

**Training and Development Impact on Employees' Performance in the
Administrative Cadre of the Personnel Management Office in The Gambia**

by

Baboucarr Sarr

A Thesis Submitted to the
Graduate Faculty in Partial Fulfillment of the
Requirements for the Degree of

MASTER OF BUSINESS ADMINISTRATION

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Taipei, Taiwan

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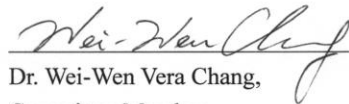
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ABSTRACT

This study in an attempt to examine the training and development impact on employees' performance in the administrative cadre of the Personnel Management Office (PMO), being the human resource unit of The Gambian Civil Service, investigated whether the trainings were meeting the training needs of administrative officers and whether there had been any improvement on their skills. The study also investigated whether training and development had made any significant changes to the administrative officers' job performance and the impact of such performance on PMO and the Ministries on their service-delivery with reference to Kirkpatrick's four-level evaluation model (reaction, learning, behaviour, and results). The research and interview questions were adopted and further developed to enhance their validity and credibility of the research. The study sample comprised four trainees (two from PMO and two from the Ministries), three heads of departments of the Ministries, and three senior management officers of PMO, who are both providers and beneficiaries of the training and development. Participants were interviewed and relevant documents at PMO reviewed for data collection. The interviews' data were recorded and transcribed. Then the coding was done, categorized and themes identified, which helped establish the findings in line with the research questions. Results revealed that trainees' training needs were basically met and skills improved significantly. Trainees also demonstrated improved job-related behaviours, which impacted positively on PMO and the Ministries in terms of timely individual and overall service-delivery, despite some identified short-comings based on which suggestions were made.

Keywords: training and development, impact assessment, employee performance

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CHAPTER I. INTRODUCTION

This chapter begins with the background of the study, which is organized into content, importance of training and development, and the gap. This is followed by the research purpose, research questions that guide the study, and significance of the research, which highlights the contributions of the study. Following are the delimitation and limitations of the study and definition of key terms.



Background of the Study

It goes without saying that training and development of employees is an issue that has to be faced by every organization in the public service. However, the quality and quantity of trainings offered differ enormously in organizations. According to Laing (2009) factors determining the quantity and quality of training and development activities include the degree of change in the external environment, internal change, availability of suitable skills and the extent to which management see training as a motivating factor for development of employees, who are well-equipped with skills and knowledge for effective performance. Many services in advanced economies in the 1990s have come under pressure to become more effective, so as to maintain the volume and quality of services supplied to the public. In this regard, they have been subjected to the introduction of various management techniques like performance measurement to bolster their training and development activities for effective performance of employees (Brignall & Modell, 2000).

In the same vein, the administrative officers in the administrative cadre of the PMO have long realized the numerous benefits that could be derived from training and development, in response to the earlier-mentioned factors. In this regard, these officers have been increasingly requesting for training to enhance their potentials. In response to this and the fact that PMO has long realized the importance of training and development, the senior management officers have been arguing that training is critical for developing a productive workforce (NewGambia.gm, 2009). Human capital theory proposes that formal training such as that offered by training institutions improve the productive capacity of employees (Van der Meroe, 2010). This has resulted to the PMO investing so much money in the development of

the administrative cadre, being the Human Resource Unit of the Gambian Civil Service. PMO has a Centralized Vote, which is designed for sponsoring training and development programmes. It also goes into partnerships with Bilateral Donor Agencies like the Commonwealth Fund for Technical Co-operation in the domain of training and development. Currently, there is the Public Service Reform Project under the day-to-day Management responsibility of PMO. A Programme Support Unit has been established under PMO to strengthen its capacity to manage the sector interventions effectively. The total cost of the project was estimated at USD 7.25 million over the next five years (PMO, August 2007). It should be noted that allocating adequate funds for trainings is a precondition for developing the skills qualifications of the existing personnel and will eventually lead to improved social service delivery (African Development Bank Appraisal Report, 2008).

PMO's training and development basically aims at meeting the training needs of administrative officers, improving their skills, and enabling them make significant changes to their job performance. It also seeks to enable administrative officers contribute effectively to the performance of their various offices, which would eventually result to positive performance of PMO and the Ministries in terms of effective public service delivery (PSRICD, December 2009).

PMO has been training these officers locally at the Management Development Institute (MDI), while others are sponsored to do their Degree and Diploma training courses abroad. PMO sponsor administrative officers to do their studies in various Disciplines including Human Resource Management, Human Resource Development, Public Administration, among others. All these areas have been prioritized for training based on specific needs of Institutions and in line with the aims and objectives of Good Governance, Poverty Reduction Strategy Paper (PRSP), and the Country's Vision 2020 programmes (NewGambia.gm, 2009).

The importance of this huge investment in training and development cannot be overemphasized. In fact, the relevance of training and development can be seen in the form of competent employees who are vital for their organizations, and they enable their organizations consistently deliver effective social services (Vokic, 2008). Furthermore, prosperous organizations develop sustainable capability through a systematic consideration of the human resource as the key asset and through a continuous process of training and development (Zairi, 1998). Training investments reassure employees that they are valued by

their employers, which in turn, enhances employee motivation and commitment to the organization (Santos & Stuart, 2003).

However, analysis of the relevance of training and development in improving employees' performance has been the big problem, which could be attributed to the unexpected changes in performance in the organization. Impact assessment needs to be conducted periodically and needs to be carried out by capable people working with the employees, to examine how they performed before and after the training programmes (Draft Training Policy Report, 2009). This confirms the fact that very little empirical research has been conducted to examine the impact of such training and development on the administrative cadre of the Personnel Management Office. This gap created the need for this explorative empirical study.

Research Purpose

This study sought to examine the training and development impact on employees' performance in the administrative cadre of the PMO by investigating whether the trainings were meeting the training needs of administrative officers and whether there had been any improvement on their skills and attitude. The study also sought to investigate whether training and development had made any significant changes to the officers' job performance and the impact of such performance on PMO and the Ministries in terms of service-delivery. Short-comings were identified in the process based on which recommendations were proposed. Kirkpatrick's four-level evaluation model was chosen for its ease and practical application in seeking information above the levels of only gaining information about the feelings of participants (reaction) and the learning that has taken place in the programmes (learning) (Sahin, 2006). It goes beyond these two stages and examines the programmes in terms of how and whether the concerned officers are able to use the skills they might have acquired in their various institutions and also whether the institutions have benefited from the programmes.

The study tried to answer the following questions, which were formulated based on the Kirkpatrick's four-level evaluation model:

Research Questions

1. Are the training and development programmes meeting the administrative officers' training needs?
2. Has there been any improvement in the administrative officers' skills and attitudes?
3. Has there been any behaviour change in the actual job performance of the administrative officers?
4. What are the results of training and development on PMO and the Ministries in terms of service-delivery?

Significance of the Research

Delivering effective public service with a view to meeting the needs of the citizenry on time and every time is a route to achieving and sustaining national development, and training and development is a tool that organizations can use to accomplish this very important goal (Burden & Proctor, 2000). As such, PMO has been very active in training and developing of administrative officers of the administrative cadre and has been investing huge amounts of money to meet their training needs. Accordingly, this study would inform the Management of PMO and other public service organizations that to improve performance, there is the need to have sufficient and retain well-trained and motivated employees. It would help in the provision of more training for employees in order to maintain a quality work life, which would provide an opportunity for employees' job satisfaction and self-actualization. It would also help provide valuable suggestions for improvement of the training and development so that it becomes more effective for administrative officers, who are in need of it and for national development. Furthermore, this study would contribute to the field of research by enlightening training and development impact evaluators on the practicability of Kirkpatrick's training programme evaluation model in its attempt to provide tangible results on training and development of organizations (Lockee, Moore, & Burton, 2002).

Definition of Terms

Training and Development: Training refers to planned and systematic approach to learning, while development refers to activities leading to the acquisition of new knowledge or skills for purposes of personal growth. Accordingly, impact of training and development refers to outcomes resulting from training and development activities, which in one way or the other affect the quality of life for a particular population (Aguinis & Kraiger, 2009).

Personnel Management Office (PMO): It is the Agency of Government under the Office of the President responsible for the administration, management and co-ordination of training and development, and other personnel management issues in the Civil Service. In other words, it is the Human Resource Unit of The Gambian Civil Service (PMO, 2011).

The Administrative Cadre: This is the cadre of Government which comprises the administrative officers, who are directly appointed by PMO and charged with the responsibility of managing and co-ordinating personnel issues in the Civil Service. In short, they are the PMO personnel, but others are posted out to Ministries to carry out the PMO functions.

Commonwealth Fund for Technical Co-operation (CFTC): Training co-operation between PMO and the Commonwealth under which PMO receives technical assistance and funding for its training and development activities.

Employee Performance: A concept in human resource related to everything about the performance of employees in an organization involving all aspects which directly or indirectly affect and relate to their work.

CHAPTER II. LITERATURE REVIEW

This chapter basically begins by giving a description of the impact of training and development, and Kirkpatrick's four-level evaluation model for investigating impact of training and development. These are followed by motivation theories to impact of training and development, evaluation of training, and overview of the PMO of The Gambia.

Impact of Training and Development

Some studies have been carried out on the impact of training and development on organizations, including public service organizations, and it has been found that the operations of organizations in the business environment are very challenging as they have to struggle with the various changes that unexpectedly take place in the business environment (Tam, 2002). These changes in the external environment are not simple ones as they affect employees' performance and the nature of services being offered to customers. In this context, it is required for organizations to be innovative as a source of competitive advantage in order to accommodate the rapid changes in the environment and changes embodied in complex products and processes (Panuwatwanich, Stewart, & Sherif, 2008). In addition to innovative technologies, the importance of the human resource can never be underestimated in the organization. Organizations that have well-planned training and development and properly selected and well-trained employees will enjoy positive gains over those whose ineffective selection and training methods have accumulated ineffective workers (Gammie, 1996). Laing (2009) added that the recognition of the importance of training in recent years has been heavily influenced by the intensification of competition and the relative success of organizations where investment in employee development is considerably emphasized. Technological developments and organizational change have gradually led some organizations to the realization that success relies on the skills and abilities of their staff, and this means considerable and continuous investment in training and development.

The human resource department is the office wherein good decisions are expected to be made for employee and organizational performance. Despite the fact that their planning and other activities may also be affected by changes in the external environment, human resource managers are expected to help members of organizations see a connection between their learning and economic advancement and also help them through training to improve

performance (Zuzeviciute & Tereseviciene, 2010). Training needs assessment has to be conducted to select the right employees to undergo training in addition to making sure that training helps the organization achieve its objectives. Conducting needs assessment is fundamental to the success of a training programme. Organizations will often develop and implement training without first conducting needs assessment. These organizations run the risk of failure or ineffective training (Brown, 2002).

Transfer of training is an important aspect of training and considerable attention should be paid to it. Considerable evidence suggests that a substantial part of organizations' investment in training is often wasted due to poor learning transfer. If there is no transfer of training on the job, then training is not effective. Experts suggest limited opportunity to apply new skills, insufficient feedback and trainees' low morale, pressure to resist change, poor organizational climate, and lack of intrinsic and extrinsic motivation as common reasons why the transfer process fails. Managers and trainers must take a more active role in supporting efforts to ensure successful transfer of training from classroom to workplace (Cheeseman, 1994).

The global economy in recent years has been very competitive largely due to the impact of globalization, and performance of employees can be negatively affected as a result. In this regard, it is very important for organizations to differentiate themselves by developing and improving the skills, knowledge, abilities, and motivation of their workforces. According to a recent industry report by the American Society for Training and Development (ASTD), that is, the world's association dedicated to workplace learning and performance professionals, United States (U.S) organizations alone spend more than one hundred and twenty-six (126) billion dollars annually on employee training and development (Aguinis & Kraiger, 2009).

Kirkpatrick's Four-Level Evaluation Model for Examining Impact of Training and Development

Kirkpatrick's four-level evaluation model is capable of reducing the risk associated with reaching biased conclusions when evaluating training and development programmes (Galloway, 2005). The model is the most universally known in performance evaluation. The reaction level evaluates trainees' feelings related to the general arrangement of the training programme. The learning level aims at understanding trainees' comprehension of techniques, principles, and ideas. The behaviour level evaluates the extent of trainees' behavioural

change as applied in the job context. The final level, being the results level focuses on influence of trainees' behaviours on training outcomes in terms of complaints reduction and quality and quantity of improvements registered (Ford, 2004).

Despite the use of the model for many years now, scholars have criticized it for its over-simplification of assessing training programmes and lack of consideration for the various intervening variables that might affect learning and transfer of training, and even suggesting that entirely different and better models of training and development evaluation are needed (Alliger, Tannenbaum, Bennett, Traver, & Shotland, 1997). They remarked that it focuses only on whether outcomes have been achieved or not. In an attempt to address these limitations, it has been suggested that the model should have been presented by Kirkpatrick (1998) as both planning and evaluating tool and should be reversed to re-organize the steps into a planning tool. Berger and Farber (1992) added that planned training identifies the organization's potential trainees, what they will be trained to do, and how that training will be evaluated. Still, others claim that the model aims exclusively at training interventions. With a non-training intervention, Kirkpatrick's Level 2 is irrelevant. Some have argued that we can simply drop Level 2 whenever learning is not an intervention, but this presents another problem. Kirkpatrick's model implies a causal link among the four levels. According to his presentation of his model at the 2002 ASTD Convention, that is, the convention of the association dedicated to workplace learning and performance professionals, he argued that if participants react favourably to training, their learning should increase. If their learning increases, their job behaviour should change. If their behaviour changes, the organization should benefit from improved performance. If any of these linkages breaks down, that signifies a problem with the training implementation process (Ford, 2004).

Despite all the criticisms levelled against the model, it has been seen as offering flexibility to users as it allows them to align outcomes of training with other organizational tools such as company reports and greater commitment of employees. Although the model has been used for years in the evaluation of commercial training programmes, yet some scholars have suggested its use for research studies of academic programmes and have used it for the purpose. Others have also suggested a combination of the model with other professional development tools (Aluko, 2009). Taking a thorough analysis of the different levels, one would see that the Kirkpatrick's model is highly relevant to training and development impact evaluation particularly levels two, three, and four which seek tangible evidence that learning and transfer of training have occurred (Galloway, 2005). This research

found the model to be very relevant in determining the impact of training and development on the administrative cadre of the PMO. In this regard, the research questions and interview questions to the trained administrative officers (trainees), heads of departments in the Ministries, and the training providers of PMO, who are also beneficiaries of the training and development, were adopted from Sahin (2006). The questions were adopted because Sahin (2006) conducted a similar exploratory research to inquire about the impact of an in-service teacher training and development programme at the Middle East Technical University and this study inquiring about the impact of training and development on the administrative cadre of PMO is almost like an extension of the former. To further enhance the validity of the adopted interview questions, they were developed with reference to the Kirkpatrick's four-level model to examine the impact of training and development based on the outcomes.

Usage of Kirkpatrick's Four-Level Evaluation Model for Training and Development

Technology has not only altered the nature of organizational operations, but it has also changed the way training is delivered and, in turn, the way training and development, which are increasingly based on technology, must be evaluated (Garvey, 2006). Different models have been suggested for evaluating the impact of training programmes. The most distinct ones include the Hamblin's model. This model entails five levels which are linked to each other by a cause and effect such that reaction leads to learning, learning leads to changes in job behaviour, job behaviour leads to changes in the organization, which eventually leads to the achievement of the ultimate goals (the ultimate value). The Brinkerhoff's six-staged model entails six stages in a cycle in the formative training evaluation process. These stages are goal setting, which identifies the need for the training programme, programme design, programme implementation, immediate outcomes (focus on participants' learning), usage outcomes (focus on whether participants are using what they learned from the training on the job), and the impact (the programme's contributions to the organization). The Phillips' model involves reaction, learning, behaviour, results, and return on investment. The CIPP's model, on the other hand, focuses on context (needs analysis), inputs (resources for training), process (for feedback to the implementers) and product (outcomes). Galvin reported survey results indicating that ASTD, the association dedicated to workplace learning and performance

professionals, preferred the CIPP model to Kirkpatrick's framework (Werner & DeSimone, 2009).

Until recently, Kirkpatrick's four levels (reaction, learning, behaviour, and results) for evaluating training programmes has been the predominant model for traditional training and development, delivery, and learning evaluation (Galloway, 2005). The rationale for evaluating training programmes, as Kirkpatrick (1998) highlighted, is to:

1. justify the existence of the training provider in the way they endeavour to contribute to the achievement of the organization's goals and objectives
2. decide whether a particular training programme should be continued or discontinued
3. seek information on how to improve the effectiveness of subsequent training programmes

Sahin (2006) gave an overview of Kirkpatrick (1998)'s explanation of various evaluation studies of training programmes, which were conducted using the Kirkpatrick's four-level evaluation model. A case study was summarized involving a study conducted in a hypothetical company called Monac. The article that was presented described the benefits and the importance of each level in the model. Another study he presented focused on the evaluation of results compared with figures for those who were trained and those who were not. The figures were converted into savings. Yet another study evaluates a training course on performance appraisal and coaching. The programme was a pilot programme, which was conducted at the Charlotte, North Carolina branch of the Kemper National Insurance Companies. The evaluation included all levels and the summary of results was provided to executives concerned with the programme. While presenting these and many other studies of evaluations, Kirkpatrick stated that it is important that an evaluator can borrow forms, designs, and techniques and adapt them to their own settings and organizations.

Another study examined the current training evaluation process and its challenges faced by Kuwaiti organizations. The study sample was five UK organizations recognized as best practice organizations in their training and development activities and 77 Kuwaiti organizations (40 government and 37 private organizations). Interviews and questionnaires were used. The study revealed according to responses from the majority of respondents that, both government and private sector organizations, only evaluate their training programmes occasionally. The most popular evaluation tools and technique used by government and

private sector organizations were questionnaires. The most common evaluation model used by Kuwaiti organizations is the Kirkpatrick's model, while the most common level of evaluation for both government and private sector is reaction type (Al-Athari & Zairi, 2002).

A Meta-analysis study was conducted in which the relationship between training design and evaluation features and the effectiveness of training in organizations were examined. The research involved a study of a wide range of evaluation studies of training programmes to those which measured some aspect of training effectiveness. These studies were taken from published journals, books, conference papers and presentations as well as dissertations and theses from 1960 to 2000. The number of articles and papers that were reviewed and included in the Meta-analysis numbered six hundred and thirty-six (636) from nine computer data bases and a manual search of reference lists. The evaluation criteria used in the study were Reaction, Learning, Behaviour, and Results. The main aim of the study was to examine whether the effectiveness of training varied as a result of the evaluation criteria used. The researchers reported that the results revealed a medium to large effect size for organizational training effectiveness. The researchers also reported that the smallest number of data points occurred in the reaction level, which is surprising since literature shows that reaction level is the most widely, used evaluation type in training evaluation. However, they explained that the literature naturally does not include many studies that only involve reaction levels as a means to evaluate the effectiveness of training. In addition, it is also reported in the article that the training method used, the skill or task characteristic that is trained, and also the choice of evaluation criteria all play a role in the effectiveness of training programmes (Arthur, Bennett, Edens, & Bell, 2003).

Yet still, another study used the Kirkpatrick's four levels to determine the impact of a management training programme. Hypotheses about the effects of internal and external locus of control and experiential learning styles were tested. Measures gathered at several points of time were compared to measures taken from a control group. Level four results were obtained by 360-degree feedback appraisal. Findings revealed that knowledge improved significantly. Trained managers also demonstrated improved management behaviours and they scored higher on long-term results. Trained supervisors with an internal locus of control acquired more knowledge than trained supervisors with an external locus of control. However, internals did not differ significantly from externals on actual behaviour measures. The hypothesized relationship between learning style and training effectiveness was not supported. The four levels method gave detailed insights in results. Attention should be paid to trainees'

locus of control. The study outlined the value of the four-level model of training evaluation and its contribution to the theory-based and evidence-based approach to the development of training and development programmes (Steensm & Groeneveld, 2010). In this regard, this research found the model to be very relevant and useful in assessing the impact of training and development on the administrative cadre of PMO. Therefore, the research questions and interview questions to the trained administrative officers, heads of departments in the Ministries, and the training providers of PMO, who are also beneficiaries of the training and development, were adopted from Sahin (2006). The interview questions were critically examined to ensure they were in line with the research questions, literature review, and research framework with reference to the four levels and further developed to enhance their validity and easy understanding by the participants.

Motivation Theories to Impact of Training and Development

It should be noted that for effective learning and transfer of training on the job to take place, trainees need to be motivated (Franke & Felfe, 2012). In a learning environment, motivation provides the incentive that propels trainees to be devoted to learning activities, and intrinsic motivation is a critical success factor of learning. The self-determination theory proposes that for one to be motivated and to function at optimal level, a set of psychological needs must be met. These needs are relatedness, competence, and autonomy. Relatedness relates to association and sense of belonging with others. This association and belonging provide the required emotional security that individuals need to actively explore and effectively deal with their worlds. The rationale behind the self-determination theory from a learning perspective is that a strong sense of relatedness better positions trainees to take on challenges, set positive goals, and establish high expectations that motivate them. Furthermore, relatedness needs provide a motivating force for developing social regulations and adapting to interpersonal circumstances (Andrew & Martin, 2009).

The theory of reasoned action argued those trainees' reactions to technology use tends to affect performance of users. The theory was proposed by Fishbein and Ajzen in 1975. The assumption is based on the rationale that a person's decision to engage in a specific behaviour is based on his or her own will, which is determined by organized thoughts. The theory highlights that under a great extent an individual's behaviour can be reasonably assessed

from his or her behavioural intention, which is decided by behavioural attitude and subjective norm. A person's attitude toward behaviour is determined by his or her salient beliefs about consequences of engaging in the behaviour in addition to evaluating those consequences. In the same vein, if trainees wilfully react favourably to training, their learning and transfer of training will likely take place (Chi, 2011).

Kirkpatrick (1998) also mentioned that for the trainees of a training programme to successfully adopt what they learn in a training programme on their jobs, it is vital to provide help, encouragement, and rewards. He mentioned intrinsic (inward feelings of satisfaction, pride and happiness) and extrinsic (coming from the outside such as praise, freedom, and recognition) rewards as being very important for learning and transfer of training to take place. Also, trainees who are ambitious, oriented towards learning, composed, and exuberant are proposed to be more trainable. All these help for training and development to impact positively not only on the trainees, but also on the organization (Kraiger, McLinden, & Casper, 2004).

Impact of Training and Development for Organizations

It has been reported that less than five percent (5%) of all training and development programmes are assessed in relation to their financial gains to the particular organizations. This issue changes for organizations that are highly recognized for their commitment to training and development activities. Nonetheless, many organizations recognized by American Society for Training and Development (ASTD), that is, the association dedicated to workplace learning and performance professionals, for their innovative training and development programmes determine the impact of training and development at some level of organizational performance. Productivity improvement, sales or revenue, and overall profitability are the organizational performance gains assessed in such organizations. On the whole, studies related to organizational-level impact of training and development is not as many as those on individual and team gains. It is not only that there has been relatively less empirical studies on organizational level training and development impact, but also all such conducted studies used self-report data and blurred causal link to training and development activities (Aguinis & Kraiger, 2009). However, there are many studies conducted in European countries that have recorded the impact of training and development on

organizational performance. One study was conducted to investigate the relationship between training and development and organizational performance by distributing questionnaires to four hundred and fifty-seven (457) organizations in the United Kingdom, Netherlands, Portugal, Finland, and Spain.

Results revealed that some training and development activities, including on-the-job training, were positively related to most aspects of performance. This study related organizations' training policies (functions performed by the training unit, goals of the training unit, nature of training, and how training is assessed) with four types of organizational-level gains. These gains are employee satisfaction, customer satisfaction, shareholder satisfaction, and workforce productivity. These results suggested that training and development programmes aimed at human resource development were directly related to employee, customer, and owner satisfaction as well as a reasonable measure of organizational performance (Aguinis & Kraiger, 2009).

Impact of Training and Development on Employee Job Performance

Training and development has overall positive gains on job performance. However, the gains in training varied depending on the training delivery method and the skill or task being trained. For example, in a qualitative study involving some mechanics in Northern India, Barber (2004) realized that training within the workplace resulted to good innovation and tacit skills. With regards to innovation, the trained mechanics knew how to build two Jeep bodies using only a homemade hammer, chisel, and oxyacetylene welder. With regards to tacit skills, the work of a mechanic involves feel to be successful. In this regard, the trained mechanics developed an intuitive feel when removing dents. As a result of his informal training, a mechanic had a good feeling of how to hit the metal at the right spot so that the work proceeds in a systematic way. Such a tacit skill was very useful in the Indian market. Nonetheless, most shops in advanced countries would not even repair a fender in such a bad condition. This practice is very common in the developing world (Aguinis & Kraiger, 2009).

Evaluation of Trainings

Training is a key strategy for human resource development and in achieving organizational objectives. Organizations and public authorities invest large amounts of resources in trainings, but rarely have the data to show the results of that investment. Only a few organizations evaluate training in depth due to the difficulty involved and the lack of valid instruments and viable models (Pineda, 2010). Nonetheless, all social organizations are required to provide evidence of their effectiveness of training programmes. With training evaluation, this evidence will usually be established. There are summative and formative evaluations. Summative evaluation is information collected to evaluate trainees' learning, overall impact or effectiveness of particular training programmes. Formative evaluation, on the other hand, is used to provide information or feedback about progress toward learning goals. The use of feedback in making subsequent improvements to learning is what makes formative evaluation such a powerful process for trainers (Doolittle, 1996).

According to Lin (2008) training evaluation is necessary, because it offers a great number of other gains as follows:

4. it can help organizations decide who should participate in future training programmes, because a good assessment result can reveal the trainees who are likely to benefit the organization most
5. it matches up the training policy and practice to organizational goals
6. The training evaluation may improve the relationship between the department of training and the rest of the organization by providing worthwhile evidences, and by linking training events to improved organizational effectiveness
7. Trainers get feedback about their performance and how to improve their training methods
8. finally, the most common reason for doing training evaluation is that it completes the process of planned training programmes

It is, therefore, obvious that there are strong links between evaluation and the training programmes. It is important to evaluate training in order to examine its effectiveness in producing the learning outcomes specified when the training intervention was planned and to indicate where improvements or changes are required to make the training more effective

(Lin, 2008). Training programme is reviewed during and after its completion by the training officer, the line manager, and if necessary, by the trainees themselves. Evaluation differs from validation in that it attempts to measure the overall cost-benefit of the training programme and not just the achievement of its laid down objectives, and until control measures are taken to correct any deficiencies after the training, evaluation has not been completed and thereby ineffective. Evaluation is an integral feature of training, but it could be difficult because it is often hard to set measurable objectives. Interviews, Questionnaires, and tests or examinations are some of the most popular methods used for evaluating training (Laing, 2009).

From the above discussions, it is quite evident that good training and development programmes, especially those using the Kirkpatrick's four-level model of evaluation exhibit important features and attributes both at the individual participants and the organizational level. At the level of the training participants, they need to enjoy and have good thoughts and feelings about the programme. Participants at the end of the training need to be certain that the learning objectives for the training were met and as a result of the learning, their way of working and dealing with certain issues will change. Due to these changes in behaviour and approach to work, participants must be more effective at their jobs, which in turn, will lead to positive outcomes for their organizations (Siniscalchi, Beale, & Fortuna, 2008).

In conclusion, there is a great deal of positive impact that could be derived from training and development both at the employee and organizational levels as indicated in the literature. However, this impact cannot be known if it is not evaluated or empirically investigated. It has been sufficiently recognized that evaluating impact does not only help develop a training programme, but also has a therapeutic value for ex-trainees and is an effective form of follow-up. The evaluation process itself can intensify and increase the extent of training impact and therefore, should be an integral part of any training and development package (Gunsekera, 1989).

Overview of the PMO of The Gambia

The main delimitation of the study is that it was mainly focused on training and development programmes of the PMO in The Gambia. The Gambia is a small independent republic in West Africa and its population stands at 1.78 million. It is composed of a narrow

strip of land on both sides of The Gambia River and is almost surrounded by Senegal. The country has a land area of about 10,698 square kilometres, ranging in width between 42 kilometres near the mouth of the river to 24 kilometres towards the upstream (“Implementation of Beijing,” 1995). The capital city is Banjul, its official language is English, and the local currency is the Dalasi (Mbendi, November 2011).

The GDP per Capita in The Gambia was reported at 440.00 U.S. dollars in 2009, according to the International Monetary Fund (IMF). This is expected to rise up to 605.41 U.S. dollars in 2015 (Trading Economics, 2012). Agriculture is the backbone of the country’s economy and accounts for about a third of GDP, but of late, the sector has been going down due to various factors such as low rainfall and fall in the price of groundnuts in the world market. The tourism sector, which mostly takes the form of sun seekers, birdwatchers and African-Americans, make up about 18% of the Gambia's GDP (Gambia Information Site, 2012).

The Gambia became independent from Britain on the 18th of February, 1965. The country is divided into Regions headed by Governors. These Regions are Kombo Saint Mary’s Division (KSMD), Western Region (WR), Lower River Region (LRR), Central River Region (CRR), North Bank Region (NBR), and Upper River Region (URR) (UNICEF, 2009). As a multi-party republic within the Commonwealth, the country is administered by an Executive President. Under the current constitution, general elections through secret ballots are held every five years to elect candidates who make up the country's House of Parliament (Gambia Information Site, 2012).

The Government comprises different Ministries headed by secretaries of state who are appointed directly by the president. Immediately under the secretary of state is the permanent secretary. The permanent secretary directly oversees the Department of State assisted by a deputy permanent secretary (Gambia Information Site, 2012). The Personnel Management Office under the Office of the President and headed by a permanent secretary, who is assisted by two deputy permanent secretaries, is directly responsible for the personnel management functions of the various Departments of State.

In 1994, PMO was reorganized to produce vital administrative reforms in the Civil Service of The Gambia. Besides the routine matters of enforcing the General Orders, the Public Service Regulations, and Departmental Circulars, it has also adopted a human resource development strategy which focuses on vital changes including administrative reforms

directed towards the achievement of The Gambia's Vision 2020 programmes and the Poverty Reduction Strategy Paper (PRSP). The Vision 2020 is the national long-term goal of The Gambia that aims to change the country into a financial centre, tourist paradise, trading, export-oriented agricultural and manufacturing nation, thriving on free market policies and a vibrant private sector, sustained by a well-educated, trained, skilled, healthy, self-reliant and enterprising population by 2020. The PRSP, on the other hand, is a global strategy that encourages countries to develop a more poverty-focused government and to own their own strategies through developing the plan in close consultation with the population. The document is required by the IMF and World Bank before a country can be considered for debt relief under the HIPC and other initiatives (NewGambia.gm, 2009).

The programmes and policies of the PMO are formulated by its five Divisions. These five Divisions are the Management Services Division (MSD), Personnel Management Division (PMD), Human Resource Information System (HRIS), Finance and Administrative Division and the Human Resource Development Division. The Personnel Management Division (PMD) is the central coordinating Division which is responsible for personnel management issues in the Civil Service. It has the responsibility for handling all personnel matters such as recruitment, selection, promotions, development of personnel and promoting professional ethics and good working relationship. It carries out these functions by closely working with the Public Service Commission (PSC). The Human Resource Development Division, on the other hand, is one of the most important Divisions and is responsible for all matters related to training and development of the personnel both within and outside the PMO. It has been organizing different types of training and development programmes ranging from workshops, sensitization programmes to short and long-term training programmes (NewGambia.gm, 2009).

In line with the Vision 2020, The Gambia needs very competent and productive workforce that is capable of meeting the challenges of the 21st Century. In an attempt to achieve this very important goal, serious efforts are being made to implement the revised performance appraisal system throughout the Civil Service. This appraisal system is out to replace the confidential annual reports, which are no longer applicable in the Civil Service considering the fact that the number of civil servants and their volumes of work have drastically increased over the years. The appraisal system is basically designed to ensure that there is constant and effective monitoring of the performance of individual civil servants, with a view to identifying training and development needs, select the right personnel for

training as well as enable the various Ministries create an effective way for improvement. The performance appraisal system is currently being applied to the administrative cadre of the PMO, at the levels of cadet administrative officers and deputy permanent secretaries. Before these administrative officers are promoted to the next grades, they have to undergo this appraisal process to determine their suitability for the particular positions. PMO aims at the administrative officers' personal development. This basically involves meeting the training and development needs of administrative officers, improving their skills, and enabling them make significant changes to their job-related behaviour. It also seeks to enable administrative officers contribute effectively to the performance of their various offices, which would eventually result to positive performance of PMO and the Ministries in terms of effective service-delivery (PSRICD, December 2009).

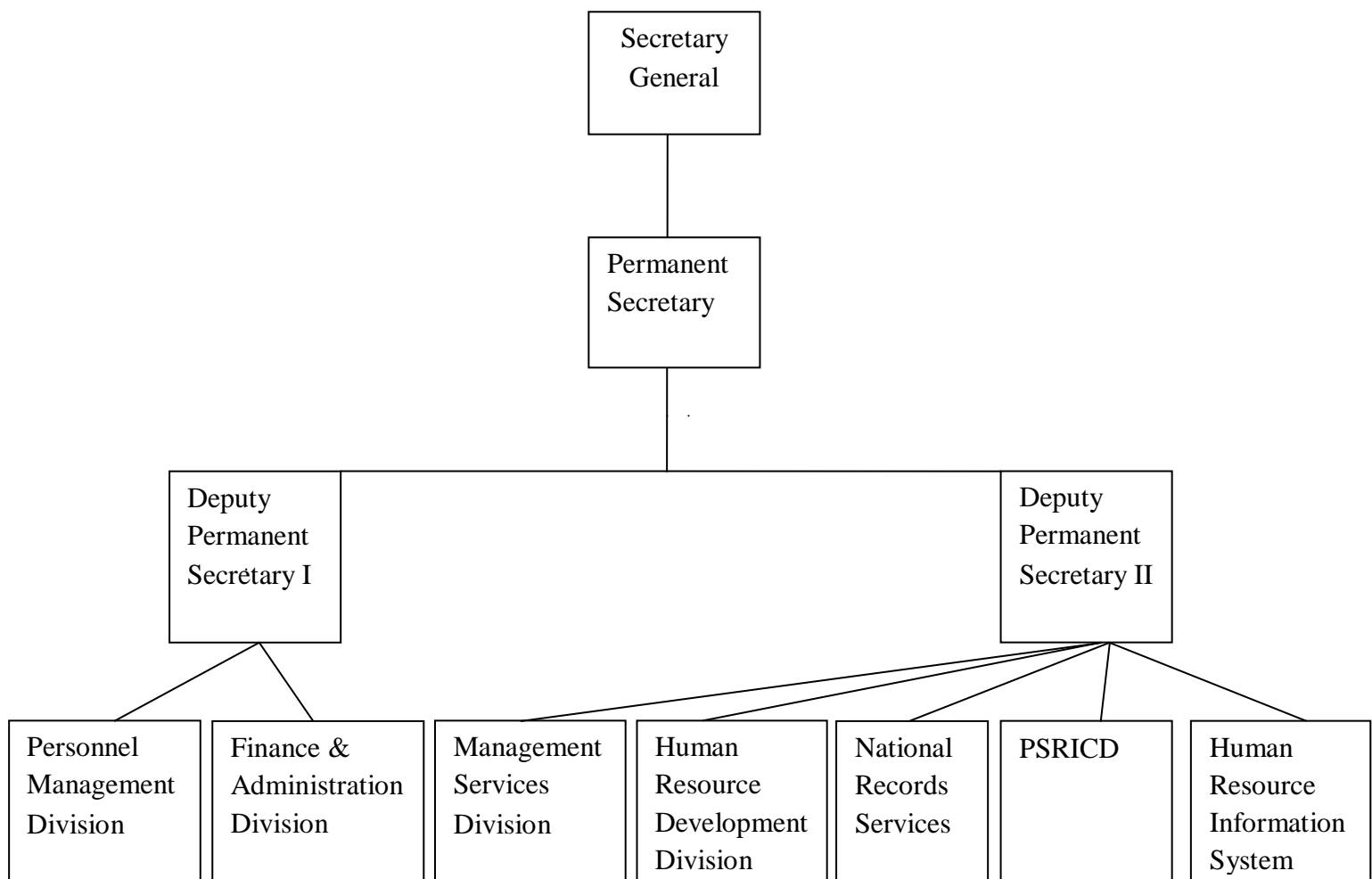


Figure 2.1 Organizational structure of the Personnel Management Office (PMO). Adapted from “Personnel Management Office Organizational Structure,” 2011. Retrieved February 13, 2012 from <http://www.pmo.gov.gm>. Copyright 2011 by the IT Unit of MOICI.

The Situation of Employee Training and Development of PMO of The Gambia

In its endeavour to promote an effective and efficient Civil Service, PMO has laid strong emphasis on training needs identification, and bridging up capacity gaps of not only PMO, but also those of the entire Government Ministries. PMO normally does not conduct training programmes on its own, except for the induction training programme for cadet administrative officers, in which some of its senior management officers participate as instructors. It normally contracts out its training and development programmes to training Institutes. Despite the fact that training funds are not always sufficient, the strategy has been on developing local tailor-made programmes at the Management Development Institute (MDI). PMO has also been sponsoring Degree and Diploma Programmes abroad based on local needs. In this case, the procedure has been that officers present their University Confirmation letters together with their sponsorship applications and PMO does the selection based on seniority and training needs. For short-term training programmes, officers do not need to apply for them, the Human Resource Development Division in consultation with Senior Management selects officers based on needs of Institutions. Beneficiaries of the training and development awards sign Surety Bond to ensure that they come back to work for the Government at the completion of their studies (Draft Training Policy Report, 2009). PMO has trained officers in the domain of Human Resource, Public Administration and Management, among others. These priorities have been rationalized on the basis of clear-cut needs of Institutions to complement the aims and objectives of Poverty Reduction Strategy Paper and Vision 2020 Programmes. The rationale behind all these training and development activities has been to provide the needed resources for personal development of administrative officers and deliver effective public service that would enhance socio-economic development and sound economic management strategies. Succession planning and motivation are also part of its activities as means of career development for administrative officers (NewGambia.gm, 2009).

Janko (2009) of the Daily Observer reported that, at the end of a two-day validation workshop on the development of the training policy and strategy organized by PMO, in collaboration with the Commonwealth Secretariat in London, Dr. Bah, the former secretary to Cabinet, commended PMO in coordinating such an important initiative to ensure that training

and development in the Civil Service is better managed and strategized for better return on investment and further remarked:

We are particularly proud of the Secretariat's interventions which are always demand-driven, and as such address our training and development needs. The Government has been eagerly awaiting such a policy tool and the challenge ahead will be appropriate implementation of the policy and to ensure adequate evaluation of the programmes. (p. 1)

The objectives of the training policy are to improve the knowledge and skills of officers within the specific areas of training and sets out Strategy Implementation Plan which discusses elements of training for the short-term (2 years), medium-term (5 years) and long-term (10 years). PMO's formulation and implementation of the training and development policy shows its commitment to ensure that sufficient concern and resources are allocated to the development of officers for the ultimate purpose of creating a strong workforce capable of performing effectively and efficiently. The challenge now and in the future is to put in place mechanisms to ensure that training and development is well-planned and implemented, and empirically evaluated in order to realize its maximum benefits (PSRICD, December 2009).

MDI is one of the most important local training Institutes utilized by PMO to train administrative officers. It was set up to address very important measures of administrative reform related to capacity building, training, research and development. MDI has been supporting PMO train administrative officers, which is far cheaper than training them abroad. For example, one regular training and development programme for the administrative cadre conducted at MDI is the Induction Training Programme for cadet administrative officers. Other officers are sent abroad for training, most of the time in cases where the particular programmes are not offered in The Gambia (NewGambia.gm, 2009).

The table below shows some administrative officers trained by PMO in areas ranging from short- to long-term training and development programmes. These officers have been trained locally and in countries such as the United Kingdom, Cyprus, Ghana, among others (NewGambia.gm, 2009).

Table 2.1

Some of the Trained Administrative Officers of the Administrative Cadre

Designation	Number	Field	Period
Permanent Secretaries(PS)	22	Admin.	–
Deputy PS	19	Admin.	–
Prin. Asst. Secretaries	21	Admin.	–
–	34	Mgt./MDI	2000-2004
–	15	BA/UTG	2002-2004
–	85	_ /Overseas	2000-2004
Directors	45	–	–

Note. Adapted from “Personnel Management Office Website” 2011. Retrieved February 13, 2012 from <http://www.pmo.gov.gm>

Through its management of the Centralized Training Vote, PMO has been able to tap funds in the Estimates of the Recurrent Revenue and Expenditure. PMO also exploits opportunities offered by Multi-Sectoral and Bilateral Donor Agencies such as the Commonwealth Fund for Technical Co-operation, The Indian Government, and the Malaysian Technical Co-operation Programmes. Another important source of training assistance for PMO is the Public Service Reform Strategy Project that has been established under the Management of PMO. The project intends to strengthen the capacity of PMO to formulate policies and allocate resources to implement those policies so as to address capacity weaknesses and ensure effective delivery of public service (World Bank Document Report, 2010). The project has actually started operations and its cost was estimated to be 7.25 million US Dollars for the next five years. In fact, PMO has currently been able to train some officers of the administrative cadre in areas like Job Evaluation, Performance and Results Oriented Management Training, and Information Technology (IT) through the Public Service Reform Strategy Project. This huge investment emphasizes the need for assessment of the results of such a noble initiative (PMO, August 2007). This also means that PMO should establish a performance management system and conduct regular performance reviews (Klein, Randell, & Lauterbach, 2004).

In conclusion, PMO with the support of the Government and its international partners has been providing trainings to the administrative cadre. All these efforts have been geared

towards enhancing the performance of PMO, the Ministries, and personal development of administrative officers. Hence, pave the way for meeting the socio-economic development objectives of The Gambia. Needs assessment has been prioritized and actually all training experts recommend that needs assessment be the first step in any human resource development intervention (Leigh, Watkins, Platt, & Kaufman, 2000).Resources are invested in training and motivation of administrative officers, and there is consideration regarding trainees in terms of their individual capabilities and needs for training in their staff development endeavours. Experts suggest that characteristics such as motivation and attitudes are malleable individual difference factors that play a critical role in achieving positive training impact (Judge, Jackson, Shaw, Scott, & Rich, 2007).

Administrative officers are appraised for promotion purposes. However, there is need for empirical research to determine the impact of its training and development activities (Draft Training Policy Report, 2009). Adequate assessment of training and development programmes' impact is crucial for the decisions that must be made about HRD interventions (Werner & DeSimone, 2009). This will also help in the decision of whether to improve, sustain or discontinue the particular training programmes (Steensma, & Groeneveid, 2010).

CHAPTER III. RESEARCH METHOD

This chapter displays the method that was utilized in conducting the present study. The chapter begins by describing what the researcher embarked on to study followed by the structure of the research framework. This is followed by a description of the research approach, including the semi-structured and open-ended interview questions, which were adopted to collect in-depth information from the respondents. The sample and participant selection describe the purposive sampling technique utilized for selection of administrative officers, heads of departments, and senior management officers of PMO as participants for the study. This is followed by a description of the data collection method, being the documents' review and face-to-face interviews and the data analysis, which involved data coding in accordance with the research questions, research framework, and, literature review in interpreting the data. This is followed by the research process describing the flow of the whole research activities. Finally, the research validity and reliability explain the procedures taken to make the research more credible.

Research Framework

The research framework was in line with what the researcher embarked on to study. The researcher in an attempt to investigate the training and development impact on employees' performance in the administrative cadre of the PMO in The Gambia had categorized the outcomes into three groups. He developed the outcomes related to three identified stakeholders (administrative officers, PMO, and the Ministries) into key indicators of the training and development impact with reference to Kirkpatrick's four-level evaluation model. As shown on figure 3.1, that helped ensure content validity based on the outcomes. One of the outcomes concerned about the administrative officers' personal development. That is, the training and development meeting the administrative officers' training needs, improving their skills and attitudes, and making significant changes to their job-related behaviours. The second and third outcomes concerned about the training and development enabling administrative officers contributes effectively to the performance of their various offices and the impact of such performance on PMO and the Ministries in terms of effective service-delivery (PSRICD, December 2009).

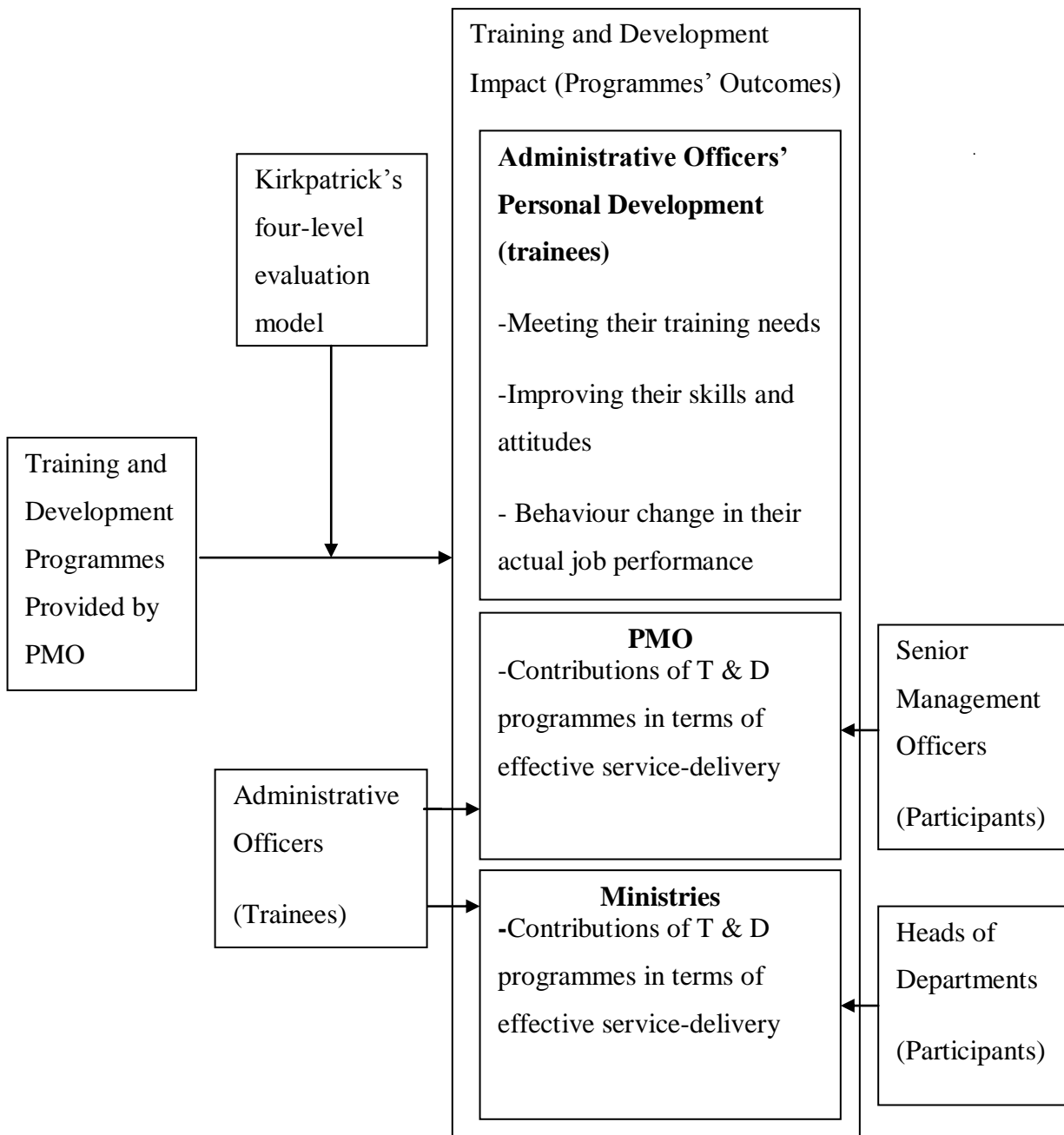


Figure 3.1 Conceptual framework

Research Approach

In this study, the researcher adopted a qualitative research approach and thus, intended to utilize a triangulation data collection method. By triangulation, the intention was to gather more in-depth pieces of information from three different sources, which produces richer findings (Patton, 1987). In this regard, the researcher intended to conduct direct observations, documents' review, and interviews. The interview questions adopted from Sahin (2006) were critically examined to ensure they were in line with the research questions, literature review,

and research framework with reference to Kirkpatrick's four-level evaluation model. They were further developed to enhance their validity and easy understanding by participants and finally organized into three sets. The first set of questions was for the administrative officers, who had undergone PMO sponsored training and development. Those questions related to the trainees' needs, and motivation and satisfaction. The other questions related to trainees' learning, behavioural change, performance, and their contributions to PMO and the Ministries. Refer to appendix B for those questions, they were all open-ended. The second set of questions was for the heads of departments at the Ministries. Those questions were organized into themes of reactions, behaviour, and results. The reaction questions inquired about the heads of departments' work experiences in the administrative cadre, trainees' reactions during the trainings and whether there were any changes to those reactions after the trainings. The other questions related to the heads of departments' observations regarding the trainees' behavioural change, contributions to their offices, and suggestions for improvement of the training programmes. Those questions were all open-ended. Refer to appendix C for those questions. The third set of questions was for the training providers of PMO, who are also beneficiaries of the training and development. Those questions related to the training needs of trainees, their reactions towards the training programmes, motivation and satisfaction, career progression, development of the trainees' professional work abilities, their behavioural and attitudinal changes and general performance and contributions to PMO and the Ministries. Those questions were a mixture of semi-structured and open-ended questions. Refer to appendix D for those questions. The nature of all the questions provided ample room for responses, for instance, allowed the respondents to fully articulate their feelings about the issues asked (Pedrick, Babakus, & Richardson, 1993).

Being a direct observer would have allowed the researcher study his participants without becoming a part of the whole show. Because of his humility, the participants might not even have realized they were being studied (Patton, 1987). The use of this method would have helped gain a close and intimate familiarity with the participants and their practices through an intensive involvement with them in their work environment. Unfortunately, the researcher could not conduct the direct observation method, other than the duration of the interviews due to time constraints and security reasons. The researcher, therefore, ended up utilizing mostly the face-to-face interviews and documents' review methods.

Accordingly, documents' review on training and development activities of PMO was applied in addition to the interviews to complete the research. With the review of such

training and development documents and related reports, some content analysis helped construct a more comprehensive understanding of the whole training and development situation at PMO. That served as important sources in enhancing the completeness of the study, including providing an insight into the impact of training and development on the administrative cadre.

A great deal of care was taken to ensure that there was proper content validity of the instrument. That was achieved by making sure that all the questions were in line with the stated outcomes as shown on figure 3.1, with reference to Kirkpatrick's four-level evaluation model. The researcher developed a well-organized framework that showed the dependent relationships between the outcomes of the training and development, which should be determined by the needs of PMO (that institutions are expected to support), Ministries, and administrative officers.

Sample and Participant Selection

In reality, sampling procedures should be chosen to get participants from the population most suitable for data collection. Despite the existence of several sampling techniques, the population from which the sample is drawn, or the sampling frame, can sometimes be difficult to determine and may lead to wrong sample selection. In order to avoid this problem, an alternative way for curbing sampling bias involves comparing different samples through careful techniques (Karney, Davila, Cohan, Sullivan, Johnson, & Bradbury, 1995). As such, after careful observation of the different sampling options in order to avoid sampling bias, the researcher finally decided to adopt purposive sampling in this study. Purposive sampling is sample selected in line with the appropriateness of the case based on the feature or process of interest of the research (Othman & Rahman, 2011). Accordingly, the participants were selected from the administrative officers of the administrative cadre using purposive sampling technique. This helped ensure proper sampling validity in that the instrument was able to assess the characteristics that were intended to be measured for the particular population (Scott & Johnson, 1972). These officers were trained by PMO and some of them were posted out to the Ministries of the Government, while others had been retained at the PMO. It does not matter where an administrative officer has been posted to. As long as one is an administrative officer and in the administrative cadre, one is directly under the

Management responsibility of PMO. Specifically, four administrative officers who had undergone PMO training and development were selected based on the following criteria:

1. They must have undergone the training programmes not less than a year ago.
2. They should not have changed jobs since a year ago.
3. They should still be officers of the administrative cadre.

The selection criteria gave very little room to variation of those officers in terms of exposure to training and development. Having undergone the trainings not less than a year ago was very important, because that gave sufficient time for any trainee who had undergone an effective training programme to transfer what he or she had learned on the job. Including those officers who had not changed jobs also ensured stability in job responsibilities and that officers were well-established in their positions to put into practice what they learned. Furthermore, still being officers of the administrative cadre was equally crucial in order to ensure maximum validity of the selection process. Maximum attention was also focused here.

The study sample was also composed of three senior management officers of PMO. Being the providers as well as beneficiaries of the training and development programmes, it was important to include them into the sample. Furthermore, three heads of departments were selected from the Ministries as participants to the study. After all, having interviewed the trained administrative officers, it was equally crucial to hear from their supervisors. It should be noted that those senior officers had been widely exposed to training and development in their various Institutions. Therefore, including them as respondents helped gain a second opinion on the impact of training and development, beyond that which were reported by the trainees (Aluko, 2009). Actually, two trainees and the three senior management officers were selected as participants at the PMO, one trainee and a head of department were selected at the Ministry of Basic and Secondary Education, and one trainee and a head of department were selected at the Ministry of Tourism and Culture. For the Office of the Vice President, a trainee and a head of department were selected, but the trainee backed down from the research at the last moment giving reasons of busy schedules. As such, only the head of department participated in this study for that particular Ministry.

The additional information on table 3.1 below gives the participants' (interviewees) profile.

Table 3.1

The Profile of Participants

Assigned Name	Gender	Office	Position	Experience	Interview date
Interviewee 1 (NA)	F	Tourism	Trainee	7 yrs	July 26, 2012
Interviewee 2 (MA)	M	PMO	Trainee	5 yrs	July 24, 2012
Interviewee 3 (LA)	M	PMO	Trainee	7 yrs	Aug 02, 2012
Interviewee 4 (OA)	M	Education	Trainee	5 yrs	Aug 02, 2012
Interviewee 5 (IA)	M	State House	Trainee	5 yrs	Aug 03, 2012
Interviewee 6 (KA)	F	Tourism	H of D	5 yrs	Aug 09, 2012
Interviewee 7 (AA)	F	State House	H of D	5 yrs	Aug 16, 2012
Interviewee 8 (SI)	M	Education	H of D	9 yrs	Aug 13, 2012
Interviewee 9 (SA)	F	PMO	S Mgt. O	7 yrs	Aug 10, 2012
Interviewee 10 (PA)	M	PMO	S Mgt. O	8 yrs	Aug 17, 2012
Interviewee 11 (FA)	M	PMO	S Mgt. O	3 yrs	Aug 20, 2012

Data Collection

Qualitative methods consist of three kinds of data collection (Patton, 1987). These are in-depth, open-ended interviews, direct observations, and documents' review, all of which were intended to be used to collect data in this study. Unfortunately, the researcher could not wholly conduct the direct observation method for time constraints and security reasons to stay and observe participants at work.

The Permanent Secretary of PMO was hinted on the whole purpose of the research and he granted the permission for the data collection to be conducted and assured his office's readiness to support the study in any possible way. The interviews were then conducted by the researcher with each of the trained administrative officers, senior management officers of PMO (the training providers as well as beneficiaries of the training and development), and heads of departments at the Ministries as mentioned above. The interview questions adopted from Sahin (2006) were critically examined to ensure their compatibility with the research questions, after dropping the ones that were found to be irrelevant to this research. Some of

the chosen questions were reworded for easy understanding by participants and further examined in line with the research questions, literature review, and research framework. Furthermore, the interview questions were reviewed by the researcher together with some of his peers, piloted on five middle-level administrative officers and later expert-reviewed by two senior management officers of PMO. The questions were not changed after the pilot study, because the researcher's peers, pilot group, and expert-reviewers expressed the fact that the questions were easy to understand and accurately related to the research purpose. Their suggestion was supported by the results of the pilot study on Appendix I, which strengthens the validity of the questions. This rigorous validation process was intended to ensure quality interview questions and interview process.

Participants were individually interviewed in order to solicit in-depth information about the training and development programmes provided by PMO and their possible impact on the administrative cadre. The systematic collection of crucial incidents and anecdotal data is important for understanding the impact of training and informal learning on behaviour, because of the unplanned and opportunistic nature of learning in organizations (Terrion, 2006). The interviews were conducted face-to-face and were held in the participants' workplaces. To make up for the time limitation as officers were very busy during working hours, the interview questions were sent to them in advance. That gave them better understanding of the contents so that they were able to give more in-depth pieces of information.

The researcher stated clearly the purpose of the study as indicated on the consent letter in appendix A. This contributed a great deal in assuring participants that the research was designed mainly to enhance academic knowledge and contribute positively to national development. This eased some of their fears in participating in the study. It was very difficult at the beginning as some officers were unwilling to participate for fear of being quoted, but with the assurance of confidentiality some were convinced to partake in the study. The consent letter was very helpful in the confidentiality assurance and enabled the interviewees have the purpose in mind during the interviews. After the interviews, the recorded interviews' data were transcribed and later coded and categorized together with the documents' review data in accordance with the research questions, literature review, and research framework. Table 3.2 below gives an explicit overview of the implementation process of the interviews and documents' review.

Table 3.2

The Implementation Process of the Interviews and Documents' Review

Stages	Interview and Documents' Review Processes	Documents Reviewed
Prior to the interviews	Contacted participants and sent the interview questions to them. The date and meeting places were then arranged and agreed upon.	
During the interviews	The interviews' data were recorded and keywords written down on paper and reorganized by the researcher after the interviews.	
After the interviews	All the recorded interviews' data were transcribed on paper for reference purposes. Some follow-ups with interviewees were done for further clarification of issues and responses.	
Documents' review	Permission was first sought from the Permanent Secretary of PMO, after which relevant documents were reviewed almost every day during working hours	<ul style="list-style-type: none"> -Scheme of Service for the Administrative Cadre - Capacity Building and Economic Management Project Strategy for Improvement of Recruitment and Reducing Attrition in The Gambian Civil Service - Draft Training Policy for The Gambian Civil Service - General Orders, PMO

Data Analysis

Data analysis is very difficult, but at the same time an important part of qualitative research (Basit, 2003). It is difficult due to the fact that it is not technical in nature, but very intuitive and a very creative process of thinking and theorizing. The rationale behind analyzing qualitative data is to determine the categories, relationships, and assumptions in order to clarify the respondents' view of the topic under investigation (McCracken, 1988). Analyzing data basically involves reading the interviews' contents repeatedly, reviewing the literature and documents in order to understand all the contents and respond to the topic in question. According to Wang (2010), analyzing data includes the under-mentioned steps:

1. Transcribing the recorded data into transcriptions
2. Reading the interviews' contents and relevant documents repeatedly
3. (a). Coding and (b). categorizing
4. Identifying the themes in order to determine the findings

The researcher in this study adopted this technique because it helps make sense of all the contents in responding to theories in the human resource development discipline in the qualitative analysis process including helping to practically answer the research questions. Accordingly, all the recorded interviews' data were transcribed as required. The interviews' contents were then read repeatedly and compared for similarities and differences with PMO's relevant documents reviewed and then coded. The important statements were noted, underlined, and sorted. The interviewees were given false names as the coding numbers and their statements coded according to the sentences on the transcriptions.

The coding numbers of the trainees start with the letter **T** followed by their false names. Next is a number, signifying the set number of the particular questions. For example, trainees' questions are set **1**. The question number comes next followed by the concept's number reported for that particular question. An example of a coding number for one of the trainees is **TOA-1-Q02-1**. The coding numbers for the heads of departments start with the letter **H**, and those of the senior management officers start with **S**. The questions' set number for the heads of departments is **2**, and that of senior management officers is **3**.

The interviewees' statements conveying the same ideas were sorted into the same groups and key sentences underlined. The statements are represented by the coding numbers of the respondents, who made them. The entire coding for the initial stage of the coding process for the first theme is shown on Figure 3.2 on Appendix G.

Then the coding process proceeded by identifying the categories such as training needs and motivation from the codes. In other words, codes with similar ideas were sorted into the same category in line with the interview questions and linked the categories to the themes explored in this study. Themes like meeting administrative officers' training needs were extracted from the categories in providing answers to the research questions. The continuation of the later stage of the coding process on Figure 3.3 for the rest of the themes is shown on Appendix H.

Examples of the coding process and the steps taken for the first theme are explicitly shown in part on Figure 3.2 and Figure 3.3 below respectively.

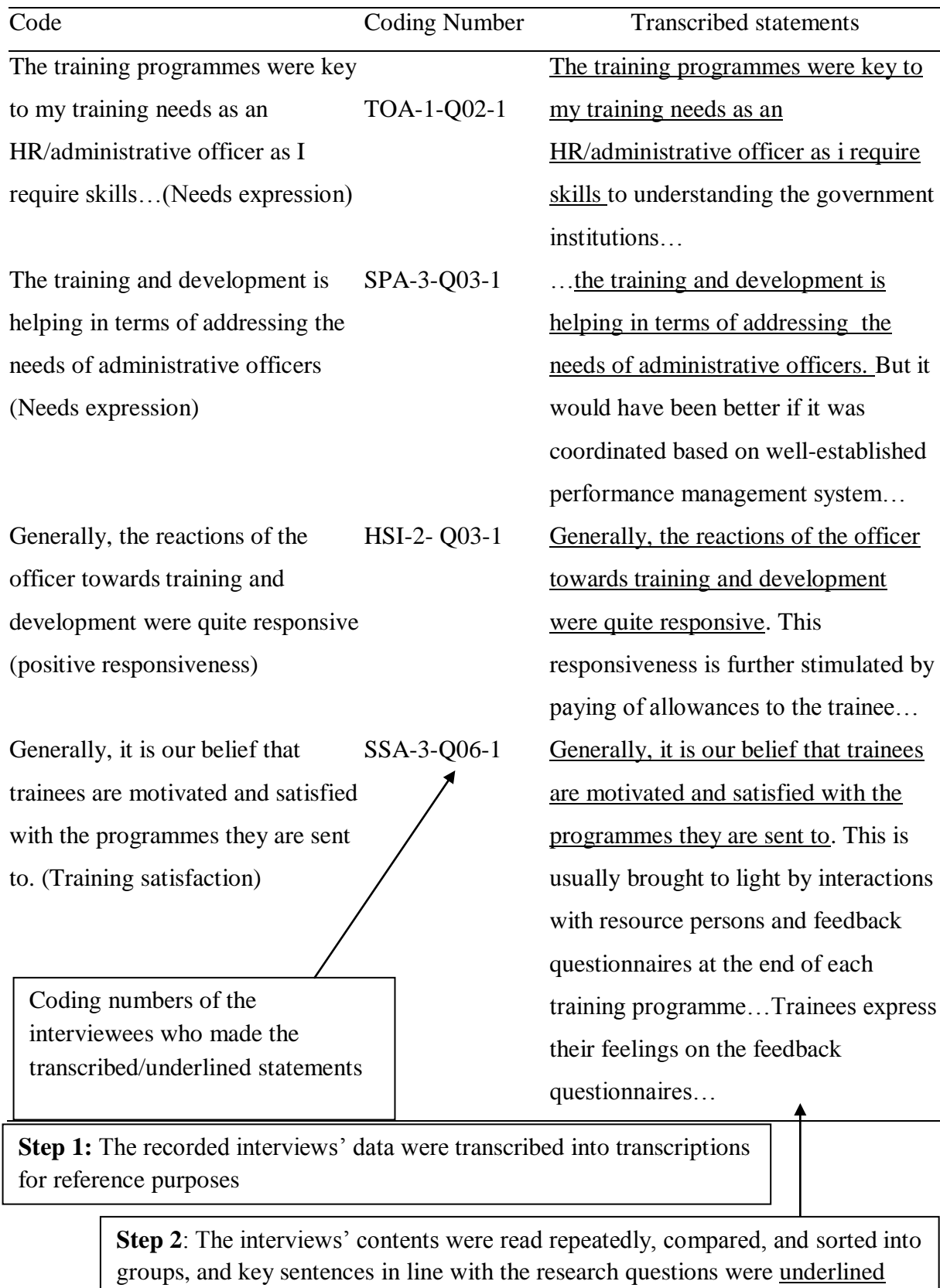


Figure 3.2 Initial stage of the coding process

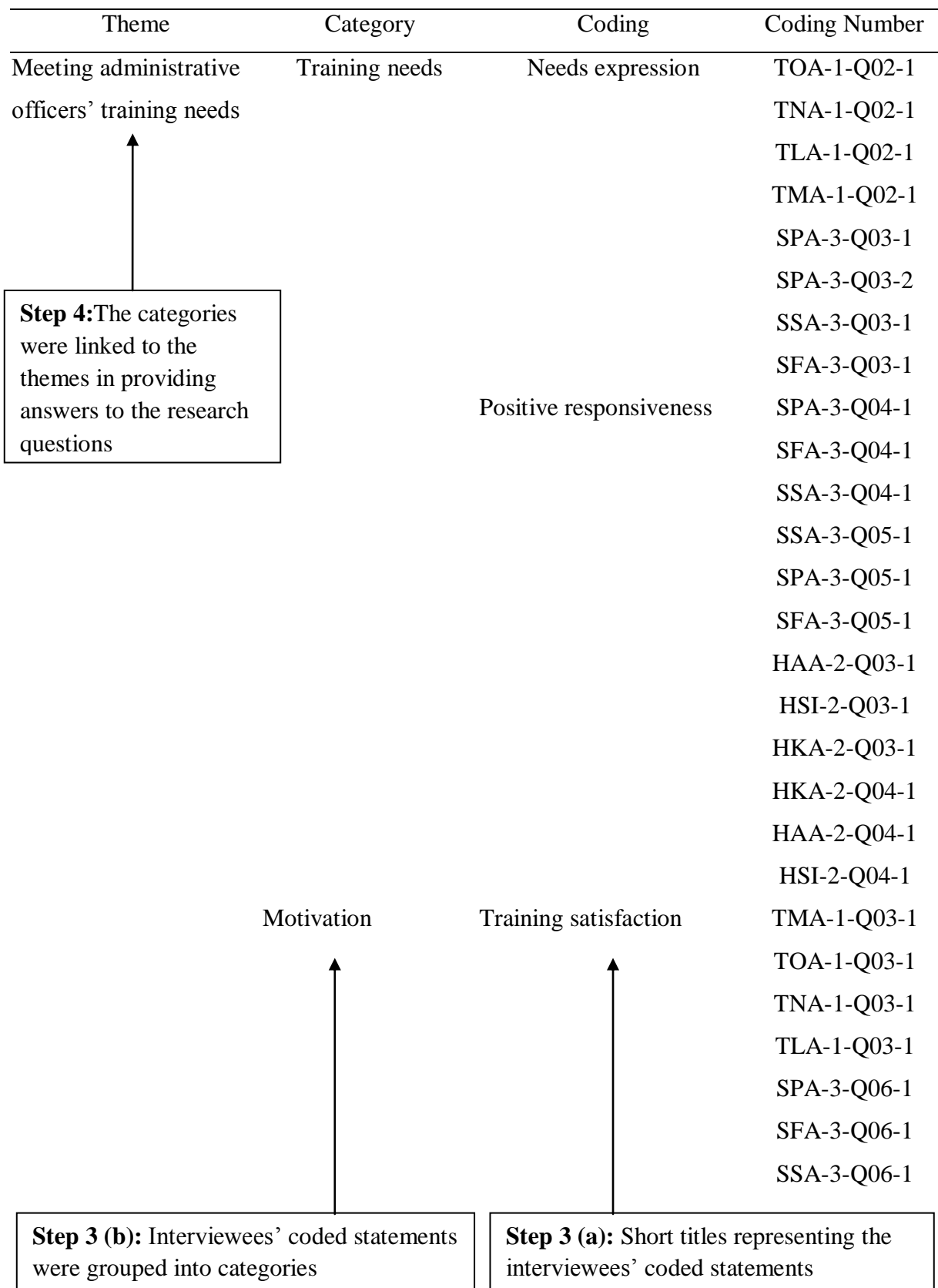


Figure 3.3 Later stage of the coding process

Research Procedure

This research basically flowed in the process as shown on figure 3.2 below. As indicated on the research framework, this research investigated the impact of training and development on the administrative cadre of PMO. As such, for the background information, including the research problem, extensive review of relevant literature of PMO and other literature on training and development impact were conducted. That further helped develop the literature in chapter two. The literature review helped in the identification of the research purpose and its significance. The purpose of the research was to investigate whether the trainings were meeting the training needs of administrative officers and whether there had been any improvement on their skills. The study also sought to investigate whether training and development had made any significant changes in the officers' job performance and the impact of such performance on PMO and the Ministries in their service-delivery.

The research and interview questions were adopted from Sahin (2006) and further developed to enhance their validity and credibility of the research. The questions were peer-reviewed by the researcher together with some colleagues, and the interview questions piloted on five middle-level administrative officers, and expert-reviewed by two senior management officers of PMO, who have coordinated series of trainings for The Gambian Civil Service. These rigorous procedures ensured quality interview questions, interview process, and better understanding by the participants, who were selected using purposive sampling technique. Five administrative officers were initially selected as participants (trainees), out of whom one backed down from the research at the last minute. Of those who remained, two were from PMO and the other two from different Ministries based on the criteria that they must have undergone the training programmes not less than one year ago. They should not also have changed jobs since one year ago and should still be officers of the administrative cadre. For time constraints, proximity, and accessibility as well as the criteria, officers at the Ministries of Education, Tourism and Culture, and Office of the Vice President were selected as participants. Three heads of departments, who are supervisors to the trainees at the Ministries, were also selected as well as three senior management officers of PMO, the training providers and beneficiaries of the trainings.

Documents' review and face-to-face interviews were conducted at the participants' workplaces. The researcher stated clearly the purpose of the study as indicated in the consent letter on appendix A. After the interviews, the recorded interviews' data were transcribed.

Furthermore, analysis and re-analysis of the interviews' data and documents' review data helped produce the complete information on the impact of training and development on the administrative cadre of PMO. These analyses of the interviews' and documents' review data in line with the research questions, literature review, and research framework were crucial as they helped in the comparison of the data in finding the relationships or contrasts. Findings and discussions were then made, and finally conclusions and recommendations given as required.

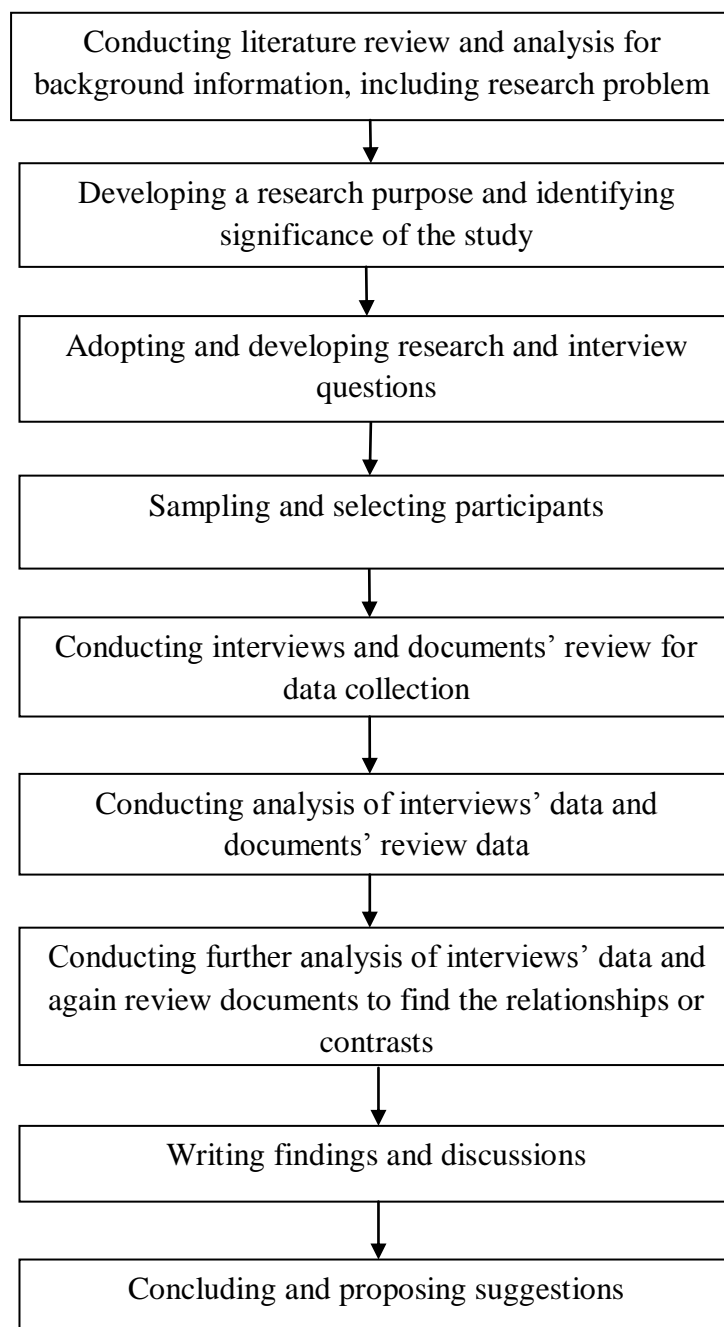


Figure 3.4 Procedures of the study

Research Validity and Reliability

This study was totally based on qualitative approach for collection of relevant data in line with the research questions, literature review, and research framework. Therefore, it was vital that both the validity and reliability aspects were enhanced. This would help establish credible findings based on the outcomes (Aluko, 2009).

Validity

The validity aspect of any research shows how accurately the data collected reflects the phenomenon being examined and further enhances the research credibility (Collis & Hussey, 2003). In a bid to further enhance the credibility of this research, some procedures were adopted as recommended by the thesis committee at the thesis proposal defence. This was crucial in enhancing the validity of this research. Those procedures included the following:

1. Further development of the adopted interview questions
2. Rigorous and systematic data collection

In the first place, the questions for this study were adopted from Sahin (2006) because that study was a similar exploratory research inquiring about the impact of an in-service teacher training and development programme at the Middle East Technical University in Turkey and this study inquiring about the impact of training and development on the administrative cadre of PMO in The Gambia is almost like an extension of the former. For development purposes, the adopted research and interview questions were critically examined to ensure their compatibility, after dropping the ones that were found to be irrelevant to this research. Some of the selected questions were reworded for easy understanding by the participants. The interview questions were further examined in line with the research questions, literature review, and research framework. Furthermore, the interview questions were reviewed by the researcher together with some of his peers and then piloted on five middle-level administrative officers. They were later expert-reviewed by two senior management officers of PMO, who had undergone similar rigorous research process while on studies in the U.K and had coordinated series of trainings for The Gambian Civil Service, before being finally administered. The questions were not changed after the pilot study because the researcher's peers, pilot group, and expert-reviewers all reported about the simplicity of the questions and their accurate connection to the research purpose being

explored, which contributes significantly to the validity of the research. Their report was supported by the results of the pilot study in Appendix I. This rigorous validation process was also intended to ensure quality interview questions and interview process. This is consistent with Collis and Hussey (2003) for explaining validity as the extent to which the questions and data reflect the phenomenon being researched. The original research and interview questions of Sahin (2006) from which this study's research and interview questions were adopted are attached on Appendix E and F respectively. The final versions of the interview questions for the trained administrative officers, heads of departments of the Ministries, and senior management officers of PMO (providers as well as beneficiaries of the training and development) are attached on Appendix B, C, and D respectively.

Rigorous and systematic data collection procedures were also undertaken. For instance, the researcher constantly cross-checked and cross-validated the responses from the respondents during field work. In this regard, although he was not able to wholly carry out the direct observation initially intended to be carried out, he was able to observe attentively the interviewees' work performance during the interviews, discussed with non-participants of the study like the interviewees' co-workers, and further reviewed other documents like relevant brochures of the Public Service Reform Project on organizational and individual performance in enhancing service-delivery in the Civil Service, online newspapers in addition to the interviews. This method is an aspect of triangulation method in the collection of data across different sources. He also frequently contacted interviewees for further clarification of responses even after the interviews were conducted. This was done to ensure that the responses provided reflected the questions asked and to stimulate further discussions. There was also rigorous review of official documents such as the Draft Final Report of Capacity Building and Economic Management Project, Scheme of Service for the administrative cadre, and the Draft Training Policy of PMO. The face-to-face interviews proceeded together with the documents' review, although the researcher could not wholly execute the direct observations to complete the triangulation method initially intended to be carried out.

Furthermore, the data was collected from three different sources, that is, trainees, departments' heads, and the training providers. The collection of the data from different sources helped minimize subjectivity in the research. This also contributed to the validity of the data collected as a result of the elimination of possible biases in the responses. Aluko (2009) mentioned that this procedure helped gain a second opinion beyond the data collected from only one source.

Reliability

The reliability aspect describes the extent of consistency of the results when different researchers conduct a particular study under the same conditions (Yin, 2008). In this regard, some standard data analysis procedures were utilized. That is, having transcribed the recorded interviews' data after some systematic procedures of its collection, the researcher carefully sorted, coded, labelled and categorized the data, which was eventually linked to the themes. The codes were constantly reviewed by the researcher to ensure their consistency as required. Finally, the coding process was reviewed by the thesis committee members before its adoption. Carefully abiding by this research standard and procedure, the accuracy and consistency of the data analysis could be ensured and therefore, help eliminate possibility of biases. This process helped identify the different perspectives related to the training and development impact on the administrative cadre of the PMO. The findings were carefully determined in line with the research questions and research framework. This careful and standard procedure in collecting, categorizing, and analyzing the data with a view to reducing possible biases in the research process increases the chances of reliability in the research results.

CHAPTER IV. FINDINGS AND DISCUSSIONS

This study intended to investigate the training and development impact on employees' performance in the administrative cadre of the PMO in The Gambia. From the literature and documents' review and the interviews' contents, the researcher was able to present a complete picture of the real outcome of the training and development situation on the administrative cadre of the PMO, the data of which was analyzed in line with the research questions, research framework and literature review with reference to Kirkpatrick's four-level evaluation model that was extensively utilized. The findings of the research were presented in the following structure:

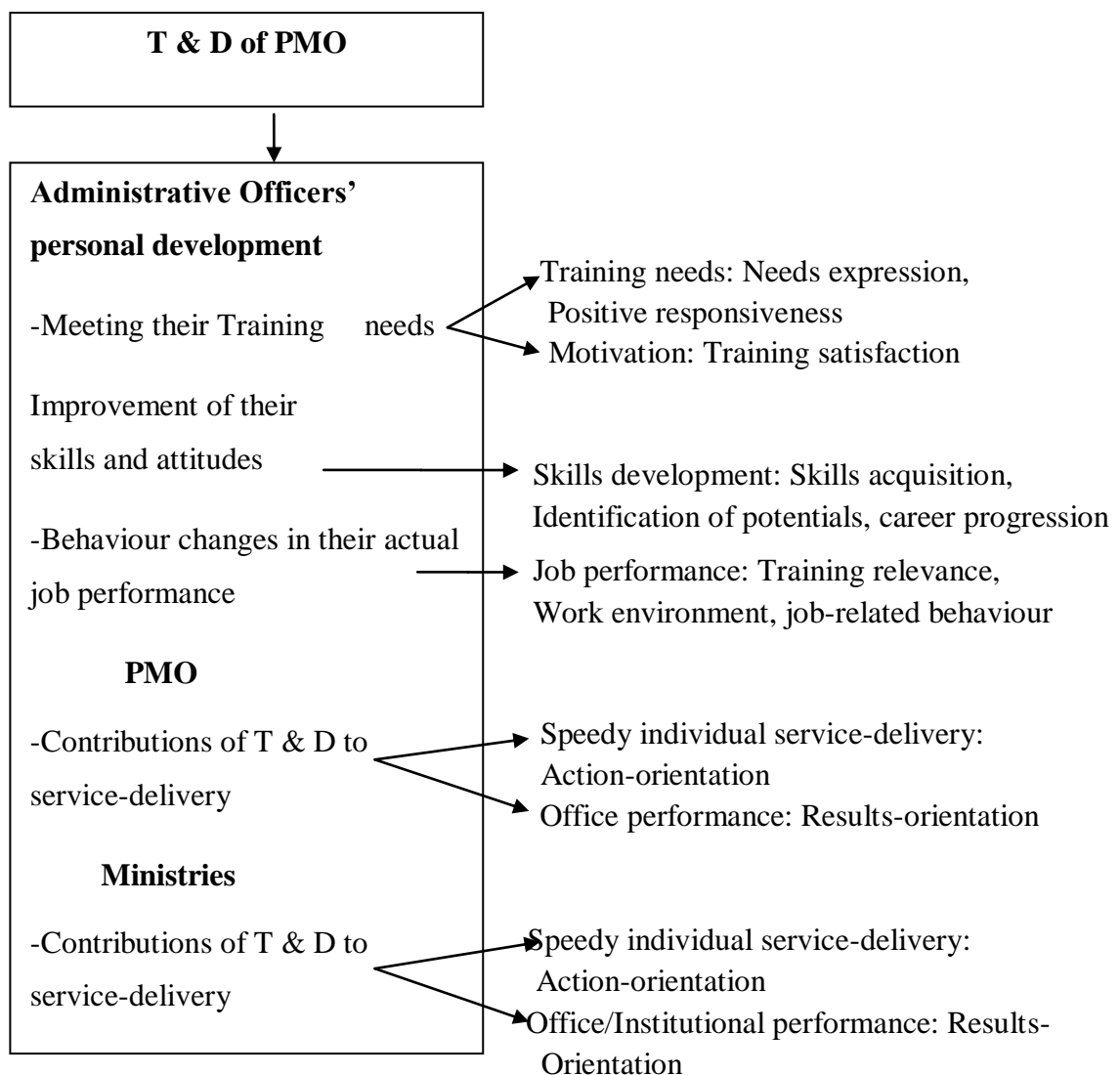


Figure 4.1 Findings of the training and development impact on the administrative cadre

As shown on figure 4.1, the documents' review and interviews revealed that the administrative officers (trainees) had undergone series of training and development programmes which helped them, achieve some skills that made some significant changes in the job-related behaviours of most of them. The findings were organized into different themes. The first of these main themes is the meeting of administrative officers' training needs. This was further categorized into training needs and motivation. The second theme being improvement of administrative officers' skills and attitudes was on skills development. Behaviour change in administrative officers' actual job performance was categorized under job performance. The final theme being contributions of T & D programmes to service-delivery of both PMO and the Ministries was categorized under speedy individual service-delivery and office/institutional performance. All the main themes of the findings are in line with the research questions, literature review, and research framework.

Situation of T & D Programmes Meeting Administrative Officers' Training Needs

This section looks at the impact of the training and development on the feelings of the trainees and senior management officers in terms of meeting the training needs of the trainees. This is presented in the form of needs expression and positive responsiveness related to the first category. This is followed by another category, being the feeling of motivation the trainees felt, which is presented below in the form or concept of training satisfaction.

Trainees reported having attended various training and development programmes ranging from performance management systems, job analysis, design and evaluation, Civil Service induction training programme to ICT on data analysis using the simple payroll system.

Training Needs of Administrative Officers

Assessing needs leads to desired results for any training and development programme as it helps in the provision of the right type of trainings trainees need for effective performance. Organizations will often develop and implement training programmes without first conducting needs assessment. These organizations run the risk of failure as trainees may not feel satisfied with the trainings provided and therefore, would not be responsive to the programmes (Brown, 2002). The Scheme of Service for Administrative Cadre (2012) of the PMO stipulates that the qualification, experience and skills candidates and administrative

officers need for entry into the administrative cadre and to effectively perform their daily routine administrative duties are trainings in the fields of Public Administration, Civil Service Induction Training Programme, Human Resource, and Public Policy Management or in other Social Sciences. Trainings and acquisition of skills in these fields, therefore, are what administrative officers need for effective work performance and development of their careers.

Needs expression.

Both the two trainees from the PMO and the other two from the Ministries expressed positive sentiments about the role of the training and development in helping them achieve their training needs. Results indicated those trainees' expectations from the training and development and the main reason why they participated were mainly self-improvement, improving their administrative skills and meet their career development needs, which suggests that they appreciate the training programmes. All the trainees expressed their need for the trainings they underwent in the following statement, which seem to indicate that their training needs were basically met:

Anyway...the office does not operate a performance management system...They just nominate me to attend training programmes and...I have attended a number of training courses as I said earlier. Anyway, they are trainings I need for my job and career as an administrative officer, which I really appreciate, it made me further appreciate why it is important to create and maintain accurate financial records, which I really need, The training programmes were key to my training needs as an HR/ Administrative officer as I require skills to understanding the government institution and its operative, these trainings gave me the requisite skills needed to be able to deliver (TLA-1-Q02-1, TNA-1-Q02-1, TOA-1-Q02-1, & TMA-1-Q02-1).

The senior management officers of PMO also reported that training and development was helping to address the training needs of administrative officers, and one of them added that it would have been better if it was coordinated based on well-established performance management system (SPA-3-Q03-2). Yet still, as they reported, the trainings widened the horizon of officers and helped them improve their performance. Trainees learned on the job, much more the skills they learned in the classrooms. They said that they usually had discussions with employees to know exactly the training and development programmes they needed. Also, they reported that a capacity gap assessment was some time ago contracted to

Deloit and Touche, a consulting company. That helped identify training needs of employees and that was how they came up with the performance management training programme, which was very important to the trainees in helping them improve their job performance. This goes to show that trainees' training needs may have been met as reported by majority of the respondents and confirmed by the documents' review. All the reported training programmes trainees underwent except the one on financial forecasting reported by one of the trainees are within the required fields stipulated in the scheme of service. Even the trainee who underwent the financial forecasting training programme reported that her training needs were met and after all, she did the required Civil Service Induction Training Programme. However, the trainings need to be supported by a permanent performance management system in place for effective performance management and sustainability purposes. Going back to the literature review, one would see that training needs assessment has ever been prioritized at the PMO and as scholars put it, conducting needs assessment is fundamental to the success of any training and development programme as it helps both the organization and trainees achieve their training needs (Brown, 2002). One would wonder then, why there has not been any standardized and well-established performance management system in place at the PMO to help assess the training needs of administrative officers. The documents' review revealed that the existing staff appraisal system is not proper and invites negative results, but the issue of having a reliable, objective and transparent performance management system is being worked on (Draft Training Policy Report, 2009). Yet still, most civil servants are contented with the trainings they receive in the public service and one interviewee on the capacity building and economic management report stated, "I had all my trainings in the Civil Service. I think if you want to be a good public servant...the best ground of training is the Civil Service. I call it my university. On or off the job training"(p.42). This further suggests that the training needs of administrative officers are definitely being met in the Civil Service and that trainees are motivated and satisfied with the training and development they are provided with.

Positive responsiveness.

The theory of reasoned action argued those trainees' reactions to technology use affect user performance. The theory was proposed by Fishbein and Ajzen in 1975. The assumption is based on the rationale that trainees' decision to respond positively to training and development is based on their own will, which is influenced by systematic thinking including evaluating the consequences of their responsiveness. This involves determining whether the trainings will satisfy their needs. Training and development should therefore, impact

positively on trainees' feelings in order to influence their thinking or attitude (Chi, 2011). In this study, both the senior management officers of PMO and heads of departments in the Ministries added that trainees were usually very happy and responsive to the training sessions in terms of the financial benefits and travel opportunities they enjoyed in addition to the skills they gained, especially for overseas training programmes. Even with the local trainings, trainees were reported to have chosen the programmes through their discussions with their supervisors, so they were usually happy, excited and motivated as they looked forward to their self-development (SPA-3-Q04-1, SFA-3-Q04-1, SSA-3-Q04-1, HAA-2-Q03-1, HSI-2-Q03-1, & HKA-2-Q03-1). These trainees' positive reactions show their readiness to learn and change their job-related behaviours. After the trainings, trainees were also reported of having remained happy knowing that they had added value to their career development endeavours, especially if they were using their skills on the job as required. This is consistent with the documents' review, which revealed that training opportunities available to civil servants are significant, and serve as a primary retention device (Draft Training Policy Report, 2009). This suggests that trainees like the training and development as it satisfies their personal training needs, so they positively respond to them, and the trainings, in turn, help retain them in the Civil Service.

Motivation

Kirkpatrick (1998) mentions intrinsic and extrinsic rewards as being very vital for the success of any training and development programme. It is vital to provide help, encouragement, and rewards to trainees in order for them to produce the expected results both in the classroom and on the job.

Training satisfaction.

Kirkpatrick (1998) further emphasized intrinsic reward, that is, inward feelings of satisfaction, pride and happiness as being very important for learning and transfer of training to take place. He specifically meant by this that the training programmes have to positively impact on the feelings of the trainee for effective acquisition of skills and job performance to take place. Also, in line with the literature review, training and development definitely results to employee satisfaction (Aguinis & Kraiger, 2009). In this study, the data analysis revealed that all the trainees further expressed similar feelings that they had been satisfied by the

trainings and that had been emphasized in their following statement, which also clearly suggest that their training needs were met:

I am very satisfied with the training programmes...because the handouts are easy to read and understand. The lecturers are competent in their areas of study and were able to impart the relevant knowledge and skills to us...I also visited new places, which all served to increase my exposure to new ideas and there was good quality training venues that contributed to easy learning, It was very educative training and there was this understanding that participants were free to call in should they have problems with their job, I was really motivated as my capacity was enhanced and my understanding of the way the government operates, i was very motivated and satisfied with the training programmes because I needed no training at the time than that particular one (TLA-1-Q03-1, TNA-1-Q03-1, TOA-1-Q03-1, & TMA-1-Q03-1).

The senior management officers shared the same feelings that trainees were generally satisfied with the training programmes provided for them, which supported the trainees' statements. The senior management officers' report is showed in their following statement, which further suggests that trainees responded positively to training and development and the fact that, the stage was set for effective learning and improved work attitude:

As a coordinator...I observe that most of them react positively and very well....They generally like the trainings in order to learn and develop their career...They generally express satisfaction with the trainings as they serve as foundation for development of their potentials and career, they are generally motivated and satisfied with the training programmes. This is because most of these trainings are job-related...Generally, it is our belief that trainees are motivated and satisfied with the programmes they are sent to. This is usually brought to light by interactions with resource persons and feedback questionnaires at the end of each training programme (SPA-3-Q06-1, SFA-3-Q06-1, & SSA-3-Q06-1).

This motivation and satisfaction with the training and development reported by both the trainees and senior management officers is consistent with the documents' review as mentioned earlier. The training and development opportunities provided for civil servants are very important as they serve as a primary retention device for the Civil Service (Draft Training Policy Report, 2009). This seems to indicate that the training and development

motivates trainees to the extent that, it helps retain them in the Civil Service at least during the initial period of their careers, and further explains why people desire to work for the public service at the beginning of their careers. This could also be an explanation for the movement of employees from the private sector to the public sector, despite the fat salaries they receive in the private sector. This also calls for the PMO to take more effective measures of retaining employees in the Civil Service after they have been trained and developed at great cost. It should also be noted that for effective learning and transfer of training on the job to take place, trainees need to be motivated (Andrew & Martin, 2009). Training satisfaction for participants of any training and development programme is vital for effective learning as indicated in the discussions, and further suggests satisfaction of trainees' training needs.

Improvement of Administrative Officers' Skills and Attitudes

This section basically looks at the development of the trainees' skills, which helped them enhance their professional work abilities and attitude towards work. This is presented below in the form of skills acquisition and identification of their potentials, which further contribute to their career progression as reported by the senior management officers.

Skills Development

Training and development naturally leads to acquisition of knowledge, skills, and positive attitude overtime and further result to personal development outcomes. The outcomes in question include more gains in confidence and work performance at the workplace and meeting qualifications, which are important for trainees' careers (Devins, Johnson, & Sutherland, 2004).

Skills acquisition.

The findings revealed that all the trainees did learn some skills from the training programmes in general, which was very crucial for the performance of their daily routine administrative work. The trainees stated that they learned certain skills which were hitherto not known to them. This was reported in their following statement:

I really acquired some very important skills from the programmes including skills in writing formal letters, memos and other correspondences, which are routine in the service...these skills have been very helpful to me as an administrative officer. I also

acquired the skills of job profiling, drafting of policy statements, identifying policy strategies, how to guide policy implementation..., I acquired high skills from the trainings because those skills were rare ones to find within the Civil Service. The skills include organization development skills, i acquired some very important skills, which have been helping me on my day-to-day job..., these skills helped enhance my knowledge and skills of personnel recruitment processes and procedures. I also gained some organizational and planning skills, which help me better organize my office and make it tidier (TOA-1-Q04-1, TMA-1-Q04-1, TNA-1-Q04-1, & TLA-1-Q04-).

The trainees' report of their own learning or skills acquisition could be discussed in light of the theory of reasoned action as pointed out in the previous theme. Chi (2011) mentions as highlighted in the literature review that, the theory is based on the rationale that a person's attitude towards particular behaviour is determined by his or her own will, which is influenced by systematic thinking and the beliefs about consequences of performing the behaviour in addition to evaluating those consequences. In the same vein, the trainees saw the training and development as meeting their personal training needs as discussed earlier, so they developed a positive attitude towards it with a view to improving their work performance or professionalism and enhancing their career development endeavours. The career development of the trainees is indicated below by the senior management officers in the form of the career progression and training programme of the PMO.

The senior management officers of PMO also gave similar responses as the trainees that, the training and development was very beneficial to the trainees in terms of developing their professional work abilities. Their responses were reported in the following statement:

The training and development is very beneficial to the administrative officers, although the impact is not assessed. It helps to improve their performance in terms of better work planning in the sense of effective processing of requests like appointments, promotions, study leave applications, among others from the Ministries and conveying of the Public Service Commission's decisions to the Ministries, implementation and monitoring of policies and programmes...the trainings help them become more professional in their work as they handle requests in expertise and timely manner,...Administrative officers who have undergone training programmes have demonstrated effective work abilities in both PMO and the ministries and that is why they are able to rise through the ranks

to handle top positions in the cadre and contribute immensely to service-delivery(SFA-3-Q08-1, SPA-3-Q08-1, & SSA-3-Q08-1).

The trainees' learning could also be definitely attributed to their motivation and satisfaction with the training programmes reported in the previous theme. The findings are also consistent with the literature and documents' review. Kirkpatrick (1998) mentioned that trainees need to enjoy and feel satisfied with the programmes. This will help them achieve the learning objectives. Their learning in the trainings offered is a welcomed development as capacity development is highly needed to provide the administrative and technical support to the Government of The Gambia (Draft Training Policy Report, 2009). On the whole, trainees indicated having learned how to manage their time, acquired teamwork skills, writing reports and minutes and personally developed. The fact that they became more professional in their work in the sense of processing official requests such as appointments, promotions, terminations, among others, between PMO and the Ministries as well as conveying the Public Service Commission's decisions to the Ministries in expertise manner as reported by the senior management officers suggests that their skills and attitude towards their work have definitely improved.

Identification of potentials.

All the four trainees further reported that the training and development helped them identify their potentials especially as organizational development experts, and in strategic leadership and advance human resource planning, financial forecasters and other administrative skills and understanding of the routine job of the Civil Service, although they need to be given more opportunity and such exposure (TMA-1-Q05-1, TLA-1-Q05-1, TNA-1-Q05-1, & TOA-1-Q05-1). This report by the trainees suggests the fact that training alone is not enough. In addition to the training programmes, trainees need to be further exposed to best practices in foreign environments, which when added to their acquired skills would result to positive development especially in this competitive era of globalization. A trainee at the PMO emphasized on this when he stated, "The programs helped me discover that I could be a good organizational development expert if given more opportunity and such exposure" (TMA-1-Q05-1). This statement also implies the confidence that the training and development has instilled in the trainees, which definitely needs to be identified early by their supervisors for further development. This further suggests the need and establishment of

criteria and use of an effective performance management system for more effective skills and employee development on the administrative cadre.

The senior management officers went further to state that there was career progression for the administrative officers (trainees). Within the administrative cadre, career development opportunities were widely open to administrative officers. They stated that one could move from being a cadet administrative officer, personnel officer, senior personnel officer, principal assistant secretary, and deputy permanent secretary to permanent secretary within a reasonable period of time (SPA-3-Q07-1, SSA-3-Q07-1, & SFA-3-Q07-1). The documents' review clearly confirmed that information on career progression and trainings. The documents revealed that cadet administrative officers spent one year in the position with a Bachelor's Degree in Management, Public Administration or in any other Social Science field after having undergone the induction training programme. From assistant secretary/personnel officer to principal assistant secretary/principal personnel officer, the qualification is Master's Degree in the relevant areas with series of trainings to be undergone. From deputy permanent secretary to permanent secretary, the minimum qualification is Master's Degree in the relevant areas with series of trainings to be undergone (Scheme of Service for Administrative Cadre, 2012). These suggest that acquiring of skills in the Civil Service through training and development and upward mobility have been an on-going process, which have been revealed on many occasions in the documents' review and many administrative officers have benefited from it. Klein, Randell, and Lauterbach (2004) also confirmed this and one officer in the report stated:

I know capacity building is an ongoing issue in the civil service and that is a good thing, because it definitely elevates the level of know-how as I have benefited from it, and that is quite important. I think the Civil Service is a very good training ground and movement for anyone.
(p.41)

It has been clearly revealed that the training and development does not only help trainees acquire skills and improve on their attitude towards the training programmes and their work, but it also helps them meet qualifications for career progression as mentioned by the senior management officers. This could be said to be a direct off-shoot of PMO's commitment and huge investment in training and development. The literature review mentioned that allocating adequate funds for trainings is a precondition for upgrading the skills qualifications of the existing personnel and will eventually lead to improved social

service-delivery (African Development Bank Appraisal Report, 2008). Another issue that has been discovered in the study is the frequent requests by administrative officers for trainings, despite all the trainings offered, skills acquisition and upward mobility currently taking place in the administrative cadre. One would wonder whether there is any effective mechanism put in place to retain the already trained officers, despite the fact that the literature stipulated that beneficiaries of the training and development awards sign Surety Bond to ensure that they are retained in the Government for a specified duration after the completion of their studies (NewGambia.gm, 2009). It has been mentioned in the documents that the trainings help retain employees in the Civil Service, but what happens after trainees have received their needed trainings is the big question. An explanation for this could be that there is no job stability at the top-level positions, and PMO should look into that as job stability is crucial for continuity of programmes and better management of the already insufficient training funds. Continuity of programmes, on the other hand, positively contributes a great deal, to national development endeavours.

Behaviour Change in Administrative Officers' Actual Job Performance

This section first looks at the training relevance of the training and development offered to administrative officers and the environment under which they worked, which serve as basis for establishment of the real situation of their actual behaviours on the job some time after the training programmes.

Job Performance

Training and development has an overall positive impact on job-related behaviours. However, the effectiveness of training, which is very crucial for the identification of the actual impact of any training and development endeavour varied depending on the training delivery method, the skill or task being trained, and trainees' working environments. For example, in a qualitative study involving some mechanics in Northern India, Barber (2004) found out that on-the-job trainings resulted to greater innovation and tacit skills (Aguinis & Kraiger, 2009). In this regard, this research decided to look into the issues of training relevance and working environment in the impact assessment for comparison purposes and better establishment of the actual job-related behaviours of the trainees. This technique helped the researcher gained in-depth information on the actual change in job behaviours of the trainees being investigated.

It is first important to know that the work of administrative officers (trainees) at the PMO among other assignments, includes processing official requests such as appointments, promotions, study leave applications, personnel terminations, dismissals and longevity applications prepared and sent from the Ministries by other administrative officers (trainees), who are posted there by PMO to carry out daily routine administrative duties on its behalf. Trainees at the PMO scrutinize these requests with reference to the General Orders, Public Service Commission Regulations, and Financial Instructions of the Government and either support or unsupported them before they send minutes to the Public Service Commission for action. The requests are then sent back to PMO to convey the Commission's decision to the Ministries regarding the outcome of their requests (General Orders, 1994).

Training relevance.

The data analysis of this study revealed that there were differences in the responses from the four trainees interviewed. Three of the trainees stated that their trainings' course contents were related to their jobs and that they were able to learn some skills and used them on their work to improve their job-related behaviours. These trainees expressed their responses in the following statement:

The programmes' contents on job evaluation have been very helpful to me, because that's exactly what I do at office. Currently, the Government of The Gambia is working on pay reform and it is a prerequisite to conduct job evaluation within the service before the pay restructuring can be done and I am currently the lead officer spearheading the preparatory work needed before the consultant will start the exercise proper... The training programmes contents are very important in my job in the sense that they help me do my job correctly. For example, my skills in personnel recruitment processes and procedures help me a lot when I have to participate in short-listing of candidates... The contents have increased my involvement at my Ministry as I am used in many policy related assignments such as in the revision of the current national education policy I have been engaged in. (TMA-1-Q06-1, TLA-1-Q06-1, & TOA-1-Q06-1).

The other trainee at the Ministry of Tourism, on the other hand, responded negatively, stating that her trainings were not related to the job she was currently doing at her office. That, therefore, made the training programmes irrelevant to her job. She reported, "I am not in

charge of budgeting and does not partake in any financial matter. It is not at all related to the job I am doing... these are routine in administration, it has nothing to do with cash flows whatsoever” (TNA-1-Q06-1). One could attribute this problem to the non-existent of an effective performance management system at the PMO to identify needed areas for training, and according to the policy of PMO, an administrative officer could be posted to any Ministry to do routine administrative work as revealed by the data analysis and the General Orders. In this regard, a trainee might be unlucky that his or her trainings would not be relevant at the particular Ministry he or she is posted to, as in the case of the above-quoted respondent. If the problem is not urgently addressed, it could deny the Civil Service of its valuable human resource or leads to ineffective work performance of trainees after investing so much money in them.

The senior management officers reported that, although there was no performance management system in place PMO was taking adequate measures to ensure relevance of its trainings (SPA-3-Q09-1, SFA-3-Q09-1, & SSA-3-Q09-1). They reported that there was now the training policy in place together with the established committee that checked the relevance of the trainings employees wanted to undergo. Training programmes would not be approved, if they were not related to the job the employees were doing in their offices. Besides, there was the Public Service Commission, which had the authority to turn down programmes that were not job-related. This argument may mean that trainees change their fields of study when they travel abroad for studies, despite PMO reportedly taking adequate measures in addressing the situation. In the final analysis, the difference in responses between the trainee who complained of her trainings not being related to her job and the senior management officers could also be attributed to the fact that the later are not in the Ministries to know exactly all the work that the trainees are doing. The trainees who directly do the job in the Ministries together with the heads of departments can better report on the relevance of the trainings to the Ministries in which they work. In fact, one of the heads of departments’ response about the trainings the trainee at her Ministry received appears to support the other trainee’s complaint when she mentioned, “the skills the officer has acquired from the trainings are not directly related to the work he is doing in this office” (HAA-2-Q06-1). Furthermore, the response from a senior management officer seems to suggest some lapses in the system in his statement below.

This is an area where the office needs to do a little bit of job. For the trainings to be relevant they have to address the needs of individuals and the organization. It needs to do training needs assessment and put in place an effective performance management system. Based on these, you can better address the training needs of employees (SPA-3-Q09-2).

The above quotation explicitly suggests that although PMO is taking measures to ensure relevance of its training and development, yet some trainees are doing programmes that are not related to the work of the administrative cadre. Whether trainees change their fields of study when they travel abroad or whether PMO is the one not living up to their expectation, it is evident that more effective measures such as the establishment of an effective performance management system should be adopted to address the situation. If not, trainees' job-related behaviours could be negatively affected or compromised. PMO should also be doing more routine visits to Ministries in a bid to find out the work situation of administrative officers in their various offices.

Work environment.

The three trainees further reported that institutional support was always provided for them. They stated that their offices provided them with all the resources and moral support they needed in order to apply and develop the skills they acquired from the training and development on their work. These trainees' responses confirmed the responses from two of the heads of departments from the Ministries of Education and Tourism that they had provided the trainees with all the needed resources and favourable environment to put into practice their new skills (HSI-2-Q05-1 & HKA-2-Q05-1). The three trainees expressed the institutional support they received from their various offices in the following statement:

After my trainings and my Ministry's recognition of the skills in me, I was highly involved and instrument especially in the mid-term education policy review. I was given the responsibilities and all the needed resources like good desk-top computer and encouragement to do my work with limited interference. This also gave me the opportunity to do my work with minor stress ..., My responsibilities have been increased by way of promotion and encouragement and this has enabled me to apply my skills on the job...My office has provided the necessary conditions required for me to develop myself on the job with the new skills. I have a team of eight cooperative officers working with me to review all the job descriptions of

heads of departments and Divisions within the Civil Service that should be completed by the end of August 2012(TOA-1-Q07/8-1, TLA-1-Q07-1, & TMA-1-Q07-1).

The other trainee, on the other hand, still responded on the negative that no opportunities had been created for her to develop herself on the job with her new skills. She stated as mentioned earlier that the programmes were unrelated to her job. In other words, her trainings were not relevant at the Ministry of Tourism and therefore, could not use her acquired skills in financial forecasting on her job to the level she would have wanted. She revealed this when she mentioned, “I have not been given the opportunity to use my skills to the level I want. The right environment has not been created at all” (TNA-1-Q07-1). It could be seen that the trainee complained of lack of institutional support to put into practice her acquired skills on the job, but it could also be argued that her problem may not have been unfavourable working environment. Instead, her problem could have been a question of incompatibility between her acquired skills and the actual skills needed on the job. This goes to show that irrelevant training and development programmes demoralize trainees at work and could further be an obstacle to employees’ behaviour change in their actual job performance. In extreme cases, the employee may quit the job out of frustration, which will be a huge loss to the already insufficient training funds. This problem further suggests the need for heads of departments to open their doors to all employees under them without segregation for dialogue and counselling in the interest of the job.

Job-related behaviour.

The trainees had been observed at the end of their trainings by their heads of departments and senior management officers. They had shown great improvements in terms of personal qualities and execution of their duties, which seems to reveal that their actual behaviours at work, had changed for the better. They did the job faster and more effectively, and were given more responsibilities as a result as their supervisors knew they could be counted on. The responses of two of the heads of departments at the Ministries of Education and Tourism, which testified to that, were shown in their following statement:

Even though the office does not conduct any training impact assessment, there are indications of positive changes in the behaviour of the officer after the trainings. The change can be attributed to the feeling of self-fulfilment on the part of the trainee. He did a very good job on the mid-term education policy review for the Ministry. He does

his job faster, cooperate and share his knowledge with his colleagues compared to the time before he underwent the trainings. I just believe he can be more engaged and that is exactly what we are doing so he does not feel he is being underutilized, which could cause him become disenchanted and disillusioned like some other officers and quit the service for the private sector...When she was back from the trainings, her attitude towards the job changed. She does the job faster, effectively and with more commitment. For example, she performed significantly in helping to process personnel issues with PMO, meet deadlines in the Ministry's programmes on the facilitation of cooperation between The Gambia Tourism Sector and Katara Hospitality of Qatar's endeavour to invest in developing a tourist resort in the country...She was given more responsibilities and we knew she is somebody we could count on (HSI-2-Q06-1 & HKA-2-Q06-1).

The head of department at the Office of the Vice President, on the other hand, still maintained that the training programmes the trainee at her Ministry underwent were not directly related to the work he was doing, but they had helped open his mind on other areas like job ratings, job descriptions, tasks and duties, and he did his work with high maturity and professionalism in the issuing of travelling clearance to travelling civil servants different from the time he was newly appointed (HAA-2-Q06-2). This tends to suggest that his trainings may have seemed irrelevant to the Ministry at the time as she claimed, but they could still be important in effecting needed job-related behaviour changes and could be most needed in the near future as administrative officers could be transferred to any Ministry or to PMO at anytime.

All the three senior management officers at the PMO interviewed also gave similar responses as the heads of departments that, the trainings did help change and improve trainees' job-related behaviours. Their responses are shown in their following statement:

We do not carry out follow-up evaluations, so to find out the impact of such training and development will be very difficult. But based on our observations, when they come from these trainings, they begin to be creative around that period of time. For example, they would start developing work plans and processing requests from Ministries faster with minimal errors. That alone tends to show that the trainings do make some changes to their job behaviours. They do the job better than before they attended the trainings... The trainings help to change the way they handle issues especially related to official

requests from Ministries and make changes to their attitudes at the end of the trainings. These changes usually manifest in the officers' output, that is, in terms of improvement. It brings about maturity in terms of better understanding of the job and timely execution of duties and tasks with fewer mistakes (SPA-3-Q10-1, SFA-3-Q10-1, & SSA-3-Q10-1).

The senior management officers' responses supported those of the heads of departments and further emphasized the need for a well-established and effective performance management system. Nonetheless, their responses from their observations suggest that trainees' behaviours on actual job performance definitely changed and improved for the better. This is consistent with Kirkpatrick (1998) that as a result of trainees' learning, their ways of working and dealing with certain issues will change. The administrative officers, therefore, manifested significant changes in their job-related behaviours which could be attributed to their learning at their trainings as reported by majority of the respondents, despite some training programmes' irrelevance and lack of institutional support reported by the trainee at the Ministry of Tourism and a head of department at the Office of the Vice President. The trainees underwent their training programmes over one year ago and this was sufficient time for them to demonstrate any changes in their job-related behaviours or manifest any sort of training impact. This is also consistent with the literature review as Kirkpatrick (1998) further indicates the need for time to allow trainees demonstrate behavioural changes at work. The trainees' behavioural changes are also consistent with the documents' review. Klein, Randell, and Lauterbach (2004) mentioned that the trainings offered to civil servants helped improve their job behaviours, but there was the need to design an effective performance management system in order to identify poor performers for development of their skills. The changes in the trainees' behaviours could be explained in the sense that they made good use of their learning in the training programmes by gradually implementing them at work to demonstrate good performance. Another explanation could be that trainees made good use of their past work experiences in the administrative cadre, especially in the case of the trainee at the Ministry of Tourism who complained of her trainings not being related to her current work. She was reported to have demonstrated significant job behaviour changes. Even the head of department at the Office of the Vice President who reported that the trainee at her Ministry received trainings that were not related to the job he was doing later reported good job behaviours for him. Their work experiences in the administrative cadre, the motivation they reported earlier on, and probably the desire to be

recognized as good performers may have contributed a great deal to their surprise behaviour changes on their actual job performance. After all, as stated earlier, Chi(2011) mentioned that, the theory of reasoned action indicated that under certain extent an individual's behaviour could be reasonably judged from his or her behavioural intention, which is influenced by his or her own will. A person's attitude toward a particular behaviour is determined by his or her salient beliefs about consequences of performing the behaviour in addition to evaluating those consequences. In the same vein, the trainees may have demonstrated such changes in their behaviours on the job with the intention of benefiting more from the career progression and training programme mentioned by the senior management officers at the learning level.

In conclusion, Sahin (2006) mentioned that although learning and behavioural criteria are conceptually linked, there has been limited success in establishing the relationship between the two, because of the effects of environmental variables on the later. Despite this, evidence goes to show that the training and development improved trainees' behaviours on their actual job performance. The responses from the senior management officers and heads of departments confirm this. A senior management officer at the PMO and head of department at the Ministry of Tourism, for example, stated:

Based on our observations, when they come from these trainings, they begin to be creative around that period of time. For example, they would start developing work plans and processing requests from Ministries faster with minimal errors...When she was back from the trainings, her attitude towards the job changed. She does the job faster, effectively and with more commitment (SPA-3-Q10-1 & HKA-2-Q06-1).

The above statement explicitly suggests that the training and development contributed significantly to the trainees' behavioural changes on the job.

Contributions of T & D Programmes to Service-delivery of PMO and the Ministries

According to Aguinis and Kraiger (2009), a great number of organizations recognized by American Society for Training and Development (ASTD), for their innovative training and development programmes examine the impact of training and development at some level of organizational effectiveness. They added that individual and overall service-delivery and profitability are measured in such organizations, which is consistent with the results in this

section. Accordingly, this section presents below the individual and overall service-delivery of the findings in respect of both PMO and the Ministries.

Speedy Individual Service-delivery

A performance appraisal system was introduced at the PMO and rolled out to the Ministries to ensure civil servants adhere to required standards and quality for effective and efficient service-delivery. Unfortunately, as revealed by the data analysis and documents' review, the appraisal system has not been very effective. Nonetheless, The Gambia needs very competent and productive workforce that is capable of meeting the challenges of the 21st Century through the provision of timely and quality social services (PSRICD, December 2009). This further explains the reason why this study is all the more important for the country in particular.

Action-orientation.

In light of the above, perceptions of the trainees were sought related to the benefits training and development had for the offices in which they worked. The data analysis revealed that all the trainees reported having made very significant contributions to the service-delivery of both PMO and the Ministries, which was supported by responses from both the heads of departments and senior management officers. One issue related to good individual performance and contributing to collective institutional performance, which showcased in most responses from the respondents, was timely individual delivery of services. Although direct observation data collection method could not be carried out as initially intended, the researcher observed during the interviews with trainees that their desks were always cleared. This is a strong indication of timely or speedy processing of official requests and assignments by individual trainees in their various offices.

In the case of the PMO, trainees reported processing requests forwarded from Ministries such as promotions, longevity, appointments, and participating in interview panels among others. The trainings helped them with the needed skills to be able to quickly process them and thus, preventing unnecessary follow-ups for decisions taken by the Public Service Commission on those requests. A trainee and the senior management officers at the PMO reported on this in the statement below.

We receive requests from Ministries and the training programmes have equipped me with the skills i need to do my job. As such, i do my best together with my colleagues to ensure timely processing of requests from the Ministries, Departments, and Agencies... Returnees from trainings add value to the implementation or handling complex HR issues. Also, with the help of IT, they process official requests in shorter time, the work and assignments are done more quickly and effectively and these help to reduce complaints and follow-ups from the Ministries. The work and service-delivery in the Ministries are made more effective as a result...Some new standards, that is, international standards of best practices like the concept of kizen and use of IT, for example, have been introduced...These basically apply to the routine administrative work which help make the work faster and more efficient (TLA-1-Q09-1, SFA-3-Q11-1, SPA-3-Q12-1, & SSA-3-Q12-1).

The same situation applied to the trainees at the Ministries. The trainings helped them better enhance their knowledge on how to relate to issues and tactfully work on correspondences and requests in professional ways in order to achieve timely results. The trainees and two of the heads of departments at the Ministries reported on this in their following statement:

The programmes helped enhance my capacity to deliver assignments on time with expertise execution. If you look at the training programmes, they really helped improve my skills, which further improve my performance. This helped me to be identified as part of the team reviewing the Ministry's Education Policy for the country, it better enhances my knowledge on how to relate to issues tactfully and professionally in order to achieve timely results like in the processing of requests with PMO...He did contribute immensely in terms of improving service-delivery in this office, which is evidenced by the shortening of the processing of certain key issues...She has definitely contributed a lot...because without her, all the administrative work would have been difficult to be done and on time (TOA-1-Q09-1, TNA-1-Q09-1, HSI-2-Q07-1, & HKA-2-Q07-1).

An explanation for the trainees' timely individual delivery of services could be that they wanted to be recognized by their supervisors as positively contributing to overall

performance of their various offices. This would give them the opportunity for promotion through the career progression and training programme as previously mentioned by the senior management officers at the learning level. Also, a senior management officer at the PMO mentioned that with the help of information technology, trained administrative officers are able to process issues in shorter time. He added that, that was made possible by the fact that they had been exposed to best international practices (SFA-3-Q11-1). This statement gives another explanation of why trainees are able to deliver timely services for their offices. The use of information technology in their job has contributed a great deal in facilitating their action-orientation as the responses indicate. The issue of providing trainees with the right institutional support or working environment after training and development has also been indicated as being very crucial for enhancing trainees' performance on the job. All these suggest that providing employees with trainings is not enough, but the trainings should also be supported by exposing them to best practices and making follow-ups to see how well they are performing on the job. This ensures identification of their weaknesses for improvement and further development of standard techniques for better service-delivery.

Office / Institutional Performance

There are many studies conducted in European countries that have documented the impact of training and development on organizational level performance. For example, one study was conducted to investigate the relationship between training and development and organizational performance by distributing a survey to four hundred and fifty-seven (457) organizations in the United Kingdom, Netherlands, Portugal, Finland, and Spain. Results revealed included an objective measure of service-delivery (Aguinis & Kraiger, 2009). This is consistent with the findings of this study, which also include measures of service-delivery highlighted below for both the Ministries and PMO. The above-reported timely individual service-delivery of the trainees undoubtedly contributed great deal to the overall service-delivery in both the Ministries and PMO.

Results-orientation.

In the case of the Ministries in relation to the data analysis, it could also be observed that even the trainee at the Ministry of Tourism who complained that her trainings were unrelated to her job, later responded that her trainings made some significant contributions to the overall service-delivery of her office in terms of achieving results and meeting targets.

These reported results were the processed personnel issues such as promotions, study leave and annual leave requests with PMO and the Ministry's programmes on the facilitation of cooperation between The Gambia Tourism Sector and Katara Hospitality of Qatar's endeavour to invest in developing tourist resort in the country, and the development of tourism statistics at the national level to promote conformance with international standards and with a view to enhancing tourism policy formulation, planning and generic marketing, all of which indicate the positive results training and development had registered for the Ministry of Tourism (TNA-1-Q10-1). This was confirmed by her head of department when she reported, "We are working hard and this is helping us in meeting targets and deadlines collectively on our programmes and she has contributed a lot in this"(HKA-2-Q08-1). This strengthens the fact that her trainings may have seemed irrelevant to her at the time, but in the long-term could be beneficial in enhancing service-delivery especially for the Ministry as they had already started observing the positive results. That seems to indicate that the trainings were impacting positively in one way or the other, on service-delivery in the Ministries, which further calls for the creation of a performance management system in order to realize the results indisputably. The trainee at the Ministry of Education also reported, "The acquired skills have contributed to the performance of my office as my input in the mid-term policy review was immense and the revised education policy became a land mark or reference document in the Civil Service" (TOA-1-Q10-1). All these show the significant contributions of the training and development on overall service-delivery in the Ministries through the trainees' performance.

The responses from the heads of departments are also very crucial in relation to the contributions of the trainings to the performance of the Ministries, which tend to confirm the trainees' responses. The responses from the heads of departments at the Ministries of Education and Tourism shed more light on their Ministries' performance. According to them, their trainees had been able to inject new ideas to Management, effectively performed their duties, and positively impact on the performance of others through sharing. These reflected very well on the service-delivery as a good education policy was designed for the country (HSI-2-Q08-1). The trainings also exposed the trainee to hard work in helping the Ministry meet targets and deadlines, for example, in processing personnel issues with PMO and the establishment of cooperation between The Gambia Tourism Sector and Katara Hospitality of Qatar's endeavour in developing tourist resort in the country (HKA-2-Q08-1). Thus, the overall benefits for the Ministries in which the trainees were working were that they also

gained personnel who are good at effective service-delivery in relation to policy issues and correspondences. The head of department at the Office of the Vice President, on the other hand, still maintained that the training programmes the trainee at her office underwent were not relevant to the Ministry, but to PMO as she reported below:

I am convinced that the training programmes were beneficial to PMO because it was based on a needs assessment to identify skills gaps...the trainings were designed to fill skills gap which are critical for the effective functioning of PMO, MSD in particular, but lacking...For this Ministry, the trainings are not that beneficial...(HAA-2-Q08-1).

The above statement only confirms the fact that, her trainee's trainings were not related to the job he was currently doing. Nonetheless, the same head of department went further at the behaviour level to state that although the trainee's trainings were not related to his work, yet "the officer does his work with high maturity and professionalism in the issuing of travelling clearance to travelling civil servants and this is great contribution to the office" (HAA-2-Q06-2). Although the particular trainee dropped out from the research as pointed out in the limitations, this suggests that his contribution was immense. An explanation for his surprise contribution to his Ministry's overall service-delivery could be that he made good use of his past work experience in the administrative cadre in order to deliver some significant performance. This in turn, suggests his trainings' positive contributions to his Ministry's overall service-delivery in issuing travelling clearance and thus, monitoring travelling civil servants effectively. Siniscalchi, Beale, and Fortuna (2008) mentioned that changes to trainees' work behaviours would result to effectiveness and efficiency at their various jobs, which in turn, would lead to positive outcomes for their organizations' service-delivery.

With regards to PMO, positive service-delivery was also realized based on majority of responses from the respondents and documents' review. Among other services rendered, PMO has its representatives sit in the recruitment panels of Ministries upon request and these officers provide technical advice on best practices and further attend to official requests such as promotions, appointments, and dismissals sent from the Ministries. These official requests or correspondences are critically examined and either supported or unsupported with reference to the General Orders, Public Service Commission Regulations and Financial Instructions of the Government before sending them to the Public Service Commission for

final decision. After the Commission takes its decision, PMO administrative officers (trainees) convey the decision in relation to the requests to the particular Ministries (General Orders, 1994). The trainees at the PMO gave their responses on the contributions of the trainings on overall service-delivery in the following statement:

Currently, I am knocking on every Director or head of department's office to review his job with a strong and committed team...And by this the impact of my office could be felt in ensuring that each head of department has a well-defined and results-oriented job description that is aligned to their institutional mandate...I together with my colleagues have been able to make significant contributions to the service-delivery of PMO in terms of processing official requests and correspondences with fewer errors and this is made possible by the trainings as mentioned earlier. This makes PMO as an organization that is able to provide accurate information on policies, rules, and regulations upon request from the Ministries (TMA-1-Q10-1&TLA-1-Q10-1).

The senior management officers of PMO also responded that the trainings had some significant benefits on PMO. Two of them reported on that in their following statement:

The trainees' participation in policy-formulation, implementation and review have helped a lot in terms of conceptualization of some HR policies to help the office achieve its mandate in terms of coordinating personnel management issues in the Civil Service. The creation of the training policy for training and developing employees is a good example...The rate of follow-ups for the outcomes of requests at the PMO has drastically been reduced as a result of the effective performance of trained officers. Also, these officers better serve as technical advisers to the Public Service Commission on rules compliance and handling of issues in the Ministries as well. These help PMO, the Commission, and the Ministries make informed decisions. Requests and correspondences have been effectively processed (SFA-3-Q12-1 & SSA-3-Q12-2).

One could observe that the responses of the senior management officers confirmed those of the trainees and two of the heads of departments (HSI-2-Q08-1 and HKA-2-Q08-1) as well as justify their existence as Kirkpatrick (1998) highlighted, that the rationale for training providers participating in assessing the impact of training programmes is to justify their existence in the way they endeavour to contribute to the achievement of the organization's goals and objectives. This is also consistent with the documents' review that

training impact assessment is necessary to examine and confirm the extent to which training and development has enhanced competences, knowledge and skills, and has helped raise service-delivery of PMO and the Ministries (Draft Training Policy Report, 2004).

The findings of this study are similar to those of Sahin (2006) in the sense that, in spite of the short-comings of the training and development, the trainees and their heads of departments as well as the senior management officers found it beneficial and effective. Actually, the results revealed that trainees learned how to manage their time and did put it into practice on the job, which helped them deliver timely services at both PMO and the Ministries. The heads of departments found the trainings to be very beneficial for their offices in terms of the timely individual delivery of services and overall service-delivery of their various Ministries, which they saw as a direct impact of the training and development. One of the senior management officers at the PMO touched on the beneficial results of the trainings to the Ministries when he stated, “The work and service-delivery in the Ministries are made more effective as a result...Trained administrative officers are always good in helping to make sure that the service is delivered as required in the midst of limited time and resources” (SPA-3-Q12-2).The same beneficial results were reported above for the PMO as well.

In conclusion, when one observes the overall results of the study one may see, as mentioned in the limitations in chapter five that the data for the behaviour and results levels were not wholly directly observed or assessed, but perceptions of the respondents were collected together with some documents’ review data. Even the documents’ review data were very limited as there was, for example, no well-established performance management system from which more tangible data on administrative officers’ actual job performance may have been collected. Also, Aguinis and Kraiger (2009) indicated that it is difficult to establish a causal link between training and development and trainees and organizational level performance, but added that based on the survey conducted to investigate the relationship between the two by distributing questionnaires to four hundred and fifty-seven (457) organizations in the United Kingdom, Netherlands, Portugal, Finland, and Spain, results suggest some strong connection between the two. Kirkpatrick (1998) also suggested the same through his four-level evaluation model. Based on these theories, literature and documents’ review and responses from majority of the respondents, it will be argued that the training and development contributed a great deal to the timely individual service-delivery, which in turn, resulted or contributed positively to overall service-delivery for both PMO and the Ministries.

Other Findings

The most important of other findings made during the process of this research, which had not been fully considered going into the study, was the non-existent of an effective performance management system at the PMO to help determine training and development needs and fully assess performance of employees. This to some extent affected this research in that more tangible results could not be collected from the interviews and documents' review. According to the documents' review, to complement the efforts of the training and development, a staff appraisal system was rolled out for use in the Civil Service in order to assess the performance of civil servants. However, this appraisal system has not been very effective and the issue of having a reliable, objective, and transparent system to assess the individual performance of civil servants has not yet been addressed. This only goes to suggest that the issue of promotion and other rewards for employees could be subjective. However, the assurance has been given that the issue of the development of an effective performance management system is being considered. It is hoped that it would be a reliable, transparent, and objective system which would be implemented in a way to inspire confidence and trust in the managers and supervisors, as well as the other staff (Draft Training Policy Report, 2009).

Another finding made was the high attrition rate in the Civil Service. Although the training opportunities available to civil servants are significant and training and development has been helping as a primary retention device, yet there is significant loss of valuable employees from the Civil Service after receiving their trainings. Many people thought that some people only go to the public service for its training and development as a springboard to the private sector. Klein, Randell and Lauterbach (2004) mentioned that one civil servant interviewed reported the following statement:

Immediately we come back from our trainings we have a lot of offers to go elsewhere, and the training that one receives in the Civil Service is good, unlike the private sector, but once you are trained and you feel you have reached your limits, you move. (p. 42)

This is a very big loss to the Civil Service, considering the huge amounts of money being spent on training and development. No wonder, many employees still request for trainings, despite the large number of officers trained. This is a very big concern to both the employees and the Civil Service as an institution and therefore, deserves an in-depth explorative study for a lasting solution to the problem.

Summary

This chapter elaborated on the findings of this research, giving a picture of the impact of PMO training and development on the administrative cadre. The first theme looked at the situation of training and development programmes meeting the training needs of administrative officers. One could argue that the trainings have met the training needs of trainees as supported by the documents' review and as reported by majority of the respondents. The Scheme of Service for the Administrative Cadre clearly states that the qualification, experience and skills candidates and administrative officers need for entry into the administrative cadre and to effectively perform their daily routine administrative duties are trainings in the fields of Public Administration, Civil Service Induction Training Programme, Human Resource, and Public Policy Management or in other Social Sciences. All the reported training programmes except the one on financial forecasting reported by one of the trainees are within the required fields. Even the trainee who underwent the financial forecasting training programme reported that her training needs were met. After all, she did the required Civil Service Induction Training Programme. One would wonder how PMO was able to ensure the meeting of its trainees' training needs without a standardized training needs assessment instrument in place, but based on contracts to consulting firms which is not sustainable and discussions with employees. The trainees, therefore, responded positively to the training and development as reported by their heads of departments and the senior management officers. They were enthusiastic to the training programmes as they knew they had added value to their careers. Their positive responsiveness to the trainings could be attributed to their need for the trainings in order to enhance their work performance and further enhance their career development endeavours. They were highly motivated and thus, committed to the trainings, which ensured proper learning as testified to by the trainees themselves and senior management officers. Kirkpatrick (1998) mentioned that motivating trainees will result to the achievement of the learning objective. PMO's training and development activities serve as a primary retention device for the Civil Service (Draft Training Policy Report, 2009). This is a clear testimony of the documents' review to the trainings' motivation of trainees.

The second theme looked at improvement of administrative officers' skills and attitude. The trainees reported having acquired various skills, which was confirmed by the senior management officers. Their timely processing of requests such as promotions, study leave

applications, and personnel terminations with fewer errors and thus, minimize the rate of follow-ups for the outcomes of these requests suggest that the trainees' attitude towards their work has improved. The trainees' learning could be discussed in light of the theory of reasoned action. Chi (2011) mentioned that the theory is based on the rationale that a person's attitude towards particular behaviour is determined by his salient will, which is influenced by systematic thinking and the beliefs about consequences of performing the behaviour. So, the trainees must have seen the need for the trainings and committed to them with a view to enhancing their potentials. The trainees' report on the identification of their potentials such as organizational development expert and financial forecasters suggests they have developed confidence in themselves to face their work challenges. The senior management officers mentioned that the trainings contributed to the trainees' meeting qualifications for career progression from the position of cadet administrative officer to permanent secretary within a reasonable period of time. This is consistent with the Scheme of Service for the Administrative Cadre and provides another explanation why the trainees are motivated to acquire the needed skills and enhance their attitude towards their job for greater recognition. In the final analysis, the improvement of the trainees' skills is consistent with the documents' review. The Draft Training Policy Report (2009) mentioned that the development of the professional work abilities of officers in the trainings was a welcomed development as capacity development was highly needed to provide the administrative and technical support to The Gambia Government. Trainees reported having learned how to manage their time, acquired teamwork skills, writing reports and minutes. The fact that they became more professional in their works reported by the senior management officers suggests their work attitudes have improved.

The third theme looked at behaviour change in the administrative officers' actual job performance. The trainee at the Ministry of Tourism reported unrelated trainings to her job and a head of department at the Office of the Vice President reported that the trainee at her Ministry did trainings that were not relevant to his job, which suggests that something was definitely wrong. Even one senior management officer of PMO mentioned that, that was an area where the office needed to do a little bit of job. This problem could be attributed to the non-existence of an effective performance management system at the PMO to help identify needed areas for training. Another explanation for the problem could be that trainees change their courses of study when they travel abroad, despite PMO taking adequate measures to ensure training relevance. The same trainee at the Ministry of Tourism also stated that she

was not provided with the needed institutional support to be able to work to the level she would have wanted to. However, evidence suggests that her problem may not have been lack of institutional support, but simply a question of incompatibility between her acquired skills and the exact skills needed on her job. All the trainees were also observed by their heads of departments and senior management officers at the end of their trainings. They showed great improvements in terms of personal qualities and execution of their duties, which seem to reveal that their behaviours on actual job performance, had changed for the better. This is consistent with Kirkpatrick (1998) that as a result of trainees' learning, their ways of working will change. It could also be that trainees made good use of their past work experiences in the administrative cadre, particularly the trainee at the Ministry of Tourism. For example, she helped meet deadlines in the Ministry's programmes on the facilitation of cooperation between The Gambia Tourism Sector and Katara Hospitality of Qatar's endeavour in investing in tourist resort in the country. After all, in line with the reasoned action theory, the trainees may have demonstrated such behaviour changes with the intention of benefiting more from the career progression programme. Also, utilization of past work experience could be said for the trainee at the Office of the Vice President who was also reported by his head of department of having undergone unrelated job trainings. He reportedly performed significantly in processing and issuing travel clearance to travelling civil servants. Sahin (2006) mentioned that although learning and behavioural criteria are conceptually linked it is difficult to establish the relationship between the two, because of the effects of environmental variables on the later. However, evidence shows that the training and development improved trainees' behaviours on their job performance based on majority of responses from the senior management officers of PMO and heads of departments at the Ministries.

The fourth theme looked at contributions of the training and development to service-delivery of both PMO and the Ministries. The trainings proved to be very beneficial in contributing to timely individual and overall service-delivery for both institutions according to responses from majority of the respondents, including the trainee at the Ministry of Tourism, who initially complained of irrelevance of her trainings to her job. An explanation for her inconsistency could either be that she did not like the work she was doing or that her trainings may have seemed irrelevant to her at the time, but could be very beneficial especially for her Ministry in the long-term as they had already started observing the positive results. She performed her job well and within the limited time available, which was confirmed by her head of department. She performed significantly in terms of timely

processing of official requests with PMO and helped in meeting deadlines and targets as mentioned above, on her Ministry's programmes such as the facilitation of cooperation between The Gambia Tourism Sector and Katara Hospitality of Qatar's investment in developing tourist resort in the country. The trainee at the Ministry of Education also delivered significant timely individual services that helped produce a revised national education policy for The Gambia, which was confirmed by his head of department. The two trainees at the PMO also delivered significant timely individual services in processing of official requests ranging from promotions, termination, longevity to dismissals forwarded from the Ministries and thereby, minimizing the rate of follow-ups for the Public Service Commission's decisions taken on those requests. One of them, for example, added that he was currently visiting Directors to review their jobs with a strong and committed team and by that, the impact of his trainings on PMO could be felt in ensuring that each head of department has a well-defined and results-oriented job description that was aligned to their institutional mandate. These reports were confirmed by the senior management officers as discussed above. The trainees' speedy individual service-delivery which undoubtedly contributed to the overall service-delivery of both PMO and the Ministries could be attributed to the fact that, they wanted to be recognized by their supervisors as positively contributing to overall performance of their various offices. This would earn them the opportunity for promotion through the career progression programme discussed at the learning level. A senior management officer also mentioned that the use of information technology helped trainees to process assignments in shorter time, which indicates the importance of exposing trainees to best international practices. On the whole, this section is consistent with Kirkpatrick (1998) that due to trainees' behaviour changes, their organizations realize positive outcomes. The training and development in the Civil Service contributes to positive service-delivery and therefore, continuous capacity building is a huge challenge for the administrative cadre (Draft Training Policy Report, 2009). PMO and the Ministries are obviously benefiting positively from the training and development programmes in terms of service-delivery.

CHAPTER V. CONCLUSIONS AND RECOMMENDATIONS

Generally, this study sought to examine the training and development impact on employees' performance in the administrative cadre of the PMO in The Gambia.

The study investigated whether the trainings were meeting the training needs of administrative officers in the administrative cadre and whether there had been any improvement in their skills and attitudes. The study also investigated whether training and development had made any significant changes to the behaviours of the officers' actual job performance and the impact of such performance on PMO and the Ministries in terms of service-delivery. The findings indicated that the trainees had undergone various training and development programmes. These training programmes included the Civil Service induction training programme, performance and results-oriented management, human resource planning and development, ICT on data analysis using the simple payroll system, public policy analysis, formulation and Implementation, and job evaluation, analysis and design programme.

This chapter basically begins by giving detailed conclusions in an attempt to provide answers to the research purpose, which involves the role of the training and development in meeting administrative officers' training needs, improvement of their skills and attitude, behaviour changes to their actual job performance as well as overall service-delivery in their offices at both the PMO and Ministries. This is followed by recommendations in the form of suggestions in line with the conclusions.

Conclusions

This section presents the conclusions in line with the themes for the purpose of easy understanding of details by readers. All the themes show the real situation of the impact of the PMO training and development on the administrative cadre as follows:

T & D Programmes Meeting the Administrative Officers' Training Needs

The data analysis revealed that the trainees' training needs were basically met. All the trainees expressed their need for the trainings they had attended as a result of their importance for effective performance of their work and career development endeavours. All the training programmes they underwent except the financial forecasting programme reported by one respondent are within the scope of study stipulated in the scheme of service. Even the

trainee who underwent the financial forecasting programme reported her training needs being met and after all, she did the required Civil Service induction programme. This suggests that the administrative officers' training needs were met. They, therefore, responded positively to the trainings and gained significant skills. They were also motivated both in terms of financial reward and the training satisfaction they gained in the process. These responses were confirmed by both the heads of departments and senior management officers, who are the training coordinators and were further in line with the literature and documents' review.

Improvement of Administrative Officers' Skills and Attitudes

All the trainees expressed having developed significant skills, which helped them become more professional in their work, performance of their daily-routine administrative assignments and in identifying their various potentials, especially as organizational development expert as one of them, for example, mentioned (TMA-1-Q05-1). They became more professional in their work in the sense that they worked on official requests in expertise, timely manner and with more commitment (SFA-3-Q08-1). They also met qualifications for upward mobility, whereby a cadet administrative officer could rise through the ranks up to the level of a permanent secretary within a reasonable period of time as mentioned by the senior management officers and confirmed by the scheme of service for the administrative cadre. On the whole, the training and development did improve administrative officers' skills and attitude towards the training programmes and their jobs as well.

Behaviour Change in Administrative Officers' Actual Job Performance

The trainee at the Ministry of Tourism reported that her trainings were not related to the job she was currently doing and lack of needed institutional support, and this problem seems to have been confirmed by the response from a head of department at the Office of the Vice President, for reporting that the trainings the trainee at her Ministry underwent was not related to his job. This suggests that PMO should apply stronger measures including the establishment of an effective performance management system to ensure relevance of its training and development programmes, despite reports by the senior management officers that adequate measures in the form of the established training committee and training policy were taken to ensure training relevance. An explanation for the problem could be that trainees change their fields of study when they travel abroad for studies, which is another area PMO should look into. Nonetheless, majority of responses revealed training and development

relevance, provision of supportive working environment, and significant behaviour changes on actual job performance of trainees or administrative officers in the sense that they performed their job faster and more effectively than before they underwent the trainings. This seems to have been supported by the same above-mentioned head of department when she added, "...Anyway, the officer does his work with high maturity and professionalism in the issuing of travelling clearance to travelling civil servants different from the time he was newly appointed and this is great contribution to the office" (HAA-2-Q06-2). An explanation for the head of department's inconsistency could either be the result of her trainee's utilization of his work experience in the administrative cadre to demonstrate significant job behaviour changes or simply the long-term effects of the training and development.

Contributions of T & D Programmes to Service-delivery of PMO and the Ministries

The data analysis revealed timely individual service-delivery and some effective office or institutional performance in terms of overall service-delivery for both PMO and the Ministries. The surprising part of it, is that even the trainee at the Ministry of Tourism who complained of irrelevance of trainings, reported contributing positively to her Ministry's overall service-delivery, for example, in the processing of personnel issues with PMO and the Ministry's facilitation of cooperation between The Gambia Tourism Sector and Katara Hospitality of Qatar's endeavour to invest in developing tourist resort in the country when she stated, "...it better enhances my knowledge on how to relate to issues tactfully and professionally in order to achieve timely results..." (TNA-1-Q09-1). This was confirmed by her head of department (HKA-2-Q07-1). The explanation for the trainee's inconsistency could either be that she did not want to downgrade her potentials or she did not like the Ministry she was posted to. It could also either be that the trainings may have seemed irrelevant to her at the time, but could be beneficial in the long-term especially to her Ministry as they had already started realizing the benefits or she might have made good use of her past work experience as well. On the whole, service-delivery of both PMO and the Ministries were enhanced in terms of timely individual delivery of services, which undoubtedly contributed a great deal, to some effective overall service-delivery for both institutions in line with majority of responses from the respondents and the literature and documents' review as elaborated above in the findings.

The findings of this study are consistent with those of Sahin (2006) and the literature review. That is, despite the short-comings that have been identified, the trainees, heads of departments at the Ministries and the senior management officers of PMO found the training and development impact to be positive. Trainees need to enjoy and have good thoughts and feelings about the training programmes. Trainees at the end of the training programmes need to be certain that the learning objectives for the trainings were met and as a result of the learning, their ways of working and dealing with certain issues would change. Due to these changes in behaviour, participants would be more effective at their jobs, which in turn, would lead to positive outcomes for their organizations (Siniscalchi, Beale, & Fortuna, 2008).

Implications

The findings indicate the importance of the establishment of an effective performance management system in any organization and at the PMO in particular. The instrument does not only help in the establishment of tangible training and performance results, but also aid training providers identify needed areas for training. This reduces to a large extent, the occurrence of training and development irrelevance, if not stopped. Establishment of the instrument is therefore, the way forward for PMO training and development.

Motivation of trainees is vital to the success of any training and development programme, which has been explicitly shown in this study. Trainees reported having been intrinsically and extrinsically motivated. This may have either resulted or contributed to their learning and some eventual effective job performance according to majority of responses and the documents' review. Trainees need to enjoy and have satisfaction about the programmes, which would help them achieve the learning objectives at the end of the trainings. This would further enable them improve their performance at work (Siniscalchi, Beale, & Fortuna, 2008). One of the trainees at the Ministries complained of training irrelevance, yet she was reported to have performed well and contributed in some way to the overall performance of her office. She earlier reported having been motivated by the trainings, so it could also be argued that her performance could be attributed to that motivation in addition to probably some amount of self-motivation.

The findings of this research explain the reason why Kirkpatrick's four-level training evaluation model is widely utilized in training programmes' impact assessment. It provides a

comprehensive framework for all issues related to the assessment of on-the-job performance of trainees and also allows the evaluator to examine the training programmes in all dimensions, despite the very broad nature of the model.

Suggestions

In this section, some suggestions have been provided for PMO including the senior management officers, who are the providers as well as beneficiaries of the training and development, Ministries, and trainees based on the findings and conclusions that have been made in this study with the intention of enhancing the situation of training and development in the Civil Service as a whole. Some of these suggestions are also in line with those offered by the heads of departments, who are supervisors to the trainees in the Ministries. The suggestions are presented below.

For PMO

1. PMO should develop an annual calendar of training programmes that administrative officers should undergo. With this, they could screen officers, who should attend these trainings. This calendar would identify the specific training programmes officers should undergo and the specific time they will be sent to do them. This will give officers more skills particularly in report writing, minute writing, and skills in cabinet information paper. All these are skills that administrative officers should possess, before reaching top administrative positions. The system should be made more organized than it is at the moment. This would even help make training programmes more relevant as administrative officers would be monitored in terms of the programmes they undergo.
2. PMO should develop an effective performance management system as indicated by some of the respondents. The fundamental goal is to promote and improve employee performance. It is a continuous process where managers and employees work together to plan, monitor and review an employee's work objectives and his or her overall contribution to the organization. An effective performance management system should be job-specific, covering a broad range of jobs and align with the organization's strategic direction and culture, and include a collaborative process for setting goals and reviewing performance based on two-way communication between

the employee and manager. It also includes both positive feedback for a job well done and constructive feedback when improvement is needed and provides training and development opportunities for improving performance. All these could be beneficial to PMO in terms of providing a basis for upward mobility of administrative officers. It will further help in the identification of areas for training and thus, ensures training relevance at all times. This is much more reliable than contracting training needs assessments to consulting firms and discussions with employees, the former of which is not sustainable at all.

3. Training impact assessment should be conducted periodically to get feedback on the trainings that are offered. It has been sufficiently recognized that evaluating impact does not only help develop a training programme, but also has a therapeutic value for ex-trainees and is an effective form of follow-up. The evaluation process itself can intensify and increase the extent of training and development impact and therefore, should be an integral part of any training and development package (Gunsekera, 1989).
4. PMO needs to be doing more routine visits to the Ministries in a bid to have first-hand information about the situation of administrative officers or trainees, who are posted there. This will update them on all the work activities that the officers are engaged in and that will further help them when planning or deciding the exact training programmes officers need to do their job effectively. Misunderstanding between PMO personnel and administrative officers in the Ministries and training irrelevance will also be minimized.

For Ministries

1. Heads of departments should help in the creation of supportive working environments to enable trainees perform to expectation. Acquiring the relevant skills is not enough for effective job performance, but the working environments also have to be favourable in terms of providing administrative officers with the needed material resources or encouragement for transfer of training to take place. Considerable evidence suggests that a substantial part of organizations' investment in training is often wasted due to poor learning transfer. If there is no transfer of training on the job, then training is not effective. Experts suggest limited opportunity to apply new skills

and unsupportive organizational climate as among the common reasons why the transfer process fails (Cheeseman, 1994).

2. As discussed at the behaviour level, there is the need for heads of departments to open their doors to all employees posted to their Ministries in a bid to encourage dialogue between them and those employees without segregation. This would help them know their subordinates' problems and either counsel them or take other corrective measures to address the situation for effective job performance and employee retention.

For Trainees

1. The trainees should also endeavour to put into practice their newly acquired skills because if the skills are not applied, then the trainings have no use and will be a big waste on the already insufficient training funds. Trainees should therefore, be self-motivated in addition to other forms of motivation received. One should always endeavour to return what has been invested in oneself. Cheeseman (1994) further mentions that a substantial part of organizations' investment in training is often wasted due to poor learning transfer, among the causes of which are trainees' low morale and resistance to change in the workplace.
2. Trainees should also endeavour to study the exact training programmes that are relevant to their work, especially when they travel abroad for studies. They should not take advantage of the fact that they are far away from home and therefore, deviate from their course of study for personal reasons.

For Future Research

This study has some implications for further research because of the difficulties related to the training and development impact assessment. These problems may range from unforeseen circumstances such as non-existence of a performance management system as observed at the PMO, lack of effective models for training and development impact assessment, limited respondents as a result of participants refusing to participate in studies, scarcity of assessment studies that have been conducted to the difficulties involved in

assessing the impact of training programmes in general. Two suggestions for future research are provided as follows:

1. One suggestion for future research is to further explore this study's topic with the adoption of the triangulation data collection method as was initially intended in this research, probably with the inclusion of another set of participants like civil servants in other cadres, who are served by both PMO and the Ministries. These civil servants' requests such as promotions, appointments, and longevity, among others, are also processed by administrative officers. This may help gain a more outsider opinion on the quality of service-delivery different from those reported by the insiders like participants of the current study. Also, with the establishment of an effective performance management system in place other than the current reportedly unreliable performance appraisal system, more tangible results of training initiatives could probably be collected.
2. Another suggestion for future research is on the topic of attrition in the Civil Service. One issue that has been ringing in the mind of the researcher is why more people have been requesting for trainings, despite the number of officers being trained. In this regard, an interesting discovery was made during the documents' review and that was loss of valuable officers usually at top positions in the Civil Service after receiving their trainings. This problem has been dilated on, in chapter four in the other findings section.

The results of this research may not be generalized because of the delimitation and limitations of the study. The research was mainly focused on training and development programmes of the PMO in The Gambia. One of the limitations is that a selected participant as a trainee at the Office of the Vice President did not respond to the interview. He kept promising and giving the researcher appointments without honouring them and finally backed down from the research at the last moment. This limited the number of subjects for the study. Another very crucial limitation is related to the nature of the data collection method. This research intended to adopt the triangulation data collection method, which involves interviews, documents' review, and direct observation of participants at work in order to collect more in-depth pieces of information. Unfortunately, the trainees' performances,

particularly for the behaviour and results levels of the study were not able to be wholly directly observed but indirect measures were used for lack of the opportunity to do so. That is, the perceptions of participants together with some documents' review were taken as a basis for data related to performances or impact assessment. Also, getting enough administrative officers to participate in the study was difficult and the respondents were not very willing to be more specific in their responses probably for fear of being quoted, after having been already assured of confidentiality. Furthermore, the non-existence of any employee performance record-related documents due to the non-existence of an effective performance management system was another problem. These kinds of documents would have enabled the researcher collect more tangible data related to the trainees' performance on the job. In this regard, for the purpose of generalization, future studies could also explore the situation of training and development in civil service organizations in other parts of the world, for the simple fact that conditions in The Gambia may be different from those in other countries.

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APPENDIX A CONSENT LETTER

Dear Sir/Madame

26th January, 2012

REQUEST FOR YOUR PARTICIPATION IN THIS RESEARCH

I write with reference to the above caption, related to a research that will be conducted to investigate the impact of training and development on the Administrative Cadre. The research topic is **“The Impact of Training and Development on Employees’ Performance in Public Sector Organizations: A Study on the Administrative Cadre of the Personnel Management Office in The Gambia”**.

The researcher will brief you as to the full detail of the whole process and how you can effectively contribute to this study. I am very sure that with the vast experience you have accumulated over the years in the Civil Service, your contribution to such an important issue at the PMO as impact of training and development on the Administrative Cadre will be very valuable. The impact of training and development on the Administrative Cadre has been a critical issue for the personnel of the Cadre, PMO, and the Ministries. This empirical study will be very beneficial not only to PMO, being the Human Resource Unit of the Civil Service, but also to the entire Civil Service.

If you need to enquire anything about this research, you are welcomed to contact my Advisor, Professor Steven Lai on e-mail: t83007@ntnu.edu.tw. You can also contact me on e-mail: sarryamie36@yahoo.com. We will certainly be ready to answer any question (s) you may have.

Yours sincerely

Signed.....
Date:A
Baboucarr Sarr

Signed.....
Professor Lai
Advisor

Please write your name and sign below, and return this letter with the questionnaire.

Name..... Signature and date.....

APPENDIX B INTERVIEW QUESTIONS FOR THE TRAINEES

Reaction

1. What PMO Sponsored training and development programme (s) did you participate in (not less than one year ago)? Please specify?
2. Did the programmes help you achieve any of your training needs? If yes, in what ways? If no, what do you think you need to develop as an administrative officer?
3. Are you motivated by and satisfied with the training programme (s)? If yes, how? If no, why?

Learning

4. Did you acquire any skills during the programme (s)? If yes, what are they? If no, why?
5. Do you think the programme offered you the opportunity to identify any potential you have for further development? If yes, in what way?

Behaviour

6. In general, has the programme (s) content been helpful to you in your job? If yes, how? If no, why?
7. Did your office provide the necessary conditions / opportunities for you to develop yourself on the job with your new skills? If yes, how? If no, why?
8. To what extent have you been using the new skills from the training, if there was any, on your job? If so, have you been rewarded in any way (how)?

Results

9. Do you think the programme (s) has helped improve your job performance? If yes, in what way? If no, why do you think so?
10. Do you think you have made any contributions to the performance of your office in terms of service delivery, as a result of the programme (s)? If yes, in what ways?

APPENDIX C INTERVIEW QUESTIONS FOR THE HEADS OF DEPARTMENTS

These interview questions have been prepared in order to find answers to certain Questions related to the PMO training and development programmes. The aim in collecting this data is to determine the impact of the programmes in fulfilment of my Master's Thesis Project. Therefore, i would appreciate it if you would give responses to the questions asked. Thank you very much in advance for your time and patience.

**Department of IHRD, NTNU
Baboucarr Sarr
Master's Student**

Reactions

1. How long have you worked as a head of department in the administrative cadre?
2. What PMO Sponsored training and development programme (s) did your administrative officers (trainees) participate in (one year ago)? Please specify?
3. What were the officers' attitudes and reactions towards the training and development programme (s) during the training sessions?
4. Did you notice any changes in those reactions when the programme (s) was/were completed? If yes, in what ways?

Behaviour

5. What conditions / opportunities did your office provide to enable trainees develop themselves on the job with their new skills? How was this done?
6. Was there a change in the Officers' behaviours towards their job and the office in general at the end of the training programme (s)? If yes, in what ways?

Results

7. In your point of view, do you think the Officer has made any positive contributions to the office? If yes, what kind of beneficial results are they?
8. Do you think that the training programme (s) in general was beneficial for your office? If yes, in what ways? If no, why?
9. What are your personal views about the programme (s)?
10. Are there any other comments you would like to make with regard to the overall improvement of the programme (s) or PMO sponsored training and development programmes in general?

APPENDIX D INTERVIEW QUESTIONS FOR THE TRAINING PROVIDER (PMO)

These interview questions have been prepared in order to find answers to certain Questions related to the PMO training and development programmes. The aim in collecting this data is to determine the impact of the programmes in fulfilment of my Master's Thesis Project. Therefore, I would appreciate it if you would give responses to the questions asked. Thank you very much in advance for your time and patience.

**Department of IHRD, NTNU
Baboucarr Sarr
Master's Student**

Reaction

1. How long have you worked as a senior management officer of PMO?
2. What training and development programme (s) do you provide for the administrative officers (trainees)? Please specify?
3. Do you think training and development is helping administrative officers achieve any of their needs? If yes, in what ways? If no, why?
4. How do trainees react towards the training programmes at the beginning of the training sessions?
5. Do those reactions change at the end of the programmes? If yes, in what ways?
6. Are trainees generally motivated by and satisfied with the training programme (s) you provide? If yes, how? If no, why?

Learning

7. Do you have any career progression projections for the administrative officers? Can You please elaborate?

8. Do you think training and development have been beneficial in terms of developing the administrative officers on their professional work abilities? If yes, how?

Behaviour

9. In general, how do you ensure the training programme (s) contents are helpful to trainees in their job?
10. Do you think there are any changes in the administrative officers' job behaviours and attitudes at the end of their training programmes? If yes, how? If no, why do you think so?

Results

11. In your assessment, has training and development impacted on administrative officers' performance? Could you please specify?
12. What are the contributions of trained administrative officers on performance of PMO and the Ministries in terms of public service delivery?

THANK YOU VERY MUCH FOR YOUR TIME AND CONSIDERATION

APPENDIX E ORIGINAL RESEARCH QUESTIONS OF SAHIN (2006)

Reaction (1)

1. Does the training and development meet the needs of the trainees?
 - 1.1. What are the trainees' personal reactions towards the programs they are attending according to the trainees themselves and department heads?
 - 1.2. Does the programs cover the trainees' felt needs?
 - 1.3. Are trainees motivated and satisfied with the training and development?

Learning (2)

2. Do the trainees training programs progress in relation to their skills and attitudes?
 - 2.1. Which skills were developed or improved throughout the programs according to the trainees, trainers and department heads' perceptions?
 - 2.2. Which attitudes of the trainees were improved according to the trainees and trainers?
 - 2.3. What difficulties arose in the implementation of the programs which may affect the progress of the trainees according to the trainees, trainers and department heads?

Behaviour (3)

3. Has behaviour change occurred in the trainees due to the training programs?
 - 3.1. Were the trainees ready to change their behaviour according to the trainees, trainers and department heads?
 - 3.2. What is the degree of institutional support for creating the necessary conditions / climate for change according to the trainees and department heads?
 - 3.3. How are the trainees rewarded for their change in behaviour according to the trainees, trainers and department heads?
 - 3.4. How relevant was the programs' contents for the courses that the trainees are offering at their own departments according to the trainees, trainers and department heads?
 - 3.5. How much change has occurred in the actual job performance of the trainees?

Results (4)

4. Have the programs proved beneficial results for the trainees and the departments in which they work ?
 - 4.1. Are the programs beneficial in terms of increasing the trainees' overall perceptions according to the trainees themselves, trainers and department heads?
 - 4.2. Are the trainees willing to continue to develop in their profession according to the trainees themselves, trainers and department heads?
 - 4.3. What are the overall benefits for the departments in which the trainees work?
 - 4.4. Have the trainees benefited from their trainers according to the trainees themselves, the trainers, and department heads?

APPENDIX F ORIGINAL INTERVIEW QUESTIONS OF SAHIN (2006)

QUESTIONS FOR THE TRAINEES

1. How do you see yourself as a teacher?
2. How did you find the programs you have attended?
3. What do you think you still need to develop as a teacher?
4. Are you motivated and satisfied with the training programs?
5. What are the main skills you developed / acquired very well during these programs?
6. Did the programs helped you realized any potential you may have had for further development?
7. In general, did the programs' contents aid you in the courses you are offering at your department? If so, how? If not, why?
8. Did your department provide the necessary conditions / opportunities for you to develop yourself on the job? If so, how? If not, why?
9. Have you observed any changes in your behaviour since the time you entered the department? If so, have you been rewarded in any way (how)?
10. Do you think you will achieve any improvements in yourself due to the training programs in the future?
11. Are there any problems you have encountered in these programs? If so, what are they?
12. What professional plans do you have in order to continue with your development?
13. Do you think that the training programs you have attended so far have contributed to your teaching in general?
14. Do you think you have made any contributions to your department's performance?
15. What training programs were the most beneficial for you?
16. If so, in what way have they influenced your teaching?
17. If not, why do you think so? What kinds of changes need to be made in order for the sessions to be beneficial?
18. Are there any comments you would like to make regarding the programs you have attended? Why?

QUESTIONS FOR THE HEADS OF DEPARTMENTS

1. How long have you worked as a department head at METU?
2. Are you still working as a department head? If not, why did you leave and when?
3. What were your newly hired teachers' views, attitudes and reactions towards the programs they were to attend?
4. Did you notice any changes in those reactions when the programs were completed? If so, in what ways?
5. Was there a change in the trainees' behaviours towards their jobs, colleagues, and the department in general after the programs ended? If so, in what ways?
6. In your point of view, do you think the trainees had positive contributions to the department you run? If so, what kind of beneficial results were there?
7. Do you think that the programs in general were beneficial for your department? If so, in what ways? If not, why?
8. What are your personal views about the programs?

9. Are there any other comments you would like to make in regard to the overall improvement of the training programs?

QUESTIONS FOR THE TRAINING PROVIDER

1. How long have you worked as a teacher trainer at METU?
2. Are you still working as an active teacher trainer?
3. Is the implementation of the training policy monitored to ensure it is practiced as prescribed? What is the monitoring mechanism used?
4. How do you determine the training needs of the department?
5. Do you think the training programs aid trainees achieve their training needs?
6. How are the participants' (trainees') reactions towards the training programs at the beginning of the programs?
7. Do those reactions change at the end of the training programs? If so, in what way?
8. Do you think trainees are generally motivated and satisfied with the training programs offered?
9. Do you think the training programs are beneficial in terms of developing the trainees on their professional teaching/work abilities? If so, how?
10. Do you have career progression projections for all the trainees?
11. What mechanisms are put in place to ensure training programs relate to trainees' job?
12. Are trainees' provided with the right conditions to ensure training transfer at work?
13. Are there changes in the trainees' behaviours / feelings / attitudes at the end of the programs due to the trainings? If so, how? If not, why do you think so?
14. Do you think there are beneficial results of the training programs for the trainees and their departments? If so, how? If not, why?
15. How do you evaluate training programs in your department?
16. Are there any problems encountered related to the training programs? If so, what are they?

APPENDIX G INITIAL STAGE OF THE CODING PROCESS FOR THE ENTIRE FIRST THEME

Situation of T & D Programmes Meeting Administrative Officers' Training Needs		
Code	Coding Number	Transcribed Statements
<p>The training programmes were key to my training needs as an HR/ Administrative officer. (needs expression)</p>	<p>TOA-1-Q02-1</p>	<p><u>The training programmes were key to my training needs as an HR/ Administrative officer as I require skills to understanding the government institution and its operative</u></p>
<p>why it is important to create and maintain accurate financial records, which I really need... (needs expression)</p>	<p>TNA-1-Q02-1</p>	<p>it made me further appreciate why <u>it is important to create and maintain accurate financial records, which I really need.</u> It also helps refreshes our minds on budgeting ...</p>
<p>they are trainings i need for my job and career as an administrative officer, which I really appreciate. ... (needs expression)</p>	<p>TLA-1-Q02-1</p>	<p>I have attended a number of training courses as i said earlier. Anyway, <u>they are trainings i need for my job and career as an administrative officer, which I really appreciate.</u></p>

The programmes helped me achieve relevant skills that I was really yearning for. (needs expression)

TMA-1-Q02-1

The programmes helped me achieve relevant skills that I was really yearning for. As the most senior officer of the Management Services Division of PMO responsible for job evaluation...

the training and development is helping in terms of addressing the needs of administrative officers(needs expression)

SPA-3-Q03-1

Actually, the training and development is helping in terms of addressing the needs of administrative officers.

But it would have been better if it was coordinated based on well-established performance management system. But yet still, even though we are not doing that, the trainings widen the horizon of the officers and help them improve their performance. Trainees learn on the job, much more if they learn the skills in the classrooms. At times, we have discussions with employees to know what they need.

But it would have been better if it was coordinated based on well-established performance management system. (needs

SPA-3-Q03-2

...But it would have been better if it was coordinated based on well-established performance management

expression)

system.

...PMO trains based on needs and deploys officers to other ministries (needs expression)

SSA-3-Q03-1

Training and development... is vital and therefore, very important to the administrative officers, in this case... PMO trains based on needs and deploys officers to other ministries...

these issues have been taken care of to ensure trainings are well standardized based on needs of Institutions and the employees (needs expression)

SFA-3-Q03-1

...with the coming of the new training policy, these issues have been taken care of to ensure trainings are well standardized based on needs of Institutions and the employees.

I am sure trainees are usually very happy in terms of the financial benefits and travel opportunities (positive responsiveness)

SPA-3-Q04-1

With the trainings conducted overseas, I am sure trainees are usually very happy in terms of the financial benefits and travel opportunities they enjoy from them in addition to the skills they gain. Even with the local trainings...

...they are always very willing and anxious based on a few reasons...(positive

SFA-3-Q04-1

During the training programmes, they are always very willing and anxious based

responsiveness)

on a few reasons. One of these is...the anticipation that when the trainings end, they will be certificated and it opens their chances in the job market...

Trainees normally show appreciation and enthusiasm as they see the trainings as a way to upgrade them (positive responsiveness)

SSA-3-Q04-1

...Trainees normally show appreciation and enthusiasm as they see the trainings as a way to upgrade them. The eagerness to learn will be there and trainings then become effective to both trainees and their various institutions.

Trainees usually appear very happy and motivated after the trainings...(positive responsiveness)

SSA-3-Q05-1

Trainees usually appear very happy and motivated after the trainings especially when they are sure to receive promotions or some other rewards from the trainings...

They normally remain happy and respond very well knowing that the trainings have added value to their career development process...(positive responsiveness)

SPA-3-Q05-1

...They normally remain happy and respond very well knowing that the trainings have added value to their career development process, especially if they are using their skills on the job as required.

They do not change in most cases and their chances of securing other employment outside become greater... (positive responsiveness)

SFA-3-Q05-1

They do not change in most cases and their chances of securing other employment outside become greater...the pull factor is there. The opportunities are there for them anyway...

He was very enthusiastic and eager to learn and acquire new skills and knowledge...(positive responsiveness)

HAA-2-Q03-1

He was very enthusiastic and eager to learn and acquire new skills and knowledge on the topics...

Generally, the reactions of the officer towards training and development were quite responsive (positive responsiveness)

HSI-2-Q03-1

Generally, the reactions of the officer towards training and development were quite responsive. This responsiveness is further stimulated by paying of allowances to the trainee...

Basically, she went on the trainings feeling very happy...(positive responsiveness)

HKA-2-Q03-1

Basically, she went on the trainings feeling very happy and...she would come back to report that the trainings went on very well...that they have learnt a lot...

There were naturally no changes in those reactions. She simply remained the same as there was the hope of developing her CV and her career. (positive responsiveness)

HKA-2-Q04-1

There were naturally no changes in those reactions. She simply remained the same as there was the hope of developing her CV and her career.

...after the trainings were completed, his reactions basically remained the same. He was still excited, enthusiastic and optimistic (positive responsiveness)

HAA-2-Q04-1

...after the trainings were completed, his reactions basically remained the same. He was still excited, enthusiastic and optimistic as well, knowing that the trainings would enrich his CV and help advance his career in management...

Generally speaking, no..., the officer maintained a positive attitude even after the trainings were completed(positive responsiveness)

HSI-2-Q04-1

Generally speaking, no..., the officer maintained a positive attitude even after the trainings were completed. The trainings have in most of the cases impacted positively on the attitude and performance of the officers...

I was very motivated and

TMA-1-Q03-1

I was very motivated and

satisfied with the training programmes (training satisfaction)

satisfied with the training programmes because I needed no training at the time than that particular one...

I was really motivated as my capacity was enhanced and my understanding of the way the government operates (training satisfaction)

TOA-1-Q03-1

...I was really motivated as my capacity was enhanced and my understanding of the way the government operates and also what jobs entailed and how they march performance for the necessitated development..

i was really motivated. It was very educative training (training satisfaction)

TNA-1-Q03-1

...i was really motivated. It was very educative training and there was this understanding that participants were free to call in should they have problems with their job or to further broaden their knowledge on the subjects.

i am very satisfied with the training programmes (training satisfaction)

TLA-1-Q03-1

...i am very satisfied with the training programmes...I like the training programmes...because the handouts are easy to read and understand.

They generally express satisfaction with the trainings as they serve as foundation for development of their potentials and career. (training satisfaction)

SPA-3-Q06-1

...They generally like the trainings in order to learn and develop their career... They generally express satisfaction with the trainings as they serve as foundation for development of their potentials and career.

...they are generally motivated and satisfied with the training programmes. (training satisfaction)

SFA-3-Q06-1

...they are generally motivated and satisfied with the training programmes. This is because most of these trainings are job-related...

Generally, it is our belief that trainees are motivated and satisfied with the programmes they are sent to. (training satisfaction)

SSA-3-Q06-1

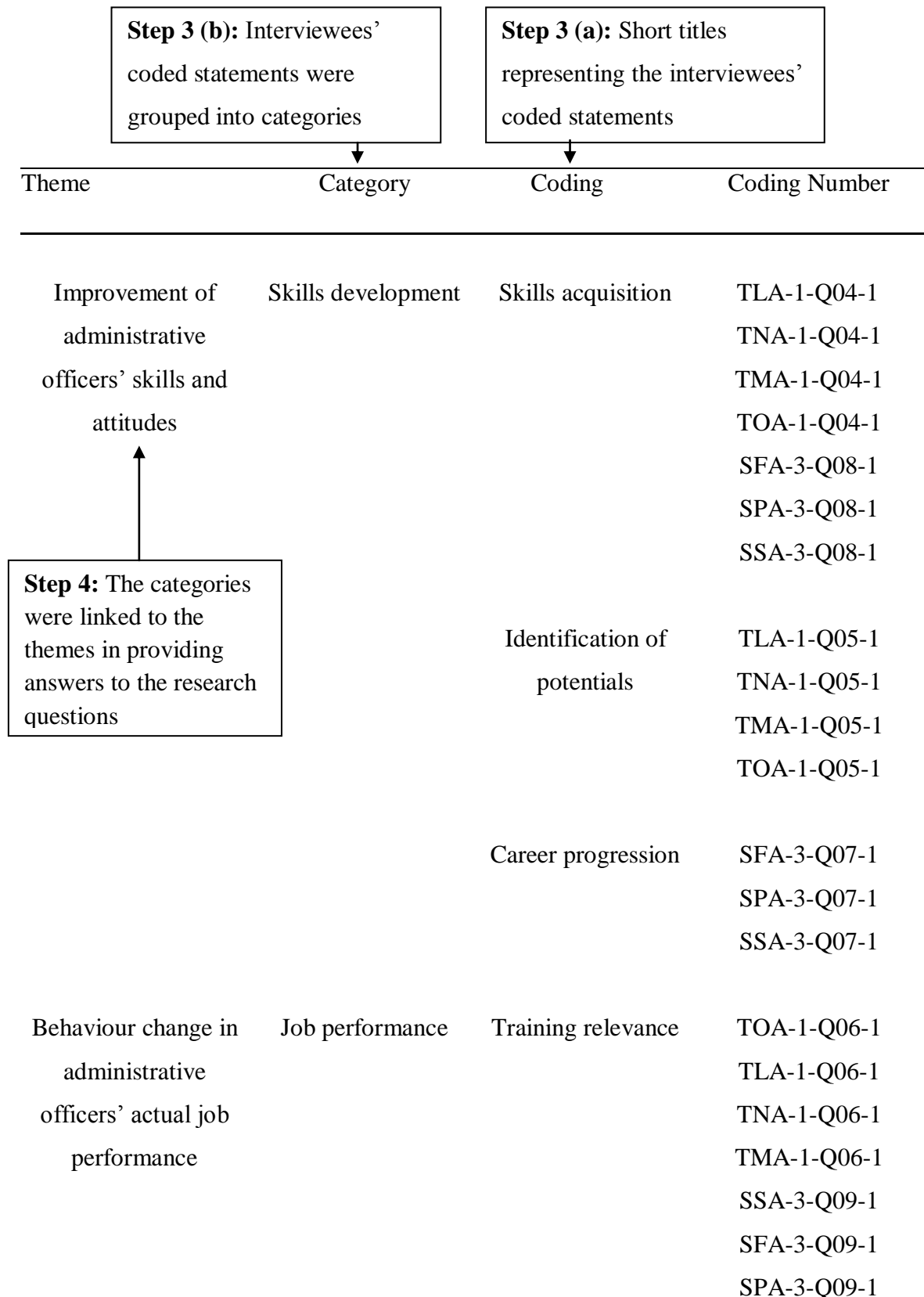
Generally, it is our belief that trainees are motivated and satisfied with the programmes they are sent to. This is usually brought to light by interactions with resource persons and feedback questionnaires at the end of each training programme...

Coding numbers of the interviewees who made the transcribed/underlined statements

Step 1: The recorded interviews' data were transcribed into transcriptions for reference purposes

Step 2: The interviews' contents were read repeatedly, compared, and sorted into groups, and key sentences in line with the research questions were underlined

APPENDIX H LATER STAGE OF THE CODING PROCESS FOR THE LAST THREE THEMES



			SPA-3-Q09-2 HAA-2-Q06-1
		Work environment	TMA-1-Q07-1 TLA-1-Q07-1 TOA-1-Q07-1 TNA-1-Q07-1 HSI-2-Q05-1 HKA-2-Q05-1 HAA-2-Q05-1 TMA-1-Q08-1 TLA-1-Q08-1 TOA-1-Q08-1
		Job-related behaviour	HKA-2-Q06-1 HSI-2-Q06-1 HAA-2-Q06-2 SFA-3-Q10-1 SPA-3-Q10-1 SSA-3-Q10-1
Quality of public service-delivery of PMO and the Ministries	Speedy individual service-delivery	Action-orientation	PMO TLA-1-Q09-1 SFA-3-Q11-1 SPA-3-Q12-1 SSA-3-Q12-1 Ministries TOA-1-Q09-1 TNA-1-Q09-1 HSI-2-Q07-1 HKA-2-Q07-1

Office/Institutional performance	Results-orientation	PMO
		TLA-1-Q10-1
		TMA-1-Q10-1
		SFA-3-Q12-1
		SSA-3-Q12-2
		Ministries
		TOA-1-Q10-1
		TNA-1-Q10-1
		SPA-3-Q12-2
		HSI-2-Q08-1
		HKA-2-Q08-1
		HAA-2-Q8-1

APPENDIX I SUMMARY RESULTS OF THE PILOT TEST

Participant	Meeting Administrative Officers' Training Needs	Improvement of Administrative Officers' Skills and Attitudes	Behaviour Change in Administrative Officers' Actual Job Performance	Contributions of T & D Programmes to Service-delivery of PMO
Interviewee- 1	<p>The training programmes have helped me acquire the trainings I always needed for my job and career</p> <p>-I was definitely motivated for having been offered the training programmes i needed at the time</p>	<p>-I acquired skills in writing reports, minutes, memos, evaluating jobs, and how to measure employees' job performance, which is helping me so much as I now become more professional on my job</p> <p>-I never knew I had such potentials especial in designing job descriptions</p>	<p>-The training programs were very relevant to my administrative work and my current assignment of evaluating the job of directors in the Civil Service</p> <p>-I have been provided with all the needed support by the office like support staff and good computers to make my job easier</p> <p>-I use my skills to the fullest on the job in order to complete my assignments</p>	<p>-The training programs equipped me with the skills needed in my current assignments of evaluating the jobs of directors in the Civil Service and processing official requests from Ministries with more professionalism and timeliness, which has been recognized by our supervisors.</p> <p>-My above-mentioned performance contributed positively on PMO's service-delivery in ensuring that all directors</p>

				have well-defined job descriptions in line with their pay and timely processed requests.
Interviewee- 2	-I need the trainings especially the induction training program which basically helps in carrying out the daily routine administrative work on official requests such as appointments, promotions and terminations. -I was motivated as the trainings facilitated my career development...	-I acquired skills in evaluating jobs, writing reports, human resource planning and development and computing. This gave me confidence and thus, embrace my job more than ever before - I now realize that I possess great potentials in organizational development, which just needs further development	-The training programs' contents are very helpful in my job because they help me do my work well especially in working on official requests and preparing monthly work plans. -My office has really given me all the material and moral support I need to do my job effectively. -As I said earlier, I have been applying my acquired skills on the job, which help to complete these requests sent from Ministries on	-The programs have reflected on my performance in terms of doing more complex jobs including developing work plans and supervising my support staff better as well as ensuring timely processing of requests with fewer errors. -My job performance and of course, together with those of my colleagues have been able to minimize the rate of follow-ups from other offices for their requests and thus, ensured smooth functioning of Ministries.

time as well as
tidy up our
desks...

Interviewee- I must say they are
3 trainings I had to
undergo for
effective
performance of my
job

-As i said
previously, my need
for the programs
was a source of
motivation for me

-I gained skills in
human resource
development, job
evaluation, ICT,
performance
management and
the routine job of
the Civil Service,
which made me
like my job more
than ever

-The programs
helped me realize
and develop my
potentials in
administration in
general...

-The training
programs are
related to my
work, my
computing skills
in particular help
me manoeuvre
with the system to
keep accurate data
on civil servants

-I have been
supported well by
the office as they
provide me with
good flat
computers,
encouragement,
and occasional
trainings on ICT
to further enhance
my skills

-I am applying my
skills on my work
and this has
helped me provide
accurate
information on
civil servants on
time when

-As I said earlier,
the trainings
equipped me with
the needed skills to
be able to
manoeuvre with the
computer. This has
helped me keep
more accurate data
on civil servants
related to their
personal and
official details.

-Keeping accurate
details of civil
servants has
enabled me provide
my office with
information on
request. This helps
in promoting,
training,
terminating,
dismissing and
retiring officials.

			requested	
Interviewee 4	<p>The trainings are requirements for entry into the administrative cadre and effective performance of my job in line with the scheme of service</p> <p>- I feel very motivated and satisfied in terms of the financial incentives and the opportunity for undergoing the trainings...</p>	<p>-I acquired significant skills in writing minutes, reports, memos, job evaluation, IT, Career development and performance measurement... All these increase my confidence and discipline on my job...</p> <p>-In particular, my potentials in Civil Service administration has been really enhanced just need more exposure.</p>	<p>-The trainings are very important in the Civil Service induction training, which helps greatly in my daily routine administrative work</p> <p>-I have the needed office support particularly in terms of material supplies like stationery and encouragement</p> <p>- Obviously, the above-mentioned issues have enabled me apply my skills to my job. Official requests and correspondences, for example, are processed with professionalism</p>	<p>-My job is very technical because it involves processing official requests and correspondences such as appointments, promotions, and providing technical advice to the Commission. These things one cannot do without being trained and developed. My trainings, therefore, help me to be able to perform my job better than before.</p> <p>-My job performance surely contributed to the reduced rate of follow-ups from Departments and Ministries for those requests.</p>
Interviewee 5	-The training programs really	- I learned how to measure employee	-The training programs'	-My training programs facilitated

helped me meet my performance, contents are job- my work as I now
 training needs, evaluate jobs, related because I process requests
 without which I minute files work on training such as study leave
 would not be able to between offices, issues, so my applications,
 perform my job to and assess needs skills in training bonding, and
 expectation as well for training, all of needs assessment coordinate training
 as meet the which help me in particular is programs faster and
 requirements in line appreciate my really helping... with more
 with the scheme of administrative -I am being expertise. I
 service work better encouraged in participate in
 5 -I am really -The trainings doing my job and assessing training
 motivated and made me realize with limited needs by
 satisfied with the how good I could interference; interviewing and
 training programs be in material supplies monitoring
 because of the administration in are forth-coming officials'
 opportunity it general. I now and my performance and
 provided me in need some more supervisors have deliver the needed
 meeting my training trainings to further recognized my programmes as
 needs develop these significant required.
 potentials contributions to -My job
 overall office performance
 service-delivery undoubtedly
 -I am definitely contributed to the
 applying my skills timely processed
 and this has training-related
 enabled me requests and thus,
 tactfully process minimizing
 study leave complaints for
 requests and the delayed processing
 implementation of of correspondences.
 training programs My input also
 in general contributed to
 provision of the

needed training
programs for
administrative
officers, which has
been recognized by
my supervisors.

The results of this pilot test involved five middle-level administrative officers as participants at the PMO. They reported having undergone various training and development programmes, acquired significant skills and became more professional on their job performance. Simply put, their trainings met their training needs as they were programmes they always wanted to do for effective performance of their jobs in line with the Scheme of Service for the Administrative Cadre. They were motivated and satisfied as a result of the financial incentives and the opportunity offered to them to undergo the programmes. They reported the trainings being relevant to their jobs, which helped them, improve their job performance. That undoubtedly contributed to the reported positive service-delivery for their various offices. For example, provision of needed training programmes for administrative officers and reduced rate of follow-ups from Departments and Ministries for their official requests such as appointments, promotions, and retirement applications.