

**THE INFLUENCE OF LEARNING AND DEVELOPMENT ON EMPLOYEE
PERFORMANCE AT THE PERSONNEL MANAGEMENT OFFICE
IN THE GAMBIA**

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OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF
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2022

DECLARATION

By putting my name here, I, the undersigned, certify that this work is entirely original and has never been submitted for credit at a university or other institution.

Signature... 

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With my permission as the university supervisor, this project has been turned in for review.

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DEDICATION

I pay tribute to my late father with this effort. My mother, brothers, and sisters who have always supported and encouraged me in all of my endeavors. You guys helped me, and now that I've earned a master's degree in the field of human resources management (HRM), I can thank you for having faith in me to soar to new heights in life. A special thanks to everyone who has helped me out, advised me, and supported me morally.

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LIST OF ABBREVIATION

ARP	-	Administrative Reform Programme
CSRPD	-	Civil Service Reform & Planning Division
FA	-	Finance and Admin
GOTG	-	Government of the Gambia
HCT	-	Human Capital Theory
HR	-	Human Resources
HRDD	-	Human Resource Development Division
HRIS	-	Human Resource Information System
IFMIS	-	Integrated Financial Management Information System
MDA	-	Ministries Departments Agencies
NRS	-	National Resource Service
PD	-	Pensions Division
PMD	-	Personnel Management Division
PMO	-	Personnel Management Office
SLT	-	Social Learning Theory

- SPSS** - Scientific Programme Social Science
WASSSC - West African Senior Secondary School Certificate

ABSTRACT

One of the most crucial tactics used by firms to assist staff in acquiring the necessary experience, education, and competencies to function well is learning and development. Employee performance rises as a result of increased self-direction and work-based ability provided by learning. The objective of the study was to assess how employee performance at the personnel management office in the Gambia was impacted by learning and development. The study was applied. In order to analyze 166 employees in the administrative cadre at the personnel management office in the Gambia, a cross-sectional research methodology was adopted. 166 surveys were sent out, and 130 of them received responses. Google surveys and structured questions were used to collect the data. It used a quantitative approach. With SPSS version 22, the statistical analysis was completed. The goals of the investigation were supported by regression analysis. To do this, accurate generation and interpretation of frequency tables, percentages, means, and standard deviations was done. The normalcy test involved using the Pearson moment correlation coefficient (r). The relationship between the dependent variables and the independent factors (learning and development) was looked into using linear regression (employee performance). According to the findings, there is a strong link between employee performance and learning and development ($R^2 = .632$, $F = 2.667$, $T = 4.63$, $P > 0.05$). The study came to the conclusion that learning and growth have a substantial impact on employee performance. According to the report, in order to improve staff performance, PMO guidelines should include provisions for employee learning.

CHAPTER ONE INTRODUCTION

1.1 background to the study

Workers output has been connected to learning, development and performance in enhancing prospects for employee career advancement (Rusaw & Fisher, 2017). One of the key actions most businesses have taken to improve employee performance is the deployment of learning and development. Rucker (2008). According to Shephard et al. (2013), learning and development improves an employee's overall performance, increases profitability, enhances job knowledge and abilities across the board in the organization, creates more positive attitudes toward profit oriented, raises employee morale, and makes it simpler for staff to identify with organizational goals (Sims, 1990).

While development focuses on preparing employees for acceptable future employment in line with the general objectives of the business, learning concentrates on the current work (Sims, 2002). Learning and development is a specialist Human Resource (HR) activity that involves equipping employees with certain abilities in order to improve employee performance through increased knowledge and skill. Every firm benefits from successful progress, development, and expansion of its workforce, and every nation's development is reliant on the caliber of its citizens.

According to Haruna and Vyas-Doorgapersad (2014), learning and growth are essential to employee effectiveness. Employee performance can be increased through learning and development, but this is dependent on management engagement and support. According to Rothwell (2001), as employees gain more value to the company and to society, they frequently experience an increase in their sense of self-worth, dignity, and wellbeing. To enable continual improvement and adaptation to shifting job requirements and the larger work environment, learning and development are essential to assuring good performance of individuals inside networks of a knowledge activity system. To achieve the organization's goals, workforce development is concentrated on luring, nurturing, and keeping the best employees from the widest range of business practices (Dysvik & Kuvaas, 2008).

The human capital theory (HCT) (Becker, 1964) and the social learning theory (SLT) will serve as the foundation for this research (Badura 1962). Employees have a set of talents or abilities, which they can grow through learning and development, according to Becker (1964). The human capital theory states that people are seen as autonomous economic agents. Becker, (1964) (1964) According to the HCT, people can boost their capacity for production by getting more education and training in specific abilities. Bandura's SLT from 1962 is widely regarded as a meta-theory for comprehending various facets of human resource management since it sees learning and development as depending on individual, environmental, and behavioral factors.

According to SLT, we pick up social skills by observing and mimicking the conduct of others. Vicarious reinforcement, which improves worker performance, is a learning process that also happens when incentives and penalties are observed. SLT is viewed as the link between behaviorist and cognitive learning theories, comprising motivational, memory, and attentional processes that affect employee performance (Muro & Jeffrey, 2008).

The Personnel Management Office of the Gambia will be the subject of this investigation. The Civil Service guarantees that public operations are carried out and is the heart of the government apparatus (PMO, 2018). In Gambia, prior to the creation of the PMO, the Civil Service was characterized by rapid expansion that outpaced the growth of the economy, over staffing and poor remuneration. These problems necessitated the Administrative Reform Policy in 1987 (PMO, 2018) and the establishment of the PMO in 1988 to improve the human resource management of public institutions (The Gambia Civil Service, 2016) and develop, retain and maintain an effective and efficient civil service (PMO, 2018).

To demonstrate the importance of learning and development, the PMO developed a training policy in 2010, to direct training procedures, the development of training programmes, the identification in training plans and training needs assessment (The Gambia Civil Service, 2016). Several scholars have sought to establish a nexus between employee learning and development on one hand, and employee output on the other but other findings have not. This study seeks to assess current strategies for employee learning and development in adoption at the PMO of the Gambia with the view of determining the relationship between employee learning and development programs.

1.1.1 Learning and Development

Ambrose et al. (2010) claim that learning is a process that leads to change brought on by experience, increasing the likelihood of improved performance and further learning. The accumulation of knowledge, skills, and attitudes is what learning is all about.. Understanding is expanded and deepened in accordance with one's development objectives. According to Armstrong (2006), A crucial part of corporate human resource management is learning and development. Receiving more attention as employers seek to boost both organizational and employee performance.

According to Jovanovi et al. (2016), learning and development aids organizations in raising the likelihood that objectives will be met by switching employee attitudes and behavior through a methodical procedure that entails the dissemination of technical know-how to workers in order to increase their skills, knowledge, and experience (Armstrong, 2006). According to Drummond (2000), development is the process of acquiring skills, knowledge, and behaviors over an extended period of time to facilitate task execution efficiency or career advancement. Employee development helps individuals become more qualified for future employment and improves their capacity to carry out related activities. It also helps them get ready to fill positions in organizations.

According to Armstrong (1998), managerial leadership skills can be developed and exercised on the job. The organization needs technical, manual, and administrative abilities to increase its competitiveness. Since the trainee labors, picks up knowledge, and becomes skilled all at once, It benefits from truth and quick learning. On-the-job training emphasizes the development of skills in the workplace, often under regular working conditions, according to Jacob et al. (1985). On-the-job training frequently consists of orientation, apprenticeship, and refresher courses. To go from the current working environment to one where the stress and tumult of work are minimized, off-the-job training is necessary.

1.1.2 Employee Performance

Employee performance is the individual's output following the application of the necessary effort to a position or task in the process of getting work done (Hellriegel, Jackson, & Slocum, 1999; Karakas, 2010). According to another interpretation of the phrase "employee performance," it refers to a worker's capacity to carry out specific activities in light of factors like cost,

completeness, timeliness, and precision of execution (Sultan et al., 2012). According to Bataineh (2017), an employee's performance is the result of how effectively and efficiently they complete their daily tasks in order to satisfy the expectations of their stakeholders.

Employee's performance has a direct impact on organizationally productivity and this makes learning and development necessary to improve skills and acquire knowledge to attain organizational goals (Cuneen, 2006). Within this perspective, employee performance is essentially dependent on prior knowledge, skill or experience in task execution. Employee performance is a crucial component and the foundation for improving an organization's overall performance (Qaiser Abbas et al. 2009).

Employees are an organization's most important resource, and their performance is what drives an organization's accomplishments, expansion, and success, according to Robbins (2010). Employee performance is the way a worker performs their duties and completes the necessary tasks. The efficacy, quality, and efficiency of an employee's output are examples of performance behaviors. Employees are an organization's most important resource, and their performance is what drives an organization's accomplishments, expansion, and success, according to Robbins (2010). Employee performance is the way a worker performs their duties and completes the necessary tasks. Performance behaviors include things like an employee's output's effectiveness, quality, and efficiency. According to Armstrong (2006), it is up to the organization's management to develop a high performance culture to enable organizational efficiency through employee performance.

1.1.3 The Personnel Management Office of the Gambia

To enhance the management of the Human Resource (HR) of the Gambia's public service, the government established the Personnel Management Office (PMO) in February 1988 as part of the Administrative Reform Programme (ARP). The PMO's ultimate goal is to create a professional, organized Civil Service that is effective and efficient through enhancements to staff development, performance, discipline, workforce planning, and working practices. The Republic of The Gambia's Personnel Management Office (PMO), also known as the Human Resource Unit of the Gambian Civil Service, is in charge of developing human resources.

The main objective of the PMO is to develop, retain and maintain an effective and efficient civil service (PMO, 2018). It has eight organizational units which include the following: Finance and Administrative Unit (F&A), Pensions Division (PD), Human Resource Development Division (HRDD), Human Resource Information Systems (HRIS), Management Service Division (MSD), Personnel Management Division (PMD), National Records Service (NRS) and Civil Service Reform and Planning Division (CSRPD). PMO is guided by two major legislative and regulatory instruments. These are: The Public Service Act and the Public Service Commission Regulations.

Performance related challenges led the PMO to develop a multi-approach to learning and development that includes bilateral cooperation, in-service training and outsourced training. The extent to which such multi-approach strategies have improved employee performance is not clear. Hence this study attempted to examine if learning and development influenced employee performance at PMO in Gambia.

1.2 Research Problem

Studies have demonstrated that employee performance is influenced by learning and development (Zahid, 2013). In today's environment, learning and development have grown in importance for both the organization and the person. According to Armstrong (1999), it's critical to maximize employees' contributions to the organization in order to maintain profitable and productive employee performance. Keeping up with developing concerns, global trends, and technology change through learning and development is one way a business can ensure this (Ngure and Njire 2013).

Studies also show that, employee performance depends on learning and development which itself is determined by an organization's human resource policy on issues such as learning and development (Zahid, 2013). Whereas there exists literature on learning and development concept on its direct association with employee performance, literature also points to other contributing factors that underpin the concept. Diverging definitions and conceptualization may also play a significant influence.

The Personnel Management Office (PMO) of the Gambia is mandated to coordinate the performance of the Gambia civil service, employees' matters performance. However, as a recent established department, the provision of learning and development remains at infancy. At the same time, there is limited studies that have investigated learning and development in the Gambia public service (GOTG, 2020). PMO surveys reviewed by the researcher, presented gaps in learning and development efforts by PMO and actual employee performance reports generated from appraisal records. This therefore means that investigation involving learning and development on employee performance in this context is necessary. The study hence sought to establish if learning and development would influence employee performance at PMO. Contradictory findings have come from empirical studies on how learning and development affect employees' performance. Although some research do indicate that learning and development have a significant impact on employee performance, other studies have found the opposite or conflicting outcomes.

According to Ofobruku and Yusuf (2014), employee learning and development enables transfer of knowledge and is a tool for improving employee skills, strengthening capabilities and building organisational competitive advantage. Employee performance has a favorable and significant association with learning and development as a factor of employee development, according to Lee, Sarr, and Lai's (2014) research. They came to the conclusion that learning and growth had a favorable effect on worker performance.

Jonga (2019) opine that, learning and development activities in local government institutions improves employee performance and ability to support institutional objectives such as the demands of the decentralization process despite the countries human development crisis. There have been no PMO studies that the researcher is aware of that have examined how learning and development impact job performance. The researcher's objective is to ascertain how learning and development affect employee performance at the personnel management office of the Republic of The Gambia.

1.3 Objective of the Study

The aim of this investigation was to ascertain whether employee performance at the Personnel Management Office in the Gambia will be impacted by learning and development.

1.4 Value of the Study

This research will focus on used for policy development by management to embrace learning and development to increase employee performance at different government and state agencies. It will be value in terms of practice to organizations whereby it will provide a benchmark for developing effective frameworks and strategies for learning and development, it will help organizations match the learning and development needs of their employees with efforts to ensure the attainment of overall organizational objectives. Since there hasn't been much research in this area, The study aided management in comprehending the value of learning and growth and how it impacts worker performance. The insights generated will be helpful in educating the government, public service, and semi-autonomous institutions, as well as stakeholders, on policy and compliance.

The outcome of the study, its findings and recommendations will be very significant in policy development and strengthening. Currently, the Personnel Management Office of The Gambia has a training policy in place, to ensure continuous professional development of the state's human resource and this study will be of great use. The study will identify the inherent weaknesses in the Gambian civil service from the gaps in the existing policy, and will inform policy makers on areas of priority in the review and strengthening of existing policy, as well as the introduction of new areas of focus in a possible review of the scope of policy in new policy development.

Finally, in terms of knowledge creation, the findings of the study will help expand foundational literature on this aspect of human resource management in the Gambia and also address the contextual and time gaps in existing literature thereby increasing desire for further research and knowledge progression thereby supporting theory.

CHAPTER TWO LITERATURE REVIEW

2.1 introduction

The important academic and research is examined in this chapter. material on the connection between training, growth, and worker performance that is relevant to this study. The researcher discusses the theoretical underpinning theories that relate to the impact of learning and development on employee performance.

2.2 Theoretical Foundation

The Human Capital Theory Becker (1964) and the Social Learning Theory Bandura will serve as the foundation for this research as they are both key ideas that are relevant to the topic (1962). These theories support how learning and development lead to improved employee performance, which is possible if motivation, intrinsic motivation, behavior, and environmental factors are taken into account.

2.2.1 human capital theory

Becker proposed the concept of human capital (1964). The idea behind the theory is that every employee has a special set of abilities or skills that they may enhance or add to with education and training. The formal education hypothesis is the cornerstone of the human capital theory, which aims to increase employees' performance potential. The human capital theory states that investing in employees' education enhances their cognitive endowments of economically productive human capability, which are a result of their intrinsic skills. This in turn increases workers' productivity and efficiency. Human capital refers to a population's individual and collective knowledge, talents, skills, abilities, experience, intelligence, training, judgment, and wisdom (Woodhall, 1997).

Human capital theory, according to Fagerlind and Saha (1997), offers a fundamental justification for significant public investment in education in both developing and wealthy countries. According to the majority of economists, a country's human resources—not its capital or its material resources—are what ultimately determine the nature and rate of its economic and social development. The ultimate source of a nation's prosperity is its human resources. The theory is in line with the democratic and liberal advancement ideologies prevalent in the majority of western cultures.

To increase productivity of the business through the knowledge of its workers, human capital must be trained, educated, and developed within the framework of the organization (Zidan, 2001). Humans are the primary active agents who amass wealth, use resources for their intended purposes, build social, economic, and political institutions, and promote the growth of nations. Natural resources and capital are production's passive components. Applying the principle of human capital to educational systems is vital to promote human growth in society as a whole.

The theory has received criticism for being incorrect, oversimplified, and confusing labor with capital. HCT is predicated on the idea that formal education and training are essential to enhancing employee performance's ability for productivity. According to Freeman (1976), human capital just functioned as a signal for talent and potential; capital equipment, capital training, and motivation were ultimately responsible for real productivity. Not all economists agreed that human capital directly increases productivity. He arrived at the conclusion that labor wasn't actually a factor in production.

Turning people (i.e., labor) into capital, according to Samuel et al. (1976), fundamentally silences discussions about class conflict and attempts to strengthen workers' rights. Due to the HCT's reliance on the notion that people are rational actors, new criticisms of it were raised in the 1980s and 1990s with the advent of behavioral economics. The HCT will therefore encounter the same flaws and limitations when attempting to explain occurrences since its fundamental presumptions on human objectives, motivations, and decisions turn out to be unfounded.

2.2.2 Social Learning Theory

Albert Bandura first put forth the social learning theory in 1977. The strategy places a strong emphasis on the value of emulating other people's behavior, attitudes, and emotional responses. To understand how environmental and cognitive elements interact to affect human learning and behavior, social learning theory is used. Wenger (1998) argued that our fundamental source of learning comes from our participation in communities of practice groups, which are made up of people with similar expertise who collaborate.

By studying other people's behavior and using reasonable mental behavior, Bandura (1977) explained how people might learn new things. He identified two different forms of live models: through live model physically exhibiting an action and through live model utilizing language to display behavior orally. These two types of live models are the foundation of the social learning theory.

According to the argument, learning does not guarantee that someone will produce quality work. For someone to want to put what they have learned into practice through the four processes of attention, retention, reproduction, and motivation, it must have value to them. Understanding cognitive factors and their significance in deciding whether to repeat conduct is how the social learning theory explains complicated behavior. But it doesn't account for the fact that our thoughts and feelings lead to a variety of behaviors (Bandura, 1977).

2.3 Relationship between Learning and Development on Employee Performance

One of the most crucial methods used by businesses to assist staff in acquiring the experience, education, and competencies required to complete tasks while coping with environmental obstacles is learning and development. Learning gives workers the ability to be self-directed and task-based, which increases their capacity for adaptation and their productivity. Modern employee performance, learning, and development models are essential for improving service delivery (Mohamed, 2015).

Harrison (2000) asserts that education and training have an impact on how well employees perform. and is a crucial component in achieving organizational goals. In his study, Gest (1997) said that learning and development practices are essential components of human resource management because they have a favorable impact on the level of workers' knowledge, skills, and capability, which leads to improved employee performance. There is a nagging worry that managers aren't sufficiently qualified to perform their new roles. This could be due to a variety of factors, such as a lack of learning and development, work pressure, the fact that managers were promoted for their technical abilities rather than the development of their managerial skills, or the fact that they are accustomed to referring specific issues to the human resources department (Monaco, 2012).

Learner (1986) carried out an eleven-year study to emphasize this favorable association even further. The findings demonstrated that businesses with cultures that place a high priority on learning and development as well as moral principles for stakeholders, employees, and managers outperformed businesses without these cultural traits by a significant margin. Learning and development has shown to give performance-related benefits for both people and the firm by favorably affecting employee performance through the expansion of employee knowledge, skills, ability, competencies, and conduct (Appiah et al., 2010).

Numerous studies have looked into the connection between employee performance and learning and development. Saida Mohamed (2015) conducted research on learning organizations and employee motivation. She discovered that learning organization practices had a significant positive path coefficient and a strong influence on employee motivation. She reached the conclusion that organizational learning strategies and employee motivation are significantly related, which in turn affects performance. In a research on personnel training and advancement methods in Kenyan state-owned businesses ,Nguku (2006) found that employees who participated in learning initiatives aimed at enhancing their knowledge, skills, and work-related attitudes performed better. Musili (2010) found that learning is only one factor affecting workers' performance in her study of the perceived influence of training and development on flight attendant performance at Kenya Airways.

According to Ngugi's (2014) investigation on how employees at a geothermal development business perceive the relationship between training and development and performance (GDC), companies can boost productivity by promoting their staff members' technical competence and self-improvement. According to Angela's study on the subject (2014), By favorably influencing employee engagement to change processes, creativity, improved performance, and more zeal for work, training increases employee performance. At the agricultural development corporation, Betty (2011) conducted research on the perceived relationship between performance contracting and employee performance. The study's findings show that performance contracting is a successful technique for performance enhancement. Employee performance is encouraged, especially when rewards are connected to successful performance.

decreasing the performance difference, per (Swart et al., 2005), entails establishing a pertinent learning intervention with the goal of helping workers develop certain skills and abilities and improving employee performance. Learning and development improve a worker's entire capacity to perform their current job well as well as the skills, information, and attitude necessary for future employment, which results in higher performance (Wright & Geroy, 2001). Additionally, it is essential to encourage government workers' engaged and voluntary participation in educational settings.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter's main focus is the method used to gather, set up, and evaluate the field data. It highlights the data collecting, analysis, and research design.

3.2 Research Design

The research design's objective is to provide this study with a suitable framework. This study used a cross-sectional research approach. It will enable various individuals working at various administrative levels to respond at once, and it will enable examining factors without changing them. Research design, as defined by Creswell & Plano Clark (2007), refers to the methods employed in research initiatives for data collection, analysis, evaluation, and reporting. It is a common method for connecting theoretical research problems with practicable empirical research; it is quick, easy, and inexpensive to use.

3.3 Population of the Study

The entire set of observations from which a sample is drawn constitutes the population of a study. according to Akinade & Owolabi (2009). According to Avwokeni (2006), the population of a study is the entire group of volunteers that are eligible for the study. . Adeniyi et al. (2011) defined population as the total number of major human settlements in a certain geographic area.

The whole administrative cadre of the Gambia's civil service served as the research population. According to the IFMIS database, the administrative cadre has 537 employees (2022). The population included all ministries' permanent secretaries as well as the cadet administrative officer, assistant personnel officers, senior assistant/personnel officers, and principal assistant/personnel officers.

3.4 Sampling Size and Sampling Procedure

Out of the 537 employees 30% sample size of employees will be calculated. The calculated sample was 166 employees and were picked randomly from the population. All employees had an equal chance to be chosen using this strategy. Kothari (2004) asserts that a good sample must be accurately representative of the population. In Table 3.1, the sample design is displayed.

Table 3.1: Sampling Size

Ministry	Number of employee	Sample size (30%)
Office of the President	20	6
Office of the Vice President	10	3
Ministry of Public Service /PMO	120	36
Public Service Commission	20	6
Tourism	20	6
Youth and Sport	17	5
Local Government & Lands	20	6
Finance	30	9
Agriculture	17	5
Health	20	6
Trade	10	3
Transport and Construction	20	6
Basic Education	40	12
Higher Education	30	9
Interior	20	6
Petroleum	20	6
Defense	20	6
Foreign Affairs	30	9
Water Resources	30	9
Justice	20	6
Environment/Natural Resources	20	6
Information & Technology	20	6
Total Population	537	166

3.5 Data Collection

Google Forms questions were used to gather primary data. forwarded by email. Google forms questionnaires were suitable tool for collecting data during the Covid-19 era and are preferably used, it also fits the research design of this research. These questionnaires will be sent to personal emails of all officers in the cadet administrative cadre from Permanent Secretaries to Cadet Administrative Officers which will be answered and send back through email. An easy way to create a survey with as many questions as you need to ask in a variety of formats is to use a Google form.

3.6 Data Analysis

Cleaning and aggregating data for easier interpretation through data analysis allows one to draw findings that will guide a course of action or choice (Mugenda&Mugenda, 2012). On the data, regression analysis was done. The effect of learning and development on employee performance will be investigated through model analysis and prediction of the relationship between the variables. According to Field (2005), regression analysis demonstrates the impact of a unit change in the independent variable on the dependent variable.

For each significant relationship, the PMO will be given the R square value, regression coefficients (Beta Coefficients), and P value. Using the research model as a guide,

Where;

α° is the constant of the efficiency of the staff when the importance of growth and learning is equivalent to 0; the regression coefficients that determine how much change a factor has on X^1 on Y ; X^1 is learning and development; Y a worker's productivity and \mathcal{E} = error term.

CHAPTER FOUR
DATA ANALYSIS, RESULTS AND DISCUSSIONS OF FINDINGS

4.1 introduction

This analysis, and reporting of the study’s findings are the primary subjects of this section. The demographics of the respondents and data presentation utilizing tables, charts, and cross tabulations are the main issues covered in order to achieve the goals of the study.

Ministry	Frequency	%
Office of the Office	4	3
Office of the Vice Office	2	2
Ministry of Public Service/PMO	34	26
Public Service Commission	4	3
Tourism	3	2.3
Youth and Sport	4	3
Local Government & Lands	5	4
Finance	7	5.3
Agriculture	4	3
Health	4	3
Trade	2	2
Transport and Construction	5	4
Basic Education	11	8
Higher Education	8	6
Interior	4	3
Petroleum	3	2.3
Defense	4	3
Foreign Affairs	7	5.3
Water Resource	6	5
Justice	3	2.3
Environment Natural Resources	2	1.5
Information & Technology	4	3
TOTAL	130	78

4.2 Response Rate

Table 4.1 reveals that 78% of those surveyed responded. The ideal response rate, according to Mugenda & Mugenda (2003), is at least 50%.

Table 4.1 Response Rate

Ministry	Frequency	Percent (%)
Office of the Office	4	3
Office of the Vice Office	2	2
Ministry of Public Service/PMO	34	26
Public Service Commission	4	3
Tourism	3	2.3
Youth and Sport	4	3
Local Government & Lands	5	4
Finance	7	5.3
Agriculture	4	3
Health	4	3
Trade	2	2
Transport and Construction	5	4
Basic Education	11	8
Higher Education	8	6
Interior	4	3
Petroleum	3	2.3
Defense	4	3
Foreign Affairs	7	5.3
Water Resource	6	5
Justice	3	2.3
Environment Natural Resources	2	1.5
Information & Technology	4	3
TOTAL	130	78

Source: Author (2022)

4.3 Demographic attributes of Respondents

The many categories into which the respondents are divided were examined in terms of demographic factors. This covered things like age, gender, job title, educational attainment, as well as years of employment.

4.3.1 Job Position

The first question on the questionnaire asked the respondents to identify their organizational position. This is crucial in determining the various training requirements for various work levels. In our study, it was not restricted; all administrative cadre roles were involved.

Table 4.2 Job Position

Position	Frequency	%
Permanent Secretaries	12	9.2
Deputy Permanent Secretaries	15	11.5
Directors	15	11.5
Principal Personnel/Assistant Officers	20	15.4
Senior Personnel/Assistant Officers	18	13.8
Personnel Officers	40	31
Cadet Admin. Officers	10	7.6
Total	130	100

Source: researcher, 2022

4.3.2 Gender of Respondent

Data about respondents' gender are shown in Table 4.2. It demonstrates that, with a total of 54%, female respondents made up the bulk of the target group, while 46% of respondents were male. Out of the 130 respondents, table 4.2 reveals that 70 respondents represent women and 60 respondents represent men. This analysis implies that though female are more than male, the difference are not significant. Below represents the table 4.2.

Table 4.2 Gender Response

Gender	frequency	%
Male	60	46
Female	70	54
total	130	100

Source author (2002)

4.3.3 Age

The age of participants were also determine, what the age of each respondent is. The respondents' ages are shown in Table 4.3. Out of the 130 of the respondents 30% represent the respondents age 41 - 45 as the highest and 7.6 % representing age 20 – 25 with the lowest. This implies that all ages are represented in the Personnel Management Office of the Gambia, though over 40 are the majority. Table 4.3 illustrates their ages from 20 -25, 26 -30, 31 – 40, 41 -45, 46 – 50, above 50 in percentages.

Table 4.3 Age Respondent

age	frequency	%
20 - 25	10	7.6
26 - 30	20	15.4
31 - 40	35	27
41 - 45	39	30
46 - 50	15	11.5
Above 50	11	8.4
Total	130	100

Source: Author (2022)

4.3.4 Educational background

Additionally, Finding out the respondents' identities was essential to the research. Educational backgrounds because that could influence the type of training that would be most suitable. The respondent's educational history is shown in Table 4.4.

Table 4.4 Educational Background

Qualification	Frequency	%
Bachelors	60	46
Masters	39	30
PhD.	10	8
WASSSC	17	13
Others	4	3
Total	130	100

Source: Author (2022)

Table 4.4 shows that respondents had a variety of degrees under their belts, ranging from the PhD to the West African Senior Secondary School Certificate (WASSSC). The vast majority of those polled hold bachelor's degrees which represent 46%. Master's degree represents 30%, PhD at 8%, WASSSC at 13% and others at 3%. This analysis shows that most respondents have a level of education that allows them to understand the main concepts of the survey.

4.3.5 Years of Service

In order to properly contextualize the respondents' responses, the survey also aimed to determine how long they had worked for the ministry. The categories of service years as reported by the participants are shown in Table 4.5.

Table 4.5 Years of Service

years	frequency	%
Less than 1 year	13	10
1 – 5 years	32	24.6
6 - 10 years	26	20
More than 10 years	59	45.4
Total	130	100

Source: Author (2022)

According to Table 4.5, the respondents' average The job period varied from one to five years. for 24.6%, 6 to 10 years for 20%, 10 to 10 years for 45.4%, and 1 to 1 year for 10%. This table shows that 45% of the respondents have work with the civil service for more than 10 years. This means that the service is blended with experience employees who have been in the service for long to respond to issues regarding learning and development and performance of the Personnel Management Office, The Gambia.

4.4 Test of Normality

Table 4.6: Pearson Correlation Results

	Measurement of coefficient correlation	Learning & development	Employee performance
Learning and Development	Pearson correlation Sig (1-tailed) N	1 130	0.56 0.0001
Employee Performance	Pearson correlation Sign (1 – tailed) N	0.56 0.0001 130	1

Source: Author (2022)

As shown in table four point seventeen, there's a substantial association through learning performance of employees, and growth, with a r value of 0.56 at $p > 0.05$. We can draw the conclusion that learning and development can significantly boost worker performance ($r = 0.56$, $p = 0.001$).

4.5. Descriptive Analysis

Respondents listed a range of programs were questioned about the they had been trained at that time period with the most significant ones being tried to present in Table 4.6.

Table 4.7 Summary of Descriptive

Descriptive Statistics			
Variables	Mean	Std. Deviation	N
Learning	.308	1.16	130
Performance	.316	1.66	

Table 4.7 show that the respondents moderately identified with the variables that were used in the study. The respondents generally agreed to a moderate extent with learning and development (Mean 0.308, SD 1.16). This implied that the respondents to an average extent agreed that they do receive company based training.

Descriptive outcome in Table 4.6 also show the responders concurred, their performance was moderately dependent on training (Mean 0.316, SD 1.66). This result implied that the performance of respondents was barely influenced by learning.

4.6 Regression Analysis

The study's aim was to determine what impact staff performance was made through training and development at the PMO in the Gambia. Regression analysis was used in the study to evaluate this connection. The results of the regression analysis are shown in Table 4.7.

Table 4.8: learning and development on employee performance relationship

Model summary

Mode	R	R square	Adjusted r	Std. error of the estimate
1	.632a	.400	.250	.35355

- a. predictors (constant), learning
- b. dependent variable: performance

anova^a

Model	Sum of squares	df	f	Sig.
Regression	.333	1	2.667	0.001 ^b
1 Residual	.500	129		
total	.833			

- a. dependent variable: performance-oriented
- b. predictors: (constant), learning

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	2.000	.530		3.771	.020		
learning	3.500	.306	4.632	4.633	.001	1.000	1.000

- a. Dependent Variable: performance

Employee performance and learning and development showed a substantial link ($R^2 = .632$, $p > .05$), as shown in Table 4.8. This meant that 63 percent of changes in employee performance was attributed to their learning. F statistic was significant ($F = 2.667$, $P > 0.05$) implying that there was goodness of fit of the data collected. The T- statistic was also significant ($t = 4.633$, $p > 0.05$) suggesting that the variables correlated well. The beta coefficients were also significant and positive. Beta coefficients showed that 1 unit change in employee learning contributed 3.5 units change in employee performance.

4.7 Discussion of Findings

Females made up 54% of the population while men made up 46%, indicating that the Gambia's civil service considers gender balance as required by the Gambian Constitution when hiring new personnel. In terms of education levels, the civil service hires qualified personnel with at least

tertiary level training. The majority of the personnel have been with the company for longer than ten years, which indicates a good system for retaining employees and the need for ongoing training and development to improve their knowledge, skills, and talents.

The majority of respondents gave the learning experience either excellent, very good, or ordinary ratings. This shows that the training programs' goals to inspire employees are quite obvious. Employees are able to work at their peak efficiency when learning is in place, and this translates into process efficiency and enhanced performance. Employees are empowered to carry out their daily tasks thanks to the evaluation-based policies and processes that are in place. Staff members gain a sense of community, appreciation, and opportunity to discuss experiences outside of the workplace through these trainings. Given this environment, workers create stimuli for motivation that apply to the entire civil service. The study also discovered a strong link between worker performance and learning and development leads. The objectives under the staff training policy are in line with this., which states that workers will be provided with the chance to participate in additional programmes for training and growth as appropriate to enhance their duties and performance at work. Every firm, according to Armstrong (2003), is worried about what needs to be done to sustain a high level of performance among its personnel. According to Price (2005), daily management of employee performance is the secret to efficiency enhancement success

CHAPTER FIVE

SUMMARY CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The chapter provides the study's findings and recommended future steps in accordance with its goal while also summarizing the data from chapter four. This study set out to determine how employee performance at the Personnel Management Office of the Gambia's public service was impacted by learning and development.

5.2 Summary of Findings

The Personnel Management Office has over the past years been the only institution providing learning and development activities for all employees working within the civil service. According to data gathered via questionnaires, learning and development initiatives within the public service go back to the time the organization was founded. As a result, the Personnel Management Office has long used learning and development activities as a tool for managing human resources.

The research results are generally in line with earlier management literature on learning and growth. According to the study, learning and growth improve employee effectiveness. Numerous respondents reported feeling motivated by the training programs offered by the civil service, according to the data.

5.3 Conclusion

Using the Personnel Management Office of the civil service as a case study, This study provided data and recommendations in an effort to assess how learning and development affect employee performance. PMO must take action to improve its learning and development efforts and ensure that all relevant procedures are followed.

The results of this study showed that improving performance, discipline, workforce planning, working processes, and staff development are crucial to streamlining and professionalizing PMO operations. Given the rapid employee satisfaction, this makes ongoing learning and development of its human resource critical and essential.

5.4 Recommendations

The study suggests that PMO implement learning because research has proven that it improves employee performance by raising staff productivity, efficiency, and skill levels. As a continual process for organizational growth and survival, the PMO should incorporate learning and development as well as learning objectives, plan, implementation, and evaluation. Institutional planned change aims to match an individual's set goals with possibilities present within their ministries.

The study suggests that employers should permit staff members to assess their skills and career objectives through self-learning requirements. Projections for each employee's personal growth and training should be available.

It is suggested that PMO implement a training-related incentive policy. Extra money, stipends, and benefits are examples of extrinsic incentive. Examples of intrinsic motivation include being accepted by coworkers, receiving praise from superiors, having the opportunity to advance, and receiving direction on crucial issues. Conversely, a good working environment lowers absenteeism, staff turnover, and complaints, which indirectly boosts productivity.

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APPENDIX 1

Appendix: Questionnaires

Isatou Cham here at the University of Nairobi, where I'm pursuing a Master's in Human Resource Management. The Impact of Growth and Teaching on Employee Productivity: The Gambia's Civil Service is the name of the study I'm working on right now. I've chosen you to be one of my responses. To assist me in gathering information that will be beneficial for this study, kindly respond to the following questions honestly as you can. All provided information and data will be kept completely private and used only for academic purposes. Please refrain from writing your name or workplace number.

I'm grateful.

Section A: General Information

1. Job Title

.....

2. Gender ()

a) Female ()

b) male ()

3. Age:

a) 20-25 ()

b) 26-30 ()

c) 31-35 ()

d) 36-40 ()

e) 41-45 ()

f) 46-50 ()

g) Above 50 ()

4. Educational Qualification:

a) WASSC/GCE ()

- b) Bachelor's. ()
- c) Master's ()
- d) PhD ()
- e) Others ()

Please specify.....

5. Which Ministry/Department are you working with?

.....

6. How long have you been employed by the government?

- (a) Less than 1 year
- (b) 1-5 years
- (c) 6- 10years
- (d) More than 10 years

7. Since joining the administration, have you received any training? Put a checkmark by it.

- a)Yes
- b) No

If you said "yes" to the previous query, please list the name of the training in the space provided below.

.....

8. How often do you undergo training?

- a) Quarterly ()
- b) Every six months ()
- c) Once a year ()
- d) Every two years ()
- e) No specific schedule ()

Section B: Effectiveness of Learning and Development

9. I have attended training to improve my performance

Strongly Disagree 1	Disagree 2	Uncertain 3	Agree 4	Strongly Agree 5

10. State if the training you attended related to your work

Strongly disagree 1	Disagree 2	Uncertain 3	Agree 4	Strongly agree 5

SECTION C: PERCEIVED EFFECTS OF EMPLOYEE PERFORMANCE

No		Strongly disagree 1	Disagree 2	Uncertain 3	Agree 4	Strongly Agree 5
11.	I've taken learning and development classes, and they've helped my performance.					
12.	I possess the skills and self-assurance to adopt to new technology, including tools and systems.					
13.	The ministry's learning and development initiatives have enhanced the effectiveness of the organization.					
14.	Thanks to the learning and development programs offered, I have enhanced my communication skills, ethics, and commitment to my career.					
15.	Learning and development initiatives have improved employee performance in terms of better quality, quantity, and growth.					
16.	You as an employee have found the learning and development opportunities offered by the ministry to be a worthwhile investment.					
17.	I now possess in-depth knowledge and proficiency in every facet of quality control.					

END