

Career Development and Employee Performance of Selected Firms in Delta State

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Abstract

This study examined career development and employee performance of selected firms in Delta State. The study focused on the effect of coaching and expert support on employee performance; the impact of content focus on employee performance and the impact of feedback and reflection on employee performance of selected firms in Delta State. Three “research questions and hypotheses” were formulated. The study adopted descriptive survey with a sample size of 142 from four selected firms in Delta State. Questionnaire was used as an instrument for data collection. Data collected was analysed using descriptive and inference statistic. The research questions were answered using simple percentage and mean while the hypotheses were tested using multiple regressions via SPSS 25 at a significant level of 0.05. The findings of the study revealed that, there is a significant relationship between coaching and expert support and employee performance of selected firms in Delta State; there is a significant relationship between content focus and employee performance of selected firms in Delta State and there is a significant relationship between feedback and reflection and employee performance of selected firms in Delta State. Conclusively, career development recognizes individual employee’s needs; provide employees with personalized guidance; help employees to navigate challenges, empowers employees to refine their skills, continuously improve practice and performance. It was recommended among others that management should guide employees through appropriate career path within an organizational chart in order to increase employee performance.

Keywords: Coaching and Expert Support, Content Focus, Feedback and Reflection, employee performance

INTRODUCTION

Career development is a key to improving employee performance and achieving greater equity. For this reason, organisations invest in employees’ career with the intention of enhancing employees’ knowledge and skill (Bowe & Gore, 2017). The high price of career development is justified by its potential to secure improvements in employee achievement over time. Career development include, “such things as continuing education, participation in professional organizations, enrollment in training programmes, research, improved job performance, and increased duties and responsibilities”. Hargreaves (2018) argues, “Career development is the progression of

short-term steps taken to achieve long-term professional goals”. It involves, “building of role-specific skill sets, and can include taking night classes, networking, seeking out a mentor and taking on new responsibilities in your current job”. This is all about, “gathering skills and experiences that can help employees to do their job better”. Aaron (2020) argued that career development is about growth and development. It's about creating a culture where employees are comfortable giving feedback up, down, and across an organization. And it is about helping employees and organizations to realize their full potential. He further stated that career development is human-centered approach to promote, evaluate and improve employee performance. It enables organisation to create a trusted environment in which employees feel empowered to take control of their own development. Career development foster “coaching and expert support, content focus, feedback and reflection among others” (Mensah, Agyapong, Nuerthey and Nisar, 2017). Lombardi and Shipley (2021) opined that career development builds professional skills and competencies of self. It enhances professional skill and implementing them at workplace in order to improve employee performance and efficiency.

Career development helps employees to traverse a career path that makes the most of their skills and values. It allows employees to build new skills on an ongoing basis, improving performance and efficiency rates. Nichole (2016) revealed that, career development ease managers and team members to recognize career development opportunities that are mutually beneficial to individual and corporate goals, it makes organisational to be more adaptable. He further stated that threats that undermine organization’s adaptability and competitiveness, like gaping skills or competency gaps, are quickly identified, diagnosed and dealt with; employee feedback is actionable; managers nurture a high performance culture; employee are more engaged; employees know their objectives and key results and managers get an accurate picture of performance. Some of the component of professional development such as coaching and exert support, content focus and feedback and reflection helps to improve employee performance which leads to high organisational productivity (Gabby, 2023).

Coaching and expert support is a series of conversations that focuses on individual employee’s growth and development. Management can hire expertise to train the most relevant employees if organisation is rendered vulnerable to change based on lack of professional skill. Akeem (2020) opined that the knowledge, comprehension, and problem solving skills of employees who received instruction from experts are, “significantly better than those who received none or traditional instruction”. Alisara, Yuttachai, Sunthorn, Somnuk and Jaturon (2022) reported that employee’s achievement with professional developmental skills is higher compare to those without career developmental skills. Career/professional development helps organisation to close the gap between actual employee performance and target for employee performance (Chandra, 2023).

Content focus is an element of professional development that is grounded in specific content to helped employees become more deeply immersed in subject matter or specific task which help them to be professional in a particular field. This provides opportunities to engage create theoretical and practical understanding of knowledge and skills learnt. According to Ogbu and Osanaiye (2017), “Content focus helps in implementing methods and procedures suggested by professional development programme and to receive feedback on implementation”. Content focus gives employees time to collaborate with

one another and to discuss their professional developmental experiences and share knowledge (Alisara et al., 2022).

Feedback and reflection is a significant component of professional development. Feedback is, “designed to help identify employees’ strengths and weaknesses at workplace”. It improves on work done by building on positive comments and using the critical ones to inform changes at workplace. Reflection means, “taking time to think about what have been learnt, how it applies to practice, task at workplace and how employees could change their practices to improve performances”. With career development, feedback is immediate and future-focused, “makes feedback more relevant when shared by a manager and more actionable when received by an employee”. Relevant and continuous feedback means team members will know what is expected of them, where they are going wrong, and how good their performance is. Equally, “managers are more likely to self-identify as coaches and mentors rather than task-masters” (Mensah, et al., 2017). This can stimulate a powerful positive shift in company’s corporate culture. Via open communication and frequent feedback, managers make better use of goal-setting frameworks to set relevant goals that motivate employees and align with corporate objectives. Salleh and Sulaiman (2019) argued that, feedback assists the employees to reflect on their learning and their learning strategies so they can make adjustments to make better progress in their learning. Reflection leads to “growth of the individual morally, personally, psychologically, and emotionally, as well as cognitively”. Whereas feedback tends to promote technical proficiency. One might therefore assume that reflection is essential to educating the physician and should be employed frequently (Lichtenberger-Majzikné & Fischer, 2017)

Employee performance can be seen as the ability of individual employee to carryout business activities in order to achieve organisational vision, mission, and goals. It is defined by how well employees can do their task. The major task for managers is, “to know how well their employees are performing in order to know how to formulate strategies that will best suit the progress and development of both employees and organisation” (Mensah, Agyapong, Nuerter & Nisar, 2017). Employee performance will be maximized when organization can manage employees within the organization well. Employees who do not get adequate attention and development from the organization can trigger a decline in employee performance (Ogbu & Osanaiye, 2017).

Employees use diverse skill sets to meet their professional objectives. Continuous professional skills development is a great way to advance career and feel fulfilled at workplace. Learning about different areas of task responsibility is a good starting point for identifying professional strengths, weaknesses, and opportunities for improvement. Tsegaye (2018) reports, “There are opportunities in professional development programme, these include chances to build skills, qualities, characteristics, or/and attributes that benefit professional life”. When organisations, “focus on developing professional skills, it helps productivity, more effective team member, and increase satisfaction with work efforts”. Parsns (2022) argued that managers and leaders who prioritize professional or career development of their team members consequentially create an organisational culture that values self-improvement and supports employees in reaching their goals for professional growth. Base on the aforementioned, this seminar work evaluated Career Development and Employee Performance of selected firms in Delta State.

Objectives of the Study

The general objective of this study is career development and “employee performance of selected firms in Delta State”.

Specific objectives are to;

- i. examine the effect of coaching and expert support on employee performance of selected firms in Delta State.
- ii. determine the impact of content focus on employee performance of selected firms in Delta State.
- iii. evaluate the impact of feedback and reflection on employee performance of selected firms in Delta State.

Research Questions

- i. What are the effects of coaching and expert support on employee performance of selected firms in Delta State?
- ii. How does content focus affects employee performance of selected firms in Delta State?
- iii. What are the effects of feedback and reflection on employee performance of selected firms in Delta State?

Hypotheses of the Study

To determine the relationship between the independent variables and the dependent variables, the following null hypotheses were formulated

H₀₁:There is no significant relationship between coaching and expert support and employee performance of selected firms in Delta State.

H₀₂:There is no significant relationship between content focus and employee performance of selected firms in Delta State.

H₀₃:There is no significant relationship between feedback and reflection and employee performance of selected firms in Delta State.

Significance of the Study

The study will help both employers and employee to adopted feedback and reflection. To foster development, gives guidance, opens windows and new opportunities. This study will be of immense significant to both employers and employees. The study will also be of important to researchers and students. More so, .the study will help organisations to plan a roadmap for career development to keep efforts focused. This includes having a vision that prioritizes the organisation’s goals for employee “learning, as well as what organisation should do to support employee”.

For employees, this study will help to increase their value and helps gain better positions in their careers. It will also help maintain financial security and prepare employees for unexpected job change.

For organisations, the study will create a diversified workforce that better prepares them for future disruptions. Additionally, managers can use findings of this study to guide employees through appropriate career path within an organizational chart.

This study will be of immense benefit to them who intend to research on related topics. More so, the findings of the study will contributes to existing body of literature and also

provide basis for further research relating to organisational development and employee performance.

Scope of the Study

The study is concerned with career development and “employee performance of selected firms in Delta State”. This study covers four selected organizations namely: Vintex Aluminum Asaba, Zitronix Engineering Limited Warri, Exclusive Solar Systems Limited Ughelli and Life Flour Mill Sapele.. The variables considered include coaching and expert support, content focus, feedback and reflection.

LITERATURE REVIEW

Conceptual review

Career development

Career Development is a habit firm can adopt to grow employees’ skill. In fact, the continuous learning and endless curiosity with organisational development can help employee to thrive in career to increase organisational performance. This enhance employee to develop new skills to be more valuable. It keep employee current in his/her career. Perry (2022) argues, “Organisational development is the act of doing any activity to get better at doing a job, outside of normal day-to-day tasks”. It’s similar to continuing education, but not exactly the same. For example, “taking classes or reading the latest research can be professional and organisational development”.

Career development and professional training opportunities provide many other specific benefits for both employers and employees. Some of this benefit to employers is: (1) it promotes higher “employee retention rates” and (2) it signals competency on behalf of the employer. The benefits of professional development in respect to employee are (1) it expands employees knowledge base (2) boosts confidence and credibility (3) increase earning potential and hire ability (4) provide networking and opportunities. (5) Keeps employees current on industry trends. And (6) open doors to future career changes (Salleh & Sulaiman, 2019).

Professional development

Professional development refers to the continued training and education of employee in regards to his or her job. The goal of professional development is to keep employee up-to-date on current trends as well as to develop new skills for the purpose of advancement in his/her field for better performance (Study.com, 2023). Professional development is an ongoing process of pinpointing and growing the skills needed to progress in any given career. It can include anything from working on skills at your own pace to attending conferences or taking training courses with certification. Some jobs actually require professional development for the benefit of both employees and organisaton. Employees are required to know about the latest advancements in their field. That way, they stay up-to-date in their careers (Akeem, 2020).

In respect to employees, professional development makes employees more versatile. It adds high-quality tools to toolbox so that employees will be able to solve problem with ease. Through professional learning programs, employees can learn new approaches that make them excited and interested to come to work each day. When committed to professional development, employee comes into contact with other people who are on a similar career. This expands their networks, accelerates their

professional growth, and encourages the cross-pollination of ideas (Alisara, Yuttachai, Sunthorn, Somnuk Jaturon, 2022).

In regard to employers, providing professional development opportunities for employees can pay dividends. Employees who take part in continuing education are more likely to be engaged with their work and that increases organisaitonal performance and employee retention rates are shown to increase. In a competitive job market, professional development can help. Employees stay with their current employer if organisation invested in their career development (Alisara et al., 2022).

Some sholars, such as Mrgich (2022) opined that there are 5 basic elements that every professional development plan should include. These are (1) Assessment (2) Goals (3) Resources (4) Strategy and (5) Evaluation. Any organisation who are serious about employee professional development, first and foremost, must be honest and take inventory of employees skills and pinpoint areas that could need improvement as well as new skills that will prepare employee for the next move in his/her career. Management's goals for professional development follow the flow of the organizational chart to advance employees towards higher positions. When creating professional development plan, setting goals is the most personal part of the process. Organisation needs to provide employees with the resources needed to reach organisation goals. Provide employees with the skills it will take to reach each organisation goal or milestone. Thereafter, organisation should adopt a strategy to achieve its goal as employee development is being implemented. Finally, organisiton should evaluate organisational performance hand-in-hand with professional development plans.it is important to know how often organisational performance should be review. Chandra (2023) opined that effective professional development holds immense potential for employees' growth and for the achievement of organisaional goals by incorporating content focus, active learning, collaboration, coaching and expert support, feedback and reflection, and sustained duration to unlock the power of professional development. According to Chandra (2023), example of professional programmes include: (1) Certification, License, or Professional Designation (2) Attend a professional conference (3) Participate in workshops (4) Take advantage of micro-learning (4) Shadow a colleague (5) Read a book that can help in a field

There are key areas for employees to develop professionally. These include (Everwise, 2018): (1) goal-setting- Setting professional and career goals help progress in at workplace. This involves setting of goals for meeting business objectives, set personal goals to increase productivity and performance. This help to see progress as skills is being develop which can bring personal pride. (2) Communication - Communication is a valuable skill at workplace. This skill is especially important for team members. Team members may have different backgrounds and communication preferences, so learning skills that help adapt to different styles of communication improve teamwork and interpersonal abilities; build meaningful relationships with others, which can boost team's productivity and contribute to a positive workplace environment. (3) Collaboration - Collaboration is the ability to work toward a common goal with a diverse group of team members. Effective collaboration often begins with developing strong working relationships with other team members. This can mean building trust in coworkers through good communication and a team-oriented attitude. (4) Listening - Another

valuable skill for building relationships with team members is listening. Practising listening skills create strong relationships, build trust with team members, understand diverse perspectives, and increase knowledge on a variety of topics. This also include the ability to give a speaker full attention to understand their message and respond thoughtfully. (5) Conflict resolution - the ability to resolve conflicts with professionalism is an important workplace skill. This involves working with others to to overcome differences and move forward to reach objectives whenever there is disagreement or conflict. (6) Flexibility - flexibility allows employees to adapt to changes in at workplace. Due to dynamic workplace environments, employees need to feel comfortable changing plans or adjusting their work strategies and feel more confident navigating changes in the workplace. (7) Organisation - Organisation is another skill that has value in a firm. Good organisation includes the ability to manage physical environment such as creating an effective filing system that can be helpful. This also includes ability to manage time and prioritize tasks. Employees who stay organised find it easier to access important information, meet deadlines, and stay focused on their tasks. (8) Accepting Constructive Feedback - This help to understand strengths and weaknesses. By listening to constructive feedback, employee can identify areas for improvement and work to change work habits and improve performance. (9) Integrity - integrity means acting ethically and honestly in workplace. Having integrity means following best practices for work procedures. It also includes taking responsibility for mistakes and actively working to resolve errors. Integrity increase trust and respect. (10) Productivity - Overcoming distractions and staying productive help to accomplish and fulfill daily at work place. Developing a productive mindset can help to stay focus to meet work objectives. (10) Leadership - learning leadership skills help to motivate others and promote good work within organisation. Developing these skills can improve teamwork and prepare employee to take on leadership roles in the future (Dzenopoljac, Yaacoub, Elkanj, & Bontis, 2017).

Employee performance

Employee performance is defined as how well a person executes their job duties and responsibilities. Many companies assess their employees' performance on an annual or quarterly basis to define certain areas that need improvement and to encourage further success in areas that are meeting or exceeding expectations. Performance is a critical factor in organizational success, helping to also improve overall productivity, profitability, and employee morale. By assessing employee performance regularly, companies can identify areas that need improvement, provide support and training to employees, and ensure that everyone is working towards the same goals. Assessment of employee performance can vary across industries, roles, and businesses, but a few general Key Performance Indicators (KPIs) include: sales revenue, customer satisfaction, quality of work, attendance and punctuality, efficiency and productivity, time management, teamwork and collaboration. (Air, 2019)

Improvement employee performance cannot occur unless there is some way of getting performance feedback. Feedback is having the outcomes of work communicated to the employee. For an individual employee, performance measures create a link between their own behavior and the organization's goals. For the organization or its work unit's performance measurement is the link between decisions and organizational goals. It has been said that before you can improve something, you have to be able to measure it, which implies that what you want to improve can somehow be quantified. Additionally, it has

also been said that improvement in performance can result just from measuring it. Whether or not this is true, measurement is the first step in improvement (Sumbul, 2021; Örtenblad, 2018).

Effect of coaching and expert support on organisational performance

Coaching and/or mentoring often play a crucial role in both modeling effective practices and job-embedded collaboration. Career development that “incorporates coaching and expert support recognizes individual employee’s needs”. Coaches provide “employees with personalized guidance and support” (Frost, 2019; Amir, 2019, Adewuyi & Makinde, 2018). They share their “expertise, observe instruction, offer constructive feedback, and help employees to navigate challenges specific to their job at workplace”. This personalized approach “empowers employees to refine their skills, receive targeted support, and continuously improve their practice and performance” (Örtenblad, 2018; Huang & Yao, 2017; Ishola, Adeleye & Tanimola, 2018).

Effect of Content Focus on organisational performance

Content-focused “significantly enhanced when specific career or professional development is delivered in a job-embedded setting”. Career development is a professional development of employee (Adewuyi & Makinde, 2018; Everwise, 2018). Effective career development is “grounded in specific content and strategies relevant to employee job; it goes beyond generic approaches and delves into the heart of what employee do at workplace”. By “aligning professional development with the content, organisation can deliver, gain practical insights, strategies, and resources that directly impact organisational performance” (Darling-Hammond, Hyler & Gardner, 2017).

Effect of feedback and reflection on organisational performance

Career development “provides dedicated time for feedback and reflection; it allows employees to receive input on their performances, analyze approaches, and make informed adjustments”. Through feedback, “employee gain valuable insights that refine their performance and enhance organisational performance” (Alison, 2020; Nabunya, Mukwenda, & Kyaligonza, 2019). Reflection “helps employee to deeply consider their performance, identify areas of growth, and build upon their strengths which in turn increase organisational performance” (Huang & Yao, 2017; Bhaskar & Mishra, 2017; Janes, 2018).

Theoretical review

Constructivist learning theory

Constructivist learning theory emphasizes that individuals learn through building their own knowledge, connecting new ideas and experiences to existing knowledge and experiences to form new or enhanced understanding. The theory, developed by Piaget et al (1999), posits that learners can either assimilate new information into an existing framework, or can modify that framework to accommodate new information that contradicts prior understanding. Approaches that promote active learning often explicitly ask employees to make connections between new information and their current mental models, extending their understanding. In other cases, employers may design learning activities that allow employees to confront misconceptions, helping employee to reconstruct their mental models based on more accurate understanding. In either case, approaches that promote active learning promote the kind of cognitive work identified as necessary for learning by constructivist learning theory. Active learning approaches also often embrace the use of cooperative learning groups, a constructivist-based practice that places particular emphasis on the contribution that social interaction can make. Lev

Vygotsky's work elucidated the relationship between cognitive processes and social activities and led to the sociocultural theory of development, which suggests that learning takes place when employees solve problems beyond their current developmental level with the support of their instructor or their peers).

Thus, this study is anchored on constructivist learning theory, leveraging peer-peer interaction to promote organisational development of extended and accurate mental models and increase employee performance.

Empirical review

Alisara et al. (2022) described the factors and patterns of relationships involved in dominant professional skills development by focusing on social skills that influence organizational learning for business sustainability and operational efficiency enhancement. The research provides guidelines that hotel businesses in Phuket Province can use to implement strategies in a currently rapidly-changing and competitive environment. The study shows that professional and social skills influencing the organizational performance of the hotel businesses in Phuket include communication, leadership, problem solving, and teamwork skill. This analytical result is based on resource -based and service innovation theories and can be used to improve organizations operating performance.

Akeem (2020) investigated the effect of staff development on organisational performance in selected banks in Lagos State, Nigeria. This study adopted a descriptive survey research design through the use of questionnaires. The population of the study comprised 7,616 staff members of First Bank of Nigeria PLC, which was further reduced to 380 personnel as the sample size through the use of a formula derived by Taro Yamane. Proportional sampling technique was used to select the staff from ten selected branches in Lagos State. The data was analysed using a statistical tool of Regression Analysis with the aid of the Statistical Package for Social Sciences (SPSS version 23.0) at 5% level of significance. Descriptive Statistics was also used to analyse the relevant data. Findings revealed that there staff development has a significant effect on organisational performance. The study concluded that staff development should be held consistently in order for employees to have career advancement and for increased loyalty in the organisation, which in turn increases their job performance. The aggregate performance will increase the organisational performance. The implication is that a well-trained staff will have a positive impact on organisational performance as it will add more effectiveness and efficiency to their output and will in turn improve the organisational performance.

Salleh & Sulaiman (2019) provided an overview and framework for designing effective organizational and professional development systems towards better workers competencies. A non-experimental, descriptive, cross-sectional, web-based survey design was used to examine structure, process, and outcome variables associated with organizational and professional development. The findings suggested that HRD practitioners perceived the importance of organizational and professional development with regard to workers developmental process and organizational performance.

Lombardi & Shipley (2021) reviewed through an innovative interdisciplinary collaboration involving research teams from psychology and discipline-based education research (DBER. The study examined active learning from two different perspectives (i.e., psychology and DBER) and surveyed the current landscape of undergraduate STEM instructional practices related to the modes of active learning and traditional lecture. On

that basis, they concluded that active learning—which is commonly used to communicate an alternative to lecture and does serve a purpose in higher education classroom practice—is an umbrella term that is not particularly useful in advancing research on learning. To clarify, we synthesized a working definition of active learning that operates within an elaborative framework, which we call the construction-of-understanding ecosystem. A cornerstone of this framework is that undergraduate learners should be active agents during instruction and that the social construction of meaning plays an important role for many learners, above and beyond their individual cognitive construction of knowledge. The study proposed framework offers a coherent and actionable concept of active learning with the aim of advancing future research and practice in undergraduate STEM education.

Nichole (2016) examined the impact on teachers' understanding and use of content literacy strategies at the secondary level. Teachers' perceptions, perspectives, understanding and implementation of content literacy practices were examined over six months to determine study effects. In the voluntary professional development (PD) series, participants completed pre- and post- PD surveys, pre- and post- PD focus group interviews, pre- and post- PD peer and researcher observations, along with online and face-to-face PD sessions. It was expected that the participants' content literacy teaching practices would increase by participating in this multidimensional sustained PD project.

Gap in literature

The findings of the various scholars from the empirical review show that most of the researchers discussed career development and employee performance; but none has discussed the effects of career development on employee performance of the selected firms: Vintex Aluminum Asaba, Zitronix Engineering Warri, Exclusive Solar Systems Limited Ughelli and Life Flour Mill Sapele combine in Delta State as a case study. More also, the study examined the subject matter using coaching and expert support, content focus and feedback and reflection together as independent variables against employee performance which none of the scholars review has used. Here lies the knowledge gap this study tends to fill.

METHODS

The design of the study was descriptive survey which attempts to collect data in order to investigate the subject matter. The target population for this study is 219 employees comprised of Vintex Aluminum Asaba (52), [Zitronix Engineering Limited](#), Warri (56), [Exclusive Solar Systems Limited](#) Ughelli (49) and Life Flour Mill Sapele (62). The sample used in this study is 142, it was derived from the total population four selected firm using Taro Yamame (1967) Formula. The firms were chosen through the balloting technique of the simple random sampling techniques. The major instrument used for this study was questionnaire/ The questionnaire was designed in two sections; A and B. Section A was designed to get personal information of respondents, while section B was carefully designed to draw out information based on the problem of the study. The questionnaire was constructed based on the modified Likert 5-point scale of Strongly Agree (SA), Agree (A), Undecided (U) Disagree (D) and Strongly Disagree (SD).

In this way, to satisfy the criteria of validity of this study, the study adopted the Confirmatory Factor Analysis. The value of the factor analysis obtained is 0.92 which indicated that the instrument was good and valid for the research work since it is higher than 0.75. The reliability of the instrument was established by using the test and retest method. The questionnaire was administered to Thirty (30) employees that was not part of the sample size used. The responses were analyzed using Cronbach Alpha in SPSS 25. The coefficient of reliability obtained was 0.95

The researcher personally administered copies of the questionnaires to the respondents after due permission from the managers of the respective firms. This was done after explaining the purpose of the exercise to the respondents. 142 copies of the questionnaire were distributed to each of the selected based on proportionate. Out of the 142 distributed copies of the questionnaire, 140 copies were retrieved which showed 99% retrieval rate. This is due to the fact that some of the filled questionnaire was lost, some were not properly filled, and some of the respondent did not return their copies.

The data collected from the administration of the questionnaire was analyzed using descriptive and inference statistic. The research questions were answered using simple percentage and mean. The hypotheses were tested using multiple regressions via SPSS 25 at a significant level of 0.05. The model of multiple regressions as follow:

$$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 \dots\dots\dots+ \beta_nX_n$$

$$EP = \beta_0 + \beta_1CE + \beta_2CF + \beta_3FR$$

EP = Employee Performance- Dependent Variable

CE = Coaching and Expert Support; CF = Content Focus; FR = Feedback and Reflection

→ Independent Variables

β_0 = the value of EP when all the independent variables are equal to zero.

$\beta_1\beta_2\beta_3$ = the estimated regression coefficients. Each regression coefficient represents the change in EP relative to a one-unit change in the respective independent variables

RESULTS AND DISCUSSION

142 copies of the questionnaire were distributed but 140 were retrieved, which shows 99% retrieval rate.

Demographic characteristics of respondents

The demographic data of the respondents obtained are presented in the following Tables below.

Table 1: Sex Distribution of the Respondents

Sex	Frequency	%
Male	80	57
Female	60	43
Total	140	100

Source: Field Survey, 2023.

Table 1 shows that 80(57%) of the respondents were male while 60 (43%) were female

Table 2: Education Background of the Respondents

Degree	Frequency	%
SSCE	6	4
NCE/ND	15	11

HND/B.Sc	56	40
MSC	40	29
Ph.D	23	16
Total	140	100

Source: Field Survey, 2023

Table 2 shows that 6(4%) of the respondents were SSCE holders, 15(11%) were NCE/ND holders, 56(40%) were HND/B.Sc holders, 40(29%) were MSc Holders while 23(16%) were Ph.D holders.

Answering of research questions

The research questions were answered using mean. An item with a mean value of 3 is considered neutral, an item with mean value lesser than 3 (<3) is considered disagreed while an item with mean value greater than 3 (>3) is considered agreed.

Research question 1

What are effects of coaching and expert support on employee performance of selected firms in Delta State?

Table 3: Coaching and Expert Support and Organisational Performance

S/N	Items	SA	A	UD	D	SD	Mean	STDEV	Remark
1.	recognizes individual employee's needs	45 (32%)	60 (43%)	10 (7%)	10 (7%)	15 (11%)	3.79	23.08	Agreed
2.	provide employees with personalized guidance and support	54 (39%)	50 (36%)	20 (14%)	16 (11%)	0 (0%)	4.01	23.19	Agreed
3.	help employees to navigate challenges specific to their job.	60 (43%)	70 (50%)	5 (4%)	0 (0%)	2 (1%)	4.33	34.09	Agreed
4.	empowers employees to refine their skills, receive targeted support, and continuously improve their practice and performance.	75 (54%)	60 (43%)	5 (4%)	0 (0%)	0 (0%)	4.50	38.08	Agreed
TOTAL							4.16	29.61	Agreed

The means response of the respondents to items 1 – 4 as shown in Table 3 are 3.79, 4.01, 4.33 and 4.50 respectively; with a grand mean and standard deviation of 4.16±29.61. Since the mean values of all the items are greater than 3.0, this implies that, the effects of coaching and expert support on employee performance include: recognizes individual employee's needs; provide employees with personalized guidance and support; help employees to navigate challenges specific to their job, and empowers employees to refine

their skills, receive targeted support, and continuously improve their practice and performance.

Research question 2

How does content focus effects employee performance of selected firms in Delta State?

Table 4: Content Focus and Organisational Performance

S/N	Items	SA	A	UD	D	SD	Mean	STDEV	Remark
1.	gain practical insights, strategies, and resources that directly impact organisational performance.	65 (46%)	55 (39%)	10 (7%)	5 (4%)	5 (4%)	4.21	29.50	Agreed
2.	Increase engagement and retention	60 (43%)	50 (36%)	12 (9%)	8 (6%)	10 (7%)	4.01	24.94	Agreed
3.	enhanced when specific professional development is delivered in a job-embedded setting	90 (64%)	40 (29%)	4 (3%)	6 (4%)	0 (0%)	4.53	38.18	Agreed
4.	Improve performance, quality, and customer satisfaction	60 (43%)	70 (50%)	2 (1%)	8 (6%)	0 (0%)	4.30	34.09	Agreed
TOTAL							4.26	31.68	Agreed

The means response of the respondents to items 5 – 8 as shown in Table 4 are: 4.21, 4.01, 4.53, and 4.30 respectively; with a grand mean and standard deviation of 4.26±31.68. Since the mean values of all the items are+ greater than 3.0, this implies that, the effects of content focus on employee performance include: enable practical insights, strategies, and resources that directly impact organisational performance; increase engagement and retention; enhanced job-embedded setting, improve performance, quality, and customer satisfaction.

Research question 3:

What are the effects of feedback and reflection on employee performance of selected firms in Delta State?

Table 5: Feedback and Reflection and Organisational Performance

S/N	Items	SA	A	UD	D	SD	Mean	STDEV	Remark
1.	provides dedicated time for feedback and reflection.	70 (50%)	40 (29%)	15 (11%)	15 (11%)	0 (0%)	4.18	27.52	Agreed
2.	allows employees to receive input on their performances, analyze approaches, and make informed adjustments.	62 (44%)	58 (58%)	7 (5%)	12 (9%)	1 (1%)	4.20	29.50	Agreed

3.	employee gain valuable insights that refine their performance and enhance organisational performance.	95 (68%)	40 (29%)	3 (2%)	1 (1%)	1 (1%)	4.62	40.98	Agreed
4.	Reflection helps employee to deeply consider their performance, identify areas of growth, and build upon their strengths which in turn increase organisational performance.	60 (43%)	65 (46%)	6 (4%)	8 (6%)	1 (1%)	4.25	31.65	Agreed
TOTAL							4.31	32.41	Agreed

The means response of the respondents to items 9 – 12 as shown in Table 5 are: 4.18, 4.20, 4.62 and 4.25 respectively; with a grand mean and standard deviation of 4.31±32.41. Since the mean values of all the items are greater than 3.0, this implies that, the effects of feedback and reflection on employee performance include: provides dedicated time for feedback and reflection; employee gain valuable insights that refine their performance and enhance organisational performance and helps employee to deeply consider their performance, identify areas of growth, and build upon their strengths which in turn increase organisational performance.

Test of hypotheses

The hypotheses are tested using multiple regressions in SPSS 25 at a significant level of 0.05

$$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 \dots\dots\dots + \beta_nX_n$$

$$OP = \beta_0 + \beta_1BO + \beta_2CO + \beta_3PS + \beta_3EI$$

OP = Organisational Performance is Dependent Variable

BO, CO, PS and EI (bonus, commission, profit sharing and Equity-Base Incentive) are Independent Variables

Output of multiple regression analysis in SPSS 25

Table 6: Variables Entered/Removed

Model	Variables Entered	Variables Removed	Method
1	FR, CE, CF	.	Enter

a. Dependent Variable: EP

b. All requested variables entered.

Table 7: Model Summary

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate	Durbin-Watson
1	.975	.951	.950		.10730	.174

- a. Predictors: (Constant), FR, CE, CF
b. Dependent Variable: EP

The R value of 0.937 in the Model Summary Table (Table 7) represents the Pearson correlation. This implies that there is a strong and positive correlation across the variables since the value of r (0.937) tends to 1.

The R Square (r^2) value of 0.877 (Table 7) is known as the coefficient of determination. It shows the proportion of the variance in the dependent variable that can be explained by the independent variables. This implies that 88% of the variation in Employee Performance (EP) can be explained by Active Learning (AL), Sustained Duration (SD) and Collaboration (CO).

Table 8: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	30.444	3	10.148	881.344	.000 ^b
	Residual	1.566	136	.012		
	Total	32.010	139			

- a. Dependent Variable: EP
b. Predictors: (Constant), FR, CE, CF

The value of Sig (0.00) in Table 8 indicates that, the independent variables combined have a statistically significant association with the dependent variable.

Table 9: Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients		Sig.	Collinearity Statistics	
	B	Std. Error	Beta	T		Tolerance	VIF
(Constant)	.603	.066		9.197	.000		
CE	.300	.058	-.345	-5.200	.011	.082	12.227
CF	.443	.093	.485	4.790	.025	.035	28.521
FR	.716	.062	.817	11.585	.032	.072	13.815

- a. Dependent Variable: EP

Hypothesis 1:

There is no significant relationship between coaching and expert support and employee performance of selected firms in Delta State.

The Sig-value (0.031) of Coaching and Expert Support (CE) in Table 9 indicates that, coaching and expert support has a significant association with employee performance; since the Sig-value (0.011) is lesser than 0.05. Therefore, the null hypothesis which stated that there was no significant relationship between coaching and expert support and employee performance of selected firms in Delta State is rejected. This implies that there is a significant relationship between coaching and expert support and employee performance of selected firms in Delta State.

For every additional effort of improving coaching and expert support, employee performance is expected to increase by coefficient of 0.300 (Table 9) assuming other independent variables remain constant.

Hypothesis 2:

There is no significant relationship between content focus and employee performance of selected firms in Delta State.

The Sig-value (0.025) of Content Focus in Table 9 indicates that, content focus has a significant association with employee performance; since the Sig-value (0.025) is lesser than 0.05. Therefore, the null hypothesis which stated that there was no significant relationship between content focus and employee performance of selected firms in Delta State is rejected. This implies that there is a significant relationship between content focus and employee performance of selected firms in Delta State.

For every additional effort of improving content focus, employee performance is expected to increase by coefficient of 0.443 (Table 9) assuming other independent variables remain constant.

Hypothesis 3:

There is no significant relationship between feedback and reflection and employee performance of selected firms in Delta State.

The Sig-value (0.032) of Feedback and Reflection (FR) in Table 9 indicates that, feedback and reflection has a significant association with employee performance; since the Sig-value (0.032) is lesser than 0.05. Therefore, the null hypothesis which stated that there was no significant relationship between feedback and reflection and employee performance of selected firms in Delta State is rejected. This implies that there is a significant relationship between feedback and reflection and employee performance of selected firms in Delta State.

For every additional effort of improving feedback and reflection, employee performance is expected to increase by coefficient of 0.716 (Table 9) assuming other independent variables remain constant.

The intercept value (constant) from Table 9 is 0.603

Therefore the equation for the model is:

$$EP = \beta_0 + \beta_1CE + \beta_2CF + \beta_3FR$$

EP = Employee Performance- Dependent Variable

$$EP = 0.0603 + 0.300CE + 0.443CF + 0.716FR$$

Findings

The analysis from the test of hypothesis 1 and the answer to research question 1 (Table 3) revealed that, there a significant relationship between coaching and expert support and employee performance of selected firms in Delta State. Coaching and Expert Support recognizes individual employee's needs; provide employees with personalized guidance; help employees to navigate challenges, empowers employees to refine their skills, continuously improve practice and performance. This finding in agreement with the finding of Adeleye and Tanimola (2018) who revealed that coaching and expert support offer constructive feedback, and help employees to navigate challenges specific to their job at workplace. The findings also agree with Ishola, Adewuyi and Makinde (2018); Frost (2019) and Amir (2019) who are of the same view.

The analysis from the test of hypothesis 2 and the answer to research question 2 (Table 4) revealed that, there is a significant relationship between content focus and employee performance of selected firms in Delta State. Content Focus enable practical insights, strategies, resources that directly impact organisational performance; increase engagement, retention; improve performance, quality, and customer satisfaction. This finding is in support the finding of Darling-Hammond et al. (2017) and Adewuyi and Makinde (2018) who opined that effective professional development is grounded in specific content and strategies relevant to employee job. It align professional development with the content organisation deliver, gain practical insights, strategies, and resources that directly impact organisational performance.

The analysis from the test of hypothesis 3 and the answer to research question 3 (Table 5) revealed that, there is a significant relationship between feedback and reflection and employee performance of selected firms in Delta State. Feedback and Reflection provides dedicated time for feedback and reflection, enable employee to gain valuable insights that refine their performance, enhance organisational performance, helps employee to deeply consider their performance, identify areas of growth, and build upon their strengths which in turn increase organisational performance. This finding is in line with the finding of Alison (2020) and Nabunya et al. (2019) who said that through feedback, employee gain valuable insights that refine their performance and enhance organisational performance. Huang and Yao (2017) Bhaskar and Mishra (2017) have similar view.

CONCLUSION

Career development is the progression of short-term steps taken to achieve long-term professional goals. It involves the building of role-specific skill sets, and can include taking night classes, networking, seeking out a mentor and taking on new responsibilities in your current job. Based on the findings of this study, it can be concluded that there are numerous impact of career development on employee performance.

Career development recognizes individual employee's needs; provide employees with personalized guidance; help employees to navigate challenges, empowers employees to refine their skills, continuously improve practice and performance. It enable practical insights, strategies, resources that directly impact organisational performance; increase engagement, retention; improve performance, quality, and customer satisfaction. More so, it provides dedicated time for feedback and reflection, enable employee to gain valuable insights that refine their performance, enhance organisational performance, helps employee to deeply consider their performance, identify areas of growth, and build upon their strengths which in turn increase organisational performance.

Recommendation

Based on the findings of this study, the following recommendations were made:

1. Management should guide employees through appropriate career path within an organizational chart.
2. Employees should be active in professional development so as to maintain financial security, increase values and prepare for unexpected job changes.
3. Organisations should plan a roadmap for professional/organisational development to keep efforts focused.

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