

Effects of Human Resource Planning on Employees' Career Development: A Study of National Root Crops Research Institute Umudike Abia State, Nigeria (2011-2016)

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Abstract

The study, focused on the effects of human resource planning on employees career development in National Root Crops Research Institute Umudike, within the periods of 2011-2016. The specific objectives were to: identify the institution's training and development programmes, its effect on employees' performance and ascertain the impact of human resource planning on employees' career development in National Root Crops Research Institute Umudike. The study adopted survey research design. The population of the study consists of all the employees of the institution. Data collected were analysed using: Descriptive Statistics, Pearson Product Moment Correlation and Simple Regression analysis. The major findings revealed that; conferences, orientation for new employees, seminars/workshops and formal training courses are the career development programmes adopted in the institute to build up the careers of her employees, there is a strong correlation between the development programmes adopted by the institute and the performance of its employees, also that human resource planning has a significant positive impact on the career development of the institute's employees. The study concluded that since human resource planning has a strong effect on the career development of employees, the management of National Root Crops Research Institute Umudike, should ensure in her planning processes that adequate attention is given to improving career development by adopting impact-oriented training programmes for her employees.

Keywords: *Human Resource, Planning, Employees' Career Development.*

1.0 Introduction

Human resource planning is a topical issue in this contemporary dispensation and a global phenomenon which is adopted by various organisations. This is in line with the fact that the human resource, being the life wire of the organisation and an embodiment of knowledge, skills, experience and talents put into use in organisations for practical actualisation of their aims, goals, objectives, mission and visions should be well planned and treated as the most important asset of every organisation. More so, the functionality of an organisation cannot be effectively and efficiently made feasible without the human resource that co-ordinates other

factors of production and as such necessitates human resource planning, designed to maximize employee performance in the service of their employer's strategic objectives (Collins *et al.*, 2009). Gubman (1996) opined that the mission of human resource planning will always be; to acquire, develop, retain talents, align the workforce with the business and be an excellent contributor to the organisation. It could also involve manpower forecasting, inventory of present manpower resources, anticipating manpower problems by projecting present resources into the future, planning the necessary programmes for recruitment, selection, training and development to ensure that future manpower requirements are properly met. Furthermore, Friedman (2007) observed that Human resource planning links human resource, to the needs of an organisation and its strategic plan to ensure that the staffing is sufficient, qualified and competent enough to achieve the organisation's objective. This need for competency level have increased the importance of managing people at work, particularly, the planning and managing their careers (Baruch, 2004).

Succinctly put, the need to develop the careers of employees of an organisation (in this case; National Root Crops Research Institute Umudike) cannot be over emphasised, because for the employees to make positive impact towards the attainment of set organisational goals, there is a dire need for employees to undergo training. Hence, career development, as a *sine qua non* for meeting future skill and knowledge requirements, does not only enhance competitive advantage, but is an essential factor, in building a culture of innovation, development and delivery of best-in-class programmes Career development aided by human resource planning generally involves getting to know who you are, where you want be and how to get there. Therefore the organisation or institution has it as an obligation to think out ways to help employees, get to their career target apex, in order to improve the performance of such employees. This, expected enhanced performance may not come true without due consideration to developing the careers of the staff of the organisation or institute. It is against this background that this research work intends to study; the effects of human resource planning on career development of employees in National Root Crops Research Institute Umudike, from 2011 to 2016. Specifically, this study seeks to:

- i. Identify the training and development programmes adopted by the institution and its effect on employees' performance.
- ii. Ascertain the impact of human resource planning on employees' career development in National Root Crops Research Institute Umudike.

2: Review of Related Literature

Concept of Human Resource Planning

The term human, characterises man and resource refers to available means or property (Webster 2007). While planning, according to Flippo (1984), involves setting appropriate steps which could be used to achieve the set objectives. In other words, the overall wellbeing of an Organisation is dependent on well-articulated goals, targets and objectives towards efficient and effective maximisation and utilisation of the human resource. Alexandra (1992) saw planning as a deliberate social or organisational activity of developing an optimal strategy for future action, to achieve desired set of goals, and solve novel problems in complex contexts. The planning processes of most organisations, not only defines what would be accomplished within a given time frame, but also the number and types of human resources that would be used to achieve these goal, that is; human resource planning. Similarly the capacity needed to achieve the vision, mission, and business goals of the organisation is aided by human resource strategies, plans and programmes adopted to address gaps in hiring, staffing, learning and career development.

These strategies and programmes are evaluated on regular bases in order to ensure that they are not just in line with the organisation's vision and mission, but are moving the organisation to the set direction; these include closing employee's competency gaps and corrections made (Dialoke, 2014.) Furthermore it is a process that identifies current and future human resource needs of an organisation to achieve its goals as it helps the organisation in planning, recruiting and selecting the right persons for the right positions and at the right time. To buttress this, Armstrong (2006) pointed out that decision is also made on what steps should be taken to promote, re-deploy, provide additional experiences and train eligible staff. He suggested further that plans could be made to make a better use of existing employees which may include flexibility arrangements arrived at cutting down redundancies and reduction of cost. One of the ways to accomplishing this is to develop the careers of employees of the organisation. It is therefore estimated that a well skilled staff, may significantly lead to increase in productivity and this will translate to more profits.

Concept of Career Development

Career could be seen as series of jobs that a person has in a particular area of work. It usually involves more responsibility as time passes (Hornsby, 2005). It could also be referred to as a job or profession that someone does for a long time (Webster2014). Career development programmes could also be defined as the planned effort of linking the needs of individual's career with the organization's workforce requirements (Gutteridge, *et al.*, 1993). This definition implies that, career development programs are, continuous and endless processes designed to assist employees to plan for their future career, in line with the organization's requirement, and future direction ,so that both the employees and the institution will achieve their interests. In career development programs, organizations, managers, and employees play major roles in the planning and development of employees' careers. Thus, management should provide proper career development programs, and managers made responsible for developing employees. There is therefore, a challenge in organisation, and a commitment for management to provide career opportunities for their career employees, through career development programs.

According to Noe *et al.*, (2011), organisations are using several approaches to develop employees, stated under four general categories which are: formal education, assessment, job experiences, and interpersonal relationships. Summarily, careers could be referred to as ladders or paths while development could be seen as the lead string to political, social, cultural and economic growth. If employees, with developed skills could direct them in advancing their respective fields, then they would help in the achievement of the set organisational goals and objectives. The development of such skills may translate to developing their careers. Therefore, career development could be seen as the series of activities or the ongoing life long process of developing ones career in an organisation with emphases on, on the job training or training on new skills which stimulates and induces moving to higher vocational responsibilities. However in career development, self-actualisation is usually at the apex, not always considering the organisational objective though it enhances effectiveness through the application of acquired skills from already built or developed career.

Career Development Programmes.

Different organisations are motivated to take on different training methods for a number of reasons which may include; the organisation's strategy, goals, resources available, immediate identified needs and the target group to be trained which may include among others individual workers, groups, teams, department or the entire organisation.

According to Armstrong (1995), there are broadly two different methods that organisation may choose to train and develop the skills of its employees. These are *on-the-job training* given to organisational employees while conducting their regular work at the same working venues and *off-the-job training* which involves taking employees away from their usual work environment(s) and therefore all concentration is put out to the training. Examples of the *on-the-job training* include but are not limited to job rotations and postings, seminars/workshops, coaching and/or mentoring. On the other hand, *off-the-job training* examples include; conferences, role playing, and many more as explained below:

i. Job rotation, Postings and transfers

Job rotation and postings as a way of developing employee skills within the organisation involves movement of employees from one official responsibility to another, for example taking on higher rank position within the organisation, or from one branch of the organisation to another. While transfers, could involve movement of employees from one Department to another or from one job to another within the establishment with a view to enhancing performance. These rotations and postings (redeployment) are designed to encourage the employees to acquire knowledge of the different operations within the organisation together with the specialties existing in different Departments of the organisation: thus, promoting versatility in order to avoid work go-slow. The knowledge acquired by the selected employees from this method is beneficial to the organisation as it may increase the competitive advantage of the organisation, (McCourt *et al.*, 2003).

ii. Coaching and mentoring

McCourt *et al.*, (2003) cited in Torrington *et al.*, (2005) opine that this involves having the more experienced employees coach the less experienced ones and that mentoring offers a wide range of advantages for development of the responsibility and relationship building. The practice is often applied to newly recruited graduates in the organisation by attaching them to a mentor who might be their immediate managers or another senior manager. This however does not imply that older employees could not be coached or mentored if need be, but it is mainly adopted for the newly employed persons within the organisation.

iii. Orientation(s)

This is training and development method which involves getting new employees familiarised and trained on the new job within an organisation. During this process, they are exposed to different undertakings for example the nature of their new work, how to take on their identified tasks and responsibilities and what is generally expected of the employees by the organisation. They are further given a general overview of the organisational working environment consisting of working systems, technology, office layout, existing organisational culture, health and safety issues, working conditions, processes and procedures.

iv. Seminars and Workshops

This is an avenue for teaching employees how to understand all of the organisations components that may account for the challenges employees need to address during work life.

v. Conferences

This training and development method involves presentations by more than one person to a wide audience. It is more cost effective as a group of employees are trained on a particular topic, to educate a large audience. This method is however disadvantageous as it is not very easy to ensure that all individual trainees understand the topic easily. This is suggested because not all trainees follow at the same pace during the training sessions; focus may go to

particular trainees who may seem to understand faster than others and thus leading to under training of other individuals or participants. This may lead to the defeat of the organisational intentions, targets and goals to an extent.

vi. Role playing

This is a training and development technique that attempt to capture and bring forth decision making situations to the employee being trained. In other words, the method allows employees to act out work scenarios. It involves the presentation of problems and solutions setting for discussion. Here trainees are provided with some information related to the description of the roles, concerns, objectives, responsibilities or emotions they are expected to copy. The trainees are thereafter, required to act out their roles. This method is more effective when carried out under stress-free or alternatively minimal-stress environments so as to facilitate easier learning. It is a very effective training method for a wide range of employees for example those in sales or customer service area, management and support employees.

vii. Formal Training Courses and Development Programmes

These are a number of methods used to develop the skills required within an organisation. These course and programmes are usually a set of defined and known programmes consisting of all the contents, durations and details about the training provided for the knowledge of both the organisation and the personnel to be trained. Employees may undertake these courses and programmes, while completely off work for a certain duration of time or alternatively be present for work on a part-time basis. These programmes can be held within the organisation (in-house) or off the job. Off the job is argued to be more effective since employees are away from work place and their concentration is fully at training depending on the knowledge needed, organisation's structure and policies.

Employee Performance

Employee performance is normally looked at in terms of outcomes or profits. However, it can also be looked at in terms of behavior (Armstrong 2000). Kenney et al. (1992) pointed out that employee's performance is measured against the performance standards set by an organisation. There are a number of measures that can be taken into consideration when measuring performance. These may include; productivity, efficiency, effectiveness, quality and profitability measures (Ahuja 1992, cited in Nassazi, 2013). These could be achieved by setting goals and standards against which individual performance can be measured. Thus, organisations ensure that their employees are contributing to producing high quality products and services through evaluation of employee performance.

Impact of Career Development Programmes on Employee Performance:

In the real world, organisational growth and development is affected by a number of factors and employee training plays a vital role in improving performance as well as increasing productivity. Thus, employee performance leads to placing organisations in better positions to face competition and stay at the top. This therefore implies an existence of a significant difference between the organisations that train their employees and those that do not. Existing literature presents evidence of an existence of obvious effects of career development on employee performance. Some studies have proceeded to looking at performance in terms of employee performance in particular (Purcell, et al 2003) while others have extended to a general outlook of organisational performance (Guest 1997). In one way or another, the two are related in the sense that employee performance is a function of organisational

performance since employee performance influences general organisational performance. In a nutshell these impacts could be discussed as follows:

Improving Employee Abilities

The quality, abilities and talents of employees mostly depend on the development activities and career development programmes provided by the organisation. Hence successful organisations always ensure that continuous effort to develop individual employee's career are provided.

Enhancing Employee's Talents

Career development creates opportunities to stimulate employees towards being more efficient and effective in an organisation.

Meeting Development Objectives

Planning and managing employee's development programmes are necessary to ensuring that, development objectives are truly served and met. These development activities are designed, and conducted in line with the objectives and aspirations of the organisation and also reflects the needs of employees. More so, development activities and career development programmes would ensure a high concern for business enterprises, leading to the advancement of employees in the organisation.

Matching Duties to Skill and Qualification

The human resource systems and practices, especially career development will provide the organisation with, duties and responsibilities required by a job and the qualification, skills and knowledge needed in the individual who will fill a job, the number and kind of employees needed by the organisation, attracting and hiring talented individuals to match the jobs.

Enhancing Employee Competencies

Wright and Geroy (2001) stated that employee competencies are improved through effective training programmes. It therefore not only improves the overall performance of the employees to effectively perform their current jobs but also enhances the knowledge, skills and attitude of the workers necessary for the future job, thus contributing to superior organisational performance.

Identifying Strength and Weaknesses: career development makes for proper evaluation of performance to identify strengths and weaknesses of employees, determine the areas in which employees need development as well as promotions.

Providing Advisory Services To Employees: career development provides advisory and counseling services to personal problems of employee. This also improves performance, by laying a solid foundation that could facilitate determination of the skills needed to achieve organisational goals, as well as ensure future career success in the organisation, (Rawashdeh, 2013).

Effects of Human Resource Planning on Career Development

Human resource planning as a combination of forecasting staffing needs and strategic planning involves planning, developing, implementing, administering, and performing ongoing evaluation and assessment which includes recruiting, hiring, orientation, etc. Also human resource planning exists to ensure that the workforce meets the organisation's goals

and objectives. Thus, the typical roles of a Human Resource professional in performing the planning function in line with career development are:

Selection of Appropriate Employees: to meet the human resource needs of the organisation, there is a need to train the employees against future gaps, develop their careers, and retain them as staff so that the organisation will not spend time and money replacing them. In essence, Human Resource planning results to the development of the careers of employees of an organisation to ensure that both short-and-long-term organisational objectives are met (Bechet, 2002).

Provision of Career Planning Workshops and Software: human resource planning provides career planning workshops in which participants are expected to be actively involved, completing career planning exercises and inventories and participating in career skills practice sessions.

Building an Ethical Business Culture: human resource planning helps an organisation or institution to create a code of conduct for employees to follow. This defines what is considered as ethical good conduct in handling and dealing with customers, suppliers and co-workers. The reason for building an ethical culture is to create enabling work environment. This can be realised through bringing on new hires or recruits with track records of known ethical behaviour.

Identify Employees Ready for Advancement: Human resource planning helps in identifying employees who are ready for advancement, within a period of time or at intervals. However, this is considered upon vacancy and sometimes additional qualification made possible by a well-planned career development

Finding Team Players: Human resource planning helps the managers to discover, identify and select suitable team players for the organisation to enable it accomplish a particular task: this no doubt, has environmental peculiarity and the conduciveness of the required environment to an extent has profound effect on employee's career development (<http://www.hrware.com> 2017).

Theoretical Review

Theories could be formulated to predict, explain and interpret phenomenon as well as challenge and enrich existing knowledge within the limits of critical assumptions. Though there may be many theories of career development; like the Holland's theory of Vocational Personalities in Work Environment, the Self-concept theory of Career Development formulated by Super, Gottfredson's theory of Circumscription and Compromise, Social Cognitive Career theory as well as the theory of content which relates to the characteristics of individuals and the context they live in, Stressing that influences on career development are thought to be either intrinsic to individual or originate from the context in which the individual lives, (Bratton *et al*, 1999). Nevertheless, the researcher reviewed an underpinning theory of career development; the theory of work adjustment, sometimes, referred to as the Person–environment correspondence theory originally developed by René Dawis, George England and Lloyd Lofquist from the University of Minnesota in 1964. It stresses that the more closely a person's abilities, skills, knowledge, experience, attitude, behaviours, etc correspond with the requirements of the role or the organisation, the more likely it is that they will perform the job well and be perceived as satisfactory by the employer. Furthermore, this theory acknowledges that the correspondence between a person and environment may not be

perfect, perhaps because the person chose the wrong career or the employer chose the wrong candidate. This emphasises the essence of human resource planning especially where choosing the right candidate for the right position is the focal point and the basis on which career development is embarked upon.

Succinctly, in the field of human resource planning, as stressed by the universalistic perspective or theory says that better human resource practices should be adopted within organisation while contingency claims that there is no best way to organise a corporation, to lead a company, or to make decisions rather, the optimal course of action is contingent (dependent) upon the internal and external situation, also, that human resource practices need to align with other organisation practices or the organisation's mission (Mohamed, 2016). Furthermore, the configuration perspective or theory is based on how to combine multiple aspects of human resource practices for effectiveness of performance (Delany *et al.*, 1996). This theory also involves looking at the value of human capital, pointing towards knowledge and skills of individuals working for the organisation and social capital based on the character and value of relationships in and out of the organisation which could be seen as the essence of linking human resource planning to career development in that the actual value of employees of the organisation or institute could be estimated by their level of skills acquisition and educational qualification obtainable through career development on a platform prepared by an efficient and effective human resource planning.

Empirical Review

Bette (2015) in her research findings established that training, job orientation, career advancement and mentoring are reliable career development programmes as they had positive impact on employee performance in the public universities in Kenya. The findings of Akujuru et al (2015) reveals that Human resources planning makes significant impact towards encouraging objectivity, fairness and impartiality in work performance. Thus, to a large extent, Human resources development of employees encourages job performance. The reason for holding this opinion is not farfetched, as human resources development programmes can be adopted in an organisation without consideration to any person in mind. Amadi (2011) also indicated that the fairness of human resources development programme is designed to achieve the objective of skill acquisition and conceptual agenda. It makes decision making to be objective and encourages rational outcome. Thus the results of his study show that training and career development had positive effect on employee performance. This means that when other factors have been kept constant, training and career development increase and employee performance is valued at 98.5%. Bedhathoki (2004) in his findings concludes that to withstand the international competition, organisations should develop and retain skilled, talented and motivated employees so as to develop quality, cost, consciousness and productivity but it is no doubt that human resource planning and career development are the two vital pillars on which the organisations stand strongly.

Government/Institute's Management Policy on Trainings in Public Service

It is in the policy of Government or organisation to give all categories of employees the opportunity to train in areas relevant to their responsibilities and duties in order to encourage on the job career development and discourage indiscriminate requests for possible conversions to other established posts. The idea is not to promote decline of a particular post. In all training courses, including post graduate and specialised trainings, primary consideration may be given to Indigenous tertiary Institutions and Universities. However, waivers for abroad training may be granted for areas with special peculiarity occasioned by, perhaps, inadequate facilities or expertise (manpower) to handle such field of study. Also

criteria for staff selection for training may include relevance of course for institution's needs, seniority and satisfactory performance of duty, evidence of ability to study the course and evidence of admission to the appropriate institution.

It is also within the policy of the institute to accept free training responsibilities for her employees. This is applicable in areas deciphered and identified as relevant to organisational programmes, mandate and vision. Similarly the institution organises occasional or special in-house training courses in areas of need, for which there are no trained staff or other training facilities, to enhance career performance of her employees, (NRCRI Conditions of Service, 2004). Furthermore, officers may be granted study leave with pay, study leave without pay and in-service training in the institute. The type of study leave enjoyable by an officer depends on the 'divide' that is, (Research Officer or Supporting Staff divide) or what is perceived as frontline officers and less front liners.

NRCRI Staff Termly Training Lists

Year	Long term	Short term
2011	38	84
2012	49	32
2013	50	31
2014	43	33
2015	36	27
2016	20	19
Total	140	326

Source: Ikpeama C. J (2017) Long and Short Staff Training Assessment Data.

3 Methodology

The researcher adopted survey research design in carrying out the study. Survey research design has as its tools as questionnaire and oral interview which was adopted by the researcher in eliciting information from the respondents. Primary and secondary data were used; primary data was obtained through well-structured questionnaires of closed ended type designed in Liker form. The close ended questionnaire with two to five options was administrated to the staff and management personnel in the different departments of National Root Crops Research Institute Umudike, and oral interview was also used in eliciting information from the respondents. Secondary data was also obtained through; textbooks, journals, magazines, brochures, internet materials and other relevant documents. The population of the study consists of all the employees of the institute being one thousand, three hundred and eighty five (1,385) employees according to Human Resource Department of the institution, as at September 2017 that the survey was carried out. Based on this population, a normal confidence level of 95% and error tolerance of 5% was used to deduce the actual sample size of the study through Taro Yamane's formula. Three hundred and ten (310) respondents were computed as the sample size and equal number of questionnaire was distributed to the employees in the various departments of National Root Crops Research Institute Umudike. Content validity was used to validate the research instrument, while Cronbach Alpha was used to test the reliability of the research instrument. Data collected from field work were analysed using: Descriptive Statistics, and Pearson Product Moment Correlation analysis. Two hundred and forty (240) questionnaires were well filled, forming the basis for data analysis.

4 Results, Findings and Conclusion

Career Development Programmes Adopted in the Institute.

Table 1: Showing the institute's career development programmes.

Training/Development Programmes	N	SA (4)	A (3)	D (2)	SD (1)	$\sum x$	Mean	Remark
Orientation Programmes for new employees	240	492(123)	276(92)	8(4)	21(21)	797	3.3	Agreed
Conferences	240	484(121)	279(93)	24(12)	14(14)	801	3.3	Agreed
Role playing method	240	40(10)	84(28)	220(110)	92(92)	436	1.8	Disagreed
Seminars and workshop	240	360(90)	390(130)	72(36)	74(74)	754	3.6	Agreed
Formal training courses	240	432(108)	285(95)	36(18)	19(19)	772	3.2	Agreed
Coaching and mentoring	240	104(26)	114(38)	204(102)	74(74)	496	2.1	Disagreed
Total Mean							16.8	
Grand Mean							2.8	
Bench Mark Mean							2.5	

Source: Field Survey, 2017

Keys: SA = Strongly Agreed, A = Agreed, D = Disagreed, Strongly Disagreed. Figure in parenthesis are the frequency.

The result in Table 1 above shows the training and development programmes employed in National Root Crops Research Institute Umudike. The result revealed that; orientation Programmes for new employees training ($\bar{x} = 3.3$), conferences ($\bar{x} = 3.3$), seminars and workshops ($\bar{x} = 3.6$), and formal training courses (3.2) are the major career development programmes adopted by the institute's management to build up the careers of their employees. The conclusion is reached based on the fact that the mean scores of these career development programmes respectively, are above the benchmark mean of 2.5. Thus from the above result it is evident that conventional career development programmes are practiced in National Root Crops Research Institute Umudike.

Effects of The Institute's Career Development Programmes on Employees' Performance

Table 2 shows the Pearson's Product Moment Correlation result on the effects of the institute's career development programmes on employees' performance.

Variable	Correlation Coefficient	t- value
Development Programmes	0.988	0.992**
N	240	
P – Value	0.00	

Source: Field Survey, 2017

** Significant at the 0.01 level (2-tailed).

The correlation analysis result in Table 2 indicated that at $P > 0.00$ level of significance, the development programmes adopted by the institute, has a strong positive effect on the work performance of employees in National Root Crops Research Institute Umudike, with correlation coefficient of ($r = 0.988$). Signifying that there is a strong correlation between the development programmes adopted by the institute and the performance of its employees. Thus the result signifies that enhancing the effectiveness of the development programmes in

the institute will facilitate and improve the performance of employees in the institute. This in turn will enhance the institute's quality and quantity of productivity.

This finding is in consonance with that of Rawashdeh (2013), who stated that career development, lead employees to greater positions, and perhaps responsibilities. More so, Kaya *et al.*, (2014) has is that the implementation of career development programs will help employees to beware of themselves and what they actually want. Also, it provides employees with the communication network that will enable them to accomplish their social needs and transforms managers and employee's strategies into better productive outcome (Garvey, 2004) and could influence the performance of an employee by expansion of key competencies, job specification, which leads to motivation, reduces intimidation, provides additional skills, knowledge and capabilities (Kakui, 2016).

Impact of Human Resource Planning on Employees' Career Development in National Root Crops Research Institute Umudike.

Table 3: Showing a simple regression results on impact of human resource planning on employees' career development of the institute's employees.

Model	Coefficient	Std. Error	t(value)	Sig	R ²
Constant	-3.359	.184			
HRP	1.119	.011	98.898	0.000**	.976

Dependent Variable: Employee Career Development ***sig ≤ 0.01 ** sig ≤ 0.05

Fitted regression model: $ECD = -3.359 + 1.119HRP$.

The Simple Regression result in Table 3 above shows the impact of human resource planning on career development of the institute's employees. The t value = 98.898 and p value= 0.000 imply that human resource planning has a significant positive impact on the career development of the institute's employees. Also the R² of .976 =97.6% shows that Human resource planning accounts for 97.6% changes in Employee career Development. All the values confirm the significant good fit of model. Thus, there is a significant and positive relationship between human resource planning and career development of the institute's employees. The result further implies that an increase in the adoption of human resource planning strategies will result to a positive increase on the career development of the institute's employees.

This is in line with the findings of Rawashdeh, (2013) stressing that there is a link between human resource planning like other human resource systems being practiced, and career development programs. Also, effective use of human resource planning would identify people needed, to run operations effectively, and efficiently, which would be translated by recruiting and hiring talented employees, that will fill the vacant jobs in the organization. In fact the researcher concurs with the report of (Georg *et al.*, 1980 cited in Aslam *et al.*, 2013); that effective human resource planning is considered much important to enhance production without wastage and with minimum staff requirements to save cost. This is achievable only if the few staff is well trained through the process of career development.

Conclusion

Based on the findings, the study concludes that, there is a significant and positive relationship between the adoption and implementation of career development programmes in National

Root Crops Research Institute Umudike and the performance of its employees. The study also revealed a strong correlation between the human resource planning of the institute and career development of its employees.

Recommendations

The management of the institute should maintain and enhance the career development programmes already in existence in the institute, but place more attention on those ones that inculcate more knowledge and skills that would drive employees' performance in the institute. Furthermore, effort should be made towards improving the operational scope of the organisation and her career development programmes. This can be achieved by the management of National Root Crops Research Institute Umudike ensuring that these career development programmes and a few more relevant ones are well established and effected in the institute. Furthermore, the human resource planning should be made less formalised and more concerned with the career standard of the employees and how best to help them get to the apex of their careers as this will promote expertise which is a prerequisite to efficient employees' performance and increased organisational productivity.

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