

CAREER DEVELOPMENT AND EMPLOYEES' PERFORMANCE IN SELECTED UNIVERSITIES IN DELTA STATE**¹Ogor Madrid Sammy, ²Tobi Ejumudo and ³Prof. Kelly B. O. Ejumudo****Department of Public Administration, Novena University, Ogume, Delta State, Nigeria.****²Department of Entrepreneurship, Dennis Osadebey University, Anwai, Asaba, Delta State, Nigeria, ³Department of Public Administration, Novena University, Ogume, Delta State, Nigeria.***Email: profkellynovena@gmail.com.***ABSTRACT**

This study looked at career development and staff performance at a few Delta State universities. In addition to the theoretical framework offered to explain the facts created in the investigation, a number of literatures were reviewed for the study. In this study, a cross-sectional survey design was used. Out of the 1781 people in the study population, a sample of 178 was taken. The survey participants were chosen by a basic random sampling technique. Four universities were chosen for the study, two of which were public and two of which were private. Information was gathered from the respondents via a questionnaire using a four-point Likert scale: strongly agree, agree, strongly disagree, and disagree. The study employed descriptive methods to display and evaluate the quantitative data, such as frequency distribution tables, mean, and standard deviation. Meanwhile, inferential statistics, such as Analysis of Variance (ANOVA), were utilized to assess the study's hypotheses. The study found that through their growing output, career development helps employees perform better. According to the study, organizations should offer opportunities for staff members in the university system to advance their careers. Examples of these opportunities include loans for publications and staff sponsorships for conferences and workshops that will give employees widespread exposure and significantly boost the institution.

Keywords: Universities, Delta State, Career, Development, Employee, Performance**INTRODUCTION**

Rapid changes in economic and technological aspects have occurred in the wake of the twenty-first century, which has also emphasized global societal change. The nature of occupations and jobs has been redefined as a result of these astounding developments in the world. A strong need for highly educated and skilled workers has arisen to meet the demands of a technically demanding workplace due to the swift changes in these countries' overall economic systems on socio-economic, demographic, and technological levels. Consequently, regardless of the size or nature of the company, career development has gained recognition on a global scale as one of the essential requirements that affects career growth opportunities and is a major factor in determining employee organizational productivity (Sunyoto, 2016; Delbari, Rajaipour & Abedini, 2021). Because career development and promotion chances are generally seen favorably by employees, the majority of firms implement career development programs to help their staff members plan their careers appropriately. According to Luh and Dewi (2020), employee productivity is the outcome that a worker achieves in terms of both quality and quantity. It is determined by the worker's skills and abilities in accomplishing tasks in compliance with organizational standards and assigned responsibilities.

A recent independent evaluation of organizations found that staff productivity is trending backward. Scholars have frequently linked this issue to the lack of professional development possibilities that workers in many global economies have access to across organizations (Delbari, Rajaipour & Abedini, 2021; Firman, 2021; Wau & Purwanto, 2021). According to these research, workers who

are offered the chance to advance in their careers are more likely to give their all in order to achieve organizational goals. Thus, academics, researchers, decision-makers, and human resources specialists have been greatly concerned in career development, which includes career growth as a phenomenon. Additionally, the factors employed in this study differ from those used in previous research. Although the rationale behind their variable selection may make sense, it has precluded a deeper comprehension of the relationship between employee productivity and various career development factors (career counseling, career mentoring, career training, and career advancement). In light of this, the researcher set out to close this gap by evaluating the impact of career development on workers performance in a few Delta State Universities.

Objective of the study

The general objective of the study is to examine career development in employees' performance in selected universities in Delta State, while the specific objective is to:

1. Determine the influence of career development on employees' performance.

Research Question

1. How does career development influence employees' performance?

Research Hypothesis

1. There is no significant relationship between career development and employees' performance.

Review of Literature

The Career Development Concept

Vocational development, according to Werther and Davis (1996), is the process of developing one's personality in order to pursue a desired vocation. Career development, according to Dubrin (2002), is the work that employees do to plan their future careers inside a particular firm so that both the company and the people can grow to their full potential. According to Rivai (2004), career development is a procedure used in organizations to improve each person's capacity to pursue their desired professional path. Compared to someone who has worked for a long time, someone who accepts a job offer for the first time will know various things about the position. Long-time workers will possess deep and insightful knowledge. As time goes on, their perspectives on the job will also alter. In addition to providing money, a person's employment is seen as a means of satisfying other needs, such as recognition from peers, competitiveness with superiors and elevated status, and so on (Ivancevich, 2001).

Employee performance generally has a direct impact on the decline in an organization's performance (Karami, Analoui & Cusworth, 2014), with human resources playing a critical role in an organization's ability to achieve its objectives. Since there is a direct correlation between individual performance and organizational performance, the efforts of the organization's members will enable a corporation to realize its goals (Sutrisno, 2010). Stated differently, an organization or firm that does well will likewise succeed well if its employees do well. On the other side, poor performance from an organization's members will lead to business failure, which will ultimately affect the company's inability to reach its objective.

Overview of Workers' Performance

Performance in an organizational context is typically understood to be the degree to which an employee or other organizational members help the organization achieve its objectives. Performance of the workforce has a significant impact on organizational performance. Therefore, an employee's performance is primarily determined by what they do or do not do. According to Armstrong (2002), performance evaluations of employees are typically conducted in terms of results. He went on,

though, to add that it can also be viewed in terms of behavior. According to Gungor (2011), an employee's performance consists of their cooperation, punctuality, quality, quantity, and presence at work. To sum up, employee performance can be defined as the actions that are relevant to the job and the quality of the work that is performed.

Employee performance, according to Rivai (2004), is a person's actual behavior at work in relation to his or her function in the organization. Regarding the two studies mentioned earlier, Byars and dan-Rue (2008) note that employee performance refers to the degree to which a worker in a particular firm fulfills his or her responsibilities in accordance with the standards set by the business. Employee performance, according to Mangkunegara (2009), is the qualified and measurable performance of an employee in carrying out his duties in accordance with his position as an employee. While quality refers to a person's ability to learn from mistakes, be disciplined, and arrive on time, quantity is the result that can be assessed by how far a person can succeed in reaching his goal. Working time includes a person's duration of service, attendance history, and tardiness for the preceding year.

Career Development's Impact on Workers' Performance

Successful organizational change and performance are studied in organization development (OD). The ability to help each member of the organization and the organization as a whole reach their full potential is one of the fundamental principles of organizational development (OD). A person's career development is the lifelong process of managing employment work experience within or between organizations. It occurs over the course of a person's entire life. Individual development covers activities that improve consciousness and uniqueness, develop talents and potentials, build human capital and facilitate employability, improve the quality of life, and contribute to the realization of dreams and aspirations (Akintayo, 2010). Career development is all of the above. The idea entails both official and informal methods for helping people grow in capacities including teaching, guiding, and counseling. In the context of institutions, personal development refers to the strategies, plans, instruments, approaches, and evaluation frameworks that assist individual human development within businesses (Tella, Ayeni & Popoola, 2017). Many contemporary firms have come to the conclusion that in order to advance their careers, employees must actively participate in the creation and execution of their own personal development plans. The 1980s and 1990s saw a lot of mergers, acquisitions, and downsizing, which resulted in managerial layoffs and the understanding that managers could not rely on their companies to set their career paths for them (Agho, Mueller & Price, 2017).

According to Mishra and Sachan's (2012) research, career growth within the organization is one of the elements that affects employee performance. Career development will benefit the company much because it can improve employee performance, bonding, and retention while also developing the competence that the organization needs. According to Dialoke and Nkechi's (2017) research, career development within a company can have a positive impact on employee performance. This is because the company's career development program allows employees to participate in training aimed at developing their skills and capabilities, which is necessary to achieve the desired position. In addition, through professional development, staff members can get advice and comments on personal growth from their supervisors.

According to Kakui (2016), career monitoring and training provided by an organization as part of career development activities, will have impact on how well employees perform. Career monitoring will also assist employees in resolving issues that arise at work, while training will boost their drive, aptitude, and competency in doing their jobs. The same phenomenon can be seen in the findings of the study conducted by Gachunga and Wamoto (2012), which also shows that career development activities inside a particular organization have impact on workers performance. Supervisors' guidance and direction—both monitoring and coaching—for career growth will equally

give workers a clear sense of their career's direction and lane, match their expectations, and serve as a powerful source of motivation to deliver their best work.

The findings of Dewi and Utama's (2016) study provide credence to the idea that career growth has a favorable and noteworthy impact on performance. It implies that an effective system for career development will improve worker productivity. Additionally, career development will affect organizational performance, which will ultimately have an impact on the organization's overall effectiveness, as noted by Patrick and Kumar (2011). Charity (2015) notes that employee performance is significantly impacted by career development. In order to improve employee performance and lower attrition, the researcher in this study made the case that businesses or institutions involved in the banking industry should prioritize professional development within their workforce. Charity's (2015) findings is also supported by Akmal's (2015) research. It demonstrates that career development has a major impact on raising employee performance since, when properly managed by a business, career development fosters a positive work environment that helps individuals become more motivated and achieve their desired professions. Put another way, employee performance at a certain organization is positively correlated with career advancement opportunities.

According to Obikoya (2016), an organization's ability to expand and develop its human resources is directly linked to that organization's ability to grow. If people are unable to grow and develop in their work, the organization is likely to become stagnant. While successful staff development and training programs are not a guarantee of organizational success, they are typically proven to be effective. Activities that teach employees new skills and talents both on and off the job make up the majority of an organization's development process. The benefit of training and development is recognized by modern managers, which is why employee education costs are at an all-time high. The demand for qualified, skilled trainers and the growth of professionalism in the training industry have coincided with the rise in employee education.

According to Healthfield (2012), a business can reap significant benefits from timely and appropriate staff training, development, and education, including increased productivity, knowledge, loyalty, and contribution. Additionally, Ivancevich (2010) states that the process of training and development aims to give staff members knowledge, abilities, and a comprehension of the company and its objectives. Furthermore, via training and development, an employee can maintain the positive performance on the job that is required to contribute to the success of the employing firm. According to Falola, Osibanjo, and Ojo (2014), organizations are investing in training and development because they believe it will provide them a competitive edge in the business sector and because it is an essential strategic tool for optimal individual and organizational performance.

It is imperative that organizations prioritize staff development and training in order to achieve their stated goals and objectives in the highly competitive market. The study conducted by the researchers among employees of certain banks in Lagos State, South-West Nigeria, demonstrates the effectiveness of induction and orientation programs in educating staff members about the organization's practices, basic values, and anticipated behaviors. Employee performance is also improved via work rotation, coaching, and mentoring as part of training and development. Consequently, it was determined that behavioral training methods significantly impact worker performance and organizational efficacy.

Similarly, he believed that employee development refers to the process of enhancing the skills of each individual employee as well as the organization as a whole in a framework conducted by Osibanjo, Salau, and Falola (2014) on employee development and its impact on employee performance. Therefore, employee development encompasses both the individual's or employee's development and the organization's total employee growth. Thus, there is a clear connection between performance and staff development. According to Osibanjo, Salau, and Falola, when people are more developed, they are also more likely to be committed to their work, be happier in it, and perform better. When employees perform better, the organization becomes more effective. He

developed a model that clarifies how employee performance and growth are related. Employee development affects employee performance as a variable. Employee learning, skill development, self-direction, attitude, and behavior are also the subvariables that operationalize the employee development variable, which inevitably results in organizational effectiveness. The study came to the conclusion that employee performance is a direct result of development, and employee performance inevitably leads to an organization's effectiveness.

If the organization works to address the needs of its employees through career development and job happiness, then employees typically perform well. According to Cedaryana and Luddin (2018), employee career development is an organized, ongoing endeavor that aims to improve an employee's knowledge, competence, and skills in order to influence shifts in motivation, values, and attitudes. Career development has been found to have an impact on employees' performance in the workplace by Nasution, Mariatin, and Zahreni (2018). The better the career development system that is put in place, the more likely it is that employees will perform well as well. When an employee's skills and abilities align with their needs and the needs of the company, higher performance is likely to result (Trivellasa, Nikolaos, Nikos & Ilias, 2015). Suyanto, Setia, and Nengah's (2018) study demonstrates that an employee's performance is positively correlated with their career advancement, and negatively correlated with their career development. The pursuit of greater performance is influenced by career growth (Alfa, 2018). Career development therefore encompasses more than just being promoted to a higher position; it also refers to being encouraged or motivated to progress in one's employment within an organization in the event that one's career takes off and there is a positive impact on employee performance. Giving employees the right development and training programs can motivate them to improve their skills, which will have an impact on their output, claim Khan, Sardar, Raja, Mohsin, and Moazzam (2016). The performance of employees can be enhanced with the correct career development program.

Employee job satisfaction will also be impacted by clear career progression, and higher employee satisfaction is typically associated with better career advancement for employees. Jusuf, Mahfudnurnajamuddin, and Baharuddin (2016) state that a higher level of career development allows for increased employee satisfaction, which in turn improves the impact of the person's work. When positions are assigned to people based on their skills and interests, they will perform well and have a high level of job satisfaction. Trivellasa et al. (2015) state that while professional success and job demands are influenced by the roles of responsibilities and assigned tasks, a talented individual will reflect his values, vision, knowledge, competences, hobbies, and style. In order for individuals to succeed professionally inside the organization, a career development program should assist them in refining their skills and increasing their competency at work. Studies by Sofyan, Abdul, Muh.Jobhar, and Syamsu (2016) and Sudiarditha et al. (2019) demonstrate that career development has a favorable and significant impact on job satisfaction, which in turn affects performance. According to Kriswanti's (2017) research, career development's impact on worker performance might be mitigated by job happiness.

Theoretical Framework

The social exchange theory developed by Blau (1964) was the theory used for this investigation. A social exchange relationship, according to Blau (1964), is characterized by vague obligations, "favors that create diffuse future obligations, not precisely defined ones, and the nature of the return cannot be bargained about but must be left to the discretion of the one who makes it." This means that it is unclear what the parties' exchange. According to Erd and Eisenberger (2008), the resources that are transferred can be impersonal, like career advancement, or socio-emotional, like loyalty, respect, and caring. But only the latter kinds of resources are more likely "to engender feelings of personal obligations, gratitude, and trust" (Blau, 1964). The reciprocity norm is the foundation of a social exchange relationship (Gouldner, 1960). One person providing a benefit to another is the first step in every exchange. Feelings of mutual responsibility are established between the parties if the

recipient reciprocates and a sequence of advantageous exchanges follows (Coyle-Shapiro & Shore, 2007).

The idea of reciprocity in its broadest sense includes the sense of duty to return favors. Employees' sense of obligation was described by Eisenberger et al. (2001) as "[a] prescriptive belief regarding whether one should care about the well-being of the organization and should help the organization reach its goals." Eder and Eisenberger (2008) suggest that stronger reciprocation—or exchange—occurs in social connections when both parties are prepared to contribute resources that are beneficial to the other. Employers seek commitment and devotion, while employees cherish favorable treatment (Coyle-Shapiro & Shore, 2007). Whichever of the two starts things off first? Organizations as initiators are mostly discussed in research. It is believed that the organization's positive activities toward its employees help to build high-quality exchange connections (Eisenberger, et al., 2001). This reciprocation sequence is supported by empirical data. Above all, these conversations have been utilized to elucidate the favorable outcomes that follow when workers react to perceived organizational support.

Social exchange theory sheds light on the workings of the "black box" that connects HRM to worker performance. In order to establish hypotheses regarding the relationships between HR practices and employee attitudes, behavior, and performance, it describes how social interactions in organizations and work performance are constructed on the social exchange that involves the norm of reciprocity. Employees reciprocate the HRM treatment they receive from the company in their demeanor, conduct, and output. The social interaction constructs have the potential to serve as mediators, moderators, or antecedents in the relationship that exists between the outcomes of subsequent employees and HR procedures. This could include voluntary actions taken "beyond contract," employee dedication, retention intentions, and motivation. As a result, when opportunities for career advancement, training, and performance reviews are available, employees demonstrate their excellent performance and dedication to the organization's objectives, which yields favorable results. According to this hypothesis, HRM practices send out a signal to workers, who then respond in kind by exhibiting the same attitudes and behaviors in their work and/or results.

Research Method

The cross-sectional research design was chosen for this investigation. Data on the phenomenon of interest to the researcher was gathered using a cross-sectional research design from a population of respondents, including employees of Delta State universities. The 1781 employees that make up the study's population are those that work in Delta State universities. The study's sample size was determined by taking 10% of the total population, which includes both teaching and non-teaching staff. 178 responders made up the sample size as a result. The researcher used the probability sampling technique's stratified random sampling method as the sample strategy. A questionnaire that was self-designed was the tool utilized to gather data from the respondents. The test-retest reliability technique was used to assess the instrument's dependability. This is done in order to measure the instrument's uniformity in conducting the survey. By giving the questionnaire to a sample of 25 people who shared similar characteristics with the population being studied, the test-retest reliability was ascertained. The level of reliability of the device for data collection was found to be 0.89 by reliability coefficient analysis. The mean and standard deviation were utilized to answer the study's questions, and the 0.05 level of significance Pearson Product Moment Correlation was employed to evaluate the study's hypothesis.

Results

4.1: Socio-demographic Data Analysis

Table 4.1: Socio-Demographic of the Respondents

Options		Frequency	Percentage
Age	25-35 years	56	31.5

	36-45 years	75	42.1
	46 years and above	47	26.4
	Total	178	100
Sex	Male	102	57.3
	Female	76	42.7
	Total	178	100
Marital status	Single	81	45.5
	Married	97	54.5
	Total	178	100
Staff designated position	Teaching	56	31.5
	Non-teaching	122	68.5
	Total	178	100
Religion	Christianity	122	68.5
	Islam	15	8.4
	African Traditional Religion	41	23.0
	Total	178	100

Source: Fieldwork, 2023

The socio-demographic details of those who took part in the survey are shown in Table 4. The respondents' age distribution revealed that 31.5% of them are between the ages of 25 and 35, 42.1% are between the ages of 36 and 45, and 26.4% are over the age of 46. According to the respondents' sex distribution, 42.7% of respondents are women and 57.3% of respondents are men. The respondents' marital status showed that 54.5% of them were married and 45.5% of them were unmarried. The respondents' indicated positions as staff members showed that 68.5% of them were non-teaching staff and 31.5% of them are academic (teaching) staff. The respondents' religious composition revealed that, at 68.5%, the majority are Christians, 8.4% are Muslims, and 23% practice traditional African religions.

Research Question Analysis

Research Question: How does career development influence employees' performance?

Table 4.2: Career development and employees' performance

S/ N	ITEMS	N	Mea n	Standard Deviatio n	Decision
1	Career development fosters quality service delivery	178	2.93	.77	Positive
2	Career development encourages team work	178	2.81	.79	Positive
3	Career development improve employees' performance	178	3.01	.81	Positive
4	Career development fosters quality research output	178	2.72	.84	Positive
5	Career development opportunities create a good working relationship between management and employees	178	2.56	.89	Positive
6	Career development opportunities can lead to fast and uninterrupted work operations	178	3.05	.71	Positive

Source: Fieldwork, 2023

The study of the mean and standard deviation scores pertaining to the relationship between career growth and employee performance is presented in Table 4.2. The analysis's findings demonstrate that respondents had consensus on every issue. More specifically, with a computed mean score of 2.93, higher than the criteria mean value of 2.50, respondents agreed that career development promotes quality service delivery. The chart also demonstrates that respondents agreed that teamwork is fostered via professional advancement. The average score of 2.81, which is higher than

the 2.50 criterion mean, illustrates this. Additionally, the table's statistics showed that career development raises employee performance. Based on the computed mean score value of 3.01, which is higher than the 2.50 criterion mean value, this is determined. The table also demonstrates the respondents' favorable opinions on how career advancement encourages high-caliber research output. Based on the computed mean score of 2.72, which is higher than the 2.50 criterion mean, this is concluded. Additionally, the table's data demonstrates how professional development possibilities foster positive working relationships between management and staff. This is predicated on the item's mean score of 2.56, which is higher than the research criterion mean of 2.55. Finally, the respondents contended that options for career growth can result in efficient and continuous work operations. The computed mean score of 3.05, which is higher than the 2.50 criterion mean score, is used to reflect this.

Hypothesis Testing

Hypothesis

H₀₂: There is no significant difference among universities employees on the effect of career development on employees' performance

Table 4.3: Analysis of variance result for hypothesis

	Sum of Squares	df	Mean Square	F	Sig.	Decision
Between Groups	.280	3	.093	.25	.001	Significant
Within Groups	213.402	174	.593			
Total	213.681	177				

The analysis of variance of the variation among university staff regarding the impact of promotion on job performance is displayed in Table 4.3. The probability value is .001 and the computed F-ratio value is .25 based on table 4.9. The outcome is deemed significant at the 0.05 alpha level. The F ratio estimated value of 0.25 and the probability value of 0.01 derived from the table's result indicate that there is a considerable variation among university employees regarding the impact of career growth on work performance.

Discussion of Results

The hypothesis's result shows that university staff members' perceptions of how career growth affects productivity at work varies significantly. The second hypothesis's result is consistent with the findings of Dialoke and Nkechi's (2017) study, which showed that career development within an organization can have a positive impact on employee performance through programs offered by the organizations. In order to reach the desired position, it will, in reality, provide its employees with the chance to take part in training for the development of skills and capabilities. Career development has been found to have an impact on employees' performance in the workplace by Nasution, Mariatin, and Zahreni (2018). The better the career development system that is put in place, the more likely it is that employees will perform well as well. The research by Suyanto, Setia, and Nengah (2018) demonstrates that an employee's performance is positively correlated with their career advancement, or negatively correlated with their career development. Alfa (2018) also proposed that efforts to enhance improved performance are influenced by career growth. Therefore, career development is more than just getting promoted to a better position; it also refers to being encouraged or motivated to progress in one's career within an organization if one's career is going well; this means that a rise will have an impact on workers performance. Studies conducted by

Sofyan, Abdul, and Muh and Sudiarditha et al. (2019). Jobhar and Syamsu (2016) demonstrate how job satisfaction, a byproduct of career advancement, has a favorable and significant impact on performance. According to Kriswanti's (2017) research, job happiness has the ability to mitigate the impact of career growth on an employee's performance. These studies support the finding of the second hypothesis, which stated that employees' performance is impacted by career growth, albeit to varying degrees.

CONCLUSION

The study also claimed that through their growing output, career development helps employees perform better. The input and output mechanism of the social exchange theory provides a very good explanation for this. Workers will therefore be more inclined to put in extra efforts in order to receive a promotion if they are certain that the system will reward their hard work with advancement. The opinions of various academics consulted during the study process attested to this position.

RECOMMENDATIONS

According to Maslow, workers join organizations not just to get paid but also to realize their aspiration of becoming their best selves. An employee with a sense of belonging and who will eventually show commitment to performance finds fulfillment in their career growth. Therefore, organizations should offer ways to support employees' professional growth within the university system, such as lending money for publications or paying for staff members to attend conferences and seminars that will give them extensive exposure and greatly benefit the institution.

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