

Organisational Development and Employee Performance of Selected Firms in Delta State, Nigeria

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ABSTRACT

This study investigated organisational development and employee performance of selected firms in Delta State with a focus on the impact of active learning on employee performance; impact of sustained duration on employee performance and impact of collaboration 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. The collected data 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 a significant relationship between active learning and employee performance of selected firms in Delta State; there is a significant relationship between sustained duration of learning and employee performance of selected firms in Delta State and there is a significant relationship between collaboration and employee performance of selected firms in Delta State. It was concluded that organisational development enhances learning, engages, development, expose to new ideas, enable acquisition of skills, growth and enhance competency. It was recommended among others that management should guide employees through appropriate career path within an organizational chart in order to increase employee performance.

I. INTRODUCTION

In this contemporary business world, organisation's ability to learn and adapt to

continuous changing environment is an important competitive advantage. Within organization, knowledge is created and transferred among employees through a process called organizational learning or development (SIM Centre for Leadership, 2021). An employee can increase performance at work by learning new skills or ideas which comes as benefits from knowledge that is shared within an organization. According to Mensah, Agyapong, Nuerterey and Nisar (2017), organizational development is a process of enhancing members of organization to behave effectively by means of acquiring knowledge and understanding. It involves active learning, sustained duration, collaboration; action and reflection, or doing and thinking, acting and speaking among others. Hargreaves and O'Connor (2018) opined that organisational learning focus on the process of carrying out work that aimed at achieving organisational objectives which consist of learning, development, improvement and knowledge sharing. Lombardi and Shipley (2021) argued that there is need to learned, improved, and share knowledge in an organisation because things vary over time as people gain expertise with tasks, employees come and go, technologies advance, goals and policies change, and best practices that strive to improve employee performance surface. Employees who do not get adequate attention and development from organization can trigger a decline in employee performance (Akeem, 2020; Huang & Yao, 2017).

Some of the basic component of organisational development to be considered in this study include (a) active learning (b) sustained duration and (c) collaboration. Employees development is a major issue for all organizations.

According to Alisara Yuttachai, Sunthorn, Somnuk and Jaturon (2022), a professional developed employees are said to be devoted and committed; that commitment is a sign of organizational productivity and successful operations.

Active learning is an approach that engages employees with course material through discussions, problem solving, case studies, role plays and other methods in order to perform better at workplace. According to Chandra (2023), active learning is an enquiry-based learning and problem-based learning. In active learning, employee learns by exploring a series of questions. Active learning as a component of professional development place a high responsibility on employees than passive approaches. Active learning help promote skills acquisition, application of knowledge, analysis and synthesis; it also engage employees in deep learning and enable employees to apply and transfer knowledge better (Lombardi & Shipley, 2021).

Sustained duration in learning terms of professional and organisational development recognizes that, growth takes time. It is not a one-time event but a sustained process that allows employee to learn, practice, implement, and reflect upon new strategies in order to offer significant support to integrate new approaches of doing a job well. Ogbu and Osanaiye (2017) reported that sustained duration is a form of professional development that occurs over an extended period of time where engaged employees share experiences and resources while practicing learned strategies, observing each other in action, and discussing what they have learned. An effective sustained duration holds the ability for organisational growth and for advancement of employee's achievement (Nichole, 2016; Adewuyi & Makinde, 2018).

Collaboration is concerned with actions related to the identifying organisational objectives. It is one of the most effective professional development components that emphasises active learning, observation, and reflection rather than abstract discussions. Salleh and Sulaiman (2019) ascertained that collaboration is important at workplace because it often leads to more communication between employees and increased performance. When employees work together toward a common goal, they use their experiences and skills to contribute to organisation's success. Professional collaboration is a way of working in partnership that acknowledges the professional expertise of each person involved, is underpinned by positive relationships built on respect, reciprocity and effective communication. Collaboration has numerous benefit such as

experiencing job satisfaction, resolving conflicts more effectively, benefiting from individual employee's talents, enhancing constructive feedback, expanding professional skills, encouraging inclusivity, appreciating colleagues, forming professional relationships, developing self-awareness and improving understanding of organisational goal (Gabby, 2023).

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. One of the major tasks of 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, Nuerterey & 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).

Professional development is one of the key and requirement for an organization to remain in competitive environment. Organizations must prepare employees through constantly learning to deal with changes and to have the ability to adapt with conditions, and changes and organisational must be able to incorporate learning within the organization. Tsegaye (2018) argued that organizational learning and professional development affects employee performance. This direct employees towards learning, encourages innovation effectiveness, professionalism and efficiency. Parsns (2022) opined that learning organisational is a distinctive factor in new product development projects because new product must adapt to the rapidly changing environmental situations such as customer demand uncertainty, technological developments and competitive market. The process of professional development include key components of knowledge productivity which described as the process by which new knowledge is created in order to contribute to innovation at workplace (Nabunya, Mukwenda & Kyaligonza, 2019).

The reason for organisational/professional development is to give employees the opportunity to learn, apply new knowledge and skills that can help in performing their duties at workplace. Professional and organisational development is about career development; this is all about building skill set and knowledge-base to do better at workplace. Base on the aforementioned, this study

examined organisational development and employee performance of selected firms in Delta State.

Most organisations focus on employee performance without considering their professional developmental skills. They are just about what the employee can give and not how the employees can be developed professionally. Some organisations lack one-time workshops or training sessions that can provide valuable insights to professional development and effective programmes that can provide opportunities for employees to engage in continuous learning and reflection in order to enhance performance. These professional skills are used at workplace and beyond. They help boost motivation and productivity while also strengthening relationships.

No employee is born brilliant at their job. Every successful person has being learning and working on their skills for a long time by taking advantage of professional development opportunities over the entirety of their career. The professional world is becoming increasingly competitive and is constantly changing, so organisational and professional with continual learning is more important. Technologies and best practices are evolving and progressing in every industry, making it crucial for both new and experienced professionals to continue developing their skills and honing their knowledge.

No matter what industry, high-quality professional and organisational development has huge advantages. Some people have one method they use to solve every problem they encounter at workplace; this can be a risky approach. Sooner or later, they would run into a problem that the approach cannot handle. These workers have been working the same job with the same approach because of lack of continuous learning and development. This can lead to boredom, stress, and lack of engagement; thus the reason for professional and organisational development. The problem here is that what is the impact of organisational development on employee performance? In order to find solution to this problem, this study determined the impact of active learning on employee performance; the impact of sustained duration on employee performance and the impact of collaboration on employee performance.

Objectives of the Study

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

Specific objectives are to;

- i. examine the impact of active learning on employee performance of selected firms in Delta State.
- ii. determine the impact of sustained duration of learning on employee performance of selected firms in Delta State.
- iii. evaluate the impact of collaboration on employee performance of selected firms in Delta State.

Research Questions

To achieve the objectives of the study, the following research questions were raised.

- i. What are the impacts of active learning on employee performance of selected firms in Delta State?
- ii. What are the impacts of sustained duration on employee performance of selected firms in Delta State?
- iii. What are the impacts of collaboration on employee performance of selected firms in Delta State?

Hypotheses of the Study

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

Ho₁: There is no significant relationship between active learning and employee performance of selected firms in Delta State.

Ho₂: There is no significant relationship between sustained duration learning and employee performance of selected firms in Delta State.

Ho₃: There is no significant relationship between collaboration and employee performance of selected firms in Delta State.

Significance of the Study

Organisational development is an ongoing process for employees and managers alike. And there are different benefits for creating a professional development plan in an organisation. Therefore 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 professional development in order to keep focus on organisational goal and objectives. 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.

For researchers and students, this study will be of immense benefit to them who intend to research on related topics. More so, the findings of the study will contribute to existing body of literature and also provide basis for further research relating to organisational development and employee performance.

II. LITERATURE REVIEW

Conceptual Review

Organisational Development

Organisational development is one of the best habits a firm can adopt. In fact, the continuous learning and endless curiosity that come 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) argued that 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.

Organisational 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. To employees the benefits of professional development 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 organisation. 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 organisational 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).

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, organisation should evaluate organisational performance hand-in-hand with professional development plans. It is important to know how often organisational performance should be reviewed. Chandra (2023) opined that effective professional development holds immense potential for employees' growth and for the achievement of organisational 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), examples 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 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; Örténblad, 2018).

Conceptual Framework

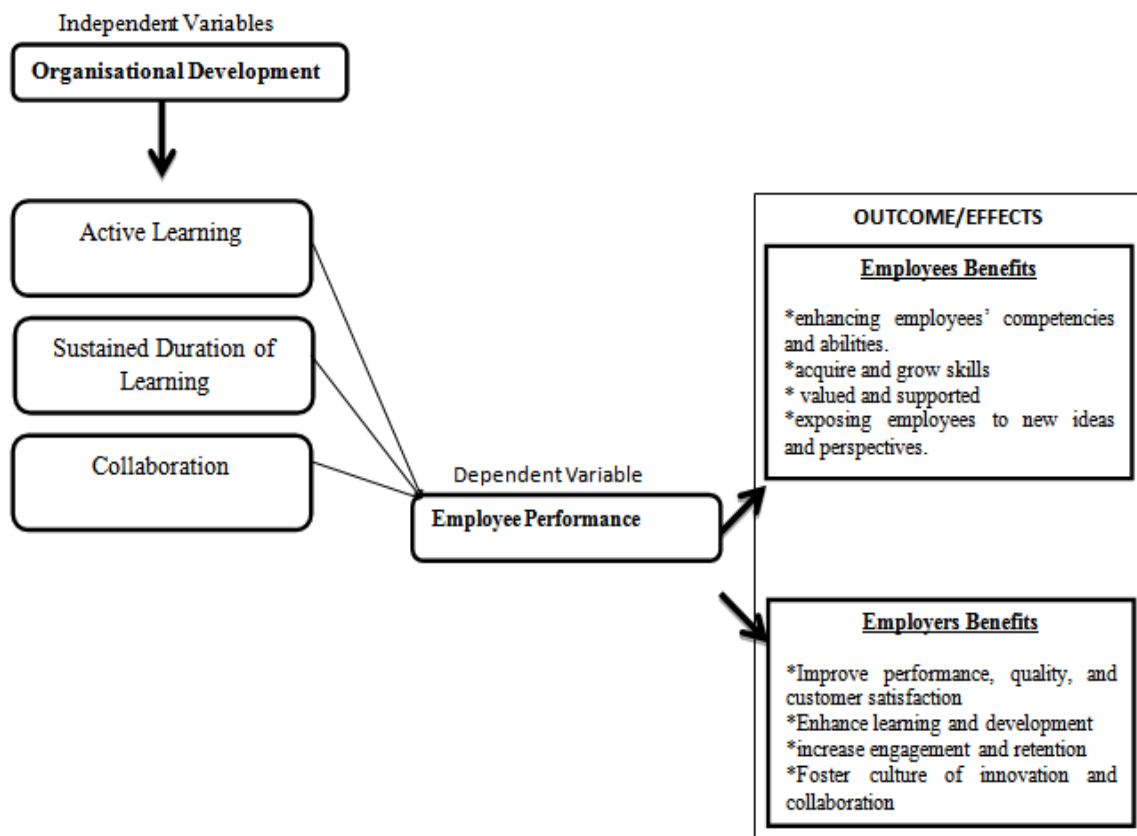


Fig. 1: Conceptual Framework of Organisational Development and Employee Performance
 Source: Researcher (2023)

Fig. 1 shows that, the independent variables: active learning, sustained duration and collaboration have significant impacts on employee performance (dependent variable). These impacts are beneficiary to both employers and employees.

When there is development in an organisation, it improve organisational productivity, quality, and customer satisfaction, enhance learning and development, increasing engagement and retention, foster a culture of innovation and collaboration by enhancing

employees' competencies and abilities, providing opportunities for employees to grow their skills and careers, showing employees that they are valued and supported by their employers, exposing employees to new ideas and perspectives.

Effect of Active Learning on Organisational Performance

Employees learn better when they are actively engaged in a topic. According to Darling-Hammond et al., (2017) employees thrive when

they can interact directly with the new practices and draw connections to their workplace duties. Alison (2020) and Bhaskar and Mishra, (2017) argued that professional development that incorporates active learning engages employees as learners and aligns with adult learning theory. They recognize that employees learn best when actively participate, experience, and apply new skills. Through hands-on activities, simulations, and discussions, employee can actively explore and practice new strategies that can be implement at workplace (Chandra, 2023; Frost, 2019).

Effect of Sustained Duration of Learning on Organisational Performance

In effective professional development, growth takes time. It is not a one-time event but a sustained process that allows employees to learn, practice, implement, and reflect upon new strategies. Short isolated workshops provide only a glimpse of what is possible. Extended professional development experiences, spanning weeks, months, or even academic years, offer necessary support for employees to fully integrate new approaches into their responsibilities at workplace and performance better (Nichole, 2016; shola, Adeleye & Tanimola, 2018).

Effect of Collaboration on Organisational Performance

Collaboration can be defined by open dialogue between systems. These systems could be small and focused, or they could be much larger, extending outside of the immediate system to include other policy makers. The more extensive the collaborative system is, the greater the likelihood is that effective professional development will be properly implemented (Adewuyi & Makinde, 2018).

Effective professional development creates opportunities for collaboration among employees. It encourages employees to come together, share ideas, and learn from one another. Collaboration can take various forms, from one-on-one partnerships to grade-level or department teams. By working together, employees create a supportive network that amplifies collective expertise and positively impacts organisational performance (Gabby, 2023; Janes, 2018).

Learning alongside others can often make experience more fun and engaging. They can help employee to stay motivated, and provide advice and support. If employees have someone checking on his/her progress, it can help to keep focused on main objectives (Engetou, 2017).

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.

Akeem (2020) investigated the effect of staff development on organisational performance in selected banks in Lagos State, Nigeria. He determine the effect of quality education, mentoring and training on organisational performance. He revealed that there staff development has a significant effect on organisational performance and 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. Salleh & Sulaiman (2019) determined the impact of

Professional Development on Human Resource Development Practitioners in Malaysian Organizations. They introduced employee achieving learning in development employee and suggested that there is significant impact of professional development on organisational performance. 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. They shows that professional and social skills influencing the organizational performance of the hotel businesses in Phuket include communication, leadership, problem solving, and teamwork skill. Ogbu and Osanaiye (2017) determine the effect of training and development on organisational performance emphasise that training focuses on present jobs while development prepares employees for possible future jobs. Basically, the objective of training and development is to contribute to the organisation's overall goal.

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.

Tsegaye (2018) investigated the impact of training and development on employee's performances in the case of ASKU plc. Focused on the impact of job learning and coaching on employees' performance and how employee training and professional development contribute to the employees performance. He revealed that employee development increase organisational performance. Chandra (2023) discussed the element of professional development. He identify that the elements are: collaboration, active learning, content focus, coaching, feedback and reflection, sustained duration and mentoring. Akeem (2020) investigated the effect of staff development on organisational performance in selected banks in Lagos State, Nigeria. He determines the effect of quality education, mentoring and training on organisational performance. He revealed that there staff development has a significant effect on organisational performance and 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. Salleh & Sulaiman (2019) determined the impact of Professional Development on Human Resource Development Practitioners in Malaysian Organizations. They introduced employee achieving learning in development employee and suggested that there is significant impact of professional development on organisational performance. 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. They shows that professional and social skills influencing the organizational performance of the hotel businesses in Phuket include communication, leadership, problem solving, and teamwork skill. Ogbu and Osanaiye (2017) determine the effect of training and development on organisational performance emphasise that training focuses on present jobs while development prepares employees for possible future jobs. Basically, the

objective of training and development is to contribute to the organisation's overall goal.

From the empirical review, the findings of the various scholars show that most of the researchers discussed professional/organisational development and employee performance. But not have discussed the impact organisational development on employee performance. Here lies the knowledge gap. This study examined organisational development and employee performance using active learning, sustained duration learning and collaboration as independent variables against employee performance.

III. METHODOLOGY

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 were 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:

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

$$EP = \beta_0 + \beta_1AL + \beta_2SD + \beta_3CO$$

EP = Employee Performance- Dependent Variable

AL = Active Learning
 SD = Sustained Duration of Learning
 CO = Collaboration

} 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

ANALYSIS OF DATA AND INTERPRETATION

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	Percentage (%)
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	Percentage (%)
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.

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.

Answering of Research Questions

The research questions were answered using mean. An item with a mean value of 3 is

Research Question 1

What are impacts of active learning on employee performance of selected firms in Delta State?

Table 3: Active Learning and Organisational Performance

S/N	Items	SA	A	UD	D	SD	Mean	STDEV	Remark
1.	Enhance learning, active engages and development	80 (57%)	40 (29%)	6 (4%)	10 (7%)	4 (3%)	4.30	32.53	Agreed
2.	Expose to new ideas	45	60	20	5	10	3.89	23.61	

	and skills	(32%)	(43%)	(14%)	(4%)	(7%)			
3.	Enable acquisition of skills and growth	60 (43%)	50 (36%)	20 (14%)	10 (7%)	0 (0%)	4.14	25.88	Agreed
4.	Enhance competency	50 (36%)	25 (29%)	25 (18%)	15 (11%)	10 (7%)	3.75	16.81	Agreed
TOTAL							4.02	24.71	Agreed

The means response of the respondents to items 1 – 5 as shown in Table 3 are: 4.30, 3.89, 4.14 and 3.75 respectively; with a grand mean and standard deviation of 4.02±24.71. Since the mean values of all the items are greater than 3.0, this implies that, the impacts of active learning on employee performance include: enhance learning,

active engages and development; expose to new ideas and skills; enable acquisition of skills and growth and enhance competency.

Research Question 2

What are the impacts of sustained duration on employee performance of selected firms in Delta State?

Table 4: Sustained Duration of Learning and Organisational Performance

S/N	Items	SA	A	UD	D	SD	Mean	STDEV	Remark
5.	recognizes that growth takes time and enhance patient	90 (64%)	30 (21%)	10 (7%)	6 (4%)	4 (3%)	4.40	36.17	Agreed
6.	sustained process allows employees to learn, practice, implement, and reflect upon new strategies.	87 (62%)	35 (25%)	9 (6%)	5 (4%)	4 (3%)	4.40	35.34	Agreed
7.	offer the necessary support for employees to fully integrate new approaches into their responsibilities	43 (31%)	55 (39%)	10 (7%)	19 (14%)	13 (9%)	3.69	19.90	Agreed
8.	enhance employees' competencies and abilities.	72 (51%)	38 (27%)	15 (11%)	4 (3%)	11 (8%)	4.11	27.70	Agreed
TOTAL							4.15	29.78	Agreed

The means response of the respondents to items 6 – 10 as shown in Table 4 are: 4.40, 4.40, 3.69 and 4.11 respectively; with a grand mean and standard deviation of 4.15±29.78. Since the mean values of all the items are greater than 3.0, this implies that, the impacts of sustained duration on employee performance include: recognizes that growth takes time and enhance patient; allows employees to learn, practice, implement, and reflect

upon new strategies; offer the necessary support for employees to fully integrate new approaches into their responsibilities and enhance employees' competencies and abilities.

Research Question Three:

What are the impacts of collaboration on employee performance of selected firms in Delta State?

Table 5: Collaboration and Organisational Performance

S/N	Items	SA	A	UD	D	SD	Mean	STDEV	Remark
9.	It encourage knowledge sharing	48 (34%)	60 (43%)	6 (4%)	10 (7%)	16 (11%)	3.81	24.37	Agreed
10.	Create supportive network among employees	70 (50%)	50 (36%)	11 (8%)	6 (4%)	3 (2%)	4.27	30.19	Agreed
11.	Amplifies collective expertise and	82 (59%)	49 (35%)	3 (2%)	5 (4%)	1 (1%)	4.47	36.19	Agreed

	positively impacts organisational performance.								
12.	Foster culture of innovation and collaboration	50 (36%)	65 (46%)	12 (9%)	8 (6%)	5 (4%)	4.05	27.56	Agreed
Total							4.15	29.58	Agreed

The means response of the respondents to items 11 – 15 as shown in Table 5 are: 3.81, 4.27, 4.47 and 4.05 respectively; with a grand mean and standard deviation of 4.15±29.58. Since the mean values of all the items are greater than 3.0, this implies that, the impacts of collaboration on employee performance include: encourage knowledge sharing; create supportive network among employees; amplifies collective expertise and positively impacts organisational performance and foster culture of innovation and collaboration.

Test of Hypotheses

The hypotheses are tested using multiple regressions in SPSS 25 at a significant level of 0.05
 $Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \dots + \beta_nX_n$
 $EP = \beta_0 + \beta_1AL + \beta_2SD + \beta_3CO$
 EP = Employee Performance- Dependent Variable
 AL, SD and CO (Active Learning, Sustained Duration of Learning and Collaboration) are Independent Variables

OUTPUT OF MULTIPLE REGRESSION ANALYSIS IN SPSS 25

Table 6: Variables Entered/Removed

Model	Variables Entered	Variables Removed	Method
1	CO, SD, AL	.	Enter

- a. Dependent Variable: EP
- b. All requested variables entered.

Table 7: Model Summary

Model	R	R Square	Adjusted Square	RStd. Error of the Estimate	Durbin-Watson
1	.937	.877	.875	.07640	.237

- a. Predictors: (Constant), CO, SD, AL
- 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 (r²) 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	5.676	3	1.892	324.125	.000
	Residual	.794	136	.006		
	Total	6.470	139			

- a. Dependent Variable: EP
- b. Predictors: (Constant), CO, SD, AL

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	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	.881	.164		5.364	.000		
	AL	.683	.095	.631	7.189	.031	.117	8.530
	SD	.340	.065	.437	5.252	.024	.130	7.683
	CO	.152	.019	-.293	-8.172	.017	.704	1.421

a. Dependent Variable: EP

Hypothesis 1:

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

The Sig-value (0.031) of Active Learning (AL) in Table 9 indicates that, active learning has a significant association with employee performance; since the Sig-value (0.031) is lesser than 0.05. Therefore, the null hypothesis which stated that there was no significant relationship between active learning and employee performance of selected firms in Delta State is rejected. This implies that there is a significant relationship between active learning and employee performance of selected firms in Delta State.

For every additional effort of improving active learning, employee performance is expected to increase by coefficient of 0.340 (Table 9) assuming other independent variables remain constant.

Hypothesis 2:

There is no significant relationship between sustained duration of learning and employee performance of selected firms in Delta State.

The Sig-value (0.024) of Sustained Duration (SD) in Table 9 indicates that, sustained duration has a significant association with employee performance; since the Sig-value (0.024) is lesser than 0.05. Therefore, the null hypothesis which stated that there was no significant relationship between sustained duration of learning and employee performance of selected firms in Delta State is rejected. This implies that there is a significant relationship between sustained duration of learning and employee performance of selected firms in Delta State.

For every additional effort of improving sustained duration of learning, employee performance is expected to increase by coefficient of 0.683 (Table 9) assuming other independent variables remain constant.

Hypothesis 3:

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

The Sig-value (0.017) of Collaboration (CO) in Table 9 indicates that, collaboration has a significant association with employee performance; since the Sig-value (0.017) is lesser than 0.05. Therefore, the null hypothesis which stated that there was no significant relationship between collaboration and employee performance of selected firms in Delta State is rejected. This implies that there is a significant relationship between collaboration and employee performance of selected firms in Delta State.

For every additional effort of improving collaboration, employee performance is expected to increase by coefficient of 0.152 (Table 9) assuming other independent variables remain constant.

The intercept value (constant) from Table 9 is 0.881

Therefore the equation for the model is:

$$EP = \beta_0 + \beta_1AL + \beta_2SD + \beta_3CO$$

EP = Employee Performance- Dependent Variable

$$EP = 0.881 + 0.683AL + 0.340SD + 152CO$$

IV. 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 active learning and employee performance of selected firms in Delta State. Active learning enhances learning, engages, development, expose to new ideas, enable acquisition of skills, growth and enhance competency. This finding in agreement with the findings of Alison (2020) and Bhaskar and Mishra (2017) who argued that professional development that incorporates active learning engages employees, expose them to new ideas, enable acquisition of skills and aligns employees objective with organisational goal. This finding is also in line with the findings of Chandra (2023) and Frost (2019) whom 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 sustained duration and employee performance of selected firms in Delta State. Sustained duration of learning enhance patient; allows employees to learn, practice, implement, and reflect upon new strategies. It offers the necessary support for employees to fully integrate new approaches into their responsibilities and enhance employees' competencies. This finding is in support the finding of Nichole (2016) who reported that sustained duration allows employees to learn, practice, implement, and reflect upon new strategies. This study is also in agreement with Adeleye and Tanimola (2018) who are of the same view.

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 collaboration and employee performance of selected firms in Delta State. Collaboration encourage knowledge sharing; create supportive network among employees; amplifies collective expertise, improve organisational performance, foster culture of innovation and collaboration. This finding is in line with the finding of Gabby (2023) who ascertained that via collaboration, employees create a supportive network that amplifies collective expertise and positively impacts organisational performance. The study is also in agreement with the findings of Adewuyi and Makinde (2018); Janes (2018) who are of the same view.

V. CONCLUSION

Organizational development is a process of enhancing members of organization to behave effectively by means of acquiring knowledge and understanding which involve acting learning, sustained duration and collaboration among others. Based on the findings of this study, it can be concluded that there are numerous impact of organisational development on employee performance.

Organisational development enhances learning, engages, development, expose to new ideas, enable acquisition of skills, growth and enhance competency. It also recognizes that growth takes time, enhance patient; allows employees to learn, practice, implement, and reflect upon new strategies. It offers the necessary support for employees to fully integrate new approaches into their responsibilities and enhance employees' competencies. More so, it encourage knowledge sharing; create supportive network among

employees; amplifies collective expertise, improve organisational performance, foster culture of innovation and collaboration.

Recommendation

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

1. Managers 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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