

THE IMPACT OF MONITORING AND EVALUATION OF LEARNING AND DEVELOPMENT OUTCOMES ON EMPLOYEE PRODUCTIVITY

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ABSTRACT

A significant challenge in the Nigerian work environment is the challenge of productivity. This challenge has been attributed to a long-held emphasis on training which is concerned with the immediate benefit of the organisation. This study examined the impact of Monitoring and evaluation of learning and development outcomes on employee productivity. This study measured how far the Nigerian corporate world has adjusted to this trend. The scope of the survey cut across the Nigerian telecommunication companies. Specifically, the objective of the study was to determine how Monitoring and evaluation of learning and development outcomes impact employee productivity variables (employee problem-solving skills, employee effectiveness, employee efficiency, and employee innovation and creativity). The population of the study consists of all employees who are engaged in the operations of the three main mobile service providers in Lagos state which was a total of 359. The sample size of 359 was arrived at using a census approach because the population of all the three firms' customer service centres and total number of employees of their customer service centres are within the Lagos geographical location. The study adopted the survey research design to generate findings from quantitative data. Results were analysed with structural equation modelling with Path coefficients, and T-statistics used to measure the variables. From the study's findings, variables measured had a high effect on each other, with Monitoring and evaluation of learning and development outcomes directly and significantly influencing employee productivity. It was recommended that management ought to implement strategies such as bonuses and recognition to encourage active learning among employees in the organisation and must assess the learning requirements of individual employees and cater for their learning needs.

Keywords: Monitoring and Evaluation, Learning and Development, Employee Productivity.

INTRODUCTION

It is widely endorsed in the plethora of scholastic literature that learning and development is a notable wellspring that stands an organization out from the competition. Naim & Lenka (2017) asserted that amidst various factors that impact employee productivity such as

supervisory support, task acknowledgement, performance or operations management, corporate justice; learning and development is the most productive tactic to stimulate positives outcomes from employees. Learning and development in management research and job experience explore how people learn or build themselves independently or as groups in the sense of developing a whole new idea and skills that help them work or improve in their present or potential job positions.

Training is a regular practice that necessarily does not involve individual learning and development (Antonacopoulou, 2019 & 2001). Being practical, organisational behaviour and anticipations regarding training aim to equip employees' overnight', which is restrictive to only work abilities, study halls and graphic presentations (Vinesh, 2014). However, learning and development is aimed at the progressive strategy to refine employees as individuals beyond the conventional skills-only perspective in human resources development (Van Vulpen, 2021). The objective of learning and development has consistently been to leverage with an organisation to inculcate values in their employees as an obligation (Lievens, 2020). It has been likewise demonstrated by numerous examinations in the past that there are sound associations between different learning and development processes and various proportions of employee productivity and consequently sound organisational performance (Lievens, 2020; Van Vulpen, 2021; Strauss, 1993).

Currently, employees are greatly being stimulated to perform their responsibilities and job descriptions more rapidly and with expertise in today's organizational environment. Even though learning and development is one of the well-studied topics in adult education, human resource development has given it little attention. So, we're researching what skills are learned by employees and how learning and development improve overall productivity. Additionally, it will X-ray multiple learning and development conceptions and their associated interpretations to ascertain tools and methods to boost human resources geared toward employee productivity. Lastly, it will recommend the extent of research necessary to gain a greater understanding of how human resources learning and development helps drive employee productivity.

As afore mentioned, employee productivity is a key performance measure encompassing employee effectiveness and proficiency, efficiency, problem-solving skills, innovation and creativity (Geary, 1995; Jaiswal & Dhar, 2015; Taber, 2021). Thus, it is significant, for employees to be exposed to learning and development to impact their productivity. High-performing, efficient organizations have a policy that stimulates employee learning and development. Consequently, employees are more equipped to engage in dynamic objective setting or critical thinking exercises in the solving of organizational problems which along these lines bring about higher worker productivity (Vishen, 2014). As indicated by Kolb (2014) and Sasidaran (2018) work fulfillment expands productivity through learning and development and through expanding working abilities at times of execution. There is however proof that learning and development has a substantive impact on employee productivity. Therefore, human resource structures that stimulate learning and development within workers afford them opportunity to make top organizational decisions as well as directly influence effectiveness.

Numerous companies continue to experience lower standards of employee productivity regardless of their acclaimed successful training and competence initiatives (Eketu & Ogbu, 2015; Engeström & Käyhkö, 2021; Hebe, 2017; Schenck & Cruickshank, 2015). In Nigeria, telecommunication companies are encountering low productivity and performance because of an

inadequate employee skills development framework (Sajuyigbe, 2017; Seifert & Sutton, 2009; Seo & Kim, 2014; Hamid, 2011; Harhara et al., 2015; Taylor & Maor, 2000).

The focus for these companies has continued to be training and retraining with the orientation of accomplishing set tasks. This has perhaps unconsciously neglected the evaluative angle of employee growth, development and advancement through preparing, teaching, guiding, and criticism of evaluation data (Sajuyigbe, 2017). The inability of these companies to introduce a powerful learning and development framework has denied them from attaining competitive advantage (Eketu & Ogbu, 2015; Feldman, 1994; Ferreira, 2014; Frenkel & Bednall, 2016; Hodgkinson & Sadler-Smith, 2018)

With the laid background and aforesaid issues, the main objective of this study is to analyze the extent to which Monitoring and evaluation of learning and development outcomes impact employee productivity in Nigerian telecommunication companies.

REVIEW OF RELATED LITERATURE

Human Resources Learning and Development

Human Resources Learning and development is a procedure of systems set up to advance the skills, abilities and capabilities, knowhow, and competency of employees, leading to enhanced performance in an organizational setting (van Vulpen, 2021). Majorly, learning entails the acquisition of knowledge, attitudes and skills while development is concerned with the widening and rooting of knowledge in tandem with the goals of an individual (van Vulpen, 2021; Jyoti & Dev, 2015).

To be successful, companies need people who can be a strong human capital resource. To empower workers, organizations must empower them with the information and skills they need to thrive in the global problems they face, such as globalization, new and quick technology, the growth of e-commerce, faster and more efficient mechanization and automated systems. Singh & Mohanty (2012) notes that human resources with proper skill levels are in increasing demand, and businesses understand the value of the resource as they strive to meet the competition in this era of technological advancement. However, companies value learning so that their employees can deal with dynamic situations and compete against those who seek to surpass those (Kyndt et al., 2016; Reiter-Palmon & Illies, 2004; Ramaraju, 2015; Rubtsov, 2020).

A company's Human Resource Department has the potential to play a major role in the development of a sustainability culture within the organization (Adeniji et al., 2020)

In HRM, the reason for learning and development is to enhance or change the disposition of organisational staff or employees for maximum results. This involves knowledge-sharing and acumen that gifts them the opportunity to perform at a higher level in their workplaces or build character that enables them to accomplish higher results in the work place (Lievens, 2020). In the field of Human Resources Management (HRM), education, training, learning and development are mostly interpreted in interchangeable terms. Nevertheless, there are slight but very significant distinctions between the concepts.

Strategies in Learning and Development

In Ulrich & Dulebohn's (2015) position, the most significant benefit HR could present to an organisation is one that conquers the marketplace or industry. The arising question is therefore, what are the strategies that suffice in learning and development? The following strategies which have been modeled by the Academy to Innovate HR are however germane, as shown in Figure 1.

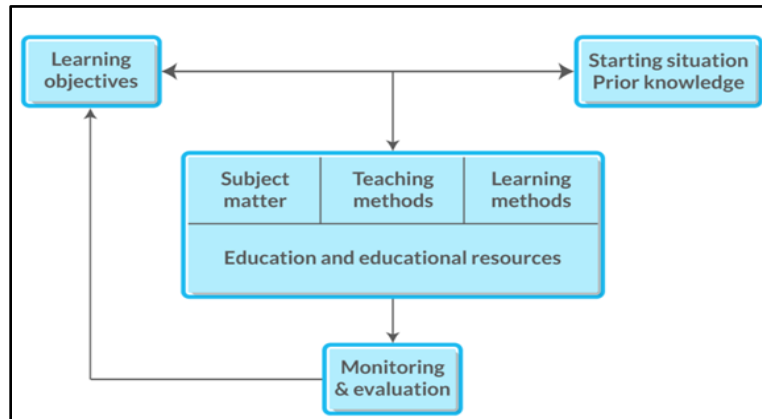


FIGURE 1
LEARNING AND DEVELOPMENT STRATEGIES (ADAPTED FROM ACADEMY TO INNOVATE HR (AIHR) (2021)

An applicable model that directs a learning and development strategy was presented created by the institute, Academy to Innovate HR (AIHR). Originally known as “*Pedagogical Analysis*”, the model fundamentally puts forward the first organisational circumstances and erstwhile information base. This is then predicated on a properly spelt out learning objectives and goals. This knowledge base is then put in and utilised for the information or knowledge to be addressed, teaching methodology, and learning methods and activities. This results in a definite outcome, which is monitored and evaluated. In terms of this evaluation, the goals and objectives are then brought up to date and restructured.

AIHR Institute further identified four requisite stages vital in the creation of an efficient learning and development cycle. A strategy for efficient learning and development rests on a cycle whereby an individual consistently goes through the following four stages.

The 70/20/10 Learning and Development Model

The 70/20/10 model is a blueprint for organizations looking to optimize corporate learning and create new programmes. The concept is extensively used and regularly referred to in learning and development. The concept suggests that 70% of education comes from learning on the basis of employment or work. This indirect learning takes place through practical experiences, where the individual learns while working. This learning on-duty-base is done through feedback from managers and “*water cooler*” talks with staff regarding their performance, during new jobs and difficult tasks.

The following 20 percent is representative of developmental connections. This includes the use of social learning, peer review and peer coaching, collaborative training and teaching, mentoring programmes and other relationships with peers and advisers. The last 10% is from conventional training and training in a formal, educational environment (Rouse et al., 2017).

However, it should be recalled that Zemke (1985) in his analysis discovered that the proportion for managers is 50/30/20. Zemke further notes that the conclusion that 20 percent of a manager's expertise originates from formal experience is astounding considering the typical manager devotes less than 1 percent of his or her time to learning.

The Bureau of Labour Statistics indicated that around 55 percent of all employees required particular learning and skill development to qualify for their present occupations (van Vulpen. 2021). About 29 percent came from school-based training, and 28 percent from official, on-the-job training (Zwick, 2017; Sim & Huegerich, 2018; Clardy; 2018). This demonstrates that formal learning and development processes have a considerably more substantial influence in skill development. A re-analysis of the scholarly submissions, found that formal and informal training are to some extent complimentary, although formal training may have a greater return.

Human Resources Learning and Development as a Driver of Employee Productivity

Various studies have proven that learning and development have a beneficial effect on employees' productivity. The process of learning and development is one of the most important means to increase employee productivity by focusing on improving individuals and letting employees know the company's intentions. Investing in workers' training and development in areas such as decision making, teamwork, problem-solving, and interpersonal connections is also connected to company success. When people learn and gain new talents, they modify their behavior and working abilities for the better, increasing their effectiveness and having constructive consequences. Effective ways to keep talented workers around are through learning and development programs. In addition to what Lowry, Simon, and Kimberley said in 2002, training is a means to increase dedication and reach a better level of achievement in employees. Research shows that training and development have a big impact on the performance of organizations. According to Konings & Vanormelingen (2009) and Colombo & Stanca (2008) training and development help organizations succeed by positively influencing organizational success. Yet, when it comes to their core aim of boosting profit and maximising revenue, an organization must first improve its workforce's capabilities. It follows that an organization can only have productive workers if their training is managed well (Delmas & Pekovic, 2018; Dobson et al., 2017).

Learning and development must be tailored to suit every employee in a way that keeps each of them both productive and happy. In learning and development, the workers acquire better interpersonal and technical abilities, therefore helping them do their jobs better, which leads to more job confidence and work drive (Hutchings et al., 2009). To meet competitive demands, it is important to identify how the workforce can advance their skills and get access to future growth possibilities. It is common for companies to increase productivity by devoting more resources to training and developing their employees. Workers' productivity may be improved through investing in employees' knowledge, skills, and talents. Companies invest a lot of money and

effort into training in order to help employees master their job-related abilities. Training is vital, therefore providing a comprehensive rundown of the results is crucial.

Employees' well-being and their nations' prosperity have both been helped through learning and development, which has affected employee productivity in organisations. National policies are geared on bettering a country's human capital, which ultimately results in a country's economic prosperity. But organisations must prioritise employee learning and development in order to get the most out of their personnel, as well as making the company more productive. Studies on employee learning and development are necessary to understand its various impacts.

In a study carried out by Falola et al. (2018), it was opined that there is a direct and significant effect of behavioural outcome (commitment, satisfaction, engagement, organizational citizenship behaviour) on the operations of the organization irrespective of the size and nature. However, Salau et al. (2020) supported this notion by opining that organization work towards engaging employees with more positive job behavioural outcomes in terms of identification, commitment, low adverse work outcomes (dishonesty and incivility).

Employee productivity has been characterized by numerous researchers, each featuring on the part of the word more than the other. Mojahed (2005) distinguished employee productivity as the proportion of production (goods and services) to include (labour, capital, or the business executives). Employee productivity is likewise utilized by professionals in modern times to determine the well-being or growth patterns of an organization or initiative and the level of accomplishment of employees which could make or deter the organization; that is the reason it is important to discover a scope of learning and development strategies for employers with the end goal that they will keep on being productive (Moll, 1994; Nkechi, 2013; Noë, 2006; Novak, 2010).

The following null hypothesis was adopted for this study:

H₀: Monitoring and evaluation of learning and development outcomes does not have significant impact on employee productivity (Employee problem-solving skill, Employee effectiveness, Employee efficiency, Employee innovation and creativity)

The analysis of the literature was carried out according to the approach proposed by Centobelli et al. (2020) and Rasool et al. (2021)

Theoretical Framework

Preamble: Kolb's (1984) experiential learning Theory of Development remains one of the most relevant theories giving backing to this study. In his book, "*Experiential, Reflective, Abstract, and Experimental Learning: How Learning Takes Place*", Kolb (1984) theorized that to help learners develop their effectiveness, they need four different types of abilities: Concrete Experience Abilities (CE), Reflective Observation Abilities (RO), abstract conceptualization abilities (AC), and active experimentation abilities (AE). When you put it that way, it's almost as if they must engage themselves with the fresh experiences completely, open-minded, and Unprejudiced (CE). In order to do so, people must be able to think critically about and explore their past experiences from different viewpoints (RO). The conceptual frameworks created by them must be able to support logical conclusions, and they must be able to utilize these

frameworks to solve issues (AE) (Seaman et al., 2017; Cerasoli et al., 2018; Cohen, 2015; Siegler & Crowley, 1991; Obi-Anike & Ekwe, 2014).

Application of Kolb's Experiential Learning Theory of Development

The study uses theoretical framework created by Kolb as its foundation. To begin with, it gives a strong and acknowledged approach to the research, one that will see students use information gained through the simulation approaches. As students are generally kept as passive observers, it is essential that they get to exercise abilities as they are learned. Additionally, it provides the chance to evaluate this paradigm from an inter-professional education (IPE) research and practice standpoint. But ultimately, learning anything starts with fundamental cognitive shifts, such as the changes in the ways that students think about their own learning processes, how they build on what they already know, and how they evaluate what they have learnt. It was discovered that, if using low-fidelity simulations based on the four phases of ELT, it would produce evidence of qualitative changes in cognitive processes, learning, and behavior.

METHODOLOGY

Research Design

This research study adopted the survey research design, as the name implies, is applied to generate findings from quantitative data which usually involves the application of quantitative methods of data collection and data analysis. Quantitative studies tend to be deductive in nature and research objectives in these types of studies are achieved via testing hypotheses and relationships. This quantitative study is descriptive in nature and is validated by the fact that the population for the study is already established, theories are not newly explored or determined and the research study simply attempts to describe the relationships among the variables included in the research. The number of employees working in the Customer Service Centers (CSC) of the three firms namely MTN, Glo, and Airtel Nigeria across Lagos State is three hundred and fifty-nine (359) in total. All of these employees are included as the population for this research study.

These employees were informed of the nature of the research and what it entails. Informed consent was obtained from each and every one of them to be a part of the research; they were made to understand that all information and data gathered was used strictly for academic purposes.

Ethical Consideration

According to Arbnor & Bjerke (2008), an individual is endowed with the right to be protected from public scrutiny of their private life. Therefore, the researcher ensured that participating respondents were well informed about the background and purpose of this study and how their participating activity would be enacted. However, every participant who was offered the possibility to stay anonymous was treated with utmost confidentiality. Meanwhile, the participants' rights, dignity, safety, wellbeing was assured and individuals were given the privilege to discontinue at whatever stage if they felt otherwise (Arnold, 2020; Atatsi et al., 2019; Bailey et al., 2018).

The ethical committee from the Covenant University Centre for Research, Innovation and Discoveries (CUCRID) was informed of the decisions of the respondents and their willingness to participate in the research, due diligence was ensured and approval was given on ethical grounds.

RESULTS

Test of Hypothesis

Monitoring and evaluation of learning and development outcomes does not have significant impact on employee productivity (employee problem-solving skill, employee effectiveness, employee efficiency, employee innovation and creativity). The research variables were measured using a structured questionnaire with a five Likert scale. The evaluation of learning and development outcomes, which is the latent variable, was measured with three (3) items, while employees' productivity was measured with twelve (12) items as shown in Table 1. The items adapted for measuring evaluation of learning and development outcomes, include Assessment of learning and development outcomes, performance evaluation, compensation packages. The factor loading depicted in Table 1 for all employee knowledge and attitude items was above the minimum threshold of 0.60 as suggested by Bergsteiner et al. (2010).

	Factor Loading	Error Variance	Composite Reliability	AVE	Cronbach's Alpha	No. of Indicators
Indicators	>0.6	<0.5	≥ 0.8	≥ 0.5	≥ 0.7	
Evaluation of learning and development outcomes			0.891	0.56	0.709	3
D1	0.841	0.159				
D2	0.737	0.263				
D3	0.655	0.345				
Employee Problem Solving Skills			0.814	0.594	0.757	3
E1	0.746	0.254				
E2	0.724	0.276				
E4	0.837	0.163				
Employee Effectiveness			0.89	0.669	0.837	4
F1	0.799	0.201				
F 2	0.88	0.012				
F 3	0.785	0.215				
F 4	0.804	0.196				
Employee Efficiency			0.856	0.668	0.778	3
G1	0.898	0.102				
G2	0.666	0.334				
G3	0.867	0.133				
Employees Innovation and Creativity			0.873	0.63	0.713	2
H ₂	0.794	0.206				
H ₃	0.794	0.206				

In Fornell and Lacker’s view, to be accurate, every scale and measurement item needs to have a threshold of 0.60 or above. The factor loading must be above 0.70. Second, the overall dependability of the composite must be over 0.80. And last, the average variance extracted estimate must be at least 0.50. When the Cronbach Alpha has a value of equal to or greater than 0.70, it is regarded as trustworthy.

Table 1 depicts the internal consistency and Cronbach’s alpha reliability of each element of assessment. The values in each column are more than 0.80 and 0.70, meaning they are all composite measures. Specific measurements of construct have a range of between 0.655 and 0.898 in the factor loadings. The instrument was deemed to be both trustworthy and accurate since the major criteria for accuracy was satisfied. Figure 2 shows the findings of the inner structural model. Path co-efficient and *p-values* for monitoring and evaluation of learning and development outcomes and employee productivity (employee problem-solving skill, employee effectiveness, employee efficiency, employee innovation and creativity).

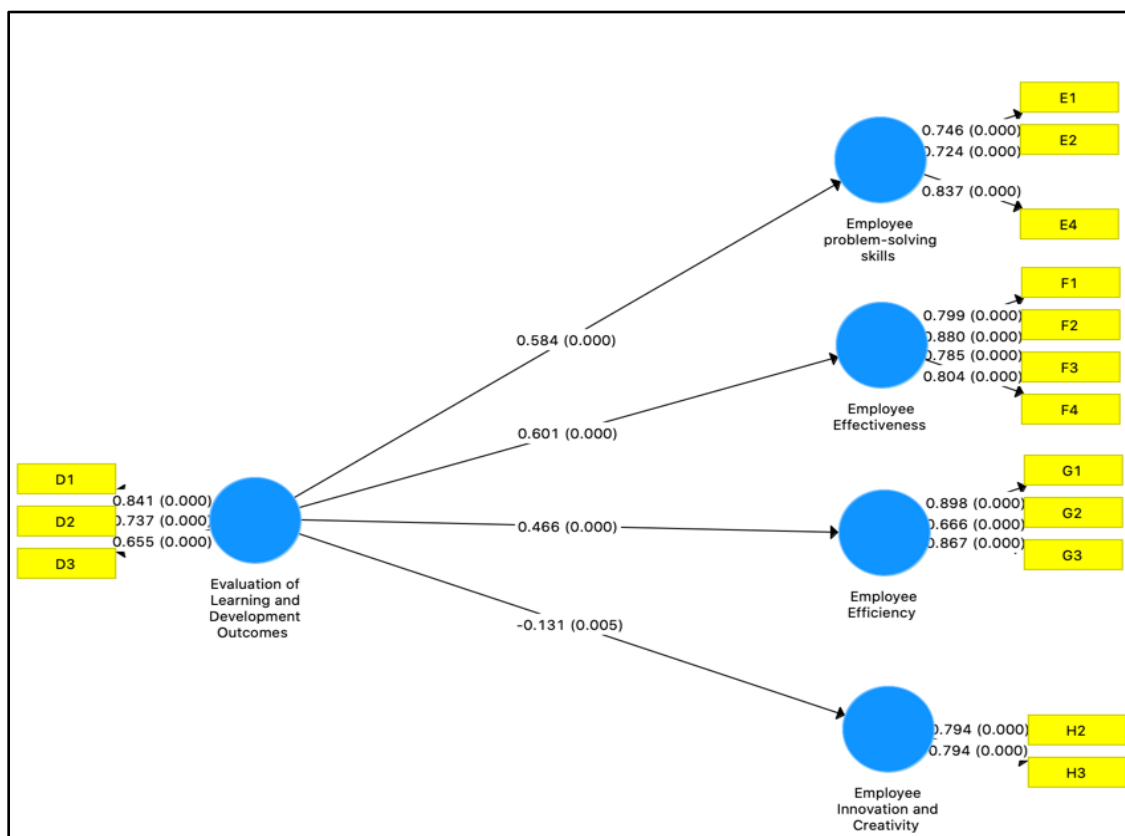


FIGURE 2
STANDARDISED BOOTSTRAPPING ANALYSIS

Figure 2 provides a standardised bootstrapping analysis to evaluate learning and development outcomes and employee productivity. The Path Coefficients (β) and T- statistics Estimation were determined in the Partial Least Square (PLS). The significance of the hypothesis was tested through the β value. The higher the β value, the greater the substantial effect on the

endogenous latent construct. Figure 2 depicted that all the P values of employee productivity proxies are less than 0.05. This suggests that evaluation of learning and development outcomes have significant impact on the indicators of employees' productivity.

The relationship between and among the variables are presented in Table 2

Table 2						
PATH COEFFICIENTS FOR MONITORING AND EVALUATION OF LEARNING AND DEVELOPMENT OUTCOMES AND EMPLOYEE PRODUCTIVITY (EMPLOYEE PROBLEM-SOLVING SKILL, EMPLOYEE EFFECTIVENESS, EMPLOYEE EFFICIENCY, EMPLOYEE INNOVATION AND CREATIVITY)						
Variables and Cross Leading			Path co-efficient (O)	Std. Dev (STDEV)	T-statistics (O/STDEV)	P-values
Evaluation of learning and development outcomes	→	Problem solving skills	0.584	0.033	17.641	0.000
Evaluation of learning and development outcomes	→	Employee Effectiveness	0.601	0.049	12.180	0.000
Evaluation of learning and development outcomes	→	Employees' Efficiency	0.466	0.043	10.836	0.000
Evaluation of learning and development outcomes	→	Employees' innovation and creativity	-0.131	0.047	2.799	0.000
			R-Square (R²)		R-Square (R²) Adjusted	
Evaluation of learning and development outcomes	→	Problem solving skills	0.341		0.339	
Evaluation of learning and development outcomes	→	Employee Effectiveness	0.361		0.359	
Evaluation of learning and development outcomes	→	Employees' Efficiency	0.217		0.214	
Evaluation of learning and development outcomes	→	Employees' innovation and creativity	0.017		0.014	

The path coefficient indicates that evaluation of learning and development outcomes on employees' productivity in the analysis at 0.05. To break it down, it is observed that there is a direct significant impact of evaluation of learning and development outcomes on problem solving skills (i.e., $b=0.584$, $f^2=0.033$, $p<0.05$), evaluation of learning and development outcomes on employee effectiveness (i.e., $b=0.601$, $f^2=0.049$, $p<0.05$), evaluation of learning and development outcomes on employee efficiency (i.e., $b=0.466$, $f^2=0.043$, $p<0.05$), and evaluation of learning and development outcomes on employee innovation and creativity (i.e., $b=-0.131$, $f^2=0.047$, $p<0.05$)

Overall, the relationship between evaluation of learning and development outcomes on employees' productivity (problem solving skills, employee effectiveness, employees' efficiency, employees' innovation and creativity) is confirmed to be directly significant with the reference to the beta value of constructs above, which also depicts a strong degree of association especially on employee effectiveness. All the path coefficients were of practical importance since the significance level is below .05. The result suggested that since the significant level of the model is less than 0.05, the null hypothesis should be rejected. This implies that evaluation of learning

and development outcomes is a predictor of employee problem-solving skill, employee effectiveness, employee efficiency, employee innovation and creativity.

DISCUSSION OF FINDINGS

Monitoring and Evaluation of Learning and Development Outcomes do not have Significant Impact on Employee Productivity (Employee Problem-Solving Skill, Employee Effectiveness, Employee Efficiency, Employee Innovation and Creativity)

The findings under this test depicts that evaluation of learning and development outcomes has a 34.1% effect on employee problem-solving skill, 36.1% effect on employee's effectiveness, 21.7% effect on employee efficiency and 1.7% effect on employee innovation and creativity. Therefore, organisations under the telecommunication sector are to maintain and improve their strategies of Monitoring and evaluation of learning and development outcomes on employee's productivity (Employee problem-solving skill, Employee effectiveness, Employee efficiency, Employee innovation and creativity) since both variables have a high effect on each other. The path coefficient indicates that Monitoring and evaluation of learning and development outcomes directly and significantly influences employee's productivity in the analysis at <0.05 therefore the null hypothesis was rejected.

The influence of teaching employees on creativity on their invention was examined by Birdi (2007). They looked at how the three distinct kinds of creativity training contributed to their workers' increased productivity. The investigation concluded that some exercises geared towards boosting employee creativity had a positive impact on idea creation, but environmental factors like management support had a more profound effect on whether these ideas were turned into actual plans. If employees go back to a work environment that doesn't promote fresh ideas, it follows that employee creativity training will have a short-term effect only. Monitoring and evaluation of employees is related to increasing their creativity and innovation (Bonnes et al., 2019; Cantor et al., 2019).

Also, Birdi et al. (2012) in their study, highlighted the importance of constant Monitoring and evaluation of learning and development outcomes in employees and this can be a great tool to understanding the key aspects that needs improvement. This is a process that helps to compare their current performance in relation to expected performance after learning and development is complete.

CONCLUSION

Learning is critical for every organisation's sustainability. Additionally, it is critical for effective employee performance, enhancing employees' ability to adapt to a changing and demanding corporate environment and technology in order to maximise performance, and increasing employees' knowledge in order to build creative and problem-solving skills. Meanwhile, all postulated links between variables in the research model were tested, and it was determined that relationships do exist between the variables after subjecting the acquired data to empirical analysis using descriptive statistics. However, the findings indicated that learning and development has an effect on employee productivity, implying that efforts should be made to ensure that employees' skills and knowledge are fully utilised through appropriate and timely

learning design and implementation. This study was limited by constrained access as a result of present insecurity in Nigeria, it made it difficult to retrieve the whole hardcopy questionnaires administered to the staff. Geographically, this study was limited in scope because it only focused on selected three GSM operating firms in Nigeria.

RECOMMENDATIONS

The following recommendations are made based on the findings of the study:

1. Employers of labour and policymakers should seek to provide an enabling learning environment and favorable learning rules that allow for the attendance of all workers.
2. Managements should bring in some strategies such as bonuses and recognition to encourage active learning among employees in the organisation.
3. Management should also evaluate the learning requirements of individual employees and act appropriately.

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