Employee Creativity, Organisational Training and Job Productivity of Administrative Staff in Ogun State Polytechnics, Nigeria

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Certification

This is to certify that Sarah Chinenye UGOCHUKWU with Matriculation Number LCU/PG/000283, carried out this research work titled "Employee Creativity, Organisational Training and Job Productivity of Administrative Staff in Ogun State Polytechnics, Nigeria" in the Department of Information Management, Faculty of Communication and Information Sciences, Lead City University, Ibadan, Oyo State for the award of Master Degree in Office and Information Management and that this has not been previously submitted.

Dr. T. E. Adenekan **Supervisor**	**Date**
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Dedication

This thesis is dedicated to the Merciful God, who had helped me from the beginning to the end of this programme and to my late father, Ezinna Matthew Nwaiwu.

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Abstract

Job productivity is one of the major driving forces of thriving organisations and it is critical to Administrative staff of Ogun State Polytechnics. This study investigated the impact of employee creativity and organizational training on job productivity of administrative staff of Ogun state polytechnics, Nigeria. Survey method with the use of structured questionnaire was employed for data collection. The population of the study comprised all the 415 administrative staff of the three selected State Polytechnics in Ogun state (Ogun State Institute of Technology, Igbesa, Moshood Abiola Polytechnic, Abeokuta and DS Adegbenro ICT Polytechnic, Itori, Ewekoro). Based on Krejcie and Morgan Sample Size Determinant table, an appropraite sample size of 201 Administrative staff were randomly selected. 201 copies of the validated questionnaire were distributed to administrative staff in the three institutions. The instrument used was tagged Employee Creativity, Organizational Training and Job Productivity (ECOTJoP) Scale. The reliability test using Cronbach's alpha revealed sufficient reliability value of 0.7. Descriptive and inferential methods of data analysis were employed to determine the extent to which employee creativity and organisational training influenced job productivity of administrative staff of the Institutions. The result yielded a coefficient of multiple regression R = 0.82, R-square = 0.67, Adj.R^2= 0.66. This suggests that the two factors combined accounted for 66% variance in the prediction of job productivity. The ANOVA result from the regression analysis shows that there was a significant effect of the independent variables on the job productivity, $F_{(2,195)} = 195.31$, $p<0.05$. The study concluded that training and creativity are key factors that influence organizational productivity. It was recommended that management of Ogun state Polytechnics should periodically embark on training their administrative staff in order to improve productivity, effectiveness and efficiency in the institutions and also, creativity should be highly encouraged among the administrative staff of the institutions.

Key Word: Employee Creativity, Organisational Training, Administrative staff, State Polytechnics

Word Count: 301

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Chapter One

Introduction

1.1 Background to the study

Productivity is considered a key source of economic growth and competitiveness and, as such, is basic statistical information for many international comparisons and country performance assessments. Productivity is a ratio between the output (result) and the volume of inputs (resources and human capital). It measures how efficiently production inputs, such as labour and capital, are being used in an economy to produce a given level of output[1]. It is defined as the output and input ratio[2]. Different inputs raw materials, labour, capital can be used in the denominator of this ratio. Output is measured by the amount of product (unit of service) produced by any of these factors of production. Therefore, the productivity of labour, capital or combined factors (total factor of productivity) could be determined[3]. Usually, the rise in productivity shows a potential availability of a larger quantity of services per unit of input. Potential productivity is the difference between actual and most efficient (or optimal) performance[4]. In this sense it indicates the margin for further improvement or the 'productivity gap'. Thus, the smaller the potential productivity is, the closer it is to optimal performance[5].

The term 'productivity' means different things to different persons. As a phenomenon, it ranges from efficiency to effectiveness, to rates of turnover and absenteeism, to output measures, to measure of client or consumer satisfaction, to intangibles such as disruption in workflow and to further intangibles such as morale, loyalty and job satisfaction[6]. The definition of productivity is complex and this is because it is both a technical and managerial concept. Productivity is a matter of concern to government bodies, trade unions and other social institutions not minding the disagreements over its conceptualization by

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different groups and individuals. Hence, discussing productivity at all levels is common because of the direct relationship between productivity and the standard of living of a people. There are different levels of productivity measurement; those of the overall economy, industry, and organization. Service productivity issues adopted in this study focus on the organization level of efficiency and effectiveness. Productivity measurement in an organization is a management control device which enables the management to identify the factors of productivity growth. Various aspects of productivity management are rooted in the way of production. Researchers state that productivity management in mass production organizations differs from that in service customized production organizations like an educational institution[7].

Productivity, effectiveness and efficiency are the criteria for the economic evaluation of the production process. Efficiency is considered to be a degree to which activity reaches the best possible result (a given quantity of output with a minimum quantity of inputs or largest possible outputs from a given quantity of inputs)[8]. The indicator of effectiveness is related to measuring the overall results of academic activity; a real output of the production process is compared to the goal set for the organization. Effectiveness indicates the achieved degree of the organization's goals[9]. Productivity and technical efficiency are distinct indicators of academic activity. Measurement of productivity and efficiency needs the different standards of comparison[10].

Productivity is an actual output/input ratio. The efficiency ratio makes a comparison with the maximum level of output or the minimum level of input[11]. Hence, according to the traditional concept of productivity, it cannot directly show the organization's ability to attain the goals[12]. An organization can produce low customer value products with a high

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productivity; therefore, an increasing productivity does not mean an increase of effectiveness. A broader concept of productivity in service organisations depends on a wider definition of output. Output shows the organization's capability to offer customer value, but not the number of units of service sold or customers served. Therefore, the measurement of productivity focusing on customer value has changed the meaning of productivity as the indicator of effectiveness[13]. High productivity indicates the high value for customer, i.e. shows that enterprise meets the goal, since the main goal of an enterprise is to offer services of a high customer value. For countries with large workforces, enhancing productivity is nonetheless needed to ensure that companies move up the value chain and stay competitive to maintain profitability, especially since competition based on low labour cost is not sustainable in an open global economy.

Indeed, the only viable way to increase profits sustainably is to increase the economic pie or value added through higher productivity[14]. This can be done with closer involvement of employees, higher investment in capital and optimal use of capital. Some reports such as the ILO Global Wage Report cite a widening gap between productivity and wages[15]. Such sources infer that the wage-productivity gap shows that workers are not being rewarded fairly for their contributions to economic outputs. Understanding productivity and its measurement is hence crucial for employers to assess how best to integrate productivity into wage policies, to assist them in motivating employees and cultivating a workplace with healthy labour-management relations.

Effectiveness and efficiency of staff are keys to a successful productive organization, administrative staff of educational institutions are in charge of students record keeping, information computation, admission processing and issuance, result and transcript

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processing. Administrative staff in Ogun state polytechnics may be experiencing difficulty in working effectively and efficiently because of some factors like inadequate knowledge about their job, some of them have the capability to work effectively but there is no provision for a conducive environment to enact such ability like non-availability of information and communication technology facilities, poor internet facilities etc.

However, one of the main factors to achieving the organizational objectives through high productivity from the administrative staff is the creativity of the employees. Employee creativity is the employee generation of novel and useful ideas concerning products, procedures and processes at work. It is examined through goal orientation. As employee creativity is an important source of organizational innovation and competitive advantage, organizations are increasingly seeking to foster individual creativity. In many organizations people work in teams, and individual creativity is often enacted in this context[16]. Thus, managing creativity not only requires the identification of employees with creative potential but also an understanding of how the team context influences the creativity of individuals with different dispositions. The study of creativity has generated a wide-ranging variety of definitions of the concept, some of which define it as a characteristic of a person and others as a process. However, most contemporary researchers and theorists have adopted a definition that focuses on the product or outcome of a product development process[17]. Creative performance is the products, ideas, or procedures that satisfy two conditions: (1) they are novel or original and (2) they are potentially relevant for, or useful to, an organization. Further, we consider a product, idea, or procedure novel if it involves either a significant recombination of existing materials or an introduction of completely new materials[18].

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Creativity is seeing and acting on new relationships thereby bringing them to life. Creativity is not a personality trait available to only a few. Research has shown everyone has some creativity, but it has been stifled by Freud's thinking that artistry and creativity are associated with mental illness and the scientific emphasis on materialism and analytical thinking[19]. Creativity will be measured by domain-relevant skills, creativity-relevant process, and intrinsic task motivation gotten from Componential Theory of Creativity[20]. Three dimensions in the theory are adapted because creativity requires a confluence of these components; i.e., creativity should be highest when an intrinsically motivated person with high domain expertise and high skill in creative thinking works in an environment high in supports for creativity.

Being creative requires reflection, encourages engagement and develops confidence and responsibility. The ability and inclination to be creative is essential to living a fulfilled and successful life, and it is valued in higher education and the workplace. There are many other benefits of maximising one's own creative potential such as physical and psychological health improvements, improved resilience in the face of difficulties and even lower levels of aggression. It was pointed out that our understanding of innovation and creativity have progressed and broadened over time. In the early 20th century creativity was considered to be an innate, elusive quality that individuals were born with[21]. Initially creativity was most closely associated with the arts but grew to include science, technology and other disciplines. In the 21st century creativity is increasingly viewed as a distributed and collaborative process of communal sense making and problem solving[22]. As with all the learner attributes, cultural perspectives are also very important when considering creativity. Confucian heritage cultures, for example, tend to see creativity more as a collective exercise. They

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place responsibility for creativity on the social group rather than the individual. Individuals, therefore, are not encouraged to stand out from the class in the same way or to the same extent as in Western cultures. This does not mean that creativity is in any way less valued. Creativity was placed above evaluation as a higher order thinking skill. An alternative, and probably more accurate, representation would be to include creativity as a process involved in skills at all levels, and increasingly so with higher order skills[23]. It might be thought that remembering factual information does not involve creative processes.

Administrative staff of Ogun state polytechnics are perceived to be low in productivity due to various problems like; few are only qualified for the job so they find it difficult to perform at optimum level and it is really affecting productivity in the departments, there are no provisions for acquisition of more knowledge which has led those with the administrative skills to stop learning more to aid creative thinking and ideas and those that are not qualified have found it difficult acquiring the necessary skills and knowledge. The management of the institutions is also lagging in motivational programmes and rewards for hardworking staff which has eventually derailed their morale of learning more. Also, the staff creative ideas couldn't be enacted because there are no facilities for the implementation. Training improves employee productivity through developing a sense of teamwork among employees as well as contributing positively towards their knowledge and information about their job.

Training influence job productivity in a positive manner, thus organizations are more focused about employees' training and development to improve their performance and gain the competitive advantage in the market. Various types of organizational training can be given to the employees such as induction training: this can be referred to as orientation

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training conducted for the new recruits in order to familiarize them with the internal environment of an organization. It helps the newly recruited employees to understand the procedures, code of conduct, policies existing in that organization, refresher training: this training is offered in order to incorporate the latest development in a particular field in an organization. This training is imparted to upgrade the skills of employees and can also be used for promoting an employee, on the job training: this is the type of training that provides an overview about the job and experienced trainers demonstrates the entire job. The training is offered to employees after evaluating their performance if necessary, vestibule training: this is training given on actual work to be done by an employee but conducted outside the work place, and training for promotions.

Organizational Training includes training to support the organization's strategic business objectives and to meet the tactical training needs that are common across projects and support groups. The purpose of Organizational Training (OT) is to develop skills and knowledge of people so they can perform their roles effectively and efficiently. An organizational training program involves identifying the training needed by the organization; obtaining and providing training to address those needs; establishing and maintaining a training capability; establishing and maintaining training records; assessing training effectiveness. As an organizational process, the main components of training include a managed training development program, documented plans, personnel with appropriate mastery of disciplines and other areas of knowledge, and mechanisms for measuring the effectiveness of the training program[24].

The needs for training arise for so many reasons. Some of the reasons are environmental changes: due to many changes in mechanization, computerization, and automation

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employees are required to be trained in order to possess enough skills. The organization should train the employees to enrich them with the latest technology and knowledge; organizational complexity: in order to cope with the complexities of modern inventions, technological upgradation, and diversification; organizational training has become mandatory to avoid problems of coordination; human relations: every management has to maintain very good human relations, and this has made training as one of the basic conditions to deal with human problems; to match employee specifications with the job requirements and organizational needs: an employee's specification may not exactly suit to the requirements of the job and the organization, irrespective of past experience and skills. There is always a gap between an employee's present specifications and the organization's requirements. For filling this gap training is required; change in the job assignment: training is also necessary when the existing employee is promoted to the higher level or transferred to another department. Training is also required to equip the old employees with new techniques and technologies. As there are high expectations from the employers, colleagues, customers, and others in the haulage of the duties and roles of administrative staff, the need to train administrative staff in the needed skills that will enable them to perform up to these expectations cannot be over-emphasized[25].

The two dimensions of Human Capital Theory will be adopted for Organizational training, these measures are education and training[26]. It was clearly stated that education and training increase individuals' cognitive capacity, which in turn, increases its productivity; and productivity tends to increase the earnings of an educated and skilled individual[27]. Administrative staff possesses diverse skills which are qualities that help them complete tasks related to managing a business such as filing paper work, meeting with internal and external

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stakeholders, presenting important information, developing processes, answering employee questions and more. These skills are important because they keep business processes running smoothly. Any successful, efficient organization should have both administrative professionals who have strong skills in this area, as well as individual contributors who have good administrative skills. Administrative skills are made up of soft and technical skills that contribute to effective ways of managing organization such as organization skills, communication skills, teamwork skills, customer service skills and many more. Having administrative skills give more edge in performing more efficiently, administrative staff in State-owned polytechnics, Ogun State does not have training the expose them to these skills.

Administrative staff which include secretaries, administrative officers (Registrar cadres), executive officers, and office assistants, are using computers, the Internet, and other advanced office technologies to perform vital "information management" functions in the modern office. They performed administrative work such as meetings schedules, organize data using spreadsheet and database management software, interact with clients, vendors, and the general public, supervise the office and other staff, handle purchasing, and even train other workers. It is worthy of note that as at the time of this study, none of the existing researchers has studied the employee creativity, organizational training and job productivity of administrative staff of Ogun State Polytechnics. Consequently, the study sought to examine employee creativity, organizational training and job productivity of administrative staff of Ogun state polytechnics, Nigeria.

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1.2 Statement of the Problem

Job productivity is one of the major driving forces of thriving organisations and it is critical to Administrative staff of Ogun State Polytechnics. Administrative staff of Ogun State Polytechnics are involved in coordination of activities, record keeping, information dissemination, results and transcript processing as well as admission processing and issuance. When administrative staff are productive, resources are managed and coordinated effectively, students are satisfied, enrolment increased and the ranking is higher within the educational sector. However, preliminary investigation and close observation revealed a decline in the productivity of the administrative staff of Ogun State Polytechnics. As a result, resources are not effectively and efficiently managed, students' admissions are delayed, students' results as well as delayed mail retrieval. If care is not taken, this will affect the institution further in the area of final year result processing, transcript issuance, and information dissemination. This may also affect the Nigeria economy by preventing these students to attain their desired educational qualification in order to put the nation economy and development programmes on the right track because it's what we produced (students) that will later be in charge of the nation strategic positions.

Several studies have been conducted on employee creativity and job productivity, employee creativity, and knowledge management practices[28]. However, few have been done in the area of employee creativity, organizational training and job productivity in polytechnics. To this end, this study investigated the influence of employee creativity and organizational training on job productivity of administrative staff of Ogun state polytechnics, Nigeria.

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1.3 Aim and Objectives of the study

The aim of the study was to examine the influence of employee creativity and organizational training on job productivity of administrative staff of Ogun State Polytechnics, Nigeria and the specific objectives were to:

i. identify the level of job productivity of administrative staff of Ogun State Polytechnics, Nigeria.

ii. identify the level of employee creativity of administrative staff of Ogun State Polytechnics, Nigeria.

iii. examine the different organizational training available among administrative staff of Ogun State Polytechnics, Nigeria.

iv. determine the influence of employee creativity on job productivity of administrative staff of Ogun State Polytechnics, Nigeria.

v. ascertain the influence of organizational training on job productivity of administrative staff of Ogun state polytechnics, Nigeria.

vi. ascertain the combine influence of employee creativity and organizational training on job productivity of administrative staff of Ogun State Polytechnics, Nigeria.

1.4 Research Questions

1. What is the level of job productivity of administrative staff of Ogun State Polytechnics, Nigeria?
2. What is the level of employee creativity of administrative staff of Ogun State Polytechnics, Nigeria?

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3. What are the different organizational training available among administrative staff of Ogun State Polytechnics, Nigeria?

1.5 Research Hypotheses

$H_0$1: There is no significant influence of employee creativity on job productivity of administrative staff of Ogun State Polytechnics, Nigeria.

$H_0$2: There is no significant influence of organizational training on job productivity of administrative staff of Ogun State Polytechnics, Nigeria.

$H_0$3: There is no significant combine influence of employee creativity and organizational training on job productivity of administrative staff of Ogun State Polytechnics, Nigeria.

1.6 Significance of the Study

This research work is be beneficial to management and staff of Polytechnics in Nigeria, especially Ogun State Polytechnics, Human Resource Managers, Employees, National Board of Technical Education (NBTE), and Researchers.

This research work will seek to attend to the poor state of ICT facilities and will help the management of various institutions to understand and address the staff need to impact knowledge and skills through staff training. If this is done, efficiency and effectiveness of job productivity of administrative will also be easy.

Ultimately, it will proffer lasting solution to some related problems combating Human Resource Manager with regards to empowerment of staff on the use of technology and skills upgrade to bring progress to administrative duties. This will no doubt encourage management to devise other methods of empowerment and enhance administrative staff development so as to improve job productivity.

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Furthermore, findings of this study will enhance employees with the power to know how to prepare for empowerment technologically as long as they know the benefits of empowerment in their organizations. The findings of this study will be of immense benefit to the National Board of Technical Education (NBTE), as it will give a better insight to the value organizational training and employee creativity will have on productivity.

Conclusively, it will serve as link and guide for future researchers of related study and for governments and private institutions to know what is required of their staff to work efficiently and effectively for best result emanating from creativity and organisational.

1.7 Scope of the Study

The study focused on employee creativity, organizational training and job productivity of administrative staff of Ogun State Polytechnics. The measures of productivity are clarity of goals, commitment and task complexity of administrative staff. The measures of employee creativity are domain relevant skills, creativity relevant process, and intrinsic task motivation; while measures of organizational training are education and training. The geographical scope were three (3) Ogun state Polytechnics namely; S. Adegbenro ICT Polytechnics, Itori, Moshood Abiola Polytechnics, Abeokuta and Ogun State Institute of Technology, Igbesa. The respondents were administrative staff of Adegbenro ICT Polytechnics, Itori, Moshood Abiola Polytechnics, Abeokuta and Ogun state Institute of Technology, Igbesa.

1.8 Limitations of the Study

The study is limited to state-owned polytechnics in Ogun state. The results of the study cannot be generalised to all polytechnics in Nigeria as data collection was limited to some of the administrative staff in the selected three state-owned polytechnics.

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Again, the accuracy of the research work is depending on the data provided by the employees of only three state polytechnics in Ogun state. The result is depending on the accuracy and fairness of the respondents. Employees may not give true responses. Nonetheless, the constraint observed had no impact on the uniqueness of this work.

1. 9 Operational Definition of Terms

Job Productivity: It is the ratio between the output volume and the volume of input of administrative staff of Ogun State Polytechnics, Nigeria.

Clarity of goals: This is the extent to which the outcome goals and objectives of the job of administrative staff of Ogun State Polytechnics, Nigeria are clearly stated and well defined.

Commitment: This is the bond administrative staff of Ogun State Polytechnic experience with their institution.

Task complexity: This is the rule of performing a given task under certain conditions that the administrative staff of Ogun State Polytechnics needs to take into account for completing the task as required.

Employee Creativity: It is a process whereby the administrative staff of Ogun State Polytechnics use their imagination or original ideas to create something, inventiveness in other improve productivity.

Domain relevant skills: This includes knowledge, expertise, intelligence, and talent possessed by administrative staff of Ogun State Polytechnics.

Creativity relevant process: This includes a cognitive style and personality characteristics of administrative staff of Ogun State Polytechnics that are conducive to independence, risk-

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taking, and taking new perspectives on challenges, as well as a disciplined work style and skills in generating ideas.

Intrinsic task motivation: This is the passion possessed by administrative staff of Ogun State Polytechnics to undertake a task or solve a problem because it is challenging and interesting.

Organizational Training: This is the training given to administrative staff in Ogun state polytechnics to enhance their performance to improve polytechnics productivity.

Education: This includes educational attainment, experience, and skills of administrative staff of Ogun State Polytechnics.

Training: This is the process of increasing the knowledge and skills of administrative staff of Ogun State Polytechnics for doing a particular job.

Administrative Staff: These are the administrative staff that handled administrative job in Ogun State Polytechnics.

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Chapter Two

Review of Related Literature

This chapter seeks to presents what has been established in the literature on variables of this study. The literature will be reviewed conceptually, theoretically and empirically. This chapter will be presented under the following sub-headings.

2.1 Conceptual Review

2.1.1 Job Productivity

2.1.2 Employee Creativity

2.1.3 Organisational Training

2.2 Theoretical Review and Framework

2.2.1 Goal Setting Theory

2.2.2 Componential Theory of Creativity

2.2.3 Human Capital Theory

2.3 Empirical Review

2.3.1 Employee Creativity and Job Productivity

2.3 2 Organisational Training and Job Productivity

2.4 Conceptual Framework

2.5 Summary of Reviewed Literature

Endnotes

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2.1 Conceptual Review

2.1.1 Overview of Job Productivity

The least controversial definition of productivity is that it is a quantitative relationship between output and input[1]. This definition enjoys general acceptability because of two related considerations. One, the definition suggests what productivity is thought of to be in the context of an enterprise, an industry or an economy as a whole. Two, regardless of the type of production, economic or political system, this definition of productivity remains the same as long as the basic concept is the relationship between the quantity and quality of job[2].

Productivity is the ratio of some measure of output to some index of input use. Put differently, productivity is nothing more than the arithmetic ratio between the amount produced and the amount of any resources used in the course of production. This conception of productivity goes to imply that it can indeed be perceived as the output per unit input or the efficiency with which resources are utilized[3]. An example of productivity ratio is kilometres driven per gallon of petrol where petrol is the input and kilometres covered constitute the output. However, input measure of petrol is not used to determine the efficiency of the car's performance. Other related factors such as speed, traffic flow, the engine's efficiency and the fuel's efficiency are equally involved in the computation of the input index. The output measure of kilometres driven therefore becomes a gauge of the magnitude or effectiveness of the results achieved. Expressed simply: Productivity = total output/total input which is identical to total results achieved/total resources consumed or effectiveness/efficiency.

In effect, productivity becomes the attainment of the highest level of performance with the lowest possible expenditure of resources. It represents the ratio of the quality and quantity

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of products to the resources utilized. It is evident in the literature on productivity that almost all the definitions of productivity centre on 'outputs' and 'inputs'. Unfortunately, definition of either output or input or both may sometimes pose more difficulty to the understanding of what productivity is. For output, it is in the form of goods if visible and services if invisible. Input on the other hand is less easily defined. Since production (creation of goods and services) is a team effort thereby making the demand for inputs to be interdependent, various elements (inputs) are involved in the production of output. This makes the definition of input more complex than that of output. To ease this problem of defining inputs, it is common a practice to classify inputs into labour (human resources), capital (physical and financial assets), and material. Again, in an attempt to circumvent the difficulty of defining inputs, productivity is sometimes defined as goods and services produced by an individual in a given time. In this sense, time becomes the denominator of output with the assumption that capital, energy and other factors are regarded as aids, which make individuals more productive.

Productivity as a concept can assume two dimensions: namely total factor productivity (TFP) and partial productivity[4]. The former relates to productivity that is defined as the relationship between output produced and an index of composite inputs; meaning the sum of all the inputs of basic resources notably labour, capital goods and natural resources. Total factor productivity is a 'multi-factor productivity'[5]. For the latter, output is related to any factor input implying that there will be as many definitions of productivity as inputs involved in the production process whereby each definition fits a given input. For example, when output is associated to per man-hour or per unit of labour, this definition of productivity is a partial one and it relates to labour productivity. Partial factor productivity

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is equally known as average product. Symbolically, if Y stands for output, and Fi for any individual factor, we have APF = Y/Fi where APF is the average product. It only measures how the output per unit has changed over time, ignoring the contributions from other factors to the detriment of production process reality.

It is more common in productivity studies to see emphasis placed on labour productivity. By coincidence, at the national level, labour productivity translates to what is known as human productivity[6]. It is the type of productivity that affects directly the purchasing power of the population since:

$$\text{National productivity} = \frac{\text{Gross National product}}{\text{Working Population}}$$

Theoretically, it goes without saying that there is a link between per capita income of an economy and such economy's marginal labour productivity. One justification for the special emphasis on labour productivity is perhaps because labour is a universal key resource. The term labour productivity implies the ratio of physical amount of output achieved in a given period to the corresponding amount of labour expended. By implication, productivity here means the physical volume of output attained per worker or per man-hour. However, apprehension exists on the definition of labour that is suggestive of the fact that labour productivity is an expression of the intrinsic efficiency of labour alone. Indeed, productivity is more of the end result of a complex social process involving science, research, analysis, training, technology, management, production plant, trade union, and labour among other inter-related influences.

To this end, it must be appreciated that the definition of productivity partially is purely to satisfy the demand of theoretical curiosity. Practically, the interdependence nature of the

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demands for factors implies that it is impossible to say precisely and clearly how much output has been created by any one of the different inputs taken by itself. The phenomenon is like attempting to answer the question: which is more essential in producing a baby, a mother or a father?

Some common misunderstandings exist about productivity. First, productivity is not only labour efficiency or labour productivity even though; labour productivity statistics are essentially useful policy-making data. Productivity is much more than just labour productivity and needs to take into account other inputs involved in the production process. Two, productivity is not the same as increase in output or performance. The misconception was described as the confusion between productivity and production. Output may be increasing without an increase in productivity if, for example, input costs have risen disproportionately. One useful way to combat this misconception is to be conscious of the trend of input costs particularly by relating output increases to price increases and inflation. This approach is often the result of being process oriented at the expense of paying attention to final results. Bureaucratic settings are more prone to this misconception of productivity[7].

In an attempt to draw the line between productivity and output increase, the term 'productivity growth' is sometimes introduced whereby it denotes the rate of growth of the level of productivity. For example, if output per worker is l000 units in 1998, and it grows to l250 units in l999, then it is said that productivity growth was 25% per year on the assumption that prices and input costs are constant. The third misconception about productivity is the confusion between productivity and profitability[8]. Profitability is a function of the extent of price recovery, even when productivity has gone down. Again, high productivity may not always go with high profit if goods and services produced

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efficiently and effectively are not in demand. Confusing productivity with efficiency or effectiveness4 can equally cloud the meaning of productivity. Efficiency means producing high-quality goods in the shortest possible time. It is important to ask if goods produced efficiently are actually needed. Also, effectiveness refers more to the production of results. In the private sector for instance, effectiveness could mean making profit and preserving future market share. Efficiency and effectiveness are actually measures of performance just as productivity is equally a measure of performance[9].

Another misconception is a mistake of believing that cost cutting always improves productivity. Whenever this is done indiscriminately, it can even bring about productivity decline in the long run. It is equally not to be believed that productivity can only be applied to production. In reality, productivity is relevant to any kind of organization or system including services, particularly information. For example, improved information technology alone can give new dimensions to productivity concepts and measurement. Recent advancement in information technology seems to be suggesting that labour productivity may actually be subordinate to the productivity of capital and other scarce resources such as energy or raw materials.

The concept of productivity is also being linked with quality of output; input and the interacting process between the two. An important element is the quality of the work force, its management and its working conditions as it has come to be noticed that rising productivity and improved quality of working life go hand in hand. In a nutshell, productivity is concerned with efficiency and effectiveness simultaneously. Productivity is the comprehensive measures of how efficient and effective an organization or economy satisfies five aims: objectives, efficiency, effectiveness, comparability and progressive

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trends[10]. No matter how it is perceived, productivity implies that there is an incremental gain in what is produced as compared with the expenditure on measures utilized.

The importance of productivity to economic growth and development can hardly be over-emphasized. It remains the basic problem of economic progress, as it is required at both the early stages of development as well as in the permanent process of re-equipping the production apparatus of any nation. The key to growth is an increase in productivity[11]. Thus: To this effect, productivity is discussed at all levels because of its direct relationship with the standard of living of a people. At the level of an individual, it is rational to argue that, the standard of living of any man is the extent to which he is able to provide himself and his family with the things that are necessary for sustaining and enjoying life. The greater the amount of goods and services produced in any economy or imported into such economy, the higher its average standard of living will be. There are four important channels by which higher productivity impacts on standard of living, these are: (i) larger supplies both of consumer goods and of capital goods at lower costs and lower prices; (ii) higher real earnings; (iii) improvements in working and living conditions, including shorter hours of work; and (iv) in general a strengthening of the economic foundations of human wellbeing[12]. At the national level, steady growth in productivity guarantees non-inflationary increases in wages as well as solves pressing problems of unemployment, increased trade deficit and an unstable currency (exchange rate). In business, productivity improvements can lead to more responsive customer service, increased cash flow, and improved return on assets and greater profits. As revealed by economic theory, more profits will translate to availability of investible funds for the purpose of capacity expansion and the creation of new jobs, hence, increased productivity becomes a panacea to unemployment problem. Enhanced

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productivity will equally contribute to the competitiveness of a business or an economy in both domestic and foreign markets. For example, if labour productivity in one country declines in relation to productivity in other countries producing the same goods, a competitive imbalance will be created involving divergence in cost functions. If the higher costs of production are passed on, the economy's industries will lose sales as customers are justified turning to the lower cost suppliers. Alternatively, if the higher costs are internalized by industries, their profit will decrease. The direct implication of absorbing higher costs of production by industries is to decrease production or keep production costs stable by lowering real wages. It goes without saying that notable economic problems like inflation, an adverse balance of trade, poor growth rate and unemployment are offspring of low productivity. Apart from the link between productivity and the general well-being of a nation, productivity is of great importance in economic analysis. For example, when it is combined with population and output trends, it is used in economic growth models to forecast output and employment, as well as the distribution of manpower and other resources between different sectors of an economy or industry. In essence, productivity provides the basis for analyzing the relative dynamism of different economic activities. Again, interests in productivity and what is happening to it are directed towards being able to know something about the process of technical change. This is so because economic growth, technical change and productivity are closely related[13].

Put simply, productivity measurement is the quantification of both the output and input resources of a productive system. The intent is to come up with a quantified monitoring index. The goal of productivity measurement is productivity improvement, which involves a combination of increased effectiveness and a better use of available resources. While

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productivity can be given the sort of shorthand definition as the ratio between output and input, what productivity really is as well as how it can be measured has always provoked a great deal of controversy among experts[14]. In essence, it can be said that the measurement of productivity is only simple conceptually. In practice, however, both measurement of outputs and inputs involves aggregation problem, and this problem alone has situated productivity measurement in the realm of complexity. For example, the question of how to aggregate different products that do not have constant quality or characteristics constitutes the veil to be removed from output measurement. In the same vein, the problem of how to aggregate the different types of inputs into a well-defined composite unit remains a critical one on the side of input measurement.

To solve output and input aggregation problem, particularly when heterogeneous inputs and outputs are combined, some authors have suggested that inputs should be added up in 'constant price' money values. The same thing should be done for output[15]. The loophole in this approach is that the resultant productivity index will be economic productivity and not physical productivity, which, obviously, should convey more meanings to most of the users of productivity measures. Added again to the input measurement problem is the question of how to measure capital input. Consequently, preference is often expressed for a single factor measure of productivity, and it is common to see emphasis being placed on labour input. Three reasons are sometimes put forward to justify the use of labour input for purposes of partial productivity measurement, these are: (i) labour is regarded as the most important factor of production; (ii) labour is the most easily quantified factor of production; (iii) labour is the only factor of production that has conscious control over its contribution to output[16].

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A measure or index of aggregate output divided by the observed quantity of a single input thus became the earliest approach to productivity measurement. This index-number approach based upon the use of single or partial factor productivity measures has one unique advantage: computational simplicity and feasibility, save that the required aggregate labour input data are available. The greatest shortcoming of partial factor productivity measures, particularly labour productivity measures is its inability to identify the causal factor accounting for observed productivity growth. For instance, substitution of capital for labour, the introduction of more (labour) efficient vintages of capital, the realization of economies of scale and the employment of better-trained manpower will all show up in an index of output per man-hour[17]. Emerging literature on productivity measurement of late indicate that early productivity measures revolve around the value of aggregate output per manhour of labour input despite the problems associated with measuring labour input. At the moment, productivity research has focused more on total factor productivity (TFP) measures, where comprehensive aggregates of outputs and inputs are of interest. It is helpful to note that production theory remains the basis for analysing the factors that explain output level changes. It is known from available literature that, the rate of output depends on three factors: (i) the state of technology or kind of production process that is in use; (ii) the quantities and types of resources put into the production process; (iii) and the efficiency with which those resources are utilized[18].

Arising from these three factors behind productivity changes are three possible explanations for differences in total factor productivity. These are differences in productive efficiency, the scale of production, and the state of technology, depending on the specific assumptions that are made with respect to the production function and the market conditions. Beyond the

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level of partial factor productivity measurement, the growth of output can be decomposed into two: the contribution of changes in inputs and in total factor productivity. The production function indicates the contribution of additional inputs to increases in output and the residual otherwise called 'multi factor productivity growth' or less formally the Solow residual is attributed to total factor productivity change.

The literature on productivity measurement was enriched when a scholar observed that the traditional approaches to productivity measurement generally, though implicitly, assume that observed output is frontier output[19]. Frontier output implies that the observed output is best practice output. The implication of this assumption for productivity measurement and analysis is that observed output is technically efficient. He then bifurcated approaches to total factor productivity measurement along the line of those that ignore inefficiency, that is, approaches in the frontier framework, and those that explicitly allow for inefficiency, that is, non-frontier framework. Further classification of total factor productivity measurements is again done along nonparametric (index number) models and parametric (econometric approaches). For instance, the Tornqvist index is concerned with the natural discrete approximation of productivity growth and is said to be exact for translog technology. The index is also believed to be superlative because the translog functional form is flexible. Hence, these non-parametric approaches are very appealing in terms of ease of calculation and flexible modelling of underlying technology. These advantages are possibly responsible for their popularity[20].

Productivity measurement must produce effective control, which in turn will produce corrective action and which finally, results in increased productivity[21]. For productivity as a

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concept and its measurement, it seems reasonable to believe that a clearer perspective and understanding of productivity resides in a conceptualization of productivity that is all embracing. Perhaps a comprehensive definition of productivity that will make it a dependent variable of the following will suffice to know what productivity is and what is it not: cost saving resulting from the introduction of new technologies, management improvement measured by attendance at management training courses and seminars; improved methods of accomplishing certain work tasks; increased morale and satisfaction on the part of the employees; more and better products and services; focus on quantitative and qualitative indicators of productivity-unit of analysis in terms of people, work group, programmes, organizations and society at large using a combination of the above including performance indicators and standards for measuring efficiency, effectiveness, human resources planning productivity analysis, work measurement among others[22].

For productivity measurement, whether imaginary or real, the main indicator of improved productivity becomes a decreasing ratio of input to output at constant or improved quality. Hitherto, existing approaches for measuring productivity are confronted by aggregation problem. Yet, productivity growth must be measured if only to look for opportunities to improve and show how well efforts are faring. It is likely that the magnitude of aggregation problem will be reduced if the right kind of choice is made between applying parametric and non-parametric productivity measurement. Productivity is one of the most important criterion measures in the educational and organizational psychology research[23]. This is based on the fact that job productivity has always been reported as a significant indicator of organizational productivity, although it has been conceptualized in many different ways[24]. Productivity is often times assessed in terms of financial figures and through the

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combination of expected behaviour-and task-related aspects[25]. Additionally, job productivity was categorized into "can-do" and "will-do". The former refers to the KSAOs that an individual has and must have in performing a certain job. "Will-do" reflects the motivation level of an employee in performing his or her work[26]. Productivity is work outcomes and job-relevant behaviours[27]. Work outcomes deal with task performance, such as quality or quality of work done, while job-relevant behaviour refers to the behavioural aspects useful in achieving task performance[28]. In other words, job-relevant behaviours provide support in performing task-related matters. Most importantly, productivity measures, which may be based on an absolute value or a relative judgement, can be generalized to the overall organizational performance because, in total, it reflects the organizational performance to a certain extent[29].

Absolute value of productivity is based on the objective results, such as total points from sales or productivity, while relative judgements are productivity evaluation made based on the behavioural-related aspects that are very subjective in nature. In relation to different conceptualizations of job productivity, the main issue raised by scholars, is which employees' behaviours at work constitute job productivity[30]. Traditionally, job productivity is limited to the core task activities that were based solely on job analysis[31]. The construct has, however, expanded into behavioural aspects related directly to the core tasks and other behaviours that support the core task performance. Scholars asserted that job productivity should be measured in terms of task performance and contextual performance to fully grasp a holistic concept of the construct[32]. This is because contextual performance is the behaviours that support the core task performance in enhancing organizational effectiveness[33]. In essence, task performance is concerned with behaviours that are required

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to complete job tasks, while contextual performance is needed to safeguard and upgrade the organizational, social and psychological environment in the organization[34]. Both aspects of productivity are crucial to achieve organizational objectives[35]. Likewise, scholars asserted that in measuring job productivity, it is important to integrate items on the task, as well as contextual performance because they are strongly related, and it is difficult to differentiate because behavioral aspects of job productivity are very subjective. In fact, some findings revealed that task and contextual performance contributed substantially in predicting overall job performance ratings[36].

Researchers reported that when making overall job performance ratings, supervisors evaluated equally task and contextual performance in which the correlation between these dimensions with the overall job performance ratings were significant[37]. In other words, both dimensions provide unique variance to the job performance domain because supervisors evaluate and combine task and contextual items in appraising their subordinates' overall job performance[37].

2.1.2 Overview of Employee Creativity

Creativity can be explained as production of new ideas; a creative employee is one who can come up with new suggestions/ideas for the services to be constructed, the flood of the communication and understanding it in the same way which would affect the work done by the employee during his working hour[38]. Creativity is explained as a design in which the employee make such innovative construction in which the work related problems are resolved in rightful manner with step by step process, some explain it as the ability of the individuals how they can develop useful solution to meet the challenges and overcome the problem them self individually[39]. A creative employee is one who has the ability to be

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aware of the organization and must be sensitive so that he can tackle the problem, he must have sharp mind so he is able to remember his task for long time, and he must be adaptive, it is because due to Globalization there is rapid change in the technology as well the culture so a creative employee would be one who is able to adapt all the changes before time, in this way he would be termed as creative[40]. It has been long observed that employee's creativity is mostly seen by the large organization and team. Creativity is mostly involved in the generation of change in product, due to working in team the employee are constantly engaged in learning new knowledge, skills which are the necessary requirements needed by the organization from the employee so they can achieve timely goals[41]. Creativity can be explained as introducing new techniques by individual or group of people in organization for achieving the maximum potential of human labor which will result in achieving goals effectively, due to innovation and globalization if a firm wants to compete with its competitor they must hire creative employee who are extroverts, feeling easy to work in groups. Employees with proactive personalities are the one which are mostly admired to make constructive change[42]. Employee's creativity can be most commonly be referred to an individual who has new ideas for his work and working style, he 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 order 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 life[43]. Creativity is adapted by the individual to do production with new ideas. The creativity may depend on the employee or situation; an

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employee may want to be in contact at highest or lowest level although he or she has great potential. Employee may use all of his/her capabilities, skill knowledge in effort to produce creative outcomes[44].

Most companies underline innovation in their strategy but, inconsistent with that strategy, fail to fully utilise the creativity of their employees. This incompetence undermines their power to innovate, for it is the creativity of employees that forms a source of new ideas, which in their turn create the starting point for innovations[45]. Suggestion systems, the most classic of which is the suggestion box, are put to use to capture the ideas from the employees' minds. The following step, capitalisation, involves the transfer of these ideas into innovations. These can be product, service, process or organisational innovations. From a perspective of knowledge development and diffusion in the firm, suggestion systems aim at capturing good ideas, the first part of the 'knowledge-brokering cycle' and they are an example of externalisation of knowledge[46]. Suggestion systems are considered an important support for the entrepreneurial spirit in innovative firms and can contribute to the organisational routines supportive of innovation and competence development gives a definition of a suggestion system: an administrative procedure for collection, judging and compensating ideas, which are conceived by employees of the organization[47]. Apparently, there is a large dormant reservoir of useful ideas in many companies, but communicating these ideas is not simply a matter of offering large bonuses. This has been demonstrated by comparing research done in American1 and Japanese companies.

Although the rewards at American companies were a hundred times higher than those at their Japanese counterparts, American companies received only 1% of the number of ideas that were received by the Japanese[48]. The two types of organisational factors, namely the

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organisational cultural and organisational structural factors, create the layout for the creativity[49]. This means that cultural factors need to be in place to secure a positive reaction towards the initiator of a new idea. It also requires structural factors such as an accessible suggestion system. In the third phase of the transfer, the idea receives its follow-up. This is partly the back-office of the suggestion system (which is, at the same time, the front office of the innovation process). This phase deals with the processing of the idea into a project proposal. This requires substructures within the organisational structure that regulate the processing of the idea[50].

Employee needs to be motivated to do something with his or her idea[51]. This will only happen in a direct organisational culture that stimulates the individual to express creativity[52]. Several factors, belonging to the organisational culture, are said to be of influence in this phase. Alignment as one of the most important factors of employee motivation. An aligned environment envelops employees, bombarding them with a consistent set of signals so that the company's ideology and its attitude towards creativity cannot be misunderstood[53]. Another part of encouragement is made up by the possibilities for employees to find sounding boards for their ideas, here called the possibility of reflection that the employee has in his working vicinity. Other factors that belong to encouragement are the clarity with which an organisation welcomes creative initiatives[54]. This boils down to the emanation of idea receptiveness, the image of innovation that a company has towards its employees. These factors have a major influence on the idea extraction by intrinsically motivating the employee[55].

Organisational support: The phase idea landing is determined by the extent to which possibilities within the organisation exist, and by the extent to which support is available, to

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introduce ideas effectively into the suggestion system. Many researchers consider the actual reaction that is given to the employee by its manager when presenting an idea, to be important in this respect[55].

A system that is very inaccessible will undoubtedly diminish participation. A scholar speaks of the necessity for an available system dedicated to suggestions that fall outside the daily routine[56]. The broadness of the scope relates to the 'net' that the company throws out to get ideas from its employees. Many authors have stressed the importance of a wide net to reel in ideas. Committed Resources: The last phase in the transfer is that of idea follow-up. This phase mainly consists of the commitment of means to facilitate the absorption and processing of the idea in the organisation. The quantity of attention and resources dedicated to the evaluation procedure is taken up in the model as the intensity of evaluation[56]. The use of rewards can have a dual influence on the motivation of the individual: high financial rewards can motivate extrinsically because obtaining the rewards will become the employee's major concern[57].

However, using only (high) financial rewards runs the risk that employees will not communicate ideas that they believe to have an insignificant financial impact on the operational costs. This can explain the aforementioned difference between the participation in suggestion systems of American and Japanese companies. This does not automatically mean that financial rewards for suggested ideas should be abolished. It does, however, show the importance of the creation of a reward structure that pays a great deal of attention to the use of non-financial rewards, such as promotional titles, certificates of appreciation and small symbolic rewards. Japanese companies do this by rewarding every suggestion, mainly in a non-financial way[58]. Besides this, employees are frequently rewarded with a small

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amount of money for their creative efforts. Ideas that have a significant impact on the profits are rewarded with a sum equal to a certain percentage of the increased profits[59]. In short, rewards need to be used in such a manner that the intrinsic motivation is not undermined by too strong an emphasis on extrinsic motivators. The last factor of this type is idea processing. This processing represents the initial elaboration of the idea, so that the aptitude of the idea for complete integration into the products, services or processes of the organisation can be determined. Without idea processing, the implementation of the idea is often impossible[60].

Creativity transformation model are not independent from each other. Between some of them a positive relationship exists; e.g. a strong alignment and idea responsiveness will contribute in a positive way to the emanation of idea receptiveness. Some factors are even unilaterally influenced by other factors. The possibility of reflection and the emanation of idea receptiveness are heavily influenced by the other seven factors. Because of this, these factors do not control the model and need less attention when implementing a suggestion system. Other relationships between factors are negative; an increase in one factor will weaken the other. A high accessibility of the system and a broad scope will cause a sudden sharp increase in numbers of submitted suggestions, thus frustrating the evaluation and processing of ideas. A broad scope will also hamper high idea responsiveness, as most managers do not have the time to receive large numbers of employees with new ideas. Such effects need to be closely monitored because they threaten the success of the suggestion system[61]. Often, creativity is associated with the sole genius developing ideas alone in an office. But creative ideas in contemporary organizations are more often a product of social interactions and influence not simply of thinking alone in isolation[62]. In this respect, there is considerable evidence that other individuals, both inside and outside the organization, have

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a substantial impact on employees' creativity[63]. Research has shown that supervisor/coworker's support for creativity may stimulate creative performance[64].

Non-work support was demonstrated to have influence creativity at work for individuals with relatively low levels of creative personality[65]. But while research has contributed to our understanding of the social determinants of creativity, it has also raised several interesting but heretofore unexamined issues. This study addresses some of these issues. First, in line with the social support literature and the evidence that support is a multidimensional construct, it is important to differentiate between the types of support; emotional (also called esteem or affective): ES and informational or instrumental: IS[66]. While previous research has focused mostly on the influences of the so-called 'emotional' support for creativity, it is important to understand whether IS could also influence creativity[67]. Examination of the two types simultaneously should provide a more comprehensive picture of the role of support, especially if they are related to creativity through different mechanisms: ES as part of the work context for creativity influencing the motivation for new ideas, while IS by directly providing 'inputs' for creativity[68]. Next, I extend previous research by trying to expand our understanding of the relative effectiveness of ES and IS from a variety of sources. A focus on multiple sources is theoretically and practically relevant because there is some evidence suggesting differences in the effectiveness of support from different sources[69].

As support is received through interaction with others, which require time and effort, it is important to identify the types and the sources of support that would be most valuable for creativity. Connected with the previous issue, a third goal of this research involves exploring other potential sources of support, in addition to supervisors, immediate co-workers and family and friends – individuals whose influence on creativity has been

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suggested in the literature but the potential as sources of ES and IS has not been yet explored. Previous studies suggest that employees often interact with people from other work units and customers and support from these individuals might also be associated with creativity[70]. An employee's relationships with these individuals outside the primary work unit are very different from those with direct supervisors/co-workers and we cannot just assume that the same effects on creativity will hold[71]. Thus, research examining their potential influence on creativity is also warranted. Finally, previous research suggests that individuals with different personality characteristics respond differently to the social context[72]. As the openness to experience dimension of the five-factor model of personality (FFM) has been most consistently related to creativity and, in addition, has been suggested as a determining factor for social interactions, I examine the possibility that openness to experience moderates the contributions of ES/IS for creativity[73,74,75].

Creativity and the relative contributions of different sources of ES Creativity refers to the production of ideas about products, processes or procedures that are (a) novel and (b) potentially useful to the organization[76]. This definition assumes that creative ideas may be generated by employees in any job and level of the organization[77]. The context for creativity has been broadly defined as the characteristics and dimensions of the work environment, like organizational culture and climate, job and work setting, and relationships with different individuals, that potentially influence an employee's creativity but that are not part of the individual[78]. That is, the creative context includes social influences and individuals' broader social interactions[79]. As engaging in creativity entails certain risks because uncertainty exists as to whether new ideas will be accepted or rejected, it has been suggested that in order to be creative, employees should feel safe and supported in their workplaces[80].

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Thus, I expect that ES is associated with the context for creativity, i.e. it is one of these dimensions that may contribute to a conducive environment and climate, and consequently to the motivation to be creative. When employees feel nurtured and encouraged to be creative, they will feel less tension and stress, will feel good about playing with ideas and be more likely to take risks[81].

Previous research has demonstrated that ES from individuals from the (a) primary work unit (supervisor/co-workers) and (b) non-work settings boosts employee creativity[82]. In addition, it has been suggested that work related individuals outside the primary unit might influence new idea generation[83]. Interactions with co-workers from other units and customers could also provide support for new ideas, shown to be essential in R&D teams[84]. The literature reviewed above suggests that ES from a variety of sources is associated with creativity at work. But no study has simultaneously considered the effects of all these various potential sources of ES, nor their relative importance. If ES stimulates creativity via its relations with the context or the environment in which one is creative, based on the social support and creativity literatures, I expect that the closer a source of ES is to the work and immediate setting, the stronger its association will be with creativity[85]. More specifically, I expect ES from individuals from the primary work unit to have a stronger impact on employee's creativity than ES from other work- or non-work-related individuals. The reason is that ES from the primary unit will have a more direct impact upon the issue or situation at hand, i.e. this support is directly associated with how the new idea will be accepted by those who may be influenced by it. Moreover, support from the primary unit may communicate that it is desirable to exhibit creativity while at work and may influence employee's willingness to take the risk and suggest something new. It is also expected that ES from the primary unit

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will be provided at the moment when the issue arises, while support from other individuals may be available much later, when the time and necessity for a new idea subsides[86].

A few studies focusing on employee responses other than creativity provide indirect support for these arguments. Support from supervisors was more valuable for work-related issues than support from non-work-related individuals. Although these studies deal with the effect of support on experienced stress, their findings are informative for creativity as it also involves a certain degree of risk, which in turn causes stress, uncertainty and tension[87]. ES from work-related individuals outside the primary work unit (other co-workers or customers) should also have a stronger impact on employee's creativity than ES from non-work-related individuals. Since work-related individuals outside the primary unit often are the consumers of an employee's creative idea, the employee is more likely to be responsive to their acceptance and perceive it as more sincere than support from non-work-related individuals. ES from other units and customers, although not as strong as ES from the primary unit, may also demonstrate that creativity is valued and appreciated in the overall organization or industry, even if a new idea meets resistance in the primary unit. I still expect ES from family/friends to boost individuals' willingness to take risk and their motivation to be creative, although the association between creativity and ES from this source might be not as strong[88].

The effectiveness of R&D units has been considered by a host of authors[89]. One key determinant of research and development (R&D) effectiveness in need of further consideration is the management and functioning of R&D personnel at the individual level of analysis. However, the most popular measures of R&D effectiveness (e.g. R&D spending as a percent of sales, number of ongoing projects, total patents filed/awarded/pending;

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typically do not focus on personnel management. While the literature has considered topics such as the leadership of R&D personnel and groups and the effects of cognitive style and problem-solving training on R&D effectiveness much remains to be explored[90]. In particular, R&D personnel are often said to be driven by intrinsic motivation – long thought to be a key to employee creativity[91]. Nonetheless, the role of intrinsic motivation in this context has received almost no attention. Intrinsically motivated behaviours are ones for which there is no apparent reward except the activity itself[92]. The value of intrinsic motivation has been demonstrated in a variety of contexts[93]. In particular, it has been shown that intrinsic motivation is important for productivity in science and R&D efforts[94]. This is typically explained by suggesting that intrinsic motivation encourages exploration, persistence, flexibility, spontaneity, and ultimately creativity[95]. Creativity is defined here as the production of novel and useful ideas, processes, or products by a person or group[96]. Nonetheless, several issues surrounding the role of intrinsic motivation have received little attention. While intrinsic motivation has been linked to increased risk taking, field evidence, particularly in R&D settings, has been scant at best. In fact, only recently has the role of risk in employee creativity been formally addressed beyond an anecdotal level[97].

In a broader sense, although intrinsic motivation is often mentioned in research related to creativity or R&D or new product development as an important theoretical consideration, it is rarely empirically assessed, with few exceptions[98]. As a result, the role of intrinsic motivation relative to risk taking and creativity remains largely unexplored in applied settings. Is intrinsic motivation simply an independent variable like any other or is its role more central to understanding creative work? Further, researchers' reliance on subjective indicators of creative work (e.g. supervisor ratings of employee creativity as opposed to

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objective indicators such as patents) has raised doubts about the ultimate utility of our conclusions[99]. In short, the relationship between common creativity antecedents (e.g. both contextual and individual difference variables), intrinsic motivation, risk taking, and employee creativity is clarified within an R&D environment at the individual employee level. In short, various influences support or do not support intrinsic motivation at work (one's enjoyment of the work itself)[100]. Intrinsic motivation bolsters one's willingness to take risks (voluntarily experimenting with new ideas). One's willingness to take risks is positively associated with employee creativity. Thus, it is argued that intrinsic motivation serves as a mediator of various influences on an employee's willingness to take risks, which itself mediates the influence of intrinsic motivation on employee creativity. If supported, this would be the first test of all of these links simultaneously, in an R&D environment or elsewhere.

Intrinsic motivation was studied as early as the 1950s but the construct became prominent due to the work of some researchers[101]. These authors first offered Self-Determination Theory, which distinguishes between two types of motivation based on the different causes that give rise to an event. At the heart of their theory is the distinction between intrinsic and extrinsic motivation. Intrinsic motivation refers to the motivational state in which an individual is attracted to their work in and of itself, not due to any external outcomes that might result from task engagement[102]. Thus, motivation deriving from external pressures or constraints is referred to as extrinsic motivation. Over three decades of research in this area suggests that the quality of task experience and performance can be very different when one is behaving for intrinsic versus extrinsic reasons[103]. As a sub theory of Self Determination Theory, Cognitive Evaluation Theory (CET) was used to specify the factors in social

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contexts that produce variability in intrinsic motivation. CET views intrinsic motivation as a construct involving interest in the focal task predicated on feelings of self-determination and competence[104]. In short, interpersonal events and structures (e.g. rewards, feedback) that produce feelings of competence can enhance intrinsic motivation. More specifically, CET suggests that feelings of competence will not enhance intrinsic motivation unless accompanied by autonomy, which provides a sense of control. Reviews of the literature on intrinsic motivation suggest that it is vital to task performance and often quite sensitive to external forms of motivation, although the issue is still debated developed what is likely the most well-known model of employee creativity[105].

Building on the work of Deci, Ryan, and many other scholars, she developed the Componential Model of Creativity. The basic model explores the contributions of three factors on employee creativity: domain-relevant skills, creativity-relevant processes, and task motivation[106]. Domain-relevant skills refer to task knowledge and technical skills and depend on inputs such as cognitive skills and education. Creativity-relevant skills include things such as knowledge of heuristics for generating ideas and depend on training and experience. The final component is task motivation. Here, the importance of intrinsic motivation is paramount and the model addresses the influence of the environment (e.g. extrinsic influences) on one's task motivation[108]. Intrinsic motivation is in fact so vital to creativity that Amabile developed the Intrinsic Motivation Principle of Creativity: intrinsic motivation is conducive to creativity; controlling extrinsic motivation is detrimental to creativity, but informational or enabling extrinsic motivation can be conducive, particularly if initial levels of intrinsic motivation are high. Thus, it has become commonly accepted that intrinsically motivated behaviours result in risk taking, flexibility, and spontaneity[109].

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Nonetheless, while many studies note the important role of intrinsic motivation, in applied settings the construct is rarely actually measured[110]. Further, while intrinsic motivation was linked and risk orientation to creativity in a qualitative study of R&D personnel, the potential links between the two constructs are not addressed.

Similarly, several organizational studies assert that risk taking is integral to creativity, even when not specifically addressing intrinsic motivation[111]. Risk can be defined in this context as the extent to which there is uncertainty about whether potentially significant and/or disappointing outcomes of decisions will be realized, given creative efforts[112]. For example, it was started that creativity is risky because it is highly uncertain and the action-outcome link is often tortuous and spread out over time. In general, new ideas and behaviours are risky as they represent disturbances in the status quo and power balances[113]. In short, many authors agree that a climate for creativity exists when employees are willing to take risks yet, the construct is rarely measured[114]. One exception is provided by Dewett (in press), who found that an employee's willingness to take risks mediates the influence of supervisor encouragement for creativity and employee creative performance[115]. Although Amabile's work highlighted the influence of the social environment on intrinsic motivation, there has been little evidence in applied settings. At least two studies provide exceptions[116]. For example, an evidence that intrinsic motivation mediates the effect of the interaction between leader charismatic behaviour and conservation (an individual difference) on creativity was provided[117]. Similarly, various independent variables to intrinsic motivation to creative climate was linked together. To be clear, the focus of the current research is not to identify new antecedents of intrinsic motivation or employee creativity per se.

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In general, encouragement and enthusiasm for idea generation at all levels of the organization has been a recurring theme[118]. People are more likely to produce novel and useful ideas when given the permission to do so through communications or instructions[119]. Autonomy refers to the degree to which a task provides substantial freedom, independence, and discretion to individuals in determining the procedures to be used in carrying out a task[120]. Scholars have suggested that in order to be creative, people require freedom so that they can play with ideas and expand the range of possibilities and materials from which a solution may emerge[121]. Similarly, the most frequently mentioned factor in low-creativity events was lack of freedom. Self-efficacy can generally be defined as belief in one's capability of performing a specific task[122]. In a broad sense, having a positive sense of self has been linked to creativity for many years[123]. Research in the organizational literature specifically addressing self-efficacy demonstrates much the same[124]. For example, a scholar demonstrated that increases in self-efficacy were associated with a higher quantity and divergence of ideas generated in a problem-solving task[125]. A scholar showed a complementary finding indicating a significant effect of self-efficacy on the quality of solutions provided in a laboratory experiment involving a marketing task[126]. Openness to experience describes the extent to which individuals are imaginative, sensitive to aesthetics, curious, independent thinkers, and or amenable to new ideas, experiences, and unconventional views[127].

Prior research has established that openness to experience is related to creativity[128]. For example, it was empirically established that the relationship between creativity, measured by Gough's (1979) popular CPS scale, and measures of divergent thinking and openness to experience[128]. He states that people high on openness to experience share an interest in

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experience for its own sake. It was found that openness to experience may serve to encourage creativity when the situation allows for the manifestation of the influence of the trait[129]. Specifically, in a sample of workers from a petroleum drilling company, they found that creativity was the highest when individuals who were high on openness to experience received positive feedback and worked on a heuristic task. Since the industrial revolution, organisations focus on productivity: maximisation of output at minimum cost. To support this objective, management principles and instruments have been developed and used in manufacturing and service companies all over the world. As a result, labour is divided into small specialised tasks, processes are standardised, allowing mechanisation and automation, and workers are specialised to do remaining tasks, more often resulting in repetitive and monotonic work in standard workplaces. The manager's role is to control whether the worker performs the task according to a predetermined plan and the worker's payment is partly based on realising predicted output.

Ergonomics has been involved to prevent and correct negative effects of this way of organising work on health and safety and on productivity and quality. In an innovation driven competitive business environment, such a work organisation may not be the right choice and ergonomics and ergonomists could have a different role[130]. A company that needs to compete on innovation needs its employees not only for reaching productivity goals, but also for generating new business ideas. Employee creativity is the production of novel and potentially useful ideas for solving problems and for developing new products, services, processes, systems, work methods, etc.[131]. It is a vital resource for an organisation's innovation and employees at any level in the organisation can contribute to this goal[132]. Because creative performance of employees depends on individual

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characteristics, such as personality traits (e.g. openness to experience), cognitive style and creativity relevant skills, practices for enhancing employee creativity have traditionally focused on recruitment and selection of creative talents and on creativity training of the workforce[133]. However, creative employees who are placed in traditional productivity-driven organisations with formal structures, time constraints, strict regulations, daily similar tasks, standardised workplaces, etc. may not be stimulated to show the desired creative behaviour. The extent to which a person generates new and useful ideas depends on the support that is received from the work environment[134].

This paper addresses the question of how the day-to-day work environment can be designed to foster creativity at work. Designing work environments for creativity could be a new topic for ergonomics research and practice. It fits the dual objective of ergonomics, as formulated in a common description of the discipline (International Ergonomics Association Council 2000): '[the goal of ergonomics is] to optimize human well-being and overall system performance'[135]. In modern business, creativity and innovation are important indicators of an organisation's performance. A creative work environment can advance employees' well-being in terms of job satisfaction and lower intentions to leave[136]. The term creativity is used in different ways and the definition is formulated in different respects. Creativity has many synonyms, such as productive thinking, divergent thinking, originality, imagination, brainstorming, etc. Some definitions of creativity have served as a starting point for theoretical and empirical investigations, but often they are ambiguous or non-operational. It was argued that some definitions are in conflict with each other, promoting confusion rather than improving understanding[137]. There is a lack of rigorous thinking about the term creativity, and there is therefore a danger that the term may degenerate completely

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into a single, blurred, catch-all concept[138]. This section will highlight the difficulties of measuring employee creativity. In the consensual assessment technique, creativity is defined in conceptual and operational ways and the importance of specifying the relation between the operational and conceptual definitions of creativity is stressed[139].

The conceptual definition articulates the notion of creativity that underlies the theoretical framework which explains how the crucial characteristics of creative products evolve in the process of task engagement[140]. A satisfactory operational definition must return to the final criterion for creativity assessment, a reliability on a person's subjective judgement. In operational terms, 'creativity can be regarded as the quality of products or responses judged to be creative by appropriate observers, and it can also be regarded as the process by which something so judged is produced'[141]. Moreover, researchers argued that in the scientific research, all researchers are limited to some degree by their environmental context, and that empirical analysis of creativity studies still requires more rigorous work, primarily concerning the role of epistemology and philosophy, since creativity is a dynamic concept, which changes through our experience, domain knowledge and context[142]. The topic of creativity in the R&D literature has evolved along a path similar to that of the organizational psychology field. From an organizational psychology perspective, theories of creativity have progressed from static, content oriented theories to dynamic, process-oriented theories[143]. Content theories search for the specific things within individuals that initiate, direct, sustain and terminate behaviour, but process theories explain how behaviour is initiated, directed, sustained and terminated. There are diverse views on the concept of creativity and its sub-concept cannot be understood from one single perspective It is not the purpose of this paper to provide a historical review of all of the conceptions of creativity, but rather examines a

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number of critical approaches to creativity research, namely the evolutionary approach, the cross-disciplinary science approach, the systematic approach and the social network approach[144].

2.1.3 Overview of Organisational Training

Human resource management is a strategic, comprehensive and internally consistent approach to human management, the most valuable asset of the organization. It is defined as the management of activities in order to ensure the satisfaction, motivation and high performance of the labour force within the organization[145]. Development of human resources through education and training is an operational function in human resource management. Its use in an institution or organization is usually incorporated into training (education and training). Organizational training is a common word used in all walks of life, it denotes a systemic procedure for transferring technical know-how to the employees so as to increase their knowledge and skills for doing particular jobs. When employees join an organization, they are required to be trained because there is a difference in the skills the employees possess and the skill a job requires. This difference is removed by education, training and development. Skills of employees are developed through training upon which the efficiency and effectiveness of an organization depends. The purpose of training is to bring about positive change in knowledge, skills and attitudes of the employees, and it continues to be a strategic intervention for most organizations.

Organizational training is often seen as a planned and systematic process of learning in the sense of acquiring, modifying, and/or developing knowledge, skills, and abilities (KSA) in order to achieve and/or improve the employees' performance in the current job and prepare them for an intended job[146]. It may be defined as the planned and systematic process of

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changing behaviour through learning events, activities and programs, which assist the participants to acquire knowledge, skills, competencies and abilities to carry out their work efficiently and effectively. When employees with extensive skills and knowledge receive training, their resources will increase even further. Organizational training is the act of improving the skills, abilities and technical competence of employees or personnel on a given job or duty. It is the process of increasing the knowledge and skills of an employee for doing a particular job. It involves the development of skills that are usually necessary to perform a specific job. Training and development are very essential in human resource management because it is the only means by which improvement can be produced in the performance of roles in individual, groups and the organization as a whole. Many firms are now so awakened to this concept which has boost the morale of the workforce and invariably strengthen and foster organizational growth. Training brings about development and increases creative thinking which brings about right attitudes and behaviours, not only improving the company's image but also ensuring employee's competency, efficiency and effectiveness in performing their jobs in highly motivated manner which comes out in form of financial and economic advantage for the company. Training brings about development and increases creative thinking which brings about right attitudes and behaviours, not only improving the company's image but also ensuring employee's competency, efficiency and effectiveness in performing their jobs in highly motivated manner which comes out in form of financial and economic advantage for the company.

Modern day organizations are challenged with highly demanding competition, drastic change in technology and ever improving business environment makes it inevitable for companies not to seek more knowledge and competence in their area of specialization;

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organization engagement in training must be consciously taken as a business and should be necessitated as a link with growth of the modern age in the international platform. Organizational training helps to accommodate changes in technicality, environment, customer's taste and demand by raising the knowledge and involvement of the workers in relation to the change process and fill the discovered gaps in the employees by teaching them skills needed to adjust to the new state and also make employees prepared for unforeseen roles in the future. Organizational training requires conscious effort, time and money, therefore firms must take the pain to critically define training programs required in their aspect of specialization and assess its effect on the trainees, the company and the users of their goods or services.

Organizational training is an important point in ascertaining the achievement of goals and objectives of any given firm. It is an important factor to eliminate decline in productivity of workforce and a good assurance giver to the continuity of the business which is the going concern concept as workers learn the right process to keep up with the pace of demand laid on the job. Implementation of training is directed to the improvement of skills, knowledge and attitude change or employee behaviour, the learning process expected in training is expected to change the employees from the less know to know more and less skilled to be skilled and negative attitude and behaviour to be positive and etc.[147]. Organizational training is the major means to be used by organizations to cultivate employee competence to reach the appropriate required levels. It is also an important business strategy for organizations to cope with a variety of forces affecting the workplace. The main objective of training is for employees to learn new skills or to keep their current skills updated.

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Organizational training can be considered from a number of different perspectives. It can focus on different types of content, primarily categorized as managerial, technical, and awareness, among other types. It can be delivered using an array of training approaches, methods, and media, depending on the situation. It is stated that training is organized and used by an organization as a business strategy to help employees develop and acquire competence, which includes knowledge, skills, behaviours, and attitudes that are critical for successful job performance. For effective employee training, there are four steps that generally occur. First, the new employee goes through an orientation, and then he or she will receive in-house training on job-specific areas. Next, the employee should be assigned a mentor, and then, as comfort with the job duties grows, he or she may engage in external training. Employee training and development is the process of helping employees develop their personal and organization skills, knowledge, and abilities.

Training of employees is a very important and significant point in reaching the goals and objectives of an organization. Training is an important ingredient to improve competence and employees' productivity and guarantee the continuity of a business organization[148]. Training is reasonable so as to master the knowledge and skills that are required for their jobs and to be acquainted with the job requirements in the company an employee had been employed. The need for training will arise in every organization at one particular time or the other if there will be improvements, expertise approach to their product or services and increment in the general well-being of the organization in relation to the changes experienced daily in our society. Every organization should make moves of giving training to all their employees not minding their qualifications and skills. The need for training will arise when there are situations like: The need of training must arise in a company or

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organization when there is a general change in the rise of technology equipment and machine needed in effective operations of such organization to meet the new standard expected by their clients. Changes in computation, dissemination of information, coordination and diversification that calls for complexity, the employees must be trained to be equipped with these modern modalities. The employees need to be urgently trained when a change arise in the duties expected of the employees either through promotion or transfer from one department to another department. For effectiveness to be ensued, the employees have to be trained in the skills that will facilitate him in his new department. The skills an employee had acquired may not measure up to the standard of specifications of the organization's required mode of operation. At this stage, the organization must embark on training as the bridge to the gap. Training is bound to take place when employees in an organization are down-graded in their relationship with the public and clients, the organization needs to build the human relation tract of her employees through training. The training methodology process refers to a systematic approach of developing training programs.

Different techniques are usually used in a training program. The identification of a need for training is the first thing to be established[149]. The level of identifying the need is very important for the two parties involved i.e. the employer and the employee so as to gather up the important areas to be covered and to be able to measure at the end of the day if training or improvement in skills and abilities had taken place. There are seven steps in this approach: Step 1 is to carry out a need test which is vital to identify whether and when training is needed. Step 2 is to be sure that the employees have the motivation and required mindset necessary to master the training content. Step 3 is to ensure or import a learning

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environment that has the conducive atmosphere for learning to take place. Step 4 is to ensure that the training is applicable to the job specified and see to it that the trainee apply the training content to their jobs, that is, knowing what to do and when to do it. Step 5 is to develop an evaluation plan i.e. ascertaining the types of result expected after the training (changes in behaviour and skill), adopt a measuring means that will help to clearly determine how Training affect the "bottom line" that is looking at it from the cost benefit analysis to decide the financial gains resulting from training. Step 6 is to choose the training method considering the learning goals and the available learning environment which can be traditional method of face-to-face interaction with a trainer, e- learning using CD-ROM or web-based training. Step 7 is to revisit the program and make necessary changes to improve the program so that all learning objective are achieved.

Employees that are effectively trained are happier and more productive, so it is important to take care when considering not only the material that needs to be taught but the method for teaching it. In this sense, how choosing a training method is important, as well explain in adeptly the best types of training methods for employees considering the materials being taught. To reduce some costs associated with not training or undertraining, development of training programs can help with some of the risk[150]. Any company or organization that is going to succeed in her business endeavours must have training in place to make employees' performance sure. A research performed by the American Society for Training and Development (ASTD) discovered that 41 percent of employees at companies with poor training planned to leave within the year, but in companies with excellent training plans, only 12 percent planned to leave.

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For effective employee training, there are four steps that generally takes place which are: First Step: Employee Orientation. Second Step: In House Training. Third Step: Mentoring. Fourth Step: External Training. Employee orientation is a way of welcoming a new employee into the organization. "Employee orientation is an essential aspect of training, where a new recruit is introduced to his/her new working environment, the co-workers and the policies and procedures, rules and regulations of the organization. This orientation process helps new employees become familiar with the job, task and other aspects of the working environment, which enhances their performance on the job." Employee orientation is done in order to make newly employed worker gain knowledge about the policies and business scope of the company and learn how their specific jobs fits into the whole picture plan of the organization.

Employee orientation has its own benefits to the organization and as well to the employee, some of which are. When an orientation process is carried out right, it usually makes the employee to get on the job straight with accurate speed as various procedures had been introduced during the orientation familiarization training. It reduces anxiety: One's anxiety is always high when a new job is to be started, through orientation, the anxiety is calmed as the employee would have gotten the hint of what and what will be the demand of his newly gotten job thereby reducing the stress. It reduces employee turnover: Employee's turnover or frequency of leaving the organization reduces when they felt a value placed on them during orientation training. It saves time for the supervisor and co-workers: An orientation properly done makes an employee better prepared for the job and lessen the labour of the supervisor monitoring so much. To set expectations and Attitudes: It makes the employees

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to know from the beginning, task expected from him and also knows the values of the company from inception which makes in a better and less problem prone worker[151].

Training and development have been classified under two broad heading: On the job training and off-the job-training. We should note that on-the-job training and off-the-job-training are classification terminology of training and development and not method per se. In-house/on-the-job-training is a kind of training that a worker is given from within the organization (internal training). Methods use for In-house/On-the-job training can be any of the following: Coaching: This is a model whereby an experienced member of staff helps trainees learn skills and procedures of carrying out their job roles by providing the learning employee and instructions or visual instructions or both for his learning. Mentoring: This is a process whereby each of the trainee is allocated to an expertise member of staff who serves as a guide or helper to the trainee. Though the word 'coach' and 'mentor' are always near to each other, but a mentor intensify and makes impact in the trainee than a coach. Job Rotation: This is when employees' role or task is changed within an organization to make them have the knowledge, skill of another area of the organization. He/she have to learn about his new task and through that be adequately trained.

Mentoring: "Mentoring is a reciprocal and collaborative at-will relationship that most often occurs between a senior and junior employee for the purpose of the mentee's growth, learning, and career development." Most times, the mentor and mentee are internal to an organization, and the purpose is always on achieving organizational goals, culture, career goals, advice on professional development, and work-life balance. Effective mentors often act as role models and sounding boards for their mentee and provide guidance to help them reach their goals. How well a mentee will be trained and improved depends largely on the

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mentor's approach and self-efficacy, how cordial the mentor-mentee relationship is and the quality of the mentor's supervision on the trainee.

External training is a type of training that is not carried out with-in the organization. It is usually the last steps out of the four steps to training and it can be ongoing till any point of an employee's career. It can come in form of sending an employee to a seminar to increase his knowledge either in a newly included method in operation of his task or to help further development in the organization. There are various types of skills/training around the world today, which are very vital in one way or the other on the improvement and productivity of the employee, some of these trainings are: Soft skills are identified to be very important in the employment circle which include but not limited to communication, team work, motivation, problem solving, enthusiasm and trust[152]. The term 'soft skills' refers to personal inbuilt abilities or traits and habits that are crucial in character relationships with other people. Soft skills are very vital to success in business. Any abnormality on any employee's soft skills can be costly to an organization and affects business outcome, workers behaviour, safety productivity, engagement and withdrawal. Those who may benefit from soft skills developments are individuals who have suffered incarceration for so long, school dropouts and any individual who is deficient in any soft skill ability.

Team training/Team Work refers to pulling together of interactive and interdependent behavioural process among people of the same targeted goal and outcome, Converting their interaction into output of members satisfaction and performance. The goal of Team training is to develop interrelationship among team members, which makes them to be intimate with each other and facilitates understanding and friendship which gives room for training in strong and corporate decision making, problem solving and non-permitance of ship

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wrecking attitudes in members of team. Almost all organizational fields benefit from team work and training, job field that optimally benefit from team work and training are fields like health, security, education and producing firms. These group of people have team work training very crucial to them. The Deloitte Millennial Survey, 2016 reported that among other finding, millennia's linked job satisfaction with high level of cross team collaboration, to make this achievable, there are five elements that must be put in place: Communication: This is the most important part of team work and it must be done in effective manner among team workers to consistently update each other and must never make assumptions that they have been informed and also, they must be good listeners as well. Delegation: Teams that work together understand he strength and weakness of each team members. The job of effective team work will be magnified when team leaders and members know the ability of everyone and assign an aspect of the training job to the right person. Efficiency: A strong team should be together to develop a system that allow them to join efficiently to perform and complete task in a timely manner. They will know their capability and the capability of the group as a whole and then organize the workload in accordance. Idea: When a teamwork collaborate well, team members are comfortable to bring ideas. A good team unit is always rich in idea which not only makes them innovative but also dynamic. Support: A workplaces that faces challenges, but have a strong team environment in place can act as a support mechanism for staff members. For a company that is into production business, training on quality is very important to their laboratory technicians so as to be perfect in the quality of products produced. They should be trained to know when items are under standard, standard and below standard which help them to eliminate substandard products coming out of the company.

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The International Organization for Standard (ISO) is the largest publisher of standards and quality in the world. The body is majorly formed to oversee and regulate business practices, manufacturing policies and quality. Therefore, quality training must cover these eight concrete areas: ISO 9000 - Quality Management: To remain vibrant in a competitive industry, ISO 9000 manages the quality standard. Quality standards guide companies and fortify them with the necessary tools that ensures their continuous and increase in customer demands target being met. ISO/IEC 27000 - Information Security Management Systems: Information is a very strong and vital force that the world cannot do without and therefore it is being threatened by different crime activities. The 27000 Category of Standards ensures the safety of information assets. ISO 14000 - Environmental Management: This is a type of quality training or guide that makes available the tools needed to make manufacturing firms responsible to their environment. These environmental quality standard use tools such as life cycle, audits, communication, environmental challenges. ISO 31000:2018: Risk Management: Today's business world is riddled with uncertainty. There is a different effect on economic performance, good will as well as security and environmental outcomes. They must have quality risk training so as to guide organization to be able to achieve objectives in an uncertain environment by being able to differentiate between opportunity and threats. ISO 50001:2018 – Energy Management: ISO 50002:2018 provides trainings to companies in carrying out an energy management system. ISO 26000:2010 – Social Responsibility: It gives the bedrock of how organizations can be involved in social responsibilities and to know how they can effectively take actions towards it. ISO 28000:2007 – Specification for Security Management System for the Supply Chain.

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Occupational Health and Safety: It provides a baseline for occupational operations so as to reduce injuries and diseases which have a negative impact on the economy and results into poor health, early retirement and paying of high insurance premium[153]. To fit into some jobs and some positions well, a professional training is very vital. Professional training is a type of training that update an employee alongside with his profession. Many organizations have suffered a lot of damages because they fail to train their employees on the law, rules, and etiquettes guiding their profession.

2.2 Theoretical Review and Framework

2.2.1 Goal Setting Theory

The goal-setting theory had been proposed by Edwin Locke in the year 1968[154]. This theory suggests that the individual goals established by an employee play an important role in motivating him for superior productivity. Five component of goal setting theory include clarity, challenge, commitment, feedback, and task complexity, this study adapted three which are clarity of goals, commitment and task complexity. According to goal setting theory, an employee performs better if the goals that guide work are clear, specific, and challenging rather than vague, ambiguous, and unchallenging[155,156,157]. The theory proposes that goals activate motivational mechanisms that stimulate performance. Four stimulating mechanisms are distinguished: direction, effort, perseverance, and strategy. Put simply, if you know better what is expected of you, the course of action you should take to accomplish the objective becomes clearer and the chances that you will reach the goal increase. This again enhances self-efficacy through positive reinforcement and roused commitment, which in turn benefits future effort and performance[158,159]. In addition, goal clarity supports employees in knowing what is expected of them and what behaviour is functional for goal

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achievement, lowering role ambiguity[160]. If belief in one's capacities is strong and role ambiguity is low, higher performance can be expected.

Skills required include the ability to engage employees in mutual goal setting, clarify role expectations and provide regular performance feedback. Time and energy will also need to be given to providing relevant performance incentives, managing processes, providing adequate resources and workplace training. It also advice that in order to drive the organization to peak performance managers and supervisors must put out front the human face of their organization. Principle here is the human-to-human interaction through providing individualized support and encouragement to each and every employee[161]. Employee productivity is a major multidimensional construct aimed to achieve results and has a strong link with planned goals of an organization. Productivity is the key multi character factor intended to attain outcomes which has a major connection with planned objectives of the organization.

Employees 'goals achievement in this theory is by creating of work environment attractive, comfortable, satisfactory and motivating to employees so as to give them a sense of pride and purpose in what they do. How training is designed and occupied affects not only how people feel, but also their work productivity, commitment to their employer, and the creation of new knowledge in the organization.

2.2.2 Componential Theory of Creativity

The Componential Theory of Creativity published a chapter proposing a componential theory of creativity in the workplace, which was partially based on the componential model of a social psychology of creativity formulated and tested earlier[162]. It represented one of the

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first comprehensive and grounded theories of employee creativity. This theory has been further tested, revised and updated since then. Essentially, the theory posits that there are three key components of creative performance: domain-relevant skills, creativity-relevant processes, and task motivation. The first component, domain-relevant skills, refers to factual knowledge and expertise in a given domain. The theorist has argued that domain-relevant skills tend to be affected by formal and informal education, and individuals' perceptual, cognitive, and motor abilities. The second component, which was initially called creativity-relevant skills but recently has been changed to creativity-relevant processes, includes explicit or tacit knowledge concerning the appropriate strategies for producing creative ideas, appropriate cognitive styles and work styles for creative idea production. It was reasoned that training in creative skills and strategies, experiences in creative activities, and possessing certain personality characteristics are likely to positively influence creativity-relevant processes. Subsequent empirical research on training for creative problem solving has indicated that training can help enhance employee's level of creativity.

The third component, task motivation, includes individuals' attitudes toward a task and their perceptions of his or her own motivation for working on the task. In general, an individual's motivation can be intrinsic or extrinsic in nature. It was proposed that intrinsic motivation should be defined as "any motivation that arises from the individual's positive reaction to qualities of the task itself; this reaction can be experienced as interest, involvement, curiosity, satisfaction, or positive challenge". On the other hand, extrinsic motivation can be defined as "any motivation that arises from sources outside of the task itself." This model premised that intrinsic motivation rather than extrinsic motivation was critical for creativity to occur, especially at the stage of discovering or defining a problem for which creative

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ideas or solutions need to be produced, and at the stage of actually coming up with creative ideas or solutions. There are at least two significant implications of the fact that task motivation is featured prominently in the componential model. First, it makes a powerful and convincing statement that individuals with great creative potential (e.g. domain-relevant knowledge and skills) may not actually produce creative ideas; they need to be willing to engage in creative activities in an intense and persistent manner. This emphasis on motivation represents a significant advancement from prior theorizing of the determinants of individual creativity.

Second, it sets the stage for researchers to identify contextual factors that enhance or constrain creative performance via promoting or diminishing intrinsic motivation. As such, the componential model of creativity is often considered an intrinsic motivation perspective of creativity. Much of the prior research using the intrinsic motivation perspective has identified creativity-relevant contextual factors that have been theorized to affect intrinsic motivation and subsequently creativity, and they have been premised on cognitive evaluation theory. Essentially, this line of research has argued that specific contextual factors positively or negatively influence individuals' intrinsic motivation, which, in turn, influences an individual's creativity. Thus, it is necessary to outline the key elements of cognitive evaluation theory here. According to cognitive evaluation theory, individuals will experience high levels of intrinsic motivation toward a task when they feel competent and self-determining on a given task. All contextual factors or conditions have two potential functions: informational or controlling. The relative salience of these two functions determines whether a contextual factor will have a positive or negative effect on individuals' levels of intrinsic motivation. When the informational aspect is salient,

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individuals perceive that they are being supported and encouraged to take initiatives and to try new things, with little external pressure to achieve certain things in prescribed ways. As a result, their intrinsic motivation tends to be maintained or enhanced and they are likely to exhibit high levels of creativity.

2.2.3 Human Capital Theory

Human capital was introduced in the 1950s and its analytical framework was developed mostly by academicians at Chicago School of Economics[163,164]. At that time, the term human capital was severely criticized by some liberal academicians due to its negative connotations with slavery. These authors proposed a remarkably simple explanation of personal income. The idea is that individuals can gain skills (human capital) that will make them more productive. This enhanced productivity then leads to greater income. The main accomplishment of human capital theory was to make this vision consistent with the rest of neoclassical theory[165]. Human capital theory is of the view that education is an investment in man and its consequences are in form of capital. Human capital is defined as "productive wealth embodied in labour, skills and knowledge" and it refers to any stock of knowledge or the innate/acquired characteristics a person has that contributes to his or her economic productivity. In essence, HCT suggests that education increases the productivity and earnings of individuals; therefore, education is an investment. In fact, this investment is not only crucial for individuals but it is also the key to the economic growth of a country. As Alfred Marshall put it, "The most valuable of all capital is that invested in human beings"

The metaphor of human capital was quickly embraced by economists, and those outside the profession also perceived it as new way of thinking about education being advocated by a

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social science that had previously given little systematic attention to the phenomenon. Human capital theorists claim that education enhances a person's skills and it leads to a higher productivity level in the workplace, which in turn will bring a higher wage to the person. The theory suggests that the education levels of individuals indicate their certain innate characters such as their propensity to be intelligent, their dedication, time management skills, and ability to follow instructions. In practice, it enables employers to sort out and reassess job applicants once more before their recruitments. In this assessment and selection process, the applicants signal their desirable, but unobservable skills via their academic credentials whereas the firms screen and identify them by the help of the same academic credentials. Therefore, the firms require a minimum level of schooling from the applicants to screen them out. The first is that schooling may reflect higher productivity without causing it, because education is not the source but the signal of higher productivity of educated people since schools identify the able and committed individuals and eliminates the less able ones in the process. The second is that due to imperfect information in the labour market, the education level of a person is simply taken as a proof of his or her higher ability to produce whereas in fact there is not necessarily a correlation between education and productivity. It follows the conclusion that education may increase a person's wage without increasing his or her productivity per se.

Another tenet of HCT is related to the impact of education on national economic growth. To the theory, education will not only increase the wages of educated employees but also it will generate higher productivity, lower unemployment, and greater social mobility, what are called positive externalities: the impact of education on aggregate output is greater than the aggregation of the individual impacts. In other words, the average incomes of educated

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persons will rise, however, if there are positive externalities to education, national average incomes should rise even more than the sum of individual incomes. Human capital theory stresses the significance of education and training as the key to participation in the new global economy. Human capital theory emphasizes how education increases the productivity and efficiency of workers by increasing the level of cognitive stock of economically productive human capability, which is a product of innate abilities and investment in human beings. The provision of formal education is seen as a productive investment in human capital, which the proponents of the theory have considered as equally or even more equally worthwhile than that of physical capital.

However, contrary to this assumption, it is well documented that education can increase private returns but not social returns. Therefore, the impacts of education may differ at the individual level and the national level, what is called the micro–macro paradox. There is no shortage of examples for this paradox. In that regard, no strong evidence for the claim that investing in human capital necessarily produces economic growth. Based on the significance of education, the concept of human capital has been brought to the forefront of many discourses in the field of economic growth and development. Studies have shown that improvements in education accelerate productivity and contribute to the development of technology, thus improving human capital. There are several ways of modelling how the huge expansion of education accelerated economic growth and development. The first is to view education as an investment in human capital. A different view of the role of education in the economic success is that education has positive externalities; educate part of the community and the whole of it benefits. The idea that education generates positive externalities is by no means new. Many of the classical economists argued strongly for

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government's active support of education on the grounds of the positive externalities that society would gain from a more educated labour force and populace. In order to enhance human development in the general society, it is necessary to apply the theory of human capital to educational systems. By such means, productivity is enhanced and sustained based on an increased and diversified labour force.

Direct economic returns to investment, in terms of the balance between the opportunity costs of resources and the expected future benefits; Indirect economic returns, in terms of external benefits affecting other members of society; The private demand for education and other factors determining individual demand for education; The geographical and social distribution of educational opportunities; The distribution of financial benefits and burdens of education. Education plays a great and significant role in the economy of a nation; thus, educational expenditures are found to constitute a form of investment. This augments individual's human capital and leads to greater output for society and enhanced earnings for the individual worker. It increases their chances of employment in the labor market, and allows them to reap pecuniary and non-pecuniary returns and gives them opportunities for job mobility. Education is a source of economic growth and development only if it is anti-traditional to the extent that it liberates, stimulates, and informs the individual and teaches him how and why to make demands.

One of the critics of this theory argues that "human capital theory lacks realism in at least four areas. First, human capital theory uses a closed analytical system and independent variables but neither external effects nor co-dependence can be eliminated from the problems it addresses. Second, a linear theory is applied to material that is non-homogeneous in space and time. Third, human capital theory unifies two heterogeneous

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domains, education and work, as if they are a single domain. Fourth, it eliminates other possible explanations of education/work relations, of which there are many." It has been proven that the human capital theory and educational systems work beautifully for the development of individuals and nations, especially developing nations. However, there are implications involved, especially in relation to the differences in policies and expenditures in education. The human capital theory emphasizes the need for policy makers to allocate significant resources to the expansion of educational systems. While some governments may be reluctant to invest in education, the positive returns from this investment will significantly outweigh the costs. Many of the developing nations have thus realized that the principal mechanism for developing human knowledge is the education system. Thus, they invest huge sums of money on education, not only as an attempt to impact knowledge and skills to individuals, but also to impart values, ideas, attitudes and aspirations which may be in the nation's best developmental interest.

This study supports this theory (HCT), in that training are part of ways human development can be achieved. During training which is a learning process, constant practice in the operation of relevant machines and equipment will be of good use to competency and mastering of the whole process thereby increasing a sharp and faster skill which will in turn increase the employee performance in his/her workplace. The authors' redefinition of education as investment in human capital, and hypotheses about the relationship between human capital accumulation and aggregate growth, formed the basis for arguments that the training of employee in an organization will influence their productivity.

2.3 Empirical Review

2.3.1 Employee Creativity and Job Productivity

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In an empirical study of analyzing 150 professional employees in six business corporations in South Korea, a researcher found a significant positive relationship between knowledge sharing and a total of eight areas of work performance: competitiveness, ability of forecasting and decision making, quality of customer services, customer satisfaction, organizational innovation, quality of products, work processes, and work productivity[166]. Based on the analysis of 212 local government employees in South Korea, a scholar also confirmed that knowledge sharing improved work performance of individual employees. The authors found that the creation and accumulation of knowledge positively impacted the dissemination and utilization of transmitted knowledge, which in turn improved work performance. In a similar study based on local government employees in South Korea, a scholar agreed that communicating and sharing important knowledge positively affects individual work performance measured by excellence, the familiarity with work, the frequency of compliments from supervisors, the number of citizen complaints, and problem solving capability. The degree to which knowledge sharing affects work performance relies on mutual trust between individuals involved in the creation, transmission, and application of new knowledge. In particular, sharing tacit knowledge requires a higher level of trust between individuals, as they tend to misunderstand and take advantage of the lack of clarity of the knowledge. Thus, mutual trust between individuals involved in knowledge sharing is critical for work performance.

A study investigated the impact of motivational factors on the job productivity of librarians working in HEC-recognized university libraries in Pakistan[167]. A survey research method followed by predictive correlational design was applied to test the constructed hypotheses in this study. The population of the study was library professionals working in the university

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libraries of Lahore, Pakistan. There were 13 public sector universities and 21 private sector universities. The census sampling technique was used to collect data from the respondents of the 34 universities. Data were collected with the help of a questionnaire. Out of 225 respondents, 189 completed questionnaires were received. Hence, the response rate was 84%. The gathered data were analysed through SPSS software. Descriptive and inferential statistical tests were applied to find out the impact of motivational and behavioural factors on the job outcomes of information professionals. The findings of the study showed that different types of motivation influenced information professionals to carry out innovative and value-added services in the workplace. Rewards, a sense of honour, an amicable work environment, and autonomy were the key categories of motivation that encouraged information professionals to undertake efficient job performance. Recommendations provided through a framework based on the findings of the study will prove to be a benchmark for policymakers, human resource managers, and heads of institutions in order to formulate such techniques that might motivate information professionals for the implementation of user-centric services.

Scholars explored the mediating role of employee creativity in the relationship between intrinsic motivation and job performance[168]. The cross-sectional research design was adopted, and data were collected from 346 full-time employees working in the retail industry in India through an online survey. Analysis of a Moment Structures (AMOS) software was used to test the validity of the hypothesized model, and PROCESS macro was used to test the mediation of employee creativity. The findings showed that intrinsic motivation impacted both job performance and employee creativity. Furthermore, employee creativity impacted the employees' job performance. The key finding of the study is the

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partial mediation of employee creativity in the intrinsic motivation–job performance relationship.

The relationship between creativity and performance of employees in the Municipal of Khorramabad was investigated[169]. The study population included all staff Municipal agencies in Khorramabad, the number of 590 people of which 233 people (22 women and 211 men) were randomly selected for the sample. To analyse the data descriptive Distribution of frequencies and percentages and histogram, mean and standard deviation for options to respond to questions on the questionnaire (low, medium, high) was used. And for inferential analysis acclaimed a multi-variable regression, SPSS was considered. Results showed that positive and significant correlation between creativity and job performance are Municipal agencies. The relationship between creativity and job performance only variable component of the initiative was not significant and the correlation coefficient for the two variables was observed. Multivariate regression analysis of the predictor variables creativity to improve job performance, showed that the only variable "fluidity" reliable predictor of job performance and other variables (flexibility, innovation and expansion) were removed from the equation. Overall, the results show that the relationship between creativity and job performance, the relationship is very weak and components of creativity to improve employee performance are not strong predictors.

A study examined the relationship between the different forms of employee participation in creative-relevant process and employee creativity[170]. In addition, creative self-efficacy has demonstrated a relationship with creativity among employees. Underpinned by the Social Cognitive Theory, this study further examined the effect of creative self-efficacy on employee creativity and as a moderator for the relationship between creative-relevant

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process and employee creativity. We employed a quantitative approach by distributing questionnaires to employees who are working in public/private service sectors in Malaysia and 250 employees had responded. The study hypotheses were tested using PLS structural equation modelling. The results of the study showed that there is (a) a significant relationship between full-autonomous and consultative participation in the creative-relevant process; (b) a non-significant relationship between semi-autonomous and creative-relevant process; (c) a significant relationship between creative-relevant process and employee creativity; (d) a significant relationship between creative self-efficacy and employee creativity, and (e) a non-significant moderated relationship of creative self-efficacy. This study adds to the body of knowledge on the importance of examining the different forms of employee participation and enforcing continuous training in creative-relevant process in order to develop employee creativity.

A study measured employees' satisfaction and creativity[171]. The subject population in this study includes employees at the centre and departments located at Bina Nusantara University. The research applied purposive sampling. The instrument of this study is based on the scale, which consists of two questionnaires to measure job satisfaction and creativity. Based on data processing, this research resulted in good job satisfaction. Participants of this study were 67 employees (20 males, 47 females, M age=38 years) from Bina Nusantara University Jakarta through purposive sampling technique. The results showed that the employee satisfaction has contributed to creativity 48.1% and the remaining 51.9% by other factors to satisfaction. The conclusions of the study indicated that employees have a high creativity because of the influence of employee satisfaction special in relationships with colleagues and working conditions. The highest creativity aspect of employees is expertise,

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where employees perform the expertise in their respective fields. Job satisfaction contributes a good effect that is equal to 48.1% towards employee creativity.

A study examines a particular set of influences on the creativity of individual researchers at an Ethiopian agricultural research institute[172]. One set of influences is "work orientations," and the others are "domain-relevant skills" and "creativity-relevant processes." The study posits that another important influence, intrinsic motivation, is a mediating influence between these factors and creativity. The study moves beyond past research by examining the influences together in a structural equation model. The data were collected from 307 researchers working with an agricultural research institute in different centres in Ethiopia. Partial Least Squares (PLS) path modelling, SmartPLS3, was used to empirically test the proposed hypotheses. The findings suggested the significantly positive direct effects of creativity-relevant processes, career orientation, and calling orientation on employees' creativity. Moreover, the results of mediating effects showed significant indirect effects of domain-relevant skills, creativity-relevant processes, career orientation, and job orientation via intrinsic motivation on enhancing employees' creativity. However, the results did not confirm the direct effects of domain-relevant skills and job orientation on employees' creativity. In addition, the results did not confirm the hypothesis that the mediator, intrinsic motivation, had a statistically significant effect on the relationship between job orientation and employees' creativity. Finally, for managers and decision-makers who prioritize employees' creativity, these findings will deepen their understanding of the holistic role of intrinsic motivation in nurturing employees' creativity.

The relationship between employee engagement and job performance was investigated, likewise to test whether creativity mediates the relationship between engagement and job

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performance[173]. Job performance is the result of contributions made by employees to the company. Previous research found that employee engagement and creativity were the strongest predictors of job performance. Therefore, the research test whether creativity is a mediator variable of the two constructs. The sample in this study amounted to 96 banking employees in Sumenep Regency using the snowball sampling method in data collection. The results of the model equation test show that employee engagement has no significant effect on job performance. Employee engagement has a significant effect on creativity. Creativity has a significant effect on job performance. In addition, creativity as a mediator variable has a significant effect on the relationship between employee engagement and job performance. Employee engagement is not directly related to job performance but is mediated by creativity. The managerial implication of the results of this study is that banking companies can review the factors that can hinder or reduce their employee engagement to maintain the employee's job performance.

2.3.2 Organisational Training and Job Productivity

A study conducted on the Impact of Training on job productivity in a Selected Apparel Sector Organization in Sri Lanka with a sample size of 60 machine operators[174]. The results of empirical study discovered that training has a positive impact on performance of operational level employees at the selected apparel organization. The result of regression analysis indicates that there is a significant positive impact of training content and operational factors on employee performance. Upgrading the training content and identifying the training requirements specifically with a proper training duration are some of the recommendations that the researchers are suggesting for improving employee performance. This study is related to the present work as they both study training and

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employee performance. They differ in that as the present work studied administrative staff in State-owned polytechnic, while the study conducted above looked at machine operators apparel sector organization.

Impact of Training and Development on the Productivity - A Comparative Study on Select Banks in Sultanate of Oman is another related study conducted using 75 respondent of bank employees at different managerial cadre from four commercial banks involving both public and private sector organizations[175]. The public sector banks include National Bank of Oman (NBO) and Oman Arab Bank and the private sector banks include Bank Muscat and HSBC Bank. Findings in the research study indicate that there exists a strong correlation between Training and Development practices and Employee Performance in the select banking organizations. This infers that there exists a positive relationship in between Training and Development practices and Employee Performance. Organizations which invest in their employee skills by way of Training and Development activities will certainly reap the profits through employee productivity. The link between the study and the present work is that they both study training and performance of employees though using another area of scope.

Furthermore, reviewing research on the Impact of Employee Training on Organizational Performance[176]. A Study of Selected Insurance Firms in Abuja-Nigeria. Questionnaire was administered to population sample of one hundred and twenty (120) employees. Hypothesis formulated for the study were analyzed using test statistical technique to determine the relationship that exist between employee training and organizational performance are aware of and are involved in the training programmes, some employees think otherwise. It was clear that training programmes in the insurance industry focuses on employees' career and

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job. Most of the employees indicated that training programmes in the insurance industry are not frequent. Thus, for training programmes to strongly impact on organizational performance therefore training must be frequently and strategically organized. It was also observed that there is a considerable effect of employee training on organizational performance due to increase on productivities, job effectiveness and innovation. The direct correlation was reported between training and improvement in organizational performance indicators such as sales, market share, numbers of customers, customer services and new ideas on how to manage issues and claims. The study reveals that employee training leads to an increase in employee job effectiveness which means job accuracy, good work, safety practices and quality customer services. This finding is in agreement with the finding of that training has a big influence on performance with attitude, job satisfaction and service delivery. This study is related to the present work, they studied training and performance and also agreed that training has a positive influence on employee performance in other to improve employee responsiveness, service quality and productivity.

In another similar study, the influence of training and development, employee performance on job satisfaction among the staff of School of Technology Management and Logistics (STML) was explored[177]. The purpose of this research paper is to identify the influence of training & development program and employee performance on job satisfaction among university academic and administrative staff in STML. The quantitative analysis method of a primary source was utilized to collect the data from 81 staff respondents. Responses retrieved were 81. 73 responses were accepted and used for data analysis. The context of this study is in Universiti Utara Malaysia, Sintok, Kedah (UUM) in the northern region of Malaysia. Seven Likert scales were used to measure the degree of training & development

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and employee performance on job satisfaction. (SPSS) 20.0 was utilized to analyse the collected data. The result found that training & development and employee performance positively influence on job satisfaction, and there is a significant relationship between training & development, employee performance, and job satisfaction. It also established that training & development and employee performance is an efficient and supportive strategic to organization and employee success. This paper presents significant theoretical contribution for academic knowledge purpose and managerial contributions for practitioners.

In another similar study conducted to assess the computer skills needed by secretaries in colleges of education in northwest Nigeria for effective work performance[100]. The study adopted the descriptive survey design. Six research questions were raised to guide the study and two null hypotheses was tested at 0.05 level of significance. The entire population of 252 supervisors of secretaries in colleges of education in North west Nigeria was used for the study. The findings of the study revealed that secretaries in colleges of education in Nigeria required requisite computer skills for effective work performance. Conclusions were drawn and it was recommended amongst others, that secretaries in colleges of education should attend periodic training and retraining programmes on professional competencies in order to have current knowledge and competencies to utilize and manage new office technologies in their work places.

In a study conducted with the aim to find out the effect of motivation on employee performance of National Bank of Kenya[178]. In respect to this, the key factor influencing motivation specifically training, reward systems; performance appraisals and work-life balance were analysed. The target population comprised of the management officials and subordinate officials totalling to 124. Stratified random sampling was adopted to select a

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sample size of 95 respondents. Questionnaires were used as the main data collection instrument with which were personally administered by the researcher. Data analysis was done using descriptive and inferential statistics aided with SPSS Version 21. Descriptive statistics, involved mean, standard deviation, frequency distribution and percentages while for inferential statistics involved bivariate correlation and Multi regression analysis. The study findings would assist human resource managers, employees of NBK, scholars, policy makers and other relevant decision makers to establish mechanisms of how to deal with the motivation of employees to improve performance and its effects. The study adopted descriptive design. The study found out that motivation had a statistically significant influence on employee performance at the National Bank of Kenya.

In another study conducted with the aim to examine the effects of training and job promotion on work motivation and their implications on employee job performance[179]. The study is accomplished in the Environment of the South Lampung Regency National Education Office on 215 respondents. The research design uses a quantitative survey method and data analysis is based on the structural equation model (SEM) with Amos 24. The results of the study show that (a) training and promotion had a positive and significant effect on work motivation, (b) training, promotion and work motivation had a positive and significant effect on job performance but (c) work motivation did not play any significant role in mediating the effect of training and job promotion for job performance. While job promotion had a more dominant direct effect than training in improving employee job performance, efforts to improve employee job performance will be more productive by providing job promotions to employees. Another effort is to provide opportunities for

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employees to attend training regularly. With job promotion and training, work motivation will increase, and the impact is that employee job performance will increase.

Effects of Training on Employee Performance - A Study on Banking Sector, Tangail Bangladesh was researched in which Training (employee engagement, motivation and job satisfaction) considered as independent variable whereas dependent variable 'Employee Performance'[180]. Data for the paper have been collected through primary source that are from questionnaires surveys. The statistical sample of this study at Banking Sector which covers 150 employees of 14 banks located on Tangail District. A survey of 150 employees via self-administrated questionnaire with the help of stratified sampling technique is conducted with the response rate of almost 75%. The data have been checked through statistical software SPSS 20 to perform Descriptive analysis, T-test, Correlation, and Regression analysis. Four Hypotheses are developed to see the effects of all the independent variables on the overall Employee Performance. The findings were presented using tables and figures. On the role of training the study showed that general training enhances employee engagement, employee motivation and job satisfaction. The Hypotheses showed that all these had significant effects on Employee Performance. That means, this research found that strong relationship exists between employee training and employees' performance. The results reveal that the more the employee gets training, the more efficient their level of performance would be.

The Impact of Training and Development on Employees Performance and Productivity: A case Study of Jordanian Private Sector transportation companies located in the Southern region of Jordan was investigated[181]. A particular reference is made to the Govern ate of Maan". A quantitative approach is used Relevant data was collected through structured

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questionnaire. Subjects for the study consisted of 254 employees which constituted 60% of the total target population of 420 people. 254 structured questionnaires were distributed to employees on job location, 212 questionnaires were returned and only 188 were suitable for statistical analysis. SPSS version 16 has been used to for data analysis. Both descriptive and inferential statistics were used for data analysis. For this purpose, frequency tables, percentages, means and standard deviations were computed and substantively interpreted. Inferential statistics like Pearson product moment correlation coefficient (r) and linear regression were used to determine if there is a significant positive relationship existed between the independent variables (training and development) and dependent variables (performance and productivity). The findings indicated that training and development were positively correlated and claimed statistically significant relationship with employee performance and productivity. Analysis and interpretations were made at 0.05 level of significance. The study concluded that training and development have important impact on employee performance and productivity.

In the same vein, a study examined the effectiveness of the training programs on employee's performance: An empirical study at private sector companies in Saudi Arabia[182]. The researcher designed and distributed 250 questionnaire forms where he retrieved 230 forms and excluded 30 forms due to the lack of information which means overall sample is 200. The result indicated that all the variables are positively correlated to each other also the total average value for domain reality of training was 3.47 which fall in the range of Likert scale between (3.41- 4.20), which also reflect the respondents agree with private sector companies provide effective training programs matching up with their expectations however there are some respondents disagreed about the comprehensiveness of training material and

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trainer motivate their trainees. The total average value for domain role of training programs for improving the employee's performance was 3.37 which fall in the range of Likert scale between (2.61- 3.40), which also reflect the respondents were neutral about the role of training programs for improving the employee's performance at private sector companies in KSA however some respondents agreed about the training programs improve their skills and knowledge and assist them to solve their problems. The Chi square calculation for the reality of training was (167.2) at the level of significance (0.00) less than (0.05) which reflects a significant difference in the respondent's point of view about the reality of training at private sector at KSA also Chi-Square result for employee's performance was (9.88) at the level of significance (0.00) less than (0.05) which reflect a significant differences in the respondent's point of view about the reality of performance at Saudi Arabia's private sector. Pearson correlation coefficient value was (0.819), which indicate a positive significant relationship between the training programs and employee's performance in private sector companies at KSA. Training is very important for employee's performance in acquiring competencies and help organization to retain its employees through satisfaction and motivation. Globally day by day the world is modernizing and moving rapidly which is creating many challenges for the organizations. Training can overcome and make an employee's capabilities more efficient which also contributes in the efficiency of the company.

A study examines the influence of training and learning on employees' productivity[183]. Training and Learning plays vital roles on employees' productivity and performance. The success or survival of employees or organization in the 21st century is dependent on their level of learning to acquire the relevant knowledge and skills to be able to compete or

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engage productively in the market. Employees must be updated on trending technologies and digital literacy skills to enhance innovations and creativity at work. Learning provides employees with the opportunity to become a force in the competitive market and to contribute immensely to the profitability of the organizations they work for. The study is a descriptive study, and data were collected through structured questionnaires administered to 440 respondents drawn from the service sector in Pakistan. The collected data were analysed using descriptive statistics while regression analysis in SPSS was used to analyse the impact of the variables. The findings of the study show that the learning has a significant impact on employees' productivity. The result shows that there is a positive relationship between learning and increased productivity of employees. Thus, the more employees are exposed to learning and relearning, the better their productivity. Therefore, organizations must put measures in place to enhance employees' professional development and training to boot their proficiency and performance.

A study focuses on the impact of training and development on employee performance at ESCON[184]. Training and development is a critical process, which seeks to improve the performance of workers in the organisation. In order to form competent committees, employees' relevant expertise and intellectual capacity needs to be improved. Some of the projects executed by ESCON fail at an embryonic stage owing to the fact that tenders are awarded to the lowest priced contractor. Moreover, the ineffectiveness of training and development of employees in the organisation reduces the organisation's productivity, as organisations depend on having people with the right skills, attitudes and capabilities in order to reach goals effectively. A random sampling method was used to select participants for this study, which adopted a quantitative approach. Accordingly, data was collected using

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a questionnaire. The study was limited to employees of ESCON. Subsequently, the findings revealed that working conditions and a lack of resources affect the training and development of employees. It is recommended that certain areas be improved, that is, management support, the provision of feedback to employees and the conducting of employee training on a continuous basis. The findings show that this would improve employee performance in the organisation.

2.4 Conceptual Framework

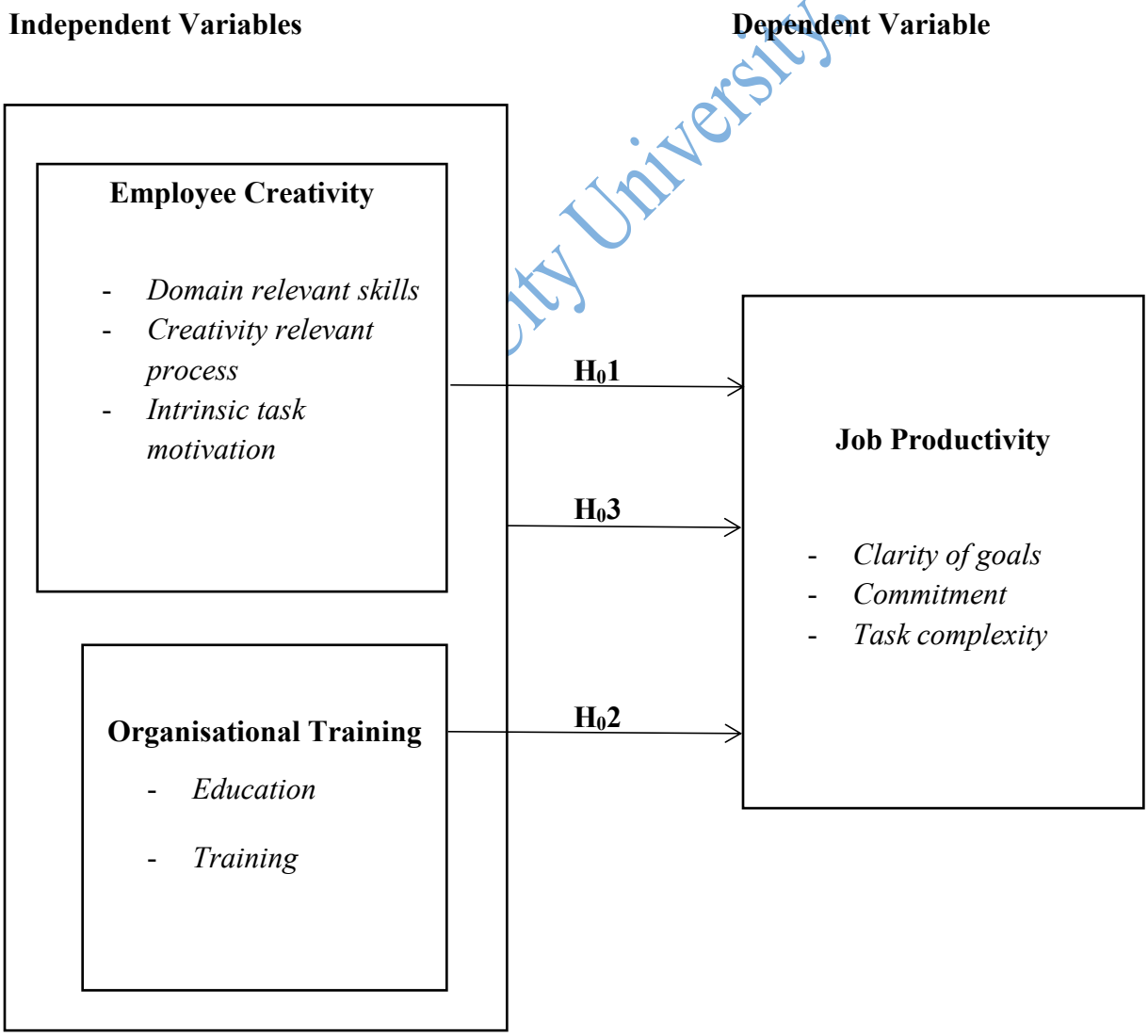

Figure 2.1: Conceptual Model

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Source: Researcher's work, 2023

According to the conceptual model of the study, the dependent variable of this study is job productivity. Job Productivity in the context of this study will be measured using Goal Setting Theory. The job productivity (dependent variable) has three measures relevant for this study which includes: clarity of goals, commitment and task complexity of administrative staff[154]. The independent variables are employee creativity and organizational training; employee creativity is measured with domain relevant skills, creativity relevant process, and intrinsic task motivation adapted from Componential Theory of Creativity (AMABILE), while organizational training has two measures adopted from Human Capital Theory, these measures are education and training[162,164]. The selection of the model is based on the belief that, the quality of both inputs invariably affects the quality of output in the case of job productivity of administrative staff of Ogun State Polytechnics. The conceptual model illustrates the combine influence of employee creativity and organizational training on job productivity of administrative staff of Ogun State Polytechnics. With these variables, this study will identify the influence of employee creativity on job productivity of administrative staff in hypothesis one, influence of organizational training on job productivity of administrative staff in hypothesis two, and the combine influence of the two independent variables (employee creativity and organizational training) of administrative staff in hypothesis three, where recommendations that will improve the job productivity administrative staff will be drawn.

2.5 Summary of Reviewed Literature

This chapter has reviewed related literature relevant to this research work. Literature reviewed on the concept of administrative staff productivity, explored its meaning and

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discussed empirical findings on administrative staff from series of tertiary institutions within and outside Nigeria. The review of literature on productivity of administrative staff showed that effectiveness and efficiency were strong components of administrative staff. This has been augmented because of the requirement to deal with today's different administrative and innovative challenges. Review of literature on administrative staff productivity in this study has revealed paucity studies on administrative staff productivity in tertiary institutions in Nigeria. Literatures reviewed in this study indicate that employee creativity have a strong influence on various components of administrative staff productivity. Unfortunately, many academic managers treat their administrative staff as ordinary civil servant which has led to decay in our information management work. Staff are not adequately empowered, non-availability of ICT facilities, staff are left alone for capacity building and further training.

A study investigated the impact of motivational factors on the job productivity of librarians working in HEC-recognized university libraries in Pakistan[167]. A survey research method followed by predictive correlational design was applied to test the constructed hypotheses in this study. The population of the study was library professionals working in the university libraries of Lahore, Pakistan. There were 13 public sector universities and 21 private sector universities. The census sampling technique was used to collect data from the respondents of the 34 universities. Data were collected with the help of a questionnaire. Out of 225 respondents, 189 completed questionnaires were received. Hence, the response rate was 84%. The gathered data were analyzed through SPSS software. Descriptive and inferential statistical tests were applied to find out the impact of motivational and behavioral factors on the job outcomes of information professionals. The findings of the study showed that

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different types of motivation influenced information professionals to carry out innovative and value-added services in the workplace. Rewards, a sense of honor, an amicable work environment, and autonomy were the key categories of motivation that encouraged information professionals to undertake efficient job performance. Recommendations provided through a framework based on the findings of the study will prove to be a benchmark for policymakers, human resource managers, and heads of institutions in order to formulate such techniques that might motivate information professionals for the implementation of user-centric services.

Scholars explored the mediating role of employee creativity in the relationship between intrinsic motivation and job performance[168]. The cross-sectional research design was adopted, and data were collected from 346 full-time employees working in the retail industry in India through an online survey. Analysis of a Moment Structures (AMOS) software was used to test the validity of the hypothesized model, and PROCESS macro was used to test the mediation of employee creativity. The findings showed that intrinsic motivation impacted both job performance and employee creativity. Furthermore, employee creativity impacted the employees' job performance. The key finding of the study is the partial mediation of employee creativity in the intrinsic motivation–job performance relationship.

The Impact of Training and Development on Employees Performance and Productivity: A case Study of Jordanian Private Sector transportation companies located in the Southern region of Jordan was investigated[181]. A particular reference is made to the Govern ate of Maan". A quantitative approach is used Relevant data was collected through structured questionnaire. Subjects for the study consisted of 254 employees which constituted 60% of

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the total target population of 420 people. 254 structured questionnaires were distributed to employees on job location, 212 questionnaires were returned and only 188 were suitable for statistical analysis. SPSS version 16 has been used to for data analysis. Both descriptive and inferential statistics were used for data analysis. For this purpose, frequency tables, percentages, means and standard deviations were computed and substantively interpreted. Inferential statistics like Pearson product moment correlation coefficient (r) and linear regression were used to determine if there is a significant positive relationship existed between the independent variables (training and development) and dependent variables (performance and productivity). The findings indicated that training and development were positively correlated and claimed statistically significant relationship with employee performance and productivity. Analysis and interpretations were made at 0.05 level of significance. The study concluded that training and development have important impact on employee performance and productivity.

In the same vein, a study examined the effectiveness of the training programs on employee's performance: An empirical study at private sector companies in Saudi Arabia[182]. The researcher designed and distributed 250 questionnaire forms where he retrieved 230 forms and excluded 30 forms due to the lack of information which means overall sample is 200. The result indicated that all the variables are positively correlated to each other also the total average value for domain reality of training, which also reflect the respondents agree with private sector companies provide effective training programs matching up with their expectations however there are some respondents disagreed about the comprehensiveness of training material and trainer motivate their trainees. The total average value for domain role of training programs for improving the employee's performance was 3.37 which fall in the

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range of Likert scale between (2.61- 3.40), which also reflect the respondents were neutral about the role of training programs for improving the employee's performance at private sector companies in KSA however some respondents agreed about the training programs improve their skills and knowledge and assist them to solve their problems. The Chi square calculation for the reality of training was (167.2) at the level of significance (0.00) less than (0.05) which reflects a significant difference in the respondent's point of view about the reality of training at private sector at KSA also Chi-Square result for employee's performance was (9.88) at the level of significance (0.00) less than (0.05) which reflect a significant differences in the respondent's point of view about the reality of performance at Saudi Arabia's private sector. Pearson correlation coefficient value was (0.819), which indicate a positive significant relationship between the training programs and employee's performance in private sector companies at KSA. Training is very important for employee's performance in acquiring competencies and help organization to retain its employees through satisfaction and motivation. Globally day by day the world is modernizing and moving rapidly which is creating many challenges for the organizations. Training can overcome and make an employee's capabilities more efficient which also contributes in the efficiency of the company. However, literature on the independent variables (employee creativity, organizational training) and the dependent variable (administrative staff productivity) were not covered. Therefore, this serves as the gap this study covered.

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Chapter Three

Methodology

This chapter presents the methodology used in this study. It includes the research design strategies employed, population, sample, data collection and operation of variables.

3.1 Research Design

This study adopted a research survey design using a descriptive approach. The design is considered suitable for the study because of the underlying assumption that the variables of the study have occurred and as such they cannot be manipulated, the design was used to investigate employee creativity, organisational training and productivity of administrative staff of Ogun state Polytechnics.

3.2 Population of the Study

The population of the study focused on the three selected State-owned Polytechnics in Ogun state. There are five (5) State Polytechnics in Ogun State. The selected three are Ogun State Institute of Technology, Igbesa, Moshood Abiola Polytechnic, Abeokuta and DS Adegbenro ICT Polytechnic, Itori, Ewekoro. Therefore, the population of this study comprised all the administrative staff in the selected State-owned Polytechnics under study in Ogun state. The total numbers of these administrative staff consist of 415 employees of the following Polytechnics:

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Table 3.1: Population of the study

S/N	State-owned Polytechnics in Ogun State	Study Population
1.	Ogun State Institute of Technology, Igbesa.	71
2.	Moshood Abiola Polytechnic, Abeokuta.	250
3.	DS Adegbenro ICT Polytechnic, Itori, Ewekoro.	94
	Total	**415**

Source: Researcher's work, 2023

3.3 Sample and Sampling Techniques

An ideal sample was needed to reduce the cost of sample error and to truly represent the population. Therefore, in determining the sample size, scientific approach (Krejcie and Morgan, 1970) was used for this research being a generalised scientific guideline for determining the sample size. The application of Krejcie and Morgan (1970) model require no calculation because they have developed a table for selecting an appropriate sample size. Therefore, based on Krejcie Scentific table, the above population 415 has an appropraite sample size of 201 Administrative staff. The study drew samples from three State Owned Polytechnics in Ogun state. The State-owned Polytechnics considered by the study are: DS Adegbenro ICT Polytechnic, Itori, Moshood Abiola Polytechnic, Abeokuta and Ogun State Institute of Technology, Igbesa, all in Ogun State.

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Table 3.2: Table for determining sample size of a known population.

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	302
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	**420**	**201**	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	100000	384

Note: N is population size. S is sample size

Source: Krejcie and Morgan (1970) Sample Size Determinant

The 201 copies of the questionnaire was distributed in the three institutions using random sampling where all the respondents have the equal chance to be used for the study.

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Table 3.3: Sample size distributions of administrative staff in each State-owned Polytechnics in Ogun State

S/N	Public Polytechnics	Study Population	% of total population	Sample size for each study population
1.	Ogun State Institute of Technology, Igbesa	71	71/415 x 100 = 17.1%	$\frac{17.1\ X\ 201}{100} = 34$
2.	Moshood Abiola Polytechnic, Abeokuta	250	250/415 x 100 = 60.2%	$\frac{60.2\ X\ 201}{100} = 121$
3.	DS Adegbenro ICT Polytechnic, Itori, Ewekoro	94	94/415 x 100 = 22.7%	$\frac{22.7\ X\ 201}{100} = 46$
	Total	**415**	**100%**	**201**

Source: Researcher's work, 2023

3.4 Description of Research Instruments

The instrument used to gather data from the respondents was a structured questionnaire. The instrument was tagged Employee Creativity, Organizational Training and Job Productivity (ECOTJoP) Scale. It was used because it analysed the responses easily in order to achieve the study's objective. The questionnaire was designed on a four-point Likert scale which allows the researcher in listing options where respondents choose from. The questionnaire was used for data collection on the variables under study - employee creativity, organisational training and job productivity of administrative staff of Ogun state polytechnics.

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Section A: This section was developed by the researcher to collect demographic information of respondents and these contains Bio – data of Respondents measured through five factors; Gender, Age, Educational Qualification, and Year of Experience.

Section B: Job Productivity scale which indicates how productivity the administrative staff are, the scale is of four point which are: Very High Extent = 4, High Extent = 3, Low Extent = 2, Very Low Extent = 1. The research instrument was divided into various sections which was designed to elicit responses on the topic under review. The research instrument consisting of 13-items was adapted from the literatures[2,3]. Cronbach Alpha was reported. Examples of statement are: I managed to plan my work so that I finish it on time, I came up with creative solutions to new problems, Tasks in my work require an extensive and demanding search for a solution, etc.

Section C: Employee creativity scale which indicates how creative the administrative staff are consist of 19-items adapted from the literature[4]. The scale is also of four-point which are: Very High (VH) = 4, High (H) = 3, Low (L) = 2, Very Low (VL) = 1**.** Cronbach Alpha was reported. Examples of statement include: Identify and present problematic administrative situations, Ability to create new and unique ideas to ease administrative job, there is ambition and enthusiasm to learn more, etc.

Section D: Organisational training scale consist of 10-items adapted from the literature[5]. This scale used a four-point response which is: Strongly Agree = 4, Agree = 3, Disagree = 2, Strongly Disagree = 1. Cronbach Alpha was reported. Examples of statement are: Knowing how to adapt to meet the needs of the individual or situation, understanding how divisions and departments can work better together, knowing the appropriate course of action to address workplace issues, etc.

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3.5 Validity of Research Instruments

The items for the instrument was gathered through related literature review and adaptation from questionnaires that have been used by other researchers. Both face and content product validity was done with the input of the supervisor and other experts in the field of information management. Corrections made was incorporated in constructing the final questionnaire and was given out to the respondents for the study.

3.6 Reliability of Instruments

The researcher subjected the questionnaire to a reliability test to check internal consistency of all items measuring each variable in the study. The reliability of the instrument was done through a pilot study using 30 copies of the questionnaire which was administered to administrative staff of The Federal Polytechnic, Ilaro which was not part of the study. Using Cronbach's alpha, the reliability test revealed sufficient reliability value of 0.7.

3.7 Distribution of Research Instrument

A primary data was collected to address the objectives of the study through a structured questionnaire in line with existing literatures. This instrument works well with a descriptive survey research mainly because it supported the collection of data regarding opinion and perception of respondents at a point in time on current issues.

A letter of introduction and project attestation form was obtained from the Department of Information Management; Lead City University, Ibadan which was used to gain permission to conduct the survey from the management of Ogun state polytechnics (which include Adegbenro ICT Polytechnic, Itori, Moshood Abiola Polytechnic, Abeokuta and Ogun State Institute of Technology, Igbesa) A two (2) day training was conducted for five (5) research

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assistants to ease the administration, retrieval and initial sorting of copies of the questionnaires. The research assistants work with the Registry section of the institution to ensure confidentiality of their responses while briefing them on the need for adequacy of responses and advantages embedded in the findings of the study. In all 291 copies of the questionnaire was administered to administrative staff of Ogun State Polytechnics and 198 were completed and returned.

3.8 Methods of Data Analysis

The researcher analysed the data collected using the descriptive and inferential statistics. Descriptive statistics (mean, frequency distribution, standard deviation and percentage) was used to analyse research question one to three. Influential analysis was used to analyse null hypotheses one to two while multiple regression analysis was used to analyse the third hypothesis. All hypotheses in the study will be tested at level of 0.05 significance. The data collected for the study was analysed using Statistical Package for Social Sciences (SPSS), Version 24.

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Endnotes

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Chapter Four

Results and Discussion of Findings

This chapter presents various findings drawn from the study. The following results presented are based on the research questions and hypothesis raised, which the study has sought to answer.

4.1 Data Presentation

4.1.1 Demographic Characteristics of Respondents

This segment presents the descriptive statistics of age, gender, educational qualification and year of work experience.

Table 4.1: Percentage Distribution of Respondents by Gender

Gender	Frequency	Percentage
Male	93	47.0%
Female	105	53.0%
Total	**198**	**100**

Source: Field Survey, 2023

Table 4.1 reveals the percentage distribution of respondents by gender. Out of 198 respondents, 53.0% of the respondents are females while 47.0% of them are males. This implies that the majority of the respondents that partake in the study are females.

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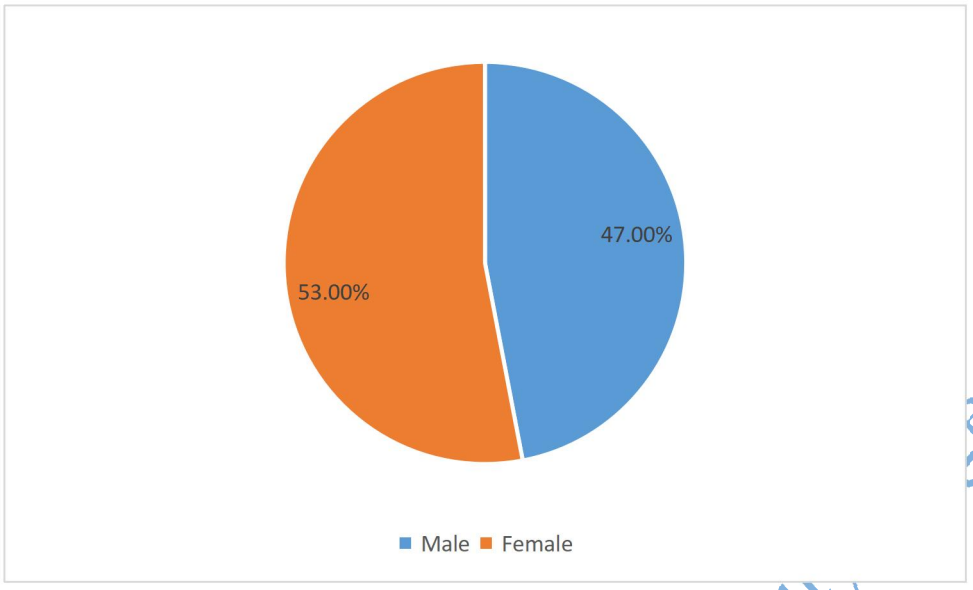

Fig. 4.1: Pie-chart showing the percentage distribution of respondents by gender

Table 4.2: Percentage Distribution of Respondents by Age

Age	Frequency	Percentage
20-30 years	12	6.1%
31-40 years	94	47.5%
41-50 years	62	31.3%
51years and above	30	15.2%
Total	**198**	**100**

Source: Field Survey, 2023

Table 2 reveals the percentage distribution of respondents by age. Out of 198 respondents, 47.5% of the respondents are 31-40 years old, 31.3% are between 41-50 years, 15.2% of the respondents are within 51 years and above while 6.1% of them are within the age range of

20-30 years. This implies that the majority of the respondents are within the age range of 31-40 years.

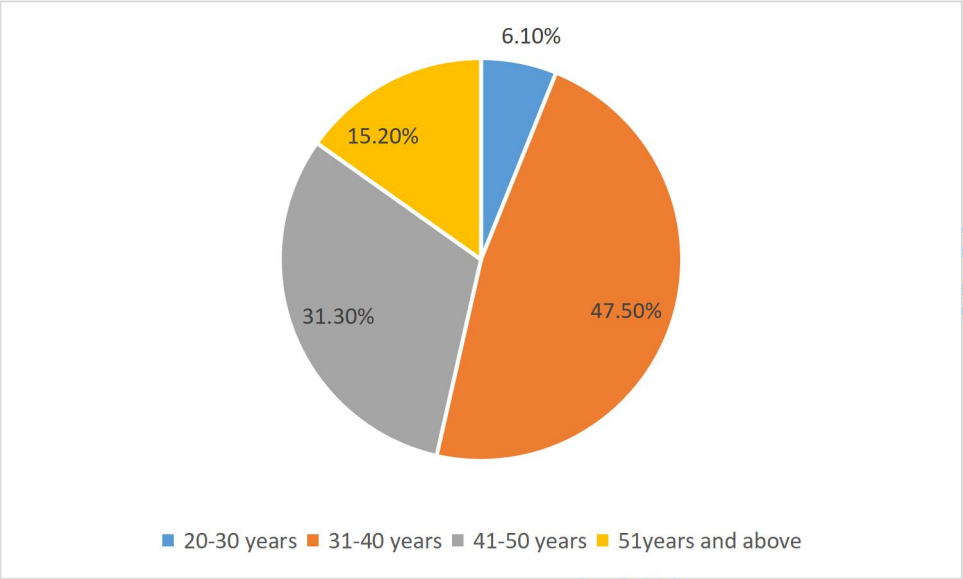

Fig. 4.2: Pie-chart showing the percentage distribution of respondents by gender

Table 4.3: Percentage Distribution of Respondents by Qualification

Qualification	Frequency	Percentage
NCE/ND	16	8.1%
HND/BSC	151	76.3%
MSC	31	15.7%
Ph.D.	----	-----
Total	198	100

Source: Field Survey, 2023

Table 4.3 reveals the percentage distribution of respondents by qualification. Out of 198 respondents, 76.3% of them are HND/BSC qualified, 15.7% of respondents are MSC holders, 8.1% are ND/NCE qualified while none of the participants are Ph.D holder. This shows that majority of the respondent are HND/BSC holders.

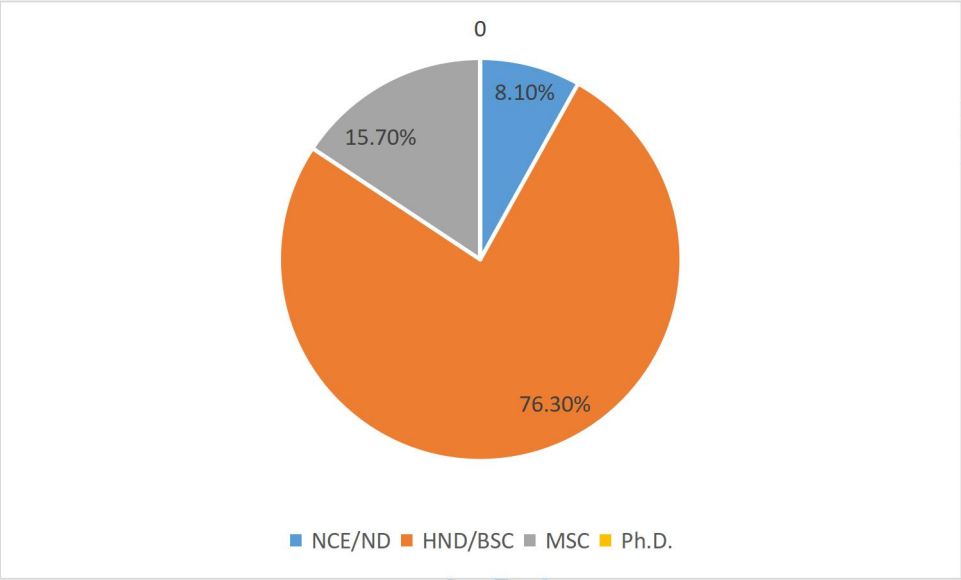

Fig 4.3: Pie chart showing the percentage distribution of respondents by qualifications.

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Table 4.4: Percentage Distribution of Respondents by Work Experience

Work Experience	Frequency	Percentage
Below 5years	20	10.1%
5-10 years	125	63.1%
11-15 years	17	8.6%
16years and above	36	18.2%
Total	198	100%

Source: Field Survey, 2023

Table 4 reveals the percentage distribution of respondents by work experience. Out of 198 respondents, 63.1% of respondents have 5-10 years' experience in their field of work, 18.2% have 16years and above work experience, 10.1% of them are experienced below 5 years in their field of work and 8.6% are 11-15 years experienced. By implication, respondents who have between 5-10years experience participated in this study than their counterparts.

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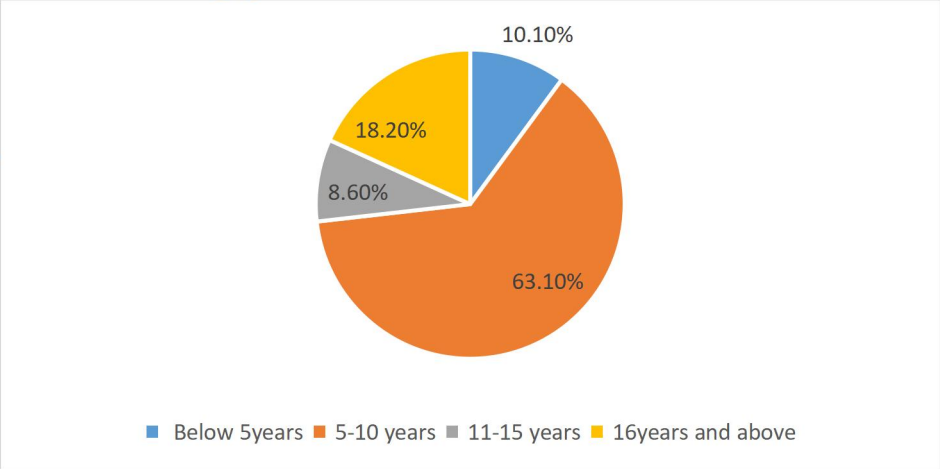

Fig. 4.4: Pie chart showing the percentage distribution of respondents by work experience.

4.2 Data Analysis and Interpretation

Research Question 1: What is the level of job productivity of administrative staff of Ogun State Polytechnics?

Table 4.5: Showing Frequency Distribution of the Respondents Based on Job Productivity of Administrative Staff of Ogun State Polytechnics

S/N	Clarity of Goals	VHE	HE	LE	VLE	Mean	St. Dv
		4	3	2	1		
1	Managed to plan my work so that I finish it on time	111 (56.1%)	77 (38.9%)	10 (5.1%)	0	3.51	0.594
2	Keep in mind the needed work result	85 (42.9%)	32 (16.2%)	4 (2.0%)	0	3.19	0.774
3	Able to set priorities	112 (56.6%)	82 (41.4%)	4 (2.0%)	0	3.55	0.538
4	On my own initiative, I started new task when my old task is completed	87 (43.9%)	72 (36.4%)	32 (16.2%)	7 (3.5%)	3.21	0.839
5	Take on challenging tasks when they are available	111 (56.1%)	77 (38.9%)	7 (3.5%)	3 (1.5%)	3.49	0.643
	Mean	**3.4**					

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	Commitment						
6	Work on keeping my job-related knowledge up-to-date	114 (57.6%)	70 (35.4%)	14 (7.1%)	0	3.51	0.627
7	Work on keeping my work skills up-to-date	127 (64.1%)	71 (35.9%)	0	0	3.64	0.481
8	Always come up with creative solutions to new problems	92 (46.5%)	84 (42.4%)	19 (9.6%)	3 (1.5%)	3.34	0.714
9	Talk to people outside the institution about the negative aspects of my work.	118 (59.6%)	68 (34.3%)	12 (6.1%)	0	3.54	0.610
10	Take on extra responsibilities	95 (48.0%)	91 (46.0%)	12 (6.1%)	0	3.42	0.605
	Mean	**3.5**					
	Task Complexity						
11	When a problem arises, it takes a lot of experience and training to know what to do	118 (59.6%)	65 (32.8%)	15 (7.6%)	0	3.52	0.635
12	Normal work activities in our jobs are guided by standard directives, rules	167 (84.3%)	22 (11.1%)	9 (4.5%)	0	3.80	0.503

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	and procedures						
13	Tasks in my work require an extensive and demanding search for a solution	102 (43.5%)	78 (44.6%)	18 (10.0%)	0	3.42	0.654
	Mean	**3.6**					
	Grand mean	**3.5**					
	Decision rule	**If mean ranges from** **1 – 2.4 = Very Low Level** **2.5 – 2.9 = Low Level** **3.0 -3.5 = High Level** **3.6 – 4.0 = Very High Level.**					

Source: Field Survey, 2023

Table 4.5 reveals based on clarity of goals, 56.1% and 38.9% very high extent and high extent agreed that they managed to plan their work so that they finish it on time, 42.9% and 16.2% agreed very high extent and high extent that they keep in mind the needed work result. 56.6% and 41.4% very high extent and high extent agreed that they are able to set priorities. 43.9% and 36.4% agreed very high extent and high extent that on their own initiative, they started new task when their old task is completed. 56.1% and 38.9% very high extent and high extent agreed that they take on challenging tasks when they are available.

The table reveals based on commitment that 57.6% and 35.4% very high extent and high extent agreed that they work on keeping their job-related knowledge up-to-date. 64.1% and 35.9% agreed very high extent and high extent that they work on keeping their work skills up-to-date. 46.5% and 42.4% agreed very high extent and high extent that they always come

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up with creative solutions to new problems. 59.6% and 34.3% agreed very high extent and high extent that they talk to people outside the institution about the negative aspects of their work. 48% and 46% very high extent and high extent agreed that they take on extra responsibilities.

Based on task complexity, the table reveals that 59.6% and 32.8% very high extent and high extent agreed that when a problem arises, it takes a lot of experience and training to know what to do. 84.3% and 11.1% agreed very high extent and high extent that normal work activities in their jobs are guided by standard directives, rules, and procedures and 44.6% and 43.5% agreed high extent and very high extent that tasks in their work require an extensive and demanding search for a solution.

The table also reveals that the level of job productivity of administrative staff of Ogun state polytechnics is high (G.M=3.5). The measure of clarity of goals (M=3.4) is relatively lower compared to measure of commitment (M=3.5) and task complexity (M=3.6). however, the job productivity level is not at optimum as there are rooms for very high level.

The table further shows that the administrative staff fail to keep in mind the needed work result and starting a new task when their old task is completed on their own initiative.

Research Question 2: What is the level of Employee Creativity of Administrative Staff of Ogun State Polytechnics?

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Table 4.6: Showing Frequency Distribution of the Level of Respondents Based Employee Creativity of Administrative Staff of Ogun State Polytechnics

S/N	Domain relevant skills	VH	H	L	VL	Mean	St. Dv
		4	**3**	**2**	**1**		
1	Identify problematic administrative situations	134 (67.7%)	52 (26.3%)	12 (6.1%)		3.62	0.600
2	Present problematic administrative situations to higher authority	78 (39.4%)	105 (53.0%)	12 (6.1%)	3 (1.5%)	3.30	0.652
3	Analyse administrative situations	107 (54.0%)	73 (36.9%)	15 (7.6%)	3 (1.5%)	3.43	0.700
4	Clarify situations in administration	149 (75.3%)	49 (24.7%)			3.75	0.433
5	Propose solutions to challenging jobs	119 (60.1%)	76 (38.4%)	3 (1.5%)		3.57	0.581
6	Acquiring knowledge for job improvement	141 (71.2%)	57 (28.8%)			3.71	0.454
7	Receive and evaluate problems from different perspectives	104 (52.5%)	74 (37.4%)	16 (8.1%)	4 (2.0%)	3.40	0.725
	Mean	**3.5**					
	Creativity Relevant Process						
8	Ability to create new and unique ideas to ease administrative job	123 (62.1%)	55 (27.8%)	16 (8.1%)	4 (2.0%)	3.50	0.732

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9	Skills in producing varied ideas and answers on any question	113 (57.1%)	65 (32.8%)	16 (8.1%)	4 (2.0%)	3.45	0.730
10	Skills in enriching ideas	167 (84.3%)	31 (15.7%)			3.84	0.364
11	Skills in developing ideas	87 (43.9%)	72 (36.4%)	32 (16.2%)	7 (3.5%)	3.21	0.839
12	Skills in ways of approaching information/documents	111 (51.2%)	77 (39.9%)	7 (3.5%)	3 (1.5%)	3.49	0.643
13	Skills in thinking alternative answers	114 (57.6%)	70 (35.4%)	14 (7.1%)		3.51	0.627
	Mean	**3.5**					
	Intrinsic Task Motivation						
14	There is always enthusiasm to learn more	127 (64.1%)	71 (35.9%)			3.64	0.481
15	The management reward the hardworking staff	92 (46.5%)	84 (42.4%)	19 (9.6%)	3 (1.5%)	3.34	0.714
16	Ability to participate in learning new methods of doing administrative tasks	118 (59.6%)	68 (34.3%)	12 (6.1%)		3.54	0.610
17	Ability to achieve success in information management	95 (48.0%)	91 (46.0%)	12 (6.1 %)		3.42	0.605
18	Ability to establish motivation strategies	118 (59.6%)	65 (32.8%)	15 (7.6 %)		3.52	0.635

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19	Ability to improve when hard-work is rewarded.	167 (84.3%)	22 (11.1%)	9 (4.5%)	3.80	0.503
	Mean	**3.5**				
	Grand mean	**3.5**				
	Decision rule	**If mean ranges from** **1 – 2.4 = Very Low Level** **2.5 – 2.9 = Low Level** **3.0 -3.5 = High Level** **3.6 – 4.0 = Very High Level.**				

Source: Field Survey, 2023

Table 4.6 reveals that based on domain relevant skills, 67.7% and 26.3% agreed very high and high that they identify problematic administrative situations. 53% and 39.4% agreed high and very high that they present problematic administrative situations to higher authority. 54% and 36.9% attested very high and high that they analyse administrative situations. 75.3% and 24.7% agreed very high and high that they clarify situations in administration. 60.1% and 38.4% agreed very high and high that they propose solutions to challenging jobs. 71.2% and 28.8% attested very high and high that they acquired knowledge for job improvement and 52.5% and 37.4% agreed very high and high that they receive and evaluate problems from different perspectives.

The table reveals based on creativity relevant process, that 62.1% and 27.8% of the respondents agreed very high and high that they have ability to create new and unique ideas to ease administrative job. 57.1% and 32.8% attested very high and high that there are skills in producing varied ideas and answers on any question. 84.3% and 15.7% agreed very high and high that there are skills in enriching ideas. 43.9% and 36.4% of respondents agreed

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very high and high that there are skills in developing ideas. 51.2% and 39.9% agreed very high and high that there are skills in ways of approaching information/documents. 57.6% and 35.4% agreed very high and high that there are skills in thinking alternative answers. Based on intrinsic task motivation, 64.1% and 35.9% agreed very high and high that there is always enthusiasm to learn more. 46.5% and 42.4% attested very high and high that the management reward the hardworking staff. 59.6% and 34.3% agreed very high and high that there is ability to participate in learning new methods of doing administrative tasks. 48% and 46% agreed very high and high that there is ability to achieve success in information management. 59.6% and 32.8% agreed that there is ability to establish motivation strategies. 84.3% and 11.1% agreed very high and high that there is ability to improve when hard-work is rewarded.

The table also reveals that employee creativity of administrative staff of Ogun State Polytechnics is relatively high (G.M= 3.5). In comparison, the measure of domain relevant skills (M=3.5) is the same as the measure of creativity relevant process (M=3.5) and intrinsic task motivation (M=3.5). However, employee creativity is not at optimum as there are rooms for very high level.

Furthermore, the table reveals that the institutions lack how to present problematic administrative situations to higher authority, analyse administrative situations, receive and evaluate problems from different perspectives, skills in producing varied ideas and answers on any question, skills in developing ideas, skills in ways of approaching information/documents, the management reward the hardworking staff and the ability to achieve success in information management.

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Research Question 3: What is the level of Organizational Training of Administrative Staff of Ogun State Polytechnics, Nigeria?

Table 4.7: Showing the Frequency Distribution of the Respondents Based on Organizational Training of Administrative Staff of Ogun State Polytechnics, Nigeria.

S/N	Education	VH	H	L	VL	Mean	St. Dv
		4	3	2	1		
1	I demonstrate an understanding for others point of view	102 (51.5%)	78 (39.4%)	8 (9.1%)		3.42	.654
2	I know how to adapt to meet the needs of the individual or situation	134 (67.7%)	52 (26.3%)	12 (6.1%)		3.62	.600
3	I understand how divisions and departments can work better together	78 (39.4%)	105 (53.0%)	12 (6.1%)	3 (1.5%)	3.30	.652
4	I know how to share information and communicate better throughout the organization	107 (54.0%)	73 (36.9%)	15 (7.7%)	3 (1.5%)	3.43	.700
5	I know the appropriate course of action to address workplace issues	149 (75.3%)	49 (24.7%)			3.75	.433
	Mean	**3.5**					

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	Training						
6	My institution consider training as part of organizational strategy.	119 (60.1%)	76 (38.4%)		3 (1.5%)	3.57	.581
7	My institution provides relevant training methods to train administrative staff.	141 (71.2%)	57 (28.8%)			3.71	.454
8	Training helps to improve employer-employee relationship.	104 (52.5%)	74 (37.4%)	16 (8.1%)	4 (2.0%)	3.40	.725
9	Training programme is conducted periodically in my institution.	123 (62.1%)	55 (27.8%)	16 (8.1%)	4 (2.0%)	3.50	.732
10	Training increases the motivation level of administrative staff in my institution.	113 (57.1%)	65 (32.8%)	16 (8.1%)	4 (2.0%)	3.45	. .730
	Mean	**3.5**					
	Grand mean	**3.5**					
	Decision rule	**If mean ranges from** 1 – 2.4 = Very Low Level 2.5 – 2.9 = Low Level 3.0 -3.5 = High Level 3.6 – 4.0 = Very High Level.					

Source: Field Survey, 2023

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Table 4.7 reveals based on education that 51.5% and 39.4% of respondents agreed very high and high that they demonstrate an understanding for others point of view. 67.7% and 26.3% agreed very high and high that they adapt to meet the needs of individual or situation. 53% and 39.4% attested high and very high that they understand how divisions and departments can work better together. 54% and 36.9% agreed very high and high that they know how to share information and communicate better throughout the organization. 75.3% and 24.7% very high and highly agreed that they know the appropriate course of action to address workplace issues.

Based on training, the table reveals that 60.1% and 38.4% of respondents agreed very high and high that their institution consider training as part of organizational strategy. 71.2% and 28.8% attested very high and high that their institution provides relevant training methods to train administrative staff. 52.5% and 37.4% agreed very high and high that training helps to improve employer-employee relationship. 62.1% and 27.8% of them agreed very high and high that training programme is conducted periodically in my institution. 57.1% and 32.8% agreed that training increases the motivation level of administrative staff in my institution. The table also reveals that the level of organizational training of administrative staff of Ogun state polytechnics, Nigeria is high (G.M=3.5). In comparison, the measure of education (3.5) is the same as the measure of training (3.5). However, organizational training is not at optimum as there are rooms for very high level. Furthermore, the table shows that the administrative staff of Ogun state polytechnics, Nigeria lack understanding of how divisions and departments can work better together.

Hypothesis 1: There is no significant influence of Organizational Training on Job Productivity of Administrative Staff of Ogun State Polytechnics, Nigeria.

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Table 4.8: PPMC Summary Showing the Relationship between Organizational Training and Job Productivity.

Variables	N	Mean	St. Dv	df(n-2)	R	Sig.	r^2
Job Productivity	198	45.13	3.53	196	0.86	<0.01	0.74
Organizational training	198	35.17	2.61	196			

Source: Field Survey, 2023

Table 4.8 reveals that there is a significant relationship between organizational training and job productivity r(196)=0.86, p<0.01, r^2=0.74. Thus, the null hypothesis is rejected. The table further reveals that increase in organizational training will create a resultant increase in job productivity. Effect size (r^2=0.74) suggested that organizational training accounts for 74% increase in the administrative staff' job productivity.

Hypothesis 2: There is no significant influence of Employee Creativity on Job Productivity of Administrative Staff in Ogun State Polytechnics, Nigeria.

Table 4.9: PPMC Summary Showing the Relationship between Employee Creativity and Job Productivity.

Variables	N	Mean	St. Dv	df(n-2)	r	Sig.	r^2
Job Productivity	198	45.1263	3.53075	196	0.52	<0.05	0.27
Employee Creativity	198	67.0455	3.59539				

Source, Field Survey, 2023

Table 4.9 reveals that there is no significant relationship between employee creativity and job productivity; r(196) = 0.52, p>0.05, r^2=0.27. Thus, the null hypothesis is rejected. The further reveals that increase in employee creativity will result in increase in job productivity. Effect size (r^2=0.27) reveals that employee creativity accounts for 27% increase in job

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productivity.

Hypothesis 3: There is no significant combined influence of Organizational Training and Employee Creativity on Job Productivity of Administrative Staff in Ogun State Polytechnics, Nigeria.

Table 4.10: Summary of Regression for the Joint Contributions of Independent Variables to the Prediction of Job Performance.

R = 0.82 **R Square = 0.67**

Adjusted R square = 0.66 **Std. Error =2.05**

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	1638.082	2	819.041	195.305	.000[b]
Residual	817.761	195	4.194		
Total	2455.843	197			

Source: Field Survey, 2023

Table 4.10 reveals the significant joint contribution of the independent variables (Organizational Training and Employee Creativity**)** to the prediction of job productivity. The result yielded a coefficient of multiple regression R = 0.82, R-square = 0.67, Adj.R^2= 0.66. This suggests that the two factors combined accounted for 66% variance in the prediction of job productivity. However, the other factors accounting for the remaining variance are beyond the scope of this study. The ANOVA result from the regression analysis shows that there was a significant effect of the independent variables on the job productivity, $F_{(2,195)} = 195.31$, $p<0.05$.

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4.3 Discussion of Findings

This segment presents the findings of the study and its convergence with previous studies.

Research question one examines the level of job productivity of administrative staff of Ogun State Polytechnics, Nigeria. The result reveals that job productivity of administrative staff is high. The measure of clarity of goals is relatively lower compared to measure of commitment and task complexity. However, the job productivity level is not at optimum as there are rooms for very high level. The table further shows that the administrative staff fail to keep in mind the needed work result and starting a new task when their old task is completed on their own initiative. The goal of productivity measurement is productivity improvement, which involves a combination of increased effectiveness and a better use of available resources. While productivity can be given the sort of shorthand definition as the ratio between output and input, what productivity really is as well as how it can be measured has always provoked a great deal of controversy among experts[1]

The research question two examines the level of employee creativity in administrative staff of Ogun state polytechnics, Nigeria. The findings reveals that the employee creativity of administrative staff of Ogun state polytechnics is relatively high. In comparison, the measure of domain relevant skills is the same as the measure of creativity relevant process and intrinsic task motivation. However, employee creativity is not at optimum as there are rooms for very high level. The finding further reveals that the institutions lack how to present problematic administrative situations to higher authority, analyse administrative situations, receive and evaluate problems from different perspectives, skills in producing varied ideas and answers on any question, skills in developing ideas, skills in ways of

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approaching information/documents, the management reward the hardworking staff and the ability to achieve success in information management.

Consistently, the research question three analyse the level of organizational training in administrative staff of Ogun state polytechnics, Nigeria. The findings shows that the level of organizational training of administrative staff of Ogun state polytechnics, Nigeria is high. In comparison, the measure of education is the same as the measure of training. However, organizational training is not at optimum as there are rooms for very high level. Furthermore, the table shows that the administrative staff of Ogun state polytechnics, Nigeria lack understanding of how divisions and departments can work better together.

Hypothesis one examines the influence of Organizational Training on job Productivity of Administrative Staff of Ogun State Polytechnics, Nigeria. The result reveals that there is a statistically significant influence of organizational training on job productivity of administrative staff of Ogun state polytechnics, Nigeria. This finding corroborated by previous researcher who reported that organizational training is an important point in ascertaining the achievement of goals and objectives of any given firm. It is an important factor to eliminate decline in productivity of workforce and a good assurance giver to the continuity of the business which is the going concern concept as workers learn the right process to keep up with the pace of demand laid on the job[2].

Modern day organizations are challenged with highly demanding competition, drastic change in technology and ever improving business environment makes it inevitable for companies not to seek more knowledge and competence in their area of specialization; organization engagement in training must be consciously taken as a business and should be necessitated as a link with growth of the modern age in the international platform.

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Organizational training helps to accommodate changes in technicality, environment, customer's taste and demand by raising the knowledge and involvement of the workers in relation to the change process and fill the discovered gaps in the employees by teaching them skills needed to adjust to the new state and also make employees prepared for unforeseen roles in the future[3]. Organizational training requires conscious effort, time and money, therefore firms must take the pain to critically define training programs required in their aspect of specialization and assess its effect on the trainees, the company and the users of their goods or services. In the same vein, training has a positive impact on performance of operational level employees at the selected apparel organization[4].

It was clear that training programmes in the institutions focused on employees' career and job. Most of the employees indicated that training programmes in the institutions are not frequent. Thus, for training programmes to strongly impact on organizational performance, training must be frequently and strategically organized. It was also observed that there is a considerable effect of employee training on organizational performance due to increase on productivities, job effectiveness and innovation[5]

Also, the inquiry about the influence of employee creativity on job productivity of administrative staff in Ogun state polytechnics, Nigeria. The findings show that there is significant influence of employee creativity on job productivity of administrative staff of Ogun state polytechnics, Nigeria. The work is corroborated on the premise intrinsic motivation impacted both job performance and employee creativity. Furthermore, employee creativity impacted the employees' job performance[6]. The highest creativity aspect of employees is expertise, where employees perform the expertise in their respective fields.

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Another study posits that another important influence, intrinsic motivation, is a mediating influence between these factors and creativity[7].

In consonance, the third hypothesis reveals the combined influence of organizational training and employee creativity of administrative staff in Ogun state polytechnics, Nigeria. The result reveals that there the two factors combined explained 66% variance in the prediction of job productivity. The result is supported by previous work which submitted that there is a significant positive relationship between training, creativity and a total of eight areas of work performance: competitiveness, ability of forecasting and decision making, quality of customer services, customer satisfaction, organizational innovation, quality of products, work processes, and work productivity[8]. A scholar also confirmed that creativity and training improved work performance of individual employees. The authors found that the creativity and training positively impacted the dissemination and utilization of transmitted knowledge, which in turn improved work productivity[9]. In a similar study based on local government employees in South Korea, a scholar agreed that communicating and sharing important knowledge positively affects individual work performance measured by excellence, the familiarity with work, the frequency of compliments from supervisors, the number of citizen complaints, and problem solving capability. The degree to which knowledge sharing affects work performance relies on mutual trust between individuals involved in the creation, transmission, and application of new knowledge.

A study conducted on the Impact of Training on job productivity in a Selected Apparel Sector Organization in Sri Lanka with a sample size of 60 machine operators[10]. The results of empirical study discovered that training has a positive impact on performance of operational level employees at the selected apparel organization. The result of regression

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analysis indicates that there is a significant positive impact of training content and operational factors on employee performance. Upgrading the training content and identifying the training requirements specifically with a proper training duration are some of the recommendations that the researchers are suggesting for improving employee performance. This study is related to the present work as they both study training and employee performance.

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Chapter Five

Summary, Conclusion and Recommendation

This chapter presents and discusses the summary of findings, conclusions and provides useful recommendations, contributions to knowledge and suggestions for further studies.

5.1 Summary of Findings

The aim of this study was to investigate the Employee Creativity, Organizational Training and Job Productivity of Administrative Staff of Ogun State Polytechnics. The study has five chapters so as to achieve its main objective. Chapter one presented the background to the study which introduced that Job Productivity is considered a key source of economic growth and competitiveness and, as such, is basic statistical information for many international comparisons and country performance assessments. Productivity is a ratio between the output (result) and the volume of inputs (resources and human capital). It measures how efficiently production inputs, such as labour and capital, are being used in an economy to produce a given level of output[1]. It is defined as the output and input ratio[2]. Different inputs raw materials, labour, capital can be used in the denominator of this ratio. Employee Creativity is seeing and acting on new relationships thereby bringing them to life. Creativity is not a personality trait available to only a few. Research has shown everyone has some creativity, but it has been stifled by Freud's thinking that artistry and creativity are associated with mental illness and the scientific emphasis on materialism and analytical thinking[3]. Creativity will be measured by domain-relevant skills, creativity-relevant process, and intrinsic task motivation gotten from Componential Theory of Creativity[4].

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Being creative requires reflection, encourages engagement and develops confidence and responsibility. The ability and inclination to be creative is essential to living a fulfilled and successful life, and it is valued in higher education and the workplace. There are many other benefits of maximising one's own creative potential such as physical and psychological health improvements, improved resilience in the face of difficulties and even lower levels of aggression.

Organizational Training includes training to support the organization's strategic business objectives and to meet the tactical training needs that are common across projects and support groups. The purpose of Organizational Training (OT) is to develop skills and knowledge of people so they can perform their roles effectively and efficiently. An organizational training program involves identifying the training needed by the organization; obtaining and providing training to address those needs; establishing and maintaining a training capability; establishing and maintaining training records; assessing training effectiveness. The chapter two which consists of literature review of existing relevant studies on the concept of job productivity, employee creativity and organizational training was done. The empirical review was done to capture the interaction between employee creativity, organizational training and job productivity in administrative staff of Ogun state polytechnics, Nigeria. The chapter three explains the methodology of the study. It includes the research design strategies employed, population, sample, data collection and operation of variables. The chapter four of the study presents various findings drawn from the study. The results presented are based on the research questions and hypothesis raised, which the study has sought to answer.

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Chapter five includes the summary of findings, conclusion drawn from the study and the recommendations given for subsequent research.

5.2 Conclusion

In a knowledge-based organization with the objective of processing students into skilful professionals in their desired field of endeavours, employee productivity becomes a basic prerequisite rather than option. Knowledge is not static and it require efforts to refine, up skill and advance. Hence, training cannot be overemphasised. Training helps employee to advance on their basic skills in discharging their duties, align with international best practice as well as propel them to perform their duties in a more effective and efficient manner thereby improving productivity which is measured in term of output and performance. Employee creativity is a core criterion if any organization will move from bottom to apex. Even with requisite skill, absence of creativity leads to monotonous mode of discharging duties and function. This is to suggest that creativity plays a decisive role in the attainment of organizational objectives by helping employee to develop novel ideas and bringing into being processes or products which hitherto has not been in existence and commercialise it for organizational advantages. The resultant effect of this will be mostly felt in organizational productivity. On this premise, the study conclude that training and creativity are key factors that influence organizational productive+ity.

5.3 Recommendations

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

1. Management of Ogun state Polytechnics should periodically embark on training their administrative staff in order to improve productivity, effectiveness and

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efficiency in the institutions.

2. Administrative staff of Ogun state Polytechnics should lay more emphases on training so as to improve their competencies for better productivity.
3. Creativity should be highly encouraged among the administrative staff of the institutions. Creative ideas, innovations, contributions and developments should be welcomed.
4. Orientations, webinars and programmes should be set up in the institutions for administrative staff on tips to improve productivity.
5. Compensations should be given to creative staff so as to serve as a means of encouragement to other administrative staff.
6. Management of Ogun state Polytechnics should set up rules and regulations in the institution with frequent supervision of all so as to ensure that employee undergo periodic professional development in form of training.

5.4 Contribution to Knowledge

The goal of every research is to add to the body of knowledge and promote society's general development by producing fresh information that will either improve the current situation or provide new ideas and techniques for solving problems. This study made important contributions to knowledge in several key areas. The study enhances the public understanding of the multidimensional nature of productivity. It emphasises how productivity of administrative staff is influenced with a combination of factors: employee creativity and organisational training. This expanded conceptual understanding can guide future research and organisational strategies. The study also provides empirical evidence of the relationship between employee creativity, organisational training and productivity

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of administrative staff of State Polytechnics in Ogun state Nigeria. This real-world data contribute to the body of knowledge on productivity in a specific organisational context.

Furthermore, the study advances theoretical understanding by highlighting the interconnectedness of employee creativity and organisational training in shaping the clarity of goals, commitment and task complexity of administrative state in Ogun state polytechnics. It underscores the need for a holistic theoretical approach to productivity that recognises the interplay of these two factors.

5.5 Suggested Areas for Further Studies

1. Impact of Employee creativity and organisational training on Productivity focusing on the remaining two components of goal setting theory - challenge and feedback.
2. Employee creativity, organisational training and Service delivery.
3. Impact of Employee creativity and organisational training on Job satisfaction.

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Appendices

Appendix I

LEAD CITY UNIVERSITY, IBADAN, OYO STATE
Faculty of Communication and Information Sciences (FCIS)
Department of Information Management

Dear Respondent,

Completion of Research Questionnaire

I am a Master's student in the above-named institution gathering data for the purpose of academic research on the topic: **Employee Creativity, Organizational Training and Job Productivity of Administrative Staff of Ogun State Polytechnics**. To achieve this, your optimum cooperation is needed to fill the questionnaire; there are no right or wrong answers. All your responses will be kept confidential and used for research purpose only.

Thank you for your cooperation.

Yours faithfully,

Sarah C. Ugochukwu
Researcher

Section A: Demographic Information

Instruction – Please tick the appropriate option

Gender: Male ( ), Female ( )

Age: 20 – 25 years ( ), 26 – 30 years ( ), 31 – 35 years ( ), 36 – 40 years ( ),

41years and above( )

Educational Level: NCE/ND ( ) HND/Bachelor's degree ( ) Master's degree ( ) PhD ( )

Years of experience: Below 5years ( ), 5 – 10 years ( ), 11years and above ( )

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Section B: Job Productivity of Administrative Staff of Ogun State Polytechnics

The statement in this section concerns productivity as observed by Ogun State Polytechnics. Using the four-point Likert scale provided below. Please tick the appropriate choice that indicates your opinion on Productivity of administrative staff in your department.

Very High (VH) =4, High (H) = 3, Low (L) = 2, Very Low (VL) = 1

S/N	Items	VHE 4	HE 3	LE 2	VLE 1
	Clarity of goals				
1	Managed to plan my work so that I finish it on time				
2	Keep in mind the needed work result				
3	Able to set priorities				
4	On my own initiative, I start new task when my old task is completed				
5	Take on challenging tasks when they are available				
	Commitment				
6	Work on keeping my job-related knowledge up-to-date				
7	Work on keeping my work skills up-to-date				
8	Always come up with creative solutions to new problems				
9	Talk to people				

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	outside the institution about the negative aspects of my work.				
10	Take on extra responsibilities				
	Task complexity				
11	When a problem arises, it takes a lot of experience and training to know what to do				
12	Normal work activities in our jobs are guided by standard directives, rules and procedures				
13	Tasks in my work require an extensive and demanding search for a solution				

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Section C: Employee Creativity

The statement in this section is concerned with level of creativity of employees (administrative staff). Using the four-point Likert scale provided below. Please tick the appropriate choice that indicates your opinion on creativity of your institution.

Very High (VH) = 4, High (H) = 3, Low (L) = 2, Very Low (VL) = 1

S/N	Items	VH	H	L	VL
	Domain relevant skills				
1.	Identify problematic administrative situations				
2.	Present problematic administrative situations to higher authority				
3.	Analyse administrative situations				
4.	Clarify situations in administration				
5.	Propose solutions to challenging jobs				
6.	Acquiring knowledge for job improvement				
7.	Receive and evaluate problems from different perspectives				
	Creativity relevant process				
8.	Ability to create new and unique ideas to ease administrative job				
9.	Skills in producing varied ideas and answers on any question				
10.	Skills in enriching ideas				
11.	Skills in developing ideas				

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12.	Skills in ways of approaching information/documents				
13.	Skills in thinking alternative answers				

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	Intrinsic task motivation				
14.	There is always enthusiasm to learn more				
15.	The management reward the hardworking staff				
16.	Ability to participate in learning new methods of doing administrative tasks				
17.	Ability to achieve success in information management				
18.	Ability to establish motivation strategies				
19.	Ability to improve when hard-work is rewarded.				

Section D: Organizational Training of Administrative Staff of Ogun state Polytechnics, Nigeria.

The statement in this section concerns organizational training as perceived by the Ogun state Polytechnics, Nigeria. Using the four Likert-type scale below.

Please tick the appropriate response that indicates your opinion of organizational training as observed by your institution.

Strongly Agree (SA) – 4 Agree, (A) – 3, Disagree (D) – 2, Strongly Disagree (SD) – 1

S/N	Items	SA	A	D	SD
	Education				
1.	I demonstrate an understanding for others point of view				
2.	I know how to adapt to meet the needs of the individual or situation				
3.	I understand how divisions and departments can work better together				
4.	I know how to share information and communicate better throughout the organization				

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5.	I know the appropriate course of action to address workplace issues				
	Training				
6.	My institution consider training as part of organizational strategy.				
7.	My institution provides relevant training methods to train administrative staff.				
8.	Training helps to improve employer-employee relationship.				
9.	Training programme is conducted periodically in my institution.				
10.	Training increases the motivation level of administrative staff in my institution.				

Thank you.

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Bio-Data

A. Personal Data

1. Full Name: Sarah Chinenye UGOCHUKWU

Block 7, Highrise Staff Quarters,

The Federal Polytechnic

Ilaro, Ogun State.

sarah.ugochukwu@federalpolyilaro.edu.ng

08057679530/08132665251

2. Date and Place of Birth: 5th May, 1978; Ijebu-Ode, Ogun State

3. Nationality: Nigerian

4. Name and Address of Next of Kin: Samuel I. Ugochukwu

Block 7, Highrise Staff Quarters,

The Federal Polytechnic

Ilaro, Ogun State.

B. Educational Background

Educational Institutions Attended with Dates and Qualification:

Schools Attended	Dates	Qualification
i. Wasimi African Church Pry School, Ijebu-Ode, Ogun State	1984-1989	First School Leaving Certificate
ii. Our Lady of Apostles Secondary School, Ijebu-Ode	1990-1995	WASC
iii The Federal Polytechnic, Ilaro	1999-2000	ND (Secretarial Studies)
iv. The Federal Polytechnic, Ilaro	2002-2004	HND (Secretarial Studies)
v. Tai Solarin University of Education. I-Ode	2014	PGDE

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vi. Lead City University, Ibadan	2021	BSC Office & Information Mgt
vii. Lead City University, Ibadan	2018 - Date	M.SC Office & Information Mgt - In view

C. Working Experience with Dates:

The Federal Polytechnic, Ilaro, Ogun State 2005 to Date

Academic Staff in the Department of Office Technology and Management

D. Membership of Professional Bodies

Professional Member, Association of Business Educators of Nigeria

Professional Member, National Institute of Office Administrators and Information Managers

E. Publications

UGOCHUKWU S. C. (2022): Acquisition of ICT Skills and Reduction of Unemployment rate among Youths in Ilaro Yewa South LGA, Ogun State. A paper presented at the 2nd National Conference of the School of Communication and Information Technology, Federal Polytechnic, Ilaro. 19th – 20th July, 2022

UGOCHUKWU S. C. (2020): Knowledge Management Practices and Productivity of Administrative Staff of Moshood Abiola Polytechnic, Abeokuta, Ogun State. A paper presented at the 1st National Conference (Virtual) of the School of Communication and Information Technology, Federal Polytechnic, Ilaro. 8th – 9th October, 2020

UGOCHUKWU S. C. & Sofoluwe, T.J (2019): Technological Self-Efficacy as a Correlate to Students' Academic Performance in the Federal Polytechnic, Ilaro. A Paper presented at the 1st National Conference of Women in Technical Education & Employment (WITED), Ilaro Chapter held at the Federal Polytechnic Ilaro, Ogun State. 12th – 15th August, 2019

UGOCHUKWU S C. (2015): Entrepreneurial Skill Acquisition among Polytechnic Students: Panacea to Unemployment in Nigeria. A Paper presented at the 27th Annual National Conference of Association of Business Educators of Nigeria (ABEN) held at Osun State Polytechnic, Iree. October, 2015

Omowunmi J., UGOCHUKWU S.C., Jimoh I.B. & Salako O.A.(2015): Influence of Information and Communication Technology on the Nigerian Society and Culture. A Paper presented at the 3rd National Conference of the School of Applied Science, Federal Polytechnic, Ilaro. June 2015

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University Compliance Certificate

This is to certify that this thesis by Sarah Chinenye UGOCHUKWU with Matriculation Number LCU/PG/000283 in the Department of Information Management, Lead City University, Ibadan, is in full compliance with the approved University format and style.

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Name Signature

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