

**Information Seeking Habit, Professional Development and Employee Creativity of
Administrative Staff in Public Polytechnics in Osun State, Nigeria**

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Faculty of Communication and Information Sciences, Lead City University,
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Certification

This is to certify that this thesis was carried out by **Christianah Bose LAWAL** with Matriculation Number **LCU/PG/003074**, in the Department of Information Management under my supervision in the Faculty of Communication and Information Science, Lead City University, Ibadan, Nigeria and that the work has not been previously submitted.

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Dedication

This thesis is dedicated to God Almighty for His sufficient grace over my life.

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Abstract

Administrative staff are often seen as bureaucrats who operate strictly by a rigid set of rules. This is no longer true, particularly in higher institutions as administrative staff creative has become essential to their personal development, effective organisational process, and competitiveness. In line with this, the study examined the influence of information seeking habits and professional development on employee creativity of administrative staff in public polytechnics. The study adopted a survey research method focusing on one hundred and forty-two (142) administrative staff in government owned polytechnics in Osun State, Nigeria. The research instrument was a validated structured questionnaire. Data analysis was conducted with both descriptive and inferential statistics. The results showed that there was a high level of employee creativity among administrative staff in public polytechnics in Osun State. It was also found that the strategy adopted by the administrative staff for personal development includes observation, retention, and modelling with observation being the most preferred strategy. This test of hypotheses revealed that information seeking habits and professional development both individually and jointly influence employee creativity among the administrative staff. The study concluded that employee creativity is important among administrative staff, especially in tertiary institutions synonymous with innovation and creativity. It was therefore recommended that the authorities of public polytechnics in Osun State organize periodic capacity building for employee creativity of their administrative staff. This is to ensure that their creativity is more enhanced

Keywords: Employee Creativity, Information Seeking Habits, Human Resources, Professional Development, Organisational Behaviour.

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Chapter One

Introduction

1.1 Background to the Study

The success of every organization depends solely on developing human capabilities for the workforce through employment, resulting in positive individual and organization outcomes. It goes a long way to show how valuable an employee is to the organization. Each employee is an asset for the organization, the result that each employee provides must be significant. However, developing these human capabilities can be calculated based on the economic climate, technological advances, shifts in demographics, and workforce changes affecting the work setting which goes a long way in developing the workforce for both the organization and its employees¹. In a competitive environment, every organisation needs to continuously adapt to complexities arising from forces impacting the workforce which require employees to continuously change to new environments with greater demands. This goes a long way in enhancing organizational productivity. It is therefore certain that organizations delivering the same products and services in the same way will not survive for a long time at the mature phase of its life cycle, so creativity is often presented as an imperative for long-term organizational success and survival².

Creativity of an employee is an important phenomenon to ensure a firm's survival and growth. Showing high level of creativity when accomplishing tasks results in feelings of self-efficacy and mastery. Hence, it is important that they have enhanced knowledge of work processes as a guiding factor for their actions in the future which is crucial for provision of quality services in the organization which in turn raises the performance as it

relates to the efficacy, and efficiency of total output³. The performance of an employee is the consequence of variables and efforts put in place by each employee of the firm which may be physical, observable, or quantified in number. The creativity of an employee is impacted by a range of individual factors. It is regarded as behaviour exhibited by the employee which is of high relevance for organizations and individuals alike. The success of any firm relies primarily on how creative personnel perform and execute their job tasks. Each employee is expected to be an asset to the firm, the returns posted by each employee must be considerable⁴.

There is widespread consensus that innovation is power and success. However, firms need creativity to initiate organizational innovation. Creativity is considered as the most asset for every organization in national and multinational organizations which goes a long way to help organizations gain competitive advantages for organizational innovation, survival, and long-term success as well as promoting retention of talent, and improvement in organizational performance and stakeholder's value⁵. Not surprisingly, creativity is recognized as a critical competency for 21st-century organizations, to lead or adapt to change. Thus, creativity refers to the implementation of creative ideas in an organizational context. Creativity is the development of ideas about practices, procedures, products, and/or services that are novel and potentially useful to an organization. Creative employees deliver a better outcome with a positive attitude towards the organization and its values are more likely to display initiatives to change procedures in conducting jobs and the organisational environment which is important for its growth and development. Thus, the degree to which an employee has freedom, independence, and discretion in carrying out the tasks of the job plays a key role in a strong corporate culture which has

been considered vital for the management of every organization⁶. Creative employees are more likely to solve organizational problems creatively and effectively, ultimately creating a superior experience.

Employee creativity is a fundamental concept in the effort to understand and describe both qualitatively and quantitatively, the nature of the interaction between an organisation and its employees. In the last decades, studies on the contingency factor changing organization's structure and behavior from traditional to organic has received a lot of research attention, especially in management sciences. Employee creativity is a vast and developing area of research that has been extensively researched as it becomes fundamental in organizational context, being directly connected to organizational performance. Employee creativity is one of the drivers of businesses and organizations and is often seen as crucial for organisational success and competitiveness⁷. Scholars have since then proposed different meanings and measurements of creativity, some of which even overlapped with other established constructs such as organizational learning, innovativeness, and job proactiveness. There are two common characteristics that were noteworthy for defining creativity. First, creativity indicates —an innovative connection characterized by originality or novelty or other attributes that differentiate them from ordinary options Second, creativity relates to the intellectual element such as human skill that is matchless in an increasingly automated world. Furthermore, it is described as a relative state of mind referring to the simultaneous transformation and manipulation of existing knowledge by an individual's physical, cognitive, and emotional energies in the performance of job.⁸.

From a general view, employee creativity is defined as a design in which the employee makes such innovative construction in which work related problems are resolved in rightful manner with step-by-step process. It is also described as the ability of the individuals and how they can develop useful solutions to meet the challenges and overcome the problem themselves individually⁹. Employee Creativity at work is the process, outcomes, and products of attempts to develop and introduce new and improved ways of doing things. The creativity stage of this process refers to idea generation, and innovation to the subsequent stage of implementing ideas toward better procedures, practices, or products. A creative employee is one who has the ability to be aware of the organization and must be sensitive so that he/she can tackle the problem, he/she must have a sharp mind to be able to remember tasks for long time and must be adaptive¹⁰.

In a Globalize world, rapid change in technology as well the culture, a creative employee should be able to adapt to all the changes before time and be creative. This form of creativity can occur at the individual, work team, organization, or at more than one of these levels combined, which will invariably result in identifiable benefits at one or more of these levels-of-analysis. Employees' creativity can most commonly be referred to an individual who has new ideas for his work and working style and must be flexible in order to work in a team rather than individually completing a project. Employee creativity level has become an important standard in achieving the organizational goals and objectives¹¹.

Creativity has been used and applied from different perspectives; these differing perspectives give rise to differing measurement parameters. These measures have been a mixture of both co-creational and functionalistic approaches on how an employee can be

proactive and innovative cognitively based on the fraction of goals or objectives achieved by the employee¹². However, the Componential Theory of Creativity is a robust technique used for measuring employee creativity which focuses on describing an individual's social and psychological components as important for producing creative work in a work setting. This finds its basis in the meaning of creativity as the production of concepts that are both new and useful, suitable for achieving a goal. The measures include knowledge expertise, creative thinking skills and task motivation which were all adapted from the componential theory of creativity¹³. Expertise is the knowledge of facts, circumstances and issues that an employee is predisposed to regarding a phenomenon which includes technical know-how, skills, intelligence and talent that will help an organization achieve a goal; creative thinking skills is the cognitive and personality traits that are applicable to independent thinking and individual's approach to new problems as well as methodical work styles in producing ideas; task motivation is the employee's desire to engage in activities that is viewed challenging or fulfilling¹⁴.

Thus, employee creativity is an important aspect in assessing employees' proactive personality in work role and the overall contribution of to the organization. Therefore, when employees of the organisation do not engage in proactive disposition which always arise as a result of not been able to initiate meaningful change, cognitively and emotionally, they will withdraw from their work emotionally and mentally which will consequently result to poor service delivery, low productivity and job burnout, they will also lag behind in introduction of new methods and thinking to channel solutions to developmental issues to create —a positive, fulfilling, work-related state of mind that is characterized by innovative construction, proffering useful solution to meet the

challenges, and learning new knowledge with the opposite of experiencing job burnout, which results from the high demands of working style and lack of resources. Notwithstanding the importance of employee creativity and creative behavior among employees regarding the characteristics of organizations that enhance or hinder the development and emergence of creativity¹⁵.

This phenomenon is quite significant since different tasks may require different skills, motivations, and cognitive strategies. This implies that creativity does not happen inside people's heads but in the interaction between a person's thoughts and a socio-cultural context' thereby creating a relationship between employees' personal ability, and cultural intelligences taking into account the mediating role of environmental uncertainty especially in a dynamic world that is constantly changing, improving, facing challenges, and surrounded by many factors that affect the personal ability of employees. Creativity, even in the simplest structure, proposes at least one information seeking stage which could be considered as an operation carried out deliberately to seek, identify and process technical and scientific knowledge using them efficiently in work processes¹⁶.

This form of knowledge is the information process that takes place in human minds, as well as personalized information related to facts, procedures, concepts, interpretations, ideas, observations, and judgments. Thus, the knowledge residing in human minds is unlikely to be transferred by simple copying processes and information seeking requires a unique set of rules and behavioral patterns¹⁷.

Information plays a significant role in the professional lives of employees in the organization with regard to task completion and everyday decision-making: Every

individual, at one time or the other, consciously or unconsciously, partakes in the act of information seeking which is usually done in the bid to answer the why, what, when and how questions, which prompts man to search through different information sources to satisfy his/her curiosity. This Information seeking behaviour is the deliberate search for information out of a need to meet some goals. This need arises when it is perceived that there is a gap between the information and knowledge available to solve a problem and the actual solution of the problem. the need for information is a factual situation in which, there exists an inseparable interconnection with —information and —need, which is the amount of positive information an individual or group of users need to have for their work processes and satisfaction¹⁸.

This information provides a background for understanding of an issue and triggers a stimulus function, which provides ideas to obtain stimulus. Therefore, this stimulus function for information needs triggers seeking behaviour essential for accessing information. Purposeful information seeking begins by users selecting information sources and applying different criteria to value and priorities such sources. Consequently, information needs are characterized mostly by the information seeking habit of a person in need of information. It also encompasses the totality of other unintentional or passive behaviours as well as purposive behaviours that do not involve seeking, such as actively avoiding information. Scientifically, information seeking habits can be described as a general term to denote a set of actions undertaken by an individual to express information needs, seek information, evaluate, and make information, and finally use this information to meet their information needs. The process of seeking confines the person to either interact with manual information systems or with computer-based systems. It is a broad

term encompassing the ways individuals articulate their information needs, seek, evaluate, select, and use the needed information¹⁹.

Information seeking habits have been defined as a set of actions that an individual takes to express information needs, seek information, evaluate, and select information and finally uses this information to satisfy his/her information needs. It is also described as the way information users behave when searching for information to transform their state of knowledge²⁰. The ability to integrate information seeking habits into creative activities is fundamental to effective lifelong functioning, and even more so if an employee is to succeed in work functions. These habits are used to deal with uncertainties or fundamental problems of complex organization and coping with uncertainty is the essence of administrative process. Therefore, information seeking habits of employees are fundamental to the provision of successful work functioning needed to satisfy informational needs that might be both professional and recreational. However, the information needs and information seeking behaviour of various professional groups is essential in the planning, implementation, and services in work settings. It is importantly the epitome in two key areas of an employee such as personal competence which represents how employee manage themselves in the form of self-regulation, self-motivation and —social competencel which represents how employee manage relationships in the form of social skills: Hence, information seeking habits are a powerful disciplinary interest that can affect behaviour and performance in important ways. It can therefore enable employees in an organization to improve their performance by resulting in increased employee motivation at work, innovations, problem solving, decision-making, program planning and reasoning²¹.

Information seeking habit is necessary to better understanding of the service proposition and more especially how it reflects on career development and other reasons include problem-solving, to keep abreast with current career developments, develop competence and improve general knowledge which are heavily dependent on books, journals, conferences, subject experts and colleagues, the World Wide Web, search engines, and electronic resources such as electronic journals, online databases, e-books, emails, online catalogues, listserv and web portals among others have become important sources of information for most employees²².

Thus, information seeking habit for work setting is made up of three capacities: —the use of feeling (affective commitment), thoughts (cognitive commitment) and taking actions (physical commitment) which are beneficial to organizational performance. Although various researchers have defined and modeled information seeking habits, they do not recommend specific measurement instruments. In this study, information seeking habits will consider measures such as identifying/initiating information needs, exploration of information, collection of information, and presentation of information. These measures are adapted from The Kuhlthau model of Information Search Process. Identifying information needs refers to an individual's awareness about the lack of knowledge or understanding, which then propels/initiate the action to seek information. Exploration of information relates to an individual's querying/inquiry of the information, for consistency, compatibility and might get confused and frustrated in the process of exploring for information. Collection of information relates to an individual's ability to minimize the ambiguity and collect the more relevant information in the same direction of need, while presentation of information refers to the stage where when the search is

completed, and an individual gets new knowledge which he/she can present to others and put the knowledge to use²³.

It is very important for employees to work towards identifying their information needs and working towards designing and developing information systems and services to adequately satisfy their needs to experience breakthroughs in conceptual, social and technical skills, which in turn also has a positive relationship with organizational performance. Although the Information needs of employees in an organization differ depending upon their respective functions and tasks, the level of their knowledge and experience (in the specific field of specialization and in the use of information systems and services), their particular interest and need to satisfy which they seek information, on the breadth and depth of their interest profiles, and on the nature of the subject or field of specialization or interest. However, a work environment built for employees to harness their information needs as well as encouraging information seeking behaviour is a superior medium for encouraging employees to improve on performance. It has also been found to be an important predictor of various enviable organizational outcomes, such as job performance, job satisfaction, organizational citizenship behaviour, and organizational commitment. Likewise, administrative staff serve as the boundary between their organizations and students as well as the academic staff and therefore have first-hand information of the diverse needs of these group of individual and must be able to gather the relevant work information to engage. However, the administrative staff do not automatically engage in creative behaviours and developing ideas until their creative potentials are awakened either through information seeking processes which then facilitate their creativity by encouraging them to come up with creative solutions. Thus,

creativity and information seeking behaviour of administrative staff is vital especially in collaborative workplace environments such as higher institutions of learning²⁴.

Administrative staff also carry out essential tasks in tertiary institutions as lecturers, advisers, intellectuals and partake in the academic management of the institution. This category of staff needs a variety of information mainly for the process of decision making, problem solving, planning, resource allocation, overall process of system management and self-development. Accordingly, they also need information to develop their professional career, keep up with the current growth in their fields, and to increase proficiency in their system management skills, among others. They are usually interested in subject fields in which they are working or studying. He also stated that their urgent information needs centre around information that will support management and professional development within the organizational context²⁵.

The dream of every employee regardless of their level is to be successful in a career in the organisation. Presently, the organization is more concerned with performance and productivity due to the growing awareness of the obsolescence of their knowledge and skills. Therefore, human development is important in organization performance and production since human resource is an intellectual property of the organization and a source of competitive advantage to the organization which can be enhance more through building the competencies of the manpower by enabling employee to obtain necessary skills to improve in committing to their task. Studies have shown that the educational system does not equip people in the development of job skills on one's professional area. Organizations are increasingly recognizing constant training of their employees (both formally and informally) as a competitive advantage. The considerations of how

individuals engaging in production tasks may encounter learning opportunities in the workplace, and how these opportunities may best be recognized, understood, and reproduced for training purposes, are also increasingly connected to educational purposes. Consequently, in addition to individual's willingness to engage in learning through work, the learning potential of jobs and their influence on professional development has also been an area of importance²⁶.

Professional development is a continuous learning process that enables individuals to acquire the knowledge, skills and abilities needed to cope with changing demands for professional proficiency throughout their career. Various developmental strategies and functions is needed to support professional development, making such actions important but not prerequisites for professional development thus stressing the role of continuous learning and professional development in the knowledge society and challenge the existing workforce to make concrete actions to update their knowledge and skills in flexible and rapid manner to remain employed in the future. Therefore, Employee professional development involves a concerted effort that led to the evaluation of employees' abilities, identifying work opportunities and implementing different types of training and experience to prepare for a higher career which presents opportunities for job satisfaction²². An employee that is satisfied with their work is motivated to invest more time and effort to develop new skills to enhance professional development²⁷.

While professional development as a concept has been used in research for many decades, it has been defined in various ways and applied in multiple contexts due to its spread into many different disciplines. However, the definition has always focused on professionalism. Therefore, professional development can be defined as the development

of individuals by training, formally and/or informally that will fit their job requirements. It is also described as a structured learning experience within a given period to maximize opportunities for work performance, based on education, training and environmental change (mutation) in the organization's activities with the sole aim of promoting the technical skills, conceptual, theoretical, and moral achievement of its work so that employees get the best results. It is also the process of making progress or growth on an existing skill in employees through training, mentoring, participation and delegation. Professional development can be seen as a growth factor occurring more than what is required in each job. It has a significant impact on the organization by promoting competitiveness in a competitive environment²⁸.

The advantage and characteristic of professional development is a combination of the acquired (and still relevant) theoretical knowledge and preparation for work with increasing professional experience. In the individual employee perspective, there increases the importance of being promoted, recognition from superiors, financial benefits, and power. However there exist two most important and frequent strategies of professional development – specialization or universalism. The strategy of specialization consists of deepening specific knowledge of a narrow-selected domain to which an employee can gain rare and highly valued competences while the career strategy based on universalism is based on widening the range of experience and competence, often beyond occupation or position which results in a higher elasticity and relatively better position in the labour market. Therefore, employees and organizations alike face an important challenge of combining individual visions of career opportunities and objectives of the organization. It seems that only this kind of systemic approach to professional

development will enable the mutual satisfaction of needs, implementation of goals and higher quality of life and work²⁹.

In this study, professional development refers to measures such as job observation (attention), job retention and reproduction (job modeling). These measures are adapted from Bandura's Social Learning theory of career development that deals with people's interaction or learning by imitation or observing others through modelling influences in a social context. Job observation refers to employee's observation and focus on the task allowing them opportunity to focus on peer learning. Job retention involves storage, retrieval, and application of new or previous knowledge acquired from reading, and lectures. Job modeling refers to an employee's performance guided by memory of observed behaviour by people like themselves operationalized through inter-disciplinary collaboration³⁰.

It is very important for employees to invest towards enhancing their professional development and working towards continuous learning to experience breakthroughs in creative, conceptual, social, and technical skills which in turn also has a positive relationship with organizational performance. Furthermore, an organization that invests in its human resources for the sole purpose of identifying and developing human capital in terms of employee needs to enhance their creativity is a superior medium for encouraging employees to increase productivity. It has also been found to be an important predictor of various enviable organizational outcomes, such as job performance, job satisfaction, organizational citizenship behaviour, and organizational commitment³¹. Likewise, administrative staff serve as the boundary between their organizations and students as well as the academic staff and therefore have first-hand information about the diverse

needs of these group of employees and able to gather the relevant job intelligence to engage. However, the administrative staff do not automatically engage in creative behaviours and developing ideas until their creative potentials are awakened either through information seeking habit and professional development which then facilitate their creativity by encouraging them to come up with creative solutions. Thus, information seeking behaviour and professional development of administrative staff is vital especially in collaborative workplace environments such as higher institutions of learning³².

Generally, the performance of tertiary institutions, especially government owned polytechnics is premised on the quality and capacity of task/work output. However, within institutional rankings of tertiary institutions, government polytechnics still battles with issues of unleashing the creative abilities of employees on how employees' complete tasks focusing on efficiency, skills, initiatives, and competencies. This only reinforces the notion of poor institutional human resource strategies such as performance appraisal and Employee Development as well as the inability of administrative staff to make use of various information resources to enhance their problem-solving skills which significantly impact employee behaviours in developing creative ideas for work processes in public polytechnics of Osun State³³. In view of the above discussions, this study seeks to examine the relationship between information seeking habits, professional development, and employee creativity of administrative staff in Public Polytechnics in Osun State.

1.2 Statement of the Problem

The creativity of administrative staff in higher institution is of utmost significance for the development of human capital, successful operation, competitiveness and success. However, preliminary investigation has revealed that administrative staff in publicly owned polytechnics in Osun State are encountering negative downturn in administrative creativity and are therefore finding it difficult to adapt themselves to many changes, and developments that have been occurring rapidly and not performing at an optimum level required in terms of their creativity with ICT resource, task quality, and productivity in terms of skills output which is corroborated by their slow work execution, ineffective and inefficient system of doing their job³⁴.

Administrative staff seem to lack individual capabilities and basic skills for utilizing the information systems to engage in active information seeking to plan their programs and activities efficiently where there is great concern of how the information seeking habit of administrative is being affected by the advancing information revolution, especially on how it relates to access and retrieval capabilities. These challenges will negatively affect the institution in administrative processes. These perceived challenges identified may be traced to the adoption of obsolete management methods, lack of conducive environment, to the inability of management to dedicate to providing to administrative staff equal opportunities for professional training and career development while taking into consideration the education and skills of employees³⁵. Though several studies exist on information seeking habits, professional development, and its relationship with administrative creativity among employees, empirical studies that associates the three

variables within the context of administrative staff in public polytechnics in Osun State, is non-existent, hence the need for this study

1.3 Aim and Objectives of the Study

The aim of this study is to investigate the Influence of Information Seeking Habit and Professional Development, on Employee Creativity of Administrative Staff in Public Polytechnics in Osun State. The objectives are to:

- i. identify the level of employee creativity of administrative staff in public polytechnics in Osun state, Nigeria;
- ii. identify the level of information seeking habit of administrative staff in public polytechnics in Osun state, Nigeria;
- iii. ascertain the most prevalent professional development (job observation, retention and modeling) strategies put in place for administrative staff in public polytechnics in Osun state, Nigeria;
- iv. determine the influence of information seeking habit (information identification, exploration, collection and presentation) on employee creativity of administrative staff in public polytechnics in Osun State, Nigeria;
- v. determine the influence of professional development (observation, retention and modeling) on employee creativity of administrative staff in public polytechnics in Osun State, Nigeria;
- vi. determine the joint influence of information seeking habit and professional development on employee creativity of administrative staff in public polytechnics in Osun State, Nigeria.

1.4 Research Questions

The following are the research questions for the study.

- 1 What is the level of Employee Creativity of Administrative Staff in Public Polytechnics in Osun State?
- 2 What is the level of information seeking habit (information identification, exploration, collection, and presentation) of Administrative Staff in Public Polytechnics in Osun State?
- 3 What is the most prominent professional development strategy among Administrative Staff in Public Polytechnics in Osun State?

1.5 Hypotheses

The following hypotheses will be tested at 0.05 level of significance:

- H₀₁:** There will be no significant influence of information seeking habits (information identification, exploration, collection, and presentation) on employee creativity of Administrative Staff in Public Polytechnics in Osun State.
- H₀₂:** There will be no significant influence of professional development (job observation, retention, and modeling) on employee creativity of Administrative Staff in Public Polytechnics in Osun State.
- H₀₃:** There will be no significant combined influence of information seeking habit (information identification, exploration, collection, and presentation) and professional development (observation, retention, and modeling) on employee creativity of Administrative Staff in Public Polytechnics in Osun State.

1.6 Significance of the Study

This study effort would be of use to numerous stakeholders which include the management of Polytechnics, administrative staff, Employees, Researchers and Government.

The outcome of this study would strive to respond to the issues regarding information seeking habit, professional development, and creative skills necessary by administrative staff of public polytechnics in Osun state, Nigeria. It is anticipated that this would enhance productivity/performance since it will enable management to address the issue of creativity from the employees' perspective by contributing greatly to the framework on the management of human resources to improve organizational performance. Also, if the needed mechanism is put in place by the government to appoint administrators with emotional intelligence competencies and make provision towards training managers to improve their EI competencies potentials will be disclosed and there will be improvement in work performance.

Ultimately, it will propose a permanent answer to equip organizations with the link of creating environments that enable employees to freely share their opinion on issues and challenge the status quo, when necessary, which will result in a satisfying condition for the personnel of the institutions and ultimate increase of administrative creativity. The conclusions of this research will help workers gain more information to boost and speed up their task and be pleased with their employment. It will also act as a connection and guidance for future researchers in relevant projects. Also, governments and corporate institutions would have the notion of things to be in place to increase the task of administrative staff and for developing creative potential that will prompt more

prominent achievement and satisfaction in the personal and professional lives of creative persons.

It is pertinent to note that this study is based on psychological matter, that is the psychology to explore other processes or organizational factors that promote and ensure high level of emotional intelligence and creativity of individuals engaged in programs and content design within the creative arts industry. It is expected that the study will provide relevant and current information to scholars and students thereby adding to the body of knowledge in emotional intelligence and employee creativity.

1.7 Scope of the Study

The study focuses on the influence of information seeking habits and professional development on Employee Creativity of Administrative Staff in Public Polytechnics in Osun State. The level of employee creativity of administrative staff would be measured by expertise, creative thinking skills and task motivation, while the information seeking habit will be measured with information identification, exploration, collection and presentation and the professional development scope for this study includes observation, retention and modeling.

The geographical scope of the study is Osun State. The study will cover all public polytechnics in Osun State. The respondents would be all administrative staff, which include those on administrative officer I and administrative officer II cadres. These selection criteria are fit since they are seen at the center of the administrative activities and are saddled with various administrative tasks in the selected state polytechnics.

1.8 Limitation to the Study

The major limitation encountered in the course of this study was the reluctance of administrative staff in public polytechnic used for this study to fill in the questionnaire.

1.9 Operational Definition of Terms

The following terms are operationally defined as they were used in the study:

Employee Creativity: The process, outcomes, and products of attempts by administrative staff in public polytechnics in Osun state to introduce new improved ways of doing work tasks.

Knowledge Expertise: The knowledge of facts, circumstances, and issues that administrative staffs of public polytechnics in Osun state are predisposed to regarding a phenomenon which includes technical know-how, skills, intelligence, and talent that will help the organization achieve its goal.

Creative Thinking Skills: The administrative staff's cognitive and personality traits that are applicable to independent thinking and individual's approach to new problems as well as methodical work styles in producing ideas in public polytechnics in Osun state.

Task Motivation: The ability of the administrative staff to engage in work activities that is viewed challenging or fulfilling in public polytechnics in Osun state.

Information Seeking Habit: The way and manner administrative staff in public polytechnics in Osun state behaves when searching for information to transform their state of knowledge to enhance their problem-solving skills, keep abreast with current career development and develop competence.

Information Identification: The administrative staff's awareness about the lack of knowledge or understanding, which then propels or initiates the action to seek information in public polytechnics in Osun state.

Information Exploration: The administrative staff's querying or inquiry of the information for consistency, compatibility, frustration, confusion in the process of searching for information in public polytechnics in Osun state.

Information Collection: The administrative staff's ability to minimize the ambiguity and collect the more relevant information in the same direction of professional needs in public polytechnics in Osun state.

Information Presentation: The state administrative staff completes the search and gets know knowledge which he/she puts the knowledge to use in public polytechnics in Osun state.

Professional Development: The structured learning experience of administrative staff within a given period to maximize opportunities for work performance based on education, training, and environmental changes in organization's activities with the sole aim of promoting technical skills, conceptual, theoretical and moral achievement in job tasks to get the best result in public polytechnics in Osun state.

Job Observation (Attention): The ability of administrative staff to focus on task allowing them opportunity to observe others through peer learning for long term career development in public polytechnic of Osun state.

Job Retention: The storage, retrieval, and application of new or previous knowledge acquired from reading and lectures by administrative staff in public polytechnics in Osun state.

Job Modelling (Reproduction): The administrative staff's performance guided by memory of observed behaviour from people like themselves operationalized through inter-disciplinary collaboration in public polytechnics in Osun State.

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Chapter Two

Review of Related Literature

This chapter encapsulates reviews (theoretical and empirical) literature of the concept in the study. This is to make the concepts clearer within the context of the study. Relevant related theories to the main construct of the study are also reviewed as stated under the following sub-headings:

2.1 Conceptual Review

2.1.1 Concept of Employee Creativity

2.1.2 Overview of Information Seeking Habit

2.1.3 Concept of Professional Development

2.2. Theoretical Review and Framework

2.2.2 Componential Theory of Creativity

2.2.2 Kuhlthau model of Information Search Process

2.2.3 Bandura's Social Learning Theory

2.3 Review of Empirical Studies

2.3.1 Information Seeking Habit and Employee Creativity

2.3.2 Professional Development and Employee Creativity

2.4 Conceptual Framework

2.5 Summary of Gaps in Literature

Endnotes

2.1 Conceptual Review

2.1.1 Overview of Employee Creativity

Creativity is an utmost significant human trait that has allowed humans to evolve from an archaic presence to a cultured free market lifestyle. The inherent quality of all creative efforts is the hope that humans can create a better life for all people on universe. As such, it seems judicious to imagine that constructive feelings would frequently accompany this intelligence of hope that creative people would tend to be happier and reveal greater everyday positive distress. There is a possibility that creative individuals take much relief from negative effects if they are actively engaged in creative work, some sort of negative reinforcement contingency. Qualitative research provides evidence that those scientists and artists frequently account for excitement in succeeding in a creative intuition¹.

Accordingly, creativity at work is defined as the process, outcomes, and products of attempts to develop and introduce new and improved ways of doing things. The creativity stage of this process refers to idea generation, and innovation to the subsequent stage of implementing ideas toward better procedures, practices, or products. It also can be described as a skill that brings something new and valuable and breaks away from old styles². Creativity can occur at the level of the individual, work team, organization, or at more than one of these levels combined, but will invariably result in identifiable benefits at one or more of these levels-of-analysis. They do more than finding alternatives to converge from the familiar patterns, and then they diverge on new solutions. They break the laws to modernize them and try to make hard decisions about what to include and what to eliminate. In other words, creativity makes people innovate. They aim to the

newness so that it can consider several senses. Creativity exists with openness to new experiences which are related to originality, courage, curiosity, imagination, and challenge³.

The key foundational building blocks for creativity are shared perspectives, knowledge, and experiences. The employees must understand that this is true to build up their creativity to influence their work commitment and performance. Furthermore, creativity is one of the most momentous to understand the aspects of human life. The creative process materializes as ideas, thoughts, images, colors, shapes, words, visions, fantasies, emotions or impressions of a person's consciousness. However, creativity is also a fundamental strength in developing a consciousness because it is strength that present from birth, a motivating energy that relates to the needs that maintain and recover the impulsiveness and freedom that necessary for development as well as curative⁴.

Creative energy is articulated by symbols and images from the unconscious. The critical process involved in the generation of new ideas, and the possibility to make the connections are not common because it requires cognitive and creative thinking skills, different thinking, imagination and evaluation. However, creativity also demands a set of personality traits that can be improved or adapted by the environment. Consequently, the environment needs to cultivate creativity and boost up the intrinsic motivation. In addition, creativity is not limited to the arts because it can be apparent in all ambitious of human knowledge⁵.

Since creativity is explained as introducing new techniques by individuals or group of people in organisation in other to achieve maximum potential of human labor which

results in achieving goals effectively, therefore if a firm wants to compete with its competitor, due to changing innovation and globalization, they must hire creative employee who are extroverts, feeling easy to work in groups. Employees with proactive personalities are the ones which are most admired for making constructive changes. Research on creativity has concentrated on examining the antecedents of employee creativity in an organizational context. Specifically, researchers have found that employee creativity is influenced by personal characteristics such as creative personality, organizational context and job characteristics such as work environment, job creativity requirement, and leadership. Creativity is a term that's used in an organization to develop their goals, but it is rarely defined⁶.

Employee's creativity can most commonly be referred to an individual who has new ideas for his work and working style, he/she must be flexible in order to work in team rather than individually completing a project, a creative employee is one who has better skills of understanding and is adaptable in if new technology is introduced in the firm so he should be able to use it in no time, all these values indicate employees are empowered so they can complete the task as they are feeling comfortable all these characteristics would help in getting to know new opportunities, use of advance technology all these changes are part of everyday life⁷.

Furthermore, a creative employee is one who can be aware of the organization and must be sensitive so that he/she can tackle the problem, have a sharp mind to be able to remember work task for long time, and must be adaptive, due to due to the rapid change in technology as well organizational culture. Therefore, a creative employee should be one who is able to adapt to all the changes before time. This is because the process of

being creative is usually adapted by the individual in the production of new ideas which may depend on the employee or situation; an employee may want to be in contact at the highest or lowest level although he or she has great potential. Employees may use all his/her capabilities, skill knowledge in effort to produce creative outcomes⁸. Their individual efforts and achievements are the basis for creativity and innovation. Employee creativity is a component of organizational creativity, often referred to as an invention. It has long been observed that employees' creativity is mostly seen in large organisation and team. Creativity is mostly involved in the generation of change in products, due to working in a team the employee is constantly engaged in learning new knowledge, skills which are the necessary requirements needed by the organization from the employee so they can achieve timely goals⁹.

Studies have shown that creativity is comprised of three determinants which is a function within every employee, it includes an employee's expertise, motivation, and creative thinking skills. The first determinant is expertise which is essentially a person's knowledge, whether it is technical, procedural, or intellectual. When expert actions are also creative, they stand out. Much of what we find so inspirational and powerful in action performed at the very limits of skill are those performances that also transcend boundaries, lead the future forward, and are, in a word, saturated with creativity. As often happens with creative breakthroughs, an expert's creativity has a downstream effect of influencing all future performances within that expert's domain¹⁰.

Basically, expertise is the culmination of everything that a person knows in their given field. This includes intellectual knowledge, procedural knowledge, technical knowledge all combined. Usually, it talks about all the knowledge a person has in a specific field,

i.e., in his domain. Therefore, expertise and creativity are closely related. While it is not important to have a creative side to attain expertise in one's field, the opposite tends to be true. Creativity generally does demand some level of expertise. Expertise can manifest via practical education, formal education, or interaction and discussion with other professionals. New work in the philosophy and cognitive science of skilled action has trended towards a model of skill suggesting that skilled performances are those in which automatic and intelligent action controls are able to work together in an expert's successful performance¹¹. The upshot of such a model is that automatic action controls can count as intelligent as long as they are appropriately sensitive to higher order intentions and executive commands. Likewise, intelligent controls can operate automatically if they are sufficiently flexible within the shifting sea of complex affordances that make up an expert's domain of performance. The product of this model is an interpretation which makes skillful actions out to be intelligently automatic actions that are often fluid and fast, though never fully without the executive influence of their expert-employee¹¹.

Accordingly, two general conclusions can be drawn skilled action. First, skilled action is intelligently automatic; it is integrally related to the performing expert's executive, intelligent control. Experts know how and when to act automatically. Moreover, even in states of dominantly automatic action, experts' actions are still intelligent to the extent that what experts do is guided by how they wish to perform. And second, skill is a process. Clutch and the like do not occur in isolation of a whole performance, but rather exist in the flexible, dynamic procession of actions colored by automaticity under the influence of intelligent control. Thus, intelligently automatic actions can remain dynamic

and flexible but also fast and reactive within the complex rush of affordances experts must respond to in order that they may be successful in their developmental trajectories¹³.

Expertise could also be a mediating factor affecting increases and decreases in such developmental trajectories. Researchers from the field of expertise have undertaken extensive research examining the acquisition of expert decision-making and performance. Accordingly, expertise in a given domain is the end result of extended engagement in high-quality training (deliberate learning) and is based on the assumption that the most beneficial form of training for acquiring skills involves activities that are highly relevant to performance improvement, which require much effort (either cognitive or physical) and which are performed for the purpose of improving current performance rather than inherent enjoyment¹⁰. Indeed, related research demonstrates that perceptual, attentional, and cognitive skills play an important role in expert performance. However, there is a major difference between experts and novices in different perceptual skills such as visual anticipation, pattern recognition, and knowledge of situational probabilities which are required to clarify whether the path of creative thinking is linked to early expertise; consequently¹⁴.

The second determinant is creative thinking skills. It is associated with how one approaches a problem or difficult situation. It involves finding a unique and creative solution to any unanswered question or problem. It is basically —thinking outside the box which involves having a new perspective about something and routine. New ideas, intelligent solutions, unique collaborations, and combinations are all a part of creative thinking which is exhibited in the flexibility and imagination power of a person. Creative

thinking skills are built on experience and knowledge: it is a way of observing problems or situations from a fresh perspective that means unorthodox solutions (which may look unsettling at first). Creative thinking is often stimulated both by an unstructured process like brainstorming, and by a structured process like heuristic program. Moreover, it can mean observing something in a new way. It's the very definition of —thinking outside the box. Often, creativity during this sense involves what's called heuristic program, or the power to perceive patterns that aren't obvious¹⁵.

Creative thinking will make an individual move —sideways to undertake different perceptions, different concepts, and different points of entry. They will use various methods including provocations to resolve the issues. Creative thinking has considerably to do with perception to place forward different views. The various views are not derived each from the opposite but are independently produced. During this sense, ability must do with exploration even as perception must do with exploration⁹. Idea fluency is the ability to come up with many ideas from which to settle on. Research has indicated that the more ideas one has the greater is that the likelihood of finding a usable solution. Delaying evaluation of the ideas during the method of generating ideas can facilitate idea fluency. Individuals can make notes, record their observations and opinions of problems thanks to assist within the process of idea fluency. A distinct way of developing idea fluency is to use special times or locations during which students tend to create a discussion during a creative way¹⁴.

Some of the major characteristics of a creative thinking employee include the following; first, they are communicators; creativity and confidence are expressed in some ways through both listening and communicating. This is often why creative thinkers are good

communicators. Collaboration is additionally important for this type of thinking, and good communication is crucial for work performed as an element of a team. Secondly, they are open-minded¹⁶.

An open mind could be a mind that appreciates criticism, is prepared for brand new solutions and concepts, and is not frightened of evaluating ideas. An individual who is open-minded is willing to be told about both successes and mistakes, having the ability to grow and develop. Third, they are risk-takers exploring new ideas and techniques is impossible without risk-taking, as a willingness to face challenges and accept change¹⁶. Fourth, Creative thinkers are resilient, and that they do not seem to be terrified of taking an opportunity, knowing that one must be brave when exploring innovative and original ways of brooding about and solving problems. They know that leaving a temperature is typically necessary to succeed, whether it means facing the unknown¹⁷.

Fifth, they are knowledgeable to develop an understanding of things and situations, you would like a background story. Knowledge allows creative thinkers to determine the total picture, which is why they know lots about the world they add and that they are experts in what they are doing, and also and what they base their expertise on. Sixth, they are flexible Abilities to adapt to changes and think outside the standard patterns are parts of creative thinking, which is why being flexible could be a characteristic trait of creative thinkers. They welcome changes; they are not petrified of changing their method of labor, and they are good at working with others¹⁸.

Creative thinking is stimulated by both structured processes such as lateral thinking and unstructured processes such as brainstorming. Creative thinking skills can also be

described as how imaginative and flexible people approach problems and the ability to use existing ideas to create new approaches¹⁹. Two factors play a vital role in enhancing creative thinking skills; they are the individual's personality and work style of an individual. Personality is a major factor that enhances or determines a person's ability to be a creative thinker¹⁰. It can be more enhanced with the use of knowledge (expertise) or expertise from other fields leading to more insights in finding a solution. The second factor that plays a role in creative thinking skills is the work style of the individual. A person who perseveres through difficult problems may eventually come to a breakthrough. However, one's ability to set a difficult task aside, do something else, then return to it with fresh eyes also leads to creative breakthroughs. This process is known as the principle of incubation. However, the way an individual cultivates the process of incubation can determine how creative the breakthrough may be²⁰.

This creative process allows an employer to discover connections, meet new challenges and seek resolutions that are uncommon, original, and new. Creative thinking techniques are built on experience and knowledge, a way of observing problems or situations from a fresh perspective that means unorthodox solutions (which may look unsettling at first)²¹. Creative thinking is often stimulated both by an unstructured process like brainstorming, and by a structured process like heuristic program. Moreover, it can mean observing something in a new way. It's the very definition of —thinking outside the box¹⁸.

Often, creativity during this sense involves what's called heuristic program, or the power to perceive patterns that aren't obvious. Creative thinking will make an individual move —sideways to undertake different perceptions, different concepts, and different points of entry. They will use various methods including provocations to resolve the issues.

Creative thinking has considerably to do with perception to place forward different views. The various views are not derived each from the opposite but are independently produced. During this sense, ability must do with exploration even as perception must do with exploration²².

The third determinant is task motivation. It is said that an individual's motivation can be intrinsic or extrinsic in nature. Intrinsic motivation is defined as —any motivation that arises from the individual's positive reaction to the qualities of the task itself; this reaction can be experienced as interest, involvement, curiosity, satisfaction, or positive challenge, this kind of motivation is also related to high degrees of achievement. Where extrinsic motivation can be defined as —any motivation that arises from sources outside of the task itself, and its goal is the desire to attain some goal that is apart from the work itself — such as achieving a promised reward or meeting a deadline or winning a competition²⁰. Motivation is the driving force behind an individual. It is the desire that pushes a person to initiate any action or behaviour or sustain such behaviours as well. Although intrinsic and extrinsic motivation for doing a task may coexist, one is likely to be primary. Intrinsic motivation will be more conducive to creativity than primarily extrinsic motivation²².

Motivation is a very big part of any person's work environment. It really defines the success of any endeavor. Even in creativity, motivation plays a huge role. Creativity is not an easy process; it requires effort and hard work. If the person lacks motivation, he may give up easily without sufficient efforts. And the lack of results can be blamed on lack of creativity. But if a person is truly motivated and works towards his problems a creative solution can always be attained. Intrinsic motivation can most easily be classified

as the inner passion to solve an issue at hand. This would encompass a person's internal desire to do something. For example, the organizational psychologist might be intrinsically motivated to find out why one group is more productive than the other because of their intense interest in knowing why and how people work. Intrinsic motivation is more about the enjoyment and challenge of their work and are determined by task motivation and domain relevant skills²³.

Task Motivation, that represents individuals' attitudes toward a task and their perceptions of his or her motivation for working on the task. It refers to attitudes toward specific tasks, perceptions of one's motives. And finally, domain relevant skills are related with the factual knowledge and expertise in each domain that can be affected by formal and informal education, and individuals' perceptual, cognitive and motor abilities. This skill depends heavily on the innate abilities and skills they possess whilst domain-relevant processes depend more on training and experience²⁴.

One of the important trait-related situational factors that may enhance creativity is job creativity factors/requirement. This is an aspect of job design that encourages task complexity, autonomy, and creativity, which is specifically described to be part of the job description. Since creativity is an important component of the job, employees may generally try new approaches or create novel ideas towards accomplishing their job tasks. However, these job creativity factors/requirement is positively associated with intrinsic motivation and creative performance. However, when faced with minimal cues concerning job tasks, employees may rely on their own judgment to decide on the adequacy of their work effort, making these employees unsure as to whether creativity is

important or not. Thus, these job creativity factors/requirement serves as a set of the organizational objective by which employee judge their progress in a task²⁵.

Furthermore, these factors may also affect creativity jointly with an individual's characteristics because creativity involves taking risks. Some employees may handle risks and difficulties more effortlessly than others. Proactive employees who were willing to take initiatives and change organizational environment easily adapted to a high job creativity requirement and thus produce highly creative performance²⁴. On the contrary, passive individuals who hesitate to engage in risks may have a difficult time working in an environment where they were required to suggest new ideas to change work procedures, policies, and the like. Although proactive people appeared to have the potential to be creative when their job required high creativity, other contextual factors came into play in expressing individual creativity²⁶. As discussed previously, organizational situations, job characteristics, and personal characteristics may jointly affect organizational and individual outcomes. Nevertheless, studies have shown that that employees exhibited the highest levels of creativity when they were greatly open to working on and experience heuristic complex tasks, as well as receive positive feedback from their supervisors. Similarly, an organizational development strategy combined with a creative personality can enhance employees' creative performance²⁷.

Consequently, Supervisor support through encouragement can further enhance the interactive effect of proactive personality and job creativity requirement on creativity. Supervisor support for creativity refers to the extent to which a supervisor provides recognition, respect, and supportive behavior to his or her subordinates regarding creativity, such as providing creativity-relevant feedback and information²⁶. When

supervisors provide employees with creativity-relevant feedback and information, the employees may attempt to be creative because they perceive creativity to be valued and supported by their supervisor.

As a result, high supervisor support for creativity combined with job creativity requirement can increase employees' attention to creativity because, in these situations, the potential risk associated with creativity was minimized, and creative ideas were perceived to be effective. The latter pattern becomes more pronounced among proactive people because creative job requirement and supervisory support for creativity are appropriate for proactive persons²⁸. Organizations that emphasized creativity as a core value by requiring high job creativity and providing support for creativity through career development were highly compatible with proactive persons who tended to achieve creative activities studies have also shown that proactive people became more satisfied with their jobs and career when their proactive tendencies were congruent to their job characteristics and work environment²⁹.

On the contrary, if supervisors failed to provide support for creativity, this may signal that the potential risk associated with creative performance was not important and that the effectiveness of new ideas was perceived to be low. With these conflicting emphasis between high job requirement and low supervisory practices, employees will desist taking risks in challenging current management practices due to the subsequent risk associated with creativity³⁰. Proactive people may be apprehensive that their proactive roles towards improvements on the job will not be valued (e.g., the changes they initiate may not be acceptable or their efforts were less likely to be appreciated by their supervisors), which may even be a deterrent to their career advancement. Hence, the role of proactive

personality on creativity was minimized. On the other hand, when the job required low creativity, regardless of the levels of supervisory support for creativity, proactive (as opposed to passive) employees will be highly creative because they tended to exceed normal job expectations to achieve their goals³⁰.

Therefore, the various factors/requirements that influence employee creativity in organizational setting are discussed in the following paragraphs: Autonomy, freedom, independence, discretion, and self-managing are used to describe a situation where the employee is given latitude to design his or her task execution without intervention, specifically from management. It is described as independence in behavior exerted by employees in the organisation. Autonomy was found to be one of the most influential antecedents of individual creativity in work setting²⁹. However, the physical work design (architecture) that is conducive to creativity is what instills feeling of freedom in a work environment. Another important factor affecting employee creativity is the support the employee is receiving encouraging him or her to be creative. The employee needs to feel that being creative is a desired behavior. Such a support process includes but not limited to non-specific organizational support (support from management in general and executive management³⁰).

Employees are motivated to create creative through recognition they get. Recognition is important not only as a temporary feeling, but also as a link to reputation that helps in the job market in the future. Recognition has many forms, but in general it is a positive statement made by one person on another person's work product, also associated with appreciation. It is important and impactful when it comes from a peer, a supervisor, a senior executive, a respected industry authority, and the more public it is. It acts as a

moderator of the link between (negative) mood and creativity. Studies have shown that individual recognition is more important than salaries, bonuses, or promotions to maintain creativity. Although recognition was not part of the leading organizational creativity climate instruments, it is a positive antecedent of creativity, is therefore one of the factors for creativity³¹.

Different approaches are taken as far as how resources affected creativity: financial and budgetary, materials, time, personnel, tools, facilities, and geography which suggest that key people need to be allocated to innovation, and not just anyone. This ties well with the notion that some people are more creative or than others. However, another study noted that a central element of creativity is the organization's ability to mobilize resources. The conclusion is that the availability of resources (specifically funding, facilities, materials, people, information, and time) has a positive impact on creativity³².

Several factors associated with the dynamics of teamwork were identified as antecedents of individual creativity: team cohesion, internal competition, trust and openness, supportive presence of coworkers, team support, conflicts and debate, internal communications, and play, humor, and fun. Researchers have proven that teams are one of the basic building blocks of every organization considered the most important resource in any organization which are characterized by respect, communications, clear roles and responsibilities, freedom to develop ideas, work harder, reaching the goal, enthusiasm, commitment; comfortable discussing everything, brainstorming to improve others' ideas without feelings of hurt; leading by example, encouraging new ideas, sharing best practices, leader provided guidance, support, encouragement, and secured support and

resources from outside the team; common, clear, compelling, open, and challenging goals¹³.

In contrast, the least creative teams are characterized with lack of communication, animosity, jealousy, political posturing; lack of motivation, initiative, ideas, inability to recognize the value of the end result; individuals placing their own interests above the team's, not listening to other opinions than own, wanting to finish as quickly as possible; leaders causing confusion, fear, distrust, kept control; conflicting agendas, different missions, and no agreement on the end results. Nevertheless, the qualities of the team are considered a major deciding factor promoting individual creativity^{12,14}.

Leadership is an important aspect of the work environment for employees. Transformational leadership describes a class of behaviors enacted by a leader composed of intellectual stimulation (challenging the status quo and taking novel approaches to problems), charisma or idealized influence, inspirational motivation (energizing followers by articulating a compelling vision), and individualized consideration (supporting, mentoring, and developing followers). From the perspective of social cognitive theory, transformational leadership represents a critical external factor in employee learning. Therefore, engaging in intellectual stimulation by transformational leaders, they set the expectation for creativity and serve as creative role models for employees who are likely to attend to and learn from such leaders³³.

Proactive personality is one personal characteristic that affects creativity. Proactive personality refers to individuals' disposition toward engaging in active role orientation, such as initiating change and influencing the environment. Proactive people initiate changes, act, and persevere until meaningful change occurs in the achievement of their

goals, in contrast to passive people who just adapted to their undesirable circumstances. It is therefore noteworthy to state that proactive employees actively work to manipulate their environment and seek out new information and practices to improve their performance. In a similar vein, proactive employee also attempts to promote their career prospect rather than passively reacted to the job situation³⁴. They are also more likely to suggest new ways of doing tasks to achieve goals and generate new ideas to improve performance in comparison to passive employees. In addition, these proactive employees are more likely to identify opportunities and act on them by exceeding normal job expectations. As a result, they tend to actively engage in updating their knowledge and skills and identifying new work processes. The display of initiatives and surpassing normal job expectations, usually done by proactive employees, appeared to have positive effects on creativity³⁵.

2.1.2 Overview of Information Seeking Habit

Information is an important tool used in the realization of any objective or goal of an individual, organization or social construct. The term is generally assumed to cover all instances where people or social organizations interact with their environment in any such way that leaves some impression on them or adds or changes their knowledge store. These impressions can include the emotional changes that result from learning and can also reflect complex interactions where information combines with preexisting knowledge to make new understandings or enables the individual or social organization to deduce or induce new thoughts and ideas³⁶.

These information interactions can also leave a negative impact when information is ignored, denied, or `rejected. Nevertheless, information is an important factor basically needed by users. The information need is a factual situation in which, there exists an inseparable interconnection with —information|| and —need||, information needs can therefore be said to be the amount of positive information an individual or group of users need to have for their work, recreation and many other like satisfactions. Thus, information needs arise wherever individuals find themselves in a situation requiring knowledge to deal with the situation as they see fit. In other words, lack of information needed to accomplish a task result in information need³⁷.

Every individual or social construct needs information of increasing variety and diversity of levels, frequencies, volumes and with ease. It is also aspect of most interesting to individual and social construct who strive to develop collections, services, and organizational structures that facilitate seeking of information. There is a universal assumption that man was born innocent and should actively seek knowledge. Information seeking is thus a natural and necessary mechanism of human existence. Information needs stem from a vague awareness of something missing and as culminating in locating information that contributes to understanding and meaning individuals seek information because they need information resources to survive in all sectors of life.

Information needs are diverse and constantly changing and not amenable to generalisation. Information needs can be social, economic, political, cultural, or educational. However, information needs are characterized mostly by the information seeking process. Information seeking is a basic activity indulged in by all people and manifested through a particular way of behavior. However, this information behavior cast

a very wide net, covering both individual interactions and large-scale complex group and societal interactions with information³⁸.

Early studies on information behavior were called —use studies. Studies of —information seeking and gathering, or studies of —information needs and uses. Gradually, the term —information-seeking research was used to include all kinds of research on people's interaction with information. More recently, however, some researchers came to feel that —information seeking suggested only explicit efforts to locate information and did not include the many other ways people and information interacted³⁹. Therefore, the term —information behavior came into wide use to replace —information seeking and thus remains the most used term today. The concepts of information behavior and information practice both seem to refer to the ways in which people deal with information. The major difference is that within the discourse on information behavior, the ‘_dealing with information’ is primarily seen to be triggered by needs and motives, while the discourse on information practice accentuates the continuity and habitualization of activities affected and shaped by social and cultural factors giving rise to information seeking habit⁴⁰.

Thus, Information Seeking habit can be described as an individual's way and manner of gathering and sourcing for information for personal use, knowledge updating and development. It encompasses the ways individuals articulate their information need, seek, evaluate, select, and use information. Human information behavior is all about how we need, find, process, and use information. Information seeking habit can also be seen as a human process that requires adaptive and reflective control over the afferent and efferent actions of the information seeker in which information seeking habit results from the

recognition of some needs, perceived by the user, who therefore makes demand upon a formal system such as libraries and information centers or some other person in order to satisfy the perceived information need. Thus, it essentially refers to locate discrete knowledge elements concerned with the three basic resources namely, people, information, and system⁴¹.

Whatever reason we need information for, that information must be; accurate, reliable, authoritative, up-to-date, and easily available. Information seeking habit is a process that requires an information seeker, or what might be called "personal information structures" such as a person's cognitive abilities, his or her knowledge, skills in relation to the problem or task domain, knowledge and skills specific to a system and knowledge and skills regarding information seeking. Information is undertaken to identify a message that satisfied a perceived need. This activity may be actively or passively done when taking steps to satisfy a felt need. It is also broad term, which involves a set of actions that an individual takes to express information needs, seek information, evaluate, and select information and finally uses this information to satisfy his/her information needs. Accordingly, information seeking behaviour is the way people go about searching for information that involves purposeful information seeking because of the need to complete a task⁴².

It is a 'micro-level' form of information-use habit that consists of 'the physical and mental acts involved in incorporating the information found into the person's existing knowledge base'. It involves personal reasons for seeking information, the kinds of information which are being sought, and the ways and sources with which needed information is being sought. Information seeking behavior is expressed in various forms, from reading

printed material, research, experimentation to various media available in libraries, such as encyclopedias, journals and more currently, electronic media. Information-seeking habit is also directed towards purposive information seeking, using manual information systems or computer-based systems. Interacting with human systems such as friends, colleagues, and relatives is also included in this definition⁴³.

Information seeking habit is an area of dynamic interest among diverse fields of profession, librarians, information scientist, communication scientists, sociologists, and psychologists. Information seeking behaviour is expressed in various forms, from reading printed material to research and experimentation. Information users make active and intentional attempts to seek up to date information from the library resources, including electronic sources. It is worthy to also note that the advent of information technology has revolutionized the field of information services and has brought about considerable changes in the information seeking behaviour of users⁴¹.

An information need arises when an individual senses a problematic situation or information gap, in which his or her internal knowledge and beliefs, and model of the environment fail to suggest a path towards the satisfaction of his or her goals¹. Such an identified information need may lead to information seeking and the formulation of habits for information which implies that people need information as such but that the use of information can lead to the satisfaction of a more basic need. When considered from an administrative staff point of view, information needs are the requirements for information as they are necessary to fulfil a task⁴².

Gathering information sources from different sources will allow administrative staff to have access to varieties of information sources to perform their work perfectly. The

principal officers of the organization are normally expected to indulge in information seeking in order to serve the organization, whereby they reveal behaviours related to information seeking and use, which will help them carry out their work effectively, especially as they look for accurate, reliable and timely information to meet the needs of the organization. An information need may lead to a decision to seek information to satisfy the information need, or to solve a problem. To acquire information administrative staff, have to select information from a particular source, system, channel or service⁴³.

Most of the information seeking habits are of variety: they are statements that attempt to describe an information-seeking activity, the causes and consequences of that activity, or the relationships among stages in information-seeking habits. However, Kuhlthau's information search process (ISP) model looks at the search process from a user perspective and suggests that the uncertainty inherent in information seeking often creates user anxiety that shapes the ongoing process by which individuals develop a personal perspective of information that is often at variance with formal information systems. The model examined the feelings, thoughts and actions of the information seeker throughout the process. The stages: initiation, selection, exploration, formulation, collection, and presentation are commonly marked by feelings of uncertainty, anxiety or disappointment moving into confidence and relief⁴⁴.

Firstly, in the initiation stage, the individual recognizes the need for information as they become aware of a lack of understanding or knowledge. During this stage, feelings of apprehension and uncertainty are common. The thoughts which are common in this phase are general or vague, as the individual contemplates the problem at hand, tries to comprehend the task and relates the problem to their prior knowledge and experience.

The actions in the initiation stage encompass the discussion of potential topics and approaches. The appropriate task is the recognition of the problem and one's task. At this point the task is merely to recognize a need for information. Thoughts center on contemplating the problem, comprehending the task, and relating the problem to prior experience and knowledge. Actions frequently involve discussing possible topics and approaches⁴¹.

Subsequently, the selection phase takes place. During this phase, the uncertainty of the individual is replaced with optimism after the individual has identified the topic which has to be researched, and the right approach to do this, leading to readiness to tackle the task. Therefore, the appropriate task in this phase is identification. During the selection process, the task is to identify and select the general topic to be investigated or the approach to be pursued. Feelings of uncertainty often give way to optimism after the selection has been made and there is a readiness to begin the search^{39,40}. Thoughts center on weighing perspective topics against the criteria of personal interest, assignment requirements, information available, and time allotted. The outcome of each possible choice is predicted, and the topic or approach judged to have the greatest potential for success is selected. Typical actions are to confer with others. Some may make a preliminary search of information available, and skim and scan for an overview of alternative topics. When, for whatever reason, selection is delayed or postponed, feelings of anxiety are likely to intensify until the choice is made⁴¹.

The phase of selection is followed by the exploration phase. Exploration is characterized by feelings of confusion, uncertainty, and doubt which frequently increase during this time. The task is to investigate information on the general topic to extend personal

understanding. Thoughts center on becoming oriented and sufficiently informed about the topic to form a focus or a personal point of view. At this stage an inability to express precisely what information is needed makes communication between the user and the system awkward.

Actions involve locating information about the general topic, reading to become informed, and relating new information to what is already known. Strategic which open opportunities for forming new constructs such as listing facts which seem particularly pertinent and reflecting on engaging ideas, may be most helpful during this time. Strategies which foster an indicative rather than an invitational mood, such as taking detailed notes may thwart the process by seeking premature closure. Information encountered rarely fits smoothly with previously held constructs and information from different sources commonly seems inconsistent and incompatible⁴². Users may find the situation quite discouraging and threatening, causing a sense of personal inadequacy as well as frustration with the system. Some actually may be inclined to abandon the search altogether at this stage.

Formulation is the turning point in the information seeking process, where the individual experiences less feelings of uncertainty and an increase in confidence. In this stage, the focus from the encountered information needs to be formed. The thoughts involved in this stage encompass the identification and selection of ideas from the information, meant to form a focused perspective of the topic at hand. This focus in information seeking is comparable to the construction of a hypothesis¹². A focus may be formed in a sudden moment of personal insight; however, it is more likely to emerge gradually as the

constructs become increasingly clear. In this phase, the individual's feelings commonly change, as they indicate an increased sense of confidence and clarity.

Collection is the stage in the process when interaction between the user and the information system functions most effectively and efficiently. At this point, the task is to gather information related to the focused topic. Thoughts center on defining, extending, and supporting the focus. Actions involve selecting information relevant to the focused perspective of the topic and making detailed notes on that which pertains specifically to the focus as general information on the topic is no longer relevant after formulation⁴⁶. The user, with a clearer sense of direction, can specify the need for relevant, focused information to intermediaries and to systems, thereby facilitating a comprehensive search of all available resources. Feelings of confidence continue to increase as uncertainty subsides with interest in the project deepening. In this phase, one selects detailed information which is relevant to the focused perspective upon the topic, as general information on the topic at hand is no longer relevant after the formulation stage. When the individual has a clearer sense of direction, (s)he can specify the need for focused, relevant information to systems and to intermediaries, to facilitate a comprehensive search of all resources which are available. In this stage, one's confidence continues to increase, as uncertainty decreases as the interest in the project increases⁴⁷.

In "presentation" feelings of relief are common with a sense of satisfaction if the search has gone well or disappointment if it has not. The task is to complete the search and to prepare to present or otherwise use the findings. Thoughts concentrate on culminating the search with a personalized synthesis of the topic or problem. Actions involve a summary search in which decreasing relevance and increasing redundancy are noted in the

information encountered. Organizing strategies, such as outlining, for preparing to present or otherwise using the information are applied⁴⁸.

Within information seeking behavior, various purposes can be identified. These purposes can mainly be divided in job-related information seeking and non-work information seeking, also referred to as citizen information seeking⁴⁹. This phenomenon can be defined as —the acquisition of various informational (both cognitive and expressive) elements which people employ to orient themselves in daily life or to solve problems not directly associated with the performance of occupational tasks.

Obtaining job-related information refers to an individual's ability in the process of finding career-related information including education/training and job-related tasks. Job-related information seeking behavior refers to a person's behavior of obtaining information sources from a variety of sources. This behavior involves activities such as information needs, information seeking, evaluating, and selecting information and using information for decision-making processes⁵⁰. Job-related information is important and helps individuals in making career decisions in addition to education-related information and social information. The ability of an individual is not only limited to obtaining job-related information, but the next process involves the ability to make career decisions. The career decision-making process involves a cycle that occurs, namely communication, analysis, synthesis, valuing and execution.

This process occurs in a cycle that requires a person to have sufficient information related to education/training, job duties and social information⁵¹. The ability to make career decisions is related to career thinking that involves feelings, thoughts, attitudes, and expected beliefs⁵⁰. The job-related information seeking behavior is important to assist a

person in the career decision-making process. Those with career behavior have a high awareness of the importance of making career planning. Usually, they are always involved in activities related to career development such as attending career carnivals, resume writing workshops, interview training workshops, career classes and so on. In addition to constantly adding new skills needed in the 21st century such as communication skills, critical thinking, problem solving, and emotion management.

Information seeking is a dynamic and changeable process despite its formal problem-solving characteristics. An information need is the spur for —search activities, which are then adapted to the surrounding context and situation. Within this framework the ways each information seeker chooses to handle the task at hand are varied and somewhat unpredictable. Several factors influence one's information needs, barriers and information seeking behavior⁵². A short overview of the most important influential factors upon the information seeking process is provided.

Firstly, one's social capital influences one's information seeking behavior. Social networks shape human information behavior as well as construct one's reality along with individuals themselves. Furthermore, —socialization, reference groups, norms, roles, formats, standards, communicative events, patterns of communication, and the like influence perceptions and interpretations. Therefore, the social system plays an important role in the sense making process.

Additionally, social networks serve an important goal in providing particular information⁴⁸, as well as help determine the available information resources in order to satisfy one's information need. This is echoed in another study⁵⁷, in which the importance of intimate and informal social networks is stressed. For example, as individuals engage

in networks meant to address a shared focus or interest, potential access to other actors in the social networks is provided³⁸. Social networks may also impede information seeking, as its nodes seek to follow a normative way of life, which may not allow certain information behavior.

Secondly, one's cognitive capital also influences information seeking. The influence of knowledge structures, intelligence, and education upon information seeking is echoed by various researchers⁵². Finally, one's current situation of life influences one's information behavior. People in both mental and physical ill-health have been proven to rely on specific sources for information collection⁵³. It has also been proven that parents of children with disabilities need information regarding three purposes; —to improve the management of the child, to help themselves cope emotionally and to be able to access benefits and services⁴³. This specific need for certain information may also influence the information seeking process. One of the personality traits that influence information-seeking habits is discipline. Information-seeking habit within a particular discipline tends to be quite standardized, because it has evolved over time and according to experiences of best practice.

The newcomer to the field is trained in suitable information-acquisition strategies and consequently carries on the tradition. Information-seeking patterns within disciplines highlight the differences in knowledge creation between academic fields. The knowledge base in sciences is cumulative; new discoveries are grounded on former ones, and this tends to induce a sequential pattern of knowledge development in which certain basic facts are needed as fundamentals in the creation of new insights. Information seeking generally tends to be structured, and focused on one specific aspect at time⁴⁴. In the arts

and social sciences new understanding is built in a more holistic way because individual interpretations are less bound by the laws of science. Accordingly, gathering of information within the social sciences tend to be more intuitive. One way of describing the patterns of information need and information seeking within academic fields is in terms of specificity and exploration.

Secondly, the complexity of the work task for which information is sought often influences the choice of information-seeking strategy. In routine tasks researchers usually turn to the information source they consider most appropriate, based on prior experience. Tasks that are perceived as more complex tend to induce a need to consult information from multiple sources. When information acquisition is particularly problematic the importance of people as information sources increases. Particularly indecision-making situations, information is preferably sought through meetings or by consulting experts⁵⁴. Information search behaviour is influenced by the task itself or by individual characteristics, or by both factors. If the situation is sufficiently motivating, contextual variables influence search behaviour more, but in less motivating situations such as neutral tasks and personal preferences are more likely to be influential. One personal characteristic that has been shown to influence the way people find and organize information is learning style.

The wholist-analytic dimension refers to two basic ways of processing information. People who are —wholistsl start with a good overview before they go into detail, relying on analogy and associations; in database searches they tend to depend on the structure of the search programs, and they build up abroad overview by widening the search concepts and amassing as much information as possible by searching for information frequently

and in a broad manner. On the other hand, —serialists‖ or —analytics —build their knowledge brick by brick, by establishing supporting detail and argument in small logical steps; the overall picture emerges relatively late in their learning process and serialists usually have a narrow approach to their information seeking and try to avoid irrelevant information by using a very precise strategy⁵⁵.

Personality traits may be another influence behind information-seeking habits. Responsible and persistent individuals with low self-confidence have been shown to exaggerate information acquisition to compensate for what they perceive as a lack in topical understanding. Risk-taking, self-confident, dominant, and social individuals tend to use significantly less new information in their problem-solving and have a great distaste for routines⁵⁶. Adaptors are prone to accept generally recognized theories, policies, and paradigms whereas innovators want to construct their own models and question the present paradigms. Risk-taking, charismatic, achievement-oriented, enduring, dedicated and confident individuals have dispositions that make them likely to be innovators. Innovators tend to seek information widely and enthusiastically and use many different sources of information conferences, workshops and web sites are essential in their quest for the latest breakthroughs⁵⁷. Adaptors are generally more vulnerable to social pressure and authority, prone to conformity and to doubting their abilities. Their information-seeking habit tends to be controlled, methodical and systematic⁵⁸.

Certain combinations of personality traits seem to induce characteristic information-seeking styles that may be depicted along a dimension of exploration versus specificity. An explorative search pattern — in which information is sought from a variety of sources and in which inspirational information content is preferred; it is typical for open, curious,

and competitive individuals. Striving for a precise search outcome may be induced by a need for quick answers, often related to low motivation and time pressure. Preference for precision may, however, also be related to a focus on high-quality information that is typical for highly motivated conscientious individuals⁴³.

While conscientious and methodical researchers may have an aptitude for planned and structured searching, creative and spontaneous individuals often gather information in a less controlled way. Methodical information seeking is an efficient way to retrieve the aimed-for information, while exploration may give birth to new insights. Structured information seekers may prefer publications that are strictly on target, while exploratory seekers may be inspired by more obscure or creative approaches. One way to enhance the likelihood of unexpected discovery would be to link together texts that incorporate new viewpoints or aspects of an area that fall outside the most central focus of the publication^{31,32}.

Information is essential in any organization especially in a government-based environment where information is needed for policy making because it constitutes not only a very vital resource but also, apparently the most strategic operational weapon. A well-planned and well-organized system of information is a prerequisite for effective decision making in any organization. Consequently, the possession (awareness) and use of appropriate information ensures organizational functioning⁵⁵. Information use is enhanced if adequate means of exchange of thoughts and efforts among organization members are established. To survive, an entity (or system) needs to be aware of its environment, process information to make decisions and co-ordinate and control subunits and members. Organizations may thus be seen as composed of individuals with

differential responsibilities, each set having a high degree of internal communication and some degree of external communication⁴⁹.

Making information sources readily available and accessible to administrative staff in institutions could significantly increase the effectiveness of organizational policies, being vital elements in development efforts that are pivotal to achieving key goals such as creating good jobs, ensuring security, strengthening education as well as improving educational standard and protecting the environment⁵⁶. Nevertheless, the utilization and impact of information in policy making are universally often difficult to measure objectively. A good quality policy making depends on high quality information, derived from a number of sources – expert knowledge; existing domestic and international research; existing statistics; stakeholder consultation; evaluation of previous policies; new research, if appropriate; or secondary resources, including the internet.

Evidence can also include analysis of the outcome of consultation, costing of policy options and the results of economic or statistical modeling. To be as effective as possible, evidence needs to be provided by, and/or be interpreted by, experts in the field working closely with policy makers. To assess their impact, effective policy making must be a learning process which involves finding out from experience what works and what does not and making sure that others can learn from it too. This means that new policies must have evaluation of their effectiveness built into them from the start⁵⁷.

The administrative staff as an important workforce has a significant role to play in the areas of planning and policy making. For policy making to be effective, there must be accurate planning. Planning starts with gathering relevant data and information. The information/data available determines whether the job task taken will be feasible or not.

Information is therefore very important for proper planning. Information is presently used to measure the wealth of any nation⁵⁸. It is now collected, stored, maintained and transmitted, bought and sold. It has become a factor of production equal to land, labour and capital. It is the heartbeat of the organization and society at large. It is undoubtedly the basis of decision making and decisions can be as good as information on which they are based. This is also true of administrative staff in various public tertiary institutions involved in the co-ordination of various development programmes in the institution⁵⁵.

Various studies have defined the scope of the information needs of administrative staff in a manner that reinforced the concept of development needs, and the activities carried out by administrative staff, to promote the achievement of such needs. These activities include finding facts, assessing trends, and diagnosing problems, identifying the needs, prescribing solution programmes and projects, operating programs, and projects, assessing impact of action and evaluating successes and failures. This information needs can also be identified by the work activities carried out by administrative staff⁵⁹. These work activities included evaluating project proposals, communicating with other departments, publishing information on projects, implementing and inspecting projects writing reports on public policy issues, summarizing reports, gathering statistical information/data, evaluating reports compiled by others, carrying out general administrative duties and providing direct public services among others⁶⁰. Furthermore, administrative staff usually need statistical information, directory information, procedural information, and general administrative information.

Among the sources of the information required by administrative staff include *Newspaper*, which is a collection of articles about current events usually published daily.

It can be used to find current information about international, national, and local events to find editorials, commentaries, expert or popular opinions. Magazines, which is a collection of articles and images about diverse topics of popular interest and current events. Usually, these articles are written by journalists or scholars and are geared toward the average adult. It is used to find information or opinions about popular culture to find up-to-date information about current events as well as general articles for people who are not necessarily specialists about a topic⁶⁰.

Learned journals which is a collection of articles usually written by scholars in an academic or professional field. It can be used when doing scholarly research to find out what has been studied on a particular field of study and to find bibliographies that point to another relevant research. An editorial board reviews articles to decide whether they should be accepted. Articles in journals can cover very specific topics or narrow fields of research. *Books*, which cover virtually any topic, fact, or fiction. For research purposes, books that synthesize all the information on one field of study or profession are available to support a particular argument or thesis. Libraries organize and store their book collections on shelves called "stacks"⁶¹.

Encyclopedias, these are collections of short, factual entries often written by different contributors who are knowledgeable about the topic. There are two types of encyclopedias: general and subject. General encyclopedias provide concise overviews on a wide variety of topics. Subject encyclopedias contain in-depth entries focusing on one field of study. The Web, which allows one to access most types of information on the Internet through a browser. One of the main features of the Web is the ability to quickly link to other related information. The Web contains information beyond plain text,

including sounds, images, and video. Others includes monographs, in-house memoranda, (files), indexes, abstracts, conference proceedings, these and dissertation, bulletin form the private sector, government publications, consultancy reports and feasibility reports⁴³.

Studies have indicated some factors that negatively affect the level of access by administrative staff in public organization to information sources that can be obtained from institutional and other libraries. There include poor manpower, inadequate materials and equipment, poor quality of services rendered in the libraries, lack of awareness of importance of libraries and poor funding which have been identified as some constraint to meeting information needs. However, the main difficulty arises from the inability to gain a better understanding of the policy process itself, and how evidence-based information can play a role in it.

The research-to-policy linkages in Nigeria have been generally described as weak⁶². A few factors have been cited for the low uptake of research by administrative staff. The first has to do with the lack of high-quality research capability. Despite having one of the largest numbers in research institutions and think tanks in Africa, they are described as generally unreliable⁶². This has been attributed to many years of military rule, bad governance, and high level of corruption, when most tertiary institutions suffered from low funding, decay of infrastructure, and a flight of highly qualified administrators to western institutions. The latter-often referred to as —brain drain— remains a critical challenge facing local tertiary institutes in Nigeria. Many others find more prestigious work outside of tertiary institution, working in the private sector or as practitioners for international development organizations, which offer better salaries and working

conditions. All these aspects have contributed to low production and poor-quality research output and services.

The second factor is the apparent disconnect between researchers and policymakers. According to a scholar, there is little interaction between administrative staff and researchers⁸¹. Thus, meaningful discussion of available research findings, their suitability to policy-related problems and identification of other policy areas requiring research attention is severely lacking. In some cases, administrative staff do not have confidence in research findings, probably due to doubtful methodology or the highly technical language used by researchers⁶². Closely related is the problem of mutual suspicion between the researchers and the administrative staff whom have often been alleged to hoard information needed for policy research, while researchers are being accused of abusing classified information divulged to them. The only aspect of linkage between research and policy is the dissemination of research findings, but most administrative staff hardly attend dissemination seminars and workshops, or they send their representatives with little or no caliber to contribute to policy debate⁴⁸.

The third factor can be viewed as the result of the first two, which is suggestive that the insufficient utilization of available research-based information in public policymaking leads to disenchantment by policy researchers. In this context, policy researchers may redirect their efforts towards research that may not necessarily address professional and development problems, but rather adds to their publications or contributes to an ongoing intellectual debate which has been identified to the lack of use of research findings by administrative practitioners as most critical⁶³. On the other hand, factors like cultural values, attitudes, traditionally oriented behavior, fear of ostracization,

power relationships and vested interests may impinge on administrative staff, causing them to stick to existing routines of actions rather than make informed decisions through information seeking processes⁶³.

2.1.3 Concept of Professional Development

Many scholars have attempted conceptualizing professional development and has been used in research for many decades resulting in the concept been defined in various ways and applied in multiple contexts. Furthermore, literature on professional development has spread into many different disciplines such as education, psychology, philosophy, sociology, medicine, business economics and engineering but however, its definition is still focused on and traced to the interpretations of professionalism⁶⁴.

However, this approaches to professionalism have changed and developed over the time culturally and historically between professions and vocation formations concerned with the theory-practice relation. Consequently, the reformulation of the concept of professional development emphasizes the process that facilitates the formation of professional or vocational expertise rather than the distinction between professions and vocations: —Both professional and vocational formation entails learning to commingle the forms of knowledge taught in professional or vocational curricula along with the forms of knowledge available or developed in workplaces into an embodied professional or vocational form of knowing. Furthermore, professional development is also seen as a continuous learning process that enables individuals to acquire the knowledge, skills and abilities needed to cope with changing demands for professional or vocational proficiency throughout their career⁶⁵.

In organizational purulence, it is regarded as a structured learning experience within a given period aimed at promoting the technical skills, conceptual, theoretical and moral achievement of its work so that employees get the best results. It can also be seen as a growth factor occurring more than what is required in each job which have a significant impact on the organization by promoting competitiveness in a competitive environment⁶⁶. Similarly, while most formal education systems are still designed to produce specialized professionals to supply the workforce needed to support a national economy, more than just choosing a job, or occupation, individuals around the world is nowadays expected expect to unfold a career over a lifetime, shaped by environmental opportunities and constraints, personal aspirations, abilities, and experiences. Thus, it is useful to distinguish the act of making a professional choice from shaping and developing a career over a lifetime, which should be a constant work in progress⁵⁵.

Nevertheless, recent sociological approaches to the study of professionalism consider professional development, not in terms of a stable construct that can be isolated, taught and assessed, but as something that is socially constructed in interaction, educational sciences approach to professionalism are socially constructed on the processes of knowledge creation and continuous learning.

Above all, professional development is a an approach used to describe the increasing efforts to build strong professional cultures of collaboration to develop common purpose, to cope with uncertainty and complexity, to respond effectively to rapid change and reform, to create a climate which values risk-taking and continuous improvement, to develop stronger senses of efficacy, and to create ongoing professional learning cultures that replace patterns of staff development, which are individualized, episodic and weakly

connected to the priorities of the organization, in a postmodern professionalism era where organizations and employees deal with a diverse and complex clientele, in conditions of increasing moral uncertainty, where many methods of approach are possible, and where more and more social groups have an influence and a say⁵⁸.

All the conflicting pressures and tendencies are leading organizations and those who work with those organizations to re-evaluate their professionalism and to make judgments about the kinds of professional learning they need to get better in their job²⁸. Overall, professional development as a role draws attention away from the traits and behaviours of individuals and towards the roles played by professionals in general⁵⁷.

Various research literature that explored the concept of professional development have shown concrete evidence that it has been applied and theoretically identified in various ways and different degree of accuracies. These studies approached professional development from a holistic perspective, laying emphasis on individual aspects of learning and development while acknowledging the significance of social environment and collaborative processes. However, this research is still focused on traditional professions development⁶⁷. These studies have empirically grounded professional development as an inevitable and continuing process of learning, and to facilitate the professional development an employee, the process by which the employee grow professionally and the conditions that support and promote that growth must be understood. This condition presents the narrative that professional development occurs through the mediating processes of —reflection‖ and —enactment‖, in four distinct domains which encompass the employee's world: the personal domain (employee's knowledge, beliefs and attitudes), the domain of practice (professional experimentation), the domain

of consequence (salient outcomes), and the external domain (sources of information, stimulus or support⁶⁸.

However, another school of thought recognizes professional development based on emotions relating to *criticality* (expanding self-critique/self-expression and critical thinking), ethicality (an increased understanding of one's own personal or culturally based values) and empowerment (an experienced increase in personal capacity) as the main properties of the emotional core, which define the intensity of the professional development process⁶³. Furthermore, the engagement in challenging debates within professional learning communities supports employee professional development and supports transformative educational practices, and ultimately, employee's teaching⁶⁹.

The creation and support of employees' professional learning communities has been increasingly viewed as a promising environment and structure for professional development and transformative change. It has been argued that while it is recognized that each employee participates in a professional learning community from an individual and unique starting point shaped by previous experiences and beliefs and significantly influenced by their school culture and context, the optimistic premise or postulation emphasizes that employees working collaboratively to understand some selected aspect of their profession contributes to significant professional development across the group and, possibly, beyond the group³⁵.

Conceptual definitions of professional development have also been approached from a work environmental perspective or model which recognized thirteen factors in four main areas related to professional development⁷⁰, which includes; Management and leadership, Supportive value of the job, Team and working environment, and Personal attitude

towards work. This perspective or model focused on employee perceptions of how managers create conditions that support professional development and learning, and how the employees perceive their growth motivation and commitment to the organization. One of the central arguments based on this model was that managers and leaders should be aware of the current professional development status of diverse employee groups (job categories, various types of work contracts), and understand the potential differences in employee growth motivation (build-up of work stress, versatility of work tasks, interest in training opportunities)⁵³.

Overall, the concept of professional development often seems to cover both the variety of individual and (formal and informal) environmental aspects related to deepening and widening expertise included with the temporal aspect of learning that emphasizes the continuity of the process throughout the career and lifespan. Consequently, professional development can be considered either as an umbrella term, or an overlapping term, to other related concepts. In particular, the distinction between ‘professional development’ and ‘professional growth’ appears to be overlapping or even vague⁶⁹. However, one feature that seems to distinguish the two concepts from each other is that professional development (deepening and widening expertise) is in several cases considered as an after professional growth, or as a goal of the developmental processes. For instance, research on employee professional development suggest that professional development can be challenging due to the different learning needs, expectations and preferences of the participants, it can potentially lead to significant professional growth⁷⁰. Consequently, professional growth in these cases is considered as a desirable outcome of professional development.

On the other hand, the explication of professional development has also raised some (critical) discussion among researchers and brought the definitions of professional growth and professional development even closer to each other. A critical review of a study⁷¹, use the term professional development to refer to formal courses and programs in professional education and to the formal and informal development of professional skill that occurs in the workplace. Yet, the study critically reviews contemporary stage models of professional development that are typically applied across professions and that has been modified to incorporate skillful know-how that is progressively acquired by passing through developmental stages, such as novice, competent, and expert. Instead, they rather see patterns of professional development as arising from the relation between practitioner with a particular history located in local and broader practice contexts and professional practice, which is dynamic, intersubjective, and pluralistic⁷¹.

Another study on professional development underlines that professional development as changed from ‘staff development’ or ‘in-service training’ (usually consisting of workshops or short-term courses that would offer employees new information on a particular aspect of their work) towards being considered as a long-term process that includes regular opportunities and experiences planned systematically to promote growth and development in the profession. Thus, the author characterized the new perspective of professional development being based on constructivism rather than on a ‘transmission-oriented model’ and perceived as a collaborative and long-term process that takes place within a particular context and may look and be very different in diverse settings, and even within a single setting, it can have a variety of dimensions. Finally, it should be noted and conceived of as a reflective practitioner, someone who enters the profession

with a certain knowledge base, and who will acquire new knowledge and experiences based on that prior knowledge⁷².

So far, based on empirical literature, professional development is often seen as a holistic developmental process that takes place during one's professional (or vocational) career and lifespan. Professional development is particularly focused on deepening and expanding expertise (knowledge and skills) of professionals. It takes place in organizational contexts within both formal and informal practices of learning, and it is situated in the certain context. The definitions of professional development have much in common to the current approach to constructivism-based concept of professional growth such as a strong emphasis on reflective and collaborative learning. Overall, both within the area of professional and vocational learning, researchers have paid more attention to individuals' participation and their ways of navigating as members of communities of practice: the social and the individual are basically intertwined and the ways these dimensions influence each other are mediated by artefacts and objects embedded in the given practice⁷³. Given that the requirements for professional practice are also constantly changing, there is the growing need to go beyond participation in professional development courses, and to find ways of supporting ongoing development throughout individuals' working life that can be realized within and as part of work practice⁷¹.

Studies have indicated that there are series of professional development practices that are to achieve competencies required by employees to manage their career objective which should be linked with organization objective⁵². These series of activities also aim at providing learning and development opportunities which in turn enhance employee engagement, motivation, and job satisfaction as well as build the skills of employees to

match contemporary issues at the workplace⁵³. Professional development in the context of work environment focuses on three areas: how individuals observe and perform their task allowing them opportunity to focus on peer learning, how the individuals follow the observation assimilated and imitate the observed behaviour and how individuals demonstrate the behaviour that have been observed in alignment with organizational goals.

Attentional processes were described as cognitive abilities that —regulate sensory registration of modeled actions and retention processes were those that took —transitory influences and converted to enduring internal guides for memory representation. Motor reproduction processes are those that move component actions stored in memory into overt action resembling that of the modeled behaviors. Finally, motivational processes determine whether those behaviors emerge as overt action. Being focused on the task at hand becomes the first step for retaining the information and getting to acquire the knowledge. In this way, the behaviour that we are trying to imitate must grab our attention, so that no external factors become distractions. The degree to which we notice the behavior. A behavior must grab our attention before it can be imitated. Considering the number of behaviors, we observe and do not imitate daily indicates attention is crucial in whether a behavior influences imitation⁷⁴. For a lesson or experience to have an impact on an observer, the observer must be actively observing their surroundings. It helps if the observer identifies well with the model or feels positive feelings about them. In addition, it helps if the observer is invested in the process of observing or feels strong feelings about the experience that they are observing. Factors that might affect attention include complexity, distinctiveness, and functional value.

The Retention process describes how well we remember the behavior. We cannot perform the behavior if we do not remember the behavior. So, while a behavior may be noticed, unless a memory is formed, the observer will not perform the behavior. And, because social learning is not immediate, retention is vital to behavior modeling. For any learned experience to make a lasting impact, the observer needs to be able to remember it later. Once the observer can recall the experience, it also helps if they go over the experience, either revisiting it cognitively in their mind or even acting it out physically. For example, a toddler may learn from an adult not to throw things and later they may be observed teaching one of their stuffed animals that it's not okay to throw⁷⁵.

The Reproduction process describes the ability to perform the behavior. This is the ability to reproduce a behavior we observe. It influences our decision about whether to try performing the behavior. Even when we wish to imitate an observed behavior, we are limited by our physical abilities. All of the steps above bring us to this final one, the reproduction of the behaviour/task that we have observed. After having observed, paid attention to and remembered the behaviour/task, we should be able to perform it ourselves. However, following all these steps will not guarantee the correct reproduction of the behaviour since other factors may influence the performance, such as the limitation of our physical ability. In order to carry out the lesson learned; the observer needs to be able to actually reenact it. Learning the necessary skills is an important part of the process before a behavior can be modeled. When a person has effectively paid attention to modeled behavior and repeats or demonstrates it, they have achieved the necessary skills.

The motivational process imitates the will to emulate the behavior. This mediational process is referred to as vicarious reinforcement. It involves learning through observing

the consequences of actions for other people, rather than through direct experience. Motivation could be considered one of the most important principles of the social learning theory; all of the rest rely on it. Here, both reinforcement and punishment play an essential role. If the observer does not see a favourable outcome of the behaviour he or she is paying attention to, he or she will not be motivated towards imitating it. Even if an observer has focused on a lesson, remembered all the details, and learned the necessary skills to do it, they still need to have the motivation to make it happen⁷⁶.

The source of motivation could include anything from external rewards and bribes, observations that similar behavior is rewarded, desire to be like the model who demonstrated the behavior or internal motivation to improve or learn. Other factors that impact motivation include personal characteristics, past experiences, promised incentives, positive reinforcement, and punishments. Therefore, a variety of developmental strategies available to organization to promote professional development through the learner-centric phases of attention, retention, reproduction and motivation and this includes training and development, Professional growth and workplace learning, Formal–informal learning, Situated-unsituated learning, and Individual-social learning.

Training is an organized activity aimed at imparting information and/or instructions to improve the recipient's performance or to help employee attain a required level of knowledge or skill. It is a function within Human Resources management used to fulfill the gaps between current and expected performance⁷⁷. From an organization perspective, it can be described as a planned and systematic activities which are focused on enhancing the level of employee skills, knowledge, and competency⁷⁵. It is the process used to conveying essential skills, programmed behavior, so individual employee become aware

of rules and procedures to guide their own behavior to accomplish their job effectively necessary skills for accomplishing organizational goals, since it expands the efficiency of individuals, groups, and organizations. Although the concept of development can be seen as training, gaining new abilities and skills for personal growth, it may also be seen as a broader concept. It may be seen as the holistic, long-term growth of individuals in order to perform future roles and responsibilities.

Organizations aspire to be successful through differentiated programs, services, capabilities, and products. However, such elements need to be envisioned, developed, implemented, and sustained by well-trained individuals. Although employee training and development could be a challenging task, organizations are investing more on employee training and development so employees are able to positively impact organizational outcomes. This investment on employee training and development comprises diverse content areas, such as mandatory, compliance, managerial, supervisory, executive development, customer services, sales, interpersonal skills, among others. Efforts on employee training and development demonstrate that organizations are capitalizing not only on high potential employees, but also on individuals who can commit to achieving higher levels of responsibilities⁷⁸.

Employee training and development occurs at different levels of the organization and helps individuals in attaining diverse goals. This effort assists individual employees in decreasing their anxiety or frustration encountered in the workplace. When a task is not properly performed and the end results are not perceived as expected, the individual may not feel motivated to keep performing⁷⁸. Individuals who are not able to perform at the expected level of performance may even decide to leave the organization, because they

feel they are not productive and become dissatisfied with their job. For this reason, employee training and development serves as the tool that not only enhances the competencies required to perform a job, but it also provides the means to assist individuals in feeling more satisfied with the results of their performance.

Employee training and development is a vital component of Human Resources planning activities, because it can be used to comprehensively develop the thinking abilities and creativity of individuals for better decision making, and overall self-efficacy. In addition, it provides the capabilities for employees to move from one assignment to another of a different nature. It is necessary in providing high quality of work at all levels in the organization and should be utilized to orient individuals and to enhance their managerial and operational skills. By providing core proficiencies and structure throughout the employee training and development process, it increases the probability for individuals to effectively deliver the mission, while supporting others in creating a learning culture as part of the organization's strategic goals. When organizations provide the resources necessary to perform a job, individuals become satisfied with their jobs and more productive, while the organization becomes more successful⁷⁷.

Leaders at all levels of management in the organization are responsible not only for identifying the needs for training and development, but also for selecting the best methods, approaches, strategies, programs, implementation, and assessment venues to achieve expected individual performance and organizational results. There are several approaches being used in the employee training and development arena, this includes⁷⁹;

Formal training and development programme, which is a pre-planned approach, and

includes performance evaluations and learning solutions that may be completed during work or off-work for a specific duration of time.

Secondly, on-the-job training which is provided to individuals while performing their work with the same working venues, for examples, job rotations, job transfers, coaching, and mentoring. Thirdly, Off-the-job training involves taking individuals away from their workplace so they can concentrate on the training; for examples, conferences and role playing. Fourth, coaching and mentoring which is focused on developing skills for the task and performance expectations in the workplace; in addition to enhancing mutually beneficial relationships, while peers cooperate and participate on each other's development. Fifth, Job rotation and transfers which is usually used to focused on moving individuals from one responsibility to another one or moving them to from one country to another in order to acquire knowledge about diverse operations⁷⁷.

Employee training and development is one of the most significant motivators used to help both individuals and organizations in achieving their short-term and long-term goals and objectives. Training and development not only enhance knowledge, skills, and attitudes but can be used to increase employees' morale, confidence, and motivations, lowers production costs, promotes sense of security which in turn reduces turnover and absenteeism, increases employees' involvement in the change process by providing the competencies necessary to adjust to new and challenging situations, gives opportunity for recognition, higher pay, and promotion as well as helps the organization in improving the availability and quality of its staff. Notwithstanding, employees become more productive because training and development programs improve individuals' skills and abilities as well as enhances creative ability⁵¹.

To build up the desired knowledge, skills, and abilities of the employees, to perform well on the job, requires effective training plans that may also affect employee motivation and commitment. In order to prepare their workers to perform their tasks as desired, organizations provide training to optimize their employees' potential. Most firms, by applying long term planning, invest in building new skills by their hands, enabling them to cope with the changeable conditions that they may confront in the future, therefore, improving the employees' performance through superior level of motivation and dedication. When employees know that their organization takes an interest in them through providing training programs, they in turn apply their best endeavors to accomplish organizational goals, and express high performance in their tasks⁵².

Employees are the most asset of any society or institution as they can establish or break a company's or institution's reputation and can adversely affect profitability or the accomplishment of set goals. Employees often are responsible for the large volume of the necessary work to be performed as well as customer satisfaction and the quality of products or services and events. Without proper training, employees, both novel and old do not receive the information and grow the skill sets necessary for achieving their jobs at their maximum voltage. Employees who undergo proper training tend to preserve their jobs longer than those who do not. Without training, employees do not hold a solid grip on their obligations. Employee training refers to plans that provide workers with information, new skills, or professional development opportunities⁶⁷.

Training is not merely a way of arming employees with the skills they require to execute their jobs it is often deemed to be representative of an employer's commitment to their work force. Nevertheless, it is significant to point out that human resources practices

work to develop individual knowledge and sciences, as well as employee attitude and behaviors. If these effects are prevalent enough in the employees' population, then the collective changes in human capital, attitudes, behaviors and associated organizational climate would be substantial enough to influence organizational performance⁶⁸. Training not only builds up the capacities of the employee but sharpen their thinking ability and creativity in order to create more beneficial decisions in time and in a more productive manner. Moreover, it also enables employees to deal with the customer in an effective manner and respond to their complaints in time. The training develops self-efficacy and results in superior performance on jobs by substituting the traditional employment practices by efficient and effective work-related practices⁷⁸.

Training sessions accelerate the initiative, ability and creativity of the work force and facilitate to avoid human resource obsolescence that may happen because of demographic factors such as age, attitude, or the inability to cope with alterations⁷⁷. Training is a systematic process of enhancing the knowledge, skills, and attitude, so leads to satisfactory performance by the employees at work. He further observed that the need and objectives of the training program should be identified before offering it to the employees⁷⁸. Training is the crux of better organizational management, as it makes employees more efficient and effectual.

They further elaborated that training practices have a strong bond with all other human resources practices as postulated by another scholar, it enables employees to grow themselves within the firm and raise their market value in the marketplace¹⁵. Moreover, training supports to shape the employees' job-related behavior and help them to take part in the achiever of the organization and at long last the firm gets higher return due to the

superior functioning of its employees. Well-educated actor can get the best usage of organizational resources along with a minimal level of wastages. When employees are well trained organization can designate responsibility and authority to them with full confidence of ensuring organizational success.

Mentoring programme is described as an intense work relationship between senior employee (mentor) and junior employee (protégé) in the organization. It is a process that involves experienced employees' mentor and teach those that are less experienced¹⁶. The mentor has experience and power in the organization and personally advices, counsels, coaches, and promotes the professional development of the protégé. Promotion of the protégé's career may occur directly through actual promotion decisions made by the mentor, or indirectly through the mentor's influence and power over other organizational members⁷⁷. This professional development strategy is usually implemented by assigning newly recruited graduates to mentors who operate in similar departments and could ultimately be their immediate supervisor or manager. Nevertheless, this doesn't mean that older employees are barred from this method of teaching though emphasis is mainly put on newly recruited personnel. Mentoring support is broken down into two general categories: professional development support and psychosocial support.

The distinction between these two types of support mechanisms is important. Professional development support focuses on the direct support or advice given related to the protégé's career where a mentor may advocate for the protégé to be considered for a high visibility assignment in the organization. Mentors may also advise the protégés directly on career advancement issues such as potential positions to consider when they are looking for promotion. Alternatively, psychosocial support is the provision of

psychological and social resources believed necessary to help protégés cope with problems they may be facing. These resources are not directly applicable to the job but are more indirect as they increase the likelihood protégés will succeed when they engage in the professional developmental activities. Nevertheless, dynamic mentoring organized and offered to the employees via competent intervals tends to improve employee performance⁷⁹.

Mentors provide knowledge and information based on their track experience and prepare less skillful and proficient employees for challenging tasks and enable professional development. The duties of a mentor do not only affect the development of only individuals undergoing training but also influence the professional or career advancement levels of a group or team in general⁷⁹. There are many benefits for organizations and individual to utilize mentoring program as part of their professional development plan. Mentoring increases retention and moral through mutual loyalty between the employees and the employer. It also helps new employees and expatriates acclimate to their new job and learn the organization culture much quicker. It is a professional developmental programme that helps employees feel more engaged with the organization resulting in greater productivity and ultimately improved organizational performance. Consequently, it promotes diversity, which leads to an innovative and creative work environment where employees are exposed to new ideas and opportunities. A corporate level mentoring strategy which aligns with the organization's strategic position can be used as an integral part of a well-constructed professional development programme.

Professional development opportunities are embedded in an informal, structured professional development program and can as well occur within the boundaries of normal

work activities and assignment, as it can within a formally planned and designed professional development intervention. Even If the organization does not have the resources to engage in intensive development programs, managers and the human resource professionals who support them can direct employees to programs, assignments, and opportunities as they become available in the organization as the employees grow.

While job delegation is a term typically associates with job design activities, it is a process where management gives increasing responsibilities that are regularly allocated to seniors to the employees. This aims at building self-management and independence among employees¹²⁰. Delegation activities in this context include opportunities in the course of job-related activities that benefit employees and can be added to their job assignment on a permanent basis. It is a vital part of inspiring employee efforts by intensifying their job responsibilities and providing self-sufficiency over duty procedures and accomplishment⁸⁰. Job delegation imposes practices that allocate more responsibility for planning, establishing, and designing work to employee who are essentially responsible for job processes⁸¹. It further develops jobs precipitously and increases task variety within a job. This means that delegation offers employees more control over what they are doing which makes employees perform certain activities with increased independence, accountability, and self-management in various tasks.

As employees develop greater mastery in certain areas of their job, additional opportunities can be provided for them to broaden their range of skills they possess. This type of growth is usually on a predictable trajectory, building on existing knowledge as foundation for their next level of development. An employee might move from a team member to a team leader, entering the rotation of leaders who take turns leading projects.

Or the employee may move from behind-the-scenes preparation of projects to becoming a key member of the presenting team⁸⁰.

As employee grow in experience, they are given increasingly more difficult, and broader opportunities to develop. Where there is delegation, employee performance and satisfaction is expected to increase with a sufficient decrease in level of absenteeism and labor turn over. However, this form of professional development is an effective way of stimulating employee performance by providing them the opportunity to utilize various tools and techniques in task performance. Additionally, it offers job satisfaction by increasing accountability, offering sense of freedom, autonomy, and opportunity for workers to make decisions on job performance and completion⁸⁰.

Job rotation is the strategic placement of employees amid various jobs within a certain time frame with the aim of gaining skills, job independence, enhancing job motivation, performance and productivity⁸¹. Job rotation involves mobilizing employees across departments his practice improves the organization's ability to assess and evaluate employee abilities and individual performance¹²⁴. The process of job rotation applies and can be used for upper-level employees such as managers, and is not only applicable to production workers. Traditionally, job rotation is usually addressed at an organizational level. From the employers' point of view, organizational theorists have advocated frequent rotation as a means of reducing fatigue and boredom on jobs to maintain productivity and fairly frequent rotation after the initial hiring as a means of orientation and placement. When rotation occurs at longer intervals, it has been thought as a practice of progressive human resource development or a means of enhancing the value of work experience for career development⁸².

Accordingly, there are different reasons an organization may choose to utilize job rotation such as using job rotation as a learning Mechanism. This is because there are significant benefits that may outweigh the costs involved with training employees for diversified positions. As a learning mechanism, employees are given the opportunity to learn necessary skills which can help them to advance within a company. This employment opportunity also has the effect of boosting morale and self-efficacy.

The company may benefit from using job rotation by having the ability to staff key positions within a company. This practice may allow a company to run more efficiently, and as a result, become more productive and profitable. Organizations use job rotation to alleviate the physical and mental stresses endured by employees when working the same position, year after year. By allowing employees to rotate to other positions, the risk factors for some types of musculoskeletal disorders may be reduced. Job Rotation is also believed to have the ability to decrease the amount of boredom and monotony experienced by employees who work the same position for extended periods of time⁸³.

There are many reasons for implementing a job rotation system, including the potential for increased product quality, giving employees the opportunity to explore alternative career paths, and perhaps most importantly, preventing stagnation and job boredom. Sustaining employee interest in a single job is not easy, which is perhaps why retention poses such a big challenge for businesses, even in a slow economy. Employees outgrow their jobs quickly and it may not be possible for employers to provide enough diversity within a career path to maintain employee interest in the job⁸⁴. This is where job rotation steps in to provide job enrichment from an employee's perspective. Employees who participate in job rotation programs develop a wide range of skills, are

more adaptable to changes in jobs and career, and are generally more engaged and satisfied with their jobs when compared to workers who specialize in a single skill set or domain. There are many reasons for implementing a job rotation system, including the potential for increased product quality, giving employees the opportunity to explore alternative career paths, and perhaps most importantly, preventing stagnation professional career path⁸³.

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Job rotation is also practiced allowing qualified employees to gain more insights into the processes of a company and to influence professional development through job variation. Basically, job rotation has normally one of two purposes: promotion or skill enhancement. This approach allows the manager to operate in diverse roles and understand the different issues that crop up⁸⁵. Job rotation produces two beneficial effects. First, an employee who rotates accumulates experience more quickly than an employee who does not rotate. Hence job rotation is noted as an effective tool for career development. Second, an employee who rotates accumulates experience in more area than an employee who does not rotate. Hence, if an employee rotates more frequently, it is easier to train him to become a generalist. Furthermore, job rotation produces creativity

and innovation by improving a firm's ability to generate and respond to change. —Process stylel innovation is produced because of workers knowledge of the overall relationship among tasks, —allowing workers to apply their knowledge of one task to the improvement of others⁸⁴.

Various studies have attempted to present a model that summarizes or reflect the multi-dimensional nature of professional development which contains three dimensions that attempts to capture some of the most relevant continuums of professional development. This includes formal–informal, situated–unsituated and individual–social. Furthermore, the model has been formed to structure the interface between professional development and workplace learning⁸³. All the dimensions are interrelated with each other and the temporal reasoning; based on the current needs of professional knowledge and skills and career developmental needs and extending as far as continuous (lifelong) learning approach. Professional development can be considered as a comprehensive process in which a professional's expertise grows over the time within and beyond the workplace⁸³.

Research on workplace learning has been used to identify opportunities of individuals and communities to expand and deepen their professional and vocational knowledge through formal or informal learning activities. Firstly, learning at work usually linked to formal education as boundaries between school and work are being crossed because of increasing work-based learning and continuous learning approach. Accordingly, the transitional nature of education–work pathways today cover the full sequence of educational, labor market, and related transitions starting from the point where educational pathways begin to diverge and ending when an individual have achieved

relatively stable labor market positions, including reverse transitions from labor market to education⁸⁴.

However, the learning transition occurs as part of a process in which employees gradually move from peripheral participation to full participation in the community of practice: Engagement in a range of activities provides an employee with a wealth of experience and knowledge over the years. However, the contribution of individual assistance and support by more experienced coworkers is also considered to provide a significant basis for employee learning at work⁸⁵. Without a solid theoretical basis and receiving guidance from experts, employee learning at work may remain unsystematic and incidental. For instance, learning cannot be regarded solely as a process of socialization and underlines the importance of workplace affordances, which entail access to activities as well as indirect and direct guidance provided by the physical and social environment⁸⁵.

In addition, workplace learning among professionals may also include both formal and informal learning practices and processes. This is because most learning takes place informally in the workplace, primarily by colleagues with whom they work⁸⁶. This form of learning is referred to as 'tacit knowledge, specific to the organisation. Furthermore, access to new knowledge can be achieved through asymmetric exchanges between less experienced and experienced colleagues or between employees and supervisors. However, variation occurs also in how eagerly knowledge is being transferred between employees. The extent to which access to knowledge is deliberately favoured or prevented depends strongly on organizational corporate culture⁸⁷.

Against this background, the introduction of networks or formal mentoring programmes are ways to break down such barriers. For instance, a strategy for professional

development must have the following 'learning-committed leadership and management' with the following differentiations of (1) managers and leaders who create informal learning opportunities; (2) managers and leaders who serve as developers (coaches or mentors); (3) managers and leaders who visibly support and make space for learning; (4) managers and leaders who encourage risk taking; (5) managers and leaders who instill the importance of sharing knowledge and developing others; (6) managers and leaders who give positive feedback and recognition; and (7) managers and leaders who serve as role models. Overall, the associated professional development is triggered both intentionally and unintentionally by the individual's interaction with their environment⁸⁸. Instead of considering workplace learning as informal or incidental, it should be seen as non-formal, encompassing different levels of intention to learn. On the other hand, all learning experiences can therefore be regarded as intentional because they aim to ensure the continuity of social and work practices. Either way, professional development in workplaces can be considered to include multiple levels of intentions within both formal and informal practices.

Various situational factors have been factored to encourage learning at the workplace and professional development⁸⁹. These includes; the organizational structure, work infrastructure and social structure of the workplace. Professional development is defined not only by the increase in slowly cumulative knowledge, but also by the experiences an individual gains through the application of professional knowledge in various situations⁸⁸. Furthermore, expertise needs are also to be considered situationally: being related to the circumstances of the enactment of the vocational expertise, albeit influenced by historical

and sociocultural lines of development, it is at the situational level that the goal-directed activities are shaped⁸⁹.

Research has shown that the possibility for employees to apply new knowledge in the workplace is often influenced by the work structure. Tightly cut tailored work processes hardly allow for new practices or innovations. Rather, new knowledge and experience can be realized through semi-autonomous forms of work, such as project-based working groups, in which group members have room to try different working methods and decisions and the job profile is characterized by diversity⁷⁶. Accordingly, work motivation is grounded on the three fundamental psychological needs: the needs for relatedness, competence, and autonomy. When people experience satisfaction of these psychological needs, they also tend to internalize its value and regulation, and experience activities as interesting and spontaneously satisfying³⁴.

Various authors have also stressed the importance of personnel support by colleagues, supervisors, or mentors in order to implement new knowledge adequately and consolidate the new ability⁹⁰. To facilitate learning at the workplace, personnel, material, time and monetary resources are necessary. These resources must be used consciously for learning. Supervisors often have little pedagogical knowledge about how they can support the learning of employees and are in part unaware of the importance of learning support. For instance, an open approach to mistakes and uncertainties also promotes reflective learning and working, since work experiences can be made aware of and secured. The promotion of reflection on one's own actions is a key element for learning and is regarded as an important aspect of learning at the workplace. Material and temporal resources have been identified as part of workplace learning.

The importance of material resources, no matter whether they are tools, machines, information technologies or books. Such resources are particularly necessary for informal learning at the workplace because they are related to job functions and responsibilities. Also, it cannot be expected that learning can take place in the workplace if no time is scheduled for it: Lack of time inhibits informal learning as reflection of knowledge, and consequently neither knowledge transfer, cannot be guaranteed. Some authors mention the right incentive mechanism as an important way to promote continuous learning in the workplace and professional development¹³⁹. This also includes the career perspective for employees as an appreciation and reward of professional development⁹¹.

As earlier mentioned, the situational factors shows that a versatile working environment influence the potential for learning at workplace and professional development. This point to the facts that new employees can only become an expert if given the opportunity to expand his/her knowledge, make own decisions, apply knowledge in diverse situations, evaluate own performance, and reflect on work. The prerequisite is an organizational structure that permits such dynamics. In this case, smaller organizations are more likely to promote informal learning, than large organizations with fixed departments and organic departmental structures: working in departments can hinder networked thinking between different work steps and fragments the complexity of certain work situations. On the other hand, such external factors as the competitive situation and company's market share play a role in an employee's professional development and growth⁹².

Consequently, if the focus of learning is only on organization-specific and task-specific knowledge and skills, it may fail to affect the learners' horizontal development to help them mediate between the different forms of expertise and contexts⁹². In this instance,

integrative pedagogics approach emphasizes that incorporating work-based learning in education requires the development of pedagogical models that consider the situated nature of learning but also generic knowledge on the development of expertise⁹³. Furthermore, employees need to develop the capacity to participate in workplace activities and cultures, they also need to learn how to draw upon their formal learning and use it to interrogate workplace practices: to mediate between different forms of expertise and the demands of different contexts.

In socio-cultural theories of workplace training, learning is becoming a process situated within the framework of participation rather than within the employee, even if it does not replace notions of individual learning⁹⁴. Furthermore, learning and professional development take place when an employee deals with both material and social working environment. Employee perception of the workplace and the subjective experiences associated with it, are socially influenced and important for one's professional development. In turn, employees themselves contribute with their action and reaction to the social construction of knowledge in the workplace⁹⁵. Therefore, organizational characteristics cannot be understood without considering individual employee perspectives either. The connection between the subjective experiences, including previous experiences of the employee, and his/her perception of the environment leads to a very personal and individual development and professional development⁹⁶. The professional development of an individual is enhanced by a trusting relationship with experts who function as role models. Furthermore, the significance of leaders and managers in promoting learning must be emphasized.

The social relationship in the workplace can be considered as a driver especially for informal workplace learning⁹⁷. Even though the master-novice relationship and the professional monopoly on expertise based on age or status may be visible elements in learning at work, they may also be problematic. As multiple contexts demand and afford different cognitive tools, rules, and patterns of social interaction, the criteria of expert knowledge and skill is also defined differently in various contexts. Various studies have indicated that knowledge is seen as power in the organization.

Consequently, knowledge is withheld from certain groups of people in order to estimate their own position of power. Against this background, it is important to realize a socially optimal learning culture in the organization through various measures such as mentoring programmes, networks, participation and targeted career development for professional development at the workplace. This form of reciprocal relationships in terms of building professional development between all members of work communities have been shown help to build mutual trust and respect⁹⁸.

Employee development in any organisation is carried out for a purpose or to achieve certain objectives. The purposes of employee development is for increased productivity, effectiveness of workers, preparation for higher responsibilities, curtailing incessant labour turnover and boosting of workers' morale. The need for professional development is therefore closely linked to the achievements of organizational goals. The objectives of professional development can be summarized as follows; to provide planned staff development opportunities that provide the learning necessary to enable the employee to perform at the level of competence required in current and future jobs, to foster a climate that facilitates personal self-fulfillment, institutional effectiveness, human creativity and

system renewal, to serve the school system's primary goals, It saves money as it is costly to hire and then dismiss employees who do not work according to expectations while it is also costly to lose good employees because they are frustrated by lack of opportunity for professional growth and also wasteful to accept barely satisfactory work as the norm or not to provide opportunities that lead towards the objective of optimal development on the part of each individual⁹⁹.

It helps to establish viable and meaningful programmes, that enables personnel to work cooperatively towards achieving the system's goals and their own personal goals in the areas of achievement, satisfaction and self – fulfillment, technological developments and organizational change have gradually caused some employers to realize that success lies in the skills and abilities of their employees and this implies considerable and continuous investment in training and development, achieving suitable human resources to introduce and implement new programmes, ensuring rapid and suitable replacement for any staff that leaves the organisation⁹⁷.

These objectives have therefore made it imperative for any organisation such as tertiary institutions to have a systematic and planned programme of employee development to promote the attainment of their goals. Various scholars indicate that professional development in an organisation involves a systematic approach which generally follows a sequence of events which includes needs assessment, design, implementation and evaluation⁹². Needs Assessment where the purpose of professional development is to address some needs or gaps within an organisation, such needs can be either a current deficiency, such as poor employee performance, or a new challenge that demands a change in the way the organisation operates (new legislation or increased competition).

In order for professional development to be aligned with its purpose, the learning needs of an organisation and the groups and individuals must be identified and analyzed and to do so successfully, the following must be put into consideration; these needs analysis aims where there is a consideration of what is to be filled by training, that is the difference between what people know and can do and what they should know and be able to do⁹³. Training should not only be about putting things right, but it should be concerned with identifying and satisfying learning and development needs – that is multiskilling, fitting people to take on extra responsibilities, increasing all-round competence and preparing people to take on higher levels of responsibility in the future, training needs analysis areas: training needs analysis should reflect organisation needs, group or units needs and individual employee needs. The three areas are however interconnected, sources of information where the identification of training needs, the sources of information must be considered¹⁰⁰.

Many of these processes even though have wide application in business organisation can also be applied in educational institutions. However, in school administration, three methods of determining training needs were suggested. The first method is to evaluate school districts' output variables such as performance levels and growth of employees, employee turnover, employee absenteeism, school community relations, employee management relations, employee job satisfaction and the like.

The second is to get direct feedback from school district employees regarding what should form an organization's development needs while the third method is projection which can be done when new programmes, procedures or equipment are expected to select corresponding training. These methods can be applied in the tertiary institutions by

management to determine training needs before a programme of training is provided. For example as tertiary institutions want to enhance the computer literacy of administrative staff, it is imperative that they take into account the administrative staff's own perceptions of the areas in which they are deficient and those areas in which the managements feel they have deficiencies in relation to the needs of the schools. Such procedures when utilized may help to make training programmes achieve the desired objectives⁹⁴. Needs analysis or assessment should precede any development programme in line with the goals and objectives of the system⁸⁵.

The second phase of the professional development process involves designing the staff development programme or intervention. The following activities should be carried out during this phase: selecting the specific objectives of the programme, developing an appropriate lesson plan for the programme, developing, or acquiring the materials for the trainees to use, determining who will deliver the programme, selecting the most appropriate method or methods to conduct the programme and scheduling the programme. The design phase also involves selecting and developing the contents of the programme. Professional development and training programmes must be implemented using the most appropriate means or methods. There are a variety of training approaches that an organisation can adopt depending on the kinds of people to be trained and the main objectives of training⁵⁶. Nevertheless, some scholars explain that the most popular training and development methods used by organisations can be classified as either on the job or off the job and Computer aided instruction¹⁷. However, in the organizational system, the commonly used methods are; workshops, seminars and conferences, interest study groups, exchange visits, mentoring, higher education, collaborative networks, and

research. In tertiary institutions, these methods are used to deliver training programmes depending on the objectives of the programme.

Evaluation of professional development program is the final phase of the process. Programme evaluation measures the effectiveness of the staff development intervention. It is an important but often under-emphasized activity. However, evaluation has important usefulness for an organisation and they includes determining whether a programme is accomplishing its objectives, showing the weaknesses and strengths of the development programmes, determining the cost-benefit ratio of the programme, deciding on who should participate in future programmes, identifying which participants benefitted the most or least from the programme and establishing a data base to assist management in making decisions⁵⁸. Many different frameworks for development programmes evaluation have been proposed but the most widely used approach is that of Kirkpatrick²⁹. The Kirkpatrick steps or levels of assessing the effectiveness of training are: Reaction Level: This refers to the trainers' reaction to the programme in terms of how they feel about the structure, content and methods used. If trainees did not like the program they may discourage others from attending and be reluctant to use the skills and knowledge acquired, learning Level: This consists of the principles, facts and techniques learned by the trainees in relation to the human resource development objectives, job behaviour and performance level: This determines whether the trainee utilized what was learned in training back on the job, organizational level: This assesses whether the development programmes has improved organizational effectiveness.

However, it has been difficult for many organisations to measure staff professional development programmes on all four outcomes particularly on the behaviour and results

levels¹⁰¹. The evaluation of the development programmes needs the collection of data to provide decision makers with facts and there are several methods of collecting data for evaluating training. It was cited that some of these methods as follows: tests or examinations which are common in formal courses of study, especially those that result in certification, for instance a diploma in word processing skills. End-of-course tests can also be employed after non-certificate short courses to check the progress of trainees, projects, structured exercises and case studies, interview of trainees and the use of archival performance data¹⁶¹. However, it was stated that the best method of evaluating the effectiveness of professional development is using a controlled experiment. In Polytechnics, evaluation of training can be undertaken to measure the effectiveness of training¹⁰⁰.

A workforce's lack of training is related to low competitiveness while also pointed out that a greater human capital stock is associated with greater productivity and higher salaries¹⁰². In addition, some scholars stated that staff development motivates workers and boosts their commitment and productivity¹⁰³. Admittedly, employee professional development in organisation tend to create a significant contribution to organizational competence and this in turn is a great boost for enhancing innovativeness. Current literature, to a large extent, supports the fact that organizational performance is positively impacted by the presence of staff development practices¹⁰⁴. From the foregoing, it can be stated that employee professional development can contribute to the attainment of the goals of the organization as it increases the productivity of employees and organizational performance as well as impact positively on the quality of work output. The significance of administrative staff advancing their professional development in the tertiary

institutions is that the additional skills and knowledge acquired by a staff while still in the service makes them efficient, more dedicated and hardworking¹⁰⁵.

Employee professional development can play a vital role in the attainment of the goals of higher education in Nigeria. Higher education is established to produce trained manpower in engineering, applied science, technology, and commerce, and therefore require a well – trained manpower to achieve this objective. The training has become increasingly significant in view of the profound breakthrough in Information and Communication Technologies (ICT) and advancements in science and technology¹⁰⁶. Societies or organisations are now more than ever before knowledge driven and much value is now attached to human resource in the production of goods and services. Their value is what contributes to a better society or organizational performance.

Staff development in the tertiary institutions will therefore enable the employees to acquire and improve upon their skills. Globalization has further necessitated the optimal utilization of new knowledge, technologies, and innovations to make tertiary institutions improve organizational performance and competitiveness in the global village so as to achieve their objectives. Through staff development, the teacher whose position is crucial in the educational system, could become knowledgeable about new ideas and new teaching methods, thereby avoiding the use of obsolete methods to teach students of the 21st Century Information Age¹⁰¹.

2.2 Theoretical Framework

This section explains the various theories and models that can be used to describe the influence of information seeking habit and professional development on employee creativity of administrative staff in public polytechnics in Osun State. Basing on this, the

following theories are reviewed to indicate the relationship between information seeking habit, professional development and employee creativity which includes Componential Theory of Creativity, Information Search Process Theory and Schon's Theory of Professional Development

2.2.1 Componential Theory of Creativity

The componential theory of creativity was propounded by Amabile and Grysiewicz in 1989. This model is used to describe an individual's social and psychological component important for producing a creative work. It is a model that describes creativity as the production of concepts that are both new and useful, suitable to achieving a goal¹⁰⁷. In this theory, four components are considered to generate creative output: the first three components are referred to the psychological components and works together. They are the; domain- relevant skills or knowledge (expertise), creativity-relevant processes (creative thinking skills), and intrinsic task motivation. The fourth component is beyond the psychological component. This is the individual's work environment. The domain-relevant skills or knowledge (expertise) is the knowledge of facts, circumstances, and issues that an individual is predisposed to regarding a work situation and includes technical know-how, skills, intelligence, and talent¹⁰⁷.

The creativity relevant processes (creative thinking skills) are the cognitive and personality traits that are applicable to independent thinking, risk-taking, and an individual's approach to new problems, as well as a methodical work style and skills in producing ideas. These cognitive processes incorporate the capacity to utilize wide adaptable categories to blend facts and the capacity to break out of perceptual and

performance —scripts|. These creative thinking processes include self-discipline and open-mindedness for ambiguous tasks¹⁰⁷.

Intrinsic task motivation is a person's desire to engage in activities that is viewed thought-provoking, challenging, or fulfilling than those that are extrinsically motivated which range from contracted-for rewards, need to compete, and appraisal to the need to behave in a particular manner. A focal precept of this theory is the principle of intrinsic motivation which postulates that individuals tend to be creative when they are self-motivated, enjoy what they do, find their work challenging as well as fulfilling and not necessarily motivated by extrinsic factors while the relevant extrinsic motivators can weaken intrinsic motivation. However their presence or absence is still as important as those that sustain intrinsic motivation¹⁰⁸.

This model is relevant because it outlines the components of creativity and how leader's abilities can propel social and environmentally friendly creative abilities of employees to endure creative development. It can also be used for conveying consequences for the work environments that leaders and managers create which highlights the importance of the various aspects of creativity and how they affect what is produced. The success or failure of any organization can be attributed to the leadership style employed. Creativity levels can be influenced by leaders when they alter their leadership styles should the need be.

2.2.2 Information Search Process Theory

The Information Search Process (ISP) theory explains how people search for information. It was developed Carol Kuhlthau in 199¹⁰⁹. The theory proposes that information seeking is not a linear process, but rather a complex and dynamic process that involves human

feelings, thoughts, actions, and strategies. The ISP theory outlines six stages that people go through when searching for information¹⁰⁹. The six stages are task initiation, topic selection, exploration, focus formulation, information collection, and search closure. In the first stage, initiation, a person becomes aware of a gap in knowledge or a lack of understanding, where feelings of uncertainty and apprehension are common. At this point, the task is merely to recognize a need for information.

Thoughts center on contemplating the problem, comprehending the task, and relating the problem to prior experience and personal knowledge. Actions frequently involve discussing possible avenues of approach or topics to pursue. In the second stage, selection, the task is to identify and select the general topic to be investigated and the approach to be pursued. Feelings of uncertainty often give way to optimism after the selection as been made and there is a readiness to begin the search. Thoughts center on weighing prospective topics against the criteria of task requirements, time allotted, personal interest, and information available¹¹⁰. The outcome of the possible choices is predicted, and the topic or approach judged to have the greatest potential for success is selected. Typical actions are to confer with others or to make a preliminary search of information available and then to skim and scan for an overview of alternative topics. When, for whatever reason, selection is delayed or postponed, feelings of anxiety are likely to intensify until the choice is made¹¹⁰.

The third stage is Exploration characterized by feelings of confusion, uncertainty, and doubt which frequently increase during this time. The task is to investigate information on the general topic to extend personal understanding. Thoughts center on becoming oriented and sufficiently informed about the topic to form a focus or a personal point of

view. At this stage in the ISP, an inability to express precisely what information is needed can make communication between the user and the system awkward¹⁰⁹. Actions involve locating information about the general topic, reading to become informed, and relating new information to what is already known. In this stage the information encountered rarely fits smoothly with previously held constructs, and information from different sources frequently seems inconsistent and incompatible. People may find the situation quite discouraging and even threatening, causing a sense of personal inadequacy as well as frustration with the system¹⁰⁹.

Some may be inclined to abandon the search altogether at this stage. Exploration is considered the most difficult stage in the ISP when the information encountered can increase uncertainty prompting a dip in confidence. The fourth stage in the ISP, Formulation, is the turning point of the ISP, when feelings of uncertainty diminish, and confidence increases. The task is to form a focus from the information encountered. Thoughts involve identifying and selecting ideas in the information from which to form a focused perspective of the topic. A focus in the search process is comparable to a hypothesis in the process of construction. The topic becomes more personalized at this stage if construction is taking place^{109,110}. While a focus may be formed in a sudden moment of insight, it is more likely to emerge gradually as constructs become clearer. During this time, a change in feelings is commonly noted, with indications of increased confidence and a sense of clarity.

Collection is the fifth stage in the ISP when interaction between the user and the information system functions most effectively and efficiently. At this point, the task is to gather information related to the focused topic. Thoughts center on defining, extending,

and supporting the focus. Actions involve selecting information relevant to the focused perspective of the topic and making detailed notes on that which pertains specifically to the focus. General information on the topic is no longer relevant after formulation. The person, with a clearer sense of direction, can specify the need for pertinent, focused information to intermediaries and to systems, thereby facilitating a comprehensive search of available resources. Feelings of confidence continue to increase as uncertainty subsides, with interest in the project deepening¹⁰⁹.

In presentation, the sixth stage, feelings of relief are common with a sense of satisfaction if the search has gone well or disappointment if it has not. The task is to complete the search and to prepare to present or otherwise use the findings. Thoughts concentrate on culminating the search with a personalized synthesis of the topic or problem. Actions involve a summary search in which decreasing relevance and increasing redundancy are noted in the information encountered¹⁰⁹.

The ISP model has is relevant to this study because it portrays searching as an uncertain and confusing process that users commonly experience rather than a systematic and rational procedure. The ISP model also suggests that affective symptoms such as uncertainty, confusion, and frustration are associated with vague or unclear thoughts about a topic or question in early stages of the process but shift to clearer more focused constructs as thoughts become clearer.

2.2.3 Bandura's Social Learning Theory

The social learning theory is a model that is most studied and have greater applicability in social learning and development. It defines the measurement of behaviorist learning and

cognitive learning on three different perspective that encompasses attention, memory, and motivation that allows comprehensive view of individual behavioral context. The theory was propounded by Albert Bandura in 1977¹¹¹. This theory is based on the idea that we learn from our interactions with others in a social context. Separately, by observing the behaviors of others, people develop similar behaviors. After observing the behavior of others, people assimilate and imitate that behavior, especially if their observational experiences are positive ones or include rewards related to the observed behavior. According to this theory, imitation involves the actual reproduction of observed motor activities¹¹¹.

The theory posits that learning can occur without a change in behavior as a social element, arguing that people can learn new information and behaviors by watching other people. According to the elements of this theory there are three general principles for learning from each other. SLT posits that people learn from one another, via Observation, Imitation; and Modeling. In other words, behaviorists say that learning has to be represented by a permanent change in behavior; which may or may not result in a behavior change¹¹². In this case, the people who are being observed are called models and the process of learning is called modeling and mentions four necessary conditions which are needed in modelling process which includes attention phase; which occur where the person must first pay attention to the model. The more striking or different something is the more likely it is to gain our attention. Likewise, if we regard something as prestigious, attractive or like us, we will take more notice. Secondly, the retention phase where the observer must be able to remember the behavior that has been observed using rehearsal Followed by the third stage of reproduction which is the ability of the

observer to replicate the behavior that the model has just demonstrated¹¹³. This means that the observer must be able to replicate the action, which could be a problem with a learner who is not ready developmentally to replicate the action. Lastly, the motivation stage which is the final necessary ingredient for modeling to occur were learners must demonstrate what they have learned. However, these four conditions vary among individuals since different people will reproduce the same behavior differently¹¹¹.

The social learning theory is relevant to this study because it is a strategic management tool that has been used to translate an employee's behavioral learning through modeling in their ability to perform specific tasks, as well as it has been shown to be a reliable predictor for either motivation or task performance, and influence on personal goal setting. Based on the description, learning and development is a kind of beliefs that the most central and pervasive effect on employees to make decisions, their goals, the amount of effort they would like to pay on a particular task, the time they persevere at a task when facing on failure or difficulty, how to deal with the amount of stress they experience and the degree to the extent they might be susceptible to depression¹¹². This theory further identified that self-efficacy is a central principle in social cognitive theory. Self-efficacy refers to the belief, confidence, which can support employees to successfully execute a behaviour required to produce an outcome in this case professional development, the higher level of self-efficacy, the more confident an individual possesses and believe themselves can execute the behaviour necessary to obtain a particular outcome (professional development).

2.3 Review of Empirical Studies

2.3.1 Information Seeking Habit and Employee Creativity

Various management literature has discussed about the issue of employee information seeking habits and employee performance in the form of creativity. The empirical literature was reviewed after a search on scholarly databases and search engines on the information seeking behaviour of employees. Since the study investigates the information seeking behaviour of the employees, attention was given to studies that had the information seeking behaviour of various employees in general. A study examined the information seeking behavior of academic librarians for effective performance in Nigeria¹¹⁴. Descriptive survey research method was adopted. The population of interest were Forty-eight (48) academic librarians in the selected tertiary institutions. Frequency counts and simple percentage was used to analyze the obtained data.

The study revealed that the predominant information required by academic librarians was information on the actualization of the library's objectives. Findings also showed that the internet was the major source of obtaining information in this 21st century and this consulted source is very rich as they get what they wanted from it. To this end, the librarians rated the general availability and accessible to information as highly accessible. It was therefore recommended that; academic libraries should provide 24/7 internet facilities in the library accessible to all librarians to enhance effective performance and information service delivery to users. Management should encourage staff training and capacity building to enhance their skills and adequate fund should be provided by government for effective management of the libraries¹¹⁴.

In a similar study conducted to investigate the Information seeking Behavior of lecturers in Nigerian universities¹¹⁵. A descriptive research design was adopted, lecturers selected from the two universities: University of Ibadan and Obafemi Awolowo University, Ile-Ife being the focus. The population of interest was 109 lecturers sampled. Data was analyzed using statistical methods that is, descriptive statistics describing the correlation using Pearson correlation. Findings indicates that the increase in information available on the Internet has greatly affected the information seeking pattern of lecturers. Their pattern of searching for and gathering information is expressed in various methods, through electronic sources, consulting knowledgeable person in the field and preference to the use of periodicals in their university libraries Further. This study concluded that majority of the respondents from both universities seek information to update knowledge.

Another study investigated the information needs and seeking behaviour of academic staff in three universities in Bayelsa State, Nigeria. The study adopted descriptive research design and the population of the study is comprised of 200 academic staff from University of Africa, Niger Delta University and Federal University, Otuoke, all in Bayelsa State out of which 120 were randomly selected. Cronbach Alpha technique was used to determine the reliability coefficient of the instrument and an index of 0.87 was obtained. The findings revealed that majority of the respondent need information for teaching, research and supervision and information on self and professional development. The study further showed that most of the academics largely depend on e-resources and the internet. The internet and the electronic sources are the most important and preferred sources of information used by academic staff. The findings discovered that work experience and age significantly influence the information seeking of academic staff.

Some of the problems encountered when searching information include poor internet connectivity and lack of regular power supply. Based on the findings, it is recommended that the school management should provide adequate internet facilities and improve on electricity supply so that academic staff can enjoy more access to the internet while they are in school and especially within the confines of their offices¹¹⁶.

In a related study conducted to assess the information seeking behaviour of academic staff in the college of education, Agbor, Delta State, Nigeria. The descriptive survey research design was adopted for the study. The population of this study is 249 full-time academic staff working in the college of education, Agbor, Delta State, Nigeria. The data were analysed using descriptive statistics. The findings revealed that the preferred sources of information by the academics are books, journals, internet sources, electronic resources, colleagues and friends, reference materials, among others. The finding also revealed that academics need information on research, career advancement, teaching, personal self-development, condition of service/ promotion criteria, among others. It was revealed from the findings that the academics demand for the information they require by consulting books, journals, internet/ online webpages, electronic resources, interacting with colleagues and friends, and demand for information using less of associational meetings, index/ abstracts, bibliographies, and government documents/ websites¹¹⁷.

The respondents indicated that they use information for getting materials for research purposes, materials for teaching purposes, to advance their academic career, to understand the condition of service/ promotion criteria, among others. It was revealed from the findings that the challenges that militate against the access and use of information by the academic staff are too many outdated library materials, issues with

ascertaining trustworthiness of information sources, information explosion, erratic power supply, poor information evaluation/ searching skill, no adequate assistance from information professionals, among others. It was recommended that library management should acquire more recent books, journals, and electronic information resources since they remain the preferred information source of the academics, and training should be undertaken for the academics in the college of education to enable them to ascertain with ease if an information source is trustworthy or not¹¹⁸.

A study researched on Information Needs, Sources, and Information Seeking Behaviour of Administrators/Policy-Makers in Federal Polytechnics: A Case of Federal Polytechnic Ede, Osun State, Nigeria. The study adopted a descriptive survey design using simple stratified random sampling technique. The study population consisted of 100 Administrators/Policy-Makers in Federal Polytechnics. Data collected were analyzed using tables, percentage, and frequency distribution. The result showed that the policymaker did not have direct access to adequate information through the libraries as well as other government agencies. These sources of information have been inefficient. Recommendations such as the frequent use of library for secondary source of information, setting up of registry/information unit, organizing in-service education programmes, workshops, seminars etc, to educate the policymakers were made to ameliorate the situation.¹¹⁹

Similarly, another study investigated the information seeking behaviour and work performance of local government administrators in Niger State, Nigeria¹²⁰. Descriptive survey research design was used and the target population was the 275 local government administrators in the 25 local government areas in Niger State, Nigeria. Frequency and

percentage distribution, mean and standard deviation and linear regression were used to analyse the data. Results showed that the challenges militating against work performance included lack of staff training on skills to provide quality service. Results further showed that work performance of local government administrators in Niger State, Nigeria was not significantly influenced by information seeking behaviour. The study concluded that the high level of work performance of local government administrators in Niger State could be attributed to the high level of their information seeking behaviour.

Based on the findings, the study concluded that the level of work performance of local government administrators in Niger State, Nigeria is high; the level of information seeking behaviour of local government administrators in Niger State is high and the challenges facing work performance. It is believed that the enhanced information seeking of the local government administrators would help policy makers to better understand the factors affecting work performance of local government administrators in Niger State, Nigeria, and formulate appropriate intervention program. Considering the latest global developments in information provision and the recent increased focus on this development of local government administration, the administrator in the government has momentous responsibility and a latent opportunity to improve its administrator's information seeking behaviours. To meet these challenges, major steps are needed to upgrade the skill of local administrator's information seeking behaviour and improve information services provided to them so that the problems that they face are resolved.

In a related study conducted to assess the online information-seeking behavior of among the general public in China. The survey explored eight attitudes of policymakers toward gathering information: kinds of information needed, preferred sources, barriers to

accessing information, use and usefulness of professional reading materials, receptiveness of public affairs organizations, satisfaction with amount of information, time spent in information-gathering, and the role of office computers. Findings are that high-ranking local officials spend significant work time engaged in information-related tasks, are generally satisfied with their results, are pessimistic about the professional literature yet optimistic about public interest organizations as information providers and undervalue external library-based resources and computer-assisted information services. Suggested improvements in the delivery of information to local decision-makers focus on the development of electronic "expert systems" and the need for an information-literate local bureaucracy¹²¹.

Another paper was conducted to explore the information needs and information-seeking behavior of faculty members in Pakistan universities. A survey research method for the study using a targeted population of 90 teaching and research staff of humanities departments. The collected data were analyzed both quantitatively and qualitatively. SPSS was used for quantitative analysis. The study reveals that most of the humanities faculty members rely heavily upon books and experts in their subject fields for teaching and research activities. Print was the preferred format and meeting personally for face-to-face discussions was the most frequently used channel of communication. The lack of availability of required material was the number one problem in information-seeking process. The study also reveals that consulting with experts in the subject field was the preferred method of getting information followed by the conversation with colleagues. Reference books were the most important resource for teaching. Consultation with

knowledgeable persons or experts in the field was the most important source of information for the research.

Most humanities teachers get information sources from their departmental library; they also maintain personal collections and/or personal libraries for this purpose. Most of the humanists prefer information in print, while they least prefer audiovisual material. Results of the study show that most of the humanists do their information-seeking activities at home. Meeting personally was the most-used channel of communication, followed by e-mail. Consulting with the subject experts was the most common method to keep abreast with current developments in their subject fields. Most search for information for their teaching preparation or lecturing, to guide researchers or students, and to support research. Unavailability of required material was the most common problem in information-seeking¹²².

Another study investigated the information needs and information-seeking behavior of agricultural students at Kogi State University. The study employed a survey research design. The study was conducted using a sample population of 356 respondents to acquire relevant data for her study. The study established that agricultural students need information purposefully for assignments and that the Internet is the major source of seeking information. The study, among others, recommended that the university management should provide funds to acquire more relevant books in the library that will meet the information needs of agricultural students¹²³.

2.3.2 Professional Development and Employee Creativity

Research exists on the basis of location that discussed about the issues of employee development as one of the important functions of the human resource department which

relates to building the abilities of employees and the organization resulting in their creativity and performance advances and as a result the organization's productivity. According to these school of thoughts, professionally developed personnel feel more satisfaction and commitment towards their job and consequently their performance improves and so does the organization performance. Therefore, Professional development procedures are crucial to employees as it implies that the firm has their well-being at their best interest since they are concerned about their advancement. In a study conducted to investigate The Effect of Career Development on Employees Productivity: Evidence from Cross River University of Technology. This study adopted the survey research design on Population of four hundred and ninety-nine (499) academic staff and non-academic staff of University of Cross River State¹²⁴.

The multiple linear regression technique was used to determine the effect of the independent variables on the dependent variables. Beta coefficient in respect to career training (CT) is estimated at 0.946 and career advancement (CA) is estimated at -0.025. Result shows that that career training significantly increases on employee productivity while career advancement insignificantly decreases the productivity of employees in University of Cross River State. It is recommended that, the management of organizations should consider organizing for trainings and seminars for employees this will help to increase employee skills and competence making them more willing to work harder and deliver quality service delivery for the success of the organization¹²⁴.

A similar study examines the influence of professional career development and teamwork on job satisfaction among lecturers in selected private universities in Nigeria. The study adopted descriptive survey research design to establish the relationship between

professional career development, teamwork, and job satisfaction. The reliability of the measuring instrument was tested using Cronbach Alpha. The result of the analysis showed that there is a statistical influence between the three constructs professional career development, teamwork and job satisfaction of private university lecturers in Nigeria. The research concludes that professional career development and teamwork exert different levels of influence on private university lecturers' job satisfaction and that teamwork exerts greater level of influence on lecturers' job satisfaction.

Hence it was suggested that management of private universities should promote the establishment of multidisciplinary and interdisciplinary research teams and centres to blend the experience of academics. Also, private universities should make annual plans to sponsor or subsidize conferences, seminars, and workshop expenses of lecturers in order to encourage frequent participation in academic events so as to sustain the lecturer's satisfaction and commitment on the job¹²⁵.

Another research work investigates the training and professional development practices for the employees in the Ghana Education Service. The study focused on identifying the training and development needs of employees of the selected schools, ascertaining the training and development policy in operation of the selected schools, ascertaining the type of training employees undergo and finally, examining the effects of training and development on employee's performance. This study employed both quantitative and qualitative approaches. The target population for this study were 318 teaching and non-teaching staff in the selected schools randomly. Data were analyzed using Cronbach's alpha method with the help of Statistical Package for Social Sciences (SPSS). The study

revealed that identifying the training needs from the employees' perspective, the organization can measure the performances of individual employees.

This finding also showed that employee training and development play a vital role in improving performance as well as productivity. This in turns leads to placing the organisation in the better positions to face competition and have competitive advantage over its competitors. Thus, through effective training programmes employee's competency increases, which does not only improve the overall performance of the employees to effectively perform their current jobs but also enhances the knowledge, skills and attitude of workers necessary for the future job, thus contributing to higher organizational performance¹²⁶.

A research work examined the effect of training and development on creativity of academic staff in a selected Nigerian university. A descriptive quantitative research design using Survey method was used to conduct the study. The population of the study included all academic staff in the selected university with a total of 535 faculties. Reliability and validity procedures were confirmed. Data was analyzed with the use of Statistical Package for Social Sciences (SPSS). Regression analysis was employed as statistical tool of analysis. The findings revealed that undoubtedly, training and development programmes for academic staff have long-term profits that outweigh the immediate costs. It also revealed that it is important to improve the training and development regime of academic staff in ways best suited for institutional culture and contexts in universities. This may boost the creative performance of academic which also has implications for institutional reputations. However, most importantly, training and development enhance students to acquire the necessary information, guidance, and

support needed to learn, persist, graduate, and achieve their aspirations. Therefore, the data presented in this article is important in this regard for extended investigation or inquiry¹²⁷.

A study investigated the role of leadership in employee engagement and creativity. The target population were 400 respondents from 110 organizations representing mainly textile, FMCG, cement, petroleum, fertilizers, pesticides, chemicals, electronics, pharmaceuticals, and other sectors. Descriptive survey research design was adopted. The Cronbach's alpha, correlation and regression were used to analyze the data. The findings show that there is a positive and supportive link between Human resource practices (training and empowerment), employee engagement and employee creativity. The findings also reveal that when an organization consider their employees in terms of training and employee engagement, the performance of employees improves. This is because such processes make the employee feel that the organization is more concerned about them, and the sense of consideration leads the employees towards employee engagement which ultimately results into the creativity of employees. Furthermore, employee's role is vital in the growth and success of an organization. To remain competitive in today's competitive environment, employees of the organization must be engaged. In this regard, human resources practices (training, empowerment) are of great importance in improving employee creativity¹²⁸.

Similarly, another research work explored the role of employee training in the retail industry and the impact of such training outcomes on the creativity of employees¹²⁹. The cross-sectional survey method was employed using a sample of 242 employees working in retail outlets operating in Kanpur city, Uttar Pradesh, India as the target population. A

systems approach was adopted for understanding the relationship between perceived training outcomes and employee creativity. The outcome of the research reveals a positive link between employee training and employee creativity.

Findings indicates that employee creativity was found to be significantly related to employee training. Need based, quality training programmes directed towards improving cognitive processes in employees, is one of the major antecedents to employee creativity. The increase in the knowledge level is more likely to produce innovative work behavior. Training improves divergent thinking skills and builds a supportive organizational climate characterized by trust between employer and employee. Employees' innovative behavior depends on not only the intellectual capacity, intrinsic motivation, and psychological understanding of an individual, but also some kind of stimulation from the external environment, like effective leadership in the organization.

A related study aimed at identifying the impact of the delegation of authority on employees' performance at great Irbid municipality was conducted¹³⁰. It was constructed on measuring the impact of delegation on efficiency, effectiveness, and empowerment. The study population consisted of central and executive management employees working in GIM in northern region of Jordan selected through a random sampling. Means, standard deviation, percentages, (T-test), and Cronbach Alpha test were used and applied. The results of the study have shown that there is a statically significant for delegation of authority on efficiency, effectiveness, and empowerment of employees' performance at great Irbid municipality. 49 corresponded with the value of tasks to promote functional performance. Moreover, improving administrative delegation of authority in which effect on employees' satisfaction, employees' empowerment to implement tasks individually

without asking high management. This method will save time and effort. It will also offer service for customers rapidly and directly.

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2.4 Conceptual Framework

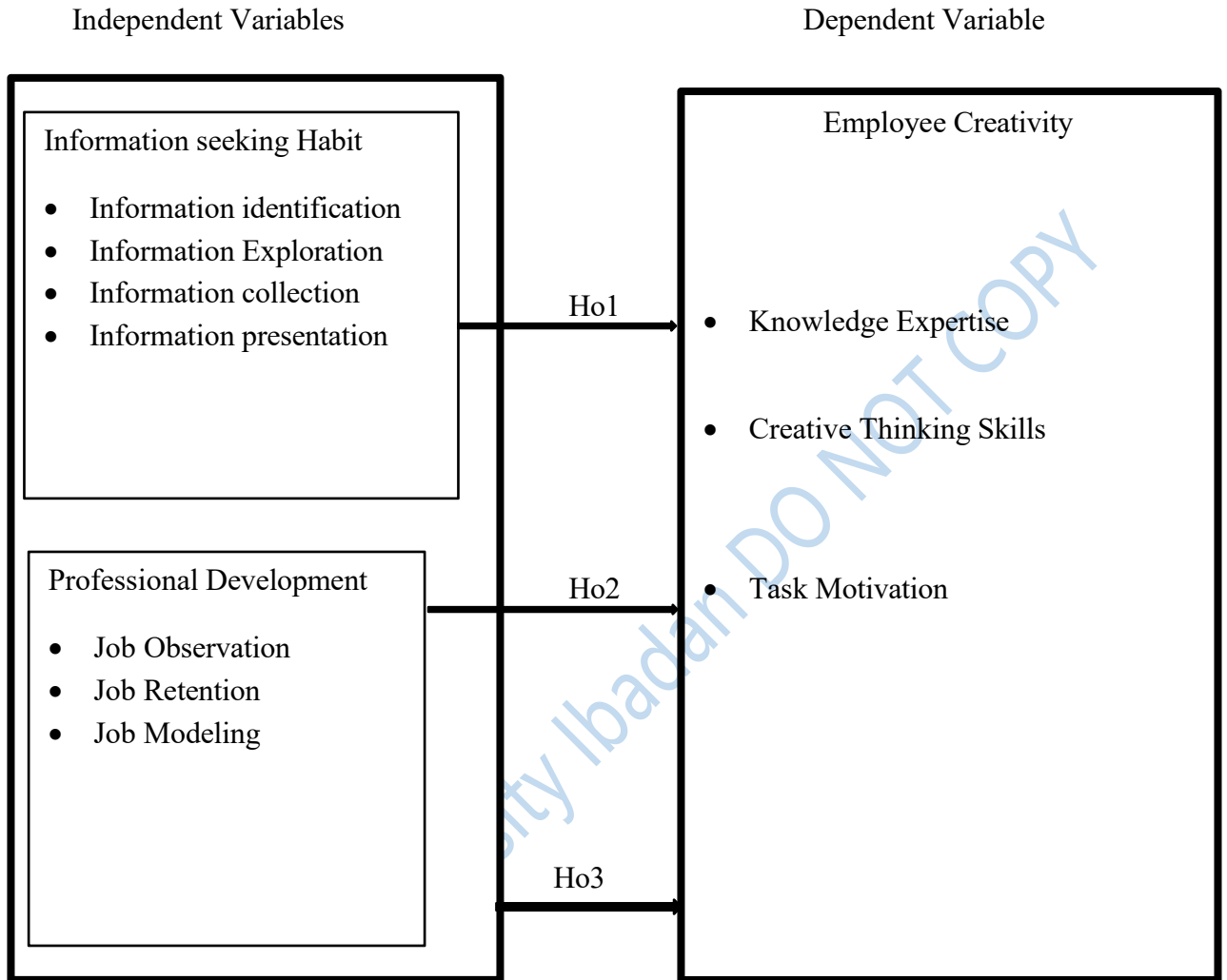


Figure 2.1 Conceptual Model for Information Seeking Habit, Professional Development and Employee Creativity

Source: Researcher's Fieldwork, 2023

According to the conceptual model of the study, the dependent variable of this study is employee creativity. Employee creativity in the context of this study will be measured using Componential Theory of Creativity. Employee creativity (dependent variable) has three measures relevant for this study which include: expertise, creative thinking skills and task motivation. The independent variables are information seeking habit and professional development; information seeking habit is measured with information identification, exploration, collection, and presentation while professional development has four measures relevant for this study which include: observation, retention, and modeling. The selection of the model is based on the belief that there is a relationship and interactions between the components of the independent variables and employee creativity of administrative staff in public polytechnics in Osun State. It suggests that information seeking habit and professional development are some of the key determinants of employee creativity of administrative staff in government-owned Polytechnics in Osun State.

The conceptual framework illustrates the combined influence of information seeking habit and professional development on employee creativity of administrative staff in public polytechnics in Osun State, Nigeria. With these variables, this study will identify the impact of information seeking habit on employee creativity (expertise, creative thinking skills and task motivation) of administrative staff in hypothesis one, impact of professional development on employee creativity (expertise, creative thinking skills and task motivation) of administrative staff in hypothesis two and the combined impact of information seeking habit and professional development on the employee creativity of administrative staff in public polytechnics in Osun State, Nigeria; where

recommendations that will improve the creativity among administrative staff will be drawn.

The conceptual framework is anchored on componential theory of creativity, information search process theory and Bandura's Social Learning theory of professional development. Componential theory of creativity was used to explain the employee creativity. Some of the measures that were adapted for the theory are expertise, creative thinking skills and task motivation. Information search process theory was used to explain the information search habit. Some of the measures that were adapted for information seeking habit are information identification, information exploration, and information collection and information presentation. For professional development, Bandura's Social Learning theory of professional development was used. The measures used for this study includes observation (attention) retention and modeling.

2.5 Summary of Gap in Literature

This chapter emphasizes scholars' thoughts regarding the issue of this study which is the influence of information seeking habit and professional development on employee creativity of administrative staff in public polytechnics in Osun state, Nigeria. The study indicates the relevance of information seeking habit and professional development on employee creativity. The evaluation on the conceptual framework has defined the notions (information seeking habit, professional development, and employee creativity. It displays the link between the dependent variable (employee creativity of administrative staff) and the independent variables (information seeking habit and professional development).

A study examined the Information Seeking Behavior of Academic Librarians for Effective Performance: A study of UNIBEN, AAU and AUCHI Polytechnics, EDO State, Nigeria¹⁷⁵. Descriptive survey research method was adopted. The population of interest were Forty-eight (48) academic librarians in the selected tertiary institutions. Frequency counts and simple percentage was used to analyze the obtained data. The study revealed that the predominant information required by academic librarians was information on the actualization of the library's objectives. Findings also showed that the internet was the major source of obtaining information in this 21st century and this consulted source is very rich as they get what they wanted from it. To this end, the librarians rated the general availability and accessible to information as highly accessible. It was therefore recommended that, academic libraries should provide 24/7 internet facilities in the library accessible to all librarians to enhance effective performance and information service delivery to users. Management should encourage staff training and capacity building to enhance their skills and adequate fund should be provided by government for effective management of the libraries.

In a similar study conducted to investigate the Information seeking Behavior of lecturers in Faculties of Education in Obafemi Awolowo University, Ile Ife, and University of Ibadan¹⁷⁶. A descriptive research design was adopted, lecturers selected from the two universities: University of Ibadan and Obafemi Awolowo University, Ile-Ife being the focus. The population of interest was 109 lecturers sampled. Data was analyzed using statistical methods that is, descriptive statistics describing the correlation using Pearson correlation. Findings indicates that the increase in information available on the Internet has greatly affected the information seeking pattern of lecturers. Their pattern of

searching for and gathering information is expressed in various methods, through electronic sources, consulting knowledgeable person in the field and preference to the use of periodicals in their university libraries Further. This study concluded that majority of the respondents from both universities seek information to update knowledge.

In a study conducted to investigate The Effect of Career Development on Employees Productivity: Evidence from Cross River University of Technology. This study adopted the survey research design on Population of four hundred and ninety-nine (499) academic staff and non-academic staff of University of Cross River State. The multiple linear regression technique was used to determine the effect of the independent variables on the dependent variables. Beta coefficient in respect to career training (CT) is estimated at 0.946 and career advancement (CA) is estimated at -0.025. Result shows that that career training significantly increases on employee productivity while career advancement insignificantly decreases the productivity of employees in University of Cross River State. It is recommended that; the management of organizations should consider organizing for trainings and seminars for employees this will help to increase employee skills and competence making them more willing to work harder and deliver quality service delivery for the success of the organization¹⁸⁴.

A similar study examines the influence of professional career development and teamwork on job satisfaction among lecturers in selected private universities in Nigeria. The study adopted descriptive survey research design to establish the relationship between professional career development, teamwork, and job satisfaction. The reliability of the measuring instrument was tested using Cronbach Alpha. The result of the analysis showed that there is a statistical influence between the three constructs professional

career development, teamwork, and job satisfaction of private university lecturers in Nigeria. The research concludes that professional career development and teamwork exert different levels of influence on private university lecturers' job satisfaction and that teamwork exerts greater level of influence on lecturers' job satisfaction. Hence it was suggested that management of private universities should promote the establishment of multidisciplinary and interdisciplinary research teams and centres to blend the experience of academics. Also, private universities should make annual plans to sponsor or subsidize conferences, seminars, and workshop expenses of lecturers in order to encourage frequent participation in academic events so as to sustain the lecturer's satisfaction and commitment on the job¹⁸⁵. The fact that there is scanty literature in this area shows a big gap in most of the studies reviewed. It is against this background that the current researcher finds it suitable to investigate the influence of information seeking habit and professional development on employee creativity of administrative staff in public polytechnics in Osun state, Nigeria.

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Chapter Three

Methodology

This chapter presents the methodology used in this study. The different sub-sections include research design, population of the study, sample and sampling technique, description of research instrument, validity of research instrument, reliability of research instrument, method of data collection and method of data analysis.

3.1 Research Design

This research utilized a quantitative research approach which comprised gathering quantitative data to complement the conclusion produced from the analysis of quantitative data. This qualitative method was utilized to determine the influence of information seeking habit and professional development on employee creativity of administrative staff in public polytechnics in Osun State Nigeria. This method is appropriate because it is found useful in the collection of data on phenomena that cannot be directly observed. In the same vein, a descriptive survey research strategy was chosen since it allows for analyzing a subset of a population at a moment in time. . The design entails the collecting of data from the research respondents only at a moment in time concerning topics under consideration.

3.2 Population of the Study

The population of this study consists of one hundred and forty-two (142) administrative staff in government owned polytechnics in Osun State, Nigeria. This figure comprises individuals working as administrative staff in the Federal Polytechnic, Ede Osun State Polytechnic, Iree and Osun State College of Technology, Ese Oke. Within these polytechnics, the administrative staff comprises of senior staff from administrative officer

II (L8), administrative officer I (L9), assistant Registrar (L11), Senior Assistant Registrar (L12), Principal Assistant Registrar (L13) and Deputy Registrar (L14). For the purpose of this study, only administrative staff that fall within Level 8 and 9 will be recruited as respondents for this study. The rationale for this is to be able to obtain the required input to fulfill the objective of this research.

Table 3.1: Population of the Study

S/N	Name of Public Polytechnic	Number of administrative staff
1.	Federal Polytechnic, Ede	58
2	Osun State Polytechnic, Iree	46
3	Osun State College of Technology, Esa Oke	38
		142

Source: Information Record Department, 2023^{1,2,3}.

3.3 Sample and Sampling Technique

The sample size of the population is one hundred and forty-two (142) which is made up of administrative staff at Levels 8 and 9 cadre in government owned polytechnics in Osun State, Nigeria. Sampling is the practice of picking certain people or things from a population for investigation or study. For statistical significance and proper representation, the study made use of total enumeration.

3.4 Description of Research Instrument

A structured questionnaire was utilized to acquire data from the respondents because it used to assess the structured questions and replies quickly to meet the study's purpose. The instrument to be used will be information seeking habits, professional development, and employee creativity (ISHPDEC) scale. The study followed the Likert scale design which permitted the researcher to provide alternatives that respondents picked from and let the researcher offer their opinion regarding the problem under investigation. The quantitative instrument was used to gather opinion and perception of administrative staff in Public Polytechnics in Osun State:

Section A: This section was prepared by the researcher to gather demographic information of respondents. The biodata of respondents contained gender, age, qualification and job experience. This is the first section of the structured questionnaire prepared to gather personal data from the recruited respondents in the study.

Section B: Employee Creativity (EC) scale which includes three aspects; expertise, creative thinking skills and task motivation which is targeted at analyzing employee creativity in the chosen tertiary institution. The 15 items were adopted from the literature as a guide in designing the questions⁴. The scale utilized a four-point response Likert scale style of Very High (VH) =4, High (H) = 3, Low (L) = 2, Very Low (VL) = 1. Examples of questions include Carrying out routine tasks in resourceful ways, Generating and evaluating multiple alternatives for solving problems/carrying out job tasks, providing methods for solving problems when existing answers are not apparent amongst others.

Section C: Information Seeking Habit (ISH) scale comprises four sub-variables of information identification, exploration, collection, and presentation. The 16-items were derived from available literature⁵. Each of the adapted questionnaires is considered reliable given the reliability tested result reported by scholars. The scale employed a four-point answer style of 4=Strongly Agree, 3=Agree, 2= Disagree and 1=Strongly Disagree. Examples are I seek information whenever I want to make decision, Information to update my knowledge constitutes my information needs, I usually feel frustrated when consulting a source and not finding what I need etc.

Section D: Professional Development (PD) scale comprises of three sub-variables of job observation, job retention, and job modeling. The components comprise of 16-items and were adapted from available literature⁶. Each of the adapted questionnaires are considered reliable given the reliability tested result reported by scholars. The scale employed a four-point answer style of 4=Strongly Agree, 3=Agree, 2= Disagree and 1=Strongly Disagree. Examples of statement are I collaborate with my peers to accomplish tasks assigned with new positions, Inter-disciplinary seminar can aid work processes, I make decisions on creating new procedures on tasks assigned to me etc.

3.5 Validity of the Research Instrument

To validate this study, instruments acquired from relevant literature analysis and adaptation from questionnaires that have been utilized by other studies. Content and construct validity was done. Content validity to determine the internal validity of the research instruments was verified by the supervisor and other specialists in information management specialists. Corrections submitted were used in generating the final questionnaire which was sent out to the respondents for the research.

3.6 Reliability of the Research Instrument

In guaranteeing validity of the data, the questionnaire was checked by putting it to the examination of Human resource department of the selected polytechnic under investigation in order to provide their judgments as to whether the hypotheses used to measure the concepts were valid to ensure it covers all variables under study. The researcher submitted the questionnaire to a reliability test to assess the internal consistency of all items measuring each variable in the study. The reliability of the instrument was done through pilot research. Thirty (20) copies of the questionnaire were distributed to administrative staff in The Polytechnic, Ibadan, which is not part of the study. Data received was submitted to Cronbach's alpha reliability test to confirm internal consistency of the items.

3.7 Method of Data Collection

Primary data was gathered to answer the aims of the research using a structured questionnaire in accordance with available literature. This instrument works well with a cross-section survey design largely because it facilitates the gathering of data about opinion and perception of respondents at a moment in time on current topics.

A letter of introduction and attestation was requested from the Department of Information Management, Lead City University, which was presented by the researcher to get authorisation to conduct the survey from the relevant authority in the selected tertiary institution. Due to the number of respondents, a three (3) day training course was organised for two (2) research assistants to facilitate the administration, retrieval, and initial sorting of copies of the questionnaires. In total, 142 copies of questionnaires were

administered to administrative staff in the government owned tertiary institution in Osun state, Nigeria.

3.8 Method of Data Analysis

The researcher evaluated the data obtained using descriptive and inferential statistics for the items in all the sections of the questionnaires. The use of descriptive statistics was used to explain and summarize data in terms of frequency distribution, mean, standard deviation, and percentage of response concerning variables under investigation, so addressing the research questions. To test the hypotheses established, the inferential statistics using regression analyses one and two were employed to test the hypotheses. The data obtained for the research was analyzed using Statistical Package for Social Sciences (SPSS), version 24. All hypotheses in the research were evaluated at 0.05 level of significance.

Endnotes

1. Information Record Department, Federal Polytechnic, Ede *Employee records*, 2023
2. Information Record Department, Osun State Polytechnic, Iree *Employee records*, 2023
3. Information Record Department, Osun State College of Technology, Esa Oke, *Employee records*, 2023
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Chapter Four

Results and Discussion of Findings

This chapter deals with data presentation, analysis and the interpretation of the results.

The results and discussion of findings are presented based on demographic characteristics of the respondents, research questions and hypotheses as follows:

4.1 Demographic Data Analysis

The following are the socio-demographic characteristics of the respondents.

Table 4.1: Demographic Characteristics of the Respondents

Variables	Category	Frequency	Percent (%)
Gender	Male	61	43.0
	Female	81	57.0
Age	20-25 years	6	4.2
	26-30 years	24	16.9
	31-35 years	63	44.4
	36-40 years	12	8.5
	41-45 years	25	17.6
	46 years and above	12	8.5
Educational	National Diploma (ND)	4	2.8
	Higher National Diploma /Bachelor's degree	111	78.2
	Master's degree	19	13.4
	PhD	8	5.6
Years of Experience	5-10 years	29	20.4
	11-15 years	51	35.9
	16-20 years	41	28.9
	21-25 years	16	11.3
	26-30 years	2	1.4
	31 years and above	3	2.1

Source: Field Survey, 2024

Table 4.1 reveals that 61 (43.0%) respondents were male, while 81 (57.0%) were female; indicating that most of the respondents were female. Regarding the age, the table reveals 6 (4.2%) were in the age range of 20-25 years, 24 (16.9%) were between 26-30 years, 63 (44.4%) were between 31-35 years. Besides, 12 (8.5%) respondents were in the age range of 36-40 years, 25 (17.6%) were between 41-45 years, while 12 (8.5%) were 46 years and above. This indicated that most of the respondents were in the age range of 31-35 years. Table 4.1 further reveals that 4 (2.8%) respondents had National Diploma, 111 (78.2%) obtained Higher National Diploma / Bachelor's Degree, 19 (13.4%) possessed Master's degree, while 8 (5.6%) had PhD; indicating that most of the respondents had Higher National Diploma / Bachelor Degree. Concerning the years of experience, Table 4.1 reveals that 29 (20.4%) respondents had 5-10 years' experience, 51 (35.9%) had 11-15, while 41 (28.9%) had 16-20 years of experience. Additionally, 16 (11.3%) had 21-25 years' experience, 2 (1.4%) had 26-30 years, while 3 (2.1%) respondents had over 31 years of experience. It indicated that most of the respondents had 11-15 years of working experience.

4.2 Presentation of Data

4.2.1 Research Questions

The following research questions were answered:

Research Question 1: What is the level of level employee creativity of administrative staff in public Polytechnics in Osun State?

Table 4.2: Descriptive Analysis of Responses on Level of Employee Creativity

Question items	Very high	High	Low	Very low	Mean	Std. Dev.
Expertise						
Carrying out routine tasks in resourceful ways	57 (40.1%)	73 (51.4%)	9 (6.3%)	3 (2.1%)	3.30	0.68
Generating and evaluating multiple alternatives for solving problems/carrying out job tasks.	43 (30.3%)	57 (40.1%)	34 (23.9%)	8 (5.6%)	2.95	0.88
Having new perspectives on old difficulties.	50 (35.2%)	52 (36.6%)	38 (26.8%)	2 (1.4%)	3.06	0.82
Providing methods for solving problems when existing answers are not apparent	69 (48.6%)	45 (31.7%)	18 (12.7%)	10 (7.0%)	3.22	0.92
Develops adequate plans and schedules for the implementation of new ideas	53 (37.3%)	66 (46.5%)	18 (12.7%)	5 (3.5%)	3.18	0.78
Weighted mean					3.14	
Creative Thinking Skills	Very high	High	Low	Very low	Mean	Std. Dev.

Coming up with novel ideas to satisfy organizational needs.	53 (37.3%)	5 4 (38.0%)	26 (18.3%)	9 (6.3%)	3.06	0.90
Promoting and championing new ideas to others	51 (35.9%)	7 7 (54.2%)	12 (8.5%)	2 (1.4%)	3.25	0.66
Regularly proposes ideas for new or more effective work methods	46 (32.4%)	6 1 (43.0%)	30 (21.1%)	5 (3.5%)	3.04	0.82
Generating creative ideas for service delivery	43 (30.3%)	52 (36.6%)	39 (27.5%)	8 (5.6%)	2.92	0.90
Combining ideas with those of other subordinates to come up with decision jointly.	44 (31.0%)	62 (43.7%)	34 (23.9%)	2 (1.4%)	3.04	0.78
Weighted mean					3.06	
Task Motivation						
Not afraid to take risk	57 (40.1%)	63 (44.4%)	18 (12.7%)	4 (2.8%)	3.22	0.77
Frequently makes suggestions about how to improve work methods or practices	54 (38.0%)	65 (45.8%)	15 (10.6%)	8 (5.6%)	3.16	0.83
Exchanging accurate information with subordinates to solve a problem together.	52 (36.6%)	64 (45.1%)	22 (15.5%)	4 (2.8%)	3.15	0.78
Having a clear understanding of job duties/responsibilities	62 (43.7%)	61 (43.0%)	10 (7.0%)	9 (6.3%)	3.24	0.84
Always on the lookout for new ideas to enhance administrative work capacity	48 (33.8%)	63 (44.4%)	24 (16.9%)	7 (4.7%)	3.07	0.84
Weighted mean					3.17	
Grand mean					3.12	

Decision rule: 1.00-1.49=Very low, 1.50-2.49=Low, 2.50–3.49=High, 3.50-4.00=Very high

Source: Field Survey, 2024

In Table 1, 40.1% of the respondents indicated very high on how they carried out routine tasks in resourceful ways, 51.4% stated high, 6.3% mentioned low, while 2.1% indicated very low. In addition, 30.3% of the respondents indicated very high on generating and evaluating multiple alternatives for solving problems/carrying out job tasks, 40.1% stated high, 23.9% mentioned low, while 5.6% indicated very low. Furthermore, 35.2% of the respondents indicated very high on having new perspectives on old difficulties, 36.6% stated high, 26.8% indicated low, while 1.4% stated very low. Besides, 48.6% of the respondents indicated very high on providing methods for solving problems when existing answers are not apparent, 31.7% indicated high, 12.7% stated low while 7.0% indicated very low. Also, 37.3% of the respondents indicated very high on developing adequate plans and schedules for the implementation of new ideas, 46.5% stated high, 12.7% stated low while 3.5% indicated very low. It was further revealed that on average, the respondents' responses on expertise had a mean of 3.14; indicating that it was high. Moreover, 37.3% of the respondents indicated very high on coming up with novel ideas to satisfy organizational needs, 38.0% of the respondents indicated high, 18.3% indicated low, while 6.3% indicated very low. On promoting and championing new ideas to others, 35.9% of the respondents indicated very high, 54.2% stated high, 8.5% stated low, while 1.4% indicated very low. Besides, 32.4% of the respondents stated very high on regularly proposes of ideas for new or more effective work methods, 43.0% stated high, 21.1% stated low, while 3.5% indicated very low. Additionally, 30.3% of the respondents indicated very high on generating creative ideas for service delivery, 36.6% indicated high, stated 27.5% low, while 5.6% indicated very low. Also, 31.0% of the respondents indicated very high on combining ideas with those of other subordinates to

come up with decision jointly, 43.7% stated high, 23.9% indicated low, while 1.4% indicated very low. It was further revealed that on the average, the respondents' responses on creative thinking skills had a mean of 3.06; indicating that it was high.

Furthermore, 40.1% of the respondents stated it very high for not afraid to take risk, 44.4% of the respondents stated high, 12.7% indicated low, while 2.8% indicated very low. Furthermore, 38 % of the respondents stated very high on frequently making suggestions about how to improve work methods or practices, 45.8% indicated high, 10.6% stated low, while 5.6% indicated very low. Besides, 36.6% of the respondents indicated very high on exchanging accurate information with subordinates to solve a problem together, 45.1% of the respondents stated high, 15.5% stated low, while 2.8% of the respondents stated very low. In addition, 43.7% of the respondents stated very high on having a clear understanding of job duties / responsibilities, 43.0% stated high, 7.0% stated low, while 6.3% of the respondents stated very low. Also, 33.8% of the respondents indicated very high on the fact that they are always on the lookout for new ideas to enhance administrative work capacity, 44.4% stated high, 16.9% of the respondents indicated low, while 4.7% indicated very low. It was further revealed that on average, the respondents' responses on task motivation had a mean of 3.17; indicating that it was high. The grand mean for employee creativity is 3.12, which indicated that the respondents rated high on the statements regarding employee creativity including expertise, creative thinking skills and task motivation. This implies that the level of employee creativity of administrative staff in public Polytechnics in Osun State was high.

Research Question 2: What is the level of information seeking habit of administrative staff in public Polytechnics in Osun State?

Table 4.3: Descriptive Analysis of Responses on Level of Information Seeking Habit

Question Items	Very high	High	Low	Very low	Mean	Std. Dev.
Information identification						
I seek information for personal career development	63 (44.4%)	57 (40.1%)	12 (8.5%)	10 (7.0%)	3.22	0.88
I seek information whenever I want to make decision	42 (29.6%)	65 (45.8%)	28 (19.7%)	7 (4.9%)	3.00	0.83
Information to update my knowledge constitutes my information needs	53 (37.3%)	60 (42.3%)	23 (16.2%)	6 (4.2%)	3.13	0.83
I seek information in order to enhance my professional activities	49 (34.5%)	66 (46.5%)	21 (14.8%)	6 (4.2%)	3.11	0.81
Weighted mean					3.12	
Information exploration						
I firstly identify the information needed before consulting the information sources	77 (54.2%)	39 (27.5%)	24 (16.9%)	2 (1.4%)	3.35	0.81
I compare different sources of information materials before I finally use the resource	47 (33.1%)	65 (45.8%)	25 (17.6%)	5 (3.5%)	3.08	0.80
I usually feel frustrated when consulting a source and not finding what I need	51 (35.9%)	47 (33.1%)	33 (23.2%)	11 (7.7%)	2.97	0.95
If I did not get the information needed in a particular information material, I will continue searching for information until I am satisfied	57 (40.1%)	55 (38.7%)	23 (16.2%)	7 (4.9%)	3.14	0.86
Weighted mean					3.14	

Information collection	Very high	High	Low	Very low	Mean	Std. Dev.
I can get ideas for production/projects	60 (42.3%)	61 (43.0%)	17 (12.0%)	4 (2.8%)	3.25	0.77
I can learn about administrative procedures	45 (31.7%)	70 (49.3%)	17 (12.0%)	10 (7.0%)	3.06	0.85
Learning about report-writing/communication skills is relevant for my profession	55 (38.7%)	42 (29.6%)	41 (28.9%)	4 (2.8%)	3.04	0.89
I can learn about work and other current job procedures	51 (35.9%)	53 (37.3%)	32 (22.5%)	6 (4.2%)	3.05	0.87
Weighted mean					3.10	
Information presentation						
Information obtained solves workplace problems	63 (44.4%)	50 (35.2%)	24 (16.9%)	5 (3.5%)	3.20	0.85
Information enhances understanding of work processes	47 (33.1%)	65 (45.8%)	25 (17.6%)	5 (3.5%)	3.08	0.80
I share any relevant information with co-workers/superiors	57 (40.1%)	65 (45.8%)	16 (11.3%)	4 (2.8%)	3.23	0.76
Information can improve personal competencies and current awareness.	44 (31.0%)	67 (47.2%)	21 (14.8%)	10 (7.0%)	3.02	0.86
Weighted mean					3.13	
Grand mean					3.12	

Decision rule: 1.00-1.49=Very low, 1.50-2.49=Low, 2.50-3.49=High, 3.50-4.00=Very high

Source: Field Survey, 2024

In Table 4.3, 44.4% of the respondents indicated very high on how they sought for information for personal career development, 40.1% stated high, 8.5% mentioned low, while 7.0% indicated very low. In addition, 29.6% of the respondents indicated very high on how they sought information whenever they want to make decision, 45.8% stated high, 19.7% mentioned low, while 4.9% indicated very low. Moreover, Table 4.3, reveals that 37.3% of the respondents indicated very high on how information to update their knowledge constitute their information needs, 42.3% stated high, 16.2% mentioned low, while 4.2% indicated very low. It further shows that 34.5% of the respondents indicated very high on how they sought information in order to enhance their professional activities, 46.5% stated high, 14.8% mentioned low, while 4.2% indicated very low. It was further revealed that on the average, the respondents' responses on information identification had a mean of 3.12; indicating that it was high.

Moreover, 54.2% of the respondents indicated very high on how they first identified the information needed before consulting the information sources, 27.5% stated high, 16.9% mentioned low, while 1.4% indicated very low. Furthermore, 33.1% of the respondents indicated very high on how they compared different sources of information materials before they finally used the resource, 45.8% stated high, 17.6% mentioned low, while 3.5% indicated very low. Additionally, 35.9% of the respondents indicated very high on how they usually feel frustrated when consulting a source and not finding what they need, 33.1% stated high, 23.2% mentioned low, while 7.7% indicated very low. Table 4.3 further reveals that 40.1% of the respondents indicated very high on how they would continue searching for information until they are satisfied, if they did not get the information on a particular information material, 38.7 stated high, 16.2% mentioned low,

while 4.9% indicated very low. It was further revealed that on average, the respondents' responses on information exploration had a mean of 3.14; indicating that it was high.

Table 4.3 further shows that 42.3% of the respondents indicated very high on how they could get ideas for productions/projects, 43.0% stated high, 12.0% mentioned low, while 2.8% indicated very low. Similarly, it was revealed that 31.7% of the respondents indicated very high on how they could learn about administrative procedures, 49.3% stated high, 12.0% mentioned low, while 7.0% indicated very low. In addition, it was revealed that 38.7% of the respondents indicated very high on how learning about report writing/communication skills is relevant to their profession, 29.6% stated high, 28.9% mentioned low, while 2.8% indicated very low. Moreover, 35.9% of the respondents indicated very high on how they could learn about work and other current job procedures, 37.3% stated it high, 22.5% mentioned low, while 4.2% indicated it very low. It was further revealed that on average, the respondents' responses on information collection had a mean of 3.10; indicating that it was high.

Table 4.3 reveals that 44.4% of the respondents indicated very high on how information obtained solved workplace problems, 35.2% stated high, 16.9% mentioned low, while 3.5% indicated very low. Furthermore, 33.1% of the respondents indicated very high on how information enhanced understanding of work processes, 45.8% stated it high, 17.6% mentioned low, while 3.5% indicated very low. Conversely, Table 4.3 reveals that 40.1% of the respondents indicated very high on how they shared any relevant information with coworkers/superiors, 45.8% stated high, 11.3% mentioned low, while 2.8% indicated very low. Additionally, Table 4.3 shows that 31.0% of the respondents indicated very

high on how information could improve personal competencies and current awareness,

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47.2% stated high, 14.8% mentioned low, while 7.0% indicated very low. It was further revealed that on average, the respondents' responses on information presentation had a mean of 3.10; indicating that it was high. The grand mean for information seeking habit is 3.12; which indicated that the respondents rated high on the statements regarding information identification, exploration, collection and presentation. This implies that the level of information seeking habit of administrative staff in public Polytechnics in Osun State was high.

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Research Question 3: What is the most prominent professional development strategy among Administrative Staff in Public Polytechnics in Osun State?

Table 4.4: Descriptive Analysis of Responses on Level of Professional Development

Question Items	Very high	High	Low	Very low	Mean	Std. Dev.
Observation:						
I collaborate with my peers to accomplish tasks assigned with new positions	70 (49.3%)	59 (41.5%)	10 (7.0%)	3 (2.1%)	3.38	0.71
I strategize on how to achieve short-term career objectives by liaising with my departmental head/supervisor	44 (31.0%)	59 (41.5%)	34 (23.9%)	5 (3.5%)	3.00	0.83
I support my advancement in the organization through mutual association with direct head	51 (35.9%)	64 (45.1%)	18 (12.7%)	9 (6.3%)	3.11	0.86
Observing experienced supervisors can prepare me for positions of greater responsibility	59 (41.5%)	46 (32.4%)	26 (18.3%)	11 (7.7%)	3.08	0.95
Weighted mean					3.14	
Retention:						
I put into practice knowledge derived from training to influence effectiveness in relevant work areas.	69 (48.6%)	36 (25.4%)	17 (12.0%)	20 (14.1%)	3.08	1.08
Knowledge acquired from training with international educational institutes is used in solving specific administrative problems	58 (40.8%)	56 (39.4%)	23 (16.2%)	5 (3.5%)	3.18	0.83
Knowledge derived from in-house seminars can be used in addressing a specific administrative problem	51 (35.9%)	62 (43.7%)	22 (15.5%)	7 (4.9%)	3.11	0.84
Inter-disciplinary seminar can aid work processes	56 (39.4%)	53 (37.3%)	25 (17.6%)	8 (5.6%)	3.11	0.89
Weighted mean					3.12	
Modelling:						
I implement a variety of job task by studying the moral judgment of my departmental head	40 (28.2%)	74 (52.1%)	22 (15.5%)	6 (4.2%)	3.04	0.78
My behaviour towards achieving job	49	62	23	8	3.07	0.86

task is tailored through continuous practices from my direct supervisor	(34.5 %)	(43.7 %)	(16.2%)	(5.6%)		
I make decisions on creating new procedures on tasks assigned to me	76 (53.5 %)	43 (30.3 %)	17 (12.0%)	6 (4.2%)	3.33	0.85
I showcase my work performance by observing other peers through regularly transition between jobs in various departments	37 (26.1 %)	66 (46.5 %)	24 (16.9%)	15 (10.6%)	2.88	0.92
Weighted mean					3.08	
Grand mean					3.11	

Decision rule: 1.00-1.49=Very low, 1.50-2.49=Low, 2.50–3.49=High, 3.50-4.00=Very high

In Table 4.4, 49.3% of the respondents indicated that they collaborated very high with their peers to accomplish tasks assigned with new positions; 41.5% stated high, 7.0% mentioned low, while 2.1% indicated very low. Furthermore, 31.0% stated that they strategize very high on how to achieve short-term career objectives by liaising with my departmental head/supervisor, 41.5% stated high, 23.9% declared low, while 3.5% indicated very low. In addition, 35.9% stated that they support their advancement in the organization through mutual association with direct head very high, 45.1% stated high, 12.7% mentioned low, while 6.3% indicated very low. Also, 41.5% stated that observing experienced supervisors can prepare them for positions of greater responsibility very high, 32.4% stated high, 18.3% mentioned low, while 7.7% indicated very low. It was further revealed that on average, the respondents' responses on observation had a mean of 3.14; indicating that it was high.

Moreover, in Table 4.4, 48.6% of the respondents indicated that they put into practice knowledge derived from training to influence effectiveness in relevant work areas very high; 25.4% stated high, 12.0% mentioned low, while 14.1% indicated very low. Likewise, 40.8% of the respondents indicated that knowledge acquired from training with international educational institutes is used very high in solving specific administrative problems; 39.4% stated high, 16.2% mentioned low, while 3.5% indicated very low. Similarly, 35.9% of the respondents indicated that knowledge derived from in-house seminars can be used very high in address a specific administrative problem; 43.7% stated high, 15.5% mentioned low, while 4.9% indicated very low. Also, 39.4% of the respondents indicated that inter-disciplinary seminar could aid work processes very high; 37.3% stated high, 17.6% mentioned low, while 5.6% indicated very low. It was further

revealed that on average, the respondents' responses on retention had a mean of 3.12; indicating that it was high.

Additionally, in Table 4.4, 28.2% of the respondents indicated that they implemented a very high variety of job tasks by studying the moral judgment of their departmental head; 52.1% stated high, 15.5% mentioned low, while 4.2% indicated very low. Also, 34.5% of the respondents specified that their behaviour towards achieving job task is tailored very high through continuous practices from their direct supervisor; 43.7% stated high, 16.2% mentioned low, while 5.6% indicated very low. Furthermore, 53.5% of respondents specified that they made decisions on creating new procedures very high on tasks assigned to them; 30.3% stated high, 12.0% mentioned low, while 4.2% indicated very low. Besides, 26.1% of the respondents stated that they showcased their work performance very high by observing other peers through regular transition between jobs in various departments; 46.5% stated high, 16.9% mentioned low, while 10.6% indicated very low. It was further revealed on the average that, the respondents' responses on modelling had a mean of 3.08; indicating that it was high. Based on the responses of the respondents, observation had a mean of 3.14 over retention (mean=3.12) and modelling (mean=3.08) respectively, which indicated that observation had the highest mean. This means that observation was the most prominent professional development strategy among administrative staff in public Polytechnics in Osun State

4.2.2 Hypotheses

The following hypotheses were tested at 0.05 level of significance:

H₀₁: There will be no significant influence of information seeking habit (information identification, exploration, collection, and presentation) on employee creativity of Administrative Staff in Public Polytechnics in Osun State.

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Table 4.5: Summary of Regression Analysis of Influence of Information Seeking Habit on Employee Creativity

Model		F(df)	Anova Sig.		
R	0.524				
R Square	0.275	12.978 (4,137)	0.000		
Adjusted R Square	0.254				
Std. Error of the Estimate	4.84902				
Coefficients	Unstandardized Coefficients		Standardized Coefficients	t	Sig
	B	Std. Error	Beta		
Constant	27.646	3.242		8.526	0.000
Information identification	0.351	0.211	0.136	1.660	0.099
Information exploration	-0.044	0.264	-0.015	-0.167	0.867
Information collection	0.070	0.254	0.026	0.274	0.784
Information presentation	1.158	0.243	0.445	4.766	0.000

Source: Field Survey, 2024

As indicated from the results in Table 4.5, information seeking habits had moderate positive and statistically significant relationship with employee creativity of administrative staff in public Polytechnics in Osun State ($R= 0.524$, $p<0.05$). The coefficient of determination (Adj. R^2) of 0.254 shows that information seeking habit predicts 25.4% of the changes in employee creativity of administrative staff, while the remaining 74.6% changes in employee creativity of administrative staff is explained by other external factors other than those examined in this study.

Also, from Table 4.5 the results of ANOVA (overall model significance) of regression test revealed that information seeking habit had a significant influence on employee creativity of administrative staff in public Polytechnics in Osun State. This can be explained by the F-value (12.978) and low p-value (0.000) which is statistically significant at 95% confidence interval. Hence, the result revealed that information seeking habits exhibited in public Polytechnics in Osun State significantly influenced the employee creativity of administrative staff working there.

Additionally, the results of regression coefficients revealed that a positive and statistically significant relative influence was reported for information presentation ($\beta=0.445$, $p=0.000$, $t=4.766$); while information identification ($\beta=0.136$, $p=0.099$, $t=1.660$), information exploration ($\beta=-0.015$, $p=0.867$, $t=-0.167$) and information collection ($\beta=0.026$, $p=0.784$, $t=0.274$) exerts insignificant relative influence respectively. Specifically, the results reveal that at 95% confidence level, information presentation ($\beta=0.445$, $p<0.05$) of administrative staff in public Polytechnics in Osun State was statistically significant as the p-value was less than 0.05.

Based on the results of regression coefficients in table 4.5, which position that at 95% confidence level, a unit change in information presentation will lead to a 0.445 increase in the employee creativity of administrative staff in public Polytechnics in Osun State; given that all other factors are held constant. In all the information seeking habit sub-variables examined, information presentation ($\beta=0.445$) had the only relative significant influence at probability value less than 0.05. Considering this result (Adj. $R^2=0.254$, $F(4,137)=12.978$, $p=0.000$); it implies that there was a significant influence of information seeking habit on employee creativity of administrative staff in public Polytechnics in Osun State. The null hypothesis (H_01) was therefore rejected.

H₀₂: There will be no significant influence of professional development (job observation, retention, and modeling) on employee creativity of administrative staff in public Polytechnics in Osun State.

Table 4.6: Summary of Regression Analysis of Influence of Professional Development on Employee Creativity

Model			F(df)	Anova Sig.	
R	0.494				
R Square	0.244		14.860 (3,138)	0.000	
Adjusted R Square	0.228				
Std. Error of the Estimate	4.93239				
Coefficients	Unstandardized Coefficients		Standardized Coefficients	t	Sig
	B	Std. Error	Beta		
Constant	29.372	2.799		10.493	0.000
Job observation	0.360	0.225	0.140	1.598	0.112
Retention	0.647	0.265	0.276	2.443	0.016
Modeling	0.397	0.261	0.160	1.519	0.131

Source: Field Survey, 2024

As shown in Table 4.6, professional development had a weak positive and statistically significant relationship with employee creativity of administrative staff in public Polytechnics in Osun State ($R=0.494$, $p<0.05$). The coefficient of determination (Adj. R^2) of 0.228 shows that professional development predicted 22.8% of the changes in employee creativity of administrative staff, while the remaining 77.2% changes in employee creativity of administrative staff is explained by other external factors other than those examined in this study.

Additionally, from the same Table 4.5 the results of ANOVA (overall model significance) of regression test revealed that professional development had a significant influence on employee creativity of administrative staff in public Polytechnics in Osun State. This can be explained by the F-value (14.860) and low p-value (0.000) which is statistically significant at 95% confidence interval. Hence, the result revealed that professional development demonstrated in public Polytechnics in Osun State significantly influenced the employee creativity of administrative staff working there.

Furthermore, the results of regression coefficients revealed that a positive and statistically significant relative influence was reported for retention ($\beta=0.276$, $p=0.016$, $t=2.443$); while job observation ($\beta=0.140$, $p=0.112$, $t=1.598$) and modeling ($\beta=0.160$, $p=0.131$, $t=1.519$) exerts insignificant relative influence respectively. Specifically, the results reveal that at 95% confidence level, retention ($\beta=0.276$, $p<0.05$) of administrative staff in public Polytechnics in Osun State was statistically significant as the p-value was less than 0.05.

Based on the results of regression coefficients in table 4.6, which position that at 95% confidence level, a unit change in retention will lead to a 0.276 increase in the employee creativity of administrative staff in public Polytechnics in Osun State; given that all other factors are held constant. In all the professional development sub-variables examined, retention (beta=0.276) had the only relative significant influence at probability value less than 0.05. Considering this result (Adj. $R^2=0.228$, $F(3,138)=14.860$, $p=0.000$); it implies that there was a significant influence of professional development on employee creativity of administrative staff in public Polytechnics in Osun State. The null hypothesis (H_0) was therefore rejected.

H₀₃: There will be no significant combined influence of information seeking habit and professional development on employee creativity of administrative staff in public Polytechnics in Osun State.

Table 4.7: Summary of Regression Analysis of Combined Influence of Information Seeking Habit and Professional Development on Employee Creativity

Model			F(df)	Anova Sig.
R	0.527			
R Square	0.278		26.698 (2,139)	0.000
Adjusted R Square	0.267			
Std. Error of the Estimate	4.80491			
	Unstandardized		Standardized	t
	Coefficients		Coefficients	Sig
Coefficients	B	Std. Error	Beta	
Constant	23.882	3.279		7.283 0.000
Information seeking habit	0.219	0.083	0.249	2.636 0.009
Professional development	0.322	0.092	0.330	3.490 0.001

Source: Field Survey, 2024

As indicated from the results in Table 4.7, information seeking habits and professional development jointly had moderate positive and statistically significant relationship with employee creativity of administrative staff in public Polytechnics in Osun State ($R=0.527$, $p<0.05$). The coefficient of determination (Adj. R^2) of 0.267 shows that information seeking habit and professional development jointly predicted 26.7% of the changes in employee creativity of administrative staff, while the remaining 73.3% changes in employee creativity of administrative staff is explained by other external factors other than those examined in this study.

Also, from Table 4.7 the results of ANOVA (overall model significance) of regression test revealed that information seeking habit and professional development jointly had a significant influence on employee creativity of administrative staff in public Polytechnics in Osun State. This can be explained by the F-value (26.698) and low p-value (0.000) which is statistically significant at 95% confidence interval. Hence, the result revealed that information seeking habits and professional development shown in public Polytechnics in Osun State significantly influenced the employee creativity of administrative staff working there.

Additionally, the results of regression coefficients revealed that a positive and statistically significant relative influence was reported for information seeking habit ($\beta=0.249$, $p=0.009$, $t=2.636$) and professional development respectively ($\beta=0.330$, $p=0.001$, $t=3.490$). Specifically, the results reveal that at 95% confidence level, information seeking habit ($\beta=0.249$, $p<0.05$) and professional development ($\beta=0.330$, $p<0.05$) of administrative staff in public Polytechnics in Osun State was statistically significant as the p-value was less than 0.05.

Based on the results of regression coefficients in table 4.7, which position that at 95% confidence level, a unit change in information seeking habit and professional development will lead to 0.249 and 0.330 respective increase in the employee creativity of administrative staff in public Polytechnics in Osun State; given that all other factors are held constant. Both information seeking habit ($\beta=0.249$) and professional development ($\beta=0.330$) had a relatively significant influence at probability value less than 0.05. Considering this result (Adj. $R^2=0.267$, $F(2,139)=26.698$, $p=0.000$); it implies that there was a significant combined influence of information seeking habit and professional development on employee creativity of administrative staff in public Polytechnics in Osun State. The null hypothesis (H_03) was therefore rejected.

4.4 Discussion of Findings

The results of this study on socio-demographic characteristics revealed that most of the respondents were female; of which most of them were in the age range of 31-35 years. Similarly, it was established that most of the respondents had Higher National Diploma / bachelor's degree. The outcome further revealed that most of the respondents had 11-15 years of working experience.

Regarding the research question, the findings of this study revealed that the level of employee creativity of administrative staff in public Polytechnics in Osun State was high. This was established through the grand mean for employee creativity, which indicated that the respondents rated high on the statements regarding employee creativity including expertise, creative thinking skills and task motivation. This was further affirmed through the responses of the respondents indicated very high on how they carried out routine tasks in resourceful ways of which slightly over half of the respondents stated high.

In addition, many of the respondents indicated very high on generating and evaluating multiple alternatives for solving problems/carrying out job tasks. Furthermore, few of the respondents indicated very high on having new perspectives on old difficulties. Besides, below half of the respondents indicated very high on providing methods for solving problems when existing answers are not apparent. Also, many of the respondents indicated high on developing adequate plans and schedules for the implementation of new ideas. The finding of this study on employee creativity was in line with the outcome of the previous studies which emphasized the increase in creativity ^{1,2}.

The finding of this study on creative thinking skills revealed that many of the respondents indicated high on coming up with novel ideas to satisfy organizational needs. Additionally, over half of the respondents stated high on promoting and championing new ideas to others. Besides, many of the respondents stated high on regular proposals of ideas for new or more effective work methods. Additionally, many of the respondents specified high on generating creative ideas for service delivery. Also, many of the respondents indicated very high on combining ideas with those of other subordinates to come up with decision jointly. The finding of this study on creative thinking skills is in consonance with the outcome of previous studies, which improves creative ideas ^{3,4}.

Furthermore, the responses on task motivation revealed that most of the respondents stated high for not afraid to take risk. It was further established that many of the respondents stated high on frequently making suggestions about how to improve work methods or practices. Besides, most of the respondents indicated very high on exchanging accurate information with subordinates to solve a problem together. In addition, most of the respondents stated very high on having a clear understanding of job duties /

responsibilities. Also, many of the respondents indicated high on the fact that they always on the lookout for new ideas to enhance administrative work capacities. The findings of this study is in agreement with the outcome of previous studies which relate task motivation to enhance administrative work^{3, 5,6}. On the issue of information seeking habit, the finding of this study revealed that the level of information seeking habit of administrative staff in public Polytechnics in Osun State was high. The outcome of this study was in agreement with the findings of the previous studies which revealed that information need and information resources to survive in all sectors of life are associated with creativity^{7,8}.

This was established through the grand mean for information seeking habit is; which indicated that the respondents rated high on the statements regarding information identification, exploration, collection and presentation. Regarding information identification, it was affirmed on the fact that they sought for information for personal career development in high manner. The outcome of this study revealed that the respondents indicated high on how they sought information whenever they wanted to make decision. Moreover, it was revealed many of the respondents indicated high on how information to update their knowledge constitutes their information needs. It was further revealed that the respondents indicated high on how they sought information to enhance their professional activities.

For the information exploration, the findings of this study revealed that over half of the respondents indicated very high on how they firstly identified the information needed before consulting the information sources. Furthermore, most of the respondents stated high on how they compared different sources of information materials before they finally

used the resource. Additionally, many of the respondents indicated high on how frustrated they usually feel when consulting a source and not finding what they need. It was further revealed that many of the respondents indicated very high on how they would continue searching for information until they are satisfied, if they did not get the information on a particular information material. The finding of this study on information exploration was not in agreement with the outcome of a previous study, which did not reveal high ratings concerning information exploration ⁹.

The finding regarding information collection revealed that many of the respondents mentioned high on how they could get ideas for productions/projects. Similarly, it was revealed that many of the respondents indicated high on how they could learn about administrative procedures. In addition, it was revealed that many of the respondents indicated high on how learning about report writing/communication skills is relevant to their profession. Moreover, many of the respondents indicated very high on how they could learn about work and other current job procedures. The finding of this study on information exploration plays an important role in the sense making process in providing information in a high manner^{10,11}.

Regarding information presentation, most of the respondents indicated very high on how information obtained solved workplace problems. Furthermore, most of the respondents indicated high on how information enhanced understanding of work processes. Conversely, many of the respondents indicated high on how they shared any relevant information with coworkers/superiors. Additionally, most of the respondents indicated high on how information could improve personal competencies and current awareness. It was further revealed that on average, the respondents' responses on information

presentation was high. The finding of this study is not in agreement with high information presentation rating as a sub variable of information seeking^{10, 11, 12}.

Concerning professional development, it was established that observation was the most prominent professional development strategy among administrative staff in public Polytechnics in Osun State. Based on the responses of the respondents, observation had the highest mean, followed by retention, while modelling was the least. It was further revealed that the respondents indicated that they collaborated high with their peers to accomplish tasks assigned with new positions. Furthermore, many respondents stated that they strategize very high on how to achieve short-term career objectives by liaising with my departmental head/supervisor; while most of them stated that they support their advancement in the organization through mutual association with direct head very high. Also, many respondents stated that observing experienced supervisors can prepare them for positions of greater responsibility very high. The findings of this study emphasize that the pressures and tendencies are leading organizations and those who work with those organizations to re-evaluate their professionalism and to make judgments about the kinds of professional learning they need to get better in their job¹³.

In line with retention, the finding of this study revealed that most of the respondents indicated that they put into practice knowledge derived from trainings to influence effectiveness in relevant work areas very high. Likewise, many of the respondents indicated that knowledge acquired from training with international educational institutes is used very high in solving specific administrative problems. Similarly, many of the respondents indicated that knowledge derived from in-house seminars can be used very high in address a specific administrative problem. Also, many of the respondents

indicated that inter-disciplinary seminars could aid work processes very high. It was further revealed that on average, the respondents' responses on retention were high.

Additionally, over half of the respondents indicated that they implemented a variety of job task very high by studying the moral judgment of their departmental head. Also, some of the respondents specified that their behaviour towards achieving job tasks is tailored very high through continuous practices from their direct supervisor. Furthermore, most of the respondents specified that they made decisions on creating new procedures very high on tasks assigned to them. Besides, many of the respondents stated that they showcased their work performance very high by observing other peers through regular transition between jobs in various departments.

The finding on hypotheses revealed that influence of information seeking habit and professional development on employee creativity of administrative staff in public Polytechnics in Osun State. In the first instance, there was a significant influence of information seeking habit on employee creativity of administrative staff in public Polytechnics in Osun State. The finding revealed further that information seeking habits had moderate positive and statistically significant relationship with employee creativity of administrative staff in public Polytechnics in Osun State. The coefficient determination showed that information seeking habits predicted 25.4% of the changes in employee creativity of administrative staff, while the remaining 74.6% changes in employee creativity of administrative staff is explained by other external factors other than those examined in this study.

Additionally, the results of regression coefficients in hypothesis one revealed that a positive and statistically significant relative influence was reported for information

presentation; while information identification, information exploration and information collection exerts insignificant relative influence respectively. Specifically, the results reveal that at 95% confidence level, information presentation of administrative staff in public Polytechnics in Osun State was statistically significant. Based on the results of regression coefficients, which position that at 95% confidence level, a unit change in information presentation would lead to 44.5% increase in the employee creativity of administrative staff in public Polytechnics in Osun State; given that all other factors are held constant. In all the information seeking habits sub-variables examined, information presentation had the only relatively significant influence.

The findings of this study on professional development and employee creativity revealed that there was a significant influence of professional development on employee creativity of administrative staff in public Polytechnics in Osun State. It was further shown that professional development had a weak positive and statistically significant relationship with employee creativity of administrative staff in public Polytechnics in Osun State. The coefficient of determination showed that professional development predicted 22.8% of the changes in employee creativity of administrative staff, while the remaining 77.2% changes in employee creativity of administrative staff are explained by other external factors other than those examined in this study. The findings of this study were not line with outcome of a previous study which revealed that series of professional development practices are not directly linked with creativity of employees and organization objective^{14, 15}.

Additionally, regression tests revealed that professional development had a significant influence on employee creativity of administrative staff in public Polytechnics in Osun

State. Furthermore, the results of regression coefficients revealed that a positive and statistically significant relative influence was reported for retention, while job observation and modeling exerted insignificant relative influence respectively. Specifically, the results revealed that at 95% confidence level, retention of administrative staff in public Polytechnics in Osun State was statistically significant. In all the professional development sub-variables examined, retention had the only relatively significant influence. The outcome of this study is in line with the finding of a previous study which established that employees become more productive because training and development programmes improve individuals' skills and abilities as well as enhances creative ability¹⁶. The findings of this study further revealed that there was a significant combined influence of information seeking habits and professional development on employee creativity of administrative staff in public Polytechnics in Osun State. The results further revealed that information seeking habits and professional development jointly had moderate positive and statistically significant relationship with employee creativity of administrative staff in public Polytechnics in Osun State. The coefficient of determination showed that information seeking habit and professional development jointly predicted 26.7% of the changes in employee creativity of administrative staff, while the remaining 73.3% changes in employee creativity of administrative staff were explained by other external factors other than those examined in this study. The findings of this study were in line with the finding of previous studies which revealed that staff development motivates workers and boosts their commitment and productivity^{15,116}.

Also, it was revealed that information seeking habits and professional development jointly had a significant influence on employee creativity of administrative staff in public

Polytechnics in Osun State. Additionally, the results of regression coefficients revealed that a positive and statistically significant relative influence was reported for information seeking habit and professional development respectively. Specifically, the results reveal that at 95% confidence level, information seeking habit and professional development of administrative staff in public Polytechnics in Osun State was statistically significant. Based on the results of regression coefficients, which position that at 95% confidence level, a unit change in information seeking habits and professional development would lead to 24.9% and 33.0% respective increase in the employee creativity of administrative staff in public Polytechnics in Osun State; given that all other factors are held constant. Both information seeking habits and professional development had the relative significant influence on employee creativity of the respondents. The finding of this study was in line with the finding of a previous study which revealed that professional development has association with employee creativity¹⁴.

Endnotes

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Chapter Five

Conclusion

This chapter presents the conclusion of the study.

5.1 Summary of Findings

This study examined information seeking habit, professional development and employee creativity of administrative staff in public polytechnics in Osun State, Nigeria. Furthermore, three research questions were raised and answered, while three hypotheses were formulated and tested. Moreover, relevant literature was reviewed under different sub-headings. The review of related literature covered the conceptual review, theoretical model and review of empirical studies. Then, the conceptual model was outlined, while a summary of the reviewed literature was carried out. The conceptual review in this study focused on employee creativity, overview of information seeking habits as well as concept of professional development. For the theoretical review and framework, Componential Theory of Creativity was used to guide the construct of employee creativity as the dependent variable. Similarly, Kuhlthau model of Information Search Process was used to Information Seeking Habit, while Bandura's Social Learning Theory as independent variables respectively. The review of empirical studies was carried out on information seeking habits, professional development and employee creativity. Furthermore, appraisal of reviewed literature was done to show gaps in the previous studies.

The descriptive survey research design was used for this study. Population for this study comprised administrative staff in government owned polytechnics in Osun State, Nigeria. The sample size of was one hundred and forty-two (142) respondents which was made up of administrative staff at Levels 8 and 9 cadre in government owned polytechnics in Osun State. Questionnaire was used as instrument for collection of data analysis. The instrument was acquired from relevant literature analysis and adaptation from questionnaires that had been utilized by other studies. Consequently, content and construct validity were carried out. The validation was done with the guidance of the researcher's supervisor and other specialists in the field of Information Management.

The reliability of the instrument was done through pilot research utilizing twenty (20) copies of the questionnaire that were given to administrative staff in The Polytechnic, Ibadan which is not part of the study. The data received was subjected to Cronbach's alpha reliability test to confirm internal consistency of the items, which yielded a reliability value of 0.73. For method of data collection, the researcher, with the help of two (2) research assistants gathered information using a questionnaire. The descriptive statistics of frequency counts, mean, standard deviation and percentage were used to analyze research questions one, two and three. Inferential statistics of multiple regression were used to test all the hypotheses at 0.05 level of significance.

5.2 Conclusion

It was concluded in this study that there was a high level of employee creativity among administrative staff in public polytechnics in Osun State. The knowledge, expertise, creative thinking skills and task motivation were relatively rated as high. It was further concluded that the level of information seeking habits of administrative staff in public

Polytechnics in Osun State was high. This was established through information identification, exploration, collection and presentation which were rated as high. Conclusion was also made that observation was most prominent professional development strategy among administrative staff in public Polytechnics in Osun State.

It was established that information seeking habits had significant influence on employee creativity of administrative staff in public Polytechnics in Osun State. Similarly, there was a significant influence of professional development on employee creativity of administrative staff in public Polytechnics in Osun State. It was confirmed that there was a significant combined influence of information seeking habit and professional development on employee creativity of administrative staff in public Polytechnics in Osun State.

5.3 Recommendations

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

1. The authorities of public polytechnics in Osun State should organize periodic capacity building for employee creativity of their administrative staff. This is to ensure that their creativity is more enhanced.
2. The management of public polytechnics in Osun State should create an enabling environment for the administrative staff to improve on their level of information seeking habit. This is to ensure that they intensified efforts on their present level of information seeking habit.
3. The authorities of public polytechnics in Osun State should regularly organize capacity building for administrative staff; so as to develop their professional skills in the course of carrying out their daily routine activities.

4. The management of public polytechnics in Osun State should pay attention to information seeking habits and professional development of administrative staff as potent factors influencing their creativity as employees. This is to ensure that such factors are given the utmost priority in organizational strategic planning.

5.4 Contributions to Knowledge

This study contributed to knowledge in the following ways:

1. This study confirmed that there was a high level of employee creativity among administrative staff in public polytechnics in Osun State.
2. It was further established that the level of information seeking habit of administrative staff in public Polytechnics in Osun State was high.
3. The study established that observation was the most prominent professional development strategy among administrative staff in public Polytechnics in Osun State.
4. This study affirmed that information seeking habits had significant influence on employee creativity of administrative staff in public Polytechnics in Osun State.
5. It was established that there was a significant influence of professional development on employee creativity of administrative staff in public Polytechnics in Osun State.
6. This study confirmed that there was a significant combined influence of information seeking habits and professional development on employee creativity of administrative staff in public Polytechnics in Osun State.

5.5 Suggested Areas for Further Research

The following suggestions were made for further research based on the findings of the study.

1. Well-focused experimental / intervention studies should be designed and properly executed on enhancement of employee creativity among administrative staff in public polytechnics in Osun State, Nigeria.
2. Similar study on employee creativity can be replicated among administrative staff in public Universities in Osun State, Nigeria.
3. Other independent variables other than information seeking habit and professional development can also be examined on employee creativity among administrative staff in public polytechnics in Osun State, Nigeria.
4. A study on information seeking habit, professional development and employee creativity of administrative staff can be replicated in other public polytechnics across South-western states, Nigeria.

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Appendix

Lead City University

Faculty of Communication and Information Sciences (FCIS)

Department of Information Management

Dear Respondent,

I am a Master's student of the above-named institution gathering data for the purpose of academic research on the topic —Information Seeking Habit, Professional Development and Employee Creativity of Administrative Staff in Public Polytechnics in Osun State. To achieve this, your optimum cooperation is needed, there are no right or wrong answers. All your responses will be kept confidential and used for research purpose only.

Thank you.

SECTION A: DEMOGRAPHIC INFORMATION

Gender: Male (), Female ()

Age: 20-25 (), 26-30(), 31-35(), 36-40() 41-45(), 46 and above ()

Educational level: ND () HND/Bachelor's degree () Master's degree () Ph.D () .

Years of experience: 5 – 10 (), 11 – 15 (), 16-20 (), 21-25 (), 26-30 (), 31& above

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Section B: Level of Employee Creativity of Administrative Staff in Public Polytechnics in Osun state

The statement in this section concerns employee creativity as observed by administrative staff in the selected public polytechnics in Osun state. Using four point likert scale provided below. Please tick the appropriate choice that indicates your opinion on employee creativity.

Very low = 1, Low = 2, High = 3, Very high = 4

S/N	Item	VH= 4	H = 3	L = 2	VL = 1
Expertise: To what extent do you rate your ability to achieve the following?					
1	Carrying out routine tasks in resourceful ways				
2	Generating and evaluating multiple alternatives for solving problems/carrying out job tasks.				
3	Having new perspectives on old difficulties.				
4	Providing methods for solving problems when existing answers are not apparent				
5	Develops adequate plans and schedules for the implementation of new ideas				
Creative Thinking Skills: To what extent do you rate your ability to achieve the following?					
6	Coming up with novel ideas to satisfy organizational needs.				
7	Promoting and championing new ideas to others				
8	Regularly proposes ideas for new or more effective work methods				
9	Generating creative ideas for service delivery				
10	Combining ideas with those of other subordinates to come up with decision jointly.				
Task Motivation: To what extent do you rate your ability to achieve the following?					
11	Not afraid to take risk				
12	Frequently makes suggestions about how to improve work methods or practices				
13	Exchanging accurate information with subordinates to solve a problem together.				
14	Having a clear understanding of job duties/responsibilities				
15	Always on the lookout for new ideas to enhance administrative work capacity				

SECTION C: Level of Information Seeking Habit of Administrative Staff in Public Polytechnics in Osun state.

The statement in this section concerns information seeking habit as observed by administrative staff in the selected public polytechnics in Osun state. Using the four-point Likert-type-scale provided, please tick the appropriate choice that indicates your opinion on information seeking habit.

Strongly Agree=4, Agree=3, Disagree=2, Strongly Disagree= 1

S/N	Information identification: To what extent do you agree/disagree with the following?	SA 4	A 3	D 2	SD 1
	I seek information for personal career development				
	I seek information whenever I want to make decision				
	Information to update my knowledge constitute my information needs				
	I seek information in order to enhance my professional activities				

	Information exploration: To what extent do you agree/disagree with the following?	SA 4			SD 1
	I firstly identify the information needed before consulting the information sources				
	I compare different sources of information materials before I finally use the resource				
	I usually feel frustrated when consulting a source and not finding what I need				
	If I did not get the information needed in a particular information material, I will continue searching for information until I am satisfied				

	Information collection: To what extent do you rate agree/disagree with the following?	SA 4			SD 1
	I can get ideas for productions/projects				
	I can learn about administrative procedures				
	Learning about report-writing/communication skills is relevant for my profession				
	I can learn about work and other current job procedures				
	Information presentation: To what extent do you agree/disagree with the following?	SA 4			SD 1
	Information obtained solves workplace problems				
	Information enhances understanding of work processes				
	I share any relevant information with co-workers/superiors				
	Information can improve personal competencies and current awareness.				

SECTION D: Level of Professional Development of Administrative Staff in Public Polytechnics in Osun state

The statement in this section concerns professional development as applicable to your organization. Using the four-point Likert-type-scale provided, please tick the appropriate choice that indicates your opinion on professional development.

Strongly Agree=4, Agree=3, Disagree=2, Strongly Disagree= 1

S/N	Please indicate your level of agreement with the following	S A 4	A 3	D 2	SD 1
	Mentoring program: Within your organization to what extent do you agree/disagree with the following?				
	I collaborate with my peers to accomplish tasks assigned with new positions				
	I strategize on how to achieve short-term career objectives by liaising with my departmental head/supervisor				
	I support my advancement in the organization through mutual association with direct head				
	Observing experienced supervisors can prepare me for positions of greater responsibility				
	Retention: Within your organization, to what extent do you agree/disagree with the following?				
	I put into practice knowledge derived from trainings to influence effectiveness in relevant work areas.				
	Knowledge acquired from training with international educational institute are used in solving specific administrative problems				
	Knowledge derived from in-house seminars can be used in address a specific administrative problem				
	Inter-disciplinary seminar can aid work processes				

	Modelling: Within your organization to what extent do you agree/disagree with the following?				
	I implement a variety of job task by studying the moral judgment of my departmental head				
	My behaviour towards achieving job task is tailored through continuous practices from my direct supervisor				
	I make decisions on creating new procedures on tasks assigned to me				
	I showcase my work performance by observing other peers through regularly transition between jobs in various departments				

Thank you.

Lead City University Ibadan DO NOT COPY

Bio-data

A. Personal Data

- Name: Christianah Bose LAWAL
- Address: Road 22 Adetunji estate Osogbo Osun state
- Email: demiladeadedokun@gmail.com
- Phone number: 08060143435
- Date and place of birth: September 3rd 1989. Ibadan, Oyo state
- Nationality: Nigeria
- Marital status: married
- No. Of children and age: one (1) 5years
- Name and address of spouse: Engr LAWAL OLANRELE .22 Adetunji estate Osogbo Osun state
- Next of kin: LAWAL Olamiposi
- Date of Assumption of Duty in current Establishment: 6th May 2019
- Status on First Appointment in current Establishment: Technologist II
- Present position: Technologist I
- Date of confirmation of Appointment: 1st January,2022
- Faculty: Communication and information science
- Department: Office Technology and Management Federal Polytechnic Ede

B. Educational Background

Lead City University Ibadan	2024
Fountain University, Osogbo	2021
Osun State University	2018
Nigerian Institute of Management (Chartered)	2015
Federal Polytechnic Ede	2014
Bimak Computer College, Ibadan	2011
Federal Polytechnic Ede	2010
Islamic High School, Ibadan	2007

Akinik Nursery & Primary School, Ibadan

2000

C. Work Experience with Date

Federal Polytechnic, Ede
Technologist II

2019 Till Date

De-dewak Nig. Limited. Osogbo, Osun state
Director of Finance and Admin.

2016 – 2019

NYSC Assignment, Community Sec Sch, Okwabang, Cross River
Class Teacher.

2014 – 2015

Bimak Group
Secretary

2010 – 2011

D. Award and Fellowship: Nil

E. Membership of Academic Professional Bodies

Association of Professional Secretarial Staff of Nigeria (APSSON)

Nigerian Institute of Management NIM (Chartered)

F. Publication

Information and Communication Technology (ICT) as a panacea to Reduction of Corrupt Practice among Office Technology and Management (OTM) Graduates, 18th Annual National Conference (Virtual) of the School of Business Studies, Federal Polytechnic Ede, Osun State; between 2nd and 4th September, 2020

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Date

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University Compliance Certification

This is to certify that this thesis by Christianah Bose LAWAL with Matriculation Number LCU/PG/003074 in the Department of Information Management, Lead City University, Ibadan, is in FULL compliance with the approved university format and style.

Signature

Date

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