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Organisational Learning and Employee Productivity of Selected Private Universities in Lagos and Ogun States, Nigeria

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Abstract

Employee productivity is one of the most important activities of every university whether private or public institutions, because the success and failure of any university exceedingly depends upon various resources, among which human resource is the most vital. Private institutions have suffered more harm in terms of poor student enrollment and decline in employee performance resulting from higher cost of education, teaching load and inadequate teaching staff. This study investigated the effect of Organisational learning dimentions on employee productivity of selected private universities in Lagos and Ogun States, Nigeria. This study adopted the survey research design. The total population for this study was 1,138 staff of the selected private universities. Cochran sample size determination method was employed to determine the sample size of 321 staff. The Cronbach's Alpha reliability coefficients for the constructs ranged from 0.712 to 0.921. The data gathered was analysed using inferential (multiple regression analysis) statistics. The results of the analysis revealed that organizational learning dimensions have significant effect on employee productivity of selected private universities in Lagos and Ogun States, Nigeria (Adj. R^2 =0.458; $F_{(3,317)}$= 98.183; $p<0.05$). The study concluded that organizational learning has a positive and significant effect on employee performance of selected private universities in Lagos and Ogun States, Nigeria. Based on the findings of this study, the study recommended that private universities should adopt an organizational learning discipline which has a significant improvement on employee productivity. and overall performance of private universities mainly in the long run. This study may provide direction to university managers considering the adoption of organizational learning to enhance their operational effectiveness and in turn long term competitiveness to also consider the contextual factors both inside and outside the universities.

Keywords*: Employee Productivity, Organizational Learning*

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Background to the Study

Globally, universities employee productivity is one of the most important activities of every university whether private or public institutions, because the success and failure of any university exceedingly depends upon various resources, among which human resource is the most vital.

In the United States and many countries in Europe, private institutions have suffered more harm in terms of poor student enrollment and decline in employee performance resulting from higher cost of education, teaching load, inadequate teaching staff (Zentis, 2017). Although private universities have long existed, being often established by the Catholic Church, the rapid growth in the number of private higher education of institutions in many Central and Eastern European countries, and also in Greece and Spain, is a recent phenomenon. The expansion of private education has taken place in response to high demand for access to higher education and without a rise in public funding. However, the quality of many of these universities are questionable because they are established to make profit (Neve, 2015).

Alando (2016) agreed that Africa has increased in private higher education enrolment, but the higher in educational private institutions have become less effective and inefficient in most parts of the African countries resulting from staff overload. In Egypt, Wael (2017) further expressed that private institutions faced various barriers to organisational learning adoption due to its deficient internal environment and unstable surrounding external environment. Among institutions in Africa economic powerhouses such as South Africa, Egypt, Nigeria and Kenya, increased in globalization and competition from both domestic and international countries, increase of educational innovation techniques, the use of information and knowledge to improve employee performance and growth of institutional national markets have presented both threats and challenges to institutions in the educational sector of these countries (Ololube, 2015).

In Kenya, institutions have been greatly affected by fierce competitive business environment, rapid changes in educational technologies, increased customer demand as well as globalization of educational products and services (Mrisha, Ibua & Kingi, 2017). In addition, Mrisha *et al.* (2017) emphasized that universities in Kenya seem to have untrained and unethical staff who sometimes engage in unprofessional behavior thus, affecting the quality of services offered by the universities. The inexperience of staff can be associated with lack of internal structures and systems to facilitate the continuous learning, knowledge generation, accountability and development of a culture of rapid communication in the institutions.

In Nigeria, Ewans, Olai and Offor (2017) asserted that most private universities suffered poor employee productivity due to teaching overload, lack of consistence in internal structures and systems to facilitate the continuous organisational learning, knowledge generation, accountability and development of a culture of rapid communication. Furthermore, Faboyede and Fakile (2017) stated that the problem of inadequate facilities in Nigerian private universities were also identified as a challenge which hindered employee productivity and

performance. Faboyede *et al.* (2017) further argued that many private universities lacked organisational learning, equipment for teaching and learning. He was specifically worried that modern equipment and facilities necessary for technological development and for more effective teaching and learning are prominently lacking among Nigerian private universities which relatively have twinkle down employee productivity.

Organisational learning has increasingly attracted attention of private universities that focus on increasing competitive advantages, innovation, and effectiveness. Organisational learning is a process that leads to employees' learning and productivity and it includes specific organisational behaviour observed in the learning organisation (Fernandez & Moldogaziev, 2011). However, Munene (2016)viewed organisational learning as one of the human resource practices that has some effect on the performance of organisational in various sectors particularly in the educational sector. Organisational learning is highly critical in today's dynamic and discontinuous educational environment of change. Organisational learning has gained prominence among institutions as a crucial determinant of employee creativity and performance as well as the only true sustained competitive advantage that an institution can have (Camisen & Villar-López, 2011). Despite the understanding that a learning organisation is found on learning process of individuals, it is also evident that individual learning does not necessarily lead to organisational learning and employee performance (Lin & Wu, 2014).

Statement of the Problem

Relatively, numerous studies (Akindutire & Ekundayo, 2012; Mrisha, Ibua & Kingi, 2017; Grimsley, 2016; Hailekiros & Renyong, 2015; Ji-xiang, 2010; Ambula, R., Awino, K'Obonyo (2016); Munene, 2016; Okewole *et al.,* 2017; Okebukola, 2006; Vahid, Faranak, & Fattemeh, 2016) examined the link between organisational learning and firm performance; but most of these never investigate the effect of organisational learning on employee performance in Nigerian universities. This serves as the gap to investigate the link between organisational learning dimensions (continuous learning, team learning, personal learning, system thinking and employee mentoring) and employee productivity among Nigeria universities. Mrisha, Ibua and Kingi (2017) and Elizabeth (2016) pointed out that most Nigeria suffered from poor organisational learning which in turn reduced employee productivity among Nigerian private universities. As pointed by Ewans *et al.* (2017) that most private universities in Nigeria collapsed due to failure to shift their mission in response to changes in educational market conditions and this has caused poor employee performance.

Kola *et al.* (2017) posited that management of private universities in Nigeria lack adequate interaction with their employee, poor relay in the difficulty's employee face at work, difficulty in brainstorming on ways to learn new things and how to make learning easier and these have negatively affected employee creativity. Faboyede *et al.* (2017) further emphasized that the mentality of sole proprietor ownership is the most critical challenge that has threatened the attainment of private universities organisational learning. This problem of sole proprietor ownership of controlling and dictating the activities of its employee with their consultation served as bane to organisational learning, and thus reduced employee creativity among private universities in Nigeria.

Objective of the Study

The objective of this study is to evaluate the effect of organisational learning dimensions (continuous learning, team learning and personal learning) on employee productivity of selected private universities in Lagos and Ogun States, Nigeria;

Research Questions

The research proposes to answer the following questions;

What is the effect of organisational learning dimensions (continuous learning, team learning, personal learning, system thinking, employee mentoring) on employee productivity of selected private universities in Lagos and Ogun States, Nigeria

Research Hypothesis

The hypothesis for the proposed study are as follows:

Ho1: Organisational learning dimensions have no significant effect on employee productivity of selected private universities in Lagos and Ogun States, Nigeria

Literature Review

Organisational learning

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" (Boff & Antonello, 2011: 184). The early research on organisational learning in the scientific field was conducted by Cyert and March (1963). They described organisational learning theory in the book named 'A Behavioural Theory of the Firm'. According to Cyert and March (1963), organisation learn from experience on the reason of adapting themselves to the conditions of their environment. Cangelosi and Dill (1995) published an article titled 'Organisational Learning: Observations towards a theory', in which organisational learning was studied for the first time in the title of scientific research.

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. An entity learns through its processing of information, If the range of its potential behaviors is changed (Erhardt, Gibbs, Martin-Rios & Sherblom, 2016). According to Van der Haar, Segers, Jehn and Van den Bossche (2015), organisations are seen as learning by encoding inferences from history into routines that guide behavior; the detection and correction of error (Argyris & Schon, 1978); modifying behavior to reflect new knowledge and insights (Yasar, Ahmed & Emhan, 2014).

Organisational learning is holistic in nature considering the individual's dynamic use of knowledge to direct behaviours in ways that would assist the organisation to adapt to the changes occurring in the environment. On the other hand, it refers to the specific strategies, policies and rules which are supportive for promoting learning and affecting decisions and actions (Van Der Haar, Segers, Jehn & van den Bossche, 2015). Organisational learning is defined as the key and as the basis of obtaining sustainable competitive advantages to the firm performance (Martinez-Costa & Jimenez-Jimenez, 2009). Organisational learning refers to growing competence among individuals in communicating and solving dilemmas and problems successfully (Steiner, 1998). It is the core means of achieving strategic renewal which requires firms to explore and learn new ways while concurrently exploiting what they have already learnt (March, 1991).

In organisational learning processes, organisational members need to have cooperative relationship in cross-functional responsibilities, by social learning and interaction to transform accumulated tacit knowledge of individuals into explicit organisational knowledge, which is known as the process of externalization. This process, which is characterised by organisational learning and social interaction among organisational member, is more likely to be able to practically change the tacit ideas and cognitive process of individuals into informative and explicit knowledge and contextualize social relationship among them (Nonaka, Peltokorpi & Tomae, 2005; Sessa, London, Pingor, Gullu & Patel, 2011). During the process, an individual's tacit knowledge is shared and embedded into organisational knowledge repository to form a relatively fixed model of continuous organisational learning (Sessa *et al.,* 2011; Laatikainen, 2014). Additionally, the learning process involving a variety of functional capabilities is likely to increase the effectiveness and efficiency of organisational management (Heimeriks, Schijven & Gates, 2012). Individually, this capability is characterized by the extent to which the organisational members are willing to contribute to promoting performance and achieving organisational goals. Group learning involves a variety of individual activities for acquiring experience, and sharing knowledge within an organisation. The collaboration of individuals likely promotes the degree of explicit and tacit knowledge (Heimeriks, Bingham & Laamanen, 2014).

Continuous Learning

Learning is a continuous process and research literature of learning emphasizes much the continuous character of learning. Continuous learning is essential for surviving in dynamic and competitive environments (De Jager & Gbadamosi, 2009). Continuous learning is defined as *"the process by which individual or/and organisational learning is fostered on an ongoing basis* (Desouza & Awazu, 2010). Continuous learning cycle (figure 1) illustrates how continuous learning in individual level can increase when all the elements are properly aligned. Disconnections anywhere in the cycle can be harmful to continuous learning. If there are not enough learning experiences provided, obstacles to applying new skills, or insufficient recognition, continuous learning is limited (Desouza & Awazu, 2010).

Team Learning

To stay competitive and cope with ever-increasing complexity in the global economy, organisation relies on teams to adapt and learn continuously (Shuffler, DiazGranados & Salas, 2011). Team learning is a process that yields "a relatively permanent change in the team's collective level of knowledge and skill produced by the shared experience of the team members" (Ellis *et al.,* 2003). Team members share, discuss, and reflect on important issues, processes, and outcomes (Erhardt, Gibbs, Martin-Rios & Sherblom, 2016; van der Haar, Segers, Jehn, & van den Bossche, 2015). Team learning behavior is taken to consist of activities through which a team obtains and processes knowledge allowing it to improve (Edmondson, 1999). These activities include asking questions, seeking feedback and information, exploring, and experimenting (Hailekiros & Renyong, 2015). Team learning scholars emphasize that team learning is variegated in the sense that the focus of the learning effort varies (Van der Haar, Segers, Jehn, & van den Bossche, 2015). A team that engages in internal learning may, for example, take time as a team to reflect on its progress and test its assumptions. If the team discovers that it does not have the requisite knowledge, then members may engage in trial-and-error processes to internally develop knowledge and solutions, generating new information and, in turn, changes in the way the team does its work. Many studies have demonstrated that team internal learning has positive performance effects (Bunderson & Sutcliffe, 2003, Edmondson 1999, Gibson & Vermeulen, 2003). Team learning scholars emphasized that team learning is variegated in the sense that the focus of the learning effort varies (Ali *et al.,* 2016).

Personal/Individual Learning

Dodgson (1993) articulated the belief that individual level learning is the most meaningful: individuals are the primary leaming entity in firms and its individuals which create organisational forms that enable learning in ways which facilitate organisational transformations. Individual learning is defined as the practices the individual carries out daily in order to continue increasing knowledge. (Abbasi, Akbari & Tajeddini, 2015).). For example; asking for help when something is not understood, observing more experienced employees at work, trying new ways of doing things and exploring alternative methods, practicing what has been learnt already, finding ways to improve such as taking up training programs or online seminars outside of work (Abbasi *et al.,* 2015).

In the organisation, individual learning has to do with shaping an individual to adapt to changes in the business environment (Heimeriks, Bingham, & Laamanen, 2014). This is very important because the ever-changing economic climate demands that any individual to be up to date with the latest knowledge and also be flexible and easily adaptable to any changes that may be required. Embracing a culture of "investing in people" has played a major role in companies training their employees rather than hiring new people which can be much costlier on different levels (Muhammad, Yasin & Shehzad, 2016). Most companies nowadays want to invest in retaining their talent - and developing that pool of talent - so they keep employees well trained and up-to-date so that they can respond to the company's ever-changing needs. This also develops a sense of trust and keeps employees engaged, interested and committed since new skills are constantly added to their 'arsenal'. Apart from saving money, individual learning is a means for a company to show its employees they are worth investing in (Becerra-Fernandez & Sabherwal, 2008).

Employee Productivity

In a general sense, productivity can be defined as the ratio between a measure of output and a measure of input. The productivity of workers could thus be measured as an output, e.g. sales or units produced, relative to an input, e.g. the number of hours worked or the cost of labour. Traditionally, labour productivity is derived from aggregate measures at the firm level, e.g. value-added per worker (Anitha, 2014). Mathis and Jackson (2000) defined productivity as a measure of the quantity and quality of work done considering the cost of the resource it took to do the work. According Barney, Ketchen and Wright (2011), productivity is the ratio between the output volume and the volume of inputs. In other words, it measured how efficiently production inputs such as labour and capital, are being used in an economy to produce a given level of output. It is difficult to assess workers' productivity using just one measure. Workers' jobs can include one or several tasks (Ali, Ali & Adan, 2013). University professors conduct research, are involved in teaching, and perform administrative tasks. Each of these, in turn, can be evaluated along different dimensions, e.g. by the quality and quantity of a task (workers could work quickly, but provide low quality, or slowly, but with high quality) (Anitha, 2014). Workers could be evaluated with separate performance measures for each relevant dimension. The task of conducting research, for example, could be measured by the number of publications, but also by the quality of the publications, e.g. measured by a journal's impact factor. Although quality and quantity are dimensions that apply to almost every task, one could also think of other dimensions, e.g. the policy relevance of the research (Anitha, 2014).

According to Bukar, Shehu and Idris (2012), productivity implies the level or degree of output achieved from a defined input. The 'input' in most organisation is measured as material/equipment costs. Labour hours, or production costs. Output may consist of sales, earnings, and market share. Some organisations have proved that employee's knowledge, skills, abilities, attitude, motivation and behaviours affect productivity. The basis for improvement on employees' productivity being from the identification of organisation skills gap through skill gap analysis and proceeds with cocktails of training intervention strategies in order to fill skill gaps that is so identified. Barzoki and Sarand (2014) defined productivity as the relationship between the output generated by a production or service system and the input provided to create this output. Productivity is a concept that depends on the context in which it employed. It does not have a singular definite criterion measure or operational definition (Ali, Ali & Adan, 2013).

Empirical Review

Organisational Learning and Employee Productivity

Rivera–Vargas (2013) examined the underlying dimensions and organisational values in organisational learning: strategy for capacity building and productivity in developing countries. The study employed survey research design. Data obtained was analysed using regression analysis because regression analysis is a quantitative research method used when the study involves modeling and analyzing several variables, where the relationship includes a dependent variable and one or more independent variables to provide meaningful and accurate conclusions of the phenomenon under study. Similarly, Zainul, Astuti and Arifin

(2016) examined the effect of market orientation toward organisational learning, innovation, productivity, competitive advantage, and corporate performance in South Kalimantan. Using survey research design, data obtained through questionnaire was analysed using regression and Pearson's correlation since the study was set out to investigate the effect and relationship between the independent and dependent variables of the study.

Salis and Williams (2010) studied face to face communication effects on productivity. Their empirical research support prediction that knowledge sharing face to face by teams, problem solving groups, meetings of line managers and employees have positive effect on individual productivity. Though, the findings suggest that the knowledge sharing needs to happen in continuous basis to enhance productivity of employees. Reasons for this were that knowledge needs time to be shared, understood and processed. Other explanation is that it might take time to build trust between individuals so an effective learning environment is built. Likewise, Ellinger *et al.* (2002) stated the same argument that learning has been reported as source of increased productivity which can gain the organisation competitive advantage over others. Their research on investigating organisational learning and employee productivity showed a positive relationship. The research was made in the USA obtaining 208 midlevel managers in manufacturing firms. Also, Edmondson et al. (2003) researched the effects of transferring codified and tacit knowledge on performance improvement. Their research findings suggested that when practices rely on codified knowledge, transfer and accuracy are likely to be determinants of successful performance improvement. On the other hand, when new practices rely on tacit knowledge, then improvising and learning by doing strategy may be the best route to performance improvement. Further, the study of Yang (2007) suggested that both knowledge sharing and organisational learning can positively influence to organisational effectiveness. The empirical studies of Edmondson et al. (2003) and Yang (2007) supported for a significant contribution of continuous learning and knowledge sharing to the prediction of organisational effectiveness.

Theoretical Review

Knowledge Based Theory

The knowledge-based theory was propounded by Grant (2002). Competitive advantage of firms arises from their superior capability in creating and transferring knowledge (Lopez & Esteves, 2013). Knowledge Based Theory (KBT) posited that the primary role of the firms is the creation and application of knowledge (Spender, 1996). According to Grant (1996) the theory focuses on knowledge as a fundamental source of human productivity. The central premise of this theory is that knowledge that is largely tacit can be a source of competitive advantage. Such knowledge is difficult for competitors to imitate (Barney, 1991). This theory depicts organisational as repositions of knowledge and competences where knowledge is transformed into valuable products and services adapted to market needs to deal with competitive challenges (Kogut & Zander, 1992).

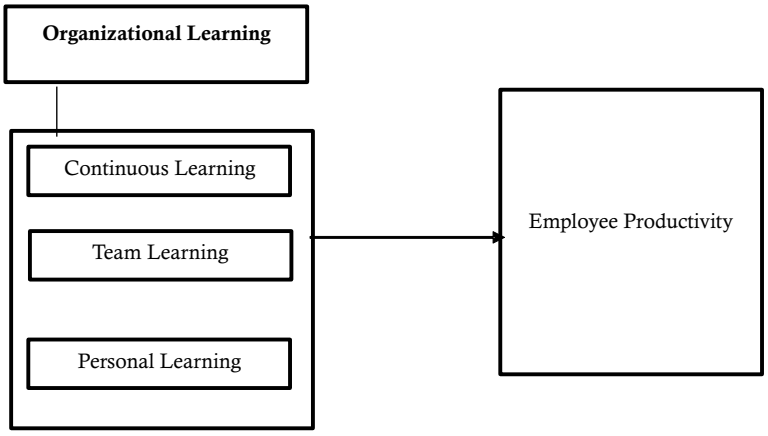
Critically, Eisenhardt and Santos (2002) questioned whether knowledge can truly be a firm's most strategic resource without considering whether the knowledge is actually used or just retained within individuals. In today's highly dynamic environment, the organisation's ability

to manage change may be an even more important resource than knowledge. This study holds that knowledge helps organisations employees to learn and work more effectively contributing to better employee performance which also results in better organisational performance.

Herzberg's two Factor Theory

Herzberg's Two Factor theory also known as Motivation-Hygiene theory was used for this study. The two-factor theory is basically concerned with job satisfaction and dissatisfaction. In 1959, Frederick Herzberg, a behavioural scientist proposed a two-factor theory or the motivator-hygiene theory. According to Herzberg, there are certain factors in the work place that cause satisfaction and a separate set of factors that can cause dissatisfaction. This theory postulates that motivation has two independent factors that is, Maintenance factors and Motivational factors. The maintenance factors according to Herzberg include: salary, fringe benefits, type of supervision, job security, climate at work, working conditions, and administration policies (Extrinsic factors). While motivational factors include: achievement, recognition for accomplishment, challenging work, increased responsibility, growth and development.

Baridam (2012) criticize that Herzberg's theory was conducted on knowledge workers (managers, accountants and engineers), thus scholars criticize its ability to be generalized. Theory focused too much attention on "satisfaction"- "dissatisfaction" rather than individual performance. Satisfaction may not be directly related to job performance. Herzberg's theory fails to account for differences in individuals. While some are motivated by job context variables, others find favour in job content factors depending on his particular circumstance (Baridam, 2012). The choice of the two-factor theory for this study is based on the fact that it recognizes that employees have needs that should be satisfied in order to increase their productivity in an organisation. Dissatisfied lecturers are de-motivated lecturers which means low productivity.



Source: Researcher's Model (2019)

Methodology

This study employed cross-sectional survey research design to examined the effect of organisational learning on employee productivity of selected private universities in Lagos and Ogun States, Nigeria. This design was appropriate for this study because it extensively described the relationships and effects between the study variables. The cross-sectional survey research design was adopted in order to obtain information from the focus population concerning the current status of the phenomena through primary data collection. The survey research technique enabled the researcher to describe the situations in details about the focus group as they exist.

The population that was used in this study included the academic and non-academic staff of private universities in Lagos and Ogun States, Nigeria. The Universities included Babcock University, Covenant University and Caleb University. These private universities were selected based on their year of establishment and they are the leading universities in the Lagos and Ogun States, Nigeria. The southwest geo-political zone was selected because, the zone recorded the largest number of private universities in Nigeria (Faboyede, Faboyede & Fakile, 2017; Okebukola, 2006). The total population for this study was 1,138 staff.

Sample Size and Sampling Technique

The sample size for this study was determined by applying the Cochran (1997) formula. This is the standard method of randomization and it identified the limits of errors considered as the most essential items in the survey. This helped the researcher to obtain the sample and used the results to make sampling decisions based on the data.

The formula is:

$$\mathbf{n=}\ \frac{Nz^2pq}{d^2(N-1)+Z^2pq} \quad \text{.....} \quad 1$$

Where:

n = sample size
N = Total number of selected private universities staff (N=1,138)
Z = 95% Confidence Interval (Z = 1.96),
p = 0.5
q = 1 – p
d = degree of accuracy or estimation (d = 0.04)

Therefore;

$$n = \frac{2{,}478\,(1.96)^2(0.5)\,(0.5)}{(0.04)^2\,(2{,}478-1)+(1.96)^2\,(0.5)\,(0.5)} = 247$$

In order to compensate for the non–response and for wrong filling of questionnaires, the sample of 247 was increased by 74, or 30% of the total sample which equal 321. This was as recommended by Zikmund (2000).

The sample size of 321 was distributed in proportions as follows:

$$\frac{\text{Number of selected university population}}{\text{Total number of all the selected universities population}} \quad X \quad \text{Sample Size.}$$

Table 1: Study Population and Sample Size

Universities	No. of Academic Staff	No. of Non-Academic staff	Total Staff	Sample
Babcock University	511	633	1,144	148
Covenant University	520	588	1,108	144
Caleb University	107	119	226	29
Total Population			2478	511

Source: Human Resource Department of the Various Universities (2019)

A multi-stage sampling technique was adopted in selecting the sample from the working population of this study. This sampling technique enabled the researcher to choose the samples in stages until the required sample was arrived at using the most appropriate methods of estimation at each stage and applying the Cochran (1997) formula. The first stage involved stratified sampling technique in the selection of private universities in Lagos and Ogun States, Nigeria. The second stage is the proportional distribution of the sample of the selected private universities. The proportional distribution was employed as a means of representing and identifying some characteristics of the study population (Asika, 2004).

The last stage involved the use of random sampling method in selecting the final respondents for each of the selected private universities in Lagos and Ogun States, Nigeria. The respondents from the selected private universities in Lagos and Ogun States region, Nigeria consisted of both academics and non-academics staff. Random sampling method was adopted in order to give potential respondents in the study equal chance of being selected and included in the sample population.

Method of Data Collection

The primary data source was used in this study. The primary data was collected through administering of questionnaire. The study adopted closed-ended questions with the quantitative section of the instrument utilizing an ordinal scale format. The questionnaire instrument was used to collect data on organisational learning (independent variable) measured by continuous learning, team learning and personal learning and the dependent variable is employee productivity. In the research instrument, Section A dealt with demographic variables in which the respondents were asked to provide some basic background information of the respondents of selected private universities in Lagos and Ogun States, Nigeria. Section B was on the multi-dimensional variables of organisational learning such as continuous learning, team learning and personal learning which served as the independent variables. Section C was focused on employee productivity.

Research Instrument

The instrument that was used for this study was close-ended and well-structured survey questionnaire. In this study, the questionnaire was adapted and divided into three sections. Section A dealt with demographic variables in which the respondents were asked to provide some basic background information of the respondents of selected private universities in Lagos and Ogun States region, Nigeria. Section B was on the multi-dimensional variables of organisational learning such as continuous learning, team learning and personal learning as the independent variables. Section C was focused on employee productivity. For both dependent and independent variables, a six points modified Likert scale type was used to elicit responses from every question in the questionnaire and this covered; Very High (VH) – 6; High (H) – 5; Moderately High (MH) – 4; Moderately Low (ML) – 3; Low (L) – 2; Very Low (VL) – 1. This modified scale increased the reliability of the responses and also gained more effective result from the respondents.

Pilot Study

A pilot study was conducted to pre-test the questionnaire on private universities staff (10% of the sample size) of Leeds City University, Nigeria which is not part of the population of this study. The result of the pilot study indicated that the research instrument was reliable, since the Cronbach's alpha of the scale for all the variables were greater than 0.70. In this study, the KMO test was greater than 5% and Bartlett test of Sphericity result was less than 5% indicating that statements that comprised the research instruments of each variable actually measured what were intended.

Table 2: KMO and Bartlett's Test of Sphericity

Variables	Number of Questions	Cronbach Alpha	KMO	Bartlett test of Sphericity	Average Variance Explained
Employee Productivity	6	0.712	0.712	0.001	0.801
Continuous Learning	6	0.795	0.849	0.002	0.810
Team Learning	6	0.921	0.754	0.000	0.864
Personal/Individual Learning	6	0.812	0.762	0.001	0.721

Source: Researcher's Computation (2019)

Method of Data Analysis

Data analysis for this study was done using inferential analysis. Inferential analysis was the analysis of the responses on the quantitative data and the relationships. This was carried out using statistical tools of multiple regression method of analysis using SPSS (Statistical Package for Social Sciences software version 22.0 to test the effect of organizational learning on employee productivity.

The regression model for this study is thus;

$Y = f(X)$

Y = Dependent Variable

X = Independent Variable

Y = Employee Productivity (EP)

X = Organisational Learning (OL)

Y = Employee Productivity (EP)

$X = (x_1, x_2, x_3)$

Where;

x_1 = Continuous Learning (CL)

x_2 = Team Learning (TL)

x_3 = Personal Learning (PL)

The regression model based on the hypotheses of the study are formulated as thus;

Hypothesis

$EP = \beta_0 + \beta_1 CL + \beta_2 TL + \beta_3 PL + \varepsilon_i$----------Theoretical Model

Data Analysis, Results And Discussion of Findings

Restatement of Hypothesis

$H_0 1$: Organisational learning dimensions have no significant effect on employee productivity of selected private universities in Lagos and Ogun States, Nigeria

In order to test hypothesis, multiple regression analysis was conducted using employee productivity as the dependent variable, and the Organisational learning dimensions: continuous learning, team learning and personal learning as the predicting variables. Table 4.1 present the regression results.

Table 3: Summary of Multiple Regression Analysis of Effect of Organizational learning dimensions on employee productivity of selected private universities in Lagos and Ogun States, Nigeria

N	Model	Beta	T	Sig.	R	Adj.R^2	F(df)	Sig.
321	(Constant)	4.520	4.416	.000	0.680	0.458	98.183	0.001
	Continuous Learning	.132	3.607	.000			(5,571)	
	Team Learning	-.032	-.725	.469				
	Personal Learning	.214	4.705	.000				

Dependent Variable: Employee Productivity

Source: Researcher's Field Survey Result (2019)

Table 3, shows the multiple regression analysis results for the effect of organizational learning dimensions on employee productivity of selected private universities in Lagos and Ogun States, Nigeria. The results revealed that continuous learning (β= 0.132, t= 3.607, p<0.05) and personal learning (β= 0.214, t= 4.705, p<0.05) have significant effect on employee productivity of selected private universities in Lagos and Ogun States, Nigeria. On the other hand, team learning has negative and insignificant effect on employee productivity of selected private universities in Lagos and Ogun States, Nigeria (β= -0.032, t= -0.725, p>0.05). This implies that private universities in Lagos and Ogun States, Nigeria should put emphasis on continuous learning and personal learning to improve employee productivity. The value of R= 0.680 indicated that organizational learning dimensions have a strong positive and significant relationship with employee productivity of selected private universities in Lagos and Ogun States, Nigeria. The adjusted R^2 = 0.458 indicated that organizational learning dimensions explained 45.8% of the variations in employee productivity of selected private universities in Lagos and Ogun States, Nigeria. The multiple regression model from the analysis is expressed as follows:

$$EP = 4.520 + 0.132CL + 0.214PL \quad \text{Eq. i}$$

Where:

EP = Employee Productivity
CL = Continuous Learning
PL = Personal Learning

The regression equation above shows that holding continuous learning and personal learning to a constant zero, employee productivity would be 4.520, meaning that without organizational learning dimensions, employee productivity of selected private universities in Lagos and Ogun States, Nigeria is positive in relation to quality of service delivery, communication, quality teaching, and number of students. The results indicate that when continuous learning and personal learning are increased by one unit employee productivity will be positively affected with an increase of 0.132 and 0.214 respectively. The results shows and overall statistical significance of the model is significant (F(3,317) = 98.183, p<0.05), which implies that organizational learning dimensions are significant predictor of employee productivity in selected private universities in Lagos and Ogun States, Nigeria. The results suggest that private universities in Lagos and Ogun States, Nigeria should implement continuous learning and personal learning in their institutions to improve employee productivity. Based on these findings, the null hypothesis which states that organizational learning dimensions have no significant effect on employee productivity of selected private universities in Lagos and Ogun States, Nigeria was rejected.

Discussion

The objective of this study sought to evaluate the effect of organizational learning dimensions (continuous learning, team learning and personal learning) on employee productivity. The study revealed that organizational learning dimensions (continuous learning and personal learning) had positive and significant effect on employee productivity of selected private

universities in Lagos and Ogun States, Nigeria. Various studies like Ellinger *et al.* (2002), Edmondson *et al.* (2003), Rivera–Vargas (2013), Salis and Williams (2010), Zainul, Astuti and Arifin (2016) and Yang (2007) revealed that organizational learning dimensions especially continuous learning and personal learning have positive and significant effect on employee productivity. Furthermore different studies have established that effective organizational learning and knowledge sharing enables organizations to improve organizational behaviours by creating advanced knowledge and better understanding, hence become more innovative, productive and competitive and the overall contribution to the end profits would be attained (Azizi, 2010; Haas & Hansen, 2007; Tsai, 2001; Tabatabaei & Ghorbi, 2016; Zainul, Astuti & Arifin, 2016). These scholars further asserted that knowledge sharing can be seen as translating organization capabilities into task level performance; by exploiting the codified knowledge stored electronically is found to mostly save time, quality of work and enhance employee productivity.

Similarly, Laatikainen (2014) emphasized that continuous learning increases the free human capital input and utilization of it and this can breed output increasing innovations that can increase productivity in long term. Conversely, scanty study such as Gong, Huang and Farh (2009) revealed that organizational learning dimensions (continuous learning, personal learning, system thinking and employee mentoring) had no significant effect on employee productivity. Based on these majority findings that organizational learning dimensions have positive and significant effect on employee productivity, this study therefore rejected the null hypothesis one (H_{o1})thatorganizational learning dimensions have no significant effect on employee productivity of selected private universities in Lagos and Ogun States, Nigeria.

Supporting this study finding with theory, the Knowledge Based Theory supported the study finding that organizational learning serves as the means for organizations to attained employee productivity. The Knowledge Based Theory stated posits that the primary role of the firms is the creation and application of knowledge so as to gain employee and organizational productivity. According to the theory knowledge sharing and learning serve as a fundamental source of human productivity. The central premise of this theory is that knowledge that is largely tacit can be a source of competitive advantage and organizational productivity. Such knowledge is difficult for competitors to imitate. This theory depicts organizations as repositions of knowledge and competences where knowledge is transformed into valuable products and services adapted to market needs to deal with competitive challenges and enhance employee productivity. Considering both theory and past empirical findings support for the study finding, this study therefore rejected the null hypothesis one (H_{o1}) that organizational learning dimensions have no significant effect on employee productivity of selected private universities in Lagos and Ogun States, Nigeria.

Conclusion and Recommendation

The study examined the effect of organizational learning (continuous learning, team learning and personal learning) on employee productivity of selected private universities in Lagos and Ogun States, Nigeria. The data generated were sorted, coded, analyzed and substituted in the functional equations to obtain multiple regression models and established the statistical

significance of organizational learning dimensions variable, and final acceptance of the hypotheses were made. From the data analyses, the following can be summed up as the major empirical findings of this study: The result showed that organizational learning dimensions have significant effect on employee productivity of selected private universities in Lagos and Ogun States, Nigeria (Adj. R^2 =0.458; $F_{(3,317)}$= 98.183; p<0.05).

Limitation and Suggestion for Further Studies

The study experienced some shortcomings that limited the presentation, interpretation and generalization of the findings and as such served as the basis for suggestions for further studies. The major limitation was that access to specific information and data were curtailed, possible reasons for this could be the feeling of divulging the information to competitors in the same industry. Hence aggregate data on the variables identified were analyzed and used for the study. Future researchers could employ longitudinal survey research design to capture the dynamics of organizational learning components and employee performance dimensions. Further studies could be conducted on multinational companies and the indigenous companies for comparative analysis.

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