

WORKPLACE LEARNING AS CORRELATE OF STAFF PRODUCTIVITY AND PROMOTION IN OSUN STATE CIVIL SERVICE CORPORATION

Agboola, Babajide Gabriel

Department of Adult Education & Community Development

Faculty of Education,

Ekiti State University, Ado-Ekiti

E-mail: gabrielagboola13@gmail.com

Abstract

The study examined workplace learning as correlate of staff productivity and promotion in Osun State Civil Service Corporation. Specifically, the study examined the relationship between workplace learning and staff productivity and between workplace learning and staff promotion in Osun State civil service. The descriptive research design of the survey type was adopted in this study. The population for this study consisted of 1,467 core civil servants in Osun State Civil Service Corporation. The sample for the study consisted of 150 civil servants drawn from 5 Ministries in Osun State Civil Service Corporation. The sample was selected using multistage sampling procedure. Two self-designed research instruments tagged Workplace Learning Questionnaire (WLQ) and Staff Productivity and Promotion Questionnaire (SPPQ) were used to collect relevant data for the study. The face and content validity of the instruments were determined by experts of Test and Measurements. The reliability of the instrument was established using test re-test method which yielded co-efficient values of 0.81 for WLQ and 0.73 for SPPQ. The responses obtained were analyzed using inferential statistics of Pearson's Product Moment Correlation at 0.05 level of significance. The findings of the study revealed that workplace learning is related to staff productivity with a correlation co-efficient value of 0.743 while workplace learning has no relationship with staff promotion ($r = 0.103$). Based on the findings of the study, it was recommended among others that the government should make adequate budget for workplace learning and also incorporate the culture into her corporations' management which could be through coaching, professional discussions, meetings, reflective practice, supervising, collaboration and mentoring.

Keywords: Workplace Learning, Staff Productivity, Promotion, Civil Service

Introduction

Productivity is a measure of job performance. Togunloju (2016) defined productivity as the relationship between output of goods and services and the resource inputs, both human and material, which are utilised in the production process. Adegun (2008) described productivity as the ratio of output to input. Schermerhorn (2010) posited that productivity is a common way of describing how well an organisation performs. Staff productivity is a major requirement of an organisation because of its effects on the organisational wellbeing.

A staff is said to be productive if such an individual is sufficiently motivated, devoted, committed to his or her duties and demonstrates willingness to stay on the job. For a highly productive staff there is an optimal relationship between his output and input. A staff member's productivity is a measure of how much goals of the organization is being achieved through his commitment to and performance on the job. The productivity might be high or low depending on the input of the staff member. Productivity can be determined through job evaluation and appraising the extent to which organization objectives have been achieved.

Productivity has been defined in many different ways. Many see it as the measure of how well resources are brought together in organizations and utilized for accomplishing a set of results. Productivity is reaching the highest level of performance with the least expenditure of resources (Nwachukwu, 2006). Thus the productivity of an employee is seen as the relationship between units of labour input and units of output. The effectiveness of the use of the factors of production to produce goods and services is commonly referred to as productivity (Nwachukwu, 2006).

An optimum productivity is characterized by high spirits, high consideration and trust. However, it seems that some staff are not productive within the civil service system. The researcher observed that the attitudes associated with low productivity of staff include: absenteeism, persistent lateness, irregular and unauthorized movement from duty post and indiscipline. The researcher observed that some staff productivity seem to be below average as it could be

observed that some staff appear to develop a kind of lukewarm attitude, inactive, lack of commitment, disloyal attitude, less concerned for official duties, while some abandoned their duty post to attend to other businesses that could fetch them immediate money.

The researcher observed that some staff members in civil service consider themselves as birds of passage within the civil service career, in effect they lack commitment and are not ready to be productive. It appears that most of these staff members are merely staying on the job to look for better jobs elsewhere.

Promotion is an upward mobility of an employee which changes his present position to one that makes him assume greater responsibility. Apart from bringing him more money, promotion has a higher motivating effect and it serves as a mark of recognition of individual performance. But if on the other hands, the individuals within an organization are deprived their promotions, they would become disconnected and consequently leads to labour turnover (Nagar, 2012). This implies that receiving a desired promotion at the right time would no doubt increase the extent to which a worker is urged to carry out his work effectively.

In Osun State Civil Service, promotion is based on confirmation of staff appointment which is usually effected after three years of continued satisfactory performance by the staff. The confirmation of appointment grants the staff a pensionable appointment status in the institution. It is after this confirmation of appointment that staff is promoted after two-three years of active unbroken service. Promotion is based on competence, qualifications and or seniority. The researcher observed that staff members in Osun State civil service are stagnant on a promotion level for more than six years before being promoted. In the last decade, promotion of staff members has been irregular in Osun State and when promoted, the financial benefits of those delayed for years are not paid.

However, the observed deterioration in the staff members' productivity such as absenteeism, persistent lateness, indiscipline among others and irregular promotion in Osun State civil service appears to be a reflection of poor workplace learning characterized by poor supervision, mentoring, reflective practice, teamwork, coaching from colleagues and superiors, and learning by doing and participation in some other on -the -job trainings.

Workplace learning is the training of personnel in an organization towards motivating them to become competent and working hard in achieving the goals of an organization. Staff growth is promoted when they exchange ideas and when they are encouraged to share experiences. All activities that led to the growth of staff members' potentials are encompassing in workplace learning. Workplace learning is a programme of systematized activities promoted or directed by the civil service system, or approved by the civil service system that contributes to the professional or occupational growth and competence of staff members during the time of their service to the government (Brinkerhoff, 2006).

Workplace learning refer to opportunities provided for staff to increase their knowledge, skills, experiences and understanding thereby improving their job productivity. Training is a planned process to modify attitude, knowledge, skills or behaviour through learning experience with the aim of achieving effective performance in an activity or range of activities (Thomaskutty, 2010).The goal of workplace learning is to enable staff or employees to master knowledge, skills and change behaviour. It is also used to gain a competitive advantage and the process involves more than just skills development.

Alabi (2012) asserted that when workplace learning is provided in a supportive climate, the outcome is that it increases productivity, steady promotion, enhances group work, creates greater employee versatility, improves communication, morale and cooperation and all these improved the job productivity of staff.

Ozurumba and Amasuomo (2015) concluded that significant relationship exists between workplace learning and the productivity of staff. They further concluded that in – service training and attendance of conferences and workshops influence the output of staff. In the same vein, Etale, Bingilar and Ifurueze (2016) found that there exists a positive correlation between workplace learning and productivity of staff. Peretomode and Chukwuma (2012) revealed that there is a positive significant relationship between workplace learning and staff productivity.

The types of workplace learning that can be readily available for an organization include, in-service course for staff, on-the-job training, mentoring, supervising, teamwork, meetings and briefings, staff

seminar, workshops and induction courses among others. All these factors appear to affect staff members' productivity and promotion as a staff who is not continuously developed via workplace learning may not be productive and promotion may be stagnant.

Purpose of the Study

The purpose of the study was to examine workplace learning as correlate of staff productivity and promotion in Osun State Civil Service Corporation. Specifically, the study examined the relationship between workplace learning and staff productivity and between workplace learning and staff promotion in Osun State civil service.

Research Hypotheses

The following hypotheses were formulated to guide the study:

1. There is no significant relationship between workplace learning and staff productivity in Osun State civil service.
2. There is no significant relationship between workplace learning and staff promotion in Osun State civil service.

Methodology

The descriptive research of the survey type was adopted in this study. The population for this study consisted of 1,467 core civil servants in Osun State Civil Service Corporation. The sample for the study consisted of 150 civil servants drawn from 5 Ministries in Osun State Civil Service Corporation. The sample was selected using multistage sampling procedure.

Two instruments tagged Workplace Learning Questionnaire (WLQ) and Staff Productivity and Promotion Questionnaire (SPPQ) were used to collect relevant data for the study. The WLQ was administered on selected civil servants of the sampled Ministries while the Head of Department of each sampled Ministries assessed the staff productivity and promotion of each sampled civil servants. Both instruments consisted of two sections namely Section A and B. *Section A* of the WLQ and SPPQ sought for demographic information about the respondents, *Section B* WLQ consisted of 10 items to elicit information on level of workplace learning while *Section B of SPPQ consisted of 10 items* divided into 5 items each to elicit information on staff productivity and promotion. Likert 4 point rating scale was used for both instruments as

follows: Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2 and Strongly Disagree (SD) = 1.

The instruments for the study were validated by experts in the area of Tests and Measurement. The experts determined its face and content to ensure the appropriateness of the instruments in measuring what they are supposed to measure. The reliability of WLQ and SPPQ was determined through the test-retest method outside the sampled area. Pearson Product Moment Correlation statistics formula was used to establish the reliability coefficient of 0.81 for WLQ and 0.73 for SPPQ.

The researcher personally visited each of the ministries sampled to administer the instrument. The data collected through the instruments were analyzed using inferential statistics. All hypotheses were tested using Pearson's Product Moment Correlation (PPMC) at 0.05 level of significance.

Findings and Discussion

Hypothesis 1: There is no significant relationship between workplace learning and staff productivity in Osun State civil service.

In testing this hypothesis, data on level of workplace learning were collected from the responses of the respondents to items under Section B of WLQ (item 1 – 10) in the questionnaire. Data on staff productivity were collected from Section B of SPPQ (item 1 – 5). Both were compared for statistical significance using Pearson Product Moment Correlation at 0.05 level of significance. The result is presented in table 1

Table 1: Relationship between workplace learning and staff productivity

Variables	N	Mean	Stand. Dev.	r-cal	r-tab
Workplace Learning	150	26.59	2.48	0.743*	0.195
Staff Productivity	150	13.37	1.61		

*P<0.05

Table 1 showed that the r-cal (0.743) is greater than r-table (0.195) at 0.05 level of significance. The null hypothesis is rejected. This

implies that there is significant relationship between workplace learning and staff productivity in Osun State civil service. Hence, workplace learning is positively and highly related to staff productivity.

Hypothesis 2: There is no significant relationship between workplace learning and staff promotion in Osun State civil service.

In testing this hypothesis, data on level of workplace learning were collected from the responses of the respondents to items under Section B of WLQ (item 1 – 10) in the questionnaire. Data on staff promotion were collected from Section B of SPPQ (item 6 – 10). Both were compared for statistical significance using Pearson Product Moment Correlation at 0.05 level of significance. The result is presented in table 2

Table 2: Relationship between workplace learning and staff promotion

Variables	N	Mean	Stand. Dev.	r-cal	r-tab
Workplace Learning	150	26.59	2.48	0.103	0.195
Staff Promotion	150	15.07	1.61		

P>0.05

Table 2 showed r-cal value of 0.103 is less than r-table value of 0.195 at 0.05 level of significance. The null hypothesis is therefore not rejected. This implies that there is no significant relationship between workplace learning and staff promotion in Osun State civil service. Hence, workplace learning is not related to staff promotion.

Discussion

The study revealed a significant relationship between workplace learning and staff productivity in Osun State civil service. This implies that workplace learning in form of in-service training, seminar, collaboration and mentoring programmes will go a long way to determine staff productivity. The probable reason for this finding could be because of the motivational roles the learning will have on staffs who participated in workplace learning activities and its resultant effect in influencing their productivity. Building staff capacity through

workplace learning enables staff to acquire administrative skills and knowledge, share experiences and collaborate with peers, gain access to career opportunities for professional development and enhances productivity. This finding is in consonance with findings of Alabi (2011) and Afolabi, Olorisade and Oguntunde (2012) who found a significant relationship between participation in workplace learning programmes and staff productivity. Ozurumba and Amasuomo (2015) also concluded that workplace learning in form of in-service training, mentoring, attendance of conferences and workshops influence the output of staff.

In further support of this finding, Etale, Bingilar and Ifurueze (2016) and Peretomode and Chukwuma (2012) found a positive significant relationship between workplace learning and staff productivity. When level of workplace learning is high, workers are likely to be more productive. Therefore, workplace learning is a means of fostering productivity.

However, the study revealed that there is no significant relationship between workplace learning and staff promotion in Osun State civil service. This implies that workplace learning is not related and does not determine staff promotion. The reason for this finding might be due to the fact that mostly staff promotion is not based on knowledge that was acquired on the job but on certain number of years on the job i.e. staff members of Osun State Civil Service are promoted every three years.

In line with this finding, Nwachukwu (2012) is of the view that an organisation may have employees with the potentials, ability and determination, with appropriate workplace learning yet promotion of such could still fall below expected standards. This missing link is simply the condition of service that has not given workplace learning a cream of place in her composition and employer's insincerity.

Conclusion

Sequel to the findings of this study, it was concluded that workplace learning is related to staff productivity. This implies that when staff are exposed to workplace learning, it will influence their productivity at work. However, the study concluded that workplace learning is not related to staff promotion and this implies that workplace learning has nothing to do with promotion of staff.

Recommendations

Based on the findings of this study, the following recommendations were made.

- 1) The government should make adequate budget for workplace learning and also incorporate the culture in management staffs which could be through seminar, reflective practice, workshop, team work, collaboration and mentoring among others as this has been considered as an impetus of productivity.
- 2) The government is encouraged to mandate her labour policy makers to incorporate workplace learning in the condition of service as part of prerequisite for promotion, this will enable workers to observe it more seriously

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