

ORGANIZATIONAL LEARNING CAPABILITY AND EMPLOYEE PERFORMANCE OF MANUFACTURING FIRMS IN RIVER STATE

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Abstract. This study examined the relationship between organizational learning capability and employee performance of manufacturing firms in Rivers State, Nigeria. The cross-sectional survey which is a form of quasi experimental design was employed in this study. A total population of seven hundred and forty-five (745) employees was covered in this study but sample size of 254 was derived. Questionnaire was used in collecting data from respondent. The simple random sampling technique was used in this study. The retrieved data was analyzed using Spearman Rank Order Correlation Coefficient in order to ascertain if there is any significant relationship between the dimension of organizational learning capability (participatory decision making and risk taking) and the measures of employee performance (task performance and adaptive performance). The result of the bivariate hypotheses revealed that the dimensions of organizational learning capability relates significantly with the measures of employee performance. Thus, the study concluded that an increase in the organizational learning capability of manufacturing firms in terms of participatory decision making and risk taking will help boost the performance of the employees. The study recommended among others that the management of the manufacturing firms should ensure that employees are involved in decision making process as such will give them a clearer picture of what need to be accomplished and thus enhance their task performance.

Keywords: *organizational learning capability, employee performance, manufacturing firms, decision making*

Introduction

The issue of employee performance in organizations is gaining prominence due to its relevance in enhancing the fortune and success of the organization. Organizations are goal seeking entity due to the dare need to stay competitive and to remain agile in an ever turbulence environment. The performance of employee is paramount because they possess the tacit knowledge relevant in boosting the total performance of the firm. Pradhan and Jena (2017) remarked that employee performance is an individual work achievement after exerting required effort on the job. Organizations perform various task with the help of diverse resources like materials, men, money and machine. However, the human aspect of the resources available to be utilized by organization is paramount because they influence and control other resources to ensure that the general goal of the organization is achieved. Aguinis (2001) argued that employee performance does not include the results of an employee's behaviour, but only the behaviours themselves.

The total performance of the organization is enhanced when there is an enhancement in the performance of the employee through the exhibition of right behaviour in alignment with the goals and objectives of the firm. Muda et al. (2014) maintained that the abundance of physical facilities is worthless without the high performance of the employees that facilitates the continuity of the operation of the business. They further asserted that the total success of any enterprise depends on the performance level of its

employees. Dhammika (2013) sees employee performance as the amount of output generated from job execution by an employee over a period of time in the organization.

Employee performance is very instrumental to firms' profitability and growth (Inuwa, 2016). In alignment with the assertion above, Oluwafemi (2010) and Inuwa (2016) maintained that the effectiveness and efficiency of a firm is a function of the performance of the workers. Employee performance is the workers' total performance in meeting the anticipated achievement of tasks under the procedure and time required by the organization. In an attempt to increase employee performance, Carlson et al. (2006) maintained that competitive compensation packages, performance appraisal, training and development, recruitment packages and ensuring high morale will help boost employee performance. According to Khoreva and Wechtler (2018) the measures of employee performance are innovative job performance and in-role job performance. Motowidlo and Van Scotter (1994) identified task performance and contextual performance as the measures of employee performance. On the other hand, Pradhan and Jena (2017) identified task performance, contextual performance and adaptive performance as the measures of employee performance. Furthermore, the performance of employee may be influenced by learning capability. This assertion is based on the perceived attribute of the construct in enhancing organization positive outcome (Fang et al., 2011; Mat and Razak, 2011; Shoid et al., 2011).

Tohidi and Jabbari (2011) sees organizational learning capability as the ability of an organization to learn from its experience and taking them through times and borders. According to Yeung et al. (1999), OLC is seen as the managerial and organizational characteristics or factors that facilitate the organizational learning process or allow an organization to learn. Shoid et al. (2011) opined that organizational learning capability is the ability of an organization to apply accurate and appropriate management practices, its structure as well as the procedures which facilitate, enhance and encourage learning. Gomes and Wajahn (2017) posited that organizational learning capability (OLC) is the way in which organization learns. They maintain that it is a main characteristic of an organization that operates in a turbulent environment. McGill and Slocum (1993) argued that firms that pay high attention on OLC in a turbulent environment are able to optimize the competitive experience.

Several Scholars over the years have examined various ways to enhance employees' performance. Ahmad and Shanzad (2011) examined how human resource management relates with employee performance of university teachers in Pakistan. They observe that human resource management relate with employee performance. Shahzadi et al. (2014) examined how employee motivation impact employee performance in Pakistan. They observed that employee motivation relates significantly with employee performance. Inuwa (2016) investigated job satisfaction and employee performance in Bauchi State University. They found out that there is a positive significance relationship between job satisfaction and employee performance. Ali et al. (2016) also observed a significant relationship between motivation and employee performance. Sendawula et al. (2018) examined how training and employee engagement relates with employee performance in Uganda's health sector. They observed that training and employee engagement significantly relates with employee performance. Fang et al. (2011) examined how organizational learning capability relates with organization in Taiwan. They observed that organizational learning capability relates significantly with organization innovation. Shoid et al. (2011) also examined how organizational learning capabilities relate with knowledge performance in Malaysia.

However, despite all the several scholarly works on employee performance can be enhanced, there is however scanty empirical studies on how organizational learning capability relates with employees' performance. It is this gap that has informed this work.

Problem statement

The failure of many manufacturing firms has been on the increase in recent time. This unpleasant circumstance that has befallen many manufacturing firms has negatively affected the economic activities and has further intensified hunger and poverty in the country. The problem of poor performance is unhealthy for survival and competitiveness of the firm. The problem of low employee performance is becoming critical in recent time because low employee performance result in reduced profitability and failure of the firm. The low performance of employee in the organization affect the free flow of operations which could truncate the progress of the firm. Furthermore, the problem of low employee performance is detrimental to the firm because it reduces the productivity of the employees which affect the total performance of the organization. The manufacturing firms operates in a volatile environment and their product are constantly in rivalry with that of firms from other countries. The low level of employee performance which has affected their level of competitiveness, has forced many of the manufacturing firms out of business. In the advanced country, the manufacturing firms are booming and many has grown to global firms. However, such success story has not been recorded in Nigeria where the manufacturing firms has been crippled by high level of ineffectiveness and inefficiency based on poor employee performance.

The problem of poor quality product by most manufacturing firms in Nigeria is another manifestation of poor employee performance and this has over time resulted in dissatisfaction of employee and withdrawn of customer loyalty. Also, many customers are more loyal to foreign produced goods based on the quality of the product. Despite the diverse scholarly work by scholars to address the issue of employee performance, the problem still persists. Many manufacturing firms in Nigeria are still unable to compete with rivalries in the global market. However, it is assumed that organizational learning capability may be helpful in addressing the low level of employee performance which may thus help boost the total performance of the organization. It is on this note that this study seeks to examine how organizational learning capability in terms of participation decision making, dialogue and risk taking relates with employee performance of manufacturing firms in Rivers state, Nigeria.

Objective of the study and research hypothesis

The specific objectives are to: (1) determine the relationship between participative decision making and task performance of manufacturing firms in River state, Nigeria; (2) integrate the relationship between participative decision making and adaptive performance of manufacturing firms in River state, Nigeria; (3) investigate the relationship between risk taking and task performance of manufacturing firms in River state, Nigeria; and (4) examine the relationship between risk taking and adaptive performance of manufacturing firms in River state, Nigeria. The following hypotheses were tested in this study were:

HO₁: There is no significant relationship between participative decision making and task performance of manufacturing firms in River state, Nigeria.

HO₂: There is no significant relationship between participative decision making and adaptive performance of manufacturing firms in River state, Nigeria.

HO₃: There is no significant relationship between risk taking and task performance of manufacturing firms in River state, Nigeria.

HO₄: There is no significant relationship between risk taking and adaptive performance of manufacturing firms in River state, Nigeria.

The vigilant Interaction Theory (VIT) was employed in this inquiry. According to Papa et al. (2008), the VIT states that the quality of the group as a decision-making team is dependent upon the group's attentiveness during interaction. Critical thinking is important for all group members in order to come up with the best possible solution to the decision. Four questions that should be asked are: Analyze the problem-What needs to be fixed? Think of objectives-What are we trying to accomplish with this decision? Discuss choices - What possible choices can be used? Evaluate-After coming up with choices, what are all of the positive and negative aspects of each?

Research model and the concept of organizational learning capability

The model can be interpret in *Figure 1*. Organizational learning had been defined severally by many scholars to cover a very wide sphere of research. Guta (2013) specifically opined that organizational learning is the development of new knowledge or insights that have the potentials to influence behaviour (Bontis et al., 2002) and that learning according to Guta (2013) is a process of change in cognition and behaviour, and it does not necessarily follow that these changes will directly enhance performance. While discussing organizational learning, a particular concept that is significant and related is organizational memory. Organizational memory according to Guta (2013) is "the means by which knowledge from the past is brought to bear on present activities, thus resulting in higher or lower levels of organizational effectiveness. Organizational learning capabilities can be said to be organizational and managerial characteristics that facilitate the organizational learning process or allow an organization to learn (Guta, 2013).

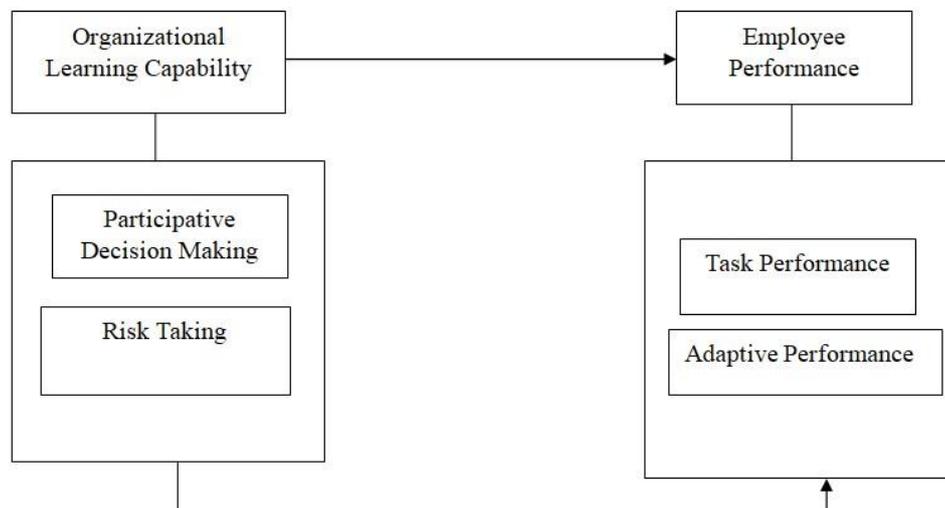


Figure 1. A framework that link between organizational learning capability and employee performance.

Source: Pradhan and Jena (2017).

Participate decision making

This is described as the extent to which employees are allowed or encouraged to share or participate in organizational decision-making (Probst, 2005). It is one of the ways many organizations make decisions by involving their employees in the decision-making process. Abraham Maslow posited that workers need to feel a sense of belonging to an organization in the hierarchy of needs and based on this, many leaders of the organization today think of the best possible leadership style to adopt in taking the organization to the 'promised land' and as such, settle for what can be termed collective decision-making or rather participative decision-making. Again, it is said that the basic concept (of participative decision-making) involves any power-sharing arrangements in which workplace influence is shared among individuals who are otherwise hierarchical unequal (Locke and Schweiger, 1979). Participative decision-making on the part of employees can bring about job satisfaction and thereby increase performance, which was seen as commitment and productivity by (Brenda, 2001). On the part of the employers, participative decision-making normally result into quality decision-making as well as efficiency that are normally influenced by multiple and differential mixed layers in terms of information access, level of participation, processes and dimensions in participative decision-making.

Risk taking

Risk-taking is often used to describe the uncertainty that results from entrepreneurial behavior (Tajeddini, 2010). The risk-taking dimension of entrepreneurial orientation captures the extent to which the firm's processes involve and/or ignore risks (McMullen and Shepherd, 2006). Risk taking involves engaging in calculated and manageable risks in order to obtain benefits, rather than taking daring risks which are detrimental for firm performance (Morris et al., 2008; Dess and Lumpkin, 2005). Begley and Boyd (1978) posit that entrepreneurial firms' propensity to take risks is between low and moderate levels. Firms that adopt a modest level of risk taking are high performers when compared to those firms that assume very high or very low levels of risk taking (Otieno et al., 2012; Kreiser et al. 2002). Risk taking also entails a willingness to commit significant resources to opportunities having a reasonable chance of costly failure and a willingness to break away from the tried-and-true path (Okpara, 2009; Wiklund and Shepherd, 2005; Lumpkin and Dess, 1996; Covin and Slevin, 1991). Risk taking involves the engagement of significant resources to activities that have significant possibilities of failure, such as incurring heavy debt or making large resource commitments, with the objective of grasping potential high benefits; eventually, managers vary in their individual propensities to take risks. However, there is evidence showing the relevance of prone risk manager's in the attainment of innovation results (Ling et al., 2008).

Concept of employee performance

Performance is the result of work that can be achieved by a person or group of people in an organization, in accordance with the authority and responsibilities of each,

in an effort to achieve the goals of the organization (Gewasari et al., 2017). Job performance is the ability (both physical & psychological) to perform a particular task in a specific method that can be evaluated as excellent, average or low on a scale (Raza et al., 2014). Most times, employee performance is confused with productivity. The two concept differs. In Pradhan and Jena (2017) the term “employee performance” signifies accomplishment of each worker’s task after exerting required effort on the task which is associated through getting a meaningful work, engaged profile, and compassionate colleagues/employers around (Karakas, 2010; Hellriegel et al., 1999). But productivity can be a condition of being efficient or achievement rate of job. Performance is “an employee ability to accomplish mission based on an organization expectation” (Perrin, 1998). For an employee performance determination, the term ‘efficiency’ must be employed in measuring the performance/output.

Task performance

Performance According to Griffin et al. (2000), task performance refers to the core technical behaviours and activities involved in job. From this definition, task performance entails both behaviours and activities that are core technical provided by the employees on the job given a task to accomplish. But Sule and Omoankhanlen (2018) as well as Sonnentag and Frese (2002), gave a more detailed description of task performance as an individual’s proficiency with which he or she perform activities which contribute to the organization’s technical core. This is because proficiency is the main thing in employee that facilitate behaviours and activities involved in job. Therefore, for an employee to be achieving task performance, such employee need adequate proficiency in the technical core of the task ahead of him/her. Task Performance is the proficiency with which job incumbents perform activities that are formally recognized as part of their jobs (and, usually, are not a part of at least some other jobs in the organization), activities that contribute to the organization’s technical core either directly by implementing a part of its technological process, or indirectly by providing it with needed materials or services (Hunthausen, 2000; Borman and Motowidlo, 1993).

Adaptive performance

Job performance was said to be the ability (both physical and psychological) to perform a particular task in a specific method that can be evaluated as excellent, average or low on a scale” (Raza et al., 2014). Again, as a component of overall employee performance, adaptive performance refers to the ability of an individual to change his or her behaviour to meet the demands of a new environment (Charbonnier-Voirin and Roussel, 2012). This is adjusting to work environment and understanding changes in the workplace. Most employer value employees that are versatile and they are seen as important in and to the success of the firm. Also, employees with high level of adaptability are most employers’ pride because of the positive outcomes that follow like excellent work performance, work attitude, ability to handle stress. There is always career opportunities for employees that display high adaptive performance in organizations compared with those employees that find it difficult to adapt to changes.

Empirical review

Organizational learning capability and employee performance as a study attracted significant attention of many scholars that had done different researches and studies and usually from different background like psychology to organization behaviour. Ricardo et al. (2009) did a work on measuring organizational learning capability among the workforce, the study sets out to propose and validate a measurement scale that aims to capture the organizational capability to learn, based on a comprehensive analysis of the facilitating factors for learning. Data were collected from eight Spanish ceramic tile manufacturers. The survey was addressed to shop floor workers. A total of 157 valid questionnaires were obtained, representing a response rate of 61 percent. Using confirmatory factor analysis, the construct measurement model was tested and the scale was validated. The results of the study indicate that the operational measure developed here satisfies the criteria for unidimensionality, reliability, and validity.

Maryam and Mohammadkarim (2014) did a research on the Relationship between the Organization Learning Capacity and Knowledge Management among Nurses in Medical University of Isfahan–Iran. The purpose of this research is to study the relationship between the Organization Learning Capacity (OLC) and Knowledge Management (KM) among nurses. A cross-sectional descriptive-analytical approach was adopted and the population of the study was 157 nurses of selected hospitals. Data collection was done via OLC and KM questionnaires. Reliability test of questionnaire are conducted by experts, whereby Cronbach's alpha coefficient was 0.85 for OLC questionnaire and 0.93 for KM questionnaire. Data analysis was done in SPSS (16) software. The mean score of OLC has been 45.5 ± 24.5 among nurses and the mean score of KM has been 44.5 ± 20.1 . In general there was a significant relationship between OLC and KM. The result showed that mean score OLC (45.5 ± 24.5) is indicative of middle scores of hospitals from the perspective of a learning environment and the hospitals need to move the cursor to the learner. Between dimensions of OLC, the highest mean belongs to knowledge transfer and integration.

In another study carried out by Nzioka (2012) which looked at the relationship between organizational learning and performance improvement in Kenya's commercial banks. Empirical research design was adopted in order to help integrate the study concepts with practice while closing gaps identified in conceptual studies identified in the literature reviewed. Again, cross-sectional research design and a survey method were chosen. The study population consisted of all the 43 commercial banks in Kenya. The information required however relates to behavioral outcomes of specific practices as felt by an employee within a given bank hence random sampling was employed to select one respondent from each of the banks. The analysis of the data provided an understanding of the contribution of organizational learning to performance improvement within the commercial banks in Kenya. The findings revealed that there exists a positive relationship between factors that promote organizational learning and the dimensions of organizational learning. Also, there is a strong positive correlation between the dimensions of organizational learning and organizational performance.

Griffin et al. (2000) conducted a study aimed at analyzing the influence of organizational learning capability in innovative performance and organizational performance of small and medium-sized enterprises. The research was conducted under the quantitative approach, descriptive and causal, and cross-sectional survey. The sample was composed of 92 enterprises in the textile industry. The data were analyzed through the technique of Structural Equation Modeling. The results show that the organizational learning capability influences the innovative performance of small and

medium-sized enterprises; however, the influence of the learning capability in organizational performance was not significant. The study provides evidence for these relations and shows that they are significant and positive in the context of small and medium-sized textile enterprises, context in which the empirical literature is particularly scarce. For future research it is suggested to evaluate contingency factors for innovative and organizational performance. Other studies could analyze the differences in innovation between manufacturing and service sector.

A research was carried out by Siddiqui et al. (2019) for the purpose of analyzing factors that affect the knowledge sharing and can lead the conventional banking sector towards enhancing the innovation capabilities by creating the culture of organizational learning. The model of this research paper is tested using a sample of 300 employees occupying the position of officer grade I, II and III in conventional banking sector of Bahawalpur. Researchers have used the simple random sampling technique for the collection of data with the help of questionnaire. SPSS version 21 is used to analyze data collected for this research paper. The result shows that out of nine factors, seven factors namely individual personality, individual attitude, reward and recognition, competence based trust, benevolence based trust, ICT infrastructure and availability and ICT know how are all significantly and positively related with the innovation capabilities as well as knowledge sharing and thus knowledge sharing also mediates between them.

Villar et al. (2014) did a work to provide a more complete picture of the relationship between organizational learning capability (OLC) and export intensity, by taking into consideration the mediating effect of innovation performance, data were collected from 182 Italian and Spanish ceramic tiles producers. The study combines primary data taken from two different key informants and secondary data for our final dependent variable. In this way we limit potential statistical problems such as common method variance. The questionnaire was applied using a 7-point Likert scale. The study shows that organizational learning facilitating factors should be taken into account when setting innovation and export objectives.

The purpose of this study carried out by Fang et al. (2011) was to examine the relationship between organizational learning capability and organizational innovation, and understand the moderating effect of knowledge inertia in the relationship between organizational learning capability and organizational innovation. This study collected 563 valid questionnaires to analyze. The participants in this study were a regional hospital in middle Taiwan, included nurses, supervisors and managers. The result showed that organizational learning capability positively and significantly related to organizational innovation. Knowledge inertia moderated the relationship between organizational learning capability and organizational innovation.

Enayat et al. (2014) study was aimed at understanding and assessing the application of organizational learning capabilities in the status quo and review desirable situations in the context of the agricultural faculty environment. Data were collected from 329 faculty members in 19 public agricultural faculties using a survey questionnaire. Results indicate that organizational learning capabilities are below average in the status quo of agricultural faculties. When different capabilities are compared, it seems that sharing knowledge, a flexible structure and system thinking provide more organizational learning opportunities for Iranian agricultural faculties. Finally, the implications of the results and further research are discussed.

Norliya et al. (2018) carried out a study to investigate the perceptions of Organizational Learning Capabilities (OLC) dimensions namely organizational culture and leadership among librarians in one public university library in Malaysia. In this pilot study, a research survey method using questionnaire was randomly distributed to 50 librarians of the library. The results of the survey were analyzed using the Statistical Package for the Social Sciences (SPSS). Descriptive statistics were analyzed using mean and standard deviation while inferential statistics used non-parametric test which were Mann-Whitney U and Kruskal Wallis test. The results showed that respondents had positive perceptions on organizational culture (mean=3.64) and leadership (mean=3.67) as factors of organizational learning capabilities in their organization. Additionally, there was evidence of difference regarding organizational culture in terms of gender. The result is important to the organization to provide significant feedback on librarians' perception on organizational learning capabilities which is useful for the organization to enhance organizational learning. Does organizational learning affect the performance of higher education lecturers in Indonesia? The mediating role of teaching competence was the topic of the research study conducted by Wahyudi (2017). The study used the random sampling technique and also, employed the proportional sampling technique to determine the sample size in each university. The representative sample size of the study was 207 lecturers, which meets with the analysis technique of Structure Equation Model (SEM). Their sample consists of lecturers of seven most reputable private universities in Central Java (Indonesia) that had the highest number of students in the year 2015.

The organizational learning is measured by five questions adopted from previous studies (Sessa et al., 2011; Van der Vegt and Bunderson, 2005; Argyris and Schon, 1996), including learning proactively, finding alternative methods, learning new knowledge, discussing the current issues, and trying a different perspective. The variable of need for achievement is measured by five items adopted from Turabik and Baskan (2015) as well as Nandi (2008), including persevering to work, enjoying the challenge, knowing the progress, reaching the realistic goals, and desiring to feel satisfaction. They measured lecturer capability and performance with four items suggested by the Act of the Republic of Indonesia No. 14 of 2005 on Teachers and Lecturers. The teaching competence is indicated by pedagogic, professional, social and personal capabilities. The lecturer performance is measured by teaching, research, community service performance and other supporting and developmental activities. All items of questions employ a Likert scale ranging from strongly disagree (1) to strongly agree (7). The result of this study statistically revealed that there is positive significant and effect of organizational learning and need for achievement on teaching competence and lecturer performance. Again, the result showed that there is the significance of the mediating variable of teaching competence in strengthening the relationship between organizational learning and lecturer performance, which eventually leads to the conclusion that this study is capable of fulfilling the previous theoretical gap. These results theoretically have implications that the lecturers who can develop higher level of organizational learning and encouragement of need for higher achievement are more likely to effectively improve their pedagogical, professional, social, and personal competence. This thereby ultimately improves the lecturer performance and contribution in terms of teaching practices, research, community services, and other supporting developmental programs.

Ali and Ameer (2016) did a work to study the Impact of Organizational Learning on Firm's Perceived Financial Performance: Taking the Role of Leadership as Moderator. The survey was conducted among the six telecommunication companies working in the Faisalabad. Data of 251 respondents from these six selected companies were collected for analysis. The data is primary in nature. The study is quantitative in nature. A structured close ended questionnaire is used and results are analyzed through regression with the help of SPSS. The financial performance used in this thesis is based on the perceptions of the employees under study. The results of the study show organizational learning has a positive impact on firm's financial performance while organizational learning has more effect on financial performance in presence of leadership, where leadership acts as moderator. It is suggested that these companies must deploy their efforts in enhancing on organizational learning capabilities to get the better financial results.

The study conducted by Chukwuma et al. (2017) titled organizational learning and performance of selected paint manufacturing firms in Lagos State, Nigeria made use of correlational research design. Structured questionnaire with 5 point modified Likerts scale rating was administered to a sample size of two hundred and seventy three (273) respondents from the population of eight hundred and sixty four (864). 273 copies of questionnaire were administered, out of which, 265 copies were returned, and subsequently used for the analysis. From the result of the study it was concluded that organizational learning positively relates to performance of paints manufacturing firms in Lagos State, Nigeria. This implies that organizational learning predisposes individual workers to acquire basic knowledge that will enable them to forage strategies for business performance which is sacrosanct given the dynamism of business environment. The resulting flux in changing business environment necessitated the imperativeness of co-opting organizational learning practices to modulate the growing incidence of business failure resulting from dearth of operational dexterity in the work place (Chukwuma et al., 2017).

Measuring the impact of learning organization on job satisfaction and individual performance in Greek Advertising Sector was another study conducted by Dekoulou and Trivellas in the year 2014. Questionnaire was used in collecting data from respondents 251 out of 1256 questionnaire distributed. From the findings it was asserted that there is a positive relationship between learning organization and job satisfaction, stating that the higher the extent to which an organization has set workplace learning as a principal priority, the more satisfied staff members appear with their job and also, learning orientation proved to constitute a factor that critically influences both job satisfaction and performance (Dekoulou and Trivellas, 2014). It must be noted that the result of this study cannot be something that can be stand on considering the number of questionnaire distributed and the number used for the study. The quantity used for the research is far too low, 251 out of 1256.

Materials and Methods

The cross sectional survey which is a type of the quasi experimental design was used in this study. The accessible population was 745 employees of 7 manufacturing firms in Rivers state. The Krejcie and Morgan (1970) table was used to determine the sample size of 254. Thus, a total of 254 questionnaires were distributed to employees in the 7 selected firms. The simple random sampling technique was used in this study. This

technique was used because it gives a true representative of the entire population and reduces the tendency for researcher bias in selecting the sample case. The independent variable (organizational learning capability) was measured in terms of participative decision making and risk taking. 4 items were use in measuring participative decision making (e.g. Managers in this organization frequently involve employees in important decisions) and 4 items were use in measuring risk taking (e.g. people are encouraged to take risk in this organization). Conversely, the dependent variable (Employee performance was measured in terms of task performance and adaptive performance. Task performance was measured with 7 items (e.g. in my organization, the quality of my work has increased over the years) and 6 items were used in measuring adaptive performance (e.g. in my organization, I work at keeping my job knowledge up-to-date). Items were rated on a 4-point Likert scale ranging from 1-strongly disagreed, 2-disagree, 3-agree and 4-strongly agreed. The spearman rank order correlation coefficient statistical analysis was used in analyzing the bivariate hypotheses through the help of Statistical Package for Social Sciences (SPSS) version 21.

Results and Discussion

A total of 254 questionnaires were distributed to respondent, however, only 178 (70%) copies were completely filled and used for the study. The hypotheses test was undertaken at a 95% confidence interval implying a 0.05 level of significance. The decision rule is set at a critical region of $p > 0.05$ for acceptance of the null hypothesis and $p < 0.05$ for rejection of the null hypothesis.

Ho₁: There is no significant relationship between Participative Decision Making and Task Performance of manufacturing firms in Rivers state

The result of the analysis in *Table 1* shows a significant level $p < 0.05$ ($0.002 < 0.05$), $\rho = 0.111$ between Participative Decision Making and Task Performance. This means that there is a significant relationship between Participative Decision Making and Task Performance. The null hypothesis is rejected, and the author restate that “there is a significant relationship between Participative Decision Making and Task Performance”.

Table 1. Participative decision making and measures of employee performance.

			Participative decision making	Task performance	Adaptove performance
Spearman's Rho	Participative decision making	Correlation coefficient	1.000	.111	.494
		Sig. (2-tailed)	-	.002	.000
		N	178	178	178
Task performance	Task performance	Correlation coefficient	.111	1.000	-.050
		Sig. (2-tailed)	.002	-	.512
		N	178	178	178
Adaptive performance	Adaptive performance	Correlation coefficient	.494	-.050	1.000
		Sig (2-tailed)	.000	.512	-
		N	178	178	178

Ho₂: There is no significant relationship between Participative Decision Making and Adaptive Performance of manufacturing firms in Rivers state

The result of the analysis in *Table 1* shows a significant level $p < 0.05$ ($0.000 < 0.05$), $\rho = 0.494$ between Participative Decision Making and Adaptive Performance. This means that there is a significant relationship between Participative Decision Making and Adaptive Performance. The null hypothesis is rejected, and we restate that “there is a

significant relationship between Participative Decision Making and Adaptive Performance”.

Ho₃: There is no significant relationship between Risk Taking and Task Performance of manufacturing firms in Rivers state

The result of the analysis in *Table 2* shows a significant level $p < 0.05$ ($0.028 < 0.05$), $\rho = 0.164$ between Risk Taking and Task Performance. This means that there is a significant relationship between Risk Taking and Task Performance. The null hypothesis is rejected, and the author restate that “there is a significant relationship between Risk Taking and Task Performance”.

Table 2. Risk taking and measures of employee performance.

			Risk taking	Task performance	Adaptove performance
Spearman’s Rho	Risk taking	Correlation coefficient	1.000	.164	.220
		Sig. (2-tailed)	-	.028	.003
		N	178	178	178
Task performance	Task performance	Correlation coefficient	.164	1.000	-.050
		Sig. (2-tailed)	.028	-	.512
		N	178	178	178
Adaptive performance	Adaptive performance	Correlation coefficient	.220	-.050	1.000
		Sig (2-tailed)	.003	.512	-
		N	178	178	178

Ho₄: There is no significant relationship between Risk Taking and Adaptive Performance of manufacturing firms in Rivers state

The result of the analysis in *Table 2* shows a significant level $p < 0.05$ ($0.003 < 0.05$), $\rho = 0.220$ between Risk Taking and Adaptive Performance. This means that there is a significant relationship between Risk Taking and Adaptive Performance. The null hypothesis is rejected, and we restate that “there is a significant relationship between Risk Taking and Adaptive Performance”.

Participate decision making and task performance

The bivariate hypotheses between Participative Decision Making and Task Performance reveal a noteworthy relationship between the two variables. The spearman correlation coefficient reveals that the p-value of 0.002 was less than 0.05 ($p = 0.002 < 0.05$) which implies that Participative Decision Making has a significant relationship with Task Performance. Thus, the null hypothesis was rejected and the alternate hypothesis was accepted. The result of the correlation coefficient (r) is 0.111. This thus reveals that there is a significant relationship between Participative Decision Making and Task Performance. Thus, enhancing Participative Decision Making will help enhance Task Performance. Thus, the first objective of the study which sought to examine if Participative Decision Making relates with Task Performance was achieved. This finding agrees with that of Brenda (2001) who believed that Participative Decision Making is important in enhancing Task Performance.

Participate decision making and adaptive performance

The analysis of hypothesis two reveal a noteworthy relationship between Participative Decision Making and Adaptive Performance. The spearman correlation coefficient reveals that the p-value of 0.000 was less than 0.05 ($p = 0.000 < 0.05$) which

implies that Participative Decision Making has a significant relationship with Adaptive Performance. Thus, the null hypothesis was rejected and the alternate hypothesis was accepted. The result of the correlation coefficient (r) is 0.494. This thus reveals that there is a significant relationship between Participative Decision Making and Adaptive Performance. Thus, enhancing Participative Decision Making will help enhance Adaptive Performance. Thus the second objective of the study which sought to examine if Participative Decision Making relates with Adaptive Performance was achieved. This finding agrees with the works of Lattam (2001) that the primary aim of participative decision-making (PDM) is just for the firm to derive certain benefit from the perceived motivational effects of increased adaptive performance of the employees.

Risk taking and task performance

The bivariate analysis of hypothesis three shows that Risk Taking relates significantly with Task Performance. The p-value of 0.004 which is less than the significant level of 0.05 ($p=0.028<0.05$) indicate that there is a significant relationship between Risk Taking and Task Performance. The correlational (r) value of 0.164 implies that there is a high positive correlation between Risk Taking and Task Performance. This implies that a change in Risk Taking will have a significant impact on Task Performance. If well planned and implemented, Risk Taking will help enhance effective Task Performance. This finding is in alignment with that of Wiklund and Shepherd (2005) that Risk taking entails a willingness to commit significant resources to opportunities having a reasonable chance of costly failure and a willingness to break away from the tried-and-true path which leads to increased performance of employees on the tasks given.

Risk taking and adaptive performance

The analysis of hypothesis four showed a significant relationship between Risk Taking and Adaptive Performance. The p-value of 0.007 which is less than the significant level of 0.05 ($p=0.003<0.05$) indicate that there is a significant relationship between Risk Taking and Adaptive Performance. The correlational (r) value of 0.220 implies that there is a weak positive correlation between Risk Taking and Adaptive Performance. This implies that a change in Risk Taking will have a significant impact on Adaptive Performance. If well planned and implemented, Risk Taking will help enhance effective Adaptive Performance. This finding is in alignment with the work of Otieno et al. (2012) who noted that, Risk taking influences Adaptive Performance of employees.

Conclusion

Based on the research findings, it is very clear that The performance of employees is vital and paramount in order to enhance the wellbeing and success of the organization. Organizations that are able to enhance the performance of their employees stand a better chance of outperforming their competitors in the industry. As such, ability of the organization to continuously seek for ways to improve employee performance will make them to maintain high performance irrespective of the turbulent moment. The organizational learning capability is relevant in enhancing the employee performance in the organization. This is true owing to the fact that there is a significant positive

relationship between the dimensions of organizational learning capability and employee performance. Participative leadership was shown to positively and significantly correlate with task performance, contextual performance and adaptive performance. This shows that an increase in participative leadership will enhance the overall performance of the employees. Employees are rational being, as such when they are allowed to participate in decisions making and setting of objectives, such motivate them to achieving superior performance.

Conversely, a reduction in participative leadership will subsequently lead to reduction in employee's performance. Employees are full of ingeniously, and the level of their performance is dependent on their risk taking ability. This is true because of the significant relationship between risk taking and the measures of employee performance (task performance and adaptive performance). Conclusively, an increase in the organizational learning capability of manufacturing firms in terms of participatory leadership and risk taking will help boost the performance of the employees. Based on the findings and conclusion of this study, the following recommendations are hereby preferred: (1) the management of the manufacturing firms should ensure that employees are involved in decision making as such will give them a clearer picture of what need to be accomplished and thus enhance their task performance; (2) the management of the manufacturing firms should create a work environment that permit the employees to take relevant and calculated risk, as such will over time enhance their competence and boost their adaptive and task performance; (3) the management of the manufacturing firms should improve employee participation in the organization by ensuring free and open communication within the work group, this will help enhance the individual employee performance in the organization; and (4) the management of the manufacturing firms should create a conducive and flexible work environment in order to enhance the engagement of employees and thus boost their performance.

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Conflict of interest

The authors confirm that there is no conflict of interest involved with any parties in this research study.

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