

Relationship Between Personnel Development and Organizational Learning: Mediating Effect of Career Management

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Abstract

By providing opportunities for faculty members to pursue professional development and engage in ongoing learning, a well-designed career management and personnel development program can foster a culture of continuous learning and improvement within the organization. This study used mediation analysis with multiple regression to analyse the personnel development, career management, and organizational learning variables. A descriptive correlational mix method design is also used in the study. The study also used stratified random sampling for three Higher Educational Institutions. The finding revealed that the overall level of career management ($r=.562$, $p=.00$) has a substantial relationship with the general level of personnel development. In the general level of career management ($r=.562$, $p=.00$), there is a significant relationship between the general level of personnel development. Personnel Development (X) considerably predicted Organizational Learning (M), $Coeff = 0.671$, $p.001$. It means that a unit increase in personnel development may result in a 0.671 rise in organizational learning. The study also suggested that faculty members can advance their careers and gain new skills and knowledge. Faculty members can enhance their teaching and research skills by engaging in continuous learning and development, leading to improved student outcomes and institutional reputation. Career management, personnel development, and organizational learning are critical factors for the success of higher education institutions by supporting faculty members' professional growth and retention, attracting top talent, and promoting a culture of continuous learning and improvement.

Keywords: *personnel development, career management, organizational learning, professional development*

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Introduction

Economists Gary Becker and Theodore Schultz pointed out in the 1960s that education and training were investments that might boost productivity. As the globe collected physical resources, the potential cost of attending school fell. Education has grown in importance as a component of the labor force. Corporate finance also embraced the concept and became a more general intellectual and human capital component. Intellectual and human capital are seen as renewable productivity sources. Organizations aim to develop these sources to increase innovation or creativity. Sometimes more equipment or money is needed to solve a company challenge (Ross, 2021).

Human capital plays a significant role in people's development, enhancing life and income, boosting knowledge, skill, product capacity, economic growth, and poverty reduction. Since there are new revolutions around the globe battling against capitalism, human forces have become more essential than in any previous period. According to current processes, future human capital research will focus on two objectives: evaluating the gaps within human capital and how human capital leads to increased efficiency and income. These accomplishments enable families and governments to devote significant resources to education and human resource development. It is worth noting that a country's economic approach toward human capital is critical to its efficiency and financial success (Pasban & Nojedeh, 2016).

Personnel development has become necessary for all businesses to deliver more efficiently and stay up with current knowledge, talents, and competencies trends to survive and achieve good organizational results. Organizations should thus devise effective strategies for investing in different aspects of human capital since it helps businesses achieve improved performance and ensures that firms stay competitive for their long-term existence (Obiekwe, 2018). Personnel may be improved with the help of training and development. There is a link between employee performance and activity. Training assists firms in attaining their strategic goals and provides a competitive advantage. In this setting, firms thoroughly train and develop their staff to maximize performance. More is needed to do a training program. Organizations should assess if their training and development initiatives are successful and achieve the intended goals. Practical training begins with proper assessment (Devi & Nagurvali, 2012). Victor Harold Vroom developed the Expectancy Theory of Motivation. His psychology studies have given insight into how individuals behave in the workplace, notably motivation, leadership, and decision-making. The theory comprises based on the premise that the higher the value of the

objective, the more motivated an employee will be to obtain it. The more challenging people work to achieve, the more likely they will get that pleasant reward (Channell, 2021). Employees' needs and desires should be considered. Seminars and workshops should be made available to workers since they play an important role in examining the past with critiques and giving answers and cures to present problems and concerns in the best interests of the employees and the business itself (Osabiya, 2015).

Expectancy theory, a commitment component, describes what occurs in practice and offers organizational action recommendations (Smith, 2010). The expectancy and instrumentality of the activities were strongly impacted by personnel motivation in such endeavors motivating impacts of research from sectors to apply to multiparty and identify characteristics that affect such organizational settings by relying on the Expectancy theory (Nikulina & Wynstra, 2022). With it, the theory suggests that it is up to personnel to have a clear grasp of what individuals consider desirable, valuable, and deserving of relevant values to assist in realizing those objectives in the organization (Darby & Morrell, 2019). Furthermore, the theory guides personnel in inputting offered solutions into action. Research studies indicate that it may assist businesses in clearly om knowledge work and knowledge workers and ensure that educated and competent employees conduct knowledge worker performance appraisals for maximum organizational advantage (Onyeaku, 2020). According to theory, a person's profession is determined by their interactions with their parents. Roe felt that how a youngster interacts with their parents will influence whether they pursue person-oriented or non-person-oriented occupations. Person-oriented professions need much contact with others. Non-person-oriented works are more self-sufficient (Indeed Editorial Team, 2021). Roe's theory gives professionals an understanding of occupation categorization and the many levels thereof. At the very least, this gives us a foundation to work with the customer. Within it, we may investigate the client's circumstances, preferences, talents, and aptitudes and tie them to occupational categorization. Another component of occupational choice and planning brought to our attention by Roe is the impact of parenting on the client's attitude on life, preferences, and how they are founded on the client's individual experiences (March 2019).

Methodology

The descriptive correlational research design is used for this study. In scientific research, the descriptive correlation approach refers to the type of study in the information obtained without modification. Correlational research includes calculating two or more related variables

and evaluating the relationship between these variables (Wede, 2020). Iligan City is the locale of this study. Three Higher educational institutions are selected for the study's respondents, and this institution is level 2 on accreditation, which is given by the accrediting agency and provides formal recognition for an educational institution by attesting that its academic program maintains excellent standards in its educational operations in the context of its aims and objectives. The study used a stratified random sampling method, a sampling process that involves splitting the population into smaller sub-groups known as strata. Respondents of the study were the teaching personnel of the three (3) higher educational institutions based in Iligan City. The study used a survey questionnaire to collect select respondents' views, values, and thoughts. The results obtained were statistically evaluated to draw concrete scientific conclusions (Pro, 2020) using a Four-point Likert scale method of scoring, a one-dimensional scale gatherer based on acceptance or degree of disagreement (Bhat, 2019).

Findings

In terms of knowledge creation, the respondents generally have "Very high organizational learning" (M=3.26, SD=.53). The respondents have "High organizational learning" (M=3.18, SD=.62) in terms of knowledge retention, "High organizational learning" (M=3.18, SD=.62) in terms of knowledge retention and "high organizational learning" (M=3.16, SD=.63) in creative problem-solving.

In communication, the respondents' personnel development has rating of "very robust" (M=3.50, SD=.49). Similarly, collaboration was rated "very robust" (M=3.50, SD=.49), adaptability was "very robust" (M=3.32, SD=.56) while a lone item was rated "robust."

The self-management generally perceived workplace with "robust career management" (M=3.15, SD=.63). Interestingly, one indicator, career development, got a "very robust" score under career management. Furthermore, developmental activities were generally perceived with "robust career management" (M=3.15, SD=.63) in terms of self-management.

According to the overall level of career management ($r=.562$, $p=.00$), there is a substantial relationship between the general level of personnel development. Personnel development (X) considerably predicted organizational learning (M), Coeff = 0.671, $p.001$. This means that a unit increase in personnel development may result to a 0.671 rise in organizational learning. The overall level of career management correlates significantly and firmly with comprehensive organizational learning ($r=.770$, $p=.00$).

Conclusion

Personnel development and career management suggest professional responsibilities contribute to personal growth and development. Higher score in career management tends to increase score in communication; hence professional responsibilities contribute more to personal development. Meanwhile, higher career management underscores the need to fulfill obligations collaboratively. Applying the results in academic setting, faculty members with advanced degrees, specialized training, and other forms of human capital will be more productive and have higher earning potential than those who have not. Human capital theory posits that investments in human capital, such as education and training, can lead to increased productivity, higher earning potential, and improved organizational performance.

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