

## Research paper

# An Assessment of Human Resources Development and Organizational Productivity

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**ABSTRACT:** The study examined the assessment of human resources development and organizational productivity of selected banking industries in Asaba, Delta State. The study adopted across-sectional survey research design method. A sample size of 154 employees of the selected banks was chosen from a total population of 250 employees. The stratified random sampling technique was adopted for the study. A structured questionnaire was used as the instrument for data collection. The statistical techniques used for data analysis were descriptive statistics, correlation, and regression analysis. All analysis was done using the statistical package for social science (SPSS) software version 25. Findings showed that employee training ( $\beta = 0.515$ ,  $P < 0.05$ ), employee education ( $\beta = 0.204$ ,  $P < 0.05$ ) and employee career development ( $\beta = 0.244$ ,  $P < 0.05$ ), have positive effect on organizational productivity. Findings showed that 52% of the change in organizational productivity was brought about by the dimensions of human resource development. The study concluded that human resource development has a significant positive effect on organizational productivity in the banking industry. The study recommended amongst others that managers and stakeholders in banks should give career development a priority since career advancement has become a major factor in employee satisfaction and retention which in turn leads to organizational productivity. The study established that training provides knowledge and skills employees need to be effective performers.

**Keywords:** Assessment, human resources, organizational development

## INTRODUCTION

Human resource development has become the fastest growing area of management development, owing to organizations' keen interest in the face of intense competition and changing business conditions. (Kareem, 2017). HRD has evolved from a narrow focus on training to a more comprehensive approach to learning and developing knowledge at the individual and organizational levels. (Mittal, 2013). Globalization, technology, and demographic changes have forced organizations to constantly search for innovative ways to achieve superior results in terms of efficiency and effectiveness, as well as improving competitiveness with current employees. As a result, the concept of human resource development (HRD) has emerged as a strategy for improving employee competence and increasing organizational effectiveness.

According to Agwu and Ogiriki (2014), the integrated use of training and development, organizational development, and career development to improve individual, group, and organizational effectiveness is known as human resource development. Islam, Chaudhary, Jamil and Ali, (2022) defined it as the study and practice of increasing the learning capacity of individuals, groups, collectives and organizations through the development and application of learning-based interventions to optimize human and organizational growth and effectiveness. It involves all management decisions and practices that direct, affect or influence the human resource in an organization. Numerous studies have demonstrated a strong, favourable correlation between human resource management (HRM) practices and a company's (Almajali, Masa'deh, and Tarhini, 2016).

performance, particularly in areas like implementing strategy and innovation. (Becker and Gerhart, 1996; Gupta, 2011; Jiang et al., 2012; Barba Aragon et al., 2014; Singh et al., 2019). HRM function is defined as the activities undertaken by the HR department, such as recruitment and selection, HR appraisal, HR development, and HR rewarding. It has evolved from a purely administrative role to a strategic one.

The integrated use of training and development, career paths, and organizational development to increase individual and organizational effectiveness is referred to as human resources development (HRD) (Piwowar-Sulej, 2021). Sims (2006) connects ideas like learning, performance, and changes to the development of personnel.

Appropriate training is the main tool for developing human resources. According to Schmidt (2007), training is the systematic development of a person's knowledge, skills, and expertise needed to successfully carry out a specific task or job. The fundamental premise of general HRM is that employers should prioritize the competencies necessary to achieve their organizational goals and remain competitive and agile, which necessitates ensuring that their staff members receive the training required to close these competency gaps. To adjust to their changing roles and responsibilities, employees must be able to acquire competencies "on demand" (Hinton, 2018).

The last two decades have seen a rise in interest in the study of human resource management practices as a factor in organizational performance in almost all manufacturing and service sectors of most economies (Ayanda et al., 2014; Okoye and Ezejiakor, 2013). Having effective employees in the manufacturing and service sectors is one of the most crucial factors for global market entry and development in this competitive era. Many organizations prefer to use synergistic capabilities rather than a culture of command and monitoring (Asgarsani et al., 2013). Training primarily focuses on assisting organizational members in acquiring the knowledge and skills necessary to be effective performers as well as teaching them how to perform their current jobs. Development focuses on enhancing organizational members' knowledge and skills, so they are ready to take on new responsibilities and challenges (Okpalaibekwe, 2022).

As learning is the fundamental value that ensures a competitive edge for any organization and provides the organization with the capabilities needed to stay ahead of the competition, organizational learning is a process involving continuous action toward learning. The knowledge economy era saw a shift in the focus of competition, which now places more emphasis on the actual accumulation and application of knowledge within the organization. The focus abruptly shifted away from merely accumulating wealth within the organization and toward a time when knowledge and learning within the

organization became more crucial and essential to organizational survival and ongoing growth. The focus shifted from merely amassing wealth within the organization to learning more to foster and improve the competitiveness of the organization among its competitors (Marquardt, 2019). It is, therefore, of great importance and benefit for organizations to create, acquire, transform, and use gained knowledge to cope and stay ahead of their competitors in this rapid and ever-changing business environment (DiBella, 2019).

### **Problem statement**

Most organizations do not have plans for the development of their members of staff. Once those people are recruited, the companies do not orientate them, nor do they train them to acquire other modern skills or improve upon their talents and educational qualifications they came in with. Companies under study need to equip their labour force which will boost the quality of products and profit making of their organization. Human resource development makes sure that manpower planning in an organization is not static but an ongoing process source Human Resource Article (2009). It focuses on raising productivity through improved quality, efficiency, and cost reduction and enabling customers to concentrate on their core business activities.

There is no industry, firm, organization, business enterprise, nation etc. that can boost political, economic, and social stability, quality, and profitability without adequate human resources in place. Business is full of uncertainty and the understanding of labour contribution in resource development is vital for management, especially in the areas of boosting organizational productivity and as well its profitability. The challenges of lack of skilled labour, heavy competition among firms, technological problems, low productivity and to mention but a few lead to a high rate of poor performance and poor product implementation while placing a serious limitation on product expansion and increase in productivity. It is against this background that this study is being carried out to assess human resource development in organizational productivity.

### **Objectives**

- i. determine the effects of employee training on the organizational productivity of selected banks in Asaba
- ii. ascertain the effects of employee education on organizational productivity of selected banks in Asaba
- iii. examine the effects of employee career development on the organizational productivity of selected banks in Asaba

### **Hypotheses**

Ho1: There is no significant relationship between

employee training and organizational productivity of selected banks in Asaba

Ho2: There is no significant relationship between employee education and organizational productivity of selected banks in Asaba

Ho3: There is no significant relationship between employee career development and organizational productivity of selected banks in Asaba

## REVIEW OF RELATED LITERATURE

### Conceptual review

#### Concept of human resource development

Human resources is also known as human capital for utilization, harnessing, development, and direction of a nation's objective. Additionally, it is all about the development of attitudes and values. Development of human resources is therefore a universal norm and not a concept. Without sufficient human resources, no sector, company, organization, country, business enterprise, etc. can increase political, economic, and social stability, produce a high-quality product, and be profitable. It has been observed recently that a significant number of business establishments perform poorly due to a lack of effective and efficient human resources. Business is fraught with uncertainty, so management needs to have a solid understanding of labour contribution or human resource development, particularly when it comes to increasing organizational productivity and profitability Mulela, Sang and Kilonzo, (2020).

HRD is the process of maximizing output and workforce utilization. It is concerned with (a) Staffing issues, including employment, personnel mix and numbers, deployment by region, care level, establishment type, and gender; (b) Education and training: alignment of skills and service requirements; programs and curricula; learning strategies; accessibility of qualified instructors and trainers; availability of adequate infrastructures; (c) Performance management, which includes standards-setting, information and management system development, and management practices; (d) Working conditions: hiring and posting, defining jobs and workloads, career advancement, incentives, mode and level of pay, other conditions of service, personnel management, and labour relations (Dussault, 1999). Human resource development (HRD) is a process of developing and unleashing human expertise through organization development (OD) and personnel training and development to improve performance. According to Caricom (2017), HRD is defined as all informal, formal, and non-formal education and training provided to all learners from early childhood to tertiary and lifelong learning. It serves to develop all human potential, that is, personal, social, and organizational skills, knowledge,

and abilities, and includes employee training, career development and succession planning within the context of organizational and country development.

### Concept of organizational productivity

The term "organizational productivity" is well-known in both research and practice. This term dates to the era of industrialization and scientific management in terms of the research field. Organizational productivity used to be recognized as a tool to assess performance and/or profits in the past. According to Abdulla et al. (2017), organizational productivity was sometimes referred to as organizational success and worth and was used to investigate goal achievement. In the 1960s through the 1980s, a lot of research articles and books for publication were written, but fewer articles were written in the 1990s. However, Goodman and Atkin (1984) created and recommended sizable empirical studies as indicators in the fields of safety and productivity. The definition, framework, and assessment method of organizational productivity were not agreed upon by researchers and scientists, which led to the implementation of the suggested terms for organizational productivity (Anwar and Balcioglu, 2016).

Following the suggested development, researchers are now examining the characteristics and elements of organizational effectiveness for various organizations (Hameed and Anwar, 2018). To investigate the capacity, frame, or multidimensionality from the definition, various studies have focused on the theoretical concepts of organizational productivity (Anwar and Ghafoor, 2017). The efficiency of production is gauged by productivity. It is determined by dividing the production output by the input.

Total output divided by one unit of total input is a measure of productivity. Finding the effectiveness and efficiency of all the resources used in production is the goal of productivity measurement. According to Scott-Grant (2012), resources include time, money, materials, people, knowledge, information, space, and energy. Productivity is a ratio used to assess how effectively a company transforms its input resources—labour, raw materials, equipment, and capital—into finished goods and services (Tokarková, 2013).

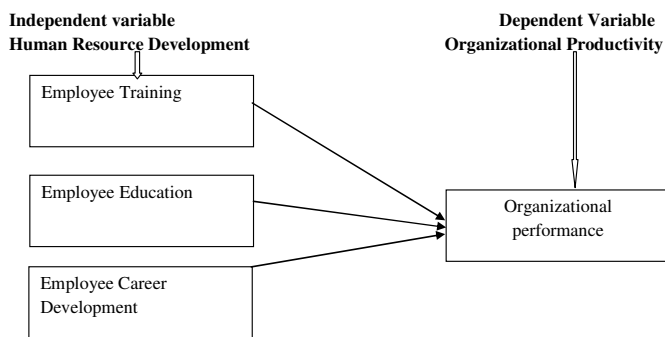
According to Ugwu, (2021), productivity is "that which people can produce with the least amount of effort." Dorgan (1994) defines productivity as "the increased functional and organizational performance, including quality." Employee productivity is the economic measure of output per unit of input. A different perspective is held by Rohan and Madhumita (2012), who define employee productivity as the log of net sales over the total number of employees.

According to Ricardo and Wade (2017), an organization's productivity is a gauge of how well it is doing in terms of achieving its goals. Organizational performance can be

measured in a variety of ways. The balanced scorecard, developed by Kaplan and Norton in 2018, can be used to assess an organization's strategic performance. However, this thorough approach is appropriate for evaluating specific organizations. They developed a framework whose metrics can be applied to gauge the productivity levels between organizations. According to Kaplan et al. (2018), the metrics relate to finances, the product market, and shareholder returns.

## CONCEPTUAL FRAMEWORK

The research demonstrates the hypothesized research model which proposes that HRD constructs i.e. employee training, employee education and employee career development have a positive influence on organizational productivity as captured in (Figure 1).



**Figure 1:** Conceptual Framework (Researcher's Model 2023)

### Training and organizational productivity

Any effort to meet the demands of contemporary management and realize the greatest possible returns on investment must include training (Salah, 2016; Putra and Chandra, 2017; Huang, 2019). The best training consists of a series of procedures designed to continuously improve organizational systems, employee knowledge and skills, and the training itself (Sri Dhurgah et al., 2018; Huang, 2019). Alnawfleh (2020) defines training as a learning activity to improve the knowledge and skills necessary to complete a task. Furthermore, Engetou (2017) notes that training increases organizational operations' productivity and safety (Katz, 2020). According to Tzafir (2016), training is an action intended to improve how well workers perform their jobs, which increases productivity and, as a result, increases organizational effectiveness (Vasudevan, 2014). Employees can learn new knowledge, skills, and abilities through training, according to Sri Dhurgah et al. (2018), and knowledge shared during training with other trainees improves job performance and job satisfaction.

Anwar and Abd Zebari (2015) define training as education and instructions given to an employee whenever it is necessary to improve his current knowledge and skills to achieve a better result. Employees are unable to manage their businesses in a proper and standard manner without effective training (Anwar and Surarchith, 2015). According to Othman et al. (2019), training is a set of activities offered to employees to alter their perspectives and level of knowledge regarding topics, as well as to improve their performance and develop their skills to meet organizational requirements (Khan and Abdullah, 2019). To equip and prepare their employees for success, organizations are heavily investing in effective training.

People who organize and work within an association are key to its success and effectiveness. As a result, the training and abilities of the organization's staff will be crucial to the achievement of its goals. Organizations adopt various levels of training programs to fit the various levels of manpower to account for this (Prabhu et al. 2019). Before organized efforts from training or development programmers, the identification of training needs is frequently done through individual and organizational assessments. The training and development of programmers are followed by an evaluation (Anwar and Qadir, 2017) to see if the goal has been met by the needs that have been identified (Abdullah and Rahman, 2015). It's important to note that organizational development and individual development go hand in hand (Ali, 2016). Having employees with the appropriate knowledge and skills is essential to an organization's success (Abdullah, 2019).

One of the main tools for human development is training. Human development enables the process of increasing people's options. These decisions alter forever over time (Anwar and Louis, 2017). But without three crucial conditions for the staff, nothing can be accomplished: a long and healthy life; knowledge and skills; and access to resources for a decent life (Ali and Anwar, 2021). Any organization can increase its workforce and level of productivity by providing material, social, intellectual, and mental training (Abdulla et al. 2017). The contacts of the school administrators must therefore be relevant to the training (Anwar and Balcioğlu, 2016). For each person to perform their functions effectively and efficiently, they must acquire knowledge, including aptitude, ability, skill (Andavar et al. 2020), understanding, and information (Abdullah and Abdul Rahman, 2015).

### Employee education and organizational productivity

In addition to enhancing, one's current abilities, education also promotes the growth of one's abilities, knowledge, and attitudes. Employee education plays a significant role. Employees are the primary audience for educational initiatives conducted in the corporate sector.

We can conclude that the organization's recent success has largely been attributed to its workforce. The abilities of the organization's workforce contribute to its success. Business education is closely related to how human resources are developed in the workplace (Treová and Olavsk, 2016).

Businesses are beginning to recognize the importance of education in lifelong learning. The goal of business education is frequently efficiency improvement or performance problems that already exist. The purpose of the business education system is to give employees of the company the ability to continuously update and broaden their theoretical and practical knowledge. Employees typically continue their education in their field of work to adapt to new knowledge and skill requirements, which are primarily influenced by technological advancements, the ongoing development of technical fields in contemporary society, or market changes. The typical method of obtaining additional professional training is through classes, lectures, conferences, and workshops. Traditional learning methods like lectures, seminars, and training courses are no longer sufficient due to developmental changes; instead, new training methods that focus on both "hard skills" and "soft skills," as well as coaching for projects and workshops, mentoring, and other tools, are needed (Treová and Olavsk, 2016).

### **Employee career development and organizational productivity**

A company-wide initiative to support employees' growth and development within the organization is employee career development. This gives both individuals and businesses a way to fill in the gaps left by cutting-edge technology and a small talent pool. A key component of employee retention and satisfaction is career advancement. They want to advance in the organization, broaden their horizons, and gain leadership experience (Chiradeep, 2019). As a result, an organization's operations place a high value on employee career development and are closely tied to its business strategy. Ability, opportunity, and motivation are all thought to be connected to the success or failure of an organization through the actions of its employees when it comes to performance (Dialoke and Adighije, 2004).

The organization's policies regarding careers have an impact on the rules and regulations that are implemented. If an organization genuinely believes that people matter, there will be a wide range of career development activities. On the one hand, there isn't a ready-made solution for career growth, and on the other, it depends on the strategic goal, perspective on careers, values, and maturity of the talent management processes of the organization (Ugwu, 2021). Programs for career development must help people adopt a long-term, resilient, and adapt a mindset when managing their

professional lives. Career growth is influenced by both an individual's motivation and talent management strategy. An efficient plan for employee advancement is necessary to keep a skilled workforce and a steady flow of potential leaders (Edwin, 2021).

A career development plan is a methodical way to match a worker's professional objectives with the requirements of the employer (Kakui and Gachunga, 2016). It entails a range of actions taken by the employee and the employer to meet career objectives and job requirements (Mwashila, 2017). This gives both individuals and businesses a way to fill in the gaps left by cutting-edge technology and a small talent pool. The most important school-based factor that might influence a student's progress is thought to be the teachers. A lecturer's competencies are defined as their capacity to use skills like communication, problem-solving, teamwork, entrepreneurship, and time management to increase students' knowledge of subjects covered by a university lecturer (Ereh et al., 2019). To close the performance gap between current performance and anticipated future performance, career advancement is frequently used. Despite receiving training, many public sector employees' careers have stagnated and show no signs of improvement (Kakui and Ganchunga 2016).

## **THEORETICAL REVIEW**

### **Human capital theory**

Human capital is an illustration of people's investment in themselves, in other words in their skills, that eventually increases their economic productivity. Their theory is based on the idea that human capital leads to creativity which eventually results in receiving higher personal income. This theory's supporters believe that educated people are productive people; meaning people, who are educated, earn higher personal income than the rest of the population. The human capital theory rests on the assumption that formal education is highly instrumental and even necessary to increase the production capacity of a population (Olanyan and Okemakinde, 2008).

Human capital theorists claim that the productivity and efficiency of employees increase through education through raising the level of cognitive stock of economically productive human ability that is an outcome of innate capability and investment in human beings. According to Babalola (2003) stated in Olanyan and Okemakinde (2008) the logic behind investing in human capital is built on three points of view which are first, the new generation must be provided with the knowledge that previous generations also had. Second, the new generation should be trained in how the existing knowledge can be used to develop and invent different products or social services. Third, the new generation should be encouraged to discover entirely new approaches to fulfilling the community's needs through

creative approaches. This theory underpins this study because human capital development involves building human resources through training, education and learning and this in turn increases organizational productivity because well-trained employees acquire new skills and knowledge that makes them competent to carry out their work skillfully.

### **Assimilation theory**

This theory was developed in the 1960s by Ausubel advocating for meaningful verbal learning, assuming that new learning experiences are always integrated into pre-existing knowledge structures. He states that new information is subsumed or incorporated into an anchoring structure already present in the student that is the influencing learning factor in him/her to add on what the student already knows. Nevis, Dibella and Goulds (1995) proposed this learning to be a process including three stages to be specifically knowledge securing which comprises of advancement or making of aptitudes and bits of knowledge and connections, knowledge sharing portrayed by the dispersal of what has been realized and knowledge usage that involves the coordination of learning to make it extensively accessible and summed up to the new situation. This theory is beneficial in this study for it would lend a hand in assimilating the new concepts into existing concepts frameworks available and connect with the learner's structure of knowledge and make it easier in the light of logical connection and clarity of cognitive organization.

### **Empirical studies**

Tan and Olaore (2021) investigated the effect of organizational learning and effectiveness on operations, employee productivity and management performance. This paper aimed to add to scholarly works and knowledge on organizational learning. Random and stratified sampling techniques were used. Data collection was done with the use of a questionnaire and analyzed using confirmatory factor analysis and hierarchical multiple regression. The result from the data analyzed shows that there is a positive relationship between organizational learning and effectiveness, operations, employees' productivity, and management performance suggesting that organizational learning impact is encompassing because it affects and influences the effectiveness and efficiency of all the staff at every level within the organization. Organizations should strive and do everything possible to ensure organizational learning because this study is in an era where knowledge and learning within the organization are more critical to organizational survival and continuous growth. The study demonstrates that the only way to fast-track growth in every sphere of the organization is to ensure organizational learning as it influences the effectiveness and efficiency of all the staff at every level within the

organization.

Kareem (2019) carried out a study to investigate the relationships between the practices of human resource development and organizational effectiveness in the Iraqi public universities context. This study adopted the survey method to collect primary data. The survey was created by the Google Forms tool, which is commonly used by researchers for collecting data. The web-based questionnaires were distributed through E-mail designed to collect the relevant data from the public universities of Iraq including several deans, heads of departments, faculty members and principals of the execution units which seems to provide a corresponding sample for conducting data collecting and analyzing. An online questionnaire was distributed to around 342 employees, out of which 215 complete questionnaires were obtained. For analyzing the data, confirmatory factor analysis (CFA), and structural equation modeling (SEM) was used. This study finds that HRD practices such as talent development, training and development, organizational development and career development have a positive and significant impact on organizational effectiveness. This study has confirmed the significance of HRD practices and how they are positively related to organizational effectiveness. The results of this study have the potential to help the decision makers of universities to develop effective HRD practices which will enable them to improve employees' competencies in enhancing organizational effectiveness. Also, this study recommends university managers use effective HRD practices which are aimed at building excellent employee competencies and increasing the integration between human resource development and organizational effectiveness.

Agwu and Ogiriki (2014) researched the extent of the relationship between HRD practices (training and development) and increased employees' motivation/commitment and organizational productivity in the Nigeria liquefied natural gas company limited, Bonny. The place of study is the bonny industrial area of the Nigeria liquefied natural gas company while the duration of study is between May 2013 and April 2014. A descriptive research design was used in executing the study, using 370 randomly selected NLNG employees from its industrial area in bonny island, for questionnaire administration. The sample size of 370 was determined from a population of 4,895 employees using Yamane 1964 sample size determination formula at a 5% level of significance for sampling error. Data collected were analyzed using descriptive and inferential statistics. Results from the data analysis indicated that a significant relationship exists between HRD practices (training and development) and increased employees' motivation/commitment and organizational productivity in Nigeria liquefied natural gas company limited, bonny and recommends among others: a review of current training/development procedure, regular appraisal of employees job skill requirements, regular staff training/

development, regular improvement of employees' condition of service and sustenance of current teambuilding efforts/ incentive scheme.

Okoye and Ezejiofor (2013) in their paper on the effect of human resource development on organizational productivity. The study aims to determine the extent to which effective human resource development can enhance productivity to reduce poor performance in an organization, to determine the efficiency of human resource training and development in organization growth, to ascertain if human resource development has any significant impact on organizational profitability, to determine and identify the factors affecting human resource development and organizational productivity and to ascertain the attitude of the senior management and other employees on the need for proper utilization of available human resources which have a tremendous effect on the firm's profitability. The five research questions and three hypotheses were formulated in line with the objectives of the study. To achieve the aims of the study, data were collected from both primary and secondary sources. Data collected were analyzed by use of means, variance and standard deviation and the three-hypothesis formulated were tested using the z-test statistical tool. Based on the analysis, the study found that human resource development is very vital to any organization ranging from small to large scale enterprises since it is well known that no business can exist entirely without human beings also that one of the major functions of human resource development is the engagement of people to work to achieve sales growth and profitability another finding is that the method of training and development as gathered from interview contracted by the researcher are just because of the problems the company has due to lack of fund. Based on the findings of the study, the researcher recommends that organizations should inculcate the habit of attending seminars and conferences, the company should make sure that the effort of employers is appraised from time to time to find out how they contribute to the achievement of organizational goals and also educational qualification must be a pre-requisite for the recruitment, selection promotion and placement of workers.

Uddin et al, (2016) in their paper "The Impact of Human Resource Development (HRD) Practices on Organizational Effectiveness: A Review" attempted to review theoretically the HRD and its matrix and revealed to show the positive relationship between HRD and organizational effectiveness. HRD shows the different variables (outcomes) such as HRD instruments, HRD processes and climate variables and organizational dimensions. HRD affects the organizational goals which may result from higher productivity, cost reduction, more profits, better image and more satisfied customers and stakeholders considered as organization dimensions HRD activities, as such, do not reduce costs, improve quality or quantity, or benefit the enterprise in any way.

It is the on-the-job applications of learning that ultimately can reduce costs, improve quality, and so forth. In the organizational context, therefore, HRD means a process which helps employees of an organization to improve their functional capabilities for their present and future roles, to develop their general capabilities, to harness their inner potentialities both for their self and organizational development and, to develop an organizational culture to sustain harmonious superior-subordinate relationships, teamwork, motivation, quality and a sense of belongingness. The study also analyses the Kliman Model of HRM to show the path of mechanisms which could lead to competitive advantage. In today's fast-changing environment, modern organizations are more careful to sustain the competitive advantage relating to HRD our study has been developed to help the management students, academicians, and professionals to understand the subject properly and enhance their knowledge about HRD network within the organization for its effectiveness.

Okpalaibekwe (2022) examined Staff Training and Productivity in Chukwuemeka Odumegwu Ojukwu University, Anambra State; 2017 – 2022. The main objective OF the study was to examine staff training and productivity at Chukwuemeka Odumegwu Ojukwu University, Anambra State. Specifically, the study ascertained the effect of staff training and development on employees' effectiveness in Chukwuemeka Odumegwu Ojukwu University Anambra state; examined the role of Knowledge, Skills, and Aptitude (KSA) in employees' performance in Chukwuemeka Odumegwu Ojukwu University Anambra state and investigates the effect of performance appraisal on employee's commitment in Chukwuemeka Odumegwu Ojukwu University, Anambra state. The theoretical framework for analysis was the Simple 4-Step Model by Janet Dean (1996). A survey research design was used. The sample size of 328 was arrived at using Taro Yamane. The generated data were analyzed using descriptive statics and hypotheses were tested using Pearson Product Moment Correlation Coefficient using the Statistical Package for Social Science (SPSS). Findings from the study reveal, among others, that staff training and development influences employees' effectiveness. Based on the findings from the study, it was recommended, among others, that organizations should place greater emphasis on staff training to ensure optimum performance when required. Selection of employees for participation in training programmes, either in-house training or training outside the organization should be strictly based on needs assessment, established cases of skill deficiencies or the desire of organizations to impart new skills to the employees that will enhance efficiency and effectiveness. Any form of subjective criteria for selection will be counterproductive, leading to a waste of time, effort and resources.

Ismael et al. (2021) examined the role of training and

development in organizational effectiveness. This study aimed to investigate the relationship between training and development with organizational effectiveness. The research data was collected by developing a questionnaire, the research is of qualitative method which tends to address the quality of things in depth rather than numerical data. The researcher collected the data at private universities by using a random sample, 120 questionnaires were delivered to different levels of employees at private universities and 102 of them responded to it, the analysis was undertaken by using SPSS. In this study, the researchers tried to shine a light on the training and development and how they can affect the effectiveness of an organization for which the researchers decided to choose private universities to distribute my questionnaire and receive them after they have filled it. the first research question that the researchers have found there is the relationship between training and development and the second research question is that the researchers have found that there is a direct impact of development programs on the organizational effectiveness and its progress and development is essential for an effective organization.

## METHODOLOGY

The research design used in the study was the cross-sectional survey research design. The study population comprised all the employees of five (5) commercial banks in Delta State, namely First Bank, United Bank for Africa (UBA), Access Bank, Fidelity Bank, and First City Monument Bank. These categories of respondents were believed to know about Human resource development and its impact on organizational productivity as shown in (Table 1).

**Table 1:** Distribution of population

S/No	Commercial Bank	Staff
1	First bank	60
2	United Bank for Africa	55
3	Access bank	50
4	Fidelity bank	45
5	First City Monument Bank	40
	Total	250

The sample size of 154 as cited in Kifordu, (2021). The sampling technique used for the study was simple random sampling in which the stratified simple random sampling was chosen. This is because stratified simple random sampling helps to represent the overall population. The research instrument used in this study is a structured questionnaire whose response format is in the five-point Likert scale form whereby the respondents will be asked to give answers ranging from strongly disagreed to strongly agree. Copies of the validated

questionnaire will be delivered to the respondents by hand. The validity test was performed as the questionnaire was self-conducted. To test the content validity, the questionnaire was validated by experts in the field of training and development. The committee encompassed three academics and seven trainers' who agreed with minor alterations in the constructs. For the pilot study, 100 questionnaires were distributed to the employees of commercial banks. The response aided in adjusting the questions and the questionnaire's layout.

Upon testing the reliability, the Cronbach's Alpha values were all between  $0.7 < \alpha < 0.8$ , which showed the internal consistency of the questionnaire. Data collected from the field survey of respondents from the senior, middle, and lower management of Human resources executives of selected commercial banks were sampled and analyzed using descriptive as well as inferential statistical techniques at arriving at a generalization and conclusion. The descriptive statistics made use of simple percentages to analyze the questionnaire response pattern and background profile. While inferential statistical technique; correlation analysis was employed to measure the degree of association between different variables under consideration; multiple regression was used to ascertain the strength of the relationship that exists among variables.

## RESULTS AND DISCUSSION

The preceding Tables 2 and 3 below showed the inter-correlations and descriptive statistics for study variables. Employee training showed a strong positive correlation coefficient with organizational productivity (0.637<sup>\*\*</sup>). Employee education showed a positive correlation coefficient with organizational productivity (0.362<sup>\*\*</sup>). Employee career development showed a positive correlation coefficient with organizational productivity (0.517<sup>\*\*</sup>). The result indicated that employee training, employee education, and employee career development are very good dimensions of human resource development.

Table 4 below displayed the multiple regression analysis results for human resource development and organizational productivity. The result showed that employee training has a positive effect on organizational productivity ( $\beta = 0.515$ ,  $P < 0.05$ ). Employee education has a positive effect on organizational productivity ( $\beta = 0.204$ ,  $P < 0.05$ ). It was reported that employee career development has a positive effect on organizational productivity ( $\beta = 0.244$ ,  $P < 0.05$ ). The variables have no multicollinearity because the VIF of employee training (1.175), employee education (1.152), and employee career development (1.328), towards organizational productivity are below 10. Besides, the tolerance level is more than 0.1 where employee training has 0.851, Employee education has 0.868, and Employee career development has 0.753.



**Table 2:** Inter-correlations and descriptive statistics for study variables

S/N	Variables	1	2	3	M	SD
1.	Employee training	1			18.37	1.504
2.	Employee education	0.101	1		18.59	1.585
3.	Employee career development	0.386**	0.363**	1	18.76	1.544
4.	Organizational productivity	0.637**	0.362**	0.517**	18.24	1.553

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

\* . Correlation is significant at the 0.05 level (1-tailed).

**Table 3:** The guideline for Pearson correlation coefficients.

S/N	Coefficient value	Strength of association
1	$< r < 0.3$	Small correlation
2	$0.3 < r < 0.5$	Medium/moderate correlation
3	$r > 0.5$	Large/strong correlation

Source: Based on Cohen (1988)

**Table 4:** Regression Analysis of human resource development and organizational productivity.

Model	Unstandardized Coefficients		Standardized Coefficients		T	Sig.	Collinearity Statistics	
	B	Std. Error	Beta				Tolerance	VIF
1 (Constant)	0.150	1.472	??		0.102	0.919		
Employee training	0.532	0.064	0.515		8.355	0.000	0.851	1.175
Employee education	0.200	0.060	0.204		3.339	0.001	0.868	1.152
Employee career development	0.246	0.066	0.244		3.724	0.000	0.753	1.328

a. Dependent Variable: Organizational productivity

$$OP = \beta_0 + \beta_1 ET + \beta_2 EE + \beta_3 ECD + \varepsilon \dots \quad 1$$

$$OP = .150 + (0.532 \times ET) + (0.200 \times EE) + (0.246 \times ECD)$$

The general form of the equation to predict. The  $F$ -ratio in Table 4 above showed that the dimensions of human resource development significantly predict organizational productivity,  $F = 54.381$ ,  $p < 0.05$ . The implication of this is that the regression model is a good fit for the data.

Table 4 showed the extent to which the dimensions of human resource development accounted for the change in organizational productivity, as indicated by the Adjusted R Square value, which showed that 52% (0.518) of the change in organizational productivity was brought about by the dimensions of human resource development.

### Hypotheses Testing

The multiple regression analysis was adopted as an analytical technique for testing the hypotheses. The  $p$ -values reported in the regression coefficient table 4 above were used for testing the study hypotheses.

### The Decision Rule

If the critical value calculated is greater than the probability level of significance, then the null hypotheses

will be accepted while the alternate hypotheses will be rejected and vice versa. Findings are statistically significant when the null hypotheses are rejected, and vice versa (Zainodin, & Yap, 2013.).

### Hypothesis One

**H<sub>01</sub>:** There is no significant relationship between employee training and organizational productivity of selected banks in Asaba

Since the  $p$ -value critical is at 0.05 (5%) i.e. the level of significance which is the tolerable error in estimation is greater than the calculated level of significance ( $0.000 < 0.05$ ) in (Table 5), below the null hypothesis was rejected while the alternate was accepted. This showed that there is a significant relationship between employee training and organizational productivity of selected banks in Asaba

### Hypothesis Two

**H<sub>02</sub>:** There is no significant relationship between employee education and organizational productivity of selected banks in Asaba. The computed level of significance, as shown in (Table 5), below is lesser than the  $p$ -value of 5%, i.e. ( $0.001 < 0.05$ ). Based on this result, the null hypothesis was rejected and the alternate was accepted implying that there is a significant

**Table 5:** Analysis of variance.

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	189.643	3	63.214	54.381	0.000 <sup>b</sup>
	Residual	169.717	146	1.162		
	Total	359.360	149			

a Dependent Variable: Organizational productivity

b Predictors: (Constant), Employee career development, Employee Education, Employee training

**Table 6:** Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.726 <sup>a</sup>	0.528	0.518	1.078

a. Predictors: (Constant), Employee career development, Employee Education, Employee training

relationship between employee education and organizational productivity of selected banks in Asaba

### Hypothesis Three

**H<sub>03</sub>:** There is no significant relationship between employee career development and organizational productivity of selected banks in Asaba. The null hypothesis was rejected and the alternate hypothesis was accepted, and the alternate hypothesis was accepted because the level of significance calculated is lesser than the established p-value ( $0.000 < 0.05$ ). This showed that there is a significant relationship between employee career development and organizational productivity of selected banks in Asaba.

## RESULTS AND DISCUSSION

### Employee training and organizational productivity

Table 2 indicated that employee training has a strong positive correlation coefficient with organizational productivity (0.637<sup>\*\*</sup>). Table 4 showed that employee training has a significant positive effect on organizational productivity ( $\beta = 0.515$ ,  $P < 0.05$ ). Test of hypothesis one in the (Table 5), showed that there is a significant relationship between employee training and organizational productivity of selected banks in Asaba ( $0.000 < 0.05$ ). The result agrees with Sri Dhurgah et al. (2018) assertion that employees can acquire new knowledge, skills and abilities through training and knowledge shared during training with other trainees leads to job performance and job satisfaction. Without effective training, employees cannot manage their business in a proper and standard way (Anwar and Surarchith, 2015).

### Employee education and organizational productivity

Table 2, indicated that employee education has a

positive correlation coefficient with organizational productivity (0.362<sup>\*\*</sup>). The above showed that employee education has a significant positive effect on organizational productivity ( $\beta = 0.204$ ,  $P < 0.05$ ). Test of hypothesis two in (Table 5), showed that there is a significant relationship between employee education and organizational productivity of selected banks in Asaba ( $0.001 < 0.05$ ). The improvement of personnel and the level of productivity in any organization can be done through material, social, intellectual, and mental training (Abdulla et al., 2017).

### Employee Career development and organizational Productivity

(Table 2) Indicated that employee career development has a positive correlation coefficient with organizational productivity (0.517<sup>\*\*</sup>). Table 2, showed that employee career development has a significant positive effect on organizational productivity ( $\beta = 0.244$ ,  $P < 0.05$ ). Test of hypothesis three in the (Table 4), showed that there is a significant relationship between employee career development and organizational productivity of selected banks in Asaba ( $0.000 < 0.05$ ). To maintain a well-trained staff and a steady stream of future leaders, an effective plan for employee advancement is essential (Edwin, 2021). A career development plan is a methodical approach to aligning an employee's professional goals with the company's needs (Kakui and Gachunga, 2016).

### Conclusion

This research examined the assessment of human resources development and organizational productivity of selected banks in Asaba, Delta State. The research was drawn from three specific objectives which are to determine the effects of employee training on the organizational productivity of selected banks in Asaba; to ascertain the effects of employee education on the organizational productivity of selected banks in Asaba

and to examine the effects of employee career development on organizational productivity of selected banks in Asaba. The study made use of a questionnaire as a research instrument and the data collected were analyzed using descriptive statistics, correlation and multiple regressions using SPSS.

The study revealed the following.

- i. Employee training has a significant relationship with the organizational productivity of selected banks in Asaba, Delta State
- ii. There is a significant relationship between employee education and organizational productivity of selected banks in Asaba, Delta State.
- iii. The study also found that employee career development has a positive significant relationship with the organizational productivity of selected banks in Asaba, Delta State.

## Recommendations

1. Continuous training and re-training should be carried out in selected banks from time to time as it leads to higher productivity as well as safety in the organizational operations. It also helps employees to acquire new knowledge, skills and abilities which leads to job performance and job satisfaction.
2. Employees who need to further their education should be encouraged to do by giving them study leave and other incentives that will help them to further their studies.
3. Managers and stakeholders in banks should give career development a priority since career advancement has become a major factor in employee satisfaction and retention and what helps employees to develop their skills, expand their horizons and rise the ranks to become leaders.

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