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Organizational Learning: A Panacea for Workers' Productivity in the Nigeria Transportation Sector

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ABSTRACT: *The transportation sector is one of the major sectors that drive any economy as it conveys man, materials, as well as goods and services from one point to another. This study was conducted to ascertain the influence of organizational learning on workers' productivity of transport companies in Nigeria. 89 copies of the research instrument were administered, while only 86 were retrieved and analyzed, being 97% response rate. This exercise was carried out with the aid of SPSS using Spearman Rank Order Correlation. And a conclusion was drawn.*

Key words: *Organizational learning, Workers' productivity, Transport companies.*

1. Introduction

The transportation sector in Nigeria is multi-layered in that it is encompasses a sum of industries. It thus has both intercity and intracity routes. The former can be classified into railways, trucks, huge lake and rivers and canals ships, pipelines, and airlines, while the latter can be categorized into town service buses, taxis and so on. Since the productivity of workers in this sector is paramount to increased performance of transport companies, learning becomes inevitable. It is common knowledge that "the more we live, the more we learn"; that statement cannot be easily pushed to the back burner because learning is paramount in our daily lives. The long search for productivity in any organization is traceable to continuous effective learning, in that it is a life-long process without which growth would be stunted and vision impaired. Rose, Kumar and Park (2005) hold the view that learning is more of a need than a choice at the moment in that every living organism has to learn to even survive, even organizations; in an endeavor to improve efficiency, competency and productivity.

This aspect of organizational activity is well-thought-out as a core capability builder of an effective organization and a key element of a strategy for corporate renewal, as long-term survival, competitiveness and achieving greater productivity mostly hinge on the organizations learning capacity to match the complexities in the environment of business (Montes, Moreno and Morales, 2005). In the sense of the above, organizational learning (OL hereon) is a prerequisite for enhancing successful organizational change/upgrade and improve the productivity of the employees. This is vital due to the fact that organizations now exist in knowledge economy, which rely heavily on their employees to survive. These employees possess the talents, capabilities, skills and aptitudes that will help them to win and have a competitive edge over others (Alo, 1999). To further buttress the above point, the work of Chris (2011) testifies to the fact employee productivity is important as

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managing financial/other resources and programme outcomes because workers' productivity (WP hereon) or the lack there of has a profound effect on both the financial and none-financial components of any firm.

In contemporary times, WP has come to the forefront in organizational activities, as firms now seek to constantly optimize their human and other resources in the appearance of growing competitive pressures (Suhman, 2001). As, Watkins and Marsick (1996) noted, learning may perhaps enhance the intellectual competencies of the workforce as such organization will in due course be healthier off through having learned workers. OL could be regarded as a vigorous course of creation, acquisition and integration and submission of knowledge aimed at developing organizational resources and capabilities that can add value to better action (Chonko, Dubinsky, Jones and Roberts, 2003; Choe, 2004; Lopez, Peon and Ordas, 2005). Therefore, for WP to be boosted, Khan (2010) listed staff motivation, work environment, training/development and administrative involvement as elements that can influence it. These factors if not available can get in the way of the productivity of a worker and in a long run affect the productivity of the entire workforce, because poor employee performance (EP) can place the organization at risk. This is regarded in line with the fact that the value of a service in this case offered by workers of transport organizations is influenced by a blend of competencies they possess on how to manage and device a means out of challenging situations.

These competencies do not essentially center upon the state of technological innovation of the organization, but more considerably the ability of the organizations' workforce to manage these challenging situations as they arise. Potentials of highly effective individuals encompass many of the indispensible philosophies of human productivity (Green, 2004). Those potentials tend to signify the aptitude to assume precise values and philosophies upon which efficiency and increased is considered fundamental; which is perceptible in line with the tenets of WP, leading to high accomplishment in the place of work. In picturing this, because the central of any business is to generate value and translate same into profit making venture on circumstance that it delivers quality service which is geared towards hitting the target of and surpassing customer expectations (Green, 2004); these capabilities are conveyed to the front-burner. As a link with the above, for the intention of customer satisfaction to be realized, employees must be productive in a number of organizational assignments. However, Green (2004) discovered that WP can be translated into overall effectiveness of the organization; noting that organization now are productively conscious and will always surpass its achievements measurement.

Although, other scholars have conducted studies on OL and WP respectively, there is still scanty empirical evidence on OL and WP especially in Port Harcourt, Rivers State, Nigeria (Lopez, Peon and Ordas, 2005). Hence, this study seeks to fill the gap observed by relying on this strong point as a point of departure. The emphasis here is to examine the relationship between OL and WP in transport companies in Port Harcourt, Rivers State Nigeria.

WP has been shown to have a weighty effect on organizational performance (OP) (Collis and Montgomer, 1995). This is owing to the reason that individual performance is the foundation of OP. However, several factors can impede the eventual growth and performance of organizations in the transport sector especially bearing in mind the fact that transportation companies are about precision in conveying humans and other items to meet up conveyance, transfer, or delivery undertakings, so workers are duty-bound to work vigorously to please clients. Hence the possibility to be ineffective on the part of workers may arise except that is put in check by constant and vigorous learning. From this time, Khan (2010) identified certain factors that can prevent employees from being productive, but they are not limited to staff motivation, bad working environment, lack of training and development and lack of participation in the decisions that directly affect their job. Others are poor communication, poor supervision, inconsistency on the part of management, lack of supervision, firm not moving with the times in terms of technological advancement (or out dated systems), lack of acknowledgement, worker's dissatisfaction, employee's individual problems, etc.

Little wander, Nowier (2009) argue that bad work setting can have adverse effect on WP which could be as a consequence of ineffective communication, weak social relationship, poor office system organization, poor management, as well as unfavourable environmental issues. It is considerably a higher cost to employ people who work than it is to maintain and operate the building; hence spending money on refining the work setting may be the utmost cost effective way of cultivating productivity. Lastly, most managers may need to be sent for training owing to lack of productivity problem on the part of their subordinates may which arise in organization. But managers may not be conscious of the make-up of the training nor given the needed tools to help in coaching the employees on how to properly carry out their activities which mostly affect the OP.

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Nonetheless, this study seeks to improve WP through enhancing effectiveness and increasing output through constant training of the workers of these transportation companies.

2. Theoretical Framework

The theoretical outline presents the foundational theory being organization theory, with which WP can be, underpinned (Schunk, 1991); while experiential learning theory serves as a baseline theory when studying OL.

2.1. Organization Theory

Pfeffer (1991) in his book new guidelines for organization theory, make available a multi-disciplinary emphasis on the paraphernalia of social organizations on behaviour and approaches of individual employees within them, effect of individualities and deed on organization that conveys productivity, accomplishment, and continued existence of organizations, the reciprocal effect of environments together with resource(s) and task(s), political and cultural settings on organizations and vice versa and finally concerns with the epistemology and approach that undergird research in each of this topics (Lawrie, 2000). The organization theory is on the premise that business organizations are formed to deliver goods/services in to consumers in such a manner that they can realize profit at the deduction of the transactions (Lawrie, 2000).

The main objective of organizations being to make generate value then they must organize their resources including the human resource in a fashion that the primary goal is achieved (Longnecker and Fink, 2001). In this circumstance, every employee must meet their set targets which are in line with the firm's objectives for it to deliver its results to the stakeholders (Muindi, 2012). The employee productivity must therefore be measured in this milieu to ensure submission to work prospects.

2.2. Experiential Learning Theory

The experiential learning theory was developed by David A. Kolb in the year 1984 and is established restraints of consciousness, way of life and composition. This theory since its conception has significantly influenced leadership of organizational expansion and has greatly contributed to principles of the learning for organization (Mclead, 2013).

In his theory he provides a holistic ideal of the learning process and is a multi-linear model of adult development, both of which are unswerving with what we know about how we naturally learn, grow and develop which can be practiced to organizations. The theory is called experiential learning to give emphasis to the central role that experience plays in the learning process. The principle behind this theory is that a person would learn through discovery and experience. Experiential learning relates solely to the meaning making practice of the individuals' uninterrupted experience and that knowledge is continuous and gained through both private and environmental experiences. Kolb (1984) stated that the imperative to gain genuine knowledge from an experience the learner must have four abilities: (a) the learner must be willing to be enthusiastically involved in the experience; (b) the learner must be able to reflect on the experience; (c) the learner must hold and use analytical skills to theorize the experience; (d) the learner must possess decision-making and problem-solving skills in order to use the new thinking gained from the experience.

This experiential learning theory is typically represented by a four stage learning cycle in which the learner touches all the bases namely; concrete experience (doing and/or having an experience. It thus concerned itself with encounter, or a reinterpretation of existing practice), reflective observation (reviewing/reflecting on the experience; thus, the new experience is of particular importance are any inconsistencies between experience and understanding), abstract conceptualization (concluding/learning from the experience; thus reflection gives rise to a fresh idea, or a modification of an existing abstract concept), active experimentation (planning/trying out what you have learned). Effective learning is seen when a person progresses through a cycle of four stages: (1) having a concrete experience (2) observation of and reflection on that experience, (3) creation of abstract concepts (analysis) and generalizations and assumptions, (4) test of hypothesis in future situations, resulting in new experiences, as learning as an cohesive process with each stage being mutually supportive of and feeding into the next. It also sees learning as the process whereby knowledge is created through the transformation of experience (Kolb, 1998). Hence, it can be proven that effective learning only occurs when a learner is able to execute all four stages of the model.

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3. Empirical Literature

Table-1. Different scholars have differing views on the variables especially when discussed alongside other concepts.

S/No.	Author(s)	Year	Country	Concept/Topic	Method	Findings
1.	Johnson	1998	USA	Environmental change theories, practitioners, and learning organization.	257 employees of learning organizations were studied using simple random sampling. ANOVA with the aid of SPSS.	People expand their aptitude to fashion out values they truly desire, where new and expansive patterns of thinking are cultivated and people are repeatedly learning how to learn together.
2.	Rogers	2003	Canada	How innovation and learning can be incorporated into the life of the organization.	143 learners (employees) using the Spearman's Correlation technique.	Learning organization focus predominantly on systems-level learning which occurs when organizational structure and culture, and its people center elements interact with each other. Interaction of these attributes shapes the nature and the extent of learning.

Source: Compiled from literature by the Researcher, 2018.

3.1. Meaning of Organizational Learning (OL)

OL could be seen as simply the recognition and correction of errors (Argyris and Schon, 1978). Which is consonance with, the definition of, Fiol and Lyles (1985), which states that it is the process of refining actions through superior knowledge and understanding, while Dodgson (1993) pronounces organizational learning to mean the approach firms tend to build, to enhancement and consolidate knowledge and sequences around their activities and within their philosophies and get used to and advance organizational efficiency by refining the use of the broad skills of their workforce. Marsick (1994) see it as process of coordinated systems change, with mechanisms built in for individuals/groups to access, build and use organizational memory, structure and culture to develop long-term organizational capacity, and Huber (1991) takes a positions that learning transpires in an organization if through its dispensation of information, the range of its impending behaviours is transformed.

Jaja and Umezurike (2005) hold the view that, OL is a relatively permanent modification in the functioning and behaviour of an organization arising from organizational experience. From the preceding, it could be seen that experience is a major factor in OL. Mabey and Salaman (1995) saw OL as relating with the development of new-fangled knowledge or insights that have the potential to influence behaviour. Argyis and Schon (1996) opined that it is "an organization's acquisition of understanding, know-how, technique and practices of any kind and by any means". Peter Senge et al (1990) see OL as "the continuous testing of experience and the transformation of that experience into knowledge that accessible to the whole organization and relevant to its core purpose". OL engenders behavioural and attitudinal change that enhances efficiency and consequently leads to the accomplishment of the organizational goals.

Various organizations employ various techniques in learning and aggregating its stock of knowledge. These take account of, but not limited to the following; for OL to occur, there is the need for the formation of organizational knowledge foundation. This knowledge base is fashioned by acquiring, storing, interpreting and influencing information both from inside and outer of the organization. Mason (1993) noted that strategic submissions of information systems can take two forms:(1) Capabilities for blending in knowledge from outside (e.g. viable intelligence systems-acquiring information about other firms in a similar industry). (2) Capabilities for creating new understanding from the reinterpretation and reformulation of existing and newly acquired information (e.g. managerial information systems or decision-support systems). They can also be environmental scanning and report systems, and intellectual and adaptive filters.

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To add to the above, some known forms of traditional distribution of information; e.g. face-to-face conversation, memos, computer-mediated communication systems such as electronic mail, bulletin boards, video conferencing, file delivery systems and management workflow systems can ease the distribution of information. In line with this, Hiltz and Turoff (1993) have revealed that such coordination tends to enhance involvement and consequently lead to healthier decisions, from the time when decisions are taken by harmonization and not by dominance. They tend to also allow for the conception of social linkages of memberships recounting and distributing their information, that this coordination also support responses and evaluate mechanisms among associates. These systems not only support communication but also group effort, in the enlargement of such information-systems-enabled-networks, consequences in the heightened interpretation of information at every point in time.

Evolving machineries such as internet and intranet tend to permits members of the organization to connect and share information across time zones and distance both from within and outside the firm. This encourages greater learning and understanding of internal and external issues at all times. Which are why, Huber (1991) state that OL transpires the minute organizations commence programmes that are logical and the figures and facts explanation activities are specified the needed consideration; this is why Daft and Lengel (1986) noted that organizations are confronted with uncertainty and equivocality when act together with the environment. On one hand, uncertainty is condensed by obtaining and doling out more information, while equivocality or ambiguity is concentrated by carrying out deliberations and face-to-face conversations. That is, the better-off the media, the healthier the understanding of information.

Morrison (1993) noted that the memory of an organization can be made of both hard data such as numbers, facts, figures and rules, as well as soft information such as tacit knowledge, expertise, experiences, anecdotes, critical incidents, stories artifacts, and details about strategic decisions. Most organizations have various kinds of information systems such as inventory control systems, budgetary systems and administrative systems to store and retrieve 'hard' data or facts but do not have similar systems to capture 'softer' information. Similarly, Brown (1991) stated that ideas generated by employees in the course of their work rarely get shared beyond a small group of confidants or team members. Greater OL can occur if these experiences and narratives are stored electronically for future references, and it leads to development. It is however worthy of note that organizations engage in management development activities for several reasons which are not limited to capital improvement, morale improvement, and ability to adapt to change if and when they come (Frost, Vos and Dreyer, 2003; Katcher and Snyder, 2003). It is for this reason that employers do not regularly consider the feelings of their employees regarding skills development.

Frost et al (2003) assert that the traditional business organization is closely modeled on the military style of management, probably because armies are the largest and almost certainly the oldest human organizations, noting that in response to this, Katcher and Snyder (2003) identify some of the reasons why employers need their employees to continuously learn new skills namely; capital improvement: organizations tend to spend millions of rand s on upgrading their plants and equipment, yet little on upgrading their human capital. Employees are an asset to the organization but employers are more concerned about reaching deadlines and profit maximization rather than employees skills development, without which EP could be hampered.

Walkins and Marsick (1996) considered seven dimensions for learning organization and believed that learning organization is designed based on these seven dimensions, we shall be restricted to two dimensions which include continuous learning and transfer of knowledge.

3.1.1. Continuous Learning (CL)

Learning in organization is designed in their study so that they can learn while working. In the organization, continuous learning (CL) has to do with shaping a team to adapt to changes in the business environment. This is very important because the ever-changing economic climate demands that any team be up to date with the latest knowledge and also is flexible and easily adaptable to any changes that may be required (Wurdinger, 2005). CL involves the process of constantly trying to update skills and learn new ones. This shows high emotional intelligence in the area of self-awareness and self-management ("I know I need to learn this new skill to be more valuable to my employer or to be more productive in my personal life").

Having self-awareness, or knowing our strengths and weakness, is the first step in improving our chances for career and personal success. Once we are aware (self-aware) of our weaknesses, we can better choose areas in which we would like to learn. CL is a routine improvement process to foster learning new practices

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and approaches to execute job with complete competence and success, in that successful CL and development programme assist the planned requirement of the organization and also satisfies the individual needs of the people functioning in it. Effective CL programmes also help the employees to concentrate on their individual career development which ultimately assist to achieve organizational short and long run objectives. To improve efficiency in CL programmes, organizations should give special attention to employee's contribution in designing CL methods and modules. Participatory CL design motivates the workforce to learn objectively leading to incremental performance development and accelerated professional commitment. To ensure effectiveness of participative CL programmes, post continuous learning evaluation works as an inflexible tool to design, correct and improve existing and future CL needs and approaches that is the reason why people who often learn new skills tend to be happier individuals and more value to their organizations.

3.1.2. Transfer of Knowledge (ToK)

People participate in establishing and performing a new and common view point in organization, so that they are encouraged to learn what they are supposed to do. Transfer of knowledge (ToK) is considered to be an important attribute of a learning organization by the existing literature. Armstrong and Laschinger (2006) noted that transfer of knowledge learning in this sense connotes the process of giving front-line employees the authority to make decisions once reserved only for managers. Organizations are generally operating with less authoritarian leadership style and trying to get employees actively involved in business processes. So many organizations are built on top-down communication from management in a bid to achieve this (Bass and Avolio, 1994). Employees in this environment feel there is no purpose in taking a stand, since they have no direct channel and don't feel they'll have an impact. Bass (1996) opined that leaders may have clear direction and more experience, but that doesn't invalidate feedback and ideas from employee on the front lines. In essence, leaders give employees structured ways to make their thoughts, feelings and observations known easily and regularly in order to help them understand that their input is valued even if you decide to go a different way.

Argyris (1990) and Garvin (1993) describe the ToK and learning organization is connected to a certain extent. Similarly, Burdett (1991) found an obvious and significant relationship between ToK and OL. It is an important concept that can unlock the energy and talent that resides within an organization and id therefore, at the heart of competitiveness. Employee ToK enables self-efficacy, power sharing, participation in decision-making through establishing open communications (Ford, 2006), 'ToK with its associated sense of self-efficacy encourages individuals to pursue their growth process, to seek development opportunities, to surface, experiment, challenge and adapt, enhance nurturing the drive towards personal mastery' (Barker and Baron, 2003).

Schein (1999) stated that although OL is often defined as the result of many individuals learning generatively in an organizational context, the argument is made that such learning is defector coercive persuasion popularly known as "brainwashing". The current obsession with ToK and getting employees to become fully engaged with the organization and its needs to become competitive and more productive results from management's perceived need to convert the creative impulse of the employee into organizatio nally useful channel". Schein believes ToK is nothing but "coercive persuasion" where employees are forced to conform to certain norms, rules, regulations irrespective of their willingness to do so or not.

3.2. Meaning of Workers' Productivity (WP)

Productivity is a measure of performance. It is a process of getting more carried out with a minimal amount of resources to increase the profit base of a given enterprise. It is a tool to measure success for a directed effort to do something to achieve result. The ability to enhance the quality of goods and services depends greatly on the interest of management to know and find out how to motivate the workers for increased productivity (Madume et al, 2008).

Is to ratio of production output to what is required to produce it (input). The measure of productivity is defined as a total output per one unit of a total input (Craig, 1993). Productivity in the workplace allows skills, technology and innovative ideas to achieve maximums output with the inputs and processes that are already in place Raising (2008) Summed up the importance of productivity which is as follows: Productivity increases the rates of low cost per unit and results in lower price. It helps in retaining whatever competitive advantage

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that may be achieved. It also increases the standard of living since more and more products can be purchased, if product production is more. This way, consumers will benefit from a high productivity from your business.

It increases profits for businesses and leads to salary increases for labourers. For compassionate capitalists, increased profits mean that they can share more money and blessings with their employees. He observed that productivity is more important than revenues and profit. This is because profit determines only the end results, whereas productivity determines the efficiency of the service or a contract personally execute any work or labour but does it include: Any person employed otherwise than for the purpose of the employer's business, or Persons exercising administrative, executive, technical or Professional functions as public officers or otherwise or Members of the employer's family or Representatives, agents and commercial travelers in so far as their work is carried on outside the permanent workplace of the employer's establishment; or Any person to who articles or materials are given out to be made up, cleaned, washed, altered, terminated, fished, repaired or adopted for sale in his own home or on other premises not under the control and management of the person who gave out the articles or the materials; or Any person employed in a vessel or aircraft to which the laws regulating merchant shipping or civil aviation apply. Workers productivity also known as labour productivity is defined as GDP (Gross Domestic Product) per hour worked.

3.2.1. Customer Service Delivery (CSD)

The target must be to increase productivity efforts toward serving your customer and therefore growing sales resulting in high CSD to efficiently drive productively. CSD must come first in all of considerations about productivity. CSD is doing the right things. You must make sure that all your objectives serve your goals, which in turn serve your purpose, objectives are short-term achievements, goals are long-term achievements, and your purpose is serving customers in ways that satisfy their needs and desires. Start by looking at whether you are doing the right things, and whether you are asking employees to do the right things. For example, if you are a manufacturer, ask yourself whether all employee tasks contribute to manufacturing, or whether some tasks, such as washing company vehicles or ordering lunch for staff, are irrelevant. Make sure your employees engage in activities that are effective in moving you toward your goals. Productivity is doing the right things in the right way once you ensure employees are being effective and efficient, you will see a rise measuring this productivity on a daily, weekly and monthly basis. You can use metrics such as number of units produced, sales or customer satisfaction surveys with CSD and efficiency in place; you will be able to establish some baseline measures of the productivity of your company.

CSD is a concern that not only affects businesses everywhere, but also has powered a huge deal of investigation in management and organizational behavior (Waldman, 1994). Several studies on CSD have been carried out. Nonetheless, dissimilar line of thinking of the study CSD is in circulation in today's management literature. Although the field of management has predominantly engaged the aforementioned with how one can make an employee as creative and industrious as possible, the any field of behavioural sciences has been intensified on how to prevent loss as related to productivity due to a certain disease (Campbell, 1990). In those organizational psychologists, on the other hand, have an interest to inspire determinants, such as work engagement, satisfaction, and personality, on CSD (Halbeslebe, Wheeler and Buckley, 2008).

3.2.2. Performance Delivery (PD)

Output can be measured in terms of volume or quantity of items produced, or naira value of items produced or services provided. One standard measurement of productivity is output per worker-hour, or the ratio between the numbers of hours worked to total output. You can also measure your productivity per week or month, if each unit of production takes more than an hour to create. Increasing output is one of the most critical goals in business. Unfortunately, it's an activity seldom accepted by Human Resources (HR) professionals as a legitimate mandate. While most Human Resources (HR) professionals acknowledge that their job entails establishing policy, procedures and programs governing people management, few attempt to connect such elements to increasing employee output (volume, speed, and quality) per each naira spent on labour costs (or as an easier to measure alternative, revenue per employee.

Newstrom and Davis (1993) noted that performance delivery (PD) have a tendency to establish a favourable link between units of labour input as equaled to unit of output; being an active force behind the organization's capability of firm to serve its envisioned persistence and cost-effectiveness, since it has tum out

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to be a foremost objective of firm (Marcoulides and Heck, 1993). It is the connection between output and input of human and non-human or other resources used in the production arrangement. In the light of the following, Newstrom and Davis (1993) illustrated that productivity represents proficiency in the employment of the fundamentals of production such as land, labour and capital to produce/realize a higher output. In this rationality, PD connotes the ratio of output as compared to input; meaning that the greater the statistical value of the percentage, the larger the PD (Newstrom and Davis, 1993).

Similarly, it is the measure of how well the resources namely man, money, material, and machinery are harnessed together to their thorough utilization to the feat of a predetermined or projected result. Similar to this, Marcoulides and Heck (1993) noted that PD implies attaining the peak of performance with the least or negligible expenditure of the resources; at several levels. Wortzel-Hoffman and Boltizar (2007) discovered that the measure of judging the percentage of inputs associated to output can be realized in these ways namely; (a) constant reoccurrence of scale (b) snowballing return of scale (c) declining return of scale. In the light of these contentions; Becker and Huselid (1999) put forward that firms should focus in these areas of learning and development in order to realize huge output.

3.2.3. Relationship between Organizational Learning (OL) and Worker Productivity (WP)

It is apparent from the above, that organizations learn so as to increase the stock of knowledge, improve processes, structures, technology, principles and procedures, which the employees adapt/adopt to improve effectiveness, increase output; efficiency and timely delivering of goods and services and general performance, which give the organization competitive advantage over and above competitors. Workers productivity also known as labour productivity is defined as GDP (Gross Domestic Product) per worker: productivity us a measure of output from a production process, per unit of input labour productivity, therefore are output per labour hour. It is measure of how effective and efficient a given population is in the labour input, is defined as total hour worked. (OECDS, 2001) The productivity of worker is measures in terms of the quality of output produced by a worker in materials production per unit of labour time (an hour, a shift, a month, or a year) or in terms of the time spent in producing a unit of output.

3.2.4. Corporate Culture Moderating the Relationship between Organizational Learning (OL) and Workers' Productivity (WP)

Corporate culture is made up of those aspects of the organization that give it a particular climate or experience. Culture is that distinctive constellation of beliefs, values, work styles, and relationships that distinguish one organization from another (Harrison and Stokes, 1992).

Appelbaum et al. (2004) asserts that employees form an overall subjective perception of the organization based on such factors as degree of risk tolerance, team emphasis, and support for people. This overall perception becomes, in effect, the organization's culture or personality. These favorable or unfavorable perceptions then affect EP and satisfaction, with the impact being greater for stronger cultures (Appelbaum et al., 2004). High employee satisfaction is important to leaders who believe that an organization has a responsibility to provide employees with jobs that are challenging and intrinsically rewarding (Robbins, 2001). Corporate culture should be tailored towards ensuing organizational citizenship behaviour (OCB) that would come as a result of effective OL that would drive the organization to achieving her desired productivity on the part of the workers (Appelbaum et al., 2004).

4. Hypotheses

From the above research questions, the following null hypotheses were formulated.

Ho_1: There is no significant relationship between continuous learning and customer service delivery of transport companies in Port Harcourt.

Ho_2: There is no significant relationship between continuous learning and performance delivery of transport companies in Port Harcourt.

Ho_3: There is no significant relationship between transfer of knowledge and customer service delivery of transport companies in Port Harcourt.

Ho_4: There is no significant relationship between transfer of knowledge has no significant relationship with performance delivery of transport companies in Port Harcourt.

Ho_5: Corporate culture does not significantly moderate the relationship between workers' productivity of transport companies in Port Harcourt.

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5. Methodology

The whole essence of this is to obtain accurate, reliable and valid data. In the light of what determines the kind of research design, Ahiauzu (2006) assert that the choice of a design is influenced by the study purpose, type of investigation and unit of analysis. A quasi-experimental design was adopted. The population of this study is made up of road transport companies operating in Rivers State. It is however worthy of note that the population was obtained through field survey at the offices of the various firms based on their addresses as cited in the Rivers State Yellow Pages. Rivers State Yellow Pages is a handbook of the Rivers State Ministry of Commerce and Industry. This is however, verifiable at their official website; (www.riversstateyellowpages.com) or at their office; Block B. State Secretariat Complex, Port Harcourt, Rivers State. Simple random sampling technique was adopted considering that each sample has an equal chance of being selected. The sample size (S) was ascertained using the Krejcie and Morgan table, which amounted to eighty-nine (89) as the sample size (S) from a population size (N) of one forty-four (144) which was purposively selected. Nonetheless, Bowley's (1926) proportional allocation technique was used allocate respondents for the sample size for each of the firm.

The study made use of both primary and secondary data; the questionnaire is the main instrument which was used for collecting primary data. Also, secondary data consists of information gotten from publications such as journals, textbook and journals. The validity of this work was tested using construct and content validity. The Cronbach's Alpha was used to test reliability and the resulting coefficient if it is above 0.70 is generally accepted. The Spearman Rank Order Correlation was used to analyze the data once they are received and the statistical package for social science (SPSS) tool was used to run the analysis.

6. Result

The results are described with relevant data presented in tables and figures. The stated null hypotheses were tested to generate findings, and conclude with discussion of findings from the results. For the questionnaire distribution, frequency is 89; representing 100% were administered, frequency is 86; representing 97% were retrieved, and the latter was used for the analysis.

6.1. Test of Hypotheses

This segment shows the results and analyses obtained from the tests of the stated hypotheses using Spearman's Rank Correlation Coefficient with the aid of the Statistical Package for Social Sciences (SPSS) version 21.

Table-2. Relationship between continuous learning and customer service delivery of transport companies in Port Harcourt.

Correlations

			Continuous Learning	Customer Service Delivery
Spearman's rho	Continuous Learning	Correlation Coefficient	1.000	.104
		Sig. (2-tailed)	.	.040
		N	86	86
	Customer Service Delivery	Correlation Coefficient	.104	1.000
		Sig. (2-tailed)	.040	.
		N	86	86

Source: SPSS Output, 2018.

Continuous learning and customer service delivery: The analysis reveals a low significant positive relationship between continuous learning and customer service delivery. This is as the rho value =.104 and level of significance where p=0.040 indicate a substantial level of association between both variables. Hence based on the decision rule of $p < 0.05$ for the tests, the null hypothesis is hereby rejected.

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Table-3. Relationship between continuous learning and performance delivery transport companies in Port Harcourt.

Correlations				
			Continuous Learning	Performance Delivery
Spearman's rho	Continuous Learning	Correlation Coefficient	1.000	.200
		Sig. (2-tailed)	.	.015
		N	86	86
	Performance Delivery	Correlation Coefficient	.200	1.000
		Sig. (2-tailed)	.015	.
		N	86	86

Source: SPSS Output, 2018.

Continuous learning and performance delivery: The analysis reveals a significant positive relationship between continuous learning and performance delivery. This is as the rho value = .200 and level of significance where p=0.015 indicate a substantial level of association between both variables; hence based on the decision rule of p<0.05 for the tests, the null hypothesis is hereby rejected.

Table-4. Relationship between transfer of knowledge (ToK) and customer service delivery (CSD) of transport companies in Port Harcourt.

Correlations				
			Transfer of Knowledge	Customer Service Delivery
Spearman's rho	Transfer of Knowledge	Correlation Coefficient	1.000	.262
		Sig. (2-tailed)	.	.015
		N	86	86
	Customer Service Delivery	Correlation Coefficient	.262	1.000
		Sig. (2-tailed)	.015	.
		N	*86*	*86*

Source: SPSS Output, 2018.

Transfer of knowledge and customer service delivery: The analysis reveals a significant relationship between transfer of knowledge and customer service delivery. This is as the rho value = .226, p=0.015 indicate level of association between both variables; hence based on the decision rule of p < 0.05 for the tests, the null hypothesis is hereby rejected.

Table-5. Relationship between transfer of knowledge (ToK) and performance delivery (PD) of transport companies in Port Harcourt.

Correlations				
			Transfer of Knowledge	Performance Delivery
Spearman's rho	Transfer of Knowledge	Correlation Coefficient	1.000	.190
		Sig. (2-tailed)	.	.010
		N	86	86
	Performance Delivery	Correlation Coefficient	.190	1.000
		Sig. (2-tailed)	.010	.
		N	*86*	*86*

Source: SPSS Output, 2018.

Transfer of knowledge and performance delivery: The analysis reveals a significant weak positive relationship between transfer of knowledge and performance delivery. This is as the rho value = .190 and level of significance where p=0.010 indicate a substantial level of association between both variables. Hence based on the decision rule of p<0.05 for the tests, the null hypothesis is hereby rejected.

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6.2. Univariate Analysis

Partial correlation is used to examine the influence of corporate culture on the relationship between OL and worker's productivity of transport companies in Port Harcourt. The decision rule is to accept the null hypothesis where $p > 0.05$ significant level and reject the null hypothesis where $p < 0.05$ significant level.

Table-6. Corporate culture and the relationship between organizational learning (OL) and worker's productivity (WP) of transport companies in Port Harcourt.

Control Variables			Organizational Learning	Worker's Productivity
-none-[a]	Organizational Learning	Correlation	1.000	.554
		Significance (2-tailed)	.	.006
		Df	0	84
	Worker's Productivity	Correlation	.554	1.000
		Significance (2-tailed)	.006	.
		Df	84	0
Corporate Culture	Organizational Learning	Correlation	1.000	.576
		Significance (2-tailed)	.	.026
		Df	0	83
	Worker's Productivity	Correlation	.576	1.000
		Significance (2-tailed)	.026	.
		Df	83	0

Source: SPSS Output, 2018.

Table 6 showing the moderating role of corporate culture on the relationship between organizational learning and worker's productivity gives a correlation = 0.576 at 0.026 level of significance. Therefore, it is concluded that corporate culture significantly moderates organizational learning and worker's productivity.

7. Discussion of Findings

This study has revealed that OL can significantly relate with workers' productivity when cooperate culture is introduced as a moderating variable, supported by the findings of Wurdinger (2005), which hold that CL very important because the ever-changing economic climate demands that any team be up to date with the latest knowledge and also is flexible and easily adaptable to any changes that may be required.

It further shows that when corporate culture in introduced, there is an alteration in the correlation coefficients and their respective p-values. Showing that corporate culture must be considered critically if the organization has in mind to achieve the much needed CSD which is line with WP and change through mechanisms for corporate culture in a bid to enhance organizational plan through a corporate culture, which is in line with the study of Madume et al. (2008), hold that the ability to enhance the quality of goods and services depends greatly on the interest of management to know and find out how to motivate the workers for PD resulting in CSD enhances organizational strategy through a corporate culture, and PD which is in line with Newstrom and Davis (1993) who reported that PD have a tendency to establish a favourable link between units of labour input as equaled to unit of output.

8. Conclusion

In conclusion, this study has revealed that OL can considerably influence productivity of firm especially with corporate culture. Hence, CL and ToK of the employees can increase revenue base as well as output. In the light of this, management of transport companies should introduce continuous learning as it helps employees to tackle head-on business challenges and tap into opportunities and increase customer service delivery for the organization. Because there is a set standard for performance delivery, managers of transport companies should maintain high level of continuous learning as it keeps the mind of the employee sharp and their skills fresh to accomplish the established goals of the organization. If continuous learning is maintained, it would become an essential part of the organization in resolving productivity challenges, while promoting a

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productivity driven culture in the firm. In an attempt to build the competence and confidence of the employee; management should maintain continuous learning to help employees enjoy more options at work and enhance their output. Management should constantly encourage all employees to imbibe the productivity culture of the firm because this would encourage workers' productivity and enhance potentials for sound organizational learning.

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