

Improving Employee Performance and Public Service Delivery through Training and Development: Case of Civil Service of Federal Government of Somalia

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Abstract

The study examined the relationship between training and development and employee performance and public service delivery. The main aim of the study was to determine the contribution of training and development to employee performance as well as the improvement of public service delivery. The study employed a Cross-sectional research design using a questionnaire to collect the data from a Sample of 97 respondents from trainees of Civil Servants of the federal government of Somalia who benefited from the training provided by the School of Management and Public Administration (SMPA) and Kenya School of Government (KSG). The study applied Structural equation modeling (PLS-SEM) to test the hypothesis through Smart-PLS (v.3.3.9). The study found training and development have a significant positive relationship with employee performance. The study examined the relationship between training and development and public service delivery and found the relationship between training and development and public service delivery is mediated by employee performance. The study recommended that the Federal Government of Somalia should allocate an adequate budget for training and development programs to improve employees' knowledge and skills required to achieve institutional goals and to enhance better performance of the employees as well as the public service delivery.

Keywords: Training and Development, Employee Performance, Public Service Delivery, Civil Service, FGS

1. Introduction

Training is a systematic approach that enables employees to acquire knowledge and skills to accomplish their tasks effectively (Armstrong 2006). Byars&Rue, (2011) defined Training as a learning process that involves the acquisition of knowledge, concepts, and skills to enhance the performance of employees. Training is a learning process that involves the acquisition of knowledge, skills, and concepts, to enhance the performance of employees while development involves gaining knowledge, experience, and skills necessary to become an effective manager(Nor,2018). Training in the context of capacity development is considered the passing of knowledge, skills, or attitudes from one party or individual to another. It is also a planned learning process aiming to improve the competency of the trainees to positively change their behaviors and enhance their performance to provide benefits to their organizations and other stakeholders (Nor, 2017) and (Hanna, 2012). Training is a continuous process to improve the capability of employees (Yimam, 2022). Armstrong,(2014) defined Training as one of the most basic functions of human resources management and the systematic application of formal processes intended to help people to acquire the knowledge and skills necessary for them to perform their jobs satisfactorily. Amadi, (2014) defined development as a long-term education process utilizing a systematic and organized procedure by which employees /managers learn conceptual and theoretical knowledge for general purposes. Jackson (2008) as cited by Amadi, (2014) defined development as an ongoing process that is made over time with an emphasis on long life learning.

According to Akpalu & Markom, (2022) Training and development play an important role in human resource development in the attainment of both individual and organizational goals. They also showed that Training and development have a significant impact on employee performance as well as organizational performance. (Akpalu & Markom, 2022) also considered Training and development as means organizations invest in people to equip them with the required knowledge and skills for the performance of their duties and responsibilities at the

workplace. The quality of employee training and development programs is significant for improving employee performance in organizations, and consequently, leads to the improved provision of services to clients (Mpofu and Hlatywayo, 2015). Mpofu and Hlatywayo, (2015) also pointed out that improved, efficient, and effective service delivery in the public sector can be achieved if Civil servants are trained and developed.

Khan et al. (2016) pointed out that the training helps the workforce to adapt to the new technology thereby increasing the efficiency and productivity of individuals as well as organizations. Training improves the performance of both employees and employers (Khan et al., 2011) as cited by (Yimam, 2022). Civil servants play an important role in the smooth running of every government, and governments cannot achieve their aspirations and duties to their citizens without an effective, efficient, competent, and functional public service, therefore, improving the competence level of public personnel is very important for efficient service delivery. (kafor and Agu, 2020).

The performance of any organization depends on the quality of its workforce, and training and development lead to improving the performance of the employees, an improvement in employee performance also leads to an improvement in the organization's performance (Mohamud, 2014). Twesige, (2020) indicated that Rwanda Management Institute (RMI) as a public institute is authorized to provide training and development for government employees which shows that the government of Rwanda is putting much effort into addressing the weakness in public employees by training them and give them specific training on specific issues to improve public service delivery.

In the context of Somalia, after years of civil strife and conflict, and the collapse of the civil service which led to a significant proportion of skilled labor to leave the country, The Federal Government of Somalia has prioritized to undertake the development of appropriate government management processes along with training and capacity development for staff in ministries, departments, and agencies. The Government is currently implementing capacity development programs as part of meeting its institutional capacity development priorities and commitments, supported by the World Bank and UNDP, and other international development partners. The Federal Government of Somalia (FGS) together with the World Bank commenced implementation of the Capacity Injection Project (CIP) to improve the performance of key government functions, strengthen its policy capabilities and improve civil service management and reform areas including recruitment, career management, competency management, staff retention, performance management, coaching and mentoring. The CIP project supports the training programs for the civil service of FGS. To implement the training programs, the Office of the Prime Minister nominated Somali National University (SNU) as an existing public institution to facilitate training programs for the FGS civil servants in partnership with external training institutions and consultancies. Regarding this, SNU had established the School of Management & Public Administration (SMPA) which the CIP project supports and equips to enable it to host the training programs for the FGS civil servants. The FGS School of Management and Public Administration (SMPA) is a state-owned institution established to offer management training, research, consultancy, and advisory services to the public sector. The objective of the School is to assist in the transformation of the public service for accountability and provision of efficient and quality services. The main focus is on core skills and competencies in public service. The School is developing and implementing relevant training programs and other initiatives to bridge any gaps and to proactively ensure that the human capital in the public service is not only highly qualified and competent but also performing and productive. The programs are also designed to inculcate public service values and ethics in the delivery of results. Further, The School is building capacity for the public service to function effectively, innovatively, and in a results-oriented manner. Therefore, this study intends to determine the contribution of training and development to the competence of Civil Servants, their performance, and the improvement of public service delivery.

Previous studies have focused on training and development and employee performance and have shown that training and development contribute positively to the performance of employees in the public and private sectors (Amadi, 2014; Kassie, 2017). Previous studies revealed that employee training and development leads to improved employee performance and, consequently improved service delivery (Mpofu and Hlatywayo, 2015). However, few empirical studies have examined training and development as a tool for enhancing employee competence, improving their performance as well as improving public service delivery in the public sector which shows there is a need for further investigation. Therefore, this study presents some training and development insights including the concept of training and development, the systematic process of training and development as well as the theoretical and empirical perspective of the impact of training and development on employee performance as well as public service delivery in the public sector.

This study makes numerous contributions to existing the literature (Amadi, 2014; Kassie, 2017; Mpofu and Hlatywayo, (2015) and Hassan,(2020). The study covers some of the Training and development insights

including training and development, and the systematic process of training and development. The study also explores the human capital theory to explain the importance of training and development to the performance of employees as well as to the organizational performance. Finally, the study contributes to the existing literature on training and development by shedding light and testing the relationship between training and development and employee performance as well as the relationship between training and development and public service delivery in the public sector.

This paper is divided into sections; the first section contains the introduction, Second section discusses the Literature Review which shows previous studies on the theoretical perspective with a special focus on the concept of training and development, the Systematic training process, and theoretical review as well as the empirical perspective of the training and development. The Third section illustrates the study methodology. The fourth section presents the Analysis and results while section Five discusses the results. Section six concludes the study and section seven gives recommendations.

2. Review of Literature and Hypotheses

This section shows the previous theoretical and empirical studies on the contribution of training and development to the competence of Civil servants and their performance as well as the improvement of public service delivery.

2.1 Conceptual Review

This Section demonstrates the concepts and theories of training and development as well as the empirical studies on training and development and their relationship with employee performance as well as the improvement of the public service delivery.

2.1.1 Training And Development

Mathis and Jackson, (2008) defined Training as the process whereby people acquire capabilities to perform jobs. They argued that the Training provides employees with specific, identifiable knowledge and skills for use in their present jobs. Mondy & Martocchio, (2016) defined Training as Activities designed to provide learners with the knowledge and skills needed for their present jobs while development is learning that has more focus on the long-term and goes beyond today's job. Training and development (T&D) is the Heart of continuous efforts designed to improve the competency of the employees and organizational performance. (Byars&Rue, 2011) defined Training as a learning process that involves the acquisition of knowledge, skills, and abilities (KSA) necessary to successfully perform a job.

Armstrong (2014) defined Training as one of the most basic functions of human resources management and the systematic application of formal processes intended to help people to acquire the knowledge and skills necessary for them to perform their jobs satisfactorily. While Jackson (2008) defined development as a long-term education process utilizing a systematic and organized procedure by which employees /managers learn conceptual and theoretical knowledge for general purposes.

Armstrong (2009) differentiated the terms of training and development by stressing that training is acquiring specific skills to do a specific job, while development involves general enhancement and growth of individual skills as well as abilities through learning. The main purpose of both training and development is to improve the employees' competencies so that organizations in the public or private sectors can maximize the efficiency and effectiveness of their human assets.

Hassan (2020) pointed out that capacity building of the local government institutions has a positive effect on public service delivery, he also stressed capacity building as one of the most important aspects of any institution. So, if the employees of local governments obtain capacity-building programs, they will be able to increase citizen service delivery. (Mpofu, & Hlatywayo, 2015) highlighted that employee training and development programs are significant for improved employee performance in organizations and lead to the improved provision of services to clients. They also point out that improved, efficient, and effective service delivery by municipal employees can be achieved if the employees are trained and developed.

2.1.2 Systematic Training Process

According to Armstrong (2009 & 2014), (Byars & Rue, 2011), (Mondy & Martocchio 2016), and (Mathis & Jackson 2016), A systematic training process consists of four phases, namely, training needs assessment, training design, training delivery, and training evaluation.

2.1.2.1 Conducting Training Needs Assessment

Byars and Rue (2011) defined Needs assessment as a systematic analysis of the specific training activities the

organization requires to achieve its objectives. They also highlighted five methods used to gather needs assessment information including interviews, surveys/questionnaires, observations, focus groups, and document examination. (Mathis and Jackson, 2008), defined training needs assessment as a process of analyzing what training is needed and pointed out that Training needs assessment involves Analysis of Training Needs and Establishing Training Objectives and Priorities. Analysis of Training Needs involves three levels of analysis such as; Organizational analysis, Job/Task Analyses, and Individual Analysis. (Byars&Rue, 2011) identified the three levels of training objectives; including Instructional objectives; such as the principles, facts, and concepts that should be learned in the training program, Organizational and departmental objectives, which state the impact the training will have on organizational and departmental outcomes such as absenteeism, turnover, reduced costs, and improved productivity, and Individual performance and growth objectives such as the impacts of training on behavioral and attitudinal outcomes of the individual trainee as well as the impact of the training on the personal growth of the individual trainee. Training needs assessment helps public and private organizations to analyze current and future organizational needs and identify the KSAs that will be needed now and in the future, as both jobs and organizations change (Mathis and Jackson, 2008) and (Yimam, 2022).

2.1.2.2 Designing the Training and Delivery System

Once the training objectives have been determined, training should be designed to address the assessed specific needs. When designing the training, the designers should consider learning concepts and different approaches to training, learner readiness, different learning styles, and transfer for training. Each of these elements must be considered for the training design to produce effective learning (Yimam, 2022; (Mathis and Jackson, 2008).

2.1.2.3 Implementing & Delivering The Training

Once the training has been designed, then the implementation and the actual delivery of training should be considered (Mondy & Martocchio, 2016); and (Mathis & Jackson, 2008). Mondy & Martocchio(2016) highlighted that implementing training programs presents unique problems since the training implies change which employees may resist, it is also difficult to schedule the training around present work requirements since employees have specific full-time duties to perform. Another difficulty in implementing T&D programs is record keeping since it is important to maintain training records, including how well employees perform during training and later on the job. Mathis and Jackson, (2008) mentioned several approaches and methods that can be used when implementing and conducting the actual delivery of training and stressed several common variables that should be considered including; the nature of training, Subject matter, Number of trainees, Individual vs. team, Self-paced vs. guided, Training resources/costs, E-learning vs. traditional learning, Geographic locations, Time allotted and Completion timeline.

Armstrong, (2009; Byars & Rue, 2011; Mondy & Martocchio, 2016; Mathis & Jackson, 2016) identified several methods that can be used to deliver training to satisfy an organization's training needs and accomplish its objectives. Some of the more commonly used methods include on-the-job training; On-the-Job Training is training that shows the employee how to perform the job and allows him or her to do it under the trainer's supervision. On-the-job training includes coaching, mentoring, experience, and Job rotation. Coaching is an on-job training approach designed to help people develop their knowledge, and skills, and improve their performance. Coaching is also defined on-the-job training method in which an experienced manager gives advice and guides the trainees in solving managerial problems. Mentoring is an on-the-job training approach in which selected and trained individuals provide guidance, advice, and continuing support to help the persons assigned to them to learn and develop. Experience is a training method, in which employees are promoted into management jobs and allows them to learn on their own from their daily experiences, this method allows employees or managers to perform a specific job, recognize their needs for management development, and look for a means of developing it. Job rotation is an approach to training designed to give an individual broad experience through exposure to many different areas of the organization. Off-the-job training is a training approach in which the trainees learn out-off the job. and are allowed to off their jobs during training. Off-the-job training includes; classroom training, Lectures, Case studies, Role-playing, and E-learning. Classroom training is a method in which the instructor physically stands in front of students. Lectures are lecturing or teaching methods by the spoken word, lectures can include other media such as slides, videotapes, or computer slides such as PowerPoint. A case study is a Training & development approach in which trainees are given a real or hypothetical case and then they learn the information provided in that case and make decisions based on it. Role-playing is a Training & Development method in which participants are assigned different roles and required to respond to act out realistic situations to learn from playing out the assigned roles. E-learning is a training approach that involves the Use of the Internet or an organizational intranet to conduct training online.

2.1.2.4 Evaluating the Training Outcome

Once the training has been designed and implemented, the training outcome should be evaluated to make sure whether the training objectives have been met (Byars&Rue, 2011); Mondy & Martocchio 2016); (Mathis and Jackson, 2008) identified four levels at which training can be evaluated: Reaction, Learning, Behavior, and Results:

The reaction is a Training evaluation criterion focused on the extent to which trainees liked the training program related to its usefulness, and quality of conduct (Byars&Rue, 2011); Mondy & Martocchio 2016); (Byars&Rue, 2011) argues Reaction evaluation should consider a wide range of topics, including program content, program structure and format, instructional techniques, instructor abilities and style, the quality of the learning environment, the extent to which training objectives were achieved, and recommendations for improvement. Organizations can evaluate the reaction levels of trainees by conducting interviews with or administering questionnaires to the trainees immediately.(Byars & Rue, 2011; Mondy & Martocchio, 2016; Mathis & Jackson, 2008).

Learning is the second criterion, which is the extent to which an employee understands and retains principles, facts, techniques, and skills taught (Mondy & Martocchio 2016). Learning evaluation concerns how well the trainees understood and absorbed the principles, facts, and skills taught (Byars & Rue, 2011). they also argued classroom demonstrations by trainees are a fairly objective way to determine how much learning is occurring in teaching skills, while paper-and-pencil tests can be used where principles and facts are being taught (Byars & Rue, 2011) Mathis and Jackson, (2008) argue Test on the training material is commonly used for learning evaluation to measure how well trainees learned the contents of the training program.

According to Mondy and Martocchio (2016) Behavior is the third criterion, which refers to the changes in job-related behaviors or performance that can be attributed to training. It assesses transfer of training which refers to the extent to which an employee generalizes knowledge and skill learned in training to the workplace, as well as maintains the level of skill proficiency or knowledge learned in training. (Byars & Rue, 2011) believe Behavior evaluation deals with the nature of the change in job behavior of the trainee and is much more difficult than reaction or learning evaluation. According to (Mathis & Jackson, 2008) Evaluating training at the behavioral level means measuring the effect of training on job performance and it can be done through interviews with trainees and their co-workers, and observing the job performance.

According to (Byars & Rue,2011) behavior evaluation can be done through a systematic appraisal of on-the-job performance on a before-and-after basis and should be made by the trainees, the trainee's superior or superiors, the trainee's subordinates or the trainee's peers or other people thoroughly familiar with his or her performance. They also believe statistical analysis should be done to compare performance before and after training and to relate changes to the training program. Post-training appraisal also should be conducted several months after the training so that the trainees have an opportunity to put what they have learned into practice.

Mondy and Martocchio (2016) define results as the fourth criterion, which refers to the extent to which tangible outcomes such as; enhanced productivity, lower costs, and higher product or service quality are realized by the organization. According to Byars and Rue (2011) Result evaluation attempts to measure changes in variables such as reduced turnover, reduced costs, improved efficiency, reduction in grievances, and increases in quantity and quality of production. They argue pre-tests, and post-tests, are required in performing an accurate results evaluation with behavior evaluation.

(Mathis and Jackson, 2008) define results evaluation as measuring the effect of training on the achievement of organizational objectives such as productivity, turnover, quality, time, sales, and costs. (Mathis and Jackson, 2008) stated this type of evaluation can be done by comparing records before and after training. they also highlighted that measuring results is hard since it is difficult to identify whether changes were the result of training or other major factors, For example, supervisors may measure variables such as reduced turnover before and after and a good record of turnover reduction after the training but the turnover also depends on other factors such the economic condition, the labor market demand, and many other factors.

2.2 Theoretical Review

This study applied human capital theory to explain the importance of training and development to employee performance as well as to organizational performance.

2.2.1 Human Capital Theory

The theory of Human Capital traces its origins to macroeconomic development theory. In the 1950s, the main factors of production contained land, labour, physical capital, and management (Mincer 1962, Becker 1993). The

human capital theory is the empirical work of Becker (1964), Schultz (1961), and Mincer (1974). This theory focuses on training in terms of economic investment and perceives training as improving efficiency (Becker, 1964; Mincer, 1974; Strober, 1990). Becker (1964) argues investments in education and training will improve productivity. Becker's ideas play an important role in contemporary employee development and learning literature as Human Capital theory fuels the idea that employees' knowledge and skills can be developed through investment in education or training (Grant 1996a, Hatch and Dyer 2004). Applied in the context of organizations, Human Capital theory suggests that individuals who invest in education and training will increase their skill level and be more productive than less skilled individuals. According to Armstrong (2014), human capital is the knowledge, skills, and abilities of the people employed in an organization. So, it regards the people as an asset and their investment will generate worthwhile returns. From the Human Capital perspective, training and development are considered a deliberate investment that enhances the knowledge and the skills of the labour force and increases the productivity of individuals and organizations in the public and private sectors.

2.3 Empirical Review

This section of Literature Review focuses on the previous empirical studies on training and development and their relationship with employees' performance as well as the improvement of the public service delivery.

2.3.1 The Effect of Training and Development on Employee Performance and Public Service Delivery

Daniel Twesige, (2020) examined the effect of employee training and development on the performance of public institutions in Rwanda with reference to the National Itorero Commission, his results showed the effect of employee training and development on decentralized entities' performance in public institutions is significant and positive ($r = 0.997 < 0.01$).

Kassie (2017) studied the effect of training and development on employees' performance at the ministry of public service and human resource Development, Addis Ababa, Ethiopia. The findings revealed that training and development were positively and highly correlated with employee performance ($r = 0.679$, $p < 0.001$). The result revealed that the relationship between training and development and employees' performance is significant and strong since (p -value is < 0.001 .) the study also indicated that R^2 is 0.458 which means about 45.8% of the variance in employees' performance is explained by training and development.

Amadi, (2014) assessed The Effect of Training and Development on Employees' Performance; and found that the correlation coefficient (r) equals 0.76, indicating a strong relationship between employee and training which is evidence that training and development have a direct relationship with employee performance ($r = 0.76$, $p < 0.01$).

A. M. Asfaw et al. (2015) researched the Impact of Training and Development on Employee Performance and Effectiveness: A Case Study of the District Five Administration Office, Bole Sub-City, Addis Ababa, Ethiopia and found that Training and development had positively correlated and statistically significant relationship with employee performance and effectiveness. The correlation coefficient was stronger for employee effectiveness ($r = 0.50$, $P < 0.000$) with employee training and development. Similarly, the correlation coefficient between employee performance and training and development was moderate ($r = 0.36$, $P < 0.001$).

Hassan, (2020) examined The Role of Capacity Building in Public Service Delivery in Mogadishu-Somalia, to determine the relationship between training, seminars, workshops, and public service delivery in Mogadishu municipality. The results revealed a strong positive significant relationship between training, seminar, workshop, and public service delivery ($r = 0.839$, $p < 0.000$).

Mpofu and Hlatywayo (2015) investigated the role of the quality of employee training and development in service delivery in a selected municipality in South Africa with data collected from 150 employees. The findings of this study revealed that employee performance can be improved if quality employee training and development programs are implemented. The study also indicated that Quality employee training and development leads to improved employee performance and, consequently improved service delivery.

Mohamud, (2014) investigated The effect of training on employee performance in public sector organizations in Kenya: The case of NHIF Machakos County, he indicated the performance of any organization depends on the quality of its workforce and the training and development leads to improve the performance of the employees, an improvement in employee performance also leads to an improvement in the organization's performance.

Farooq & Aslam (2011) conducted a study on the relationship between employee training and employee performance, their results showed a positive correlation between training and employee performance as ($r = 0.233$). Another study conducted by Sultana et al, (2012) in the Telecom sector of Pakistan indicated that the R^2 as 0.501 which indicates that 50.1% of the variation in employee performance is brought by training and development programs.

Based on the above literature, the following hypothesis about the relationship between Training and development and employee performance as well as public Service delivery will be tested

H₁: There is a significant positive relationship between Training and development and employee performance.

H₂: There is a significant positive relationship between employee performance and public service delivery.

H₃: There is a significant positive relationship between Training and development and public service delivery.

3. Methodology

The study employed a cross-sectional research design by using a questionnaire to collect the data from a Sample of 97 respondents from trainees from Civil Servants of the Federal Government of Somalia who benefited from the training program provided by the School of Management and Public Administration (SMPA), and Kenya School of Government (KSG). The study applied Structural equation modeling to test the hypothesis through Smart-PLS (v.3.3.9).

Although 130 respondents were selected for data collection, a Sample of 97 was received, and the others have not responded, despite the researcher's repeated attempts. Finally, a total of 97 questionnaires were processed for the analysis yielding a response rate of 75%.

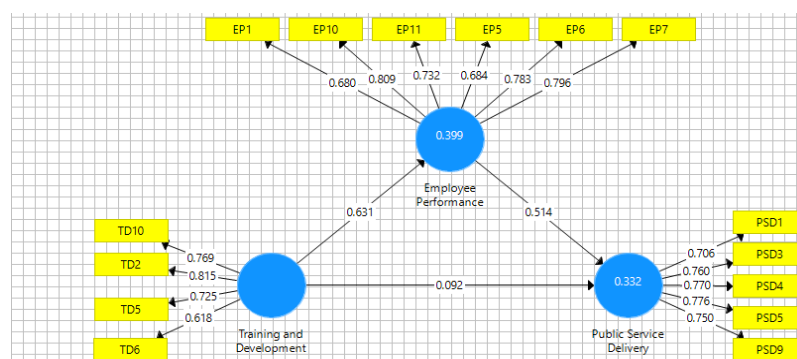
Five-point Likert-type scales were employed in the study. Three variables were assessed using the expressions “Strongly disagree” (1) and “strongly agree” (5). All of the measurements were based on past research. For the training and development, 11 items were adapted from the scale developed by A. M. Asfaw et al. (2015), (Thabeng Patience, 2019) and (Kassie, 2017) 11 items from Daniel Twesige (2020), A. M. Asfaw et al. (2015) and (KASSIE,2017) for employee performance, and 10 items for the public service delivery from Hassan,(2020)) and Daniel Twesige (2020).

The questionnaire's content validity was assured by looking at the reliability and Cronbach alpha coefficients for each scale and found that they all met Nunnally's (1978) reliability limits, with coefficients of 0.70 or higher in all cases.

4. Analysis and Results

This Study employed a cross-sectional research design using a questionnaire to collect the data from a Sample of 130 respondents from the civil servants of the Federal Government of Somalia who benefited from the training provided by the School of Management and Public Administration in collaboration with Kenya School of Government. But only 97 questionnaires were received to process for the analysis. The study applied Structural equation modeling to test the hypothesis through Smart-PLS(v.3.3.9) The study first tested the measurement model to confirm the reliability and validity of the data. After the measurement model was confirmed, the study tested the structural model results.

4.1 Structural Model and PLS-SEM Results



4.1.1 Assessment of the Measurement Model

To assess the measurement model, the study examined the construct validity and reliability, by evaluating Cronbach's and composite reliability. Factor loading and Average Variance Extracted (AVE) were also checked to examine the convergent validity. The study also checked HTMT to measure the discriminant validity to validate the measurement model.

4.1.1.1 Construct Validity and Reliability

The Study examined the Internal Consistency and convergent Reliability to check the construct validity and reliability, as shown in the table below.

Table 1. Internal consistency and convergence validity results

	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
Employee Performance	0.842	0.884	0.561
Public Service Delivery	0.809	0.867	0.567
Training and Development	0.718	0.823	0.541

According to the above table, Cronbach's alpha and composite reliability were both confirmed as greater > than 0.70 thresholds.(Nunnally & Bernstein, 1994; Cronbach, 1951). The study also examined every latent variable's Average Variation Extracted (AVE) and confirmed greater than the required threshold of 0.5, indicating that on average, each construct could explain more than half of the variance to its measuring items (Hair et al., 2017). (Hair et al., 2021))

4.1.1.2 Discriminant Validity

The Study examined Heterotrait-Monotrait Ratio (HTMT) to evaluate the constructs' discriminant validity as shown in the table below

Table 2. HTMT results

	Employee Performance	Public Service Delivery	Training and Development
Employee Performance			
Public Service Delivery	0.680		
Training and Development	0.792	0.511	

The study applied HTMT to evaluate the constructs' discriminant validity; HTMT was confirmed less than 0.90 with constructs that are conceptually very similar and 0.85 when constructs are conceptually more distinct. The maximum threshold value of this study was 0.792 which is less than 0.90 and 0.85 as recommended by (Henseler et al. (2015) and Hair et al. (2017)). Therefore, the Discriminant Validity was confirmed.

4.1.2 The Assessment of the Structural Model Results

The study addressed the assessment of the structural model results by examining the potential Collinearity issues and evaluating the significance and relevance of the structural model relationships. The study finally examined the model's explanatory and predictive power.

4.1.2.1 Assessment Collinearity Issues of the Structural Model: Collinearity Statistics (VIF)

The study checked Collinearity issues of the Structural Model as shown in the table below.

Table 3. Outer VIF values

	VIF
EP1	1.427
EP10	2.173
EP11	1.759
EP5	1.450
EP6	2.078
EP7	2.133
PSD1	1.498
PSD3	1.671
PSD4	1.689
PSD5	1.594
PSD9	1.581
TD10	1.351
TD2	1.628
TD5	1.505
TD6	1.230

The study examined the Collinearity problem by checking the variance inflation factor, the result showed the absence of a Collinearity problem between the explanatory variables as shown in the above table. In the context of PLS-SEM, the presence of a VIF value of 5 and higher respectively indicates a potential Collinearity problem (Hair, et al, 2021). In this study, the maximum threshold value was 2.173 VIF which is less than the VIF value of 5. Therefore, the study confirmed that there is no Collinearity problem.

4.1.2.2 Assess the Significance and Relevance of the Structural Model Relationships (Path Coefficients)

The Study evaluated the significance and relevance of the structural model relationships (path coefficients) as shown in the table below

Table 4. Direct Effects Mean, STDEV, T-Values, P-Values

Hypotheses Results	Original (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values	Decision
EP -> PSD	0.514	0.520	0.150	3.433	0.000	Supported
TD -> EP	0.631	0.641	0.077	8.226	0.000	Supported
TD -> PSD	0.092	0.106	0.149	0.614	0.270	Rejected

The study examined the direct effect between the exogenous and indigenous variables through bootstrapping technique and found that training and development have a significant positive relationship with employee performance @ 0.05. The study also found a significant positive relationship between employee performance and public service delivery, while there is an insignificant positive relationship between training and development and public service delivery. This means the relationship between training and development and employee performance is significant at a 5% level since P-value is less than 0.05 and the t-value is greater than 1.96 while the relationship between training and development and public service delivery is insignificant as shown in the above table. Therefore, H₁ and H₂ were supported while H₃ was rejected.

Table 5. Specific Indirect Effects Mean, STDEV, T-Values, P-Values

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
TD -> EP -> PSD	0.324	0.332	0.103	3.151	0.001

The study examined the indirect relationship between training and development and public service delivery through employee performance as mediating variable and found the relationship between training and development and public service delivery is mediated by employee performance.

4.1.2.3 The Assessment of the Model's Explanatory Power

The study examined the model's explanatory power through evaluating R^2 as shown in the table below.

Table 6. R Square

	R Square	R Square Adjusted
Employee Performance	0.399	0.392
Public Service Delivery	0.332	0.318

The study examined the coefficient of determination (R^2) of the endogenous construct(s) that represents the variance explained in each of the endogenous constructs and is a measure of the model's explanatory power (Shmueli & Koppius, 2011), Hair et al(2021) R^2 values of 0.75, 0.50, and 0.25 is considered substantial, moderate, and weak, respectively (Hair et al,2021). According to the above table, the study shows that 39.9 % of employee performance and 33.2 % of public service delivery is explained by training and development. In this study, the model's explanatory power can be considered weak since the value of (R^2) of the endogenous construct(s) is lower than 0.50 or 50% according (Hair et al, 2021). But it can be considered moderate in accordance with Chin (1998) R^2 values of 0.67 is considered substantial, 0.33 average, and 0.19 weak. This means that employee training and development moderately explains 39.9% and 33.2% of the variance in employee performance and public service delivery respectively.

4.1.2.4. The Assessment of the model's predictive power

The study also assessed the model's predictive power by checking Construct Cross-validated Redundancy.

Table 7. Assessment of the model's predictive power

	SSO	SSE	$Q^2 (=1-SSE/SSO)$
Employee Performance	582.000	466.479	0.198
Public Service Delivery	485.000	401.103	0.173
Training and Development	388.000	388.000	

The study assessed the model's predictive power using Stone-Geisser's Q^2 value (Geisser, 1974; Stone, 1974) which measures the model's out-of-sample predictive power by checking Construct Cross-validated Redundancy. Q^2 values larger than 0 suggest that the model has predictive relevance for a certain endogenous construct while values of 0 and below indicate a lack of predictive relevance (Chin, 1998). The Q^2 values of this study were confirmed greater than 0 which shows that the model has predictive power. According to Manley et al, (2020), Predictive relevance (Q^2) is considered meaningful when Q^2 values >0.0 , and medium when $0.25 < Q^2$ values <0.50 and large predictive relevance when Q^2 value >0.5 . Therefore, The Q^2 values of this study confirmed >0.0 which shows the Predictive relevance of this model is meaningful.

5. Discussion of the Results

This study is about Improving Public Service Delivery through Employee Training and Development: Case of Civil Service of Federal Government of Somalia. The study examined the contribution of training and development to employee performance as well as public service delivery. This study is consistent with the study conducted by Daniel Twesige, (2020) on the effect of employee training and development on the performance of public institutions in Rwanda regarding the National Itorero Commission, the results showed the effect of employee training and development on decentralized entities' performance in the public institutions is significant and positive ($r=0.997<0.01$).

The study also supports Kassie, (2017) who studied the effect of training and development on employees' Performance at the ministry of public service and human resource Development, Addis Ababa, Ethiopia. The findings revealed that training and development were positively and highly correlated with employee

performance ($r = 0.679$, $p < 0.001$). The result revealed that the relationship between training and development and employees' performance is significant and strong since (p -value is < 0.001 .) the study also indicated that R^2 is 0.458 which means about 45.8% of the variance in employees' performance is explained by training and development.

The study is also in line with Hassan, (2020) who examined The Role of Capacity Building in Public Service Delivery in Mogadishu-Somalia, to determine the relationship between training, seminars, workshops, and public service delivery. The results revealed a strong positive significant relationship between training, seminar, workshop, and public service delivery ($r = .839$, $p < 0.000$).

the study also supports Farooq & Aslam (2011) who viewed the relationship between employee training and employee performance, their results showed a positive correlation between training and employee performance as ($r = .233$). The study is also consistent with the study conducted by Sultana et al, (2012) in the Telecom sector of Pakistan which indicates that R^2 as 0.501 meaning that, 50.1% of the variation in employee performance is brought by T&D programs.

The findings of the study support A. M. Asfaw et al. (2015) study on the Impact of Training and Development on Employee Performance and Effectiveness: A Case Study of District Five Administration Office, Bole Sub-City, Addis Ababa, Ethiopia. The study found that Training and development positively correlated and statistically significant relationship with employee performance and effectiveness. The correlation coefficient was stronger for employee training and development ($r = 0.50$, $P < 0.000$) with employee effectiveness. Similarly, the correlation coefficient between T&D and employee performance was moderate ($r = 0.36$, $P < 0.001$).

6. Theoretical Contributions and Managerial Implications

As a theoretical contribution, This study contributed to the literature (Amadi, 2014; Kassie, 2017; Mpofo and Hlatywayo, (2015) and Hassan,(2020). The study widened the understanding of the Training and development insights including training and development, the study also explored the systematic process of training and development including conducting a training needs assessment, designing the Training and Delivery system, Implementing & delivering the Training, and finally Evaluating the Training Outcome. The study also explored the human capital theory to explain the importance of training and development to employees and organizational performance. Finally, the study tested the relationship between training and development and employee performance as well as the relationship between training and development and public service delivery in the public sector.

As a managerial implication, directors of public institutions should allocate an adequate budget for the training and development programs to enhance employees' knowledge, skills, and capabilities required to achieve institutional goals and to improve better performance of the employees as well as the public service delivery. Public institutions should also evaluate the impact of training and development programs on the quality of public service delivery and client satisfaction.

7. Conclusions

The Study focused on the relationship between training and development and public service delivery through employee performance as mediating variable in the Case of Civil Service of the Federal Government of Somalia. The study examined the contribution of training and development to employee performance as well as public service delivery. The study found a significant positive relationship between training and development and employee performance as well as a significant positive relationship between employee performance and public service delivery. The study also found that the relationship between training and development and public service delivery is mediated by employee performance. Therefore, the study concludes that the organizations in public and private sectors should allocate more resources for training and development programs to enhance the knowledge, skills, and competence of their employees and enhance the performance of their employees as well as improve their public service delivery.

8. Recommendations

Civil Servants are very important and play an important role in the smooth running of every government institution. Governments cannot achieve their aspirations and duties to their citizens without effective, efficient, competent, and functional Civil Servants. Therefore, the Governments should allocate an adequate budget for training and development and invest more into continuous Training and Development programs to improve employees' knowledge, skills, and capabilities required to achieve institutional goals and to enhance better performance of the employees as well as the public service delivery. The training and development programs should be properly planned and systematically organized to enhance the competence and professionalism among

public servants and improve public service delivery. The Government should also study and evaluate the impact of training on the quality of public service delivery and client satisfaction.

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