

LANGUAGE PROFICIENCY AND READINESS AS CORRELATES OF ADMINISTRATIVE WORKERS' EFFECTIVENESS

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Abstract

The study examined **language proficiency and readiness as correlates of administrative workers'** effectiveness. It adopted the ex-post facto and descriptive research design of the survey type. The population comprised of all executive and administrative staff of Bamidele Olumilua University of Education, Science and Technology, Ikere Ekiti. The research sample was selected using a combination of purposive and random sampling techniques. The researchers made use of a structured questionnaire titled: Readiness, language proficiency as correlates of Administrative workers' effectiveness (RLPAWEQ). The validity of the instrument's face, content, and constructs were examined. The instrument's test-retest reliability was guaranteed. A statistical analysis using Pearson Product Moment Correlation was performed on the scores from the two sets of replies at the 0.05 level of significance. The reliability coefficient of 0.85 obtained from the instrument was deemed sufficient for the investigation. Four hypotheses were generated. Data were analysed using both descriptive (frequency count, percentage and pie chart) and inferential statistics (Pearson Moment Correlation Coefficient and Correlation Matrix) to test the hypotheses at 0.05 level of significant. and tested using. Among the conclusions is the fact that there was a noteworthy correlation between workers' linguistic competency and administrative proficiency. Significant correlations have been found between the language competency of relationship workers and the advancement of administrative workers' careers, as well as between relationship workers' language proficiency and their assigned duty posts. The researchers came to the conclusion that there was a connection between language competency and the productivity of administrative personnel based on the study's findings and discussion. Furthermore, a correlation was seen between every characteristic related to language competency and the preparedness of workers. The researchers suggest that companies think about offering administrative staff members language competence training programs, among other things, in light of the study's findings. To increase communication efficacy, these programs might concentrate on enhancing language proficiency in speaking, writing, and understanding.

Keywords: Language Proficiency, Readiness, Administrative Workers, Effectiveness, Communication.

INTRODUCTION

The globalization of the workplace has led to a greater need for multilingual and culturally adaptable workers, who often enjoy more prospects. Given that our workplaces and society are becoming more linked; these opportunities will only grow. Employees that possess a high level of skill in a borrowed language are highly valued in any community where it is the official

language. The term "readiness" describes a person's ability and disposition to carry out their duties in an effective and timely manner. Conversely, linguistic competency is the capacity to comprehend and utilize a language with ease. Both fundamentals have a big influence on how productive administrative staff members are in a company.

Numerous research works have examined the linking between administrative staff language competency and preparedness. These studies show that increased language competency improves administrative personnel' general preparedness in many ways. These ways include communication, customer service, task performance and problem solving.

Madeline (2023) asserts that an administrative officer who does not have high proficiency in communication cannot be effective. Also, Arkoudis, Baik, Hawthorne and O'Loughlin ((2009) report that higher language competence improves communication inside the company since it allows one to comprehend and communicate information more properly. The same Madeline (2023) reveals that it is imperative to recall that there is a reciprocating link between linguistic proficiency and preparedness. Although having more language proficiency might increase one's degree of preparedness, the researchers are of the view that having more language proficiency can also inspire people to work on their language abilities. Training plans, language classes, and other development activities can help achieve this.

In the workplace, poor language proficiency can cause time wasting and needless rework of some tasks, particularly in collaborative projects. To collaborate effectively, group members must communicate clearly with one another. The capacity to collaborate successfully declines when communication routes are unclear. From the perspective of human resources, bilingual or multilingual workers who do not consider English to be their first language may encounter insufficient assistance for language competency at work and may require additional time to get completely used to and understand their tasks and responsibilities. They might become less confident in their talents based on this circumstance and be unwilling to take on new or challenging responsibilities. It's crucial to note that decision-making procedures may also be impacted, particularly for English language monolinguals.

When multilingual workers have difficulty picking up new languages or honing their language abilities at work, it affects productivity not just in the early phases of employment, such the onboarding process, but also in later training sessions, when more time and work may be needed. Linguistic difficulties can also have a detrimental effect on the development of enduring connections in positions involving clients or consumers, leading to mistakes or catastrophic errors.

You may take the initiative to solve any linguistic problems your business could be having. Make use of Language Testing International (LTI), a reputable language testing company with over thirty years of expertise serving the business sector, to evaluate and certify your workers' proficiency in speaking, writing, listening, and reading in foreign languages. This will boost their self-confidence.

Caballero & Walker (2010) reveal that work readiness is believed to be indicative of graduate potential in terms of long term job performance and career advancement. On the issue of worker's readiness, as developed by the Center on Transition Innovations (2023) asserts that when worker is ready, he will have to take initiative and self-directed means to initiate or look for ways to help and accomplish tasks without being told to by someone else. It is often not enough for worker to wait around for someone to tell him what to do. It is his responsibility to do what needs to be done without being asked. The researchers observe that employers look for employees who show initiative and self-direction by attending to their responsibilities willingly. On the career job, Kaplan (2023) reveals that career readiness is someone's capacity to adapt, learn, and apply relevant skills in a constantly evolving professional landscape." The researchers observe that proficiency is no longer about knowing a specific trade or craft anymore, it's about understanding the complexities of the modern work environment, possessing strong interactive abilities, and navigating the new AI gears for productivity." The indexes identified by the researchers; tenses and logical presentation of ideas, boldness, precarious thinking and problem-solving, public speaking and objective situation analyses are believed but not limited; will determine the level of inclination of the workers.

On the issue of effectiveness, Arwiphawee (2011) opines that worker's effectiveness is the competency of personnel to yield a desired result in the superlative potential way. It is related with the ability to attain established goals, which also bring into line with organizational goals. This includes making high-quality outcomes, creating a well work atmosphere, and increasing out-puts. To her n effective employee performs and delivers on expectations, works well with others to contribute to organizational goals, and has a higher desire to remain in the organization. Adu (2016) reveals that effective workers are always the organization's talents or people who have the skill to go above and try to achieve more than the organization's expectations. That is why the researchers are of the view that the effective workers that are proficient in **communication skills are likely ready to put in his best, hence effective.**

Statement of the Problem

In our contemporary professional situation, the researchers observe that most of the administrative staff are no more effective. The sadden part of it is that most all administrative workers are graduates in their various subject areas which qualified them to such recognized career jobs. However, the effectiveness of workers in various occupations, including administrative roles, is crucial for organizational success. Readiness, defined as the willingness and ability to respond promptly and effectively to work demands, has been identified as a key determinant of workers' effectiveness. Additionally, language proficiency, as a fundamental communication skill, plays a vital role in facilitating effective workplace interactions. However, there is a gap in our understanding of the relationship between readiness and language proficiency as correlates of workers' effectiveness, particularly within the context of administrative roles. While unreliable evidence suggests that these factors are likely to be interrelated, limited empirical research has been conducted to examine the specific nature and extent of this relationship.

Consequently, the concern of these researchers is to investigate and explore the extent to which readiness and language proficiency are correlated with workers' effectiveness in administrative roles. By addressing this problem, we can gain valuable insights into the importance of these factors and their potential impact on the overall performance and productivity of administrative workers

Theoretical Framework

This research is built on communication competent theory developed by James C. McCroskey and John A. Daly, this theory focuses on the ability to communicate effectively in various contexts. Language proficiency plays a crucial role in communication competence, as individuals with higher language skills are more likely to convey their messages clearly and accurately. Effective communication is essential for harmonizing tasks, cooperating with contemporaries, and accomplishing goals, which are all essential characteristics of workers' effectiveness. Hence, this research work is anchored on this premise

METHODOLOGY

The study adopted the ex-post facto and descriptive research design of the survey type. A survey design adopted for this study was to investigate the relationship between readiness and language proficiency as correlates of workers' effectiveness. The population comprised of all executive and administrative staff of Bamidele Olumilua University of Education, Science and Technology, Ikere Ekiti. The research sample was selected using a combination of purposive and random sampling techniques. Purposive sampling was used to select the deans, directors and deputy registrars who were the unit heads of different departments /units under which other workers discharged their duties. The researchers made use of a structured questionnaire titled: Readiness, language proficiency as correlates of Administrative workers' effectiveness (RLPAWEQ). This RLPAWEQ was divided to three sections; A, B and C. Sections A and B were answered by executive and administrative staff. Section A was based on biodata of the respondent while Section B. Section B was grouped into two parts; part one and part two part one elicited information on workers' Readiness while part B elicited information on language proficiency. Each part has five items making 10 items. section C contained 15 items attested for by the supervisors of the respondents of sections A and B which elicited information on administrative effectiveness in areas of their daily activities which are tenses, boldness, situation command, public speaking and objective situation analyses. The RLPAWEQ was anchored on three Likert scale that is; 1=Agree (A), 2= Uncertain (U), 3= Disagree (D) so as to determine the level of readiness and language proficiency of each worker.

The instrument was subjected to face, content and construct validity. Test-retest reliability of the instrument was ensured. The scores obtained from the two sets of responses were subjected to statistical analysis involving Pearson Product Moment Correlation at 0.05 level of significance. The instrument yielded reliability coefficient of 0.85 which was considered high enough for the study. Data were analysed using both descriptive (frequency count, percentage and pie chart) and inferential statistics (Pearson Moment Correlation Coefficient and Correlation Matrix) to test the hypotheses at 0.05 level of significant.

RESULTS

HO₁: There is no significant relationship between worker’s language proficiency and administrative competence in Bamidele Olumilua University of Edu.

Table 1: Test of Relationship between worker’s language proficiency and administrative competence of administrative staff of BOUESTI.

Variables	N	\bar{X}	SD	Df	r-cal	r tab
Administrative Competence	75	2.630	1.192	74	0.639	.232
worker’s language proficiency	75	2.773	0.47911			

p<0.05

Table 3 shows the relationship between administrative proficiency and worker’s language proficiency. The result obtained from the analysis shows that the calculated value of (0.639) is greater than r-critical or table value (0.232) at 0.05 level of significance. As such, the null hypothesis is rejected; this shows that there is significant relationship between administrative proficiency and worker’s language proficiency.

HO₂: There is no significant relationship between worker’s language proficiency and attainment of career promotion of administrative workers.

Table 2: Test of relationship between worker’s language proficiency and attainment of career promotion of administrative workers.

Variables	N	\bar{X}	SD	df	r-cal	r tab
Worker’s Language Proficiency	75	2.630	1.222	74	0.548	.232
Attainment of career promotion of administrative workers	75	2.526	0.264			

p<0.05

Table 2 shows the relationship between worker’s language proficiency and attainment of career promotion of administrative workers. The result obtained from the analysis shows that the calculated value of (0.548) is greater than r-critical or table value (0.232) at 0.05 level of significance. As such, the null hypothesis is rejected; this shows that there is significant relationship worker’s language proficiency and attainment of career promotion of administrative workers.

HO₃ There is no significant relationship between workers’ language proficiency and assigned duty post of administrative workers.

Table 3: Test of relationship between worker’s language proficiency and attainment of career promotion of administrative workers.

Variables	N	\bar{X}	SD	Df	r-cal	r tab
Worker’s Language Proficiency	75	2.630	1.222	74	0.639	.232
Assigned Duty Post of Administrative Workers	75	2.773	0.47911			

p<0.05



Table 3 shows the relationship between worker's language proficiency and assigned duty post of administrative workers. The result obtained from the analysis shows that the calculated value of (0.639) is greater than r-critical or table value (0.232) at 0.05 level of significance. As such, the null hypothesis is rejected; this shows that there is significant relationship worker's language proficiency and assigned duty post of administrative workers.

HO₄: None of the proficiency variables (tenses and logical presentation of ideas, boldness, situation command, public speaking and objective situation analyses) have relationship with workers' readiness

In testing this hypothesis, data on administrative effectiveness were derived by the researchers from section B part C of the instrument. The results are presented in table 4.

Table 4

	variables	1	2	3	4	5	6
1	Workers' Readiness	1.00					
2	Tenses and logical presentation of ideas	0.730	1.00				
3	Boldness	0.625	.576	1.00			
4	Critical Thinking and Problem-Solving	0.641	.627	0.803	1.00		
5	Public Speaking	0.581	.722	.619	.720	1.00	
6	Objective Situation Analysis	-0.742	.743	.513	.673	.538	1.00

$P < 0.05$, R Table = 0.232

Table 4 shows the relationship between each pair of variables examined in this study. The result shows that there is relationship between the variables and worker's readiness. The following pairs of variables indicated that there is significant relationship between worker's readiness and Tenses (0.670), worker's readiness and Boldness (0.625), worker's readiness and Critical Thinking and Problem-Solving (0.641) and worker's readiness and Public speaking (0.581). There is negative relationship between worker's readiness and Objective Situation Analysis (-.742).

DISCUSSION

The results revealed that that there was significant relationship between and worker's language proficiency and administrative workers' effectiveness. This implies that workers that are proficient in language like good command of language are always effective. This is in line with the view of Leong and Ahmadi (2017) and Khoiriyatul, Seny, Andi (2023).and supported by Teacher Coles English Corner (2023) that proficient English language skills have a direct impact on employee presentation and overall job fulfilment. When employees can efficiently communicate their concepts and beliefs in English, they become more self-assured in their roles

It was showed that there was significant relationship worker's language proficiency and attainment of career promotion of administrative workers. In a situation whereby justices are followed, the staff that have high language proficiency always get their promotion as and when due. During the interrogations, the researchers could realize that those that got to the rank of assistant registrars are workers with high language proficiency while others are stagnation

senior administrative officers. This is in agreement with Mohammad and Rajib (2013) report that in various ways one's English language skills influence prospects of employment, especially in contributing to the possibility of "secure" and "better" jobs.

The result of hypothesis 3 showed significant relationship between worker's language proficiency and assigned duty post of administrative workers. It was realized from the study that only those that have high language proficiency are posted to head various important unit like director, faculty officers and desk officers. This result therefore indicates that the level of language efficiency of administrative staff will attract the sensitivity of the responsible to be assigned to such staff as reported by Ogunbadejo (2022) that worker's level of language competency determines the assessment of the duties and responsibilities of the position. If the position requires the high knowledge of command of language, the employers must determine the proficiency level the results of correlations between pairs of variables indicated that there was significant relationship between each of the variables of language proficiency and worker's readiness. This implies that workers that have good use of language tenses had the highest rates of readiness. Other variables are workers' boldness, critical thinking and problem-solving and objective Situation Analysis. All these are in line with Caballero and Walker (2010) that organisations are progressively concerned in the magnitude to which graduate contenders retain the skills and attributes that make them prepared or ready for accomplishment in the daily rapidly changing work situation. Talking of the boldness, Lynn (2014) reported that workers' statement might be grammatically correct, mentally feasible, and culturally appropriate; but if it is interrupted by another action or the speaker is too timid to speak, the communication would not occur. Therefore, any worker that could not have high potential of any of the variables of language proficiency would not be ready to work.

CONCLUSION

Based on the findings and discussion of this study, the researchers therefore concluded that there was relationship between language proficiency and administrative workers' effectiveness. Also, there was relationship between each of the variables of language proficiency and worker's readiness.

Recommendations

Based on the findings of this studies, the researchers recommend that;

1. Organizations should consider providing language proficiency training programs for administrative workers. These programs can focus on improving language skills, such as speaking, writing, and comprehension, to enhance communication effectiveness. By investing in language training, organizations can empower workers to communicate more effectively, leading to improved overall effectiveness in their roles Organizations should consider providing language proficiency training programs for administrative workers. These programs can focus on improving language skills, such as speaking, writing, and comprehension, to enhance communication effectiveness. By investing in language training,

organizations can empower workers to communicate more effectively, leading to improved overall effectiveness in their roles.

2. Organizations should cultivate a culture that encourages and supports readiness among administrative workers. This can be achieved by setting clear goals, providing resources, and promoting a proactive approach to work. Managers should actively communicate the importance of readiness and provide guidance and support to help workers develop and maintain a readiness mindset

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