Induction/orientation - This is carried out for new entrants on the job to make them familiar with the Total corporate requirements like norms, ethics, values, rules and regulations.
- Apprenticeship - A method of training where an unskilled person understudies a skilled person.
- Demonstration-Teaching by example, whereby the skilled worker performs the job and the unskilled closely observes so as to understand the job.
- Vestibule - This is done through industrial attachment for the purpose of skills and technology transfer. It is therefore achieved through placement of an individual within another area of relevant work or organization. The effect is the acquisition of practical and specialized skills or it is a type of training which occurs in special facilities that replicate the equipment and work demands of jobs (Mathis, et al, 2008).
- Formal Training - A practical and theoretical teaching process which could be done within or outside an organization. When training is carried out inside an organization, it is called an in-house training. Off-house training is carried out in professionalized training areas like: Universities, Polytechnics and Professional Institutes.

2.3 Influence of training design on employee performance

In the development of organizations, training plays a vital role; improving performance as well as increasing productivity and eventually putting organizations in the best position to face competition and stay at the top. This means that there is a significant difference between the organizations that train their employees and organizations that do not (April, 2010). Training is a type of activity which is planned, systematic and results in enhanced level of skill, knowledge and competency that are necessary to perform work effectively (Gordon, 1992). There exists a positive association between training and employee performance. Training generates benefits for the employee as well as for the organization by positively influencing employee performance through the development of employee knowledge, skills, ability, competencies and behavior (April, 2010). Organizations that are dedicated to generating profits for its owners

(shareholders), providing quality service to its customers and beneficiaries, invest in the training of its employees (Evans and Lindsay, 1999). The more highly motivated a trainee, the more quickly and systematically a new skill or knowledge is acquired. That is why training should be related to money, job promotion, and recognition etc, i.e. something which the trainee desires (Flippo, 1976). There are four prerequisites for learning: Motivation comes first. Cue is the second requirement. The learner can recognize related indicators (cue) and associate them with desired responses with the help of training. Response comes third. Training should be immediately followed by positive reinforcement so that the learner can feel the response. Last is the feedback; it is the information which learner receives and indicates in the quality of his response. This response must be given as quickly as possible to ensure successful learning is acquired (Leslie, 1990).

2.4 Impact of training policies on employee performance

Kenney et al (1992:3) makes a point that companies should have different policies for training depending on the class or level of employment or level of employees to be trained. They pointed out that training policies are necessary for the following reasons: To provide guidelines for those responsible for planning and implementing training, to ensure that a company's training resources are allocated to pre-determined requirements, to provide for equality of opportunity for training throughout the company; and, to inform employees of training and development opportunities. As much as these policies seem to be accurate, they are silent on the elements of budgetary provision and top management support for training. According to Michael Armstrong in his book: *A Handbook for Personnel Management Practice* (1996:55), training policies are expressions of the training philosophy of the organization. He also affirms the assertion of Kenny et al (1992), But even further stated that training policy shows the proportion of turnover that should be allocated to training. Training and development falls under HRD function which has been argued to be an important function of HRM (Weil & Woodall 2005). Nadler (1984:1.16) noted that all the human resource development activities are meant to either improve performance on the present job of the individual, train new skills for new job or new position in the future and general growth for both individuals and organization so as to be able to meet organization's current and future objectives. Training as one of the major functions within HRM, training has for long been recognized and thus attracted great research attention by academic

writers (see e.g. Gordon 1992, Beardwell, Holden & Claydon 2004).

This has yielded into a variety of definitions of training. For example, Gordon (1992, 235) defines training as the planned and systematic modification of behavior through learning events, activities and programs which result in the participants achieving the levels of knowledge, skills, competencies and abilities to carry out their work effectively. One of a manager's most important jobs is to manage the employee.

2.5 Evaluation of effect of training programs on employee performance

The evaluation scheme that many corporate training programs use is Kirkpatrick's four level of evaluation; reaction, learning, behaviour and results (Kirkpatrick 1994). However surveys of the evaluations of corporate training programs show limited applications of the levels other than at the reaction level (Allegre & D Janak, 1989; American society for training and development, 1996 Brinkerhoff, 1989; Dixon, 1990; industry report, 1996; parker, 1986; plant and Ryan, 1994).

Training participant's reaction is the most commonly used criterion for determining the effectiveness of corporate training programs. Most corporate trainers evaluate the training programs by using a simple end-of-course reaction form often referred to as a "happy sheet" (Plant and Ryan), a "smile or whoopee sheet" (Robinson and Robinson 1989), an "end-of-event questionnaire" (Bramleey, 1996) or "reactionaries" (Newby, 1992). Based on recent survey of corporate training programs using Kirkpatrick's four-level evaluation (American society for training and development 1996), only 4.3% of the organizations surveyed measured results, 13.7% measured behavior change, 27.9% measured learning and 88.9% Reported using participants' reactions.

2.6 Training challenges that affect employee performance

A range of challenges are faced by organizations and HRD professionals in managing and implementing effective Training & Development, particularly in the climate of globalization, and the new technological revolution begins with the importance of human capital in HRD practice, their education and technical training, and also their communication and language skills. Human

resources" learning and motivation are also described as important features of effective HRD practices. However, their deficiencies in supporting the effectiveness of Training & Development pose a challenge to the development, management and implementation of effective Human Resource Training & Development in organizations. Furthermore, the workforce"s Changing demographics are also seen to have an impact on HRD practices, alongside the organization"s Human Resource strategies and investments in HR Training & Development. The central factor in HRD is the human resources or the human capital in an organization.

They are viewed as the driving force for the success of organizations because of their skills, competencies, knowledge and experience (Becker, 1975; Schmidt & Lines, 2002; Harrison & Kessels, 2004). Moreover, it has been suggested that for organizations to compete successfully in a global economy, it is important to hire sufficiently educated and skilled employees and provide them with lifelong learning (Nadler & Wiggs, 1986; Chalofsky & Reinhart, 1988; Nadler & Nadler, 1989; O"Connell, 1999; Streumer et al, 1999; Low, 1998; Harrison, 2000; Sadler-Smith et al, 2000). However, these are some of the problems faced by employers and organizations and seen as a hindrance to the effective management, training and development of human resources in a global economy (Roberts & McDonald, 1995; Fernald et al, 1999; Shim, 2001; Lloyd, 2002; Budhwar et al, 2002; Bates et al, 2002). In the specific context of HRD professionals, the literature has indicated that there is a shortage of HRD professionals who are skilled and experienced systems thinkers (Bing et al, 2003), and who have the ability to manage the vast and specialized function of HRD across organizations (Eidgahy, 1995; Buyens et al, 2001; Garavan, et al, 2002). For instance, it was reported by Budhwar et al (2002) that the lack of HRD professionals in Oman is a major obstacle to the nation"s HRD efforts.

2.7 Training roles and its relationship with employee performance

Derrick et al (2000:55) looked at the training environment and the structure of organizations, and emphasized on the effects of internal political and cultural factors on training and development. Sherman et al (1996:16) argues that many new employees can be equipped with most of the knowledge, skills and attitudes needed to start work, but others may require extensive training to ensure their effectiveness. Changing technology requires that employees possess the knowledge, skills and abilities needed to cope with new processes and production techniques. According to Cole (2002) training can achieve: high morale - employees who receive

training have increased confidence and motivation; lower cost of production – training eliminates risks because trained personnel are able to make better and economic use of material and equipment thereby reducing and avoiding waste; lower turnover – training brings a sense of security at the workplace which reduces labor turnover and absenteeism is avoided; change management- training helps to manage change by increasing the understanding and involvement of employees in the change process and also provides the skills and abilities needed to adjust to new situations; provide recognition, enhanced responsibility and the possibility of increased pay and promotion; give a feeling of personal satisfaction and achievement, and broaden opportunities for career progression; and help to improve the availability and quality of staff.

2.7.1 Employee Productivity

Employee Productivity is the log of net sales over total employees - an economic measure of output per unit of input. Employee productivity measures may be examined collectively (across the whole economy) or viewed industry by industry. The Oxford dictionary defines „productivity“ as the state of producing rewards or results. „Productive“ means fruitful, lucrative and profitable. In this context, productivity is synonymous with output. In scientific literature, „productivity“ is defined as the relationship between output and input; between results or proceeds and sacrifices. If it involves the ratio between output and a specific part of the input, this is referred to as „partial productivity“: for example, labour productivity expressed as the amount of production for each labour unit, or the number of labour hours for each product unit. Companies today are forced to function in a world full of change and under various complications, and it is more important than ever to have the correct employees at the correct job with the right qualification and experience in order to survive the surrounding competition.

2.7.2 Effect of Training on Salary of Employees

Francesconi, and Zoega (2002) identified conditions under which the salary compression associated with imperfectly competitive labor markets will increase the incentive for firms to finance general or transferable training. In this context, salary compression implies that post-training productivity is increasing in training intensity at a faster rate than salary. Hence, the gap between productivity and salary is increasing in training intensity and, by definition, a firm’s profits over some range. But the amount of training provided in equilibrium will be sub-optimal from society’s viewpoint. Diverse results have been found in different research works regarding

the effect of training on salary. According to Human Capital Theory, on-the-Job Training has positive effect on salary increment because training has the potential to enhance labor productivity (Becker, 1962).

2.8 Relationship between training and employee performance

Employee performance is normally looked at in terms of outcomes. However, it can also be looked at in terms of behavior (Armstrong 2000). Kenney et al. (1992) stated that employee's performance is measured against the performance standards set by the organization. There are a number of measures that can be taken into consideration when measuring performance for example using of productivity, efficiency, effectiveness, and quality and profitability measures (Ahuja 1992).as briefly explained hereafter. Profitability is the ability to earn profits consistently over a period of time. It is expressed as the ratio of gross profit to sales or return on capital employed (Wood & Stangster 2002). Efficiency and effectiveness-efficiency is the ability to produce the desired outcomes by using as minimal resources as possible while effectiveness is the ability of employees to meet the desired objectives or target (Stoner 1996). Productivity is expressed as a ratio of output to that of input (Stoner, Freeman and Gilbert Jr 1995).

2.9 Figure-1 Conceptual Framework

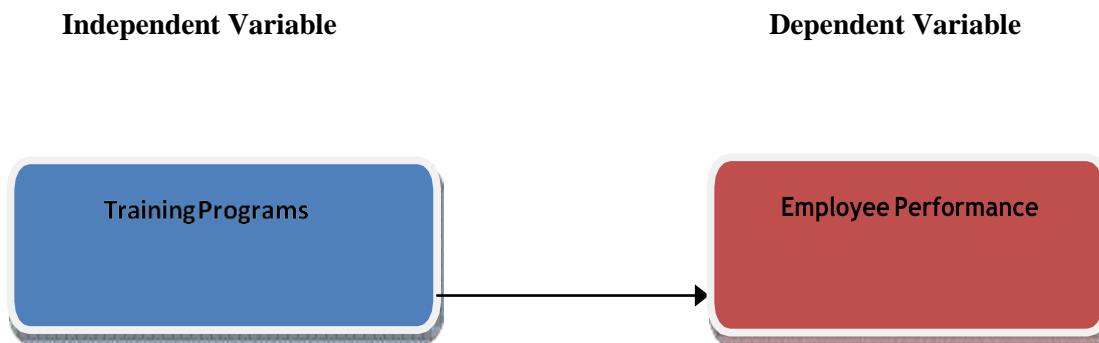




Figure 1: conceptual framework Representing Relationship between Independent and Dependent Variable

-  Independent variable
-  Dependent Variable

CHAPTER THREE

METHODOLOGY

3.0 OVERVIEW

This chapter discussed the methodology of study and methods in which the researcher used in collecting data for this thesis. The researcher also designed population of the subject of the thesis, such as instruments, procedure and methods of data analysis. In this chapter the research methodology is described in term of design, method, target population, research procedure, reliability, validity and procedures used during the data analysis.

3.1 Research design

This study was conducted through questionnaire is present oriented methodology used to investigate population by selecting sample to analyze and discover occurrence. the data was collected through the questionnaire. This design is selected for this study because it is effective, rapid of data collected and ability and less cost. This design is used to identify the effects of training on employee's performance a study on hubal company for water supply Bosaso, Somalia.

3.2 Target population

The population of the study was consisted of 40 administrative staff selected Private Company in Bosaso Somalia **.HUBAL COMPANY** for water supply in Bosaso. The study sample was consisted of categories 36 of respondents and these include: directors, managers, accountants and employees of the **HUBAL COMPANY**. Through the study questionnaire, the sample will provide the data required as related to the objectives and research questions.

3.3 Sample size

The data was collected from the selected sample of (36) respondents. Ten were the directors in the company; six were the managers; seven were the accountants and the thirteen other employees in the company. a study on hubal company for water supply Bosaso, Somalia. This is that “if the sample is selected properly, the information about the sample will be used to make statement about the whole administration. Therefore, the research considered the sample of thirty six of respondents sufficient to determine the outcome of the study and the entire research population was only Thirty six (36) of respondents.

In sample size of this study consists of 36 respondents from 40 of the target population.

Formula.
$$n = \frac{N}{1+N}$$

When $n =$ sample size $n = \frac{40}{1 + (40(0.05)^2)} = 36$
 $N =$ size of population
 $e = 0.05$

Table 3.1: Selected Sample Size

Categories	Target population	sample size
Employees	40	36
Total	40	36

3.4 Sample technique

This study was employed sample random technique to select sample. Sample random technique the researcher consciously decided who to include in the sample. the mainly objective was to collect focus information. It preferred for this study because it saves time and money consumptions.

3.5 Research instrument

The research instrument of this study was questionnaire as the tool of data collection, the questionnaire is used in a quantitative research method, questionnaire may be defined a technique of data collection in which each person is asked to respond to the same set of questions in predetermined order (Soundrs et al, 2009) and questionnaire was adopted from (Premaratne, 2002). Which made also like this study in sri-lanka but the questioner is modified. The selection of this tool has been guided by the nature of data to be collected, the time available as well as by the objectives of the study and the overall aim of study is to investigate the effects of training on employee performance. In addition, questionnaire techniques have been adopted in collecting primary data as it provides an efficient way of collecting responses from a large sample size.

3.6 Data analysis

Quantitative data analysis was used to analyze the data in the study. The data was analyzed using Correlation statistics. The correlation statistics in which the data was analyzed is Pearson correlation because this type of correlation is used when the researcher wants to analyze the degree of relationship between two variables (the effects of training program on employee performance).

According to the objectives of this study, descriptive statistic such as frequency and percentage was used to analyze data and to interpret and present the findings of this study.

3.7 Validity and Reliability of instrument

To establish the reliability of the questionnaire, the researcher used the method of expertise judgment. To affect this, after construct of questionnaire the researcher approached the supervisor and other experts to ensure the reliability and validity of research instruments.

Validity and reliability are very important for research to be accurate, there for the researchers of this study used adopted questionnaire which has already been tested by other researchers. Validity and reliability common problem for all researchers. To increase Validity and reliability, in this study conducted a pilot survey to pretest the questionnaire.

The data collection was analyzed to check on validity, and the reliability and in conformity with the research instruments engaged in the process of the research study, for the purpose of validity the researcher compared obtained through the survey and questionnaires and other sources of other data like the literature review and document analyses by using qualitative method. Finally the researcher extracted the data from various respondents and realized abroad, well-read report.

3.8 Limitations of Study

The major limitations of this study are:

- Lack of sufficiency internet facilities.
- Lack of reliable information about what the organizations because there are no written documents and everything exist is ideally.
- Some books and journals needed to be purchased on-line; this was barrier to get access to required information.
- Lack of resources, cost, and time.
- Lack of libraries and documentation in the town
- Lack of co-operation
- Language barrier

3.9 Ethical considerations

In process of this study, the researchers they have to keep the ethical issues through the research project by keeping the secrecy, confidentiality and anonymity of respondents. To maintain ethical issues the researcher will request to company's administration to permit to distribute questionnaire and will tell them that the information use only for academic purpose.

CHAPTER FOUR

FINDINGS AND ANALYSIS OF THE STUDY

4.0 OVERVIEW

This chapter presents data collected, analysis and interpretation from the field. The data was collected using instruments like questionnaire, interview guide and documentation, which was highlighted under the researcher's methodology, in this chapter, more emphasis has been placed on the interpretation of raw data in relation to the set objectives and the research question as set for the study.

4.1 PERSONAL INFORMATION

TABLE 4.1: GENDER OF RESPONDENTS

Respondent's x-tics	Frequency	Percentage
Gender		
Male	18	50
Female	18	50
Total	36	100

Gender the first objectives of the study was to determine the demographic characteristics of the respondents. The researcher concludes that demographic characteristics of the respondents 18 were male which equivalent 50% of the respondents 18 which equivalent 50% of the respondents for female.

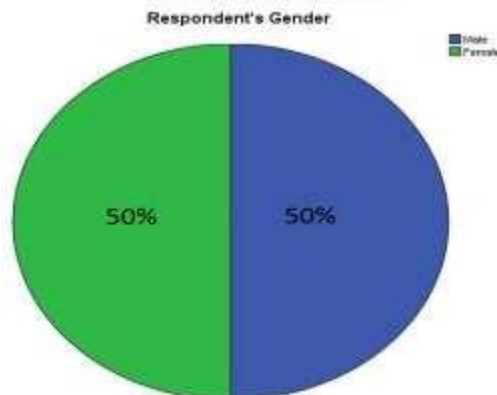


TABLE 4.2: AGE OF RESPONDENTS

Respondent's x-tics	Frequency	Percentage
Age		
20-30	21	58
31-40	11	30
41-50	4	11
Total	36	100

Age Group the age of the respondents that the researcher found in the study were 21 (20-30) meaning that 58% of the respondents had the age between 20-30 11(31-40) Meaning that 30% of the respondents age between 31- 40, 4(41-50) meaning that 11% of the respondents age.

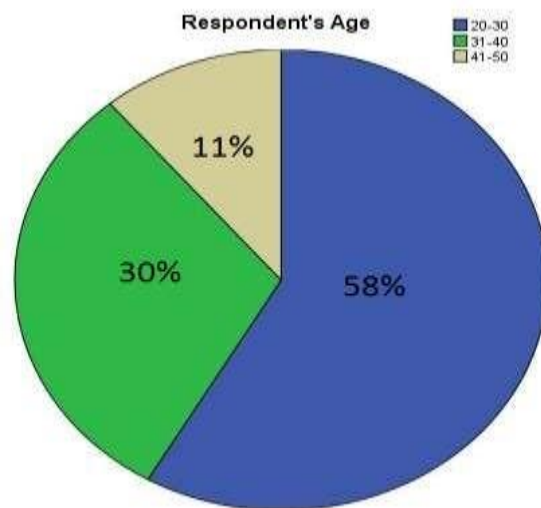


Figure 4.2: Respondent's age

TABLE 4.3: EDUCATIONAL LEVEL OF RESPONDENTS

Respondent's x-tics	Frequency	Percentage
Educational level		
Certificate	2	6
Diploma	3	8
Bachelor	19	53
Master	12	33
Total	36	100

Educational level the qualification of the respondents of this study were 2 certificate which qualification 6% of the respondents 3 diploma which equivalent 8% of the respondents , 19 bachelor degree which equivalent 52% of the respondents 12 master degree which equivalent 33% of the respondents.

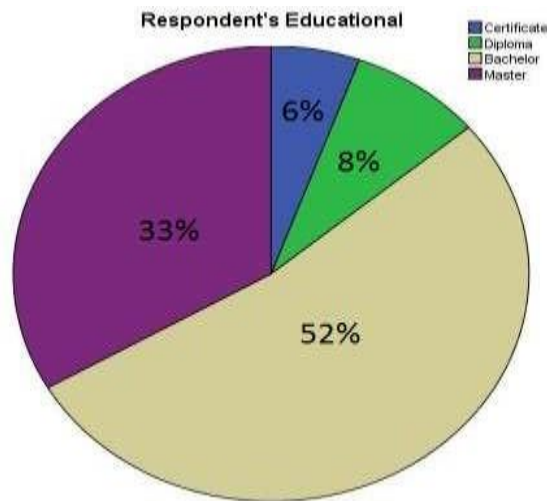


Figure 4.3: respondent's education

TABLE 4.4: EXPERIENCE OF RESPONDENTS

Respondent's x-tics Experience	Frequency	Percentage
Less than a year	8	22
1-2 year	10	28
3-4 year	9	25
5 and above	9	25
Total	36	100

Work experience the work experience of the respondents of this study were 8 (less than a year) which equivalent 22% of the respondents, 10 (1-2) years which equivalent 28% of the respondents, 9 (3-4) which equivalent 25% of the respondents, 9 (5 above years) which equivalent 25% of the respondents.

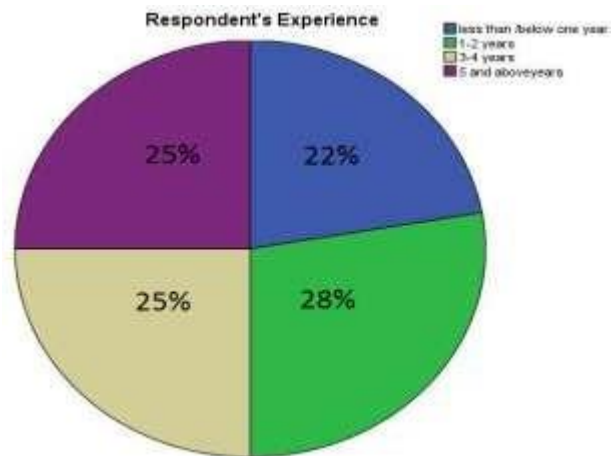


Figure 4.4: respondent's experience

TABLE 4.5: OF MARITAL STATUS OF RESPONDENTS

Respondent's x-tics	Frequency	Percentage
Marital status		
Single	18	50
Marriage	16	44
Divorce	2	6
Widower		
Total	36	100

Marital status the marital status of the respondents of this study were 18 singles which equivalent 50% of respondents, 16 marriage which equivalent 44% of the respondents, 2 divorce which equivalent 6% of the respondents.

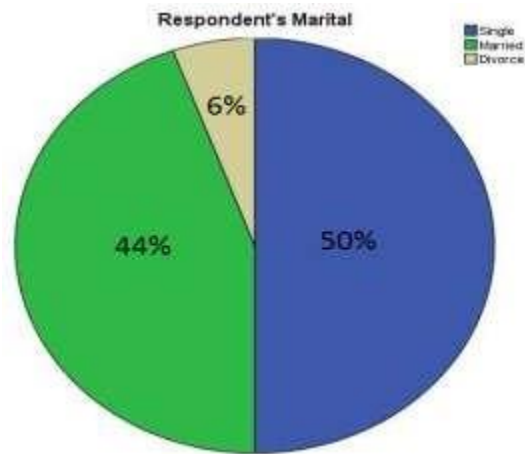


Figure 4.5: respondent,,s marital

TABLE 4.6: training improves skills, knowledge, attitude and morality of the respondents

Respondent's x-tics	Frequency	Percentage
SD	2	6
A	17	47
SA	17	47
Total	36	100

Training improves skills, knowledge, attitude and morality of the respondents of this study were 2 strongly disagree which equivalent 6% of the respondents, 17 agree which equivalent 47% of the respondents, 17 strongly agree which equivalent 47% of the respondents.

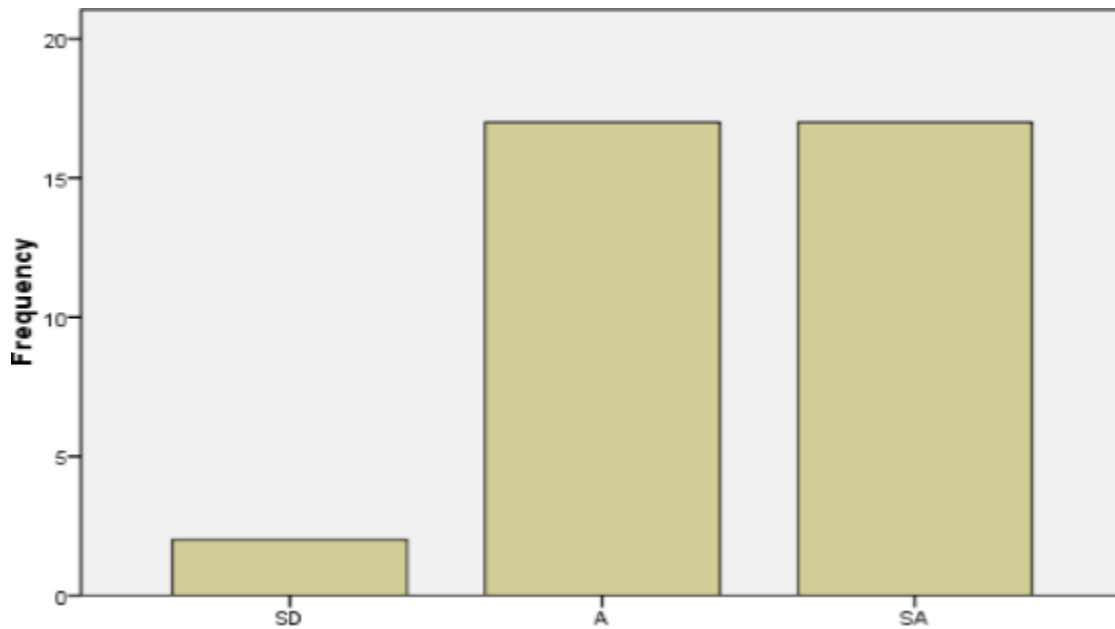


Figure 4.6: training Improves knowledge, skills, attitude and morality of the respondents

TABLE 4.7: Training enhance the use of technological updates and operational safety of the respondents

Respondent's x-tics	Frequency	Percentage
SD	1	3
DA	4	11
A	14	39
SA	17	47
Total	36	100

Training enhance the use of technological updates and operational safety of the respondents of this study were 1 strongly disagree which equivalent 3% of the respondents, 4 disagree which equivalent 11% of the respondents, 14 Agree which equivalent 39% of the respondents and 17 Strongly agree which equivalent 47% of respondents.

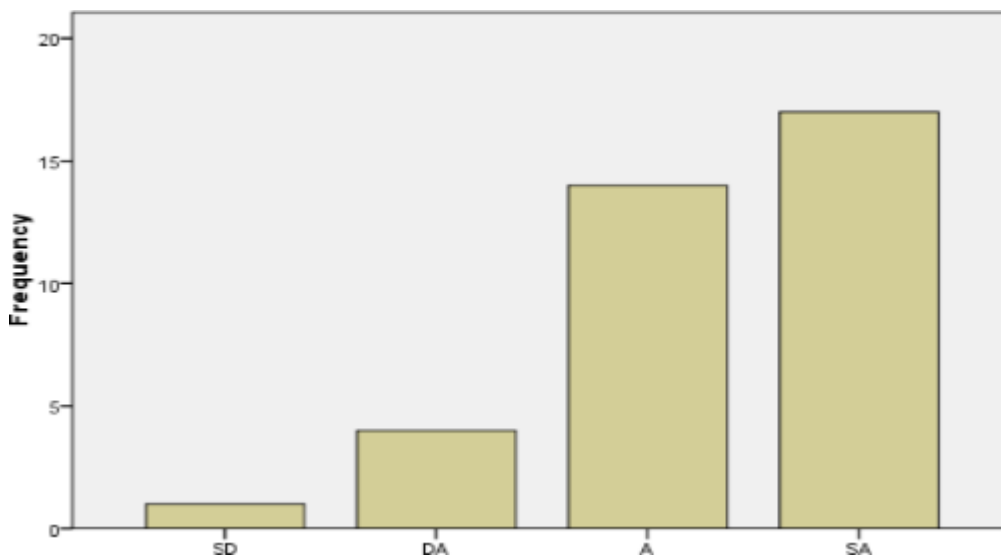


Figure 4.7 Training enhance the use of technological updates and operational safety of the Respondents

TABLE 4.8: they are feel comfortable working with your team members of the respondents

Respondent's x-tics	Frequency	Percentage
SD	6	17
DA	2	6
A	17	47
SA	11	30
Total	36	100

they are feel comfortable working with your team members of the respondents of this study were 6 strongly disagree which equivalent 17% of the respondents, 2 Disagree which equivalent 6% of the respondents, 17 Agree which equivalent 47% respondents and 11 Strongly agree which equivalent 30% of the respondents.

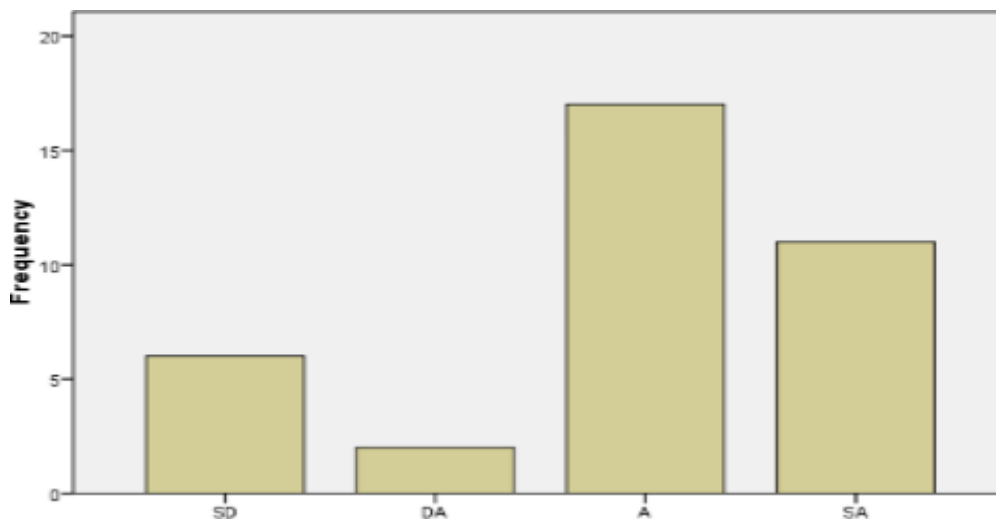


Figure 4.8 they are feel comfortable working with your team members of the Respondents

TABLE 4.9: training contribute to reduce employee turnover of the respondents

Respondent's x-tics	Frequency	Percentage
SD	3	8
DA	11	31
A	12	33
SA	10	28
Total	36	100

Training contribute to reduce employee turnover of the respondents of this study were 3 Strongly disagree which equivalent 8% of the respondents, 11 Disagree which equivalent 31% of the respondents, 12 Agree which equivalent 33% of the respondents and 10 Strongly agree which equivalent 28% of the respondents.

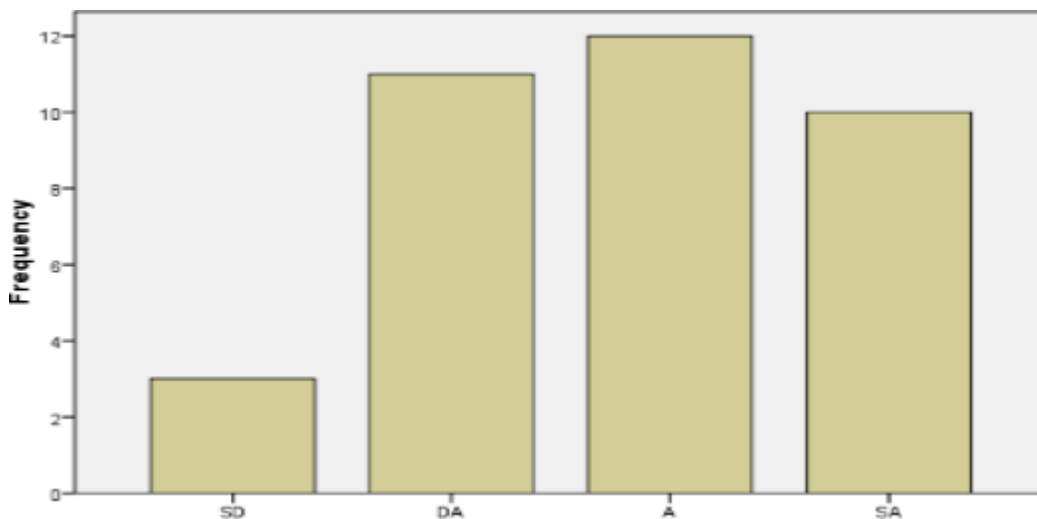


Figure 4.9: Training contribute to reduce employee turnover of the respondents

TABLE 4.10 as we know as the training it reduces an accidents of the respondents

Respondent's x-tics	Frequency	Percentage
SD	6	17
DA	2	6
A	16	44
SA	12	33
Total	36	100

As we know as training it reduces an accidents of the respondents were 6 Strongly disagree which equivalent 17% of the respondents, 2 Disagree which equivalent 6% of the respondents, 16 Agree which equivalent 44% of the respondents, 12 Strongly agree which equivalent 33% of respondents.

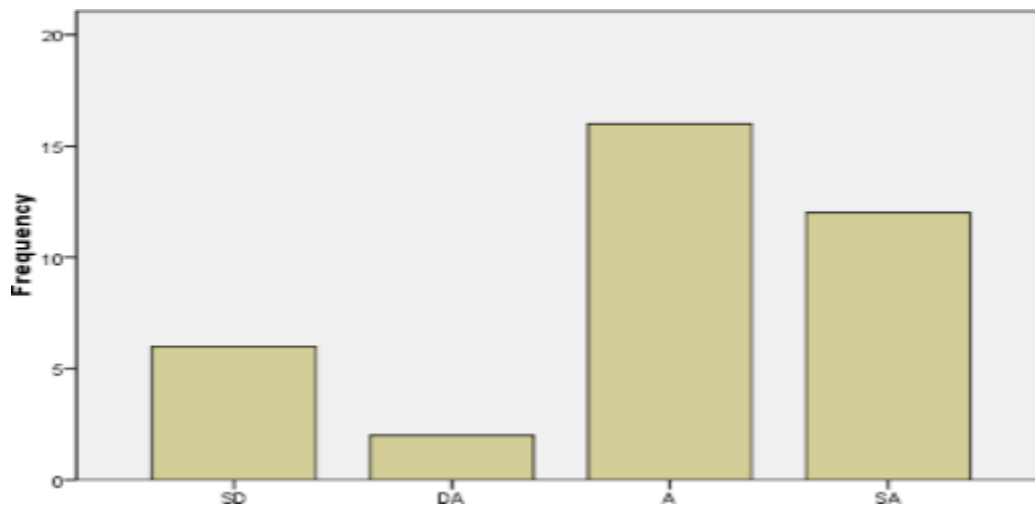


Figure 4.10: As we know as the training it reduces an accidents of the respondents

Table 4.11 training increase productivity of the organization of the respondents

Respondent's x-tics	Frequency	Percentage
SD	7	19
DA	6	17
A	9	25
SA	14	39
Total	36	100

training increase productivity of the organization of the respondents of this study were 7 strongly disagree which equivalent 19% of the respondents, 6 Disagree which equivalent 17% of the respondents, 9 Agree which equivalent 25% of the respondents and 14 strongly agree which equivalent 39% of the respondents.

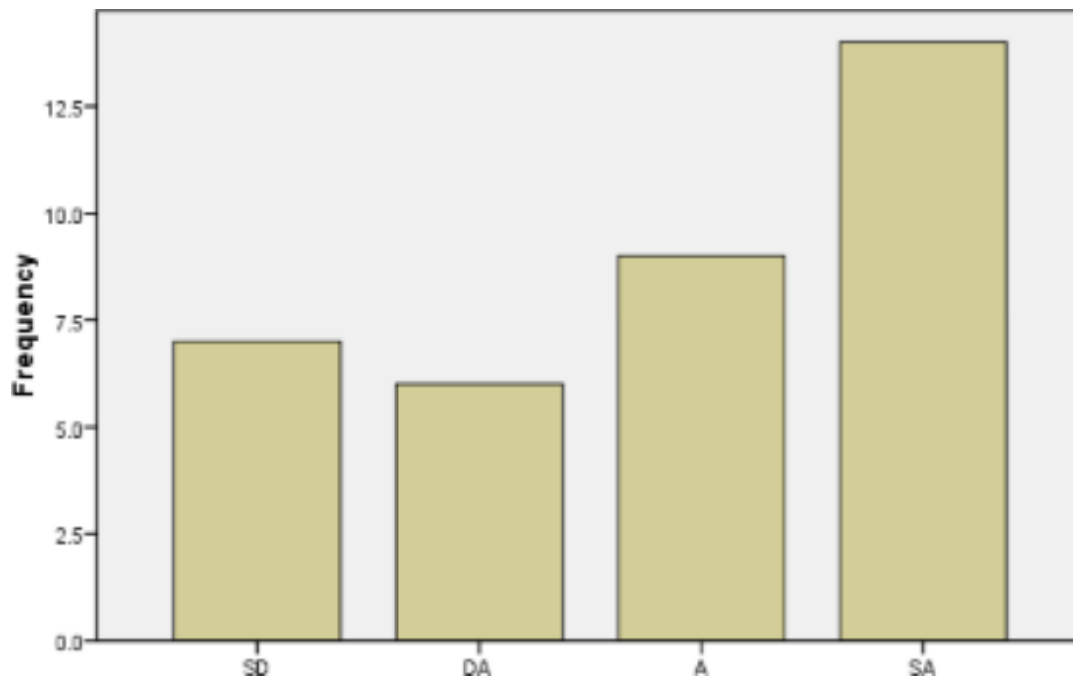


Figure 4.11: Training increase productivity of the organization of the respondents

TABLE 4.12 Employee training develops organizational performance of respondents

Respondent's x-tics	Frequency	Percentage
SD	4	11
DA	1	2
A	11	31
SA	20	56
Total	36	100

Employee training develops organizational performance of the respondents of this study were 4 Strongly disagree which equivalent 11% of the respondents, 1 Disagree which equivalent 2% of the respondents, 11 Agree which equivalent 31% of the respondents and 20 Strongly agree which equivalent 56% of the respondents.

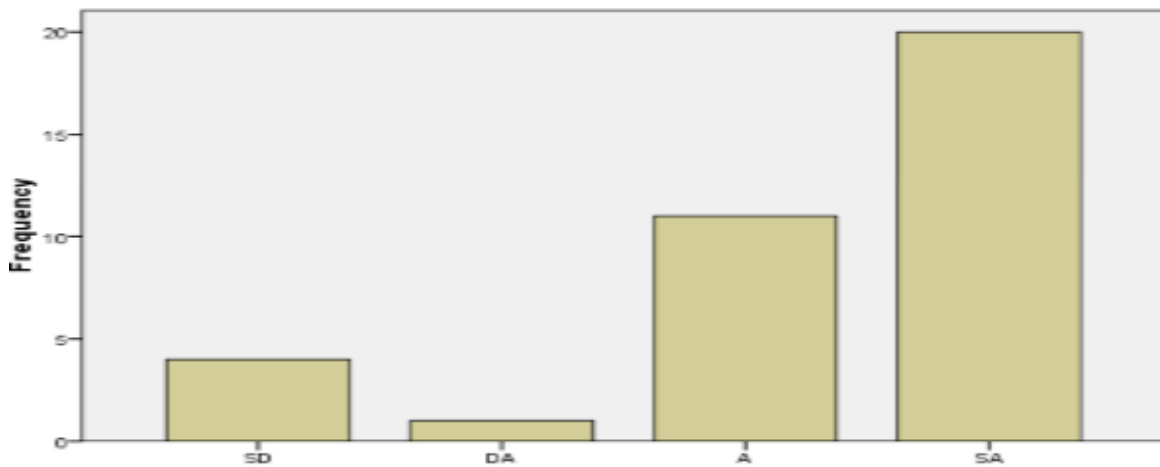


Figure 4.12 Employee training develops organizational performance of the respondents

TABLE 4.13 Employees performance plays important role for organization performance of the respondents

Respondent's x-tics	Frequency	Percentage
SD	4	11
DA	2	6
A	19	53
SA	11	30
Total	36	100

Employees performance plays important role for organization performance of the respondents of this study were 4 Strongly disagree which equivalent 11% of the respondents, 2 Disagree which equivalent 6% of the respondents, 19 Agree which equivalent 53% of the respondents and 11 Strongly agree which equivalent 30% of the respondents.

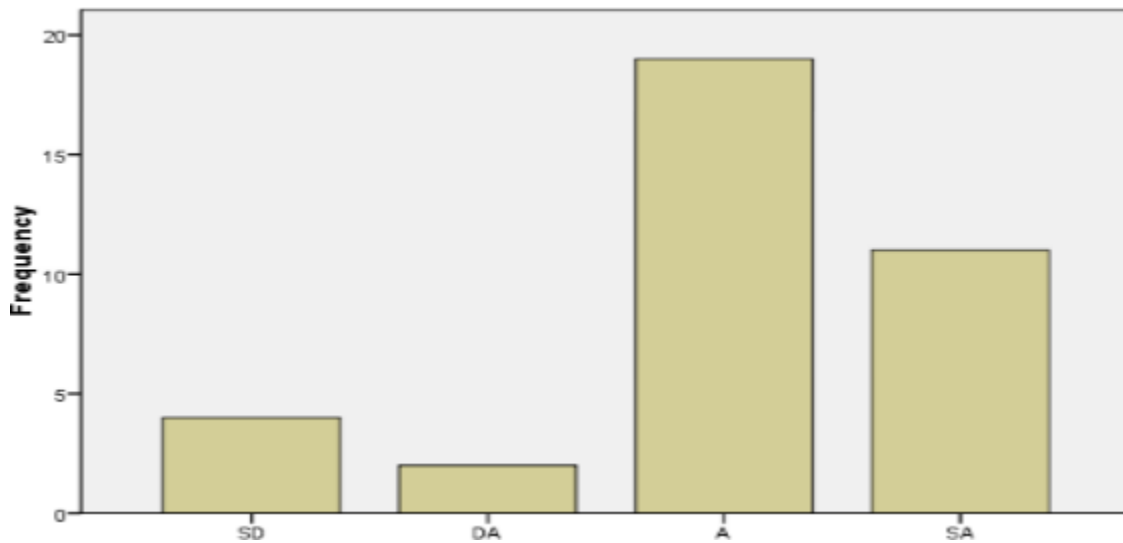


Figure 4.13: Employees performance plays important role for organization performance of the respondents

TABLE 4.14 Compensation and reward are the main factors that cause high level employees performance of the respondents

Respondent's x-tics	Frequency	Percentage
SD	2	6
DA	7	19
A	14	39
SA	13	36
Total	36	100

Compensation and reward are the main factors that cause high level employees performance of the respondents of this study were 2 Strongly disagree which equivalent 6% of the respondents, 7 Disagree which equivalent 19% of the respondents, 14 Agree which equivalent 39% of the respondents and 13 strongly agree which equivalent 36% of the respondents.

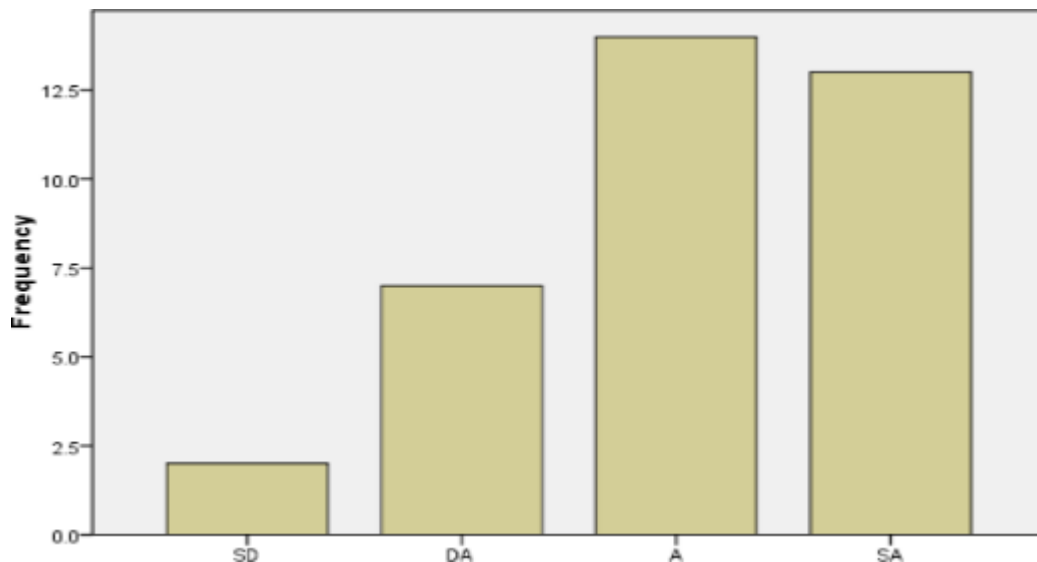


Figure 4.14: Compensation and reward are the main factors that cause high level employees Performance of the respondents

TABLE 4.15 poor training is effect the organizational performance of the respondents

Respondent's x-tics	Frequency	Percentage
SD	3	8
DA	5	14
A	14	39
SA	14	39
Total	36	100

Poor training is effect the organizational performance of the respondents of this study were 3 Strongly disagree which equivalent 8% of the respondents, 5 Disagree which equivalent 14% of the respondent, 14 Agree which equivalent 39% of the respondents and 14 Strongly agree which equivalent 39% of the respondent.

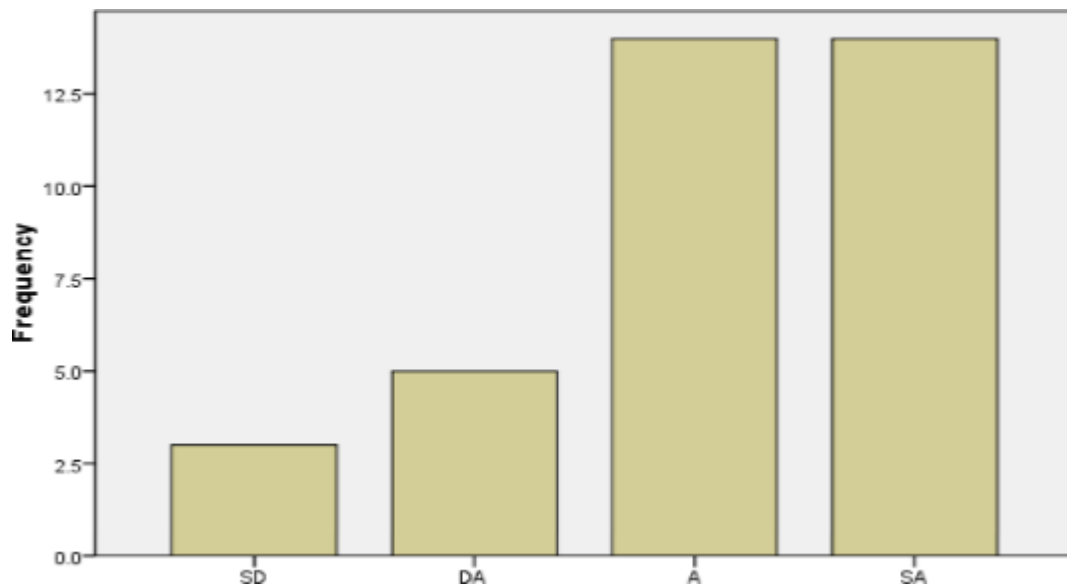


Figure 4.15: poor training is effect the organizational performance of the respondents

TABLE 4.16 when increase employee performance, other hand increase organizational performance of the respondents

Respondent's x-tics	Frequency	Percentage
SD	6	16
DA	10	28
A	11	31
SA	9	25
Total	36	100

when increase employee performance, other hand increase organizational performance of the respondent of this study were 6 Strongly disagree which equivalent 16% of the respondents, 10 Disagree which equivalent 28% of the respondent, 11 Agree which equivalent 31% of the respondents and 9 Strongly agree which equivalent 25% of the respondents.

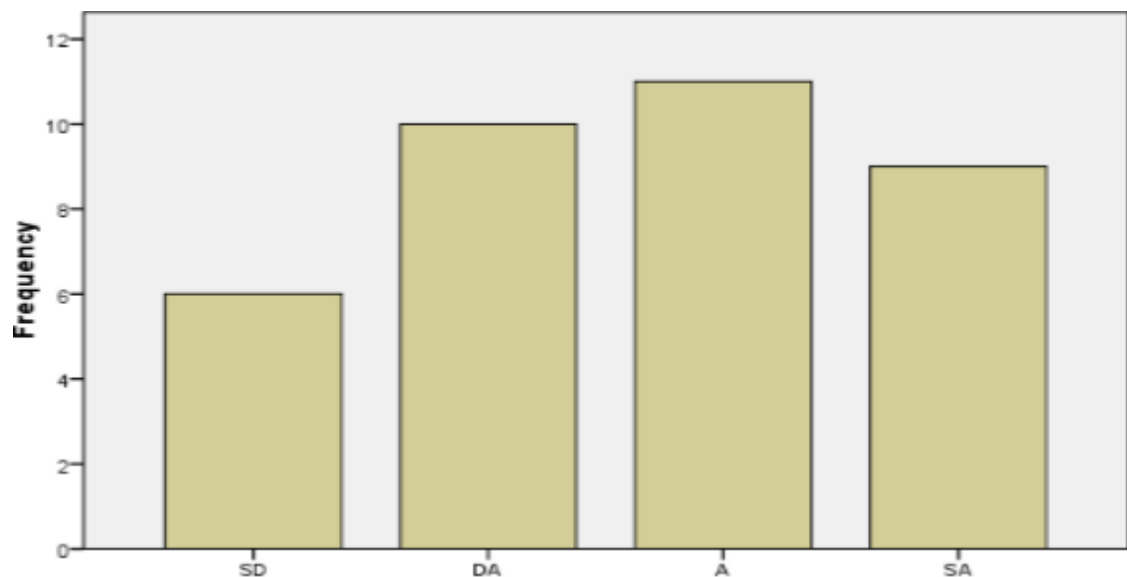


Figure 4.16: when increase employee performance, other hand increase organizational performance of the respondents

TABLE 4.17 there is relationship between training programs and employee performance of the respondents

Respondent's x-tics	Frequency	Percentage
SD	9	25
DA	4	11
A	16	45
SA	7	19
Total	36	100

there is relationship between training programs and employee performance of the respondents were 9 Strongly disagree which equivalent 25% of the respondents, 4 Disagree which equivalent 11% of the respondents, 16 Agree which equivalent 45% of the respondents and 7 Strongly agree which equivalent 19% of the respondents.

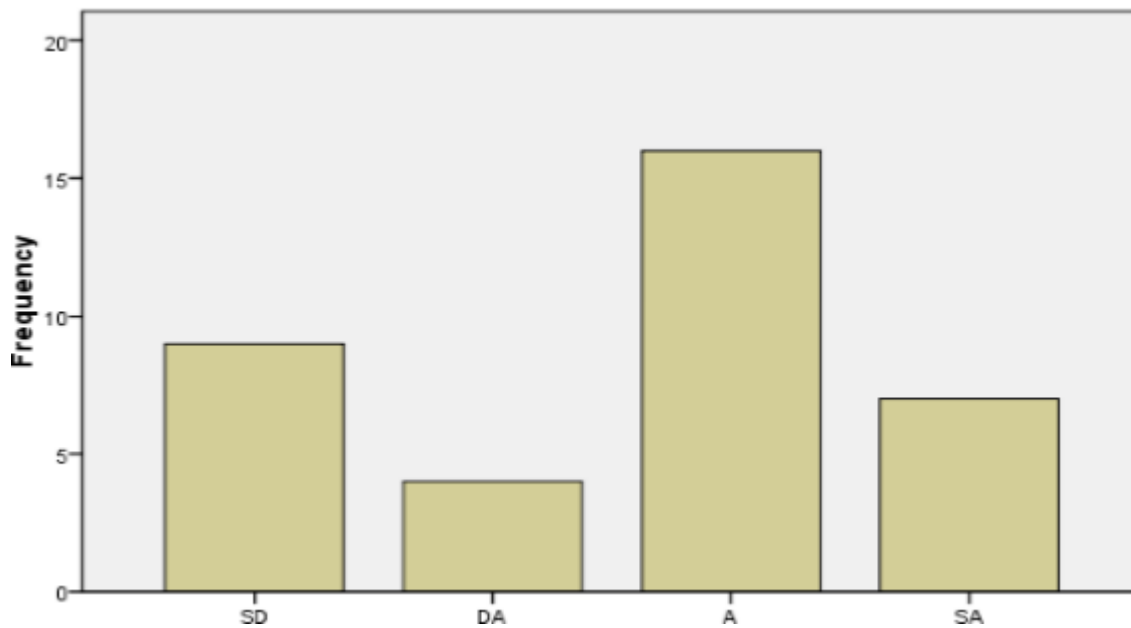


Figure 4.17: there is relationship between training programs and employee performance of the respondents

TABLE 4.18 MEAN OF IV

ITEM	MEAN	INTERPRETATION	RANG
training improves skills, knowledge, attitude and morality	3.36	Very High	1 st
Training enhance the use of technological updates and operational safety	3.31	Very High	2 nd
they are feel comfortable working with your team members	2.94	High	3 rd
training contribute to reduce employee turnover	2.92	High	4 th
as we know as the training it reduces an accidents	2.83	High	5 th
training increase productivity of the organization	2.81	High	6 th

TABLE 4.19 MEAN OF DV

ITEM	MEAN	INTERPRETATION	RANG
Employee training develops and improve the organizational performance	3.36	Very High	1 st
Employees performance plays important role for organization performance	3.31	Very High	2 nd
Compensation and reward are the main factors that cause high level employees performance	2.94	High	3 rd
poor training is effect the organizational performance	2.92	High	4 th
when increase employee performance, other hand increase organizational performance	2.50	low	5 th
there is relationship between training programs and employee performance	2.81	High	6 th

TABLE 4.20 CORRELATIONS**Correlation**

Variable Registered	Sing	Interpretation	Decision On H0
Training program and employee performance	0.005	Strongly Relationship and significant	Accepted

From the table above training program and employee performance are strongly and significant correlated with ($R= 0.005$, significant) since significant $0.005 > 0.05$, we accept the null hypothesis that were, there is significant relationship between IV and DV, and therefore conclude that there is relationship between IV and DV training program and employee performance.

CHAPTER FIVE

MAJOR FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 OVERVIEW

In this chapter was discussed the finding, conclusion and recommendation of this study, the first was discussed the major finding of each study as mentioned research objective, secondly the conclusion was draw from finding of the study lastly research that will bring recordation of this study and future research indications,

5.2 MAJOR FINDINGS

This study was determined the objectives of the study that are identified to the explore the relationship between training program and employee performance in private sector, to determine the level of training program in private sector, to determine the level of employee performance in private sector.

After findings the researchers focused on to discuss the questions were asked the respondents.

Table 4.1 shows that majority of the respondents gender the first objectives of the study was to determine the demographic characteristics of the respondents. The researcher concludes that demographic characteristics of the respondents 18 were male which equivalent (50%) of the respondents 18 which equivalent (50%) of the respondents for female.

Table 4.2 shows the age of the respondents that the researcher found in the study were 21 (20-30) meaning that (58%) of the respondents had the age between 20-30 11(31-40) Meaning that (30%) of the respondents age between 31- 40, 4(41-50) meaning that (11%) of the respondents age.

Table 4.3 shows Educational level the qualification of the respondents of this study were 2 certificate which qualification (6%) of the respondents 3 diploma which equivalent (8%) of the respondents, 19 bachelor degree which equivalent (52%) of the respondents 12 master degree which equivalent (33%) of the respondents.

Table 4.4 shows Work experience the work experience of the respondents of this study were 8 (less than a year) which equivalent (22%) of the respondents, 10 (1-2) years which equivalent (28%) of the respondents, 9 (3-4) which equivalent (25%) of the respondents, 9 (5 above years) which equivalent (25%) of the respondents.

Table 4.5 shows marital status the marital status of the respondents of this study were 18 singles which equivalent (50%) of respondents, 16 marriage which equivalent (44%) of the respondents, 2 divorce which equivalent (6%) of the respondents.

Table 4.6 indicates training improves skills, knowledge, attitude and morality of the respondents of this study were 2 strongly disagree which equivalent (6%) of the respondents, 17 agree which equivalent (47%) of the respondents, 17 strongly agree which equivalent (47%) of the respondents.

Table 4.7 shows training enhance the use of technological updates and operational safety of the respondents of this study were 1 strongly disagree which equivalent (3%) of the respondents, 4 disagree which equivalent (11%) of the respondents, 14 Agree which equivalent (39%) of the respondents and 17 Strongly agree which equivalent (47%) of respondents.

Table 4.8 indicates they are feel comfortable working with your team members of the respondents of this study were 6 strongly disagree which equivalent (17%) of the respondents, 2 Disagree which equivalent (6%) of the respondents, 17 Agree which equivalent (47%) respondents and 11 Strongly agree which equivalent 30% of the respondents.

Table 4.9 shows training contribute to reduce employee turnover of the respondents of this study were 3 Strongly disagree which equivalent (8%) of the respondents, 11 Disagree which equivalent (31%) of the respondents, 12 Agree which equivalent 33% of the respondents and 10 Strongly agree which equivalent (28%) of the respondents.

Table 4.10 indicates As we know as training it reduces an accidents of the respondents were 6 Strongly disagree which equivalent (17%) of the respondents, 2 Disagree which equivalent (6%) of the respondents, 16 Agree which equivalent (44%) of the respondents,12 Strongly agree which equivalent (33%) of respondents.

Table 4.11 shows Employee training develops organizational performance of the respondents of this study were 4 Strongly disagree which equivalent (11%) of the respondents, 1 Disagree which equivalent (2%) of the respondents,11 Agree which equivalent (31%) of the respondents and 20 Strongly agree which equivalent (56%) of the respondents.

Table 4.12 indicates Employees performance plays important role for organization performance of the respondents of this study were 4 Strongly disagree which equivalent (11%) of the respondents, 2 Disagree which equivalent (6%) of the respondents, 19 Agree which equivalent (53%) of the respondents and 11 Strongly agree which equivalent (30%) of the respondents.

Table 4.13 shows Compensation and reward are the main factors that cause high level employees performance of the respondents of this study were 2 Strongly disagree which equivalent (6%) of the respondents, 7 Disagree which equivalent (19%) of the respondents, 14 Agree which equivalent (39%) of the respondents and 13 strongly agree which equivalent (36%) of the respondents.

Table 4.14 indicates poor training is effect the organizational performance of the respondents of this study were 3 Strongly disagree which equivalent (8%) of the respondents, 5 Disagree which equivalent (14%) of the respondent, 14 Agree which equivalent (39%) of the respondents and 14 Strongly agree which equivalent (39%) of the respondent.

Table 4.15 shows when increase employee performance, other hand increase organizational performance of the respondent of this study were 6 Strongly disagree which equivalent (16%) of the respondents, 10 Disagree which equivalent (28%) of the respondent, 11 Agree which equivalent (31%) of the respondents and 9 Strongly agree which equivalent (25%) of the respondents.

Table 4.16 indicates there is relationship between training programs and employee performance of the respondents were 9 Strongly disagree which equivalent (25%) of the respondents, 4 Disagree which equivalent (11%) of the respondents, 16 Agree which equivalent (45%) of the respondents and 7 Strongly agree which equivalent (19%) of the respondents.

5.3 CONCLUSION

This study investigated the effects of training and employee performance private sector Companies in Bosaso. It was to know the relationship between training program and employee performance. This was relation to the problem of the study what is the relationship between training program and employee performance? To determine the effects of level employees' performance private sector companies in Bosaso? How does reward and compensation effects on employees' performance private sector companies in Bosaso? The study specifically sought to find out how cultural control affects employees' performance private sector companies in Bosaso to explore how reward and compensation effects on employee's performance private sector companies in Bosaso to determine relationship between training program and employees performance of private sector companies in Bosaso.

In determining the feasible findings of the study the researcher took into consideration a total number of 36 respondents as the study sample. Demographically, according to the study findings more males were involved in the research compared to the females.

The findings of the research are the relationship between the variables of the study was training as independent variable and employee performance as dependent variable. Also the researcher find out that training has positive effect on employee performance.

The main factors that effect of employees' performance were low salary, lack of compensation, lack of promotion and advancement. The strategy that support of employee performance are Job aid, Supervisor support and Physical work environment a physical work environment can result a person to fit or misfit to the environment of the workplace because employees are the backbone of any organization.

5.4 RECOMMENDATIONS

From the findings, the researcher suggested the following recommendation to private sector companies in Bosaso for their human resource department. As it related the training program of private sector companies in Bosaso.

Hubal company for water supply should be aware the main factor that increase employees performance be because employees are the backbone of organization's activity so that the companies should take strategies to retain key employee to avoid employees dissatisfaction

In order to resolve the problem of low productivity, companies should give adequate salary, and offers their employees compensation and reward and makes their employees promotion policy and also make their employees training program to enhance their knowledge.

In order to increase employees performance the companies should pursued the following:

Hire the talented employee that fit organization's culture

The new hiring employee should give the employee orientation program

High educations should provide their employees career development in order to learn new skill and to advance their career.

Further research is my precious recommendation because this is critical point for the success of any institutions.

5.5 DIRECTION FOR FUTUTE RESEARCH

- To develop training program in a company
- To give employees specific duties and rights
- To make monitoring and evaluation
- To give employees job security and job promotion.
- To get employees responsibility due to their job
- To provide confidence for their work
- To keep the moral of employee's
- To encourages the satisfaction of employee
- To make transparency and audit

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APPENDIX A

BUDGET COST

The following is budget estimation made by the researchers to simplify their activities.

No	Item	Quantity	Price	Amount
1	Stationary			
	Pens	9 pens	0.20	\$1.80
	Binding materials	10 sets	\$2.00	\$20.00
	A4 papers	2 box	\$5.00	\$10.00
	Total stationary			<u>\$ 31.80</u>
2	Computer facility and printing			\$29.00
	Internet facility	3months	\$15.00	\$45.00
	Photo copy cost	185 pages	0.03	\$5
	Total facility cost			<u>\$50.00</u>

APPENDIX B

QUESTIONIARE

Dear respondent,

My name is Abdirahman Mohamed Ahmed I am a student of Daffodil International University perusing master degree faculty of Business and economics ,As part of my course I am currently conducting a research on Effects of Training on Employee Performance A Study on Hubal Company for water supply in Bosaso-Somalia, you have been purposively selected to participate in this study and I am Kindly requesting you to provide me with the necessary assistance towards gathering the information by filling in this questionnaire gently and honestly as your view. I am appreciating you for devoting your valuable time to answer the questions and highly thank you for help with necessary information for the research.

N/B: Do not write your name anywhere on this paper.

Section (A): Personal information

- 1. Gender:** 1. Male [] 2. Female []
- 2. Age:** 1.20- 30 [] 2. 31 - 40 [] 3. 41 - 50 [] 4. 51 and above []
- 3. Educational level:** 1.certificate [] 2.Diploma [] 3.Bachelor []
- 4. Master** []
- 4. Experience in years** 1.less than/below one year [] 2. 1-2 years []
- 3. 3-4 years** [] 4. 5 and above years []
- 5. Marital status:** 1.single [] 2.married [] 3.Divorce [] 4.Widower []

Section (B): To investigate the effect of Training on Employee Performance

Direction: Please your rating on the space before each option which corresponds to your best choice. Kindly use the scoring system below:

Respond mode	Rating	Description	Legend
Strongly Agree	(4)	very high	SA
Agree	(3)	high	A
Disagree	(2)	low	DA
Strongly disagree	(1)	very low	SA

No	Terms	SD	DA	A	SA
	Training program				
1	training improves skills, knowledge, attitude and morality				
2	Training enhance the use of technological updates and operational safety				
3	they are feel comfortable working with your team members				
4	training contribute to reduce employee turnover				
5	as we know as the training it reduces an accidents				
6	training increase productivity of the organization				

No	Terms	SD	DA	A	SA
	Employee performance				
1	Employee training develops and improve the organizational performance				
2	Employees performance plays important role for organization performance				
3	Compensation and reward are the main factors that cause high level employees performance				
4	poor training is effect the organizational performance				
5	when increase employee performance, other hand increase organizational performance				
6	there is relationship between training programs and employee performance				

Thanks

Your feedback & assistance will be highly appreciated.