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## HUMAN RESOURCE DEVELOPMENT PRACTICES, WORK ENGAGEMENT, JOB PERFORMANCE AND JOB SATISFACTION AMONG TECHNICAL COLLEGE TEACHERS

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### Abstract

*Human Resource Development (HRD) has become an essential strategy for enhancing employees' competence, engagement, and productivity. This study therefore investigated HRD practices and the levels of work engagement, job performance, and job satisfaction among technical college teachers in South-West Nigeria. The study employed a descriptive survey research design. The population comprised of all 60 teachers in two selected technical colleges. Total enumeration sampling technique was employed to include all teachers in the study. Data were collected using a structured questionnaire titled Human Resource Development Practices and Work Outcomes Questionnaire, which consists of 40 items that was measured on a four-point scale. The instrument was validated by experts and it yielded a reliability coefficient of .87 using Cronbach's Alpha. Data collected were analyzed using mean and standard deviation, while 2.50 was used as the criterion mean for decision-making. The findings revealed that technical college teachers are substantially exposed to HRD practices such as obtaining higher degrees, professional certifications, attending conferences, workshops, and professional activities (Average Mean = 3.57). The results further indicated that teachers demonstrate high levels of work engagement (Average Means: Vigor = 3.53, Dedication = 3.44, Absorption = 3.15), job performance (Average Mean = 3.50), and job satisfaction (Average Mean = 3.36). The study provides context-specific empirical data which shows that HRD practices enhance work-related outcomes, and it offers a framework to advance theory, guide policy decisions, and supports improved professional development strategies in technical and vocational education. It recommended that technical college administrators should strengthen ICT-related training for teachers and encourage research activities through incentives, among others.*

**Keywords:** *Human Resource Development, Work Engagement, Job Performance, Job Satisfaction, Technical College Teachers.*

### Introduction

There are increasing demands for adaptable and highly skilled workforce across sectors due to various factors such as technological advancement, globalization, and competition among organizations (Ogunbukola, 2024). Organizations are now operating in unpredictable environments that is characterized by continuous change, innovation, and uncertainty. These situations need workers who are skilled, mentally involved, and happy with their jobs to keep performing well (Pulakos, et al., 2000). It is within this challenging context that Human Resource Development (HRD) plays a key role by building employees' skills and adaptability that drives effectiveness on the job (Kareem & Hussein, 2019).

Human Resource Development refers to organized learning activities that are arranged within an organization to improve performance and personal growth for human resources for the

purpose of enhancing organizational effectiveness (Swanson & Holton, 2009). It encompasses training, professional development, career advancement initiatives, and other structured activities that are designed to improve employees' knowledge, skills, and abilities. According to Aguinis and Kraiger (2009), a well-designed HRD practices positively influence employee attitudes and behaviours such as commitment, engagement, and job performance. In educational institutions, such as technical colleges, HRD is essential because teachers' competence and motivation have an impact on the quality of instruction given to students, which in turn affects student outcomes (Attig, et al., 2024).

Technical colleges are very crucial to Nigeria's national development. They produce skilled artisans and technicians that are required for industrial and economic growth. According to the Federal Republic of Nigeria (FRN) (2013), technical colleges are established to train craftsmen at the craft and advanced craft levels. According to National Business and Technical Examinations Board [NABTEB] (2024), recipients of technical college education are awarded the National Technical Certificate (NTC) and Advanced National Technical Certificate (ANTC). The effectiveness of these educational institutions depends largely on the quality, commitment, and productivity of their teachers. Technical college teachers are saddled with many responsibilities which includes classroom instruction, practical skill development, supervision of workshops, curriculum implementation, and student assessment (Isaac, et al., 2020).

Considering the demanding roles of technical college teachers, continuous HRD is essential in promoting positive work-related outcomes such as work engagement. According to Schaufeli, et al. (2002), work engagement is a positive, fulfilling, work-related state of mind that is characterized by vigor, dedication, and absorption. Engaged employees have the tendency to exhibit high levels of energy, strong involvement in their work, and deep concentration in job tasks. Previous researches have shown that work engagement is positively related to job performance, organizational commitment, and reduced turnover intentions (Bakker & Demerouti, 2008; Christian, et al., 2011; Hamid, et al., 2025). In educational settings, engaged teachers are more enthusiastic, resilient, and committed to excellence in delivering their teaching responsibilities (De Stasio, et al., 2026). These very attributes are driving forces that can lead to improved job performance.

Job performance refers to the effectiveness with which job occupants perform activities that contribute to organizational goals (Campbell & Wiernik, 2015). Teachers' job performance encompasses instructional delivery, classroom management, assessment practices, professional collaboration, and participation in school activities (Owonwami, et al., 2026). Studies have shown that employee development initiatives can enhance job performance by improving task competence and self-efficacy (Aguinis & Kraiger, 2009; Budiadi, et al., 2024). Therefore, investment in HRD can strengthen technical college teachers' ability to deliver quality technical and vocational education.

Another outcome of HRD is job satisfaction. According to Locke (1976), Job satisfaction refers to a positive emotional feeling that arises when someone evaluates their work experiences favourably. Reviewed literature shows that job satisfaction has links with greater productivity, lower absenteeism, and a more positive organizational environment. (Judge, et al., 2001; Pinheiro & Palma-Moreira, 2025). For teachers, job satisfaction is influenced by professional growth opportunities, recognition, workload distribution, and perceived support (Abdulpatta, et al., 2024). When technical college teachers perceive that their institutions invest in their development, they are more likely to experience fulfillment and positive attitudes toward their profession.

Despite the recognized importance of HRD in enhancing employee outcomes such as work engagement, job performance, and job satisfaction, limited empirical research has specifically

examined its role within technical colleges in Nigeria. Most existing studies on HRD and work outcomes have focused on corporate or healthcare settings, leaving a gap in vocational and technical education contexts. Considering the importance of technical education in national development, understanding how HRD practices relate to teachers' work outcomes is necessary. In the light of this, this study investigated human resource development practices and the levels of work engagement, job performance, and job satisfaction among technical college teachers in South-West, Nigeria. Four research questions were raised to guide the study.

### Research Questions

1. What human resource development practices are available to technical college teachers?
2. What is the level of technical college teachers' work engagement?
3. What is the level of technical college teachers' job performance?
4. What is the level of technical college teachers' job satisfaction?

### Methods

This study adopted a descriptive survey research design. The design was considered appropriate because it enabled the researcher to collect quantitative data from technical college teachers in order to find out their level of engagement with human resource development (HRD) practices and determine their level of work engagement, job performance and job satisfaction.

The study was conducted in Ogun and Lagos States in South-West Nigeria. Specifically, the institutions selected were Government Technical College, Ijebu-Ode and Government Technical College, Epe. These institutions were selected because they are established public technical colleges with comparable administrative structures and teacher characteristics.

The population comprised all teachers in the two selected technical colleges. At the time of the study, the total number of teachers in the two selected colleges was 60, comprising 43 males and 17 females.

All teachers in the two selected technical colleges were included in the study using the total enumeration sampling technique. This was done because the total number of teachers in the two schools was manageable.

The instrument used for data collection in the study was a structured questionnaire titled "Human Resource Development Practices and Work Outcomes Questionnaire". The tool consisted of two parts; Section A solicited for the demographic data of the respondents while Section B comprises of 40 items and was divided into four (4) sub-sections with items that measured human resource development practices (6 items), work engagement (17 items), job performance (10 items), and job satisfaction (7 items). Responses were measured on a four-point scale ranging from 1 (Strongly Disagree), 2 (Disagree), 3 (Agree) to 4 (Strongly Agree).

The instrument was subjected to face validation by three experts in the department of technical education. A trial test was conducted using teachers from a technical college outside the study area. The data obtained were analyzed using Cronbach's Alpha to determine internal consistency. The reliability coefficient achieved was .87.

The instrument was personally administered on the respondent by the researchers. The filled questionnaire were collected immediately.

Data collected for the study were analyzed using mean and standard deviation to answer the research questions. The criterion mean of 2.50 was used for decision-making.

## Results

**Research Question 1:** What are the human resources development practices that technical college teachers are involved with?

**Table 1**

**Mean responses of respondents on Human Resources Development Practices that Technical College Teachers are Involved With**

S/N	Items	Mean	SD
1.	Obtaining higher degrees	3.63	.52
2.	Obtaining professional certificates	3.62	.56
3.	Participation in professional activities	3.51	.55
4.	Attending conferences	3.65	.53
5.	Attending workshops on effective teaching strategies	3.57	.55
6.	Attending trainings on use of ICT and latest technologies in pedagogical practice	3.43	.62
<b>Average Mean</b>		<b>3.57</b>	

Table 1 revealed that teachers are actively involved in various human resource development practices. The mean scores ranged from 3.43 to 3.65. Attending conferences (M = 3.65) had the highest mean, followed by obtaining higher degrees (M = 3.63) and obtaining professional certificates (M = 3.62). The least practiced activity was attending ICT and technology-based pedagogical training (M = 3.43). The average mean of 3.57, which is greater than the benchmark of 2.50, indicates that technical college teachers are substantially exposed to human resource development practices.

**Research Question 2:** What is the level of technical college teachers' work engagement?

**Table 2**

**Mean responses on Level of Technical College Teachers' Work Engagement**

S/N	Items	Mean	SD
<b>Vigor</b>			
1	At my work, I feel bursting with energy	3.55	.57
2	I find the work that I do full of meaning and purpose	3.60	.60
3	Time flies when I am working	3.47	.57
4	At my job, I feel strong and vigorous	3.49	.62
5	I am enthusiastic about my job	3.59	.51
6	When I am working, I forget everything else around me	3.46	.61
<b>Average Mean</b>		<b>3.53</b>	
<b>Dedication</b>			
7	My job inspires me	3.52	.54
8	When I get up in the morning, I feel like going to work	3.46	.71
9	I feel happy when I am working intensely	3.35	.65
10	I am proud of my job	3.31	.61
11	I am immersed in my work	3.56	.65
<b>Average Mean</b>		<b>3.44</b>	
<b>Absorption</b>			
12	I can continue working for very long periods at a time	3.40	.68
13	To me, my job is challenging	2.95	.94
14	I get carried away when I am working	2.70	.92
15	At my job, I am very resilient, mentally	3.40	.59
16	It is difficult to detach myself from my job	3.10	.78
17	At my work, I always persevere, even when things do not go well	3.35	.58
<b>Average Mean</b>		<b>3.15</b>	

The results of Table 2 show that teachers demonstrate a high level of work engagement across its three dimensions. The mean scores for vigor ranged from 3.46 to 3.60, with an average

mean of 3.53. It indicates that teachers feel energetic, enthusiastic and purposeful in their work. For dedication, mean scores ranged from 3.31 to 3.56, with an average mean of 3.44. This indicates that teachers have a strong sense of inspiration, pride and commitment to the profession. The mean scores for absorption ranged from 2.70 to 3.40, with an average mean of 3.15. This shows a moderate to high level of immersion in work activities. The lower mean for item 14: “I get carried away when working” (M = 2.70) implies that full absorption is comparatively weaker than vigor and dedication. Since all cluster means exceed 2.50, the level of work engagement among technical college teachers is high.

**Research Question 3:** What is the level of technical college teachers’ job performance?

**Table 3**

*Mean responses on Level of Technical College Teachers’ Job Performance*

S/N	Items	Mean	SD
24	The extent of using knowledge and experience in practice	3.65	.74
25	Concern for own professional growth and personal development	3.62	.71
26	Performance of the tasks in education and in the field of science and research	3.30	.73
27	Production of the study materials and their professional level	3.50	.60
28	Ability to quick adaptation to changed conditions	3.45	.68
29	Independence and initiative in performance of the work tasks	3.32	.67
30	The level of scientific – research and publication activity	3.45	.60
31	Applying new forms and methods in education	3.55	.51
32	Active participation in international events and participation in their preparing	3.65	.58
33	Personable elements in relation to work and performance of the tasks (Reliability, consequentiality, work in team, efficiency, work discipline and etc)	3.45	.75
<b>Average mean</b>		<b>3.50</b>	

Table 3 presents the result of mean responses of respondents on the level of technical college teachers’ job performance. It revealed that teachers demonstrate a high level of job performance. Mean scores ranged from 3.30 to 3.65. The highest-rated areas were use of knowledge and experience in practice (M = 3.65) and active participation in international events (M = 3.65). The lowest-rated area was performance in education and research activities (M = 3.30). The average mean of 3.50, which is above the 2.50 benchmark, revealed that technical college teachers exhibit a high level of job performance.

**Research Question 4:** What is the level of technical college teachers’ satisfaction?

**Table 4**

*Mean responses on Level of Technical College Teachers’ Satisfaction*

S/N	Items	Mean	SD
34	I am satisfied to become a teacher	3.25	.85
35	I enjoy my work	3.55	.60
36	Teaching provides me with opportunity to use all my skills and knowledge	3.58	.73
37	I prefer to continue with teaching profession	3.15	.81
38	Teaching is a challenging and stimulating profession for me	3.10	.78
39	I can provide enough tutorial for students at different levels	3.53	.84
40	There is fair distribution of work load in teaching	3.37	.83
<b>Average mean</b>		<b>3.36</b>	

Based on the data presented in table 4, technical college teachers exhibit a high level of job satisfaction. This is because the mean scores ranges from 3.10 to 3.58, and the average mean of 3.36 exceeds the 2.50 benchmark. Teachers reported the highest satisfaction in areas related to utilizing their skills and knowledge (M = 3.58) and enjoying their work (M = 3.55). Moderate satisfaction was observed in workload distribution, career preference, and general satisfaction with

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the profession, while perceptions regarding the challenging nature of teaching recorded the lowest mean ( $M = 3.10$ ).

### **Discussion of Findings**

The findings of the study revealed that technical college teachers are substantially exposed to various Human Resource Development (HRD) practices which includes obtaining higher degrees, professional certifications, attending conferences, workshops, and participating in professional activities. This result aligns with the conceptualization of HRD by Swanson and Holton (2009), who described HRD as organized learning activities designed to improve individual and organizational performance. The high level of exposure to professional development activities observed in this study implies that technical college teachers are provided with opportunities to enhance their knowledge and competencies. This is supported by Aguinis and Kraiger (2009) who noted that a well-designed training and development initiatives positively influence employee skills, attitudes, and performance outcomes. Meanwhile, the comparatively lower mean score for ICT and technology-based pedagogical training show that there is a gap in technology-oriented professional development.

The study also show that technical college teachers demonstrate a high level of work engagement across the three dimensions (vigor, dedication, and absorption). This finding is supported by Schaufeli, et al. (2002), who defined engagement as a positive, fulfilling, work-related state characterized by energy, involvement, and immersion. The high mean scores recorded for vigor and dedication mean that teachers feel energetic, enthusiastic, and proud of their profession. This is in line with the position of Bakker and Demerouti (2008), who opined that training and development opportunities enhance employee engagement. Also, the findings are in line with Christian, et al. (2011), who reported a positive association between work engagement and job performance.

Findings further revealed that technical college teachers exhibit a high level of performance. This is in line with Campbell and Wiernik (2015), who conceptualizes job performance as behaviors and actions relevant to organizational goals. The high performance ratings may be attributed to their involvement in HRD practices. Aguinis and Kraiger (2009) found that employee development initiatives boost job skills and confidence, thereby improving performance. The relatively lower rating in research-related activities may be due to the practical and skill-based orientation of technical colleges, where instructional and workshop activities often receive more emphasis than academic research.

The findings also revealed that technical college teachers experience a high level of job satisfaction. This aligns with the definition of job satisfaction by Locke (1976), who described it as a positive emotional state resulting from one's appraisal of job experiences. Teachers reported strong satisfaction in areas such as enjoyment of work and opportunities to utilize their skills and knowledge. This supports the findings of Judge, et al. (2001), which established a positive relationship between job satisfaction and job performance. The result is also in line with Abdulpatta, et al. (2024), who identified professional growth opportunities and institutional support as predictors of teachers' job satisfaction. Collectively, these results provide empirical support for the importance of sustained investment in human resource development within technical colleges.

### **Conclusion and Recommendations**

This study examined human resource development (HRD) practices and the levels of work engagement, job performance, and job satisfaction among technical college teachers. The findings

revealed that teachers are substantially exposed to various HRD practices such as obtaining higher degrees, acquiring professional certifications, attending conferences, workshops, and participating in professional activities. The results further indicated that technical college teachers demonstrate high levels of work engagement. In addition, teachers reported high levels of job performance and job satisfaction. The study established that human resource development practices are prevalent among technical college teachers and are associated with positive work-related outcomes. It serves as a pointer to the importance of sustained investment in professional development initiatives as a tool for strengthening teacher effectiveness and enhancing the quality of technical college education in Nigeria. The study provides context-specific empirical data which shows that HRD practices enhance work-related outcomes, and it offers a framework to advance theory, guide policy decisions, and supports improved professional development strategies in technical and vocational education.

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

1. Technical college administrators should intensify training programs that are focused on teachers' ICT competencies.
2. School management should establish mandatory continuous professional development frameworks to ensure regular participation in workshops, conferences, and training programs.
3. Institutions should provide incentives and research grants to encourage teachers' involvement in scholarly and innovation-driven activities.
4. Institutions should develop effective monitoring systems to periodically assess the impact of HRD programs on teachers' engagement, performance, and satisfaction.

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