

# Effect of Human Resource Development on Employee Performance of Teaching Staff of Universities in Delta State

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## ABSTRACT

The study examined the effect of Human Resource Development (HRD) on employee performance among teaching staff of universities in Delta State, Nigeria. Three (3) research questions were raised for the study and three hypotheses were postulated. The population comprised of all teaching staff in universities in Delta state, Nigeria. The sample was taken from two universities in the State. Purposive sampling was utilized to select teaching staff of selected universities. The study adopted the survey research design and a structured questionnaire was used to elicit responses from the respondents. The reliability of the instrument was established using Pearson's product-moment correlation coefficient method, validated through face validation by course lecturers and three Business management department lecturers. Data were analyzed using descriptive-analytical method based on one regression model. Training and Development (TD), Career Development (CD) and Organizational Development (OD) served as proxies for Human Resource Development (HRD) strategies. The result indicated that Human Resources Development (HRD) constructs have positive effects on employee performance. The study concludes that Training and Development (TD), Career Development (CD) and Organizational Development (OD) are vital to employee performance. Furthermore, this study recommends that the decision makers of universities should strive to develop HRD strategies which will enable them to improve employee performance and enhance the capability of the employees to achieve desired goals and objectives of the organization. This study contributed through the provision of empirical proof showing the effect of human resource development on employee performance of teaching staff of universities in Delta State.

**Keywords:** Human Resource Development, Employee performance, Career Development, Training and Development, Universities.

## INTRODUCTION

Human resource is very important and the backbone of every organization and it is also the main resource of the organization. So organizations invest huge amount on the human resource capital because the performance of human resource will ultimately increase the performance of the employee and the organization. Employees are the most important asset of every organization as they can make or unmake a firm's reputation and can affect profitability. It is very necessary therefore, for a firm to train and provide other human capacity development programs for their employees. In last two decades, human resource development was the fastest growing area of management development, due to the great interest of organizations in the face of intense competition and changes in the business environment (Kareem, 2017). Human Resource Development (HRD) is a set of structured and unstructured learning and performance-based activities which improve individual and organizational competencies to address the changes in the business environment. Human resource development is a systematic process aimed at improving competences of the individual and group through training and development, career development, and organizational development practices to achieve superior performance (Nadler in Nguyen, 2019).

Universities as knowledge-based organizations have a strong focus on the quality of their academic staff, as they are responsible for teaching, learning and research. Another important prerequisite to a successful university is its services, which highly depends on the quality of the administration and management. The quality of management and academia will depend on the quality of HRD. Universities are striving to create a positive

university climate to retain valuable employees through various human resources development initiatives. HRD practices give employees opportunities and autonomy to contribute in making decisions. The effectiveness of HRD's implementation has been assessed based on some models of HRD evaluation to obtain necessary information on HRD, including employee performance, efficiency and overall satisfaction, to structure development programs to yield positive university results. Hence, the elements of HRD in this study include training and development, career development and organizational development. Accordingly, this study aims to examine the effect of human resource development (HRD) on employee performance with particular emphasis on teaching staff of selected Universities in Delta State

### **Statement of the Problem**

The world doesn't remain the same rather it keeps on changing. Almost on daily basis, there are new development which may be technological, process improvement, new ideas, new products and so on as a result of which business environment is facing considerable changes. Moreover, we live in a complex and rapidly-changing world. As such, the public service sector experiences inescapable yet precipitous changes and the learning and developmental needs of public servants therefore evolve rapidly. Human performances in universities reflect employees' knowledge, skills, behaviors and values. Therefore, all expenditures on education and development are long-term investment from which universities can benefit from. Universities enhance the quality of the staff by providing education and promotion to enable them to gain different qualities to create benefits for beneficiaries of education, universities and society.

The dwindling rate of teaching and research in university is due to lack of development results in the loss of quality of university education. Lack of funds for effective human resource development has made some departments such as medicine and allied disciplines to be understaffed. This is because training in these areas are expensive hence just a few individuals could sponsor themselves for further improvement (training and development). Though many Universities, Polytechnics and Colleges are encouraging their workers, academic and non-academic staff to obtain further education or pursue post graduate programmes in various disciplines, sponsor their academic staff for local and international conferences/workshops in order to keep them fit for academic work, there is need to investigate the impact of human resource development (HRD) on employee performance with particular emphasis on Teaching staff of selected Universities in Delta State

### **Objectives of the Study**

The main objective of the study is to examine the effect of human resource development on performance of teaching staff of selected Universities in Delta State.

The specific objectives of the study are as follows:

1. To ascertain the effect of training and development on employee performance of teaching staff of selected universities in Delta state
2. To determine the effect of career development on employee performance of teaching staff of selected universities in Delta state
3. To examine the effect of organizational development on employee performance of teaching staff of selected universities in Delta state

## **REVIEW OF RELATED LITERATURE**

### **Human Resource Development (HRD)**

A company's human resources and human capital are sources of competitive advantage in this age and times. Without controlling performance and simultaneously enhancing employee ability and competence, competitiveness cannot be attained (Bolanle & Akinade, 2023). Employers today want non-technical talents in addition to technical skills from their employees (Mansour & Jason, 2016). Human Resource Development (HRD) is a process whereby the management of an organization improves the skill-set and capabilities of its workforce through deliberate training, career and organizational development Arubayi, Eromafuru&Egbule

(2020). Human resource development (HRD) practices provide the intellectual capital, which for many organisations has become their most critical asset. Human resource development (HRD) is a process of developing and unleashing human expertise through organizational development (OD) and personnel training and development to improve performance (Osazevbaru, Okwuise, & Akpomiemie 2023).

Understanding the influence of HRD on systemic practices, utility and university's productivities is the key for enabling workforce improvements. Systemic practices refer to university training and development evaluation practices. Utility involves how well individuals can apply development opportunities to perform their jobs, while university results concern the extent to which a university achieves its mission or in other words university results (Nguyen, 2019).

### **Employees' Performance**

Employee performance is defined as the ability of an employee to accomplish his mission based on the expectations of an organization. It is a measure of the extent to which a job task is carried out. Employee performance is the pillar upon which the overall organizational performance hinges and involves employee's monetary or non-monetary outcome (Anitha, 2014). Performance goals include adjusting individual performance expectations to organizational goals. To keep up with productivity and higher performance, the workforce must constantly be upgraded to match new technologies and processes. Moreover, employee performance has been described in many ways such as ability to achieve targets, realize goals, attain benchmarks. Most commonly, people immediately talked of job productivity as what a person did at work (Mark & Nzulwa, 2018).

According to Al-qout (2017), HRD has multiple effects on the employee performance such as increasing performance, strengthening the human relations etc. To measure the performance of an employee (i.e. output), management should employ the concept of efficiency. Depending on the nature of work an employee performs, his or her productivity can be determined and measured in terms of skills and abilities, with less emphasis on organizational outcomes. According to Aderibigbe and Dunmade (2019), performance measures include quality of work, employee honesty, initiative, attendance, attitude, reliability, cooperation and adequate knowledge of work. Numerous scholars over the years have attempted to measure employee performance.

### **Theoretical Framework**

This study was anchored on human capital theory, the background against which this work rests. The theory was propounded by Schultz, (1961) and developed extensively by Becker, (1964) who classified expenditures on human capital as an investment rather than consumption. This theory assumes that education or training increases useful knowledge and skills that enhances performance level of employees (Becker, 1964). It is important to invest in education whether formal or informal, provide career development opportunities in order to enhance employee's productivity and performance. Fitzsimons (2015) defines human capital as the total health, knowledge, abilities, and skills acquired by an individual over a period of time. The Human Capital theory is an economic theory which explains that the summation of an individual's skills, abilities, competencies etc. within a given population will lead to economic development and growth. The nurturing and development of these resources to improve employee performance, is what gives a firm competitive advantage and leads to overall organizational efficiency. Human capital is also represented as individual knowledge that can be in the form of skills, experience, expertise, ideas, knowledge, competencies, capabilities and values that employees have.

Today, many organizations depend on this theory to determine what type of HRD practices will yield the highest level of performance. The theory of human capital was adopted for this study because it focuses directly on the competencies of employees in organizations and highlights the importance of the organizations human resources and their significant influence on organizational efficiency and also supports the use of human resource development components to boost employee performance. Thus, the theory is relevant to this study.

### **METHODOLOGY**

Descriptive research design was adopted in this study. This design was preferred because it enables the researcher describe the area of research and explain the collected data in order to investigate the differences and similarities

with our frame of reference within a given period of time (time of research). Selected universities in Delta State were the only ones included in the study. The research population consisted of all teaching staff public universities in Delta state. One hundred teaching staff (100) and eighty (80) teaching staff respectively were purposively sampled from the two selected universities based on their rank/position. The questionnaire consisted of both closed and open-ended questions. The questionnaire was divided into two sections. Section A sought demographic details of the respondents while Section B addressed variable that measure Human Resource Development which are Training and Development, Career Development and Organizational Development. The analysis of data was conducted by using Statistical Package for Social Sciences (SPSS version 23) and R. The summary of results was presented using frequency distribution and percentages, mean and standard deviation were used to determine the percentage of respondents. Pearson’s r employed to assess the correlations between the variables. Regression analysis was used to assess the impact of the independent variables in Human Resource Development (HRD) on employee performance (EP) the corresponding dependent variable and to estimate how one variable could explain the other variable.

## RESULTS AND DISCUSSION

### Analysis of Data

One hundred and eighty (180) questionnaire were administered to eighty-nine male and ninety one female teaching staff of selected universities in Delta State. One hundred and sixty four (164) copies were successfully collected and used for analysis. 16 copies were not collected; this indicates a 91% response rate

### Respondents’ profile

**Table 1:** Response from Distributed Questionnaire

Item	Category	Frequency	Percentage
Age of Respondents	25–30 years	22	13.4%
	30–40 years	56	34.2%
	40–50 years	45	10.5%
	More than 50 years	41	4.8%
Sex of Respondents	Male	80	48.8%
	Female	84	51.2%
Educational Level	Bachelor’s Degree	14	8.5%
	Master’s Degree	82	50.0%
	Ph.D. Degree	68	41.5%
Work Experience	1–10 years	17	10.0%
	10–20 years	33	20.0%
	20–30 years	42	26.0%
	30–40 years	48	29.0%
	More than 40 years	24	15.0%

### Descriptive statistics

Table 3 shows the descriptive analysis of the data and the correlations matrix among variables. The means, standard deviations, and correlation matrix are presented. The mean score for HRD practices (T&D, CD, OD) is located between 3.49-3.72 and standard deviation 0.755 - 1.029 that indicates the selected universities have a good level of HRD practices. The mean score for employee performance is 3.721 and standard deviation 0.872 which also shows a good level of employee performance. Also, the results show that each of the constructs is positively and significantly correlated with each other.

**Table 3: Descriptive Statistics**

Variables	Mean	S.D	T&D	CD	OD	EP
T&D	3.711	1.029	1.00			
CD	3.498	0.848	.975**	1.00		
OD	3.505	0.755	.966**	.989**	1.00	
EP	3.721	0.872	.992**	.967**	.973**	1.00

\*\* Correlation is significant at the 0.01 level (2-tailed).

T&D=Training and Development, CD - Career Development, OD=Organizational Development, EP=Employee Performance

Source: Field Survey, 2026

**Test of hypotheses**

To test the hypothesis regression analysis was applied to estimate how the independent variable could explain the dependent variable.

Table 4 shows that HRD constructs i.e. (training and development, career development, and organizational development) have a positive significant impact on employee performance at the  $p < 0.01$  level of significance. This means that the linear combination of HRD constructs can explain 96.8% of employee performance ( $R^2 = .968$ ). Moreover, the positive significant impact relationships include, (1) training and development and employee performance ( $\beta=0.758$ ,  $p<0.000$ ) supports H1; (2) career development and employee performance ( $\beta=0.590$ ,  $p<0.000$ ) confirms H2, and (3) organizational development and employee performance ( $\beta=0.821$ ,  $p<0.000$ ) verifies H3.

**Table 4: Summary of regression analysis for test H1, H2, and H3**

R	R Square	Adjusted R Square	Std. Error of the Estimate
.984a	.968	.967	.79782

Variables	B	Std. Error	Beta	t	Sig.
(Constant)	-25.393	1.353		-18.766	.000
Training and Development	9.247	1.026	.758	9.015	.000
Career Development	8.652	1.912	.590	4.525	.000
Organizational Development	14.773	1.805	.821	8.183	.000

a. Dependent Variable: employee performance

Source: Field survey, 2026

**Test of Hypotheses One**

Training and development have no significant effect on employee performance of teaching staff of selected universities in Delta state

The regression result in Table 5 shows that the calculated t-value for the effect of training and development on employee performance is 9.015 and the p-value is 0.00032 at 1% level of significance. Since the p-value is less

than 0.01 level of significance, we reject the null hypothesis ( $H_0$ ) and conclude that training and development has a significant effect on employee performance of teaching staff of selected universities in Delta State.

### **Test of Hypotheses Two**

Career Development has no significant effect on performance of teaching staff of selected universities in Delta state

The regression result in Table 5 shows that the calculated t-value for the effect of career development on employee performance is 4.525 and the p-value is 0.00056 at 1% level of significance. Since the p-value is less than 0.01 level of significance, we reject the null hypothesis ( $H_{02}$ ) and conclude that career development has a significant effect on employee performance of teaching staff of selected universities in Delta State.

### **Test of Hypotheses Three**

Organizational development has no significant influence on performance of teaching staff of selected universities in Delta state

Finally, the regression result in Table 5 shows that the calculated t-value for the effect of organizational on employee performance is 8.183 and the p-value is 0.00042 at 1% level of significance. Since the p-value is less than 0.01 level of significance, we reject the null hypothesis ( $H_{03}$ ) and conclude that organizational development has a significant effect on employee performance of teaching staff of selected universities in Delta State.

## **DISCUSSION OF FINDINGS**

The findings from the first hypothesis indicate that training and development has a significant effect on employee performance of teaching staff of selected universities in Delta State. This means that where there is training and development for employees, i.e. lecturers, their performance is enhanced. This finding is in tandem with the findings of Abdullahi, et al (2018) who found that there is positive correlation between training and development and employee performance of academic staff of Kano Polytechnics.

The second hypothesis underscores that career development has a significant effect on employee performance of teaching staff of selected universities in Delta State. By implication this highlights the fact that when staff are given opportunity to develop career-wise, they put in better performance. The result is in agreement with the study of Ugwu (2021) who found that career development has significant effect on lecturer performance in state universities in South east, Nigeria.

This third hypothesis reveals that organizational development has a significant effect on employee performance of teaching staff of selected universities in Delta State. By implication organizational development engenders employee performance. The result is in line with the study of Syahputra (2022) who found that organizational development has significant effect on employee performance.

## **CONCLUSION**

The main objective of this study is to examine the effect of the HRD on employee performance of teaching staff of selected universities in Delta state. The following conclusions are hereby made according to the study objectives.

1. Training and development has significant effect on performance of teaching staff of selected universities in Delta State.
2. It is also concluded that career development has positive effect on performance of teaching staff of selected universities in Delta state.
3. Organizational development has positive influence on performance of teaching staff of selected universities in Delta State.

## RECOMMENDATIONS

On the basis of the above conclusion, the following recommendations are hereby made

1. Training and Development should be utilized by relevant authorities and management staff of universities. This is because there existed a significant relationship between Training and Development and employee performance of teaching staff of selected universities in Delta state
2. Also Career development strategies should be adopted to facilitate career progression of teaching staff in the organization as this will enhance employee performance of teaching staff of selected universities in Delta state.
3. It is also recommended that concerted efforts should be made to enhance organizational development of the institution because of the positive effect it has on employee performance of teaching staff of selected universities in Delta State.

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