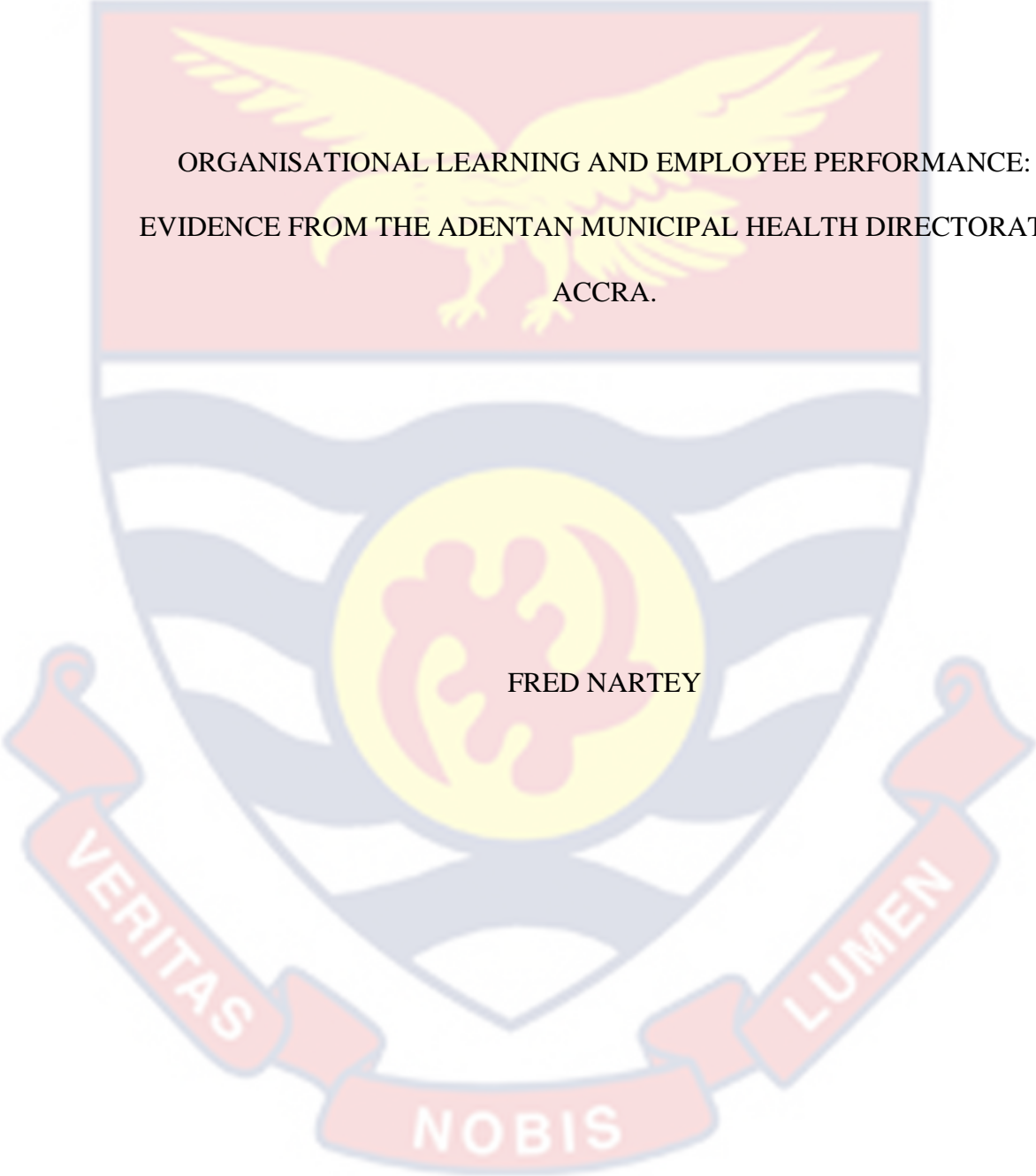


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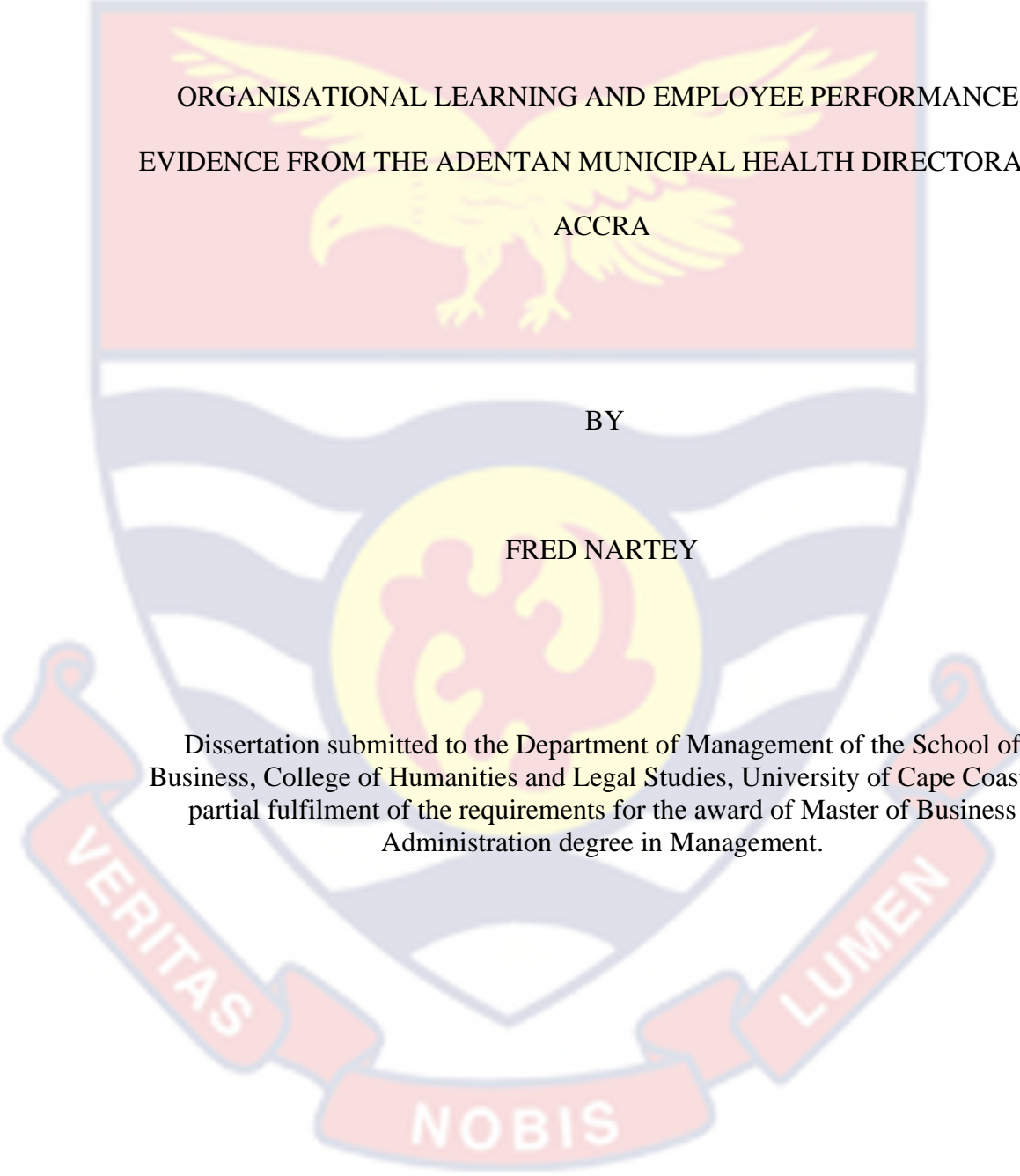


ORGANISATIONAL LEARNING AND EMPLOYEE PERFORMANCE:
EVIDENCE FROM THE ADENTAN MUNICIPAL HEALTH DIRECTORATE,
ACCRA.

FRED NARTEY

2023

UNIVERSITY OF CAPE COAST



ORGANISATIONAL LEARNING AND EMPLOYEE PERFORMANCE:
EVIDENCE FROM THE ADENTAN MUNICIPAL HEALTH DIRECTORATE,
ACCRA

BY

FRED NARTEY

Dissertation submitted to the Department of Management of the School of Business, College of Humanities and Legal Studies, University of Cape Coast in partial fulfilment of the requirements for the award of Master of Business Administration degree in Management.

JULY 2023

DECLARATION

Candidate's Declaration

I hereby declare that this dissertation is the result of my own original work and that no part of it has been presented for another degree in this University or elsewhere.

Candidate's Signature..... Date.....

Name: Fred Nartey

Supervisor's Declaration

I hereby declare that the preparation and presentation of the dissertation were supervised in accordance with the guidelines on supervision laid down by the University of Cape Coast.

Supervisor's Signature..... Date.....

Name: Prof. Isaac Kosi

ABSTRACT

The study examined the effect of organisational learning on performance employee at the Adentan Municipal Health Directorate, Accra. Specifically, three research objectives were investigated; to analyse the level of employee performance at the Adentan Municipal Health Directorate, to examine the factors influencing organisational learning at the Adentan Municipal Health Directorate, to analyse the effect of organisational learning on employee performance at the Adentan Municipal Health Directorate. The study adopted the quantitative approach and descriptive correlational design. A structured questionnaire was used to gather data from a total of 201 respondents derived from a sample frame of 420 employees using krejcie and Morgan (1970) sample size determination table. The data was then processed using the IBM SPSS Statistics (version 26). Both descriptive (mean and standard deviation) and inferential statistics (simple regression were used to analyse the data. The study found that there was a low level of employee performance; Factors such as continuous learning, inquiry and dialogue collaboration and team learning, empowerment toward a collective vision of Adentan Municipal Health Directorate were found to be the key determining factors of Organisational Learning. The study also found a positive and statistically significant effect of organisational learning on employee performance at the Adentan Municipal Health Directorate. The study, therefore, recommended that Regional Directors and the Municipal Health Directorates, should embrace and formalise organisational learning since it has the potency of improving employee performance.

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DEDICATION

To my caring and supportive wife, Mrs. Lena Nartey and my daughter, Freda

Narkie Dede Dzidzeme Nartey

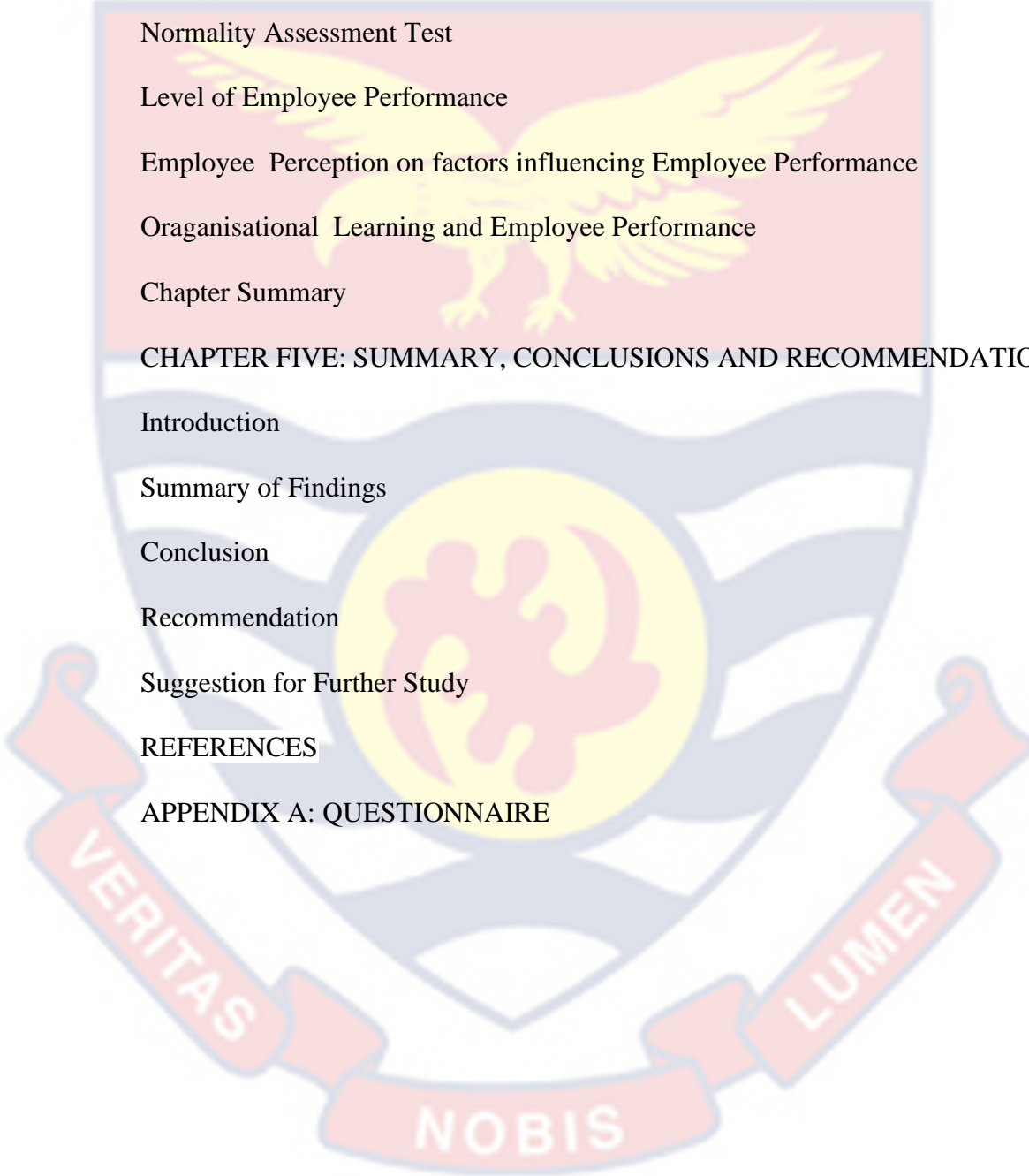


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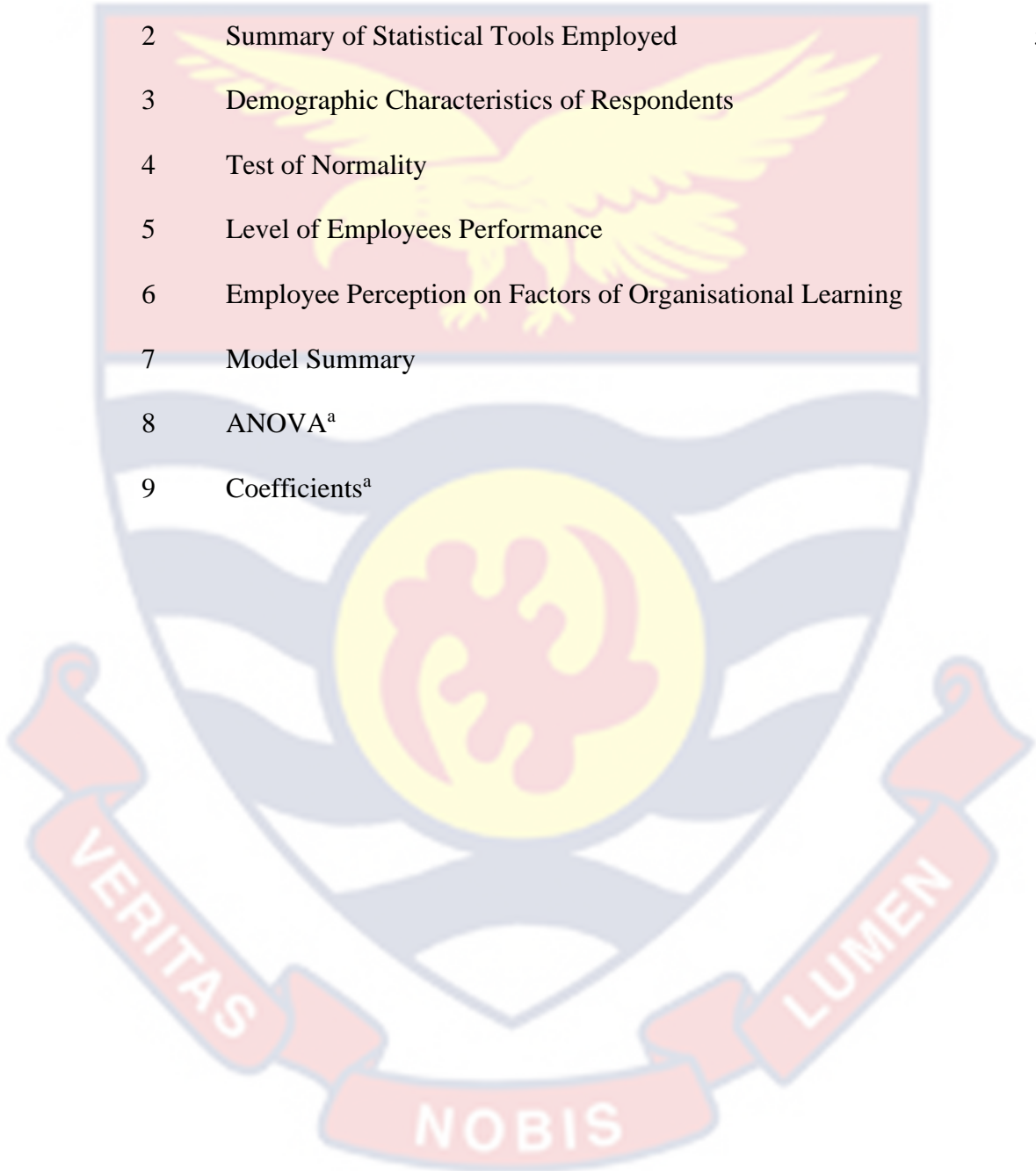
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1 The Conceptual Framework

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CHAPTER ONE

INTRODUCTION

The need to improve employee performance and ultimately heighten organisational performance has been a topic of discussion by many scholars. More specifically, in this new world of work, organisations have taken additional steps of cultivating the habit of continuous learning, dialoguing, collaborating and empowering their employees to improve performance (Marsick, Watkins & Boswell, 2013). It is claimed in the extant literature that organisational learning is able to predict how well organisational employees perform on their respective job (Otieno & Maina, 2019). This introductory chapter captures the background to the study, the problem statement, research objectives and questions, the significance, delimitation organisation of the study and a chapter summary.

Background to the Study

The unpredictable and competitive business world necessitated by technological development and the shift towards a knowledge grounded economy, organisations have no choice but to adapt in order to survive and thrive (Prange, & Heracleous, 2018). Many organisations strive for a culture of learning organisation, by creating, acquiring, and transferring knowledge while adapting its patterns to mirror the acquired information and concepts (Otieno & Maina, 2019). Learning organisations achieve notable heights of employee performance while gratifying and rewarding the personnel involved (Hussein, Mohamad, Noordin & Ishak, 2014). In this regard, employees are not viewed as a collection of passives hired

hands, but rather co-partners to the achievement of the organisation's mission and objectives. On the other hand, a learning organisation strives to advance its own operations by intentionally innovating new skills and learning from within and drawing on the experiences of others (Li, Chiaburu & Kirkman, 2017).

To develop and sustain a superior competitive advantage, organisations have resorted to managing their knowledge resources. Many organisations across the globe are going through unprecedented changes in terms of unstable government policies, external environmental forces rise in customer expectation and competitive challenges hindering the process of organisational learning and employee performance (Alando, 2016). Similarly, Raja Yasir Ali and Muhammad Saad Ameer (2017) emphasized that organisations are faced with continuous environmental challenges which determine their employee performance and commitment. To be empowered to deal with these challenges, businesses focus on organisational learning and employee performance management (Yasar, Ahmed & Emhan, 2014). Oyeniya (2011) asserted that a successful organisation learns faster and adapts more quickly than its competitors. This is why attention to the concepts of organisational learning has grown and been emphasized more strongly in recent years among organisations in the Ghanaian setting.

Basically, employee performance is what an employee does or does not do. Performance of employees could include; quantity of output, quality of output, timeliness of output, presence at work, cooperativeness (Anitha, 2014). Anitha (2014) further pointed that improved individual employee performance could improve organisational performance as well. Ahmad and Shahzad (2011) stated

that employee performance can be defined as the record of outcomes achieved, for each job function, during a specified period of time. If viewed in this way, performance is represented as a distribution of outcomes achieved, and performance could be measured by using a variety of parameters which describe an employee's pattern of performance over time.

Correspondingly, human resource practices of an organisation are essential elements that contribute towards the attainment of improved employee and performance as well as the overall organisational performance. Akgunduz, Alkan and Gök (2018), added that to achieve employee performance in a service industry, organisations have to increase focus on employee satisfaction, productivity, attitude and creativity. According to Albrecht, Bakker, Gruman, Macey and Saks (2015), viewing employees as the organisation's most valuable asset and treating them as internal customers, organisations hope to achieve its objectives and gain a competitive advantage in the new world of work.

According to the organisational learning theory which underpins this study, proactive organisations have the capacity to learn sooner, better and more quickly than their rivals and employ this learning in their working process (Alavi, Wahab & Muhamad, 2010). The theory also posits that, an organisation that cultivates the habit of continuous learning, dialogue, inquiry, empowerment and team learning as part of its management strategy enhances the performance of its employees (Watkins & Marsick, 2003). Also, the social exchange theory emphasized that, organisational relationship involves the exchange of two kinds of resources, namely economic and social resources. Implying that when management create a conducive

atmosphere for employee to learn it translate into their performance on the job. The need for continuous learning as many researchers have claimed leads to achieving improved employee performance in turbulent times (Akhavan & Jafari, 2008; Austin & Harkins, 2008).

An organisational capability to continuously acquire, disseminate, exploit, and store relevant knowledge as a process of learning enhances employees' performance. Many academicians and practitioners have proposed that learning organisation as a process of continuous knowledge acquisition, dissemination, and exploitation that may improve the competitiveness and success of an organisation (Dekoulou & Trivellas, 2015; Hussein, Mohamad, Noordin & Ishak, 2014; Ratna, Khanna, Jogishwar, Khattar & Agarwal, 2014; Song & Kolb, 2013; Sampe, 2012; Jyothibabu, Pradhan & Farooq, 2011). Organisations learn when their employee learn, hence there is a good case for individuals to double efforts and to achieve the workplace targets. This translates into better employee performance and which in turn improves organisational performance (Otieno & Maina, 2019).

Continuous changes in knowledge and skill needs in workplaces and the quest for better careers necessitate continuous learning (Song & Kolb, 2013). Organisational learning is also significant for preventing skill obsolescence among the unemployed by pursuing further training and education can lead to reemployment (Mbuthia, 2018). Continuous Learning is also essential for older people who are out of work to ensure their employability. Another dimension of organisational learning which dialogue is having to do with the collective and collaborative communication method by which persons collectively explore their

individual and collective assumptions and predispositions (Mbuthia, 2018). Empowerment within an organisation when seen from the member of the staff's perspective is seen as something perceived by them. The member of staff feeling as worthy and the likelihood of choosing as well as the extent of effectiveness perceived over certain results in the course of work (Yasir, Ali & Ameer, 2016).

Again, other scholars argue that, since organisational learning as a process of knowledge acquisition, dissemination and exploitation needs to occur daily in an organisational context to be effective, the process needs specific organisational conditions to enable the processes (García-Morales, Llorens-Montes, & Verdú-Jover, 2006). Sampe (2012) specifically emphasizes the role of organisational culture and leadership as other requirements to support the occurrence of organisational learning. These arguments have necessitated the need for this present study in examining the effect of learning organisation on performance of employees at Adentan Municipal Health Directorate.

Statement of the Problem

At the core of organisational learning is the ability of an organisation to quickly discern changes in the business environment and adapt to it accordingly (Duchek, 2020). According to Rigby and Ryan (2018), the key success of an organisation does not depend solely on leveraging technological and financial resource but on the quality of human resources that an organisation has. To enhance the performance of employees, the workforce of an organisation must be trainable and have the capacity to continuously learn (Yasir, Ali & Ameer, 2016). However,

Kola, Gana and Olasumbo (2017), opined that the rampant business failures stem from the fact that most organisation across the globe finds it difficult to institute a learning organisation.

Again, the revelations of several scholars on the application of learning organisation in a global arena did suggest that for organisations to thrive in a turbulent and competitive business world, such an organisation must strive and cultivate the habit of continuous learning (Mrisha, Idua & Kingi, 2017; Ali & Ameer, 2016; Dekoulou & Trivellas, 2015; Hussein, Mohamad, Noordin & Ishak, 2014). Despite the increased study on learning organisation, empirical evidence on the effect of learning organisational on employee performance are limited in the Ghanaian setting particularly the health directorates.

The extant literature on organisational learning have hugely concentrated on the effects of organisational learning on organisational performance neglecting the performances of employees who are at the forefront of organisational performance attainment. For instance scholars such as (Akhtar, Arif, Rubi & Naveed, 2012; Idowu, 2013; Hussein, Mohamad, Noordin & Ishak, 2014; Mrisha, Idua & Kingi, 2017; Mutahar, Rasli & Al-Ghazali, 2015; Muhigirwa, Mwangi & Kituyi, 2016; Namada, 2017; Njoroge, 2017) among others had investigated the influence between organisational learning and organisational performance but most of these studies did not consider how organisational learning affects employee performance across the studied organisations which is a gap in this regard.

Anecdotal shredded evidence suggests that management at Adentan Municipal Health Directorate exhibit little or no act of continuous learning,

especially when it comes to employee empowerment, dialogue, and collaboration in the execution of their respective duties. This has led to a declined employee performance over the years (MoH, 2018). Implying, management of the Health Directorate have not yet discovered the relevance of organisational learning in enhancing employee performance or does not create an enabling environment for employees to learn. In the Ghanaian setting, several studies on this theme focused on the processes of organisational learning and why learning matters, ignoring its impact on employee performance (Agyabeng-Mensah, Tang, Afum, Baah & Dacosta 2021; Kuada & Mensah, 2020; Nyame-Asiamah, 2013). As organisations have significantly different operating conditions, the outcome of the aforementioned studies cannot be relied upon as a yardstick for generalisation.

For that matter, the present study will help determine as to whether it is equally imperative that Health Directorates focus its resources on instituting a learning organisation to enhance employee performance. Besides that, there is also lack of literature on the effect of learning organisation and employee performance specifically focusing on the health directorates in Ghana. Therefore, this study proposes potential nexus between learning organisation and employee performance in the context of the Adentan Municipal Health Directorate.

Purpose of the Study

The overall aim of this study is to investigate the effect of organisational learning on performance employee at the Adentan Municipal Health Directorate, Accra.

Objectives of the Study

In order to achieve the overall purpose of the study, the following specific research objectives will be pursued; to

- i. Determine the level of employee performance at the Adentan Municipal Health Directorate.
- ii. Determine the dimensions of organisational learning at the Adentan Municipal Health Directorate.
- iii. Examine the effect of organisational learning on performance of employees at the Adentan Municipal Health Directorate.

Research Questions

To achieve the specific research objectives, answers will be found for the following specific research questions.

1. What is the level of employee performance at the Adentan Municipal Health Directorate?
2. What are the dimensions of organisational learning at the Adentan Municipal Health Directorate?
3. What effect does organisational learning have on employee performance at the Adentan Municipal Health Directorate?

Significances of the Study

The findings of the study will be of immense help to many different stakeholders. It is study is intended to benefit all the health directorates across Ghana in its search for knowledge in improving their delivery services as well as boosting access to health service. Information flow and innovations has been major drivers of change in the health delivery space. The Adentan municipal health directorate and by extension the government will acknowledge the areas of learning which are appropriate to support the health sector through the study findings. The findings provide the regulator insights in its design of regulatory mechanisms to reward and incentivize learning and innovation among market players.

In the health delivery space, the findings will be of great significance assessing the significance of adopting learning organisation dimensions on their general performance with regard to boosting their performance in health delivery. Organisation are increasingly appreciating the importance of human capital development as a means of developing a competitive edge and the link between adoptions of learning organisation dimensions to improve firm performance. Regionally, this study provide other health directorates across Ghana with an insight into the learning organisation practices and their impact on the Corporate bottom-line and dimensions that can be applied so as to boost the general service delivery.

In addition, this study will save organisations from expenses in conducting cost benefit research as it informs them on the learning organisation dimensions that have enhanced employee performance. To the scholars and academicians, this

study will add value to the existing body of knowledge as it recommends ways for improvement of employee performance by leveraging on learning organisation dimensions. However, this study serves as a stepping stone for newer research on learning organisation and employee performance. Also, management practitioners may also see how manipulation of the predictors (dimensions) of organisational learning actually impact satisfaction of employees which could serve as guide in proposing solutions to other organisation where similar conditions exist.

Delimitation of the Study

The study investigated the effect of organisational learning on the performance of employees at the Adentan Municipal Health Directorate in the Greater Accra region. The Health Directorate provides healthcare services to an estimated 88,374 (Regional Health Directorate Analytical Report, 2020). Although, this study is limited to the employees of the Adentan Municipal Health Directorate nonetheless, the findings of this study will be useful for all management and stakeholders in other Health Directorates and other organisations on how to handle or institute organisational learning to boost employee performance at the health directorate. The study was employed an explanatory research design backed by a quantitative research approach. A target population of 420 was considered. Out of this, a sample size of 201 were randomly selected to partake in the study. The sample size was determined using the Yamane's (1967) formula for proportional population sample size determination. $n = N / [1 + N (e^2)]$.

Structured questionnaire was self-administered to the sampled respondents to gather the primary data for further data processing and analysis through the use of Statistical Package for Social Sciences (SPSS version 26.0). Inferential Statistical technique such as simple regression and descriptive statistics (mean, standard deviation, frequency and percentage) was employed to analyse the specific research objectives of the study. The findings were presented chronologically on Tables and Figures.

Limitations of the Study

The study focused on only one Municipal Health Directorate out a considerable number of Health Directorate in Ghana which seems small for a study a like this for generalisation. The research should have included at least half of the Health Directorate in Ghana to allow for wider inclusion and generalisation.

Definition of Key Terms

- **Organisational Learning** refers to the capacity or processes within an organisation to maintain or improve performance based on experience. According to Mbengue and Sané (2013), organisational learning is the process of improving actions through better knowledge and understanding.
- **Employee Performance** relates to the extent to which employees perform their task in order for an organisation's objective to be achieved.

Organisation of the Study

The study is divided into five chapters. The first chapter consists of an introduction which includes the background, problem statement, objectives, research questions, significance, scope, limitations and organisation of the study. Chapter Two provides a review of related literature of the study with emphases on a theoretical framework as well as an empirical analysis of the study while the third Chapter outlines the methodology of the study which includes population, research design, sampling and sampling procedures, sources of data, data collection and procedures for data presentation and analyses. Chapter Four analyses as well as discusses the results of data while the final Chapter, summarize and offer recommendations and conclusion for the study. And as well provides direction for further study.

Chapter summary

This chapter presents information on the background and motivation for the study, the problem statement, the purpose of the research as well as the research questions. The chapter further elaborated on the paradigm and perspective guiding the research. The chapter then concludes by providing the layout on the subsequent chapters will be structured. The next chapter undertook a theoretical, conceptual and empirical of literature that has a close bearing on the variable chosen for the study. A conceptual framework was developed explaining the nexus between the study variable.

CHAPTER TWO

LITERATURE REVIEW

Introduction

Based on the purpose and the objective of the study discussed in the introductory chapter. The literature review chapter examines the effect of organisational learning on the performance of employees. The review captures theories for the study (organisational learning theory and the theory of constraints), explaining the concept organisational learning, dimensions of organisational learning, and employee performance. Further empirical review of various works done by other researchers which has a close link with the theme was carried out. The chapter concludes with a conceptual framework depicting the nexus between the variables considered in the study.

Theoretical Review

The theoretical foundation of this study is premised on the organisational learning theory and the theory of constraints proposed by Senge (1990), and Eliyahu Moshe Goldratt (1984) respectively. The theoretical framework is the specific mechanism, or lens, by which the research topic was examined. From the standpoint of the researcher these theories are reviewed and then linked to the context of the study.

The Organisational Learning Theory

The concept of organisational learning has been highly acknowledged by researchers in the recent past. The theory posits that learning and successful organisations have the capacity to learn sooner, better and more quickly than their rivals and employ this learning in their working process (Alavi, Wahab & Muhamad (2010). Organisational learning dates back to the late 1970s, a period when researchers focused on the concept from a psychological viewpoint. Chris Argyris and Donald Schön by their 1992 work, advanced the concepts of single-loop and double-loop learning (Argyris & Schön, 1992). They christened the processes by which mistakes are rectified by employing other strategies or processes calculated to produce different and successful outcomes, single-loop learning. They expounded that single-loop and double-loop learning processes can be found in organisations, they both kinds of organisational learning.

A single-loop learning happens when organisations identify faults, fix them, and then proceed with their existing policies and objectives. It is said to be double loop learning where organisations identify faults and alter their policies and objectives before they adopt remedial action (Kloot, 1997). Organisational learning has also been defined as the actions of the organisation like acquiring knowledge, distributing information, interpreting that information, and consciously or subconsciously maintaining memory on the positive variation of the organization (Templeton, Lewis & Snyder, 2002).

In terms of the learning function in behaviour change, organisational learning is that combined process tailored to support and protect the organisational

behaviour change (Leal-Rodríguez, Eldridge, S., Roldán, Leal-Millán & Ortega-Gutiérrez, 2015). It entails the production of new knowledge, skills and behaviour that supports an organisation to adjust well to new ways of operation. It can be regarded as a dynamic process. It includes creating, acquiring, and collecting knowledge with the objective of developing resources, and capacity for improved performance of the organisation (Lopez, Peón & Ordás, 2005). Kumar and Singh (2020), described organisational learning as the process by which organisations learn. This encompasses every change to the organisational models which has the effect of improving or preserving operational performance. The means of evaluating learning in organisations is also an issue of focus. Evaluation according to Henry (2021), to study and understand learning is to enter “that no-man’s land between thinking as a capacity and development as a process of change”. Organisational learning model by Bhaskara and Filimonau (2021) was adopted because they were general and modern.

These measures consisted of the learning culture of the organisation, extent of team work and learning, common perspective, sharing of knowledge, collaborative leadership, development of the staff's skills and competences and systemic thinking (Bhaskara & Filimonau, 2021). Organisation Learning is a result of organisational inquiry. Every time the expected end results vary from the actual outcome, the researcher or organisation will want to engage in inquiry to find out and, where required, solve the inconsistency. It is in the course of this inquiry, that the researcher will interact with other members of the organisation. Learning takes place in the course of this interaction. It for that reason, that learning is said to be a

direct product of this interaction (Schön, & Argyris, 1996). The concept has two tenets. The first tenet of the concept is the single loop learning. Which is made up of one feedback loop once strategy is adjusted as reaction to an unexpected outcome or called error correction.

For instance, where there is decline in service delivery, marketing managers will seek to find out the reason, and make strategy adjustments in an attempt to grow the sales according to the set targets. The other tenet of the concept is the double loop learning perspective which refers to learning that happens as result of the change of theory-in-use. In this tenet according to Schön and Argyris (1996) the values, strategies, and assumptions that guide the action to be taken are altered so as to create a more efficient working environment. This theory is relevant to the current study in that, it informs the study regarding analyzing the strategies used in adopting learning organisation factors and the concepts identified by the management. The theory also informed the study on the impact realized on the adoption of the learning organisation dimensions to promote competitive employee performance at the Adentan Municipal Health Directorate. This is because, the researchers advanced that, when organisations devote to learning through their human resources, the implication will be to amass improvement in performance of employees.

The Theory of Constraints

The Theory of Constraints (TOC) is credited to Eliyahu Moshe Goldratt in the year 1984, was management philosophy. The theory encompasses three

interconnected areas, namely logistics/production, performance measurement, and problem solving/thinking tools (Spencer & Cox, 1995). The Theory of Constraints considers organisations to be chains made up of a number of links, or networks of chains which when seen as constrained systems, links of a chain all play a role in furtherance of the organisational goal. Every link is heavily reliant on the others. But as expected, the chain can only be as strong as its weakest link.

The theory posits that the overall performance at organisational level can only be as good as its weakest link. Improvement in the performance of the employees must as an initial step find the weakest link or constraint and remedy it. The theory is made up of distinct, but related processes and interrelated concepts which include; the performance measures and five focusing steps, logical thinking processes, and logistics. It follows therefore that if at all times there will be a constraint, the theory of constraints then employs a focusing process to point out constraints and makes changes to the organisation to remedy the constraint (Cox & Goldratt, 1986). The theory underscores the usage of three key performance measurements. These measurements are throughput, inventory and operating expense. He emphasises the use the three global operational measures instead of the local ones like efficiency and utilization.

He considers increasing throughput the greatest of the three. In this case throughput means the rate at which the organisation is able to make money not by way of production but by way of sales. This is because according to this theory good are not considered assets until they are sold (Noreen, Smith & Mackey, 1995). The system entails identification of a constraint, its exploitation, subordination of

other activities, then elevating it and finally if there is any change, start yet again at step one (Goldratt & Cox, 2016). The thinking processes lay emphasis on the current issues that inhibit the system from reaching its targets. The first thing is to identify symptoms in the system that show the system is not performing according to expectations. On that basis, the theory of constraints thinking processes are deployed to deduce the reasons of the symptoms identified.

The steps to be taken to rectify those causes, and the extent to which corrective actions can be taken. The Theory of Constraints approach therefore is to map the system from the perspective of current problems, instead of trying to model the whole system. In recent years, due to changes in the business environment, organisations have been compelled to change focus and put more emphasis on the learning of their employees in order to continuously sustain or improve organisational performance (Mbuthia, 2018). The ultimate aim of adopting learning organisation factors is to achieve cost reduction that maximizes to be gains realized by the Adentan Health Directorate. Increasing throughput and/or decreasing operating expense through increased efficiency by employees should lead to the accomplishment of organisation's ultimate goal of growing market reach share and consequently increasing profitability.

Here anything that prevents the Adentan Municipal Health Directorate from reaching its set performance objective is thus labelled a constraint. Learning organisation dimensions should therefore be geared towards streamlining all the functions towards alleviating the constraints at the Adentan Municipal Health Directorate. This formed the basis of the current study which sought to examine the

effect of learning organisation on performance of employees at the Adentan Municipal Health Directorate.

Conceptual Review

This section of the study undertook a revision of related literature on the two variables considered in the study. That is the concept of organisational learning, the dimension of organisational learning, as well as the dependent variable employee performance.

The Concept of Organisational Learning

The concept of organisational learning can be traced back to the earlier studies in child education by to Lev Semenovich Vygotsky's in the year 1987s. Organisational learning is one of the strategic means of achieving long-term organizational success. Organisational learning has become an increasingly important area recently (Liao, Chang & Wu, 2010). Organisational learning has become an important concept for organisational survival in this competitive environment. The notion of organisational learning has been over-emphasized in the literature, because of the complexity involved in the collective learning processes; it has been perceived as spiritual in nature (Za, Spagnoletti & North-Samardzic, 2014). Organisational learning is considered to be one of the most promising concepts in modern organisational and leadership literature. The concept of organisational learning has grown dramatically, generating a great deal of debate and research (Burnes, Cooper & West 2003; Bapuji & Crossan, 2004).

However, to Saadat and Saadat (2016), the first to introduce the concept of organisational learning into the literature were Kurt and March. However, another study has it that Cangelosi and Dill were the first to introduce the topic of organisational learning with empirical analysis. Be that as it may, the quantum of debate on whether organisational learning should be conceptualized as a change in cognitions or behaviour has greatly reduced in recent times, owing to the great acceptance in recent literature that learning involve both a change in cognition as well as change in behaviour (Odor, 2019). In other words, it is almost a universal postulation that learning involves both cognition and doing. Learning is defined as a way to understand others as well as one-self (Tohidi, Seyedaliakbar, & Mandegari, 2012). It provides an opportunity to the individuals to discover and understand themselves. Learning process actually starts from feedback and response from others leading to the organisational improvement and performance (Hsu & Sabherwal, 2012).

The concept of organisational learning has been the subject of a fast-growing body of literature (Crossan & Apaydin, 2010). Organisational learning has been defined by several authors and researchers. Lopez and Esteves (2013) defined organisational learning as the capacity or processes within an organisation to maintain or improve performance based on experience. According to Mbengue and Sané (2013), organisational learning is the process of improving actions through better knowledge and understanding. Organisational learning can be described as an area of leaning towards the study of cognitive and social processes of knowledge in organisation that are imbibed in work practices (Tohidi, Seyedaliakbar &

Mandegari, (2012). Wang, Han, Fisher & Pan (2017), suggested that the great commitment towards learning in organisation could compel organisation to achieve their goals more easily. Organisations should develop mechanisms and practices that support or promote the creation of organisational knowledge.

These mechanisms include socialization, internalization and externalisation, as well as all the management practices that establish a climate conducive to learning (Mbengue & Sané, 2013). These practices are the essence of the organisational learning capability, which can be defined as the set of management practices that facilitate the learning process, or, as a set of mechanisms that increase the organisation ability to maintain and improve their performance (Gonzaga, Figueiredo, da Cruz Souza & Passos, 2020; Mbengue & Sané, 2013). Organisational learning, as the source of knowledge creation and knowledge as a unique, inimitable and infinite resource (Kocoglu, Ozek & Kesli (2011), is emphasized as an important factor for realizing firm's competitive advantages. It is also considered as a key factor for gaining a sustainable competitive advantage and enhanced firm performance (Wang, Han, Fisher & Pan, 2015).

Organisational learning is defined as a change in the organisation's knowledge base that occurs due to past experience (1985). Learning organisation has been described as an outcome or product of organisational learning, which is complex and multidimensional in approach. That is why Jones and Hendry (1992), viewed organisational learning as a process going on in the learning organisation" (p. 157). According to Cyert, and March (1992), the creation of knowledge, the retention of knowledge, and the transfer of knowledge, which altogether can be

classified as organisational learning, can be conceptualized as formal activities which are a function of experience. Organisation learning is hereby conceptualized as a “multilevel process where members individually and collectively acquire knowledge by acting together and reflecting together” (Dodds & Kodate, 2011). Accordingly, this paper proposes that learning organisation culture have direct effects on employee performance and organisational innovativeness leading to the overall performance of the organisational.

Dimensions of Organisational Learning

The literature on organisational learning is concerned with the use of strategies and tools to identify, promote, and evaluate the quality of learning processes in an organisation. The discussion in this section focused on the dimensions of the organisational learning proposed by (Marsick & Watkins, 2003).

Continuous Learning

Continuous learning at all echelons of the job is attributable to reasons relative to business and organisation (Senge, 2017). The widening global economy as well as global competition, new developments and innovations, rapidly changing and updating technology, customer expectations, quality management, changes in demographics, skills demand depicts challenge for the flexibility of an organization operating in this scenario (Egan, Yang & Bartlett, 2004). Organisations have to change and embrace fresh ways to continue being competitive. To survive in a fast changing and competitive environment continuous learning has becomes essential (Bontis, N., Crossan & Hulland, 2002).

An understanding of dynamics that contribute to continuous learning and their impact on organizational performance are essential. Organisations learn when their employee learn, hence there is a good case for individuals to double efforts and to achieve the workplace targets. This translates to better individual performance and which in turn improves organisational performance (Rowold & Kauffeld, 2009). Continuous changes of knowledge and skill needs in work places and the quest for better careers necessitates continuous learning (London, 2011). It is also significant for avoiding skill obsolescence among the unemployed. Pursuing further training/education can lead to reemployment (Jain & Martindale, 2012). Continuous learning is also essential for older people who are out of work to ensure they can be employed (Matzler & Mueller, 2011). Continuous learning is important for both employed and unemployed individuals.

Inquiry and Dialogue

Dialogue is the collective and collaborative communication method by which persons collectively explore their individual and collective assumptions and predispositions of (Malik & Garg (2017). To Watkins and Marsick (2003) inquiry is based on open minded inquisitiveness. The inquisitiveness allows persons to suspend presuppositions and judgments in search of the truth and improved solutions (O'Neill, 2011). Persuasion dialogue will still be a success even where initial disagreement remains unresolved for the reason that there is the benefit the parties to make known their assumptions and commitments in the course of the dialogue. O'Neill (2011), persuasion dialogue is considered a success where the exchange of arguments bears the five features that define the ideal stances that each

party to the dialogue must show for the dialogue to be a truly two-sided and interactive argument; flexible commitment, empathy, open-mindedness, critical doubt, and evidence sensitivity.

Flexible commitment is that willingness by the proponent and respondent to hold their positions while at the same time remaining open to be persuaded in light of new facts. Empathy is the expectation that each side has to give due regard to the commitments of the other and take great care to ensure to base their arguments on those commitments while portraying those commitments accurately ((Salem & Shields, 2011). Open-mindedness means to a party's will to think through proposals even when those proposals contradict their point of view, instead of just rebuffing them outright. Critical doubt is the ability of a party to set aside their commitments to making an allowance for objections to their arguments. Evidence sensitivity is the requirement on either side to withdraw or adjust commitments where the side presents a justifiable reason.

Collaboration and Team Learning

When a group of people function as a whole, they are aligned, acting on a shared vision that is an extension of personal visions. Argyris and Schon (2011) identified integrating perspectives, experimenting, and crossing boundaries as team learning processes that are essential for the right collaboration. Integrating perspectives entails synthesis of obvious conflicts with the objective of resolving the divergent views without resorting to majority rule (Jonassen, 2010). Experimenting are the steps taken to test a hypothesis or endeavours to unearth new information. Crossing boundaries is bridging the lines that separate one team from

another within an organisation (Lim & Yoon, 2008). Employees are said to have crossed the boundaries when they seek support, work together with others to undertake a specific goal, or actively listen to another group's opinions. Management support for the operation of teams and support for working across functional, divisional, or hierarchical boundaries have been said to be the greatest organisational influences on team learning (Tajino, Stewart & Dalsky, 2016). A collaborative learning environment makes opportunities available for organisation members to contribute social support to each other, as well as improving job-related skills (Economides, 2008).

Employee Empowerment

Empowerment within an organisation, when seen from the member of staff's perspective is seen as something perceived by them. Empowerment is determined by finding the work done by the member of staff meaningful. The member of staff feeling themselves as worthy and the likelihood of choosing as well as the extent of effectiveness perceived over certain results in the course of work (Ugboro & Obeng, 2000). Spreitzer, set out two angles of empowerment in a business context, relational and psychological angles. Relational which is the top-down approach. It suggests that empowerment happens when the upper echelons within a hierarchy devolve power to the subordinate levels of the hierarchy (Ugwu, Onyishi & Rodríguez-Sánchez, 2014). The psychological angle concentrates on the employee's side of empowerment. It is also identified as organic or bottom-up processing. It suggests that empowerment is attained only when psychological

states elicit a perception of empowerment in an employee (Fernandez & Moldogaziev, 2013).

Top to bottom empowerment denotes support from superiors to their subordinates. It is the decision to give power to staff at four dimensions that consists of authority, specialization, resource and personality (Ugboro & Obeng, 2000). Authority means the power to decide on the meaning, environment and content of the work of employees. Specialization is the knowledge and skill of decision making and its application. Resource dimension, is of utmost significance sharing knowledge, the option of achieving and expending resources related to their work (Thakur & Chaudhuri, 2015). Personality is the confidence to use the authority and motivation.

The concept of Employee Performance

The term "employee performance" refers to a worker's accomplishment after putting in the necessary effort to obtain a meaningful job, a dedicated profile, and caring co-workers/employers (Karakas, 2010). At the most fundamental level, performance is a multi-component term, and the process aspect of performance, namely behavioural engagement, can be distinguished from an expected outcome. Employee performance has a strategic role in an organisation's response to challenges, according to empirical research (Yoon & Yoon, 2019; Schuler et al., 2011). Likewise, Zaim, Demir and Budur (2021) and Tajeddini, Martin and Altinay (2020) asserted that employee performance is regarded as a significant factor in modern business for assuring the organisation's sustainability. Considering the

volatility nature of business nowadays, keeping employees' performance at a high level is a huge difficulty for employers and the Ghanaian banking industry for example is having a hard time meeting their overall goals due to a lack of adaptive employee performance (YuSheng & Ibrahim, 2020). Adaptability is a personal quality that is difficult to learn in a course or training session. Adaptive performance focuses on organizational and talents' agility and responsiveness to changing external environments, as well as proactive alignment with such changes (Rich LePine, & Crawford, 2010). Not only should managers consider employees adaptive performance but also consider the extent of quality, quantity, timeless, cost-effectiveness, Need for supervision and Interpersonal impact of employee performance.

Top management in firms all across the world perceive employee performance to be a big concern (Dobre, 2013; Markos & Sridevi, 2010). Similarly, Englert and Helmig (2018) and Nguyen, Yandi & Mahaputra (2020), extend that an employee's declining performance will affect the organization's success or failure. As a result, an organisation's management pays close attention to effective talent management methods that might boost talent performance (Sopiah, Kurniawan, Nora & Narmaditya, 2020; Almaaitah, Alsafadi, Altahat, & Yousfi, 2020). Many research (Salau, Osibanjo, Adeniji, Oludayo, Falola, Igbinoba & Ogueyungbo, 2018; Alruwaili, 2018) have stated that in today's competitive environment, talent management strategies are required for excellent employee performance in order to attain competitive advantage.

Employee Performance is mostly seen as a benchmark for which any employee or group are assessed. It can be referred to as an outcome, or result of an individual's actions (Ainsworth et al., 2009). Mathis and Jackson (2014) also defined performance as essentially what an employee does or does not do. It directly combines the abilities of individual employees with their zeal or motivation to getting a job done. Thus, an individual's performance becomes a function of 'ability' and 'motivation'. Ainsworth et. al. (2009) describes it as the outcome of being able to execute a task (ability) and having the enthusiasm to achieve the purpose (motivation).

Mathematically, Performance (P) will be represented as Ability (A) * Motivation (M), hence, $P = A * M$. The combination of the willingness to perform and the motivation behind the expected output results in the performance exhibited on any job or task. The motivation for the sake of this study may be intrinsic or extrinsic rewards that influence an employee towards effective performance and productivity. Employees' job performance is an important issue for all employers. However, satisfactory performance does not happen automatically; therefore, it is more likely with a good performance and reward management system (Pangastuti, Sukirno & Efendi, 2020).

Hill, Jones, and Schilling (2014) describe the performance as an extent of how efficiently and effectively managers use resources to satisfy customers and achieve organisational goals. Aswathappa (2013) states that performance is principally what an employee does or does not do. Further, he adds that employee performance common to most jobs including quality and quantity of output,

timeliness of output, and presence at work and cooperativeness results in organisational performance. According to Elnaga and Imran (2013), performance is the accomplishment of specific tasks measured against predetermined standards of accuracy, completeness, cost, and speed. Employee performance is manifested in terms of outcomes. Salanova, Agut and Peiró (2005), state that employee performance is measured by the full range of duties and responsibilities performed by the individual.

When measuring performance, several measures are taken into consideration and include using productivity, efficiency, effectiveness, quality, and profitability measures (Elnaga & Imran, 2013). Employee performance as used in this study refers to the job-related activities expected of an employee and how well those activities were executed. It is the responsibility of managers to ensure organisations achieve desired performance levels (Hill, Jones & Schilling, 2014). Thus, managers have to set desired levels of performance at any given time. Organisations ensure their employees contribute to the production of high-quality goods and services by the process of employee performance management.

Employee performance is measured through the process known as performance appraisal. There are several different approaches for measuring performance, including ranking employees, rating their work behaviours, rating the extent to which employees have desirable traits believed to be necessary for job success like leadership, and directly measuring the results of work performance e.g. productivity. The appraisal system must give employees specific information about their performance problems and ways in which they can improve their performance.

Appraisals should provide a clear understanding of the difference between current performance and expected performance, identify the causes of the performance discrepancy, and develop action plans to improve performance.

Organisational Learning and Employee Performance

The relationship between learning organisation and employee performance has generated a considerable debate in the field of business administration as espoused in most extant literature (Mbuthia, 2018). However, depending on the author to be taken as reference for attempting to carry out an assessment and try to establish the relationship between these concepts, several factors can be found, have been taken into account either the effectiveness of the company, performance evaluation the group or employee satisfaction (Ali & Hawryszkiewicz, 2014) and other alternatives to that commonly used, which are objective measures of financial performance (Abimbola, Oduyoye, Ashikia and Adefulu (2019).

Organisational learning is one of the most prominent in developing a competitive advantage in business concepts, but when it comes to a relationship between the impact of learning and its influence on performance when you notice that becomes a something more complex issue to deal. Many scholars who defend the relationship between organisational learning and the results obtained by the company. Noting the different studies, one can say that organisational learning is a key to improve organisational performance element (Alanoğlu & Demirtaş, 2016). Organisational learning provides the company an ability to create new knowledge and continually renew this already possessed, generating improvements in

processes and routines (Nafei, 2015), in order to adapt to constant changes in the environment and in some cases carrying out the process of carrying out previously, that is to anticipate them in order to obtain faster than the competition improves, this causes a continuous improvement of results (Alanoğlu & Demirtaş, 2016).

The relationship between learning and performance in an organization has different interpretations by the authors throughout history. On the one hand, there are those maintained that learning causes a performance improvement at organisational level, as the case of Mbuthia (2018) who understand that there will be an improvement in future performance if it occurs an improvement in learning. Škerlavaj, Song & Lee, 2010), for his part, understands that a relationship between the actions carried out by the company when obtaining knowledge and improvements occur in the efficiency of the organization is established, thus obtaining an improvement on work skills.

Furthermore, Mrishal, Idua and Kingi, (2017) argue that learning also favours change and improvements will be obtained through this performance. To Nafei (2015) learning is understood as the process by which skills over time are obtained and will produce an increase in performance. According to the observed literature you can say that for a positive relationship between learning and performance is established, it must be submitted before an alignment in the business strategy of the company (Škerlavaj, Song & Youngmin (2010), in order to generate and renew the capabilities of this in relation to the objectives of the organization. If not so, learning cannot generate any impact or be negative in the results (Sun, P. Y., & Anderson, 2010). Nafei (2015) states that an increase in performance does

not always occur because learning. So, for some authors, there is evidence that this relationship cannot be positive.

As Adeoye, Egwakhe and Adefulu, Purpose (2018), in his work averred that learning does not always lead to truthful knowledge, in that organisations can learn incorrectly, and they can learn correct what is wrong. Other authors, such as Mbuthia (2018) finds that although learning is a key element in any idea of improving organizational performance and strengthen competitive advantage, increased knowledge associated with the learning process can reduce the variability of performance rather than increase. To Mrishal, Idua and Kingi, (2017) the size of the organisation is considered a point against the development of organisational learning and results. According to Nafei (2015), performance generates important feedback on the efficiency and effectiveness learning process. Abimbola, Oduyoye, Ashikia and Adefulu (2019), consider that organisations learn more effectively have long term higher performance than the competition.

The results obtained in studies by authors like Škerlavaj, Song & Youngmin (2010) allow to observe that there is a positive relationship between organizational learning and employee performance. In addition, some authors have shown the existence of this positive relationship by empirical studies like (Mrishal, Idua & Kingi, 2017; Abimbola, Oduyoye, Ashikia and Adefulu, 2019) among others. It is an assertion supported by several authors that companies with greater capacity to learn often have greater sensitivity to changes and market trends Nafei (2015) and usually these, the most flexible and responsive to changes faster over the competition (Mrishal, Idua and Kingi (2017) because organizational learning can

generate the creation of new knowledge useful for decision making of the company, allowing it adapt better to environment (Škerlavaj, Song & Youngmin (2010) and increases its ability to take effective action (Nafei, 2015).

It is understood that the process of organisational learning generates new knowledge for the company and its employees. It is also appreciated that organisational learning itself is a key element to improving the competitiveness of the company. In addition, companies that have greater capacity for learning will find easier to get a better adaptation to changes and market trends (Škerlavaj, Song & Youngmin, 2010). Those members who are part of an organization that have the function that the business strategy is set by top management is reflected in financial results (Dekouloua and Trivellasb (2014). Everything that is done from the human resources department is aimed at individuals to obtain maximum performance and thus achieving the objectives of the organization. Learning by the management and members of this improves performance. The results obtained in organizations not solely dependent workers as already mentioned, may also be other causes that produce poor performance (Akhtar, Awan, Naveed & Anwar, 2015),

According to Mrishal, Idua and Kingi (2017), in their analysis they tell us that the practice of high training, builds confidence in employees, that knowing that your company invests capital in conduct training processes, establish a better relationship with it. Through this training, learning skills and knowledge produced by each of the members individually, and thus organizational learning that results improve its performance is generated (Akhtar, Awan, Naveed & Anwar, 2015). Also, by evaluating individuals and detecting gaps, facilitate training which causes

learning by these and result in improved performance. The introduction of improvement groups, quality circles or problem solving groups, causes better interaction among employees and try to improve their performance. When learning occurs by employees, which give them knowledge and skills through a training process, achieved products and services of higher quality and more efficiently, hence an improvement in performance and in the organisation itself (Akhtar, Awan, Naveed & Anwar, 2015).

Empirical Review on organisational Learning and Employee Performance

This section of the study undertook a review of related literature that had a close relation with present study. The review covered all related studies on theme organisational learning and employee performance. In light of this, Abimbola, Oduyoye, Ashikia and Adefulu (2019), investigated the moderating effect of strategic leadership on the relationship between organisational learning and performance of selected private universities in Nigeria. A survey research design was employed with as sample of 676 was drawn form a total population of 3886 using Cochran sample size. Inferential statistics was employed as statistical tools to analyse the gathered data. The findings of the study revealed that there is significant effect of organisational learning and employee performance of selected private universities in Southwest, Nigeria. This led to the conclusion that organisational learning significantly influences employee performance of selected private universities in Southwest, Nigeria. The study recommended that private universities should adopt organisational learning in terms of management

commitment, constructive criticism, effective communication, motivation and trust in management to achieve employee performance.

Similarly, Mbutia (2018), examined the effect of organisational learning dimensions on the performance of commercial banks employees in Ongata Rongai. The study employed descriptive design with employees from thirteen commercial banks in the region. The target population of 194 bank employees. A stratified sampling technique was used to select respondent to partake in the study. The gathered data was analysed using statistical package for social science version 16. The result of the study revealed that the dimensions of organisational leaning had significant effect on performance of commercial bank employees in Rongai. The study recommended that commercial banks should invest in resources to facilitate continuous learning of its members so as to continuously improve on the general performance.

Moreover, Mrishal, Idua and Kingi (2017), assessed the effect of organisational learning and performance of employees of logistics firms in Mombasa County. The study adopted a descriptive design and stratified random sampling 171 was drawn from 300 employees to partake in the study. Structured questionnaire was use gathered primary data from target population. IBM SPSS version 16 was use to analyze the gathered data using statistical tools such Pearson product moment correlation and regression analysis was used to address the study objective. Illustrative graphs such as pie chart and frequency tables were employed to show the study result. It was concluded that there exists a positive but weak relationship between continuous learning, collaboration and team learning and

organisational performance. There was a positive but average relationship between employee empowerment and organisational performance while Inquiry and dialogue, embedded systems, systems connection and strategic leadership had a positive and strong relationship with organisational performance.

Correspondently, Alanoğlu and Demirtaş (2016), studied the relationship between organisational learning and performance of manager and teachers at high schools in Turkey. The total population of the study consisted of 713 managers and 53 teachers with no sampling. Implying that the census method was used to select both the managers and teachers engaged in the study. The finding of the study revealed that perception of managers and teachers on the learning school and effective school characteristic is at average level and their perception on organisational citizenship behaviour is at high level. Learning school characteristic of high schools is a significant predictor of managers' and teachers' organisational citizenship behaviour and as well as effective school characteristic of high schools. Moreover, organisational citizenship behaviour of managers and teachers are predictors of effective employee performance.

In addition, Akhtar, Awan, Naveed and Anwar (2015), examined the effect of organisational learning and effectiveness of higher educational institution. The target population of 300 which constitute selected employees from six universities were randomly engaged in the study. A statistically significant positive effect of organisational learning was found effectiveness of employees and organisational performance in general. Conversely, the three indicators of DLOQ employed in

the study was found to be insignificant revealing an imperative managerial and policy implication for the selected universities.

Nafei (2015), conducted a study on organisational learning and its impact on performance employees. There are two constructs relevant to organisational learning, namely, adaptive organisational learning (AOL) and generative organisational learning (GOL). The study adopted a descriptive design. A total of 250 questionnaires was returned out of 312 questionnaire that was distributed leading to the attainment of 80% response rate. The findings reveal that the aspects of organisational learning (adaptive organisational learning and generative organisational learning) have a significantly direct effect on performance. The study recommended organisations should pay attention to pay more attention to adaptive organisational learning, in general, and generative organisational learning, in particular, at healthcare organisations in Al-Taif Governorate, KSA. This will achieve its success currently and, in the future, besides attaining a competitive advantage.

Dekouloua and Trivellasb (2014), explored the pattern organisation learning on job satisfaction and employee performance. A semi-structured questionnaire was used to gather data from 251 employees of 49 advertising agencies. The study findings brought to light that learning-oriented operation is an important predictor of both employee job satisfaction and employee performance, while job satisfaction proved to be a mediator of the relationship between learning organization and job performance.

Hernaus, Dimovski and Škerlavaj (2014), investigated relationship between organisational learning and employee performance with evidence from Croatia. The study employed survey design because survey encompasses measurement procedures used to measure different relationships and hypothesis with clearly defined information. Data obtained from primary source was analysed using regression and correlation analysis because the study sought to establish the effect and relationship between the independent and dependent variables in the study.

Likewise, Mehrabi, Soltani, Alemzadeh and Jadidi (2013), studied explaining the relationship between organisational structure and dimensions of learning organisations. The study used exploratory design. This design is appropriate because it searches through the study's underlying situation to provide insights and understandings and also to fish out current happenings. In addition, this design tests derived concepts before putting them into practice. Factor analysis was employed to assist in identifying possible viable factors, classify them and develop/ research questions to ensure meaningful results are gotten.

Lesson Learnt

The review of relevant theories, concept and empirical studies revealed that organisational learning theory and theory of constraint dwell on the organisations ability to institute and adapt to continuous learning, dialogue and enquiry, collaboration and team work and employee empowerment. Methodologically, prior researchers approached their study quantitatively informing the choice of approaching the study with and explanatory study design and positivist philosophy.

Conceptual Framework

Based on the overall rationale for conducting the study, the proposed nature of interrelationships among the constructs, the theories supporting the study, this conceptual framework was being proposed. The interrelationship among the major constructs are presented in Figure 1

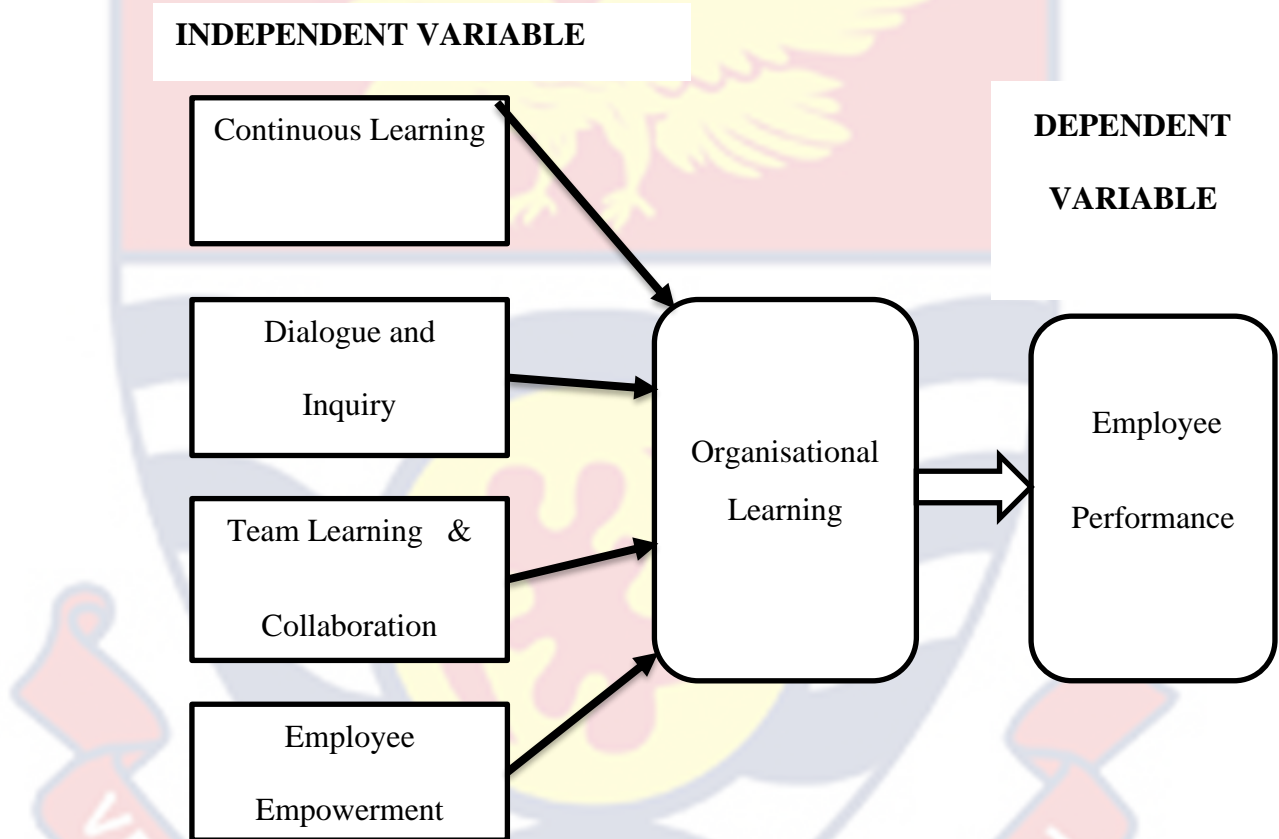


Figure 1: Conceptual Framework showing the nexus between organisational Learning and Employee Performance

Source: Author's Own Construct (2021)

In this framework, it is indicated conceptually that there are two sets of study variables that are independent and dependent. The Independent variable is denoted by four predictors namely, continuous learning, inquiry and dialogue, team

work and collaboration and employee empowerment. On the other hand, employee performance is the dependent variable. It is postulated that there exists a relationship between the independent variable (organisational learning) and employee performance and that relationship is influenced the dimensions of organisational learning. On the other hand, it is conjectured that any deficiency in the predictors of organisational learning may cause a decline in the level of employee performance at the Adentan Municipal Health Directorate.

Chapter Summary

The chapter opened a discussion on the theories underpinning the study which are the theory of organisational learning and the constraints theory. The chapter also dealt thoroughly with an empirical revision of numerous studies done which had a bearing on the current study. The chapter then clinched with a conceptual framework presenting an understanding of how the variables (organisational learning and employee performance) in the study connect with the theories supporting the study.

CHAPTER THREE

RESEARCH METHODS

Introduction

Inferences from the literature review section particularly the empirical review informed the selection of an appropriate methodology that fit for the study. This section deals with the methodological approach to the primary data collection, analysis and presentation. Research methodology is the general approach the researcher takes in carrying out the research project (Williams, 2007). It describes and analysis methods, throws more light on their limitations and resources, clarify their pre-suppositions and consequences, relating their potentialities to the twilight zone at the frontiers of knowledge (Igwenagu, 2016). The discussion in this chapter covered the research design, study area, population, sampling techniques and procedure, data collection methods, processing, and analysis as well as ethical issues.

Research Philosophy

There are several perspectives of the theory that have influenced the structure, process and direction of social science research. Saunders, Lewis and Thornhill (2016) identified five major philosophies that have shaped social science research over the years: positivism, critical realism, interpretivism, postmodernism and pragmatism. The authors posited that each of the research philosophies has something unique and valuable to contribute to the research undertaken by the researchers. Therefore, the type of philosophy held by individual researchers often

lead to embracing a strong qualitative, quantitative and mixed-methods approach in their research (Creswell, 2014).

This study is grounded in the positivist approach, which relates to the philosophical system that embraces issues that can be scientifically verified and hence provide a basis for generalisation. This means that positivists focus on procedures that lead to the generation of “facts uninfluenced by human interpretation (Saunders et al., 2016). The positivists are of the belief that it is through scientific research approach that researchers can unravel the objective truth existing in the world. In addition, Sekaran and Bougie (2016) advanced that positivists usually believe in the thoroughness and replicability of research work, the reliability of observations and the generalisability of research observations. In respect of the preceding, the positivists usually rely on large samples and quantitative techniques for data analysis.

The proponents of positivism rely on the deductive reasoning to state theories that they can examine through fixed, predetermined research design and objective measures (Sekaran & Bougie, 2016). Saunders et al. (2016:136) advanced that positivist paradigm supports studies which are quantitative in nature. The assumption behind the positivist paradigm is that there is an objective truth existing in the world that can be measured and explained scientifically. The paradigm is appropriate in the study because of the hypotheses that were tested through theories of organisational learning theory and constraint theory.

Research Design

Research design is a set of guidelines and instructions to be followed in addressing the research problem (Leedy & Omrod, 2010). Khalid, Abdullah and Kumar (2012), also offers that research design is a blueprint that specifies the exact data procedure or strategy that the researcher went through to achieve the objectives of the study. Research design is the overall plan for connecting the conceptual research problems to the pertinent (and achievable) empirical research. It details the procedures necessary for obtaining the information needed to structure or solve marketing research problems. According to Singh (2006), a research design is essentially a statement of the objective of the inquiry and the strategies for collecting the evidence, analysing the shreds of evidence and reporting the findings. Research design is a plan or a guide that specifies how data relating to given research should be collected, measured, and analysed (Sekaran & Bougie, 2016).

This research adopted an explanatory design due to the nature of the objectives of the study. The nature of the objectives required that the study investigates cause and effects, hence, explanatory design. Explanatory studies focus on an analysis of a situation or a specific problem to explain the patterns of relationships between variables (Sekaran & Bougie, 2016). The primary purpose of explanatory research is to explain why phenomena occur and to predict future occurrences (Maxwell, 2019). Also informing the decision to approach the study quantitatively is the assertion that the data are quantitative and almost always require the use of a statistical test to establish the validity of the relationship (Saunders, Lewis & Thornhill, 2016).

Research Approach

The study employed the quantitative research approach based on the nature of the study purpose under consideration, specific objectives and the nature of the primary data to be collected and analysed. The constructs were by nature measurable and subjectable to statistical manipulation. According to Maxwell (2019) quantitative approach deals with explaining phenomena by collecting numerical data that are analysed using mathematically based methods. Quantitative research approach is a research strategy that quantification in the collection and analysis of data (Becker, Bryman & Ferguson, 2012).

Study Area

The study was carried out at the Adentan Municipal health directorate. The municipal was created out of the Tema municipal assembly in the year 2008 by an Act of parliament (ACT 462, LI 1888). Since the assembly was initially part of the TMA. The Adentan Assembly lies 10 kilometers to the north-east of Accra and has a land area of about 85sqkm (33 sq. miles). It shares boundaries with Tema Metropolitan Assembly (TMA) in the east, Ga East Municipal Assembly in the west, Kpone Katamanto Municipal Assembly in the north, and Madina of La Nkwantanang Municipality in the south. Adentan is one of the municipals in the Greater Accra Region with a population of 88,374 and a growth rate of 2.6%. The people of Adentan are of a diverse ethnic group such as Akans, Ewes, Hausas, Ga-Adamgbe, and other ethnic groups from across the country.

Population

According to Leedy and Ormrod (2010), a population can be seen as the target group about which the researcher is interested in gaining information and drawing conclusions. For this study, the targeted population is all the employees at the Adentan Municipal Health Directorate totalling Four hundred and twenty (420) (DHR-Adentan Municipal Health Directorate Annual Report, 2020).

Sample and Sampling Procedure

Sampling means selecting several elements in a population to give conclusions that can be made concerning the complete population (Ben-Shlomo, Brookes & Hickman, 2013; Rahman, 2020). In the same vein, Ghauri, Grønhaug, and Strange (2020) define sampling as a procedure that uses a small number of units of a given population as a basis for concluding the whole population. Sampling is an important method for increasing the validity of the collected data, as well as ensuring the sample is representative of a population. A sample size of 201 was considered and respondents was made to participate in the study. The sample size was determined based on the Krejcie and Morgan (1970) sample size determination table.

A simple random sampling technique was used to select respondents from the sampling frame for each stratum to participate in the study. Random numbers were generated for all elements in the population and a computer programme was used to randomly select the participants. Simple random sampling technique gives all the element in the sampling frame equal chance of being selected (Zikmund,

Babin, Carr & Griffin, 2009; Ben-Shlomo, Brookes & Hickman, 2013). This is also a pre-requisite for predictive studies (Creswell, 2014).

Data Collection Instrument

Structured questionnaire was employed as the main primary data collection instrument in this study. The questionnaire contains close-ended questions. Causal studies are very structured by nature (Maxwell, 2019) thereby demanding structured means of primary data collection. Questionnaire is a formalized set of questions for obtaining information from respondents (Singer & Couper, 2017; Malhotra & Birks, 2007). Young and Javalgi, (2007) provided that surveys using questionnaires are perhaps the most widely-used data-gathering technique in research and can be used to measure issues that are crucial to the management and development of businesses (Malhotra & Birks, 2007). Though there are several methods by which data can be collected from respondents, a structured, self-administered questionnaire was the only instrument to be used for collecting data because of the nature and purpose of the study.

The closed ended questions require respondents to choose from among a given set of responses and require the respondents to examine each possible response independent of the other choice. The close-ended items employed checklist (a list of behaviour, characteristics or other entities that the researcher is investigating), Likert scale (which is more useful when behaviour, attitude or other phenomenon of interest needs to be evaluated in a continuum) dichotomous questions and multiple-choice questions (Leedy & Ormrod, 2010). Generally,

Mutepfa and Tapera (2019), posits that there are distinct advantages in using questionnaires rather than interview. Data analysis is made easier and straight forward when structured questions are used for primary data gathering. Besides, an easy-to-use questionnaire reduces measurement error and the potential for nonresponse error of the research participant (Singer & Couper, 2017; Mutepfa & Tapera, 2019).

The questionnaire was segregated in three parts (Parts A, B, and C). PART A of the instrument comprised the background characteristics of the respondents, PART B captured information about the dimensions of learning organisation construct of the study while the final PART C collected information on organisational performance indicators at the Adentan Health Directorate. In respect of measurement of dimensions of learning organisation and firm performance variables, validated questionnaire items were employed in this study as time was not allow the researcher to develop new ones (Saunders, Lewis & Thornhill, 2016). The Dimensions of the Learning Organisation Questionnaire (DLOQ) constructed by Marsick and Watkins (2003) was used for learning organisation constructs while Ellinger, Ellinger, Yang, and Howton (2002) performance indicators was adopted for firm performance construct of this study.

Pre-Testing

According to Pallant (2020) and Saunders et al. (2016), pre-tests are required ahead of a main survey for the following reasons. Firstly, they ensure that instructions, questions and scale items are clear. They further help potential

respondents to comprehend the questions and respond appropriately. Finally, they help researchers to do away with any questions that may offend potential respondents. In line with this, after approval of the questionnaire by supervisor, the researcher engaged in pre-testing on ten (10) employees in the Accra Metropolitan Health Directorates. This site for the pre-test was chosen because of proximity to researcher and its similarity with the main study area; all being part of local government structure. This sample size was deemed appropriate as it conforms to Saunders et al.'s (2016) minimum criteria of 10 for pilot studies by students. The outcome of the pre-testing indicated the instructions and scale items were clear to the respondents. This led to the maintenance of all scale items.

Reliability and Validity

Reliability and validity are two key components to be considered when evaluating a particular instrument. Administration of surveys should consider the aims of the study, the population under study, and the resources available to enhance the validity and reliability of the study (Leedy & Ormrod, 2010; Mutepfa & Tapera, 2018). Reliability, according to Bless and Higson-Smith (2006), is concerned with consistency of the instrument, and an instrument is said to have high reliability if it can be trusted to give an accurate and consistent measurement of an unchanging value.

A Cronbach's Alpha of 0.825 was recorded for the internal consistency. Since all the Cronbach's Alpha values are beyond 0.7, the scale can be considered as being reliable given the selected sample size (Ben-Shlomo, Brookes & Hickman,

2013; Pallant & Tennant, 2007). The results of the reliability test for the variables will be presented in Table 1 show that all the constructs are highly reliable in that the results are all greater than the minimum criteria suggested by Pallant and Tennant (2007). These are the supporting facts: Organisational Learning (Cronbach's Alpha = 0.791; Items 12), Employee Performance (Cronbach's Alpha = 0.862; Items 9) and the overall scale (Cronbach's Alpha = 0.827; Items 21). Table 1 summarizes the reliability score for the individual constructs of the study.

Table 1: Reliability Test Results

Construct	Cronbach's Alpha	Number of Item
Continuous Learning	0.784	3
Dialogue and Enquiry	0.751	3
Team Learning & Collaboration	0.886	3
Employee Empowerment	0.744	3
Organisational Learning (Overall)	0.791	12
Employee Performance	0.862	9

Source: Field Survey (2021)

The validity of an instrument refers to how well and instrument measures the particular concept it supposed to measure (Saunders, Lewis & Thornhill, 2009) They further argue that an instrument must be reliable before it can be valid, implying that an instrument must be consistently reproducible; and that once this has been achieved, the instrument can then be scrutinized to assess whether it is what it purports to be. To ensure validity of questionnaires, the researcher reviewed

other relevant literature and those literatures supported the construct of the instrument. Some of the items in the scales were scientifically validated items. Further, the designed questionnaire was submitted to the project supervisor for vetting, correction and approval before distributing it to the respondents.

Data Sources

There are two basic types of data collection methods; primary data collection method and secondary data collection method. The critical distinction between the types of data is that the researcher collects primary data specifically for the purpose for which the data are required. Secondary data is data that has been collected for another primary purpose (i.e., all secondary data have been primary data themselves for other earlier studies). It must be noted that both primary and secondary data sources can yield either qualitative or quantitative data (Rubin, 2013).

Whiles primary data may be collected using observation, interviews, or questionnaires, secondary data may include both raw and published summaries such as data collected by other researchers, organisations, governments, and other statistical institutions. Routine data collected by institutions participating in activity could be exceptionally good sources of secondary data which could be replicated by primary data collection without unreasonable expense. The use of secondary data could result in cost and time savings (Saunders & Bezzina, 2015). Secondary data, however, have limitations including the researcher's inability to assess the opinions of respondents involved in a given study (Trzesniewski, Donnellan &

Lucas, 2011). Because of this, the researcher resorted to the use of primary data, to be generated from self- administered questionnaires to respondents.

Data Collection Procedure

Permission for the data collection exercise at the Adentan Municipal Health Directorate was sought from the authority of the institution when a letter, issued by the Department of Management School of Business, University of Cape Coast was then sent to that outfit. The authority of the outfit then granted permission for the primary data collection and made the sampling frame available to the researcher. This sampling frame was rich in content. The outfit also informed its workforce about the intended study. The purpose of the study was explained to all participants. Prior to actual data collection consent of the respondents was sought. Dates for questionnaire distribution to the participants was set on some agreed terms. The drop-and-pick survey approach was adopted. The questionnaire was self-administered to the respondents. The administration of the survey commenced on 1st September and lasted for period of 5 weeks. In all 201 questionnaires were distributed to the respondents.

Data Processing and Analysis

Analysis of data is a process of editing, cleaning, transforming, and modelling data with the goal of highlighting useful information, suggestion, conclusions, and supporting decision making (Adèr, Adèr & Mellenbergh, 2008). The use of analytics requires reducing complex data into meaningful and actionable information

(Johnson, Levine, Smith & Stone, 2010). The responses from the questionnaires will be edited, coded and entered into Statistical Package for Social Science (SPSS version 26.0) for the analysis. This statistical software is recommended for us in studies in social sciences (Saunders & Bezzina, 2015). Composite variables were formed for each of the constructs and this enhanced holistic approach to data analysis. The data were analysed and interpreted with descriptive statistical techniques such as mean, standard deviation, frequency count and percentage. Demographic information, objectives 1 and 2 was analysed with descriptive statistics such as mean and standard deviation.

The use of any of these descriptive statistics was influenced by the nature of findings at hand (Leedy & Ormrod, 2010). Standard multiple regression was conducted to find out how much variance in the dependent variable (employee performance) is explained by the independent variables (performance management and training). Thus, objectives 3 was analysed with standard multiple regression techniques. Linear regression allows us to predict an outcome based on one or several predictors (Ben-Shlomo, Brookes & Hickman, 2013; Pallant & Tennant, 2007). The findings were chronologically presented on Tables and Figures, which made the interpretation and discussion of the findings easier and straight forward. The ensuing table summarises the statistical tools employed to address the study objectives.

Table 2: Summary of Statistical Tools Employed

No	Objectives	Statistical Tools
1	Determine the level of employee performance at the Adentan Municipal Health Directorate.	Descriptive statistics eg. mean standard dev.
2	Determine the factors influencing organisational learning at the Adentan Municipal Health Directorate.	Descriptive statistics eg. mean standard dev.
3	Examine the effect of organisational learning on performance of employees at the Adentan Municipal Health Directorate	Simple Regression

Source: Author's Own Construct, (2021)

Ethical Considerations

In knowledge production discourse, no study can be deemed credible if it is tainted with unethical dilemma. Ethics is the norms or standards of behaviour that guide moral choices about our behaviour and our relationships with others (Saunders, Lewis & Thornhill, 2007). Formal permission was sought from the authorities of Adentan Municipal Health Directorate for the conduct of the study in their institution. This was made possible because an introductory letter was sent from the Department of Management School of Business, University of Cape Coast which essentially sought to ask for permission for the conduct of the study at the hospital.

A field visit was personally made by the researcher to that effect. This created the opportunity for me to build rapport with management of the Health facilities which eventually gave me the chance to collect the primary data from the respondents. A period for the primary data collection exercise was scheduled. The purpose of the study was fully explained to the respondents. Again, the benefits that may accrued to the hospital were also communicated to the concerned stakeholders. The respondents were fully detailed about the sampling process and those who qualified were not forced to participate in the study but were however encouraged to participate in the study.

Similarly, the questionnaire was designed in such a way to make it easier to complete. The content of the questionnaire was such that the anonymity and privacy of the participants were protected. Again, the information provided by the respondents were treated with utmost. The data gathered were processed as dully collected. Thus, no data manipulation of was done afterwards. Similarly, the results were presented as were found after the data analysis. The researcher also adheres to all the COVID -19 safety protocol recommended by the world health organisation during the data collection exercise to safeguard respondents and himself from COVID risk.

Chapter Summary

This chapter has provided information as to how the primary data for the study was collected, organized, analysed and presented for further analysis and discussion. This chapter also presented information on the design of the study and

scientific approach it took in terms of approach to data needs, statistical techniques and systematic enquiry into the investigation under consideration



CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

Based on the methodological approaches adopted in the preceding chapter to address the study objectives. The fourth chapter of the present study presented results of the entire study followed by the discussion of the results and their implication in the Ghanaian context. The study was conducted among employees of the Adentan Municipal Health Directorate to investigate the effect of organisational learning on performance employee. This chapter presented the findings of the study in line with the stipulated objectives and research questions. The chapter presented the findings in a chronologically fully discussed in relation to the stipulated objectives. The analyses began with the demographic characteristics of the respondents that was surveyed. Analytical tools such as descriptive and inferential statistics frequency, percentage, and regression respectively were employed. These measures were appropriate for such analysis because of the nature of the study objectives. The findings were presented on respective tables that ensues.

Response Rate

According to Mugenda and Mugenda (2003), a response rate represents the number of respondents who actually participated in a given study. The authors claimed that, a response rate of 70% and above is excellent and suitable for analysis, 60% is very good, and 50% is good and below 50% is not appropriate for

quantitative research analysis. Out of a total of Two hundred and one (201) questionnaires that were distributed to the targeted employees, only One hundred and Fifty-two (152) of returned questionnaires were fully completed. This resulted in the attainment of 75.6% response rate. The remaining Forty-Nine (49) questionnaires were not fully responded to, incomplete response, improper responses and were set aside. Based on the criterion of the aforesaid researchers, the obtained response rate was appropriate and applicable for further analysis of the study objectives.

Socio-Demographic Characteristics of Respondents

Before reporting on the main objectives of the study, the demographic characteristics of the respondents comprising gender, age, level of education and number of years worked at the Adentan Municipal Health Directorate were presented as shown in Table 3.

Table 3: Socio-Demographic Characteristics of Respondents

Variable	Option	Frequency (N)	Percent (%)
Gender	Female	69	45.40
	Male	83	54.60
Total		152	100
Age	Under 25years	12	7.89
	26 – 35 years	28	18.42
	36 – 45 years	64	42.11
	46-55years	42	27.63
	56years and Above	6	3.95

Total		152	100
Level of Education	WASSCE/SSCE	20	13.16
	Bachelor	60	39.47
	Postgraduate	44	28.94
	HND	24	15.80
	Non-formal education	4	2.63
Total		152	100
Working years	1-5 years	38	25.00
	6-10 years	62	40.80
	11-15 years	40	26.31
	Over 16 years	12	7.89
Total		152	100

Source: Field Survey (2021)

The results from Table 3 show that majority of the employees were males 54.60% as compared to the females 45.40%. With respect to the age distribution of the respondents, the results indicate that the highly represented age group were those in the 36-45 age brackets representing 42.11%. This was followed by those in the brackets of 46-55, 27.63%. The third highest age group was those between 26-35years, 18.42%. The least group was those over 56 years and above 3.95%. The age distribution showed that the Adentan Municipal Health Directorate has relatively younger employees.

The highest Education qualification of the employees was Bachelor's degree (39.47%); this is followed by postgraduate degree holders 28.94%, and HND 15.80 %. Whilst those with WASSCE/ SSCE and non-formal education were 13.16% and 2.63% respectively. With respect to the number of years the employees

are engaged in Adentan Municipal Health Directorate, majority of the respondents worked between 5-10years, 40.80%, followed by those within 11-15years 26.31%. Also, employees who had worked between 1-5years which constituted a percentage of 25.00% whereas employees Adentan Municipal Health Directorate over 16 years were 7.89%.

Normality Assessment

Central to the assumptions underlining the use of correlation and regression technique for data analysis is the checking of how well the data is evenly distributed within the constructs employed in a study. According to Pallant's (2020) criteria for assessing normality, Skewness values ranging between 0 to ± 1 and Kurtosis values ranging between 0 to ± 1.5 are enough to justify that, normality rules are not violated in a study.

Table 4: Test of Normality

Statements	Min	Max	Skewness	Kurtosis		
				Statistic	Std. Error	
In my organization, people identify skills they need for future work tasks	1	4	.393	.254	-.841	.503
In my organization, people generally help each other learn.	1	4	.511	.255	-.720	.506
In my organization, people can get money and other resources to support their learning	1	4	.326	.254	-.936	.503
Staff members generally give open and honest feedback to each other	1	4	.465	.254	-.879	.503

Staff members generally listen to others' views before speaking.	1	4	.804	.254	-.287	.503
Staff members are generally encouraged to ask "why" regardless of rank	1	5	.867	.254	.115	.503
Teams/groups generally have the freedom to adapt their goals as needed	1	4	.765	.255	-.257	.506
Teams/groups treat members as equals, regardless of rank, culture, or other differences.	1	4	1.094	.255	.643	.506
Teams/groups generally focus both on the group's task and on how well the group is working.	1	4	.470	.255	-.548	.506
My organization recognizes staff members for taking initiative.	1	5	1.113	.255	.281	.506
My organization gives staff members choices in their work assignments	1	4	.853	.255	-.143	.506
My organization invites staff members to contribute to the organization's vision	1	4	.900	.255	.575	.506
I exercise adequate control over the task assigned me	1	5	1.024	.255	.320	.506
I use the resources entrusted to me judiciously	1	4	.914	.255	-.223	.506
I am very skilfulness in delivering assigned task	1	4	.573	.255	-1.085	.506
I share information about my work with co-workers	1	4	.678	.255	-.332	.506
I am very punctuality at work	1	4	.922	.257	-.112	.508
I came to work late without permission	1	4	.142	.254	-1.414	.503
I take a longer break than the allowed to time	1	4	.068	.254	-1.407	.503

I help my teammates in teamwork	1	5	.310	.254	-1.182	.503
I spend satisfactory time on assigned task	1	4	.221	.254	-1.450	.503

Valid N (listwise)

Source: Field Survey (2021)

A quick glance of Table 4 confirmed that, the data was normal for all the items of the constructs of the study (organisational Learning and employee performance). This is because, the both the Skewness and Kurtosis statistics were found within the acceptable range of values put forth by Pallant (2020).

Level of Employees Performance

This section was designated to analyse the result of the first objective of the study which sought Analyse the level of employee performance at the Adentan Municipal Health Directorate. Employee performance variable was measured using 9 items. The responses were measured numerically such that SD = Strongly Disagree, D = Disagree, N= Neutral, A= Agree and SA = Strongly Agree to the issues. The main variables were evaluated in terms of descriptive statistics such as frequencies, percentages, mean and standard deviation. The results are presented in Table 5. The relevant mean values presented in Table 5 were interpreted using mean values obtain from five-point Likert scale items. Prior to the analysis of the objective, an assessment of the normality of the subscale constructs defining employee performance were carried out to determine how well the data was to the explanation of the stated objective. According to Pallant's (2020) criteria for

assessing normality, Skewness values ranging between 0 to ± 1 and Kurtosis values ranging between 0 to ± 1.5 are enough to justify that, normality rules are not violated in a study. A quick glance of Table 3 confirmed that, the data was normal for constructs considered for employee performance in the study. The objective was therefore, analysed using the mean values generated for the subscale constructs. The overall assessment of the objective was done using a scale ranging from 1 to 5 with 1 to 2.9 representing low levels and 3 to 5 representing high levels of a variable as applied by Dess, Lumpkin and McFarlin (2005).

Table 5: Level of Employee Performance

Construct	Mean	Std. Deviation
I exercise adequate control over the task assigned me	2.8400	.61804
I use the resources entrusted to me judicious	2.9522	.65157
I am very skilfulness in delivering assigned task	2.9017	.69148
I share information about my work with co-workers	2.9053	.78124
I am very punctuality at work	2.8856	.87905
I came to work late without permission	2.1847	.67294
I take a longer break than the allowed to time	3.1835	.68291
I help my teammates in teamwork	2.9122	.70386
I spend satisfactory time on assigned task	2.9467	.66291
Overall Employee Performance	2.93235	.87442
Valid N (listwise)		

Source: Field Survey (2021)

The results in Table 5 as per the guidelines of Dess et al. (2005) suggests that there was low level of employee performance ($M=2.93235$, $SD=.87442$) at the Adentan Municipal Health Directorate. This is because the mean value of employee performance was within the 1 to 3 range for determining lower levels of a construct or variable. Specifically, the control employees exercise over the task assigned me was low ($M=2.8400$, $SD=.61804$). The judicious use of resources among employees was low ($M=2.9522$, $SD=.65157$). Again, it was found that employees were a little bit skilfulness in delivering on their assigned task ($M=2.9017$, $SD=.69148$). Again, the results suggest that shares of information and support teammates in teamwork was very low among employees at the Adentan Municipal Health Directorate ($M=1.9053$, $SD=.78124$). Also, employees' punctuality at work was very low ($M=3.9847$, $SD=.87905$). Employees came to work late without permission which is counterproductive to the organisational performance ($M=3.1835$, $SD=.68291$). Team work among employees was found to be very low among the surveyed employees ($M=2.9122$, $SD=.70386$). Again, the surveyed employees were not timeous in delivering on their assigned task ($M=2.9467$, $SD=.66291$).

The findings of the study corroborate the assertion of according to Mrishal, Idua and Kingi (2017), that absence of collaboration, teamwork proper lines of communication among co-workers in an organisation has the tendency to ruin the individual performance and the entire performance. In the case of, Miao, Humphrey & Qian (2017); Marcus, Taylor, Hastings, Sturm and Weigelt (2016) improper work attitudes such truancy, pilferage, lateness to work are counterproductive to of employees and organisation. In addition, Cohen and Bailey (2019), discovered

factors such as absence of information sharing, haphazard use of entrusted organisation resources as hindrances to employee performance. In the view of Abimbola, Oduyoye, Ashikia and Adefulu (2019), absence of the timeliness on the part of employees in the executions of assigned task also lowers their performance and the organisation. The implication of this findings requires management of the district should strategically and synergically adopt policies that will enhance employee performance at the Adentan Municipal Health Directorate.

Dimensions of Organisational Learning

The second objective of the study was to examine the dimensions organisational learning at the Adentan Municipal Health Directorate. The assessment proceeded with the checks on the normality of the data collected on the variable. A cursory check on Table 5 shows there were no issues of normality or discrepancies in the data. This means that, the indicators of organisational learning were rated normal and that further analysis was granted. The main finding of the objective was presented in same table, Table 6 using the scores of the means and standard deviation as employed by prior researchers.

Table 6: Factors Influencing Organisational Learning

Construct	Mean	Std.	Skewness		Kurtosis	
	Statistic	Deviation Statistic	Statistic	Std. Error	Stati stic	Std. Error
Continuous learning	3.0465	1.40509	1.010	.260	1.330	.514
Inquiry and dialogue	3.4070	1.52144	.571	.260	.099	.514
Collaboration and team learning	3.4535	1.50025	.595	.260	.368	.514

Employee Empowerment	3.4070	1.71071	.148	.260	-.654	.514
Organisational Learning	3.3285	1.27433	.484	.260	.984	.514
Valid N (listwise)						

Source: Field Survey (2021)

From the Table 6, a number of questions adapted from Marsick and Watkins (2003); and Nyame-Asiamah (2013) were asked to examine the perception employee on factors influencing organisational learning at the Adentan Municipal Health Directorate. The results suggest that factors such as, continuous learning, inquiry and dialogue, collaboration and team learning and employee empowerment toward collective vision were influential in the organisational learning process of the Adentan Municipal Health Directorate (Nyame-Asiamah, 2013; Valero Martin, 2016). When the respondents were asked that “In my organisation, people identify skills they need for future work tasks”, majority of them agreed that, their organisation provides the needed resources to facilitate continuous learning ($M=3.0465$, $SD=1.40509$). Again, majority of the respondents concurred that employees of the organisation generally give open and honest feedback to each other which has paved way for inquiry and dialogue among members of the organisation ($M=3.4070$, $SD=1.52144$). With respect to collaboration and team learning, majority of them again opined that groups treat members as equals, regardless of rank, culture, or other differences ($M=3.4535$, $SD=1.50025$). Finally, the most of them confirmed that their organisation invites staff members to contribute to the organization’s vision ($M=3.4070$, $SD=1.71071$). Holistically, employees’ perception of organisational learning was high among employee of the Adentan Municipal Health Directorate.

The implication of the findings is that the employees of the Adentan Municipal Health Directorate hold the perception that factors such as continuous learning, inquiry and dialogue, collaboration and team learning, Employee empowerment toward collective vision are key influential factors in the organisational learning process. To survive in a fast changing and competitive environment continuous learning has become essential (Mayo, 2010; Howard, 2011; Adler, 2009). In support of this finding, Watkins and Marsick (2003) asserted inquisitiveness allows persons to suspend presuppositions and judgments in search of the truth and improved solutions. Argyris and Schon (2011) averred that integrating perspectives, experimenting, and crossing boundaries as team learning processes that are essential for the right collaboration. Thakur and Chaudhuri (2015) empowerment happens when the upper echelons within a hierarchy devolve power to the subordinate levels of the hierarchy. Thus, management of the Adentan Municipal Health Directorate should integrate all the aforementioned factors into their learning process to be able to realize the needed benefits from their employees.

Organisational Learning and Employees Performance

This section of the study reported the findings relating to the final objective which sought to analyse the effect of organisational learning on performance of employees at the Adentan Municipal Health Directorate. According to Pallant (2016), a regression analysis is conducted to establish cause and effect between two variables. Here, organisational learning was the independent variable whilst

performance of employees being the dependent variable. In analysing the effect, simple regression was applied and findings were captured in the table that ensue.

Table 7: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.226 ^a	.051	.040	1.89896

a. Predictors: (Constant), Organisational Learning

Source: Field Survey (2021)

First, Table 7 inform the researchers about the relationship and the extent to which variation in the dependent variable was accounted for by the independent variable. In view of Tabachnick and Fidell (2012) and Nimon (2012), the column marked R, which is also the correlation coefficient, tells the direction and strength of the relationship between the dependent and independent variable whiles, Adjusted R-squared, also, the coefficient of determination explains the extent to which changes in one variable affect the other. Per the results in Table 7, it could be concluded that, there is weak relationship between organisational learning and employee's performance using Cohen's (1992) criteria ($\pm 0.1 \leq R \leq \pm 0.29$ = weak relationship; $\pm 0.3 \leq R \leq \pm 0.49$ = moderate relationship and $\pm 0.5 \leq R \leq \pm 1$ = strong relationship). Again, the results indicated that 4% (Adjusted R Square) variation in employees' performance was accounted for by organisational learning. However, to ascertain the statistical implication of the results in Table 7, Table 8 was generated to explain such implications.

Table 8: ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	16.346	1	16.346	4.533	.036 ^b
	Residual	302.908	151	3.606		
	Total	319.254	152			

a. Dependent Variable: Employee Performance

b. Predictors: (Constant), Organisational Learning

Source: Field Survey (2021)

From Table 8, the regression model was statistically significant because the significant value was seen well below the threshold for determining the statistical significance of a 95% confidence interval, 2-tailed ($F(1, 151) = 4.533, P > 0.05$). Prior researchers claimed that, a probability level of less than or equal to 0.05 meet the condition for significance of a regression model (Pallant, 2016; Tabachnick & Fidell, 2012).

Table 9: Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
	(Constant)	5.593	.878		6.373	.000
1	Organisational Learning	.915	.430	.226	2.129	.036

a. Dependent Variable: Employee Performance

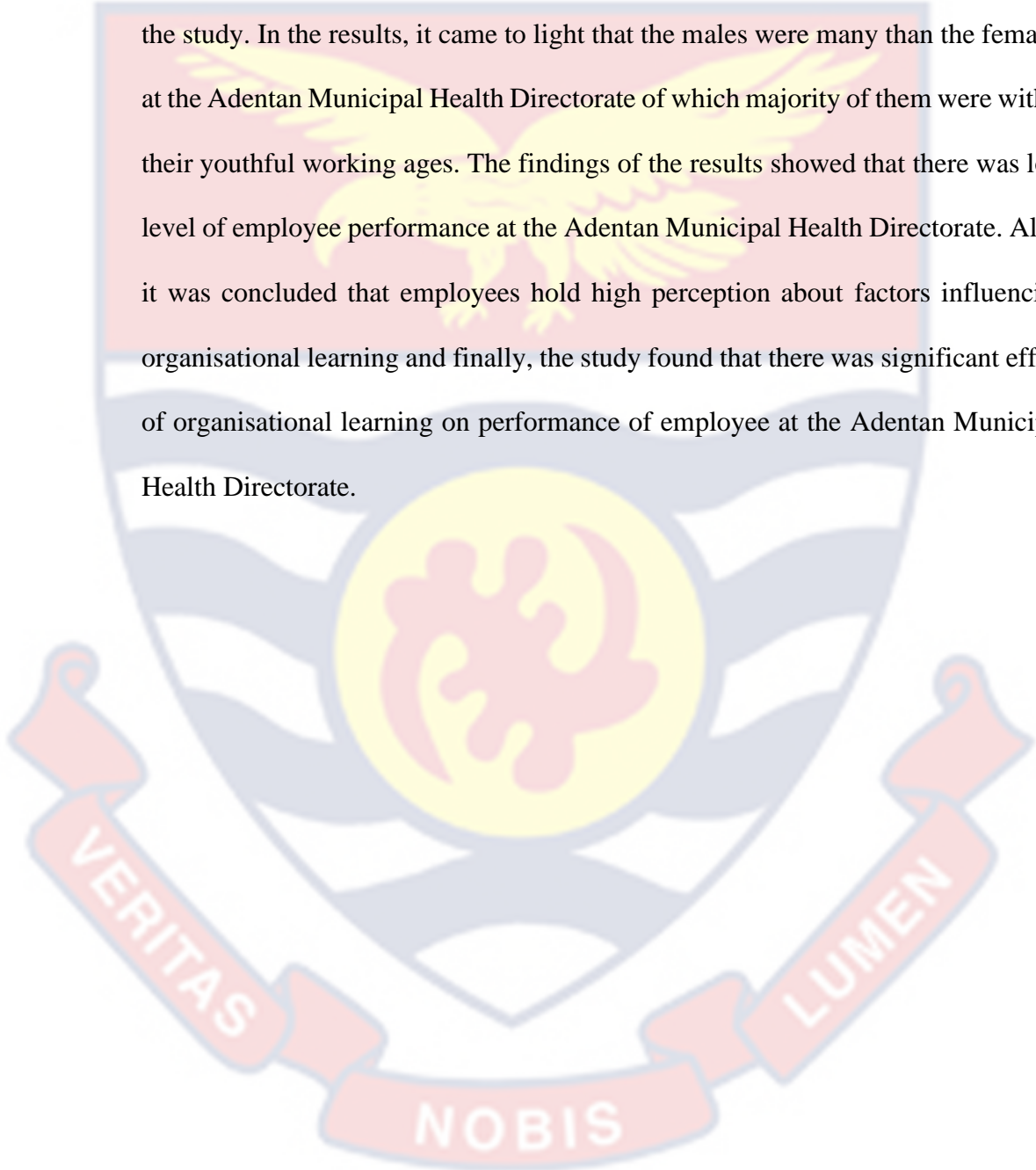
Source: Field Survey (2021)

Result in Table 7 and Table 8 show that there is a significant influence of organisational learning on performance of employees at the Adentan Municipal Health Directorate ($\beta = .226$; $P > 0.05$). This finding leads to the conclusion that, there is a significant positive effect of organisational learning on performance of employees at the Adentan Municipal Health Directorate. By implication, organisational learning serves as a positive predictor for employee performance and hence, if the Adentan Municipal Health Directorate cultivate the habit of continuous learning, inquiry and dialogue, collaboration and team learning and employee empowerment employee performance will improve. This means that the management of the Adentan Municipal Health Directorate together with relevant stakeholders such as the ministry of Health should ensure employees of the Adentan Municipal Health Directorate embrace organisational learning as key managerial tool for boosting employee performance.

The findings of the study corroborate that of Hernaus, Dimovski and Škerlavaj (2014), Akhtar, Awan, Naveed and Anwar, (2015); Nafei (2015); (Mrishal, Idua and Kingi (2017); Mbuthia (2018); Abimbola, Oduyoye, Ashikia and Adefulu, 2019), whose studies found that organisational learning has positively and a significant effect with the level of employee performance. Even though, for this study the variation in employee performance explained by organisational learning was very small, yet the relationship between the study variables was found to have a positive and statistically significant.

Chapter Summary

The chapter discussed the results of the study which began with the demographic characteristics of the respondents followed by the main findings of the study. In the results, it came to light that the males were many than the females at the Adentan Municipal Health Directorate of which majority of them were within their youthful working ages. The findings of the results showed that there was low level of employee performance at the Adentan Municipal Health Directorate. Also, it was concluded that employees hold high perception about factors influencing organisational learning and finally, the study found that there was significant effect of organisational learning on performance of employee at the Adentan Municipal Health Directorate.



CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Introduction

The chapter presents an overview of the findings of the study. This was preceded by a summary of the research methods employed in the study. In addition to that, the chapter presents an overview of the analytical tools employed in this study and the results based on the objectives of this study, recommendations based on the key findings of the study and suggestions for further research.

Summary

The study employed the descriptive correlational design to meet the methodological underpinning of the research design. Using a total of two hundred and one (201) employees drawn from a sample frame of four hundred and twenty (420) using the Krejcie and Morgan (1970) employees of the Adentan Municipal Health Directorate as respondents. However, only 152 questionnaire was used for the onwards whilst 49 of the questionnaires was set aside due incomplete responses. The study employed a 5-Likert typed questionnaire to gather data from the respondents. To analyse the specific objectives of the study, different statistical techniques were employed. Whereas descriptive statistics such as mean and standard deviation were utilised to address the first and second objectives, inferential statistics (regression) was adopted for analysis of the third objective. Moreover, the study conducted a preliminary assessment of the normality of the data collected for constructs of the study after running commentary of the

demographic characteristics of the respondents. The assessment showed that data was normal and was furthered applied for advanced analysis of the objectives of the study. The study was primarily designed to investigate the effect of learning organisation on performance employee at the Adentan Municipal Health Directorate. To achieve the overall purpose of the study, the study pursued the following specific objectives;

- i. To determine the level of employee performance at the Adentan Municipal Health Directorate.
- ii. To determine the factors influencing organisational learning at the Adentan Municipal Health Directorate.
- iii. To examine the effect of organisational learning on performance of employees at the Adentan Municipal Health Directorate.

Key Findings

With respect to the first objective of the study which analysed, the level of employee performance at the Adentan Municipal Health Directorate, the findings indicated that, at a whole there was low level of employee performance among the employees of the Adentan Municipal Health Directorate. The employees indicated low levels of agreement to all the constructs (control over assign task, punctuality, timeliness, skilfulness etc.) that were adapted to measure employee performance in the study. In the assessment, means and standard deviation was employed as applied by previous scholars.

For the second objective of the study, it was found that, the employees indicated a high level of perception on the factors that influences organisational learning. Majority of the respondents indicated that, they cultivate the habit of continuous learning, inquiry and dialoguing, collaboration and teamwork and empowerment. It was concluded therefore that the employees had high perception of factors or dimensions of organisational learning process at the Adentan Municipal Health Directorate.

The final objective which addressed the effect of job satisfaction on turnover intentions of the employees of the Adentan Municipal Health Directorate revealed interesting findings. The study found that organisational learning had a positive significant influence on employee performance of the employees in the Adentan Municipal Health Directorate. Even though the magnitude of variation in employee performance explained by organisational learning was very small. Implying that other factors not considered in the study rather explains employees' performance the more.

Conclusion

The study investigated the effect of learning organisation on performance employee at the Adentan Municipal Health Directorate. Based on the key findings and implications drawn, the study made the following conclusions.

In reference to the first objective, the study's result revealed that, there was low level of employee performance at the Adentan Municipal Health Directorate. The study implied that when management of organisations especially the Health

Directorates in Ghana ensures adequate provision and judicious use of working resources, exhibit good attitudes towards work, collaborate and performs assigned work together it improves employee performance in general. However, absence of these factors rather reduces employee performance. Therefore, the study concluded the low level of employee performance at the Adentan Municipal Health Directorate was attributed to the insufficient provision of working resources, poor work attitudes, absence of team work and collaboration, improper time management at the Adentan Municipal Health Directorate.

With regard to the second objective of the study, it was concluded that the employees of the Adentan Municipal Health Directorate have high perception on the dimensions of organisational learning processes. The results had been largely supported by previous studies that, under some settings, employees exhibit some intentions of continuous learning. The implication drawn from the study suggest when the management of the Adentan Municipal Health Directorate should create the environment for the employees continuously learning to improve performance. These investigations can be done through employer-employee dialogues, allowing freedom of unionism so that the employees can easily place request to management about things bordering the execution of the assigned task.

Finally, with the third objective, there was a statistically significant positive effect of organisational learning and employee performance. Though the degree of variation in employee performance explained by organisational learning was very small. Implying that other factors not considered in the study rather explains employees' performance the more. This led to the conclusion that, the elements of

organisational learning which were employed in the study predicted employees' performance, but other extraneous variable not considered in the study explained employee performance to a greater extent.

Recommendation

Based on the strength of the research findings and conclusions made, the following recommendations are hereby made:

The study recommends that the Ministry of Health and all other relevant stakeholder should institute mechanisms that will raise the performance level of the employees in the various Health Directorates across the Ghana. This could be achieved by formalising employee collaboration and teamwork, discouraging poor and counterproductive work attitudes of employees, ensuring judicious use of organisational resources.

In addition, directors of the Health Directorates should carry out human management resources practice such as performance management and appraisal to keep employees in check on their task performance. Capacity building, employee empowerment programmes, workshops should be organised occasionally to equip employees for improved performance.

The study also recommends that measures such inter-department dialogue, continuous learning, employee empowerment should be instituted in conjunction with other human resource practices such as performance management and appraisal, compensation plan to improve employee performance.

The study finally recommends that the Ghana Health Service through its Coordinating Directorates should conduct comprehensive investigation into what affect the employee performance at the Adentan Municipal Health Directorate. This could be done through broader consultation with the employees, through seminars, and meetings.

Suggestion for Further Study

Quite a number of limitations were encountered in this study, to overcome the said limitations of the study the researcher suggests the need for further investigations. Further study should examine the effect of organisational learning dimensions on employee performance in other public organisation. Future study could expand to cover other private Health Facilities Ghana to enable generalization of the study findings. Future researchers could employ longitudinal survey research design to capture the dynamics of organisational learning components and employee performance dimensions. Finally, future researchers should consider a mixed method to investigating a phenomenon like this. This will provide a clearer understanding of the issues on the ground as the researchers through qualitative studies will uncover the explicit views of the employees' organisational learning and employee performance.

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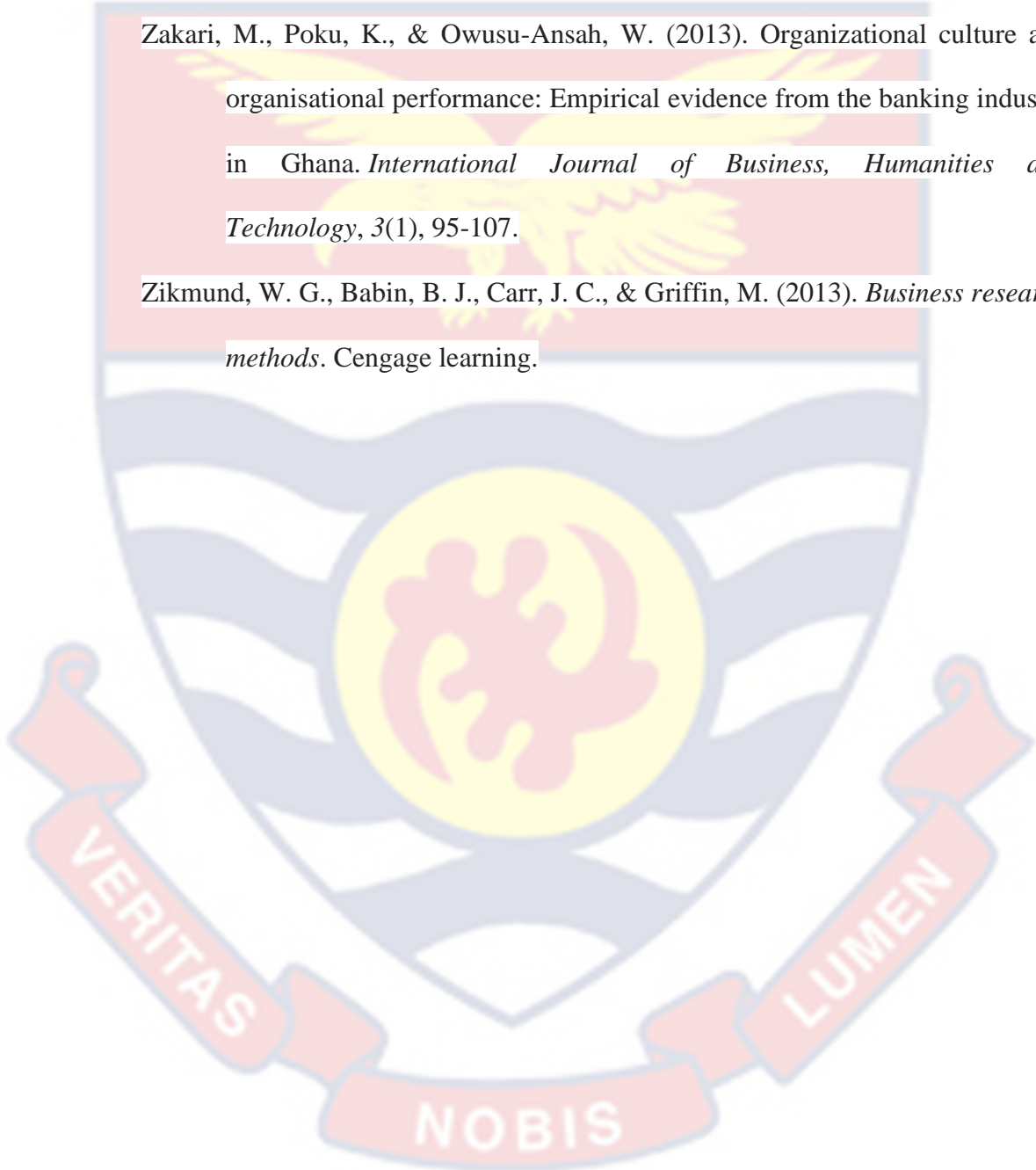
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APPENDIX-A

QUESTIONNAIRE

UNIVERSITY OF CAPE COAST
DEPARTMENT OF MANAGEMENT
SCHOOL OF BUSINESS

I am a postgraduate student of the Department of Management of the University of Cape Coast (UCC). As part of the requirement for the award of Master of Business Administration in Management, I am conducting a study on the effect organisational learning and performance of employees at the Adentan Municipal Health Directorate. You have been selected to participate in this study to seek your opinion on the aforementioned theme. This study is for academic purposes and thus the information you provide will be treated with the greatest confidentiality.

PART A: BACKGROUND CHARACTERISTICS OF RESPONDENTS

Please tick as appropriate and applicable []

1. Respondents Gender

Male [] Female []

2. Indicate your age bracket

Under 25years [] 26-35years [] 36-45years []
 46-55years [] Above 56years []

3. Highest level of education?

WASCE/ SSCE [] HND/ Diploma [] Bachelors' []
 Postgraduate [] Non-Formal Education []

4. Number of years worked at Adentan Municipal Health Directorate?

Less than 5 years [] 5 – 10 years [] 11 – 15 years [] Over 16years []

PART B: FACTOR OF ORGANIZATIONAL LEARNING

Indicate the extent to which the following factors influencing organisational learning apply to your organisation? Using the scale from 1 (least agreement) to 5 (highest agreement), rate your level of agreement with each of them. Tick (√) in the most appropriate column.

	Construct	1	2	3	4	5
	CONTINUOUS LEARNING					
1	In my organization, people identify skills they need for future work tasks					
2	In my organization, people generally help each other learn.					
3	In my organization, people can get money and other resources to support their learning					
	INQUIRY AND DIALOGUE					
1	Staff members generally give open and honest feedback to each other					
2	Staff members generally listen to others' views before speaking.					
3	Staff members are generally encouraged to ask "why" regardless of rank					
	COLLABORATION AND TEAM LEARNING					
1	Teams/groups generally have the freedom to adapt their goals as needed					
2	Teams/groups treat members as equals, regardless of rank, culture, or other differences.					
3	Teams/groups generally focus both on the group's task and on how well the group is working.					
	EMPLOYEE EMPOWERMENT					

1	My organization recognizes staff members for taking initiative.					
2	My organization gives staff members choices in their work assignments					
3	My organization invites staff members to contribute to the organization's vision					

PART C: EMPLOYEE PERFORMANCE

Please tick (√) the appropriate number on the Likert scale to rate the following employee performance measures Adentan Municipal Health Directorate: Where, 1 represents a lower agreement to the statement whilst 5 represents higher agreement.

	Employee Performance Indicators	1	2	3	4	5
1	I exercise adequate control over the task assigned me					
2	I use the resources entrusted to me judicious					
3	I am very skilfulness in delivering assigned task					
4	I share information about my work with co-workers					
5	I am very punctuality at work					
6	I came to work late without permission					
7	I take a longer break than the allowed to time					
8	I help my teammates in teamwork					
9	I spend satisfactory time on assigned task					

THANK YOU FOR YOUR TIME