

The impact of employee education on Corporate Growth and Career Development in the Nigerian tertiary institutions

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Abstract

The study investigated the impact of employee education on corporate growth and career development in tertiary institutions in South West, Nigeria. The study adopted a quantitative research method. A purposive sampling technique was used to select three universities out of all such institutions in the six states in the region. A proportional sampling technique was used to select 291 staff. Three instruments were used to elicit information from respondents tagged employee education questionnaire (EEQ), corporate growth questionnaire (CGQ), and career development questionnaire (CDQ). The instruments were subjected to a reliability test using SPSS version 21 where the reliability coefficient indicated at .901, .890, .811. Pearson Product Moment Correlation Coefficient was used to analyze the hypotheses formulated at a .05 level of significance. The findings revealed that employee education has a significant impact on corporate growth where $r = .745$, $p < .05$. It further showed that employee education has a significant impact on career development where $r = .807$, $p < .05$. It concluded that employee education is the predictor of corporate growth and career development in tertiary institution in South West, Nigeria. In line with the findings of the study, it was recommended that the management of tertiary institutions should give prominence to employee education to boost staff morale and facilitate corporate growth and career development.

Keywords: Employee Education, Corporate Growth, Career Development, tertiary institution.

1. Introduction

Employee education serves as an engine room and an important element in any tertiary institution, as it represents the means through which organizational jobs can be achieved (Nguyen, 2020). It is glaring that the lack of education of employees and updating their knowledge in an organization would affect career development as well as corporate growth. Employee education is a fundamental right that employees must possess to perform jobs effectively and achieve their organization's goals (Halake & Ombui, 2022). Today, most tertiary institutions in Nigeria are in a state of growing

competition much more than before, hence adequate employee education is required to improve their skills and professionalism in attaining the stated goals of their institutions. For this above fact, one would see that employee education is inevitable in the accomplishment of corporate growth and career development. Employee education has been noted as a basic requirement that organizations can use together with other resources for stated objectives (Moulik and Mazumdar, 2012).

Employee education is an essential determinant of career development as well as the growth of an organization. It aids tertiary

institutions to survive in a competitive arena and function in the technological and dynamic occupational world of today. Employee education has been seen as a way in which institutions as a formal organizations use to correct incompetent workers job behaviors (Halake & Ombui, 2022). The role of employee education in corporate growth and career development in tertiary institutions is increasing in such a way that employees of institutions need to be industrious and updated. This shows that employee education has become a tool of survival in tertiary institutions if career development and corporate growth must occur. Similarly, the attainment of corporate growth and career development at tertiary institutions has consistently become a topical issue among researchers. Career development entails staffing activities that ensure maximum upgrade in knowledge and performance of the employees over time (Mangkunagara, 2009). The accomplishment of corporate growth and career development is dependent on efforts to improve employee education. Hence, employee education is the fundamental tool through which employees can be developed and facilitates corporate growth.

The staff of tertiary institutions are the bedrock that determines the success or failure relating to the performances and output of these institutions. Nowadays, inefficiency and unproductivity are being experienced in some Nigerian tertiary institutions owing to the quality of human resources, with most lacking intellectual abilities and personality due to a lack of proper education and training (Ng'ethe et al., 2012). The inefficiency of university employees has grossly

Affected the resulting performance of the university through its ranking both locally and internationally (Adejare et al., 2020). The corporate growth and career development of employees have greatly suffered recognition and this has affected the whole performance (Abeba et al., 2015). Apart from this, the non-challenge attitude of employees, in-service training, and corruption have posed a problem to the slow realization of corporate growth and career development (Ogunode, 2020). Inefficiency and poor quality of human resources within an organization affect the actualization of its main goals (Mackelprang, Jayaram, and Xu, 2012). Improving the quality, expertise, and performance of human resources according to the times' needs is germane to enhancing corporate goals, career development, and university reputation (Mathis and Jackson, 2011). These aforementioned problems serve as gaps to be filled in this study. This has led to the formulation of research objectives and research hypotheses below.

1.2 Research Objectives

RO1: To determine the relationship between employee education and corporate growth

RO2: To determine the relationship between employee education and career development

1.2. Research Hypotheses

RH1: There is no significant relationship between employee education and corporate growth

RH2: There is no significant relationship between employee education and career development

1.1. Conceptual Framework

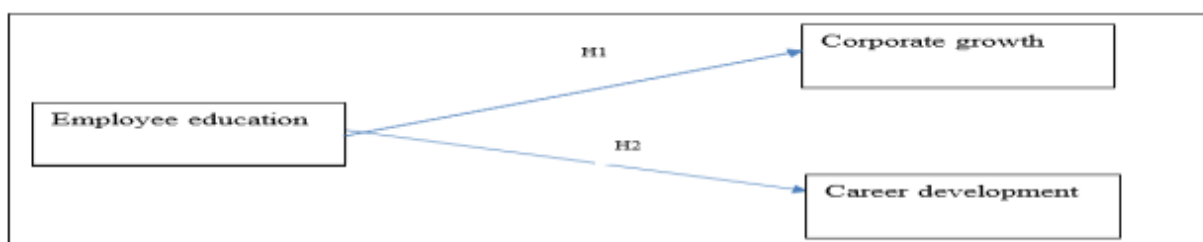


Figure 1: Conceptual Framework

2. Literature Review

2.1. Conceptualizing Employee Education

Employee education is the process through which skills, knowledge, and attitudes are acquired and developed (Lachvajderova et al., 2013). One of the main objectives of employee education is to ensure that educated and qualified employees work in line with the needs of the organization. Employee development is part of the organizational strategy and technique used to improve human resources to contribute their effort to the growth and development of the institution. Every employee has the right to obtain the necessary qualifications and adequate education for work in the profession, but also the knowledge necessary for the development of their personality.

Employee education goals are a definite variable that no organization can underestimate when it comes to organizational growth and development (Gajek et al., 2022). The goals of employee education should be able to define what employees need, knowledge, and skills they would attain and what time they would master them for job performance (García-Zambrano, et al., 2018). For an organization to be successful in a competitive environment, management must contribute to the course of employees' educational process, assist employees' development, and create an organization's education policy.

Motivation is one of the important elements for employees to learn and to increase their potential (Kalogiannidis, 2021). The organization needs to motivate employees in education. The main goal of employee education and development is to provide the requisite knowledge and information, mainly of a professional nature to achieve certain activities (Pinto, et al., 2020). It is essential to advance human capabilities and creativity with all resources at their disposal including education (Trebuna et al., 2017). The effective implementation of the educational process depends on the planning and organization of the chosen technique of employee education. Employee educational training is divided into two

with the needs of the organization. For the education to be attained, employees must be ready to learn and be able to take responsibility for their self-learning. In the absence of employee education and training, an organization might lose the quality and loyalty of employees in the long run.

groups: (i) on-the-job training and (ii) off-the-job training. On-the-job training: this is the type of technique where employee acquires skills, abilities, and knowledge that are important for increasing job performance. This type of training occurs in the workplace when employees train in groups (Jain and Sharma, 2019). This type of training might include counseling, job rotation, coaching, mentoring, and coaching. Off-the-job training is another method of developing employee education (Dachner, 2021). This might include discussion, simulation, workshops, seminars, demonstrations, and brainstorming.

Employee education and training are the most paramount investment in human capital. However, education and training of employees are part of an organization's operation and the organization should recognize the role it plays (Gontkovicova and Spisakova, 2015). The rationale behind employee education is to increase it to build potential employees which constitutes a key factor in the organization. One of the most effective methods for learning and development of human resources in the organization is introducing a comprehensive set of educational programs and training (Gontkovicova & Spisakova, 2015). Employees tend to be independent and have more opportunities for self-accomplishment if they are given knowledge and skills development in the area of in-service training.

2.2. Corporate Growth

Growth is the benchmark for determining the performance of an organization and employers always look for considering indicators for investment decisions (Akhilumeh, 2022). Growth is expected for organizations in a world of dynamics and continuous movement. Growth refers to

expansion in size and empirically; this may be determined in terms of sales, assets, physical output, market share, and profit (Muren, et al., 2022). The organization either grows in an area of improvement or declines in a competitive environment. Organizational growth and decline are the center of discussion among scholars, Holzt (2010). Numerous studies have investigated organization growth but with conflicting findings. Niskanen and Niskanen (2007) opined that organizations tend to collapse in the long run, once they cannot grow positively. Corporate growth and profitability are regarded as topical goals of an organization. Aregbeyen (2012) stressed that every firm strives to grow and survive even if they do not all have the same growth opportunities.

Corporate growth can be expressed as changes in an organization's size when it is measured by the organization's employment, membership, and education possessed by employees (Walters, 2020). In other words, corporate growth is regarded as a vital measure of organizational progress. Changes in the organization can be affected by education, salary, personnel, and objectives, and such contributions might lead to growth and decline within the organization. Firm growth is often seen as an indicator of a thriving economy (Abbas et al., 2024). Loi and Khan (2012) described corporate growth as an indicator that allows the organization to add value and reinforce itself. According to Pugsley (2018), improvement in corporate growth can be regarded as an important tool for economic success. Also, Vaz (2021) posited that organizations established value via growth.

There is no significant relationship between employee education and corporate growth

2.3. Concept of Career Development

Rahayu et al., (2022) highlighted that career development is the activities and processes developed in an organization, which enables employees to prepare for future positions in the organization. More so, career development is when an employee or an individual undertakes to grow their occupational status (Niati et al., 2021). Career development can also be expressed as the

total encompassment of an employee work work-related experiences, resulting from the work-related role they play in where they are working (Niati et al., 2021). Sugiarti, (2022) referred to career development as the set of arrangements designed to allow employees in an organization to develop his/her job status which led to organizational growth. In the course of addressing career development, it is essential to look at employee career planning as well institutional career development process. In an organization with high turnover, there is a lack of supply of capable employees to work in the organization, hence necessitating the importance of career development for human resource planning (Walker, 1980; Sugiarti, 2022). Therefore, as employees grow, then employees tend to be productive and contribute towards organizational development.

Moreover, career development has been shown to greatly impact the employee's job performance in an organization (Alfa, 2018). Thus, career development does not necessarily mean employee upgrade, but it is a kind of motivation and encouragement through the implementation of development programs. If an employee's career is in the right place with a high degree of job satisfaction, then it would affect employee performance. Khan et al. (2016) posited that organizations that expose their employees to regular training and development are likely to experience efficient and highly skilled human resources attributed to quality services for the organization. The correct career development program can help workers to increase their productivity on the job. Precise career development also affects workers' satisfaction with the institution. Sujata et al. (2013) opined that the work satisfaction of workers depends on a career development scheme created by the organization and integrates a career development plan to increase workers' satisfaction which in turn leads to work productivity.

Additionally, to have effective career development, organizations must merge employees' goals with the organization's goals

which would lead to career development in the long run. Jusuf, et al. (2016) expressed that the higher the chance for an employee to develop his/her career, the higher the employee satisfaction, which in turn will have a better job impact. Numerous organizations have tried to acknowledge this need and integrate them with employees' goals. Career development has become an important instrument, program, and planning to improve employee productivity in the working environment (Stevens, 1991). From the study of Sudiarditha et al. (2019) career development was demonstrated to have a great impact on employee performance via job satisfaction. In another study, Kriswanti (2017) revealed that job satisfaction has a significant effect on career development. Also, Sofyan et al., (2016) observed that employee education and training within an organization can enhance career development. This is what led to the development of hypothesis two. There is no significant relationship between employee education and career development

2.4. The Relationship between Employee Education, Corporate Growth, and Career Development

Several studies have been carried out to establish the relationship between employee education and corporate growth, employee education, and career development. According to the report of Jin et al. (2023), the levels of employees' education determine organizational efficiency. The study further pointed out that employee education has a monumental impact on the growth of the organization. Lachvajderova (2013) stated that the significance of employee education cannot be undervalued, as it serves as a prerequisite to performing organizational functions. Johannesson and Jorgensen (2017) asserted that employee education enhances the professional skills of employees towards the performance of the job.

Rahayu, et al., (2022) investigated the effectiveness of training and career development on the provision of quality jobs in Indonesia. The findings of the study revealed that education has a

significant impact on the career development of employees. Mullins (2007) observed that education provides more opportunities for career development and growth because it enhances the way individuals perform tasks in the organization. Pillay, et al. (2015) worked on the relationship between career development and staff motivation in the South African petroleum sector: A case study of a Durban refinery. Based on the findings of the study, career development was observed to have a significant relationship with motivation in work. Pillay, et al. (2015) posited that development of career among the employee and education are two cardinal factors that improve employee abilities to contribute to the growth of the organization in the long run.

The report of Ndubuisi et al. (2022) which investigated the nexus between career development and job effectiveness, demonstrated that a positive relationship exists between career development and job performance. Kasworm and Marienau (2000) noted that career development has a significant impact on the growth of employees. Similarly, Osibanjo et al. (2014) conducted a study on career development as a determinant of organizational growth in the banking sector. The study established a relationship between career development and organizational growth. In another study, Dialoke and Nkechi (2017) investigated the effects of career growth on employee performance: A study of non-academic staff of the Michael Okpara University of Agriculture Umudike Abia State, Nigeria. The results showed that significant correlation between career development and the performance of the non-teaching staff of the institution.

3. Materials and Methodology

3.1. Research Design

The study used a quantitative research design to obtain relevant information from the respondents. Quantitative research is the type of design that allows researchers to design questionnaires and distribute them to target respondents on the impact of employee education

corporate growth and career development (Creswell, 2017).

3.1.1. Population, Sampling Procedure and Instrumentation

The study population was 1200 staff of federal universities in three states representing South-West Nigeria. Therefore, the purposive sampling technique was used to select three out of six states representing South-West, Nigeria. Then, proportionate sampling techniques were also used to select 291 staff in the three universities mentioned above based on Krejcie and Morgan's sample size. Table of 1970 representing 44% of the universities. There were three instruments used in the study which include; employee education, corporate growth, and career development to gather information from the respondents. The first variable which was employee education (independent variable) tagged (EDQ) with five

items. In the study, there were two dependent variables which were corporate growth (CGQ) and career development (CDQ) with five items each. All the instruments were based on using five Likert scales ranging from strongly agree to strongly disagree.

3.1.2. Procedure for Data Collection and Analysis

Before the commencement of data collection, permission was sought from the three universities selected through written communications to seek their consent. The researcher personally visited the universities to distribute the questionnaire for data collection within four weeks. Statistical Packages in Social Sciences (SPSS) was used for data screening and data coding. Pearson moment correlation coefficient was used to test the linear relationship between employee education and corporate growth and career development in tertiary institutions in southwest Nigeria.

4. Findings and Discussions

4.1. Testing for Reliability

Table 1: Determinants of Internal Consistency

Cronbach's Alpha	Internal Consistency
$\alpha > 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

To get the reliability of an instrument based on the Cronbach's alpha reliability technique, the alpha value of 0.65 to 0.95 is acceptable because a low alpha coefficient (alpha < 0.65) showed that the ability of the items in the researcher's instrument to measure the

concept is low (Chua, 2012; McDonald, Schoenebeck & Forte, 2019). The purpose of Table 1 was the threshold of the reliability test and whether the Cronbach alpha results would be acceptable or rejected.

Table 2: Reliability Results

Variables	Corrected item-Total Correlation	Cronbach's Alpha if the item deleted	Cronbach's Alpha	No of items
Employee Education				
EE1	.285	.607		
EE2	.434	.543		
EE3	.243	.654	.901	5
EE4	.398	.578		
EE5	.400	.606		
Corporate Growth				
CG1	.215	.507		
CG2	.334	.563		
CG3	.143	.657	.890	5
CG4	.308	.678		
CG5	.450	.676		
Career Development				
CD1	.500	.587		
CD2	.435	.593		
CD3	.507	.650	.811	5
CD4	.465	.683		
CD5	.191	.603		

The study subjected three variables to a reliability test to know if they were suitable for further analysis. These three variables were subjected to reliability using SPSS version 21. Reliability is the research's capability to obtain the same value when the measure is repeated (Chua, 2012; McDonald, Schoenebeck & Forte, 2019). The results are presented in Table 2 and revealed that employee education Cronbach alpha of .901, corporate growth .890, and career development .811. These results show that the variables as well as the items measured what they were supposed to measure and therefore, further analysis can proceed on the instrument.

4.1.2. Testing for Hypotheses

Testing research hypothesis one of the data collected using the Pearson Product-Moment Correlation technique shown in Table 3

As shown in Table 3 on the impact of employee education on corporate growth using the Pearson moment correlation coefficient. The

correlation range that indicates a perfect correlation is $r = 1$, a perfectly negative correlation indicates $r = -1$ and no correlation shows $r = 0$. Therefore, the relationship between employee education on corporate growth was $r = .745$, $n = 291$ where p significant at $<.000$. Hence, the null hypothesis which stated that there is a significant impact of employee education on corporate growth was rejected. This shows that a highly positive relationship between employee education on corporate growth in the institution. It suggests that employee education had a significant impact on corporate growth. When employee possesses education, it enhances corporate growth and they have an edge over their counterparts in a competitive environment.

As shown in Table 4 on the impact of employee education on career development using the Pearson moment correlation coefficient. Therefore, the impact of employee education on career development was $r = .807$, $n = 291$ where p significant at $<.000$. This indicated that there is employee education has an impact on career development. Hence, the null hypothesis which stated that there is no impact of employee education on career development was rejected. This shows that employee education has a huge impact on career development in the institution. It implies that employee education has a significant impact on career development and as long as an employee possesses education, career development would be developed in the organization.

Hypothesis one of this study stated that employee education has no significant impact on corporate growth in tertiary institutions. The finding of the study revealed that employee education has an impact on corporate growth. This result was congruent with a study done by Pugsley (2018), which reported that improvement in corporate growth is regarded as an important factor that brings about economic success. Similarly, the findings of Akhalumeh (2022) revealed growth as

the benchmark for determining the performance of an organization and employers always look for indicators for progress and development. Generally, this implies that an employee's performance is closely related to education and training considering its ability to improve the employee's performance. Our tertiary intuition employees must be exposed to regular training and workshops to supplement them with an experience that is equipped with a key role in solving problems for better efficiency in achieving the university goals.

The second hypothesis stated that there is no significant impact between employee education and career development in tertiary institutions. From the findings of this study, it is proven that employee education has an impact on an employee's career development. This finding is in line with the study of Rahayu et al., (2022), who reported career development as the essential parameter employed in preparing employees for future rank or hierarchy in the organization. Similarly, Alfa (2018) affirmed that career development has an impact on employee's job performance in an organization. Khan et al. (2016) posited that organizations that give employee training and development, have encouraged to increase their skills in discharging quality jobs for the organization. The right career development program can help employees improve their performance. Consequently, tertiary institution employees who have a high chance of improving their careers must be willing to acquire a proper education which will stimulate their ability to work better to achieve the institution's goals.

5. Conclusion

Based on the results of this study, it was revealed that employee education is the predictor of corporate growth and career development in tertiary institutions in Nigeria. Precisely, it can be said that having the requisite education in the institution plays a vital role in the attainment of organizational growth. This would also help the employee in the realization of stated objectives.

Employee education has been an impetus to which organizations can survive in a competitive environment. More so, it was also inferred from the findings that this study has contributed immensely to the body of knowledge in manifold (practical and methodological). In a practical aspect, the finding of this study would be the management of tertiary institutions on how to support and encourage employees to have more education. Methodologically, this current study has contributed a lot to the growing bodies of knowledge in the area of instrumentation used for the study because all the instruments were highly refined. In the same vein, some of the literature used in the study would serve as a source of materials for future researchers who have similar ideas on employee education, corporate growth, and career development. Similarly, some of the previous studies often used training of academic staff but this current study employed staff of tertiary institutions and this has assisted the researcher to be unbiased.

6. Recommendations

In line with the findings of this current study, it was recommended that:

- i. The management of the tertiary institutions should give prominence to employee education to boost staff morale which in turn leads to corporate growth and career development.
- ii. In-service training should be done on regular occasions for employee of tertiary institutions to improve their productivity in the organization.
- iii. Employees of tertiary institutions should be sent for workshops and seminars so as abreast of the latest information on how to perform organizational jobs.

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CD3	.507	.650	.811	5
CD4	.465	.683		
CD5	.191	.603		

Table 3. The Impact of Employee Education on Corporate Growth

Corporate Growth			Decision
Employee Education	Pearson Correlation	.745**	H1 Significant
	Sig. (2-tailed)	.000	
	N	291	

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

Table 4. The Impact of Employee Education on Career Development

		Decision	
Employee Education	Career Development		H2 Significant
	Pearson Correlation	.807**	
	Sig. (2-tailed)	.000	
	N	291	

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