

Relationship Between Teacher Training And Student Performance Of Secondary Schools Of Wadajir District In Mogadishu

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Abstract

This study was designed to investigate the relationship between teacher training and student performance of secondary schools of Wadajir district in Mogadishu. The possible emphasis was put on identifying the relationship between teacher training and student performance of secondary schools of Wadajir district in Mogadishu, Somalia. The study employed the use of both descriptive and correlation research design to identify the basics of the relationships. For the data analyze, the spearman correlation statistical tool was used with the aim of identifying the relationship between the variables of teacher training and student performance. After this activity of the detailed analysis of the data conclusions and recommendations were brought to the end but only based on the data analyzed. The findings revealed the existence statistically significant weak positive relationship between teacher training and student performance, there was also negative relationship between methods of training and student performance, the study also indicate that there were challenges facing the secondary school administrations for conducting a meaningful trainings for the teachers involving the school activities. This will enable teachers feel and believe that their organization believes in teachers development through training and orientation conferences and actually supports it. Also the school administration should attempt to revise and make clear the needs that relates teaching, research and service, academic qualifications, and experience as this is a road through which performance can be enhanced and improved and simply can be covered through trainings and orientations bearing in mind that other factors may affect the student performance.

1. INTRODUCTION

The area of training started in nearly before a century ago, and since that time, a behavioural perspective has emerged as the most studies for research. Trainings, promotions, rewards and all other important departments for developing student practices in their performance was the most concerned in the development of knowledge and skills (Schultz, 1961). With the rapid global workforce changes, staff development programs have been fully recognized as a dream in enhancing academic performance (Odinga, 2010).

As Dumas (2010) presented in the study, which is done in Morocco discovers “special training contracts” STC is an efficient measure of public policy of the company. Indeed, job-training programs increase the competitiveness and performance of Moroccan schools with the respect of the students’ performances. Additionally, it was shown that schools have different perceptions of the role of public policy in the school activities. The dependent variable in this study is student performance. Student performance will be measured in terms of student’s knowledge acquisition, satisfaction, and skill development.

The independent variable in this study is teacher training, and according to Pigors and Myers (1981) as cited (Odinga, 2010), they are all efforts, strategies and courses of action deliberately taken to help and/or facilitate teachers to achieve technical, academic and psychosocial development to enhance

their contribution to the achievement of organizational goals and for mutual benefit of both the teachers and the student. The researchers contend that staff development programs encompass training, promoting, motivating and rewarding staff for the improvement of the firm’s activities. Training teachers is very important to every school for that they can promote the interpersonal skills, knowledge, motivation and the ability of the teachers in the workplace. Also training teachers reduces teacher stress on the work and boosts the student performance. According to Schraeder (2009) considering the competitive nature of our current business environment and the role that training serves in enhancing the overall performance of both the school and the students; it is likely that the importance of teacher training will continue to increase the performance of both the school and the students. Therefore, there is necessity to investigate the relationship between teacher training and student performance of the secondary schools of Wadajir district in Mogadishu. The more the teachers are trained on their job, the more the student performance becomes effective and efficiency.

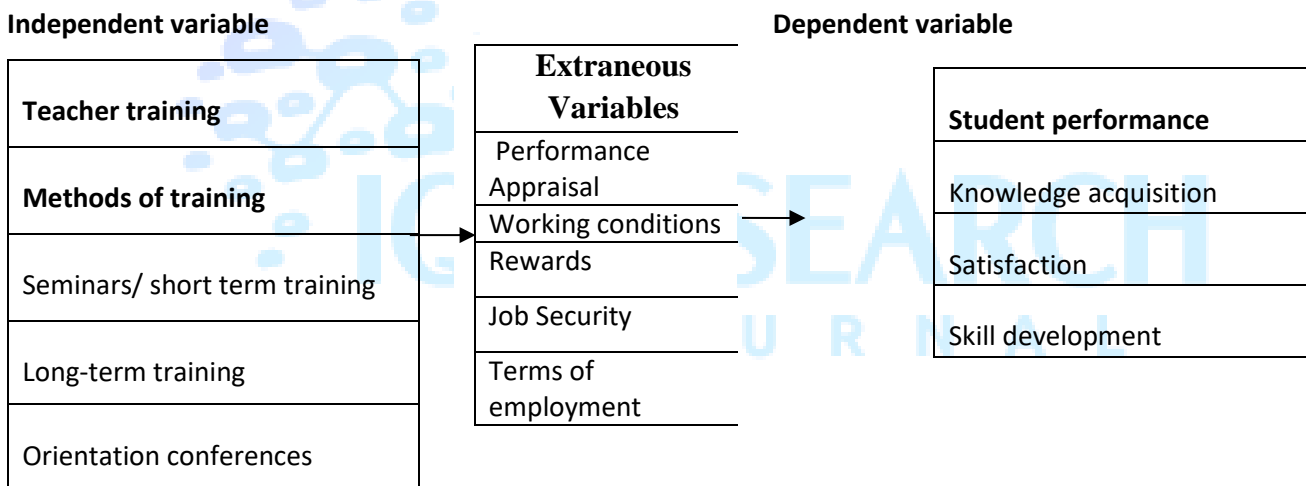
The research objectives are: (I) To describe the training methods used for conducting the teacher training of the secondary schools of Wadajir district in Mogadishu. (II) To investigate the relationship between teacher training and student performance of the secondary schools of Wadajir district in Mogadishu. (III) To find out the challenges of training of the secondary schools of wadajir district in

Mogadishu. Limitations are obstructions or potential weaknesses of the study. The major limitations of this study were language barrier which worsens the understanding of the respondents to the questionnaires. Improving the validity of the study the researcher translated the questionnaire into Somali language. Also time, resources and Sources of the data were part of the barriers. Respondents may not reply the questions honestly for keeping privacy or fearing

from the influence of the school’s operation, or any other things of their own feeling.

2. LITERATURE REVIEW

The literature review discusses the concepts, opinions, or ideas from authors / experts and the relationship between the two variables: teacher training and student performance along with the dimensions and the related literature.



Source: Literature review (Odinga, 2010)

This figure illustrates that the two independent variables of training have great effect on student performance. Training is categorized into seminars and pre-service trainings which the school can organize for the new teachers before starting their work in the school. Training is hypothesized and possibly may influence the student’s performance. However,

the results might be influenced by performance appraisal and some other factors.

2.1 METHODS OF TRAINING

A teacher’s satisfaction with training and the effectiveness of that training are very much dependent on the method in which both the school and the trainer plan and implement the materials and

the course being presented to the receiver of that training. Mostly the on-the-job training is very important for the teacher (Shelton, 2001). Although it may not be exactly the same in all the organizations on-the-job training that the needs of the teachers may differ in the usefulness of the training but use other methods of trainings such as off-the-job training and may be others.

2.1.1 Off-the-job Training

This program takes place outside the workplace before joining to the work and sometimes the work is stopped and the employee is sent to the program (Cosh, Hughes, & Potton, 2003). These can be course work at local colleges or other training established by other institutions but offered to the organization like the umbrellas which control the schools and it normally equips both the managerial and the teachers with planned programs. According to Woretaw, (2012) With a view to increase the capacities of their leaders, organizations send them to colleges or universities or get them enrolled in seminars, workshops, conferences and other programs conducted by training institutions.

2.1.2 On-the-job training

On-the-job training is held in the job center to develop the skills of teachers and the employees (Semeyko, 2011). The teacher is sent the real work center and looked how the job is going on and the tricks the person uses where the supervisor shows how easy the work can be done. According to Woretaw, (2012) on-

the-job training includes several steps: a) The trainee receives an overview of the job, its purpose, and its desired outcomes, with an emphasis on the relevance of the training; b) The trainer demonstrates the job to give the teacher a model to copy; c) The teacher is allowed to imitate the trainer's example. Demonstrations by the trainer and practice by the trainee are repeated until the job is mastered; d) The teacher performs the job without supervision; The realization of school objectives depends to a greater extent on the quality of leadership provided by administrators/principals. To this effect, schools need to improve supervisory, managerial, executive skills and non-managerial employees so that they may lead and motivate teachers/employees for the betterment of their school (Woretaw, 2012).

2.2 TEACHER TRAINING

Teacher training had been discussed by different researchers and pointed out in different explanation but in accordance to the combination of the overall meaning to the word training it conveys large meaning that was defined as getting knowledge or skills. According to Foster (1969) Training is a large area of content of improving someone to some extent of further information and hoped much understanding to better improvement by an understanding of the learning process and a clear conceptualization of training objectives being targeted. The training courses or seminars have great importance to consider and apply to the teachers being trained and also it is very important to forecast what value they

add to the firm if they are done so in consideration of the results that may come from the accelerated energy of the teachers being taught in a special courses can be seen through all the departments of the firm (Ballot, Taymaz, & Erol, 2004).

In a normal evaluation of the teachers in the school development, training affects in all the activities positively if analyzed the needs in the school and then implemented inform of the activity improvement. Teachers and administrators work together in relatively isolated environments and faculties have relatively little experience in cooperative planning of school improvement or training programs where training, both short and long term could break down the isolation and increase the collective strength of community educators who are keeping the staff of the school (Odinga, 2010).

2.2.1 Seminars/ short term trainings

In-Service Training: teachers have ongoing training needs to minimize work idle because all staff has some level of contact with outside offenders and laziness coming from their own selves. Training needs vary job by job. For example, an officer in a security tower has different training needs than another officer directly supervising how teaching activity going on in the classes. Administrative employees do not have the same training needs as kitchen staff. The goal is to provide necessary and mandated training annually to all staff to reduce work failure and ensure continued staff development (Lenstra, 2012). A study done by the researchers Nolan and Hosp (2004) explained that

the short training is not only an important factor for determining the teachers' level of job performance in the school but also identifies how frequently the teachers improve their performance in the activities of the school, like wise if the teachers' performance increases surely the student performance appraises.

2.2.2 Long-term trainings

According to Birabwa (2010) who had done a study in Nigeria presented that the long term training is part of the staff development programs and it is the most important activity in the other activities of the organization for that if not planned well will all the other parts of the organizational activities fail. Long term trainings contain courses, workshops, action research projects and graduate programs and can be done for a variety of reasons for teachers or group of employees in the school targeting to set of activities those are wanted to improve and newly create for the school center. Long-term training has been defined as administrative, managerial, scientific, or technical training of a full-time or part-time nature extending longer than 120 calendar days (960 hours) that have been specifically equipped and staffed for training (Stites, An unrelenting need for training , 2009).

2.2.3 Orientation conferences

A conference is a strong technique used for conveying a message to an audience seeking opportunity to hear and comment on views of recognized needs in the school activities. Thus, conferences provide tentative answers to critical questions. They let people taste

and experience their ideas for themselves and are usually dominated by the principals of the schools or the team leaders assigned to move an activity in the planned jog of the school. In conceptualizing the seminars, states that, one is not only at the receiving end but exchanges views and ideas, which is good for one's professional development. At the same time, they are more flexible in the school and touch on broad but cross-cutting issues and are compatible with different work schedules, which provoke an input from at least all participants (Stella, 2012). The findings of the research may fill in the gap by increasing teachers' knowledge, skill ability after the administration of the schools understand the effectiveness of the training for the work of their schools and providing quality teaching to the children. If successful this totally change the attitude of teachers and emerge a new interacting and providing quality service to the people linked to the school.

2.3 STUDENT PERFORMANCE

In accordance with study done by Go and Kleiner (2001) performance evaluation is decided by the managers but they only think the current jobs or activities rather than the future jobs which will have improvement to the school in the coming time of some qualities of the student or even the decision that may have importance in both the current or future. The researcher pointed out importance of student performance and the entire acceleration of the student's profitability and quality. The study declares the student's profitability depends on the existence of

the school's services in the environment. The importance in the school's work plan is directly related to running the activities and reaches the expected outcomes of effective students.

Performance has a great role in the school image and the sustainability of the good system of the school, researchers have developed a wide variety of models of performance discussing all about the determinants that can be used to measure it. While the organization behavior and theory literatures are rich in the breadth and depth of their studies of organization structures, systems, and people in the variety department tested models makes aggregation difficult. Performance or effectiveness involves measures ranging from teacher satisfaction to shareholder wealth in consideration with the other determinants of performance (Hansen & Wemerfelt, 1989).

2.3.1 Student knowledge acquisition

Training may influence student performance directly by raising output per teacher or be measured indirectly through its impact on the wage on the assumption that this is equal to the school level of labor and may directly attract the students of the environment. However, this will not be the case if there are imperfections in the quality or the acquired knowledge of the students will depend on the degree of the teaching received from the teachers of the school. The relationship between skill acquisition and student knowledge is not clear for that may result how the teacher offering teaching is trained for student care guided to him or her by the school policy of work

(Khan, 2008). First, there is the distinction between general and specific skills of the teachers and may normally affect direct contact of the students of the school. The portability of general skills may raise student knowledge as it is easier to move to other teaching, where knowledge is higher. In contrast, specific skills bind the teacher to the school and may reduce acquired knowledge by creating a barrier to exit as teachers will lose a portion of the return on such skills if they move (Jones *et al*, 2004).

2.3.2 Student satisfaction

It is important to know that there are huge gaps in the knowledge concerning the scale of any links between skill formation and school performance as far as the organization plans the staffing to the right place at the right time (Teeratansirikool, 2012). Direct evidence regarding the impact of education on the student satisfaction is not particularly confined to this area but concerns in all parts of the activities, although different studies done in the skill development of the secondary schools and the measuring it to the performance suggest that a positive relation exists in consideration with the student performance (Teixeira, 2002). According to Maglen (2001), most of the key links between education and satisfaction have been assumed rather than tested. In fact, much of the optimism about the increase of the graduates from the schools' growth and development comes from the academic efforts done before with which associates teacher income increases with the improvement of formal education and trainings.

3. METHODOLOGY

The methodology presents design, target population, sampling technique, sample size, research instruments, data collection procedures, reliability and validity of the instrument, data analysis, and ethical considerations. Research design is the plan and structure of investigation for that is used to acquire answers to reach questions. The researcher selected to carry out his research to some selected secondary schools of Wadajir district in Mogadishu. The purpose of this research is to find out the relationship between teacher training and student performance of the secondary schools of Wadajir district in Mogadishu. This study took both the quantitative and qualitative approach in that it was based on variables with numbers and analyzed with statistical procedures using descriptive statistics (Creswell, 2003). It also took the qualitative approach because it aimed at obtaining data expressed in non-numerical terms (Amin, 2005). The researcher carried out this study among secondary schools of Wadajir district in Mogadishu- Somalia. There is large number of secondary schools operating in Wadajir district in Mogadishu. The researcher selected some of the secondary schools of Wadajir district in Mogadishu since it is not easy to reach all of them in time. The target population of the study is very large for that the researcher selected the accessible secondary schools of Wadajir district in Mogadishu. The sample size of this study represents the whole population of the study being observed by the researcher. The confidentiality of the findings will directly be affected

by the sample size for that the statistical analysis of the sample size usually requires a minimum sample size of 30 respondents (Saunders et al, 2009). This Research used sampling technique which is one of the non-probability sampling techniques, to select a sample that can be representative of the target population. This technique has been used because the researcher selects to get individuals that have comprehensively knowledge and experience toward this area.

The questionnaire tool has been prepared to collect quantitative data from the selected respondents in consideration with the time, instability and inconsistency that may happen at the time of this work. The researcher preferred this method because of the appropriate collection of the data from the respondents spread in wide geographical area of Wadajir district in Mogadishu. The questionnaire is an adoptive questionnaire which was used before by another researcher for a research study in the same field but it was modified to be appropriate or convenient to this study with little change of modification (Odinga, 2010). This research instrument consists of three sections written as follows: Validity refers to the degree to which the data collected measures along with the purpose that was intended to measure or in other words the collected data relates to the extent to which research findings are about to present (Saunders et al, 2009). Generally, validity of each question or group of questions mean that it conveys the accurate data which is consistent to the information expected from the respondent but

that can only happen when the respondent understood the question in the way it was intended to direct the meaning with respect to the researcher understanding of the question. Reliability refers to the consistency in reaching the same result when the measurement is made over and over again. When it comes to the questionnaire pre-testing, revision and further testing of it may increase its reliability. Reliability is a degree to which measures are free from error and therefore yield a consistent result (Zikmund, 2003) and hence offer a consistent measurement across time and across the various items in the instrument. Before distributing the questionnaire the researcher does consulting with the experts including supervisor and they had full participation of the questionnaire distribution as well as the whole work of the activities of the study.

The researcher translated the questionnaire into Somali language. Questionnaires written in Somali language that were distributed to the respondents in order the questions to be easy for them to fill accurately. The researcher took data collection letter. In the letter, there was a request to the concerned parts of the study to give the researcher a full access that will enable him to gather the required information and pledges that the information gathered from the respondents will only be used for an academic purpose. The researcher collected data using hand delivery method. The researcher delivered the questionnaires by hand to each respondent and collected later while taking the interview by direct meeting in the same center. The researcher used a

quantitative technique to analyze the data of the study. The researcher used Statistical Package for the Social Sciences (SPSS) software to carry out the quantitative analysis. Descriptive statistics applied to organize, summarize, and present data in an informative way. Responses were grouped and analyzed using graphs for illustrative representation of the data collected and for summarizing responses from the respondents. Pearson's product correlation coefficient was used to analyze the relationships between teacher training and student performance. As shown in the table 3-3 below, the researcher used factor analysis method to interpret and support the mean value in the relationship between teacher training and student performance in the study. The researcher thought about the ethical issues throughout research project and kept the privacy and confidentiality of the respondents' answers to the study by ensuring that every participant of the study enjoys the participation of the study without stress, ambiguity or uncomforted to the questions or to the process of handling the work. The researcher clearly

explained that this data is only for academic purpose. Anonymity and confidentiality of the secret information have the high priority; in addition to that the researcher admired to keep self-respect of the respondent.

4. DATA ANALYSIS

The main focus on this data analysis was to assess the answers of the respondents of the questionnaires. This was done in order to realize the objectives of the study as detailed in the study. The results were given in the tables below:

4.1.1 Short term training

Short term training was conceptualized using four items on the questionnaire of which were qualitative. The questions were required by each respondent to rate their level of attendance of seminars, and short courses based on the Liker's scale ranging from one to five, where one represented Strongly agree, two agree, three neutral, four Strongly disagree and five Disagree.

Table 1: Descriptive Statistics of short term training

Short term training Indicators	N	Mean	Std. Deviation	Interpretation
I attend education seminars within the school	134	1.45	.771	Strongly agree
I attend education seminars outside the school	134	1.83	.731	Agree
I consult with the education experts in my field of work	134	1.60	.833	Strongly agree
Education seminars are helpful for my work	134	1.53	.722	Strongly agree
Overall mean	134	1.60	.587	Strongly agree

The results from Table 4.9 reveal a strong agreed attendance of seminars whether they are outside or inside the schools. Looking at the interpretation in the fifth column, attendance of seminars within the school was rated highest by the respondents as compared to other items in this section. The measures of central tendency: mean = 1.45 indicates that most respondents have regularly attended seminars and have rated it as strongly agree. The standard deviation of .771 also indicates that respondents were consistent on their rate of attendance. Regarding attendance of educational seminars outside the schools in the second question, the respondents admitted regular attendance of these seminars and it shows that the respondents agreed to some extent the participation of the educational seminars.

4.1.2 Long term training

Long term training was conceptualized using four items on the questionnaire, all of them were analyzed in descriptive statistics, which each one of the respondents required to provide their opinion about the frequency, quality and relevance of long term training courses, which included diploma, undergraduate, Master degree, or other degrees. Respondents' rating was based on the Likerts' scale using the scale range of one to five, where one represented strongly agree, two agree, three neutral, four disagree and five strongly disagree.

Table 2: Descriptive Statistics of Long term Training

Long term training Indicators	N	Mean	Std. Deviation	Interpretation
I have attended many long term courses	134	2.31	1.172	Agree
The long term courses I attended, were of good quality	134	2.25	1.192	Agree
The long term courses I attended, are relevant to my work	134	2.22	1.212	Agree
I am well trained by the school for the work that I'm doing.	134	2.17	1.205	Agree
Overall Mean	134	2.24	1.035	Agree

The above table indicates that the item that had the highest rating by respondents was the relevance of long term courses attended. It shows that almost all respondents agreed that they had attended many long term courses as the interpretations in fifth column indicate. The mean of the first question is 2.31 that shows that the attendance of the respondents rated as agree and the standard deviation = 1.172 which indicates that respondents were consistent on the responses regarding attendance of these courses.

4.1.3 Orientation conferences

Conference was conceptualized using three items on the questionnaire which were quantitative and qualitative. The respondents were to rate their level of attendance of conferences and orientations in the school based on the Likert's scale ranging from one to five, where one represented strongly agree, two agree, three neutral, four disagree and five strongly disagree.

Table 3: Descriptive Statistics of Conferences

Conference Indicators	N	Mean	Std. Deviation	Interpretation
I attend education conferences within the school	134	1.59	.990	Strongly agree
I attend education conferences outside the school	134	2.00	.981	Agree
I participate information sharing among the teachers	134	1.79	1.124	Agree
Overall Mean	134	1.79	.925	Agree

The results from Table 4.13 indicate agree attendance of conferences. Evaluating at the interpretation in the fifth column, attendance of conferences in the school was rated highest by the respondents. The respondents regularly attend academic conferences and orientations in the school higher than they attend the conferences outside the school as shown in the interpretation of the fifth column. The measures of central tendency: mean = 1.59 is normal and the respondents were rated strongly agree that shows good attendance in inside conferences. The standard deviation of .990 also indicates that respondents were consistent on their rate of attendance. Regarding attendance of academic conferences outside the school shows that the respondents rated agree where the central tendency: mean = 2.00 that shows the respondents were regularly attend the outside conferences of the school but in the country less than

the inside conferences. The standard deviation = .981 which shows that the respondents were normally agree the attendance of the outside conferences to some extent.

4.2.1 Student performance

Student performance was conceptualized using thirteen items on the questionnaire divided into three dimensions: student knowledge acquisition, student satisfaction and skill development, all of them were analyzed in descriptive statistics, which each one of the respondents required to provide their concept about the statements with reference to the student work, quality and relevance of the service offered by the school.

Table 4: Descriptive Statistics of Student Performance

School Performance Indicators				
Student knowledge acquisition	N	Mean	Std. Deviation	Interpretation
Lecture Contributed to my learning	134	1.43	.740	Strongly agree
Feedback on Assignment were useful	134	1.76	.842	Strongly agree
Our students have increased on their demand to our school	134	1.51	.865	Strongly agree
Problem sets helped me in learn	134	1.70	.814	Strongly agree
Student Satisfaction				
My teachers had a thorough knowledge of the subject content	134	1.60	.867	Strongly agree
My teachers treated me with respect	134	1.86	.967	Agree
My teachers understood my learning needs	134	1.70	.974	Strongly agree

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Our students have increased on their demand to our school	134	1.51	.865	Strongly agree
Problem sets helped me in learn	134	1.70	.814	Strongly agree
My teachers communicated the subject content effectively	134	1.77	.988	Strongly agree
My teachers made the subject as interesting as possible	134	1.57	.870	Strongly agree
Student skill development				
The teaching improved my critical thinking and problem solving	134	1.88	1.026	Agree
The teaching made effective my oral and written communication	134	1.75	.856	Strongly agree
The teaching boosted my curiosity and imagination	134	2.20	1.046	Agree
The teaching improved my initiative and entrepreneurialism	134	1.90	.968	Agree
Overall Mean	134	1.74	0.909	Strongly agree

The results from Table 4.15 indicate the performance of the student where the respondents rated the questionnaire are working. Evaluating at the interpretation in the fifth column, the performance in the school was rated highest by the respondents. The respondents indicated that the performance in the targeted areas is very high and this is supported by the interpretation in the fifth column of the above table. On the first statement, the measures of central tendency: mean = 1.43 which represents that rated

result as strongly agree that shows high performance in the increase of the knowledge acquisition. The standard deviation of .740 also indicates that respondents were consistent on their rate of measuring the knowledge acquisition of the student in the last three school years.

5. FINDINGS AND CONCLUSION

Objective one stated that the methods of training are positively related to the performance of the students

of the secondary schools of Wadajir district in Mogadishu and was conceptualized as both off-the-job training and on-the-job trainings. Pearson's Linear Correlation Coefficient was used to determine the significance of the relationship and results indicated a significant positive correlation between methods of trainings and the performance of the student of the secondary schools of Wadajir district in Mogadishu. The results of the findings about this objective are supported by Woretaw (2012) who conducted a research titled as "Employee training and development practice in Ethiopian industries", which indicates that the methods of trainings can boost the increase of the effectiveness and the efficiency of the employees along with the organizational objectives and also influences the attitude of the employee but stronger: on-the-job training is more useful for that it directly match with the needs of the current work which is being assigned to the person in the field of work. Based on the findings of this objective, the secondary schools hosted the research papers indicated different methods of trainings, mainly off-the-job and on-the-job trainings but also presented a criteria of which method should be used for training the staff of the school including: (1) Methods of training should be all inclusive (i.e. it is better to take in consideration of all teaching and non teaching staff and whether the training is held inside or outside of the school.) (2) Secondary schools should also use off-the-job training methods instead of on-the-job methods because they may lose the advantage the employee. (3) Before choosing what method of

training should be used, evaluation should be given much emphasis by the school administration. (4) The school administration should be engaged in analyzing employees periodically by investigating the weak areas which are needed to be targeted. (5) Give attention in deciding selection criteria, training and development methods and adequate training periods. (6) Well designed training system only is worthless unless it is ensured and conducted properly and consistently.

Objective two stated that; training is positively related to the performance of the students of the secondary schools of Wadajir district in Mogadishu. Training was conceptualized as short term, long term training and conferences. The elements studied under short term training included, short courses and seminars while long term included long term courses and seminars going on for plenty of time. Pearson's Linear Correlation Coefficient was used to determine the significance of the relationship and results indicated a significant positive correlation between training and the performance of the students of the secondary schools of Wadajir district in Mogadishu. This implies that those who received any sort of training showed an increased students performance. This finding has been supported by Leuven, Oosterbeek, Sloof and Klaveren (2005) who found out that training of the teachers in the firm in their study of the employer investment and pointed that there are benefits to the individual resulting from the ability to perform a task with better skills and increased job for that boosted the performance of the student. In addition, the above

findings also support the Human capital theory Schultz, (1961) on which this study anchors on, which posits that effective performance of the students accrues when there is a linkage between the strategic interests of the organization and the interests of the teachers through training and education. Findings in this study are also supported by Okotoni (2005) who found out that conferences have opportunities that increase performance of the students and are a way that both new and previous employees can improve their skills to remain in the activities and redouble the work they are doing for the school with confidence and smoothness from the lessons learnt in the conferences. At last the school is targeting to increase the performance of the company in which its improvement is related to the individual, institutional effectiveness and the quality of service through strategic orientations for the key employees in the organization.

Objective three stated that, challenges of training are clearly visible in the secondary schools in Mogadishu and they were conceptualized as funds and other administrative resources or facilities. Interview questions were used to determine the significance of the challenges resulted from the implementation of the trainings held by the schools inside the school centers or outside of the schools. The above findings were also supported by some of the respondents' ratings in support of the statements declaring the usefulness of the short term trainings in spite of the challenges. For instance, some of the statements were about the frequency and the effectiveness of the

seminars held in the schools to improve the quality of the school service. This explains the reason for the trainings and seminars being held in the schools directly related to the performance of the student activities. Another reason is the importance of the seminars for the schools is doubtless since it helps to improve the behavior of the teachers and build the skills acquiring by them in relation with their activities being assigned to fulfill appropriately but the challenges may have a decline effect which gradually along with the courses. Training methods can be developed in different ways according to the circumstance of the student needs for that the teachers may face uncomfortable if the courses are not proper to the skills and tack ticks concerning to the area of work. Training is positively related with the performance of the students of the secondary schools. Training opportunities like short courses and seminars, which are within the context of individual control and support, tend to increase the performance of the students of the secondary schools of Wadajir district in Mogadishu. Normally challenges or obstacles of the training clearly come along with the training activities but may be different in the school conditions of the sides of teachers' capacity, funds, skill of the administration and other factors that should great effect of the trainings.

5.3 RECOMMENDATIONS

On the relationship between training and the performance of the students of the secondary schools, the study recommends that, there is need for policy makers and administrators to strengthen and revise

the teachers development programs policy that all staff shall be encouraged through training and conferences to develop their potential and enhance their efficiency on the job. This will enable teachers feel and believe that their school believes in teachers' development through training and conferences and actually supports it. On the relationship between training and the performance of the students of the

schools, the study recommends that the school administration should attempt to revise and make clear the needs that relates teaching, students, research and service, academic qualifications, and experience as this is a road through which performance can be enhanced and improved and simply can be covered through trainings and orientations.

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