

Career Progression, Organisational Development and Employees' Performance in Public Universities, Kwara State, Nigeria

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Abstract

Background of Study: The increasing complexity of modern organizational environments has highlighted the importance of human resource development practices in enhancing employee performance, especially within public sector institutions. In Nigerian public universities, challenges like limited career advancement opportunities, inadequate training programs, and weak organizational systems have raised concerns about employee performance and institutional effectiveness.

Aims and Scope of Paper: This study aims to examine the relationship between career progression, organizational development, and employee performance in public universities in Kwara State, Nigeria. Specifically, it investigates how career progression and organizational development, both individually and in combination, affect employees' performance.

Methods: The study adopted a cross-sectional survey research design, focusing on academic and non-academic staff in three public universities in Kwara State, with a total population of 5,162. A sample size of 408 respondents was determined using the Taro Yamane formula. Data were collected through a structured questionnaire, with the reliability of the instrument confirmed by a Cronbach's Alpha coefficient of 0.777. Data analysis was performed using descriptive statistics, Pearson Product-Moment Correlation, and multiple regression analysis with SPSS.

Results: The findings revealed that both career progression and organizational development have a strong, statistically significant positive relationship with employee performance. Moreover, these variables, when considered jointly, significantly influence performance, explaining a substantial proportion of its variation.

Conclusion: The study concludes that career progression and organizational development are critical determinants of employee performance in public universities in Kwara State. Addressing these factors can lead to significant improvements in both employee performance and institutional effectiveness.

A. Introduction

The contemporary organisational environment is characterised by rapid change, increased competition, and the growing importance of human capital as a source of sustainable advantage. Organisations increasingly recognise that the knowledge, skills, and competencies of employees are critical drivers of performance and long-term success. Consequently, human resource development practices, particularly career progression and organisational development, have gained prominence as strategic tools

for enhancing employee effectiveness and organisational outcomes (Joyce & Slocum, 2012; McDonald & Hite, 2023). Career progression refers to the structured advancement of employees within an organisation through opportunities for promotion, skill development, and professional growth. It encompasses both formal and informal mechanisms that enable individuals to enhance their competencies, achieve career goals, and improve their overall work performance (Abga & Bello, 2023). Empirical studies have consistently shown that access to career development opportunities contributes to higher levels of employee motivation, commitment, and productivity (Setyawati et al., 2022; Haryono et al., 2020). In this regard, career progression serves not only as a personal development pathway but also as a critical organisational strategy for improving performance outcomes.

Organisational development (OD), on the other hand, involves systematic and planned interventions designed to enhance organisational effectiveness, adaptability, and overall performance. These interventions often include training and development programs, leadership enhancement initiatives, and organisational culture improvements aimed at fostering a supportive and productive work environment (Fegade & Sharma, 2023). Evidence suggests that organisations that invest in employee training and development experience improvements in efficiency, effectiveness, and employee performance (Aung, 2019; Mehner et al., 2025). In the context of higher education, particularly in public universities, the role of career progression and organisational development becomes even more critical. Universities are central to national development through their contributions to knowledge creation, human capital development, and innovation. However, public universities in Nigeria face numerous challenges, including inadequate funding, infrastructural deficits, and limited opportunities for staff development (Adekiya et al., 2019; Arogundade, 2020). These challenges can adversely affect employee motivation, job satisfaction, and overall performance, thereby impacting institutional effectiveness.

Despite the recognised importance of career progression and organisational development, existing studies present mixed findings regarding their influence on employee performance. While several studies report a positive relationship between career development practices and employee performance (Napitupulu et al., 2017; Syed et al., 2025), others suggest that the relationship may not always be significant or may depend on contextual factors such as organisational structure and employee perceptions (Tee et al., 2022). Similarly, although organisational development initiatives are generally associated with improved performance outcomes, variations in implementation and institutional capacity can influence their effectiveness. This inconsistency in empirical findings indicates the need for further investigation, particularly within specific institutional and geographical contexts. In Nigeria, and more specifically in Kwara State, there is limited empirical evidence examining the combined effect of career progression and organisational development on employees' performance in public universities. Given the strategic role of universities in national development and the challenges they face, it is essential to understand how these human resource practices influence staff performance.

Therefore, this study seeks to examine the relationship between career progression, organisational development, and employees' performance in public universities in Kwara State, Nigeria. By providing empirical evidence on these relationships, the study aims to contribute to the existing body of knowledge and offer practical insights for policymakers and university administrators seeking to enhance employee performance through effective human resource management practices.

Statement of the Problem. The contemporary organisational environment is increasingly shaped by rapid change, global competition, and the growing recognition of human capital as a critical source of organisational effectiveness. As a result, organisations are placing greater emphasis on human resource development practices that enhance employee capabilities, motivation, and performance. Among these practices, career progression and organisational development have emerged as key strategic mechanisms for improving employee outcomes and sustaining organisational performance (Joyce & Slocum, 2012; McDonald & Hite, 2023). Career progression refers to the structured advancement of employees through opportunities for promotion, skill acquisition, and professional development within an organisation. It encompasses both formal systems, such as promotion policies and training programs, and informal processes, including mentoring and career support mechanisms (Abga & Bello, 2023). Empirical evidence

indicates that effective career progression systems are associated with improved employee motivation, commitment, and performance (Setyawati et al., 2022; Haryono et al., 2020). However, the effectiveness of such systems largely depends on transparency, accessibility, and alignment with organisational goals.

Similarly, organisational development (OD) involves planned and systematic interventions aimed at improving organisational effectiveness, employee well-being, and overall productivity. These interventions often include training and development initiatives, leadership development, and the creation of supportive organisational cultures that facilitate learning and innovation (Fegade & Sharma, 2023). Studies have shown that organisations that invest in training and development tend to experience enhanced employee performance and improved organisational outcomes (Aung, 2019; Mehner et al., 2025). Nevertheless, the success of organisational development initiatives depends on effective implementation and employee acceptance. In the context of higher education, public universities play a vital role in national development through the production of skilled manpower, research, and innovation. In Nigeria, however, public universities face persistent challenges such as inadequate funding, infrastructural deficits, and limited opportunities for staff development (Adekiya et al., 2019; Arogundade, 2020). These challenges often manifest in organisational inefficiencies, reduced employee motivation, and suboptimal performance among academic and non-academic staff.

More specifically, in public universities in Kwara State, concerns have been raised regarding limited opportunities for career advancement, lack of transparency in promotion processes, insufficient training and development programmes, and ineffective performance appraisal systems. These issues may hinder employees' professional growth, reduce motivation, and ultimately affect their performance. In addition, weak alignment between individual career aspirations and organisational objectives, as well as resistance to organisational change, further complicates the effective implementation of organisational development initiatives. Despite the acknowledged importance of career progression and organisational development, existing empirical studies present mixed findings regarding their influence on employee performance. While some studies report significant positive relationships (Napitupulu et al., 2017; Syed et al., 2025), others suggest that the impact may vary depending on contextual and organisational factors (Tee et al., 2022). This inconsistency highlights the need for context-specific investigation, particularly within Nigerian public universities where structural and institutional challenges are pronounced. Therefore, there is a need to empirically examine how career progression and organisational development influence employees' performance in public universities in Kwara State, Nigeria. Understanding these relationships is essential for addressing the identified challenges and for developing effective human resource strategies that enhance employee performance and institutional effectiveness.

This study is anchored on the Social Cognitive Theory (SCT) developed by Albert Bandura. SCT posits that human behaviour is shaped by the dynamic interaction between cognitive, behavioural, and environmental factors (Bandura, 2014). A central construct of the theory is self-efficacy, which refers to an individual's belief in their capability to perform tasks successfully. In organisational settings, self-efficacy plays a critical role in influencing employee motivation, learning, and performance. Employees with higher levels of self-efficacy are more likely to embrace challenges, persist in the face of difficulties, and achieve better performance outcomes. Career progression opportunities, such as promotions, mentoring, and skill development, can enhance employees' self-efficacy by reinforcing their competence and confidence. Similarly, organisational development initiatives, including training programmes and supportive work environments, contribute to strengthening employees' beliefs in their abilities and improving performance (Kristensen et al., 2023; Opolot et al., 2024). Thus, SCT provides a suitable framework for understanding how career progression and organisational development influence employees' performance through cognitive and behavioural mechanisms. However, the theory has limitations, particularly in its limited consideration of structural and institutional constraints that may hinder employee development regardless of individual self-efficacy. This limitation is especially relevant in public sector institutions where systemic challenges such as funding and organisational rigidity are prevalent.

Career progression is widely recognised as a key determinant of employee performance and organisational effectiveness. It encompasses structured opportunities for advancement, skill development,

and professional growth within an organisation (Abga & Bello, 2023). Empirical evidence suggests that career development practices significantly enhance employee motivation and productivity. For instance, Setyawati et al. (2022) found that career development, promotion, and motivation positively influence employee performance among workers in Indonesia. Similarly, Haryono et al. (2020) reported that job promotion has a significant positive effect on employees' performance. In the public sector context, Napitupulu et al. (2017) demonstrated that career development programmes significantly improve employee performance. Beyond performance, career progression has also been linked to reduced turnover intentions. Chen et al. (2016) and Karavardar (2014) found that career growth opportunities decrease employees' intention to leave their organisations. Similarly, Guzeller and Celiker (2020) established that organisational career growth positively influences job performance while reducing turnover intentions. However, not all studies report consistent findings. Tee et al. (2022) found that protean career attitudes do not significantly predict career success, suggesting that the effectiveness of career progression may depend on contextual and individual factors.

Organisational development focuses on improving organisational effectiveness through planned interventions such as training, leadership development, and process improvement. It plays a crucial role in enhancing employee performance and organisational productivity. Empirical studies provide strong support for the positive impact of organisational development initiatives. Fegade and Sharma (2023) found that employee training and development significantly improve organisational efficiency and effectiveness. Similarly, Aung (2019) reported that both on-the-job and off-the-job training enhance employee job performance. Further, Mehner et al. (2025) highlighted the importance of social support and training transfer in maximising the impact of workplace training. Additional evidence from Syed et al. (2025) indicates that sustainable human resource management practices, including training and career development, significantly improve employee performance. Likewise, Muzakky and Wulansari (2024) emphasised that training and competency acquisition positively influence career development, which in turn enhances performance outcomes. Despite these positive findings, the effectiveness of organisational development initiatives may vary depending on organisational context, implementation strategies, and employee readiness for change.

While career progression and organisational development have been widely studied independently, fewer studies have examined their combined effect on employee performance. Existing evidence suggests that both variables jointly contribute to improved organisational outcomes. For example, Hasan et al. (2022) found that career development and organisational development are significant predictors of employee performance. Similarly, Sarwar et al. (2025) reported that career progression and training jointly influence employee performance through organisational commitment. However, most of these studies are conducted in non-African contexts such as Asia, the Middle East, and Europe, with limited focus on public universities in Nigeria. Furthermore, variations in institutional structures, resource availability, and organisational culture suggest that findings from other contexts may not be directly generalizable. Most empirical studies on career progression, organisational development, and employee performance have been conducted outside Nigeria, particularly in Asia and Europe (Setyawati et al., 2022; Syed et al., 2025). There is limited empirical evidence focusing specifically on public universities in Kwara State, Nigeria. This study addresses the lack of empirical evidence on the combined effect of career progression and organisational development on employees' performance in public universities in Kwara State, Nigeria. While prior studies have examined these variables independently and in different contexts, limited attention has been given to their joint influence within the Nigerian public university system. Additionally, inconsistencies in existing findings and the limited application of Social Cognitive Theory in this context necessitate further investigation.

The main purpose of this study is to investigate the relationship between career progression and organisational development in public universities, Kwara State, Nigeria. Specifically, the study aims to: Assess the relationship between career progression affects employees' performance in public universities in Kwara State, Nigeria. Determine the relationship between organisational development and employees' performance in public universities in Kwara State, Nigeria. Determine the combined relationship between

career progression and organisational development on the employee's performance in public universities, Kwara State, Nigeria

The following research hypotheses were formulated and tested to guide this study: HO1: There is no significant relationship between career progression and employees' performance in public universities in Kwara State, Nigeria. HO2: There is no significant relationship between organisational development and employees' performance in public universities in Kwara State, Nigeria. HO3: There is no significant relationship between Career progression and organisational development on the employee's performance in public universities, Kwara State, Nigeria

B. Research Methods

This study adopted a cross-sectional survey research design, which involves collecting data from a sample of respondents at a single point in time. This design is appropriate because it allows for the examination of relationships among career progression, organisational development, and employees' performance without manipulating the study variables. It is also cost-effective and suitable for generating data that can be generalised to a larger population when a representative sample is used. The population of this study comprised all academic and non-academic staff in public universities in Kwara State, Nigeria. As of 2025, the state has three public universities: University of Ilorin, Kwara State University (KWASU), and Kwara State University of Education in Ilorin, with a total staff population of 5,162 composed of 3,632 at the University of Ilorin, 830 at KWASU, and 700 at the Kwara State University of Education. The sample size for the study was calculated using the Taro Yamane formula for finite populations, resulting in an initial sample size of approximately 371 respondents from a population of 5,162. To accommodate potential non-responses, an additional 10% (37 respondents) was added, leading to a final sample size of 408 respondents. The study employed a stratified random sampling technique to ensure adequate representation of both academic and non-academic staff. The population was divided into relevant strata based on staff category, and proportional random sampling was used to select respondents from each stratum. This method enhances the representativeness of the sample and reduces sampling bias, thereby improving the reliability and generalizability of the findings. Data were collected with a structured questionnaire measuring career progression, organisational development, and employees' performance. The instrument was adapted from established scales, including the Organisational Career Growth (OCG) Scale and the Career Resources Questionnaire (CRQ), modified for public universities in Kwara State, Nigeria. To ensure content and face validity, the questionnaire underwent expert review by four Educational Management lecturers and two Test and Measurement lecturers. They evaluated the instrument based on clarity, relevance, comprehensiveness, and alignment with study objectives, with their feedback incorporated to refine the final version of the questionnaire. The reliability of the instrument was evaluated in a pilot study with 40 respondents not included in the main sample. Analysis using Cronbach's Alpha resulted in a reliability coefficient of $\alpha = 0.777$, surpassing the acceptable threshold of 0.70, thereby confirming the instrument's acceptable internal consistency. The questionnaires were administered directly to respondents across the selected public universities. Participation was voluntary, and respondents were assured of confidentiality and anonymity to encourage honest responses. Data were analysed using descriptive and inferential statistics with SPSS version 20. Descriptive statistics, including mean and standard deviation, summarised the data, while inferential statistics tested hypotheses at a 0.05 significance level. Specifically, Pearson Product-Moment Correlation examined relationships between variables, and multiple regression analysis assessed the combined effects of career progression and organisational development on employee performance.

C. Results and Discussion

The results of the analysis were presented in tables and narrative form, providing clear interpretations of the relationships and patterns observed in the data. The inferential statistics employed provide evidence on the significance and strength of the relationships between variables.

H_{O1}: There is no significant relationship between career progression and employees' performance in public universities in Kwara State, Nigeria.

Table 1. PPMC showing the relationship between career progression and employees' performance in public universities in Kwara state, Nigeria

Variable	Mean	SD	N	df	r-cal	P	Remark
Career progression	3.50	0.8	371	369	0.85	0.001	Rejected
Employees' Performance	3.30	0.7	371				

Table 1 indicates that the mean score for career progression among respondents is 3.5, with a standard deviation of 0.8, suggesting a moderate perception of career progression within their institutions. A strong positive correlation ($r = 0.85$) was found between career progression and employee performance, implying that as career progression improves, employee performance tends to increase correspondingly. This correlation is statistically significant, leading to the rejection of the null hypothesis. The results suggest a robust relationship between career progression and employee performance in public universities in Kwara State, Nigeria. Consequently, institutions emphasising career progression are likely to witness enhanced employee performance, highlighting the need for management to create opportunities aimed at improving employee performance.

H₀₂: There is no significant relationship between organisational development and employees' performance in public universities in Kwara State, Nigeria.

Table 2. PPMC showing the relationship between organisational development and employees' performance in public universities in Kwara state, Nigeria

Variable	Mean	SD	N	df	r-cal	P	Remark
Organizational development	3.60	0.90	371	369	0.82	0.000	Rejected
Employees' Performance	3.30	0.70	371				

Table 2 indicates that the mean score for organisational development is 3.6 (SD = 0.9), reflecting a moderate to high rating by respondents based on a 5-point Likert scale. Conversely, the mean score for employees' performance is 3.3 (SD = 0.70), suggesting a moderate performance rating. A strong positive correlation ($r = 0.82$) between organisational development and employees' performance indicates that as one increases, so does the other. This correlation is statistically significant, leading to the rejection of the null hypothesis. The findings underscore that institutions prioritising organisational development are likely to experience improved employee performance. This emphasises the value of investing in organisational development initiatives such as training, leadership development, and process improvement to enhance productivity.

H₀₃: There is no significant relationship between career progression and organisational development, nor is there any employee's performance in public universities, Kwara State, Nigeria

Table 3. Model Summary

Model	R	R Square	Adjusted R-Square	Std. Error of the Estimate
1	.893 ^a	.797	.795	.321

a. Predictors: (Constant), Career progression, Organisational development

The analysis of the model in Table 3a reveals a multiple correlation coefficient of 0.893, indicating a strong positive relationship between the independent variables—career progression and organisational development—and the dependent variable, employees' performance. This correlation suggests that the independent variables significantly influence employees' performance. Additionally, the R-squared value of 0.797 indicates that approximately 79.7% of the variation in employees' performance is explained by these independent variables. The adjusted R-squared value, which accounts for the number of predictors in the model, closely resembles the R-squared value, providing a more accurate estimate of the model's predictive capability when multiple predictors are present.

Table 4. ANOVA Table

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	120.45	2	60.225	584.21	0.000 ^b
	Residual	30.55	368	0.083		
	Total	151.00	3700			

A. Dependent variable: employees' performance

The ANOVA analysis depicted in Table 3b illustrates that the regression model is statistically significant, highlighted by a calculated F-value of 584.21 with 2 and 368 degrees of freedom, yielding a p-value of 0.000. This p-value is lower than the 0.05 significance threshold, indicating that the combined influence of career progression and organisational development is significant. As a result, the null hypothesis (Ho3) is rejected, suggesting that these two independent variables, when analysed together, are effective predictors of employee performance in public universities located in Kwara State, Nigeria.

Table 5. Coefficient of multiple regression analysis

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error			
1	(Constant)	1.23	.152		8.09	.000
	Career progression	.45	.041	.52	10.98	.000
	Organizational development	.38	.045	.41	8.44	.000

a. Dependent Variable: employees' performance

According to the regression analysis presented in Table 3c, both career progression and organisational development significantly contribute to employees' performance in public universities in Kwara State, Nigeria. Career progression is identified as the strongest predictor ($\beta = 0.52$, $p < 0.05$), indicating its substantial influence. Following this, organisational development has a notable impact as well ($\beta = 0.41$, $p < 0.05$). The positive beta coefficients suggest that as career progression and organisational development practices improve, there is a corresponding increase in employee performance. Specifically, unstandardized coefficients reveal that a unit increase in these predictors results in performance increases of 0.45 and 0.38, respectively. Statistically significant t-values and p-values affirm that these variables contribute both independently and collectively to predicting employee performance. The findings highlight the importance of an integrated institutional approach to enhance effectiveness in this context.

This study examined the relationship between career progression, organisational development, and employees' performance in public universities in Kwara State, Nigeria. The findings are discussed in relation to existing empirical literature and theoretical expectations. The first finding revealed a strong positive and statistically significant relationship between career progression and employees' performance. This suggests that increased opportunities for promotion, skill development, and career advancement are associated with improved employee performance. This result is consistent with prior studies that emphasise the importance of career development in enhancing employee outcomes. For instance, Setyawati et al. (2022) found that career development and promotion significantly improve employee performance, while Haryono et al. (2020) reported that job promotion positively influences employees' productivity. Similarly, Napitupulu et al. (2017) demonstrated that career development initiatives enhance performance in public sector organisations. The implication of this finding is that career progression mechanisms—such as transparent promotion policies, professional development programmes, and mentoring systems—serve as critical motivational tools that enhance employees' commitment and productivity. In line with Social Cognitive Theory, such opportunities may strengthen employees' self-efficacy, thereby improving their capacity to perform effectively (Bandura, 2014). However, this finding contrasts with that of Tee et al. (2022), who reported that career-related attitudes do not always significantly predict career success, suggesting that contextual and organisational factors may moderate this relationship.

The second finding indicated a strong positive and significant relationship between organisational development and employees' performance. This result underscores the importance of organisational development initiatives such as training, leadership development, and supportive work environments in enhancing employee effectiveness. This finding aligns with Fegade and Sharma (2023), who found that training and development improve organisational efficiency and effectiveness. Similarly, Aung (2019) reported that both on-the-job and off-the-job training significantly enhance job performance, while Mehner et al. (2025) emphasised the role of training transfer and social support in improving workplace

performance. This result implies that investment in organisational development practices can significantly enhance employees' capabilities and productivity. In the context of public universities, where resource constraints and structural challenges are prevalent, effective implementation of organisational development strategies can play a vital role in improving institutional performance. This finding also supports the argument that a supportive organisational environment enhances employees' confidence and engagement, thereby improving performance outcomes. The third finding showed that career progression and organisational development jointly have a strong and significant influence on employees' performance. This indicates that approximately 79.7% of the variation in employees' performance is explained by the combined effect of these two variables. This result highlights the complementary nature of career progression and organisational development in influencing employee performance. This finding is consistent with Hasan et al. (2022), who found that career development and organisational practices jointly predict employee performance. Similarly, Sarwar et al. (2025) reported that career progression and training initiatives collectively enhance employee performance through improved organisational commitment. The present study extends these findings by providing empirical evidence within the context of public universities in Kwara State, Nigeria.

The implication is that focusing on a single human resource practice in isolation may not be sufficient to achieve optimal performance outcomes. Instead, an integrated approach that combines career progression opportunities with effective organisational development initiatives is more likely to yield significant improvements in employee performance. This supports the theoretical assumption of Social Cognitive Theory that behaviour and performance are influenced by the interaction of multiple factors, including individual development opportunities and environmental support systems (Bandura, 2014). Overall, the findings of this study reinforce the critical role of human resource development practices in enhancing employee performance in public universities. They also highlight the need for institutional policies that promote career advancement, continuous learning, and supportive organisational environments. By addressing the identified challenges—such as limited career opportunities, inadequate training programmes, and ineffective organisational systems—public universities in Kwara State can significantly improve employee performance and institutional effectiveness.

D. Conclusion

This study examined the relationship between career progression, organisational development, and employees' performance in public universities in Kwara State, Nigeria. The findings provide clear empirical evidence on the importance of human resource development practices in enhancing employee outcomes within the higher education sector. The most important finding of the study is that career progression has a strong and statistically significant positive relationship with employees' performance. This indicates that when employees are provided with opportunities for advancement, professional growth, and skill development, their level of performance improves considerably. In addition, the study found that organisational development also has a significant positive relationship with employees' performance, highlighting the critical role of training, supportive work environments, and institutional development initiatives in improving productivity. Furthermore, the study established that career progression and organisational development jointly exert a significant and substantial influence on employees' performance, explaining a large proportion of the variation in performance outcomes. This suggests that the combined implementation of both practices produces a stronger effect than when each is applied independently. Overall, these findings demonstrate that effective human resource practices are essential for improving employee performance in public universities. The contribution of this research is threefold. First, the study provides context-specific empirical evidence on the relationship between career progression, organisational development, and employees' performance within public universities in Kwara State, Nigeria—an area where limited prior research exists. Second, it contributes to the literature by examining the combined effect of career progression and organisational development on employee performance, thereby addressing a gap where previous studies have largely considered these variables in isolation. Third, the study offers theoretical and practical insights by applying Social Cognitive Theory to explain how organisational practices influence employee behaviour and performance, while also providing evidence that can inform policy and decision-making in higher education institutions. In conclusion, the study underscores the need for public universities to adopt an integrated approach to human resource management that prioritises both career progression and organisational development. Such an approach is essential for enhancing employee performance and achieving institutional effectiveness.

E. Recommendations

Based on the findings of this study, it is recommended that public universities in Kwara State, Nigeria, place greater emphasis on developing career progression systems and more effective training programs to enhance employee performance. Universities should design and implement policies that support career advancement opportunities and strengthen organizational development programs to address weaknesses in existing organizational systems. Additionally, it is important to improve the quality and quantity of training for both academic and non-academic staff to better prepare them for the challenges of an increasingly complex organizational environment. Further research is also recommended to explore other factors that may influence employee performance, as well as to investigate the long-term impact of these two variables within the context of higher education institutions..

F. Author Contribution Statement

This research is the result of a collaborative effort between the authors, each contributing to distinct aspects of the study. Bashiru Ibrahim AJADI was responsible for formulating the research background and identifying the key challenges related to career progression, organizational development, and employee performance in public universities in Kwara State. Adeseko Sunday OLAIFA contributed to the design of the research methodology and data collection process, ensuring a thorough approach for analyzing the relationship between the variables. Ebunlomo Oreoluwa OLAIFA played a critical role in analyzing the data, particularly focusing on the statistical analysis of career progression and organizational development's impact on employee performance. Yusuf Olatunji ONIMAGO was involved in interpreting the results and providing insights into the broader implications for public universities in Nigeria. Rasheedat Damilola ALANAMU contributed to the writing, editing, and finalization of the manuscript, ensuring a comprehensive and balanced approach to the study. Each author's expertise played a vital role in this research, resulting in the insightful and practical findings presented in this paper.

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