



# Optimizing Organizational Success in Public Universities in Niger Delta Region through Strategic Human Resource Planning

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## Abstract

The study investigated “Optimizing Organizational Success in Public Universities of the Niger Delta Region through Strategic Human Resource Planning.” This research employed a descriptive study design. The population of the study covers the entire male and female academic staff of public universities within the Niger Delta Region. The sample size of 3,116 academic staffs, comprises of 1,821 (58.4%) male and 1,295 (41.6%) female academic staff, was drawn using stratified random sampling technique focusing on 9 public universities within the Niger Delta Region. University of Port Harcourt-Choba, Imo State University, Delta State University, University of Uyo, Niger Delta University, University of Calabar, Ambrose Alli University Edo, Adekunle Ajasin University Ondo, Abia State University. The utilized a self-structured questionnaire, titled “Organizational Success Through Human Resource Planning Questionnaire (OSHRPQ) to collect information from the respondents. The questionnaire maintains its two sections: Section ‘A’ collected demographic data; while Section ‘B’ comprised 25 questionnaire items addressing the 5 research questions and hypotheses. Respondents rated questionnaire items on a 4-point Likert scale, ranging from 1 (Strongly Disagree) to 4 (Strongly Agree). Measurement and Evaluation experts from the academic community validated the instruments to enhance the questionnaire quality and relevance. Thereafter, the reliability of the questionnaire is determined using Cronbach’s alpha, which estimated an internal consistency coefficient of .821, indicating a high level of reliability. Descriptive statistics, such as means and standard deviations, was used to answer the research questions. While t-test statistic was employed to test research hypotheses at .05 level of significance. The study concluded that prioritizing human resource planning is crucial for ensuring the success and sustainability of these institutions. The study offers recommendations that university quality assurance bodies should encourage public universities to adopt effective performance evaluation practices to ensure the delivery of high-quality educational services, enhanced accountability, identify areas for improvement, and elevate the overall quality of universities in the Niger-Delta.

**Keywords:** Human Resource, Planning, Workforce Analysis, Forecasting, Recruitment, Talent Acquisition, Strategies, Training, Development, Succession Planning, Career Development, Performance Management, Evaluation, Organizational Success, Universities, Niger Delta, Nigeria.

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## INTRODUCTION

Public universities play a vital role in the socio-economic development of any nation, and this is especially true in the Niger Delta region of Nigeria. The success and effectiveness of these institutions have a direct impact on the quality of education, research, and human resource development in the region (Adeleke, 2016). This study, "optimizing organizational success in public universities of the Niger Delta region through strategic human resource planning" explored into the critical aspects of human resource planning in the universities with the aim of enhancing their overall performance. In today's competitive global education landscape, public universities face numerous challenges ranging from funding constraints, student enrollment fluctuations, to evolving technology and pedagogical methods (Dike, 2018). To address these challenges and thrive in this dynamic environment, it is imperative for universities to strategically plan their human resources. This study focuses on a comprehensive analysis of various aspects of human resource planning, each with the overarching goal of improving the organizational success of public universities in the Niger Delta region.

Workforce analysis and forecasting are essential components of strategic human resource planning in public universities. Adequate workforce analysis helps institutions understand the current composition of their staff, their skills, and areas where additional competencies are needed (Okon, 2017). This understanding is crucial for aligning the workforce with the strategic goals of the institution, ensuring that the right mix of academic and administrative staff is in place to meet the evolving needs of the universities. Forecasting, on the other hand, allows universities to anticipate future staffing needs by considering factors like retirement, attrition, and growth (Ajayi, 2019). Effective forecasting helps in resource allocation, ensuring that the institution has the right personnel with the necessary skills in the right place at the right time. This is vital for improving the overall performance of public universities, as it minimizes the risks associated with understaffing or overstaffing and ensures a more efficient utilization of resources.

Recruitment is a critical element of human resource planning, particularly in the academic setting where the quality of faculty and administrative staff significantly influences the institution's reputation and educational standards (Adeleke, 2016). In this regard, it is imperative to employ robust and effective recruitment strategies to attract and retain high-caliber academic and administrative personnel. Public universities in the Niger Delta region should adopt innovative strategies for recruiting top talent, which includes both local and international experts in various fields. By doing so, these institutions can ensure that they have the best minds nurturing the next generation of leaders, thinkers, and problem-solvers. Recruitment strategies should align with the institution's mission and values, ultimately contributing to the enhancement of the organization's overall success (Ololube et al., 2009).

Training and development programs play a pivotal role in improving the capabilities and skills of the workforce within public universities. Faculty and administrative staff need access to continuous professional development to stay updated with the latest research trends and teaching methodologies (Dike, 2018). The provision of such programs benefits not only the individual staff members but also the university as a whole, as it elevates the quality of teaching, research, and administrative tasks. Moreover, investing in the development of administrative staff enhances their efficiency and ability to adapt to changing administrative requirements (Ajayi, 2019). This, in turn, contributes to a more streamlined and effective organizational structure, improving the overall success of public universities in the Niger Delta region.

Succession planning and career developments are vital aspects of human resource planning within universities. Effective succession planning involves identifying and nurturing future leaders within the organization, ensuring a smooth transition of leadership when the need arises (Adeleke, 2016). It helps maintain institutional knowledge and guarantees that the university continues to operate smoothly even during leadership changes.

Career development programs, on the other hand, provide a clear path for individual employees to progress in their careers within the institution. This not only enhances employee satisfaction but also motivates staff to commit to the long-term growth and success of the organization. By investing in succession planning and career development, public universities in the Niger Delta region can build a strong, adaptable leadership pipeline and a dedicated workforce, ultimately contributing to organizational success. Performance management and evaluation are indispensable tools for improving the success of public universities (Uduak, 2020). These systems provide a structured approach to setting performance goals, monitoring progress, and providing feedback to employees. Effective performance management and evaluation help universities identify areas of improvement, reward excellence, and ensure accountability.

In the context of Nigerian public universities, performance management ensures that faculty and administrative staff are continually working towards the institution's objectives and that their contributions align with the institution's mission (Ajayi, 2019). Moreover, performance evaluations can identify areas where additional training or resources are needed, ultimately leading to more efficient operations and improved success. The success of public universities in the Niger Delta region of Nigeria is vital for the socio-economic development of the nation (Dike, 2018). This study highlights the critical role of human resource planning in achieving this success. By examining workforce analysis and forecasting, recruitment and talent acquisition strategies, training and development programs, succession planning and career development, and performance management and evaluation, this research provides a holistic approach to enhancing the overall success of public universities. Ultimately, the goal is to provide actionable insights that can guide public universities in the Niger Delta region towards improved organizational success, thereby contributing to the region's educational and socio-economic development.

The Niger Delta region of Nigeria is a significant area for public universities due to its rich cultural diversity, natural resources, and strategic geographical location. These universities are not only centers of education and research but also catalysts for socio-economic development in the region. The development of this region has long been a priority for the Nigerian government, and public universities play a vital role in achieving this objective. However, public universities in the Niger Delta region face unique challenges. The region is characterized by complex socio-political issues, including environmental concerns, ethnic diversity, and a history of resource-related conflicts. These issues have direct implications for the operations of public universities. Funding constraints often limit their capacity to offer quality education and research, despite the immense potential and human resources in the region.

The significance of the study lies in its potential to offer concrete solutions to the challenges faced by public universities in the Niger Delta region. By examining workforce analysis and forecasting, recruitment and talent acquisition strategies, training and development programs, succession planning and career development, and performance management and evaluation, this research provides a roadmap for enhancing the overall success of these institutions. In a rapidly changing educational landscape, public universities must be agile and well-prepared to meet the demands of the future. This study aims to provide actionable insights,

informed by the works of Nigerian scholars, which can guide public universities in the Niger Delta region towards improved organizational success and, consequently, contribute to the region's educational and socio-economic development (Okon, 2017).

The study recognized the challenges and complexities these universities face and the need for effective human resource planning as a solution. Through a comprehensive examination of workforce analysis, recruitment, training, succession planning, and performance management, this study seeks to provide practical recommendations to enhance the overall success of public universities. Nigerian scholars have made substantial contributions to this field, and their insights are invaluable in shaping the direction of this research. Ultimately, the aim is to empower public universities in the Niger Delta region to thrive, leading to improved educational standards and greater socio-economic development in the region.

### **Statement of Problem**

Public universities in the Niger Delta region of Nigeria are confronted with a myriad of challenges that impede their ability to fulfill their critical roles in education, research, and socio-economic development. These challenges encompass financial constraints, fluctuating student enrollments, technological advancements, and evolving pedagogical methods. To address these issues effectively, there is an urgent need for strategic human resource planning. The human resource planning practices within these institutions are not optimized to their full potential. Critical areas such as workforce analysis, recruitment and talent acquisition, training and development, succession planning, and performance management often fall short of best practices. Consequently, public universities face difficulties in ensuring that they have the right personnel with the necessary skills to meet their evolving objectives. The consequence of these challenges is a potential decline in the quality of education, research output, and the overall socio-economic impact of the universities on the Niger Delta region. Moreover, the mismanagement of human resources can lead to inefficiencies, hindering the universities' capacity to adapt to the changing educational landscape and the unique regional challenges they face. The researcher is motivated by the pressing need to address these issues and optimize human resource planning in public universities in the Niger Delta region. By examining the key aspects of human resource planning, this study seeks to provide actionable insights that will empower these institutions to overcome their challenges, thrive in the dynamic educational environment, and contribute significantly to the socio-economic development of the region. The research is grounded in the belief that an efficiently managed workforce will not only enhance the universities' performance but also elevate the quality of education and research output in the region, ultimately benefiting the nation as a whole.

### **Aim and Objectives of the Study**

The aim of the study was to investigate "Optimizing organizational success in public universities of the Niger Delta region through strategic human resource planning." Specifically, the following research objectives seek:

- To examine how workforce analysis and forecasting improve organizational success in public universities in Niger-Delta Region.

- To ascertain how recruitment and talent acquisition strategies improve organizational success in public universities in Niger-Delta region.
- To assess how training and development programs improve organizational success of public universities in Niger-Delta region.
- To determine how succession planning and career development improve organizational success of public universities in Niger-Delta region.
- To ascertain how performance management and evaluation improve organizational success in public universities in Niger-Delta region.

## **Research Questions**

At the core of this study are the research questions designed to provide guidance and insights:

- How does workforce analysis and forecasting improve the achievement of organizational success of public universities in the Niger-Delta region?
- How does recruitment and talent acquisition strategies improve the achievement of organizational success of public universities of the Niger-Delta region, Nigeria?
- How does training and development programs improve the achievement of organizational success of public universities in the Niger-Delta region?
- How does succession planning and career development improve organizational success of public universities in the Niger-Delta region?
- How does performance management and evaluation improve organizational success in public universities in the Niger-Delta region?

## **Hypotheses**

The following hypotheses were formulated to guide this study, and will be tested at 0.05 level of significance:

- There is no significant difference between the mean rating of male and female lecturers on how workforce analysis and forecasting improve the achievement of organizational success in public universities in the Niger Delta region.
- There is no significant difference between the mean rating of male and female lecturers on how recruitment and talent acquisition strategies improve the achievement of organizational success in public universities in the Niger Delta region.
- There is no significant difference between the mean rating of male and female lecturers on how training and development programs improve the achievement of organizational success in public universities in the Niger Delta region.
- There is no significant difference between the mean rating of male and female lecturers on how succession planning and career development improve the achievement of organizational success in public universities in the Niger Delta region.
- There is no significant difference between the mean rating of male and female lecturers on how performance management and evaluation improve the achievement of organizational success in public universities in the Niger Delta region.

## **THEORETICAL FRAMEWORK**

The study was anchored on Change Management Theory by Kurt Lewin's in 1948 as cited in Arnold (2019). Change Management theory, as cited in Arnold (2019), is a cornerstone in the realm of organizational psychology and management. This theory provides a comprehensive and systematic framework for understanding and managing change within organizations, a vital component in the study's objective of optimizing organizational success in public universities throughout the Niger Delta region via strategic human resource planning. The significance of Lewin's theory becomes pronounced when considering its classic three-stage model: unfreezing, changing, and refreezing. Each of these stages offers valuable insights into the process of change management and how it can be profoundly significant in the context of human resource planning within public universities.

In the first stage, unfreezing, the organization acknowledges the need for change and begins the process of preparing the institution to accept and embrace this change. This stage is profoundly significant within public universities in the Niger Delta region, where the recognition of the necessity to adapt human resource practices to meet evolving educational demands and societal shifts is paramount. The significance of Lewin's theory here is vivid, providing universities with a structured approach to thawing and reshaping entrenched practices while addressing resistance to change (Arnold, 2019)

The second stage, changing, delves into the actual implementation of the planned changes. In the domain of human resource planning, this could involve adopting innovative recruitment strategies, enhancing training and development programs, or revamping performance management systems. Lewin's theory emphasizes the critical significance of effective communication, stakeholder involvement, and meticulous planning during this stage. Within public universities, the significance of this stage is measurable as it can lead to tangible improvements in staff performance, more efficient talent acquisition, and an alignment of human resource strategies with the institution's overarching strategic objectives (Arnold, 2019).

The final stage, refreezing, revolves around ensuring that the changes are effectively integrated into the organizational culture and upheld over time. In the context of public universities in the Niger Delta, the significance of this stage is paramount in ensuring the long-term sustainability of the improved human resource practices. Lewin's theory offers a structured approach to solidify and anchor these changes within the university, thus ensuring their lasting impact and effectiveness. Kurt Lewin's Change Management theory, as cited in Arnold (2019), is profoundly relevant to the study's core objective of optimizing organizational success in public universities throughout the Niger Delta region. It provides a well-established and structured framework for managing change, thereby assisting universities in recognizing the need for change, implementing it effectively, and ensuring its enduring sustainability. The measurable significance of this theory lies in the potential for enhanced organizational performance, improved adaptability to evolving educational needs, and ultimately, the overall success of public universities in the region. Lewin's theory offers a systematic pathway to drive and sustain positive change within these institutions, a pivotal aspect in the dynamic landscape of higher education.

## CONCEPTUAL CLARIFICATION

### Human Resource Planning in Public Universities

Human resource planning (HRP) is a multifaceted and crucial component of organizational management, and its significance is especially pronounced in the context of public universities. These institutions hold a unique position in society, tasked with not only imparting knowledge and conducting research but also contributing to the socio-economic development of their regions and nations as a whole (Beer & Spector, 2021). Public universities play a pivotal role in shaping the future, fostering innovation, disseminating knowledge, and nurturing the leaders of tomorrow (Morrison, 2017). This places immense responsibility on their shoulders, and the effectiveness of their operations is of paramount importance (Cascio, 2016).

In the context of public universities in the Niger Delta region of Nigeria, the significance of human resource planning is magnified. This region, known for its rich cultural diversity and vast natural resources, holds immense potential for growth and development (Oviasuyi & Imhonopi, 2015). However, it is also riddled with complex challenges, including environmental concerns, ethnic diversity, and a history of resource-related conflicts. These challenges have direct implications for the operational environment of public universities (Oviasuyi et. al., 2015). The importance of human resource planning lies in its capacity to align the workforce with the strategic goals of the institution, ensuring that the right people are in the right positions, armed with the necessary skills and competencies. This alignment enhances the overall effectiveness of the institution in fulfilling its multifaceted mission (Cascio, 2016). In the Niger Delta region, where public universities are central to development, this alignment becomes even more vital. Effective human resource planning can lead to improved educational standards, enhanced research output, and a more substantial impact on the socio-economic development of the region (Mathis & Jackson, 2011).

The need for human resource planning in public universities is not only driven by their different missions but also by the unique challenges they face. These institutions stand at the intersection of academia, government policies, and societal needs (Noe, Hollenbeck, Gerhart, & Wright, 2019). They operate in a dynamic environment where change is the only constant. From fluctuating student enrollments to evolving educational technology and pedagogical methods, public universities face a myriad of challenges that necessitate careful planning and management of their human resources. In the Niger Delta region, public universities encounter challenges that are distinct to this geographical and sociopolitical context. The region is known for its natural resource wealth, particularly in the oil and gas sector, which drives both economic potential and environmental concerns (Ite, 2016). Additionally, ethnic diversity and a history of resource-related conflicts have contributed to a complex and unique operating environment (Enuoh & Kpolovie, 2014). These complexities have implications for human resource planning, which must account for the specific needs, challenges, and opportunities of the region.

Effective human resource planning in the context of public universities in the Niger Delta region is multifaceted and requires a deep understanding of the challenges and opportunities that characterize this area. It involves aligning the workforce with the institution's mission, proactively addressing skill gaps and shortages, attracting and retaining the right talent, and preparing employees for leadership roles (Mello, 2018). Each of these aspects is integral to the success of public universities and their ability to contribute to the development of the Niger Delta region and beyond.

Human resource planning in public universities is of significant importance, especially in the unique context of the Niger Delta region. It plays a pivotal role in aligning the workforce with the institution's mission, addressing the region's unique challenges, attracting specialized talent, enhancing staff skills, and preparing employees for leadership roles (Pynes, 2019). In a dynamic and multifaceted environment like the Niger Delta, effective human resource planning serves as the foundation for the success of public universities, ultimately driving. Hence, this study, aims to explore the various dimensions of human resource planning in public universities within this unique context. It seeks to delve into the significance of each aspect, offering a comprehensive analysis that can guide institutions in the region and beyond. The study will cover key elements of effective human resource planning, such as workforce analysis and forecasting, recruitment and talent acquisition strategies, training and development programs, succession planning and career development, and performance management and evaluation.

### **Key Elements of Effective Human Resource Planning**

Effective human resource planning is built on several key elements that are essential for achieving organizational success, particularly in the unique context of public universities in the Niger Delta region. These elements form the foundation upon which strategies for human resource panning are constructed and executed. Workforce analysis and forecasting are essential components of effective human resource planning in public universities. In the context of the Niger Delta region, characterized by a dynamic sociopolitical and economic landscape, understanding and predicting workforce needs is of utmost significance. Workforce analysis involves a comprehensive examination of the current workforce, including skills, qualifications, and demographics. This analysis is crucial for identifying gaps and areas for improvement (Noe, Hollenbeck, Gerhart, & Wright, 2019). Workforce forecasting, on the other hand, focuses on predicting future staffing needs based on the institution's strategic objectives and anticipated changes in the operating environment. The significance of workforce analysis and forecasting in the context of public universities allows institutions to address critical issues of skill gaps and shortages. Given the multifaceted nature of public universities, the range of talents required is diverse, from teaching staff to researchers, administrators, and support personnel (Rothwell, 2015). Workforce analysis and forecasting ensure that these institutions have the right mix of skills and competencies to fulfill their missions effectively.

However, an environment where external factors can significantly influence the universities' operations, such as changes in government policies or economic conditions, workforce forecasting helps institutions adapt proactively. The Niger Delta region is prone to fluctuations in resource-related activities and environmental challenges (Ite, 2016). By forecasting future workforce needs, universities can prepare for potential shifts in enrollment, research priorities, and staffing reflectively. Additionally, workforce analysis and forecasting contribute to the efficient allocation of resources. Public universities in the Niger Delta region often face financial constraints and must use their resources judiciously (Uwakwe, 2014). By accurately assessing their workforce needs, universities can allocate their budgets more effectively, ensuring that they have the necessary human capital to meet their strategic goals.

Furthermore, these elements provide a foundation for succession planning and career development. Workforce analysis and forecasting help identify high-potential employees who can be groomed for leadership positions (Jackson & Schuler, 2019). This is particularly relevant in a region where the universities play a crucial role in the sustainable development of the area,



as it ensures that there is a pool of qualified individuals ready to assume leadership roles in the future (Ite, 2016). Workforce analysis and forecasting are fundamental components of strategic human resource planning in public universities, especially in the context of the Niger Delta region. Adequate workforce analysis is essential for universities to gain a comprehensive understanding of the current composition of their staff. It involves assessing the skills, qualifications, and demographics of the workforce. This understanding is crucial for aligning the workforce with the strategic goals of the institution (Dike, 2018). It ensures that the right mix of academic and administrative staff is in place to meet the evolving needs of the universities.

Workforce analysis helps universities identify skill gaps and areas where additional competencies are needed. Public universities in the Niger Delta region are multifaceted institutions, requiring a diverse range of talents, from teaching staff to researchers, administrators, and support personnel. Analyzing the workforce aids in addressing these specific skill gaps and ensuring that the institution has the necessary capabilities to fulfill its mission effectively. Forecasting, on the other hand, allows universities to anticipate future staffing needs. It takes into account factors such as retirement, attrition, and growth projections to determine the institution's future staffing requirements. Effective workforce forecasting is essential for efficient resource allocation. It ensures that the university has the right personnel with the necessary skills in the right place at the right time (Okon, 2017). This is vital for improving the overall performance of public universities, as it minimizes the risks associated with understaffing or overstaffing and ensures a more efficient utilization of resources.

In the Niger Delta region, where the operating environment can be influenced by external factors, such as changes in government policies, economic conditions, and resource-related fluctuations, workforce forecasting is of particular significance. It enables institutions to adapt proactively to these changes, ensuring that they have the workforce to meet the evolving demands of the region's dynamic landscape. Therefore, workforce analysis and forecasting are essential tools for public universities in the Niger Delta to optimize their organizational success.

### **Recruitment and Talent Acquisition Strategies**

Recruitment and talent acquisition are pivotal components of human resource planning in public universities, with specific relevance to the Niger Delta region. In an environment where the institutions face unique challenges and opportunities, attracting and selecting the right talent is of paramount significance (Morrison, 2017). Recruitment and talent acquisition strategies must be tailored to the specific context of public universities in the Niger Delta (Mello, 2018). This region is known for its rich cultural diversity and unique local challenges (Enuoh, et. al., 2014). The significance of these strategies becomes apparent when considering the following aspects. Public universities in the Niger Delta have multifaceted missions that encompass education, research, and community engagement (Beer et. al., 2015). Recruitment strategies should be designed to attract individuals who resonate with these missions, individuals who are not only capable in their respective fields but also understand and are committed to the universities' role in regional development. The region's rich cultural diversity poses both opportunities and challenges. It signifies the significance of diversity in the recruitment process. By ensuring a diverse workforce, public universities can benefit from a wide range of perspectives and experiences, contributing to a vibrant academic environment.

However, recruitment strategies should also focus on candidates' ability to adapt to the local context. Understanding the unique sociopolitical and environmental dynamics of the Niger

Delta is of utmost significance. Public universities often require specialized talent, particularly in fields related to the region's natural resource wealth, including energy, environmental studies, and resource management (Cascio, 2016). These specialized skills are of great significance, considering the region's dependence on resource-related activities. Therefore, recruitment strategies should prioritize the identification and attraction of individuals with expertise in these areas.

The role of government in the operation of public universities is another significant aspect of the recruitment process (Noe et al., 2019). Government policies and regulations often play a crucial role in the functioning of these institutions. Collaboration with government bodies is of great significance in securing the necessary approvals and support for recruitment efforts. This aligns with the overarching goals of public universities and ensures a smooth recruitment process. Furthermore, the significance of talent acquisition extends beyond recruitment. It encompasses retention and engagement (Gowan, 2017). While attracting talent is crucial, keeping employees engaged and committed to the institution's mission is equally significant. High staff turnover can be detrimental to the universities' long-term success, highlighting the importance of strategies that foster a sense of belonging and engagement (Pynes, 2019). The significance of recruitment and talent acquisition strategies is evident in their capacity to bring in individuals who can contribute to the sustainable growth of the region. Whether through research, community engagement, or knowledge dissemination, the talent acquired should align with the universities' mission to foster regional progress. Recruitment and talent acquisition strategies are of significant importance in public universities in the Niger Delta region. They play a crucial role in aligning the workforce with the institutional mission, addressing the region's unique challenges, attracting specialized talent, enhancing staff skills, and preparing employees for leadership roles. In a dynamic and multifaceted environment like the Niger Delta, these strategies collectively serve as the pillars of success for public universities, ultimately driving socioeconomic development and regional progress.

### **Training and Development Programs**

Training and development programs are integral components of human resource planning in public universities, particularly in the context of the Niger Delta region. These programs play a crucial role in enhancing the skills and knowledge of the workforce, ensuring that employees are well-prepared to fulfill their roles effectively (Dessler, 2018). In the dynamic educational and research landscape of the Niger Delta, public universities serve as key drivers of regional development, making the significance of training and development programs undeniable. The importance of effective training and development programs lies in their ability to elevate the capabilities of the workforce. In an ever-evolving academic and research environment, staying updated with the latest developments in various fields and adapting to evolving pedagogical methods is paramount (Snell & Bohlander, 2023). Public universities in the Niger Delta region require a workforce that can contribute to cutting-edge research, deliver quality education, and address regional challenges effectively. Therefore, investing in these programs aligns with the broader mission of these institutions.

Moreover, the Niger Delta region is characterized by specific regional challenges, including environmental concerns, ethnic diversity, and a history of resource-related conflicts (Ite, 2016). Training programs can be meticulously designed to equip staff with the necessary skills to address these challenges effectively. For example, specialized environmental studies

programs can contribute to addressing environmental and sustainability challenges in the region, aligning with the broader goals of public universities in promoting regional development. Furthermore, training and development programs significantly contribute to employee engagement and satisfaction. In an environment where staff turnover can be high, retaining talented individuals is a key factor for organizational success (Gowan, 2017). When employees are provided with opportunities for growth and development, they are more likely to be motivated, committed to their roles, and invested in the long-term success of the institution. Employee engagement is particularly crucial for public universities in the Niger Delta, where their effectiveness and impact directly affect the region's socio-economic development.

### **Succession Planning and Career Development**

Succession planning and career development are fundamental elements of effective human resource planning in public universities, especially in a dynamic and challenging region like the Niger Delta. Succession planning, as a key aspect of organizational continuity, ensures that leadership and management roles within the institution are well-prepared for the future (Ololube, 2017). It is of great significance in an environment where experienced and capable leaders are essential for steering the universities through the complexities and opportunities that arise in the Niger Delta region. Career development, on the other hand, contributes significantly to employee satisfaction and retention. When employees see opportunities for growth and advancement within the organization, they are more likely to stay and remain committed to their roles (Mello, 2018). In the context of public universities, where the workforce is diverse and multifaceted, career development programs can cater to the specific needs of different employee groups, from teaching staff to researchers and administrators. This tailored approach to career development is especially significant in a region where the universities' ability to retain and nurture talent directly impacts their capacity to contribute to regional development. The significance of these elements in the success of public universities in the Niger Delta region becomes evident when considering their impact on the overall institutional effectiveness and stability. Succession planning ensures that there is a pool of qualified individuals ready to assume leadership roles, leading to institutional stability and continued progress. This is particularly crucial in an environment where universities serve as catalysts for socio-economic development and regional transformation.

### **Performance Management and Evaluation**

Performance management and evaluation are fundamental aspects of human resource planning in public universities, particularly in the context of the Niger Delta region. These processes involve assessing employee performance and ensuring alignment with the institution's mission and strategic goals. Effective performance management and evaluation are of great significance for several reasons. First and foremost, they help identify areas for improvement and growth. By providing feedback to employees on their performance, universities can help them understand their strengths and weaknesses, allowing for targeted development efforts (Dessler, 2018). In an environment characterized by dynamic challenges and opportunities, the ability to adapt and improve is essential for organizational success.

In the Niger Delta region, performance management and evaluation processes can also contribute to addressing specific regional challenges, such as environmental conservation and

sustainable resource management (Ite, 2016). Public universities in this region play a crucial role in addressing these challenges and promoting sustainable development, making it imperative to ensure that every employee's work contributes to these goals. Moreover, performance management and evaluation processes are significant for ensuring that employees' efforts are aligned with the institution's mission and strategic goals. Public universities are central to the socio-economic development of the Niger Delta (Breugh, 2023). Ensuring that every employee's work is directed towards fulfilling this mission is of paramount significance. This alignment not only enhances the institution's effectiveness but also maximizes its impact on regional development.

Furthermore, performance management and evaluation contribute to employee motivation and accountability. When employees know that their performance is being assessed, they are more likely to be committed and focused on their tasks (Dessler, 2018). In an environment where challenges are prevalent, maintaining high levels of motivation and accountability is crucial for organizational success. Performance management and evaluation are pivotal aspects of human resource planning in public universities in the Niger Delta region. They contribute to continuous improvement, addressing regional challenges, aligning with institutional goals, and fostering employee motivation and accountability. Effective performance management and evaluation processes ensure that the universities are well-equipped to fulfill their multifaceted missions and drive regional development.

### **Challenges and Opportunities in Human Resource Planning**

By actively engaging with governmental bodies, local communities, industries, and nonprofit organizations, universities enhance their human resource planning strategies and contribute to the overall well-being of the Niger Delta region.

**Financial Constraints and Resource Allocation:** Financial constraints often pose a significant challenge to effective human resource planning in public universities, and this issue is particularly pronounced in the context of the Niger Delta region. The region, while rich in potential, faces numerous economic and environmental challenges. Limited financial resources can significantly impact the universities' ability to attract, retain, and develop the necessary talent to thrive in this complex environment (Fajana, 2018). These financial limitations can manifest in several ways. Firstly, they may lead to staffing shortages, particularly in critical academic and administrative positions. The inability to offer competitive compensation packages may result in difficulties in attracting and retaining high-caliber staff. In turn, this can affect the institution's overall quality and reputation. Secondly, inadequate funding can hinder the provision of professional development opportunities for existing staff. Without access to training and skill-enhancement programs, the workforce may become stagnant and less adaptable to the evolving educational and research landscape. Thirdly, financial constraints can limit investment in essential infrastructure and facilities, which are integral to providing a conducive and attractive environment for both employees and students.

Addressing these financial constraints and optimizing resource allocation is crucial for the successful human resource planning of public universities in the Niger Delta region. Universities must explore sustainable funding sources beyond government allocations. This may involve engaging in partnerships with industries, non-governmental organizations, and international donors. Diversifying funding streams reduces the reliance on a single source,

making universities less vulnerable to fluctuations in government funding (Olayiwola & Adeyeye, 2017). Universities should also prioritize allocation strategies to ensure that financial resources are directed towards areas of critical need. Cost-effective measures, such as energy efficiency and shared resources among universities, can help optimize the use of available funds.

**Staff Retention and Talent Management:** Staff retention is a pivotal concern for public universities in the Niger Delta. The region's specific challenges and opportunities demand a skilled and experienced workforce. High turnover rates not only disrupt institutional stability but also erode the knowledge base of an organization. Effective talent management strategies are indispensable for retaining competent staff and nurturing future leaders.

To address staff retention, public universities should implement comprehensive talent management practices. Career development programs are essential in this context (Armstrong, 2017). These programs offer employees opportunities for growth, advancement, and skill development. When employees perceive a clear path for career progression within the institution, they are more likely to remain committed and engaged in their roles. Mentorship programs can also be valuable. They provide experienced staff the opportunity to guide and support younger employees, transferring essential institutional knowledge and fostering a sense of belonging and career progression.

Recognizing and rewarding outstanding performance plays a pivotal role in staff retention. Public universities should establish systems for acknowledging and celebrating employee achievements. These recognitions can take various forms, including financial incentives, awards, or public acknowledgment. A culture of appreciation and acknowledgment not only enhances staff morale but also reinforces loyalty to the institution.

**Cultural and Regional Factors Influencing HR Planning:** The cultural and regional factors in the Niger Delta significantly influence human resource planning in public universities. The region's cultural diversity necessitates a nuanced and inclusive approach to HR planning (Pfeffer, 2023). Universities must respect the various cultural values and sensitivities of both their employees and students. Inclusivity in HR practices fosters a sense of belonging and equity among the diverse academic community. Furthermore, regional factors, such as environmental challenges and resource management, have a direct impact on the skills and competencies required from staff. HR planning must account for these factors by tailoring training and development programs to address these specific challenges. For instance, programs related to environmental studies and resource management are of particular significance in the Niger Delta region, where sustainability and conservation are critical concerns (Ite, 2016).

Collaboration with local communities and stakeholders is also essential for public universities in the Niger Delta to navigate regional complexities effectively. Partnerships with local communities can provide insights and support in addressing community-specific issues. Collaboration with governmental bodies is crucial for aligning HR planning with regional development goals. Partnerships with industries can help universities stay current with industry trends and demands, ensuring that their graduates are well-prepared for the job market (Nwaeke, 2019). These additional factors financial constraints, staff retention, and talent management, and cultural and regional influences are integral to the success of human resource planning in public universities in the Niger Delta region. By effectively addressing these factors, universities can ensure that they attract, develop, and retain the talent needed to fulfill their multifaceted missions and contribute to the socio-economic development of the region.

**Collaboration and Partnerships with Stakeholders:** In public universities in the Niger Delta region, collaboration and partnerships with various stakeholders are indispensable components of effective human resource planning. These institutions do not operate in isolation; they play a central role in the socio-economic development of the region. Therefore, collaborative efforts with governmental bodies, local communities, industries, and nonprofit organizations are fundamental for addressing regional challenges and leveraging opportunities. One of the key aspects of collaboration involves working closely with governmental bodies (Agabi, 2017). Government agencies often influence policies related to education, funding, and regional development. Public universities must actively engage with these entities to ensure that their human resource planning aligns with regional development goals and national policies. Collaborative relationships with governmental bodies can lead to increased funding, policy support, and the removal of bureaucratic obstacles.

Local communities are another essential stakeholder group that universities must engage with. Collaborative efforts with the local community provide universities with insights into community-specific challenges and needs. Public universities can contribute to the well-being of local communities by addressing issues such as environmental conservation, public health, and education. These collaborations are a win-win situation, as they enhance the universities' reputations and relationships with the community while also contributing to the community's development (Kamoche, 2021).

Industries and the private sector are crucial stakeholders for public universities in the Niger Delta region. These entities can provide valuable insights into the skills and competencies needed by graduates to meet industry demands. Collaborating with industries ensures that university programs remain relevant, and graduates are well-prepared for the job market. This collaboration can lead to opportunities for internships, research partnerships, and even direct support through research grants and infrastructure development (Fajana, 2019). Nonprofit organizations and international entities also play a significant role as stakeholders. They can provide funding for research, scholarships, and infrastructure development. These partnerships facilitate knowledge exchange and research collaboration, enabling universities to access external funding and expand their educational and research capabilities (Creswell, 2014). Collaboration and partnerships with stakeholders are integral to the success of human resource planning in public universities in the Niger Delta region. These relationships provide access to additional resources, expertise, and support for talent development and retention. They also facilitate knowledge exchange, research collaboration, and access to external funding.

## **METHODOLOGY**

The study investigated “Optimizing Organizational Success in Public Universities of the Niger Delta Region through Strategic Human Resource Planning.” This research employed a descriptive study design. The population of the study covers the entire male and female academic staff of public universities within the Niger Delta Region. The sample size of 3,240 academic staffs, comprises of 1,783 (55.1%) male and 1,457 (44.9%) female academic staff, was drawn using stratified random sampling technique focusing on 9 public universities within the Niger Delta Region. University of Port Harcourt-Choba, Imo State University, Delta State University, University of Uyo, Niger Delta University, University of Calabar, Ambrose Alli University Edo, Adekunle Ajasin University Ondo, Abia State University. The study utilized a self-structured

questionnaire, titled “Organizational Success through Human Resource Planning Questionnaire (OSHRPQ) to collect information from the respondents. The questionnaire maintains its two sections: Section A collects demographic data; while Section B comprises 25 questionnaire items addressing the 5 key research questions. Respondents rated questionnaire items on a 4-point Likert scale, ranging from 1 (Strongly Disagree) to 4 (Strongly Agree). The questionnaires were administered to the selected academic staff members, who were given sufficient time to complete and return them. Based on the distributed copies of 3,240 questionnaire instrument, and the manageable copies of 3,116 retrieved was used for data analysis of the study. Data collection is scheduled to take place over an extended period from May to November 2023, allowing for a more comprehensive and in-depth exploration of the research. To ensure the validity of the research instruments, expert validation is maintained. Measurement and evaluation experts from the academic community validated the instruments to enhance the questionnaire quality and relevance. Thereafter, the reliability of the questionnaire is determined using Cronbach’s alpha, estimating an internal consistency coefficient of .821, indicating a high level of reliability. Descriptive statistics, such as means and standard deviations, was used to answer the research questions. While t-test statistic was employed to test research hypotheses at .05 level of significance. Both descriptive and inferential statistics were presented in table form for the interpretation of research findings. The data collected was analyzed using the Statistical Package for the Social Sciences (SPSS) version 23.

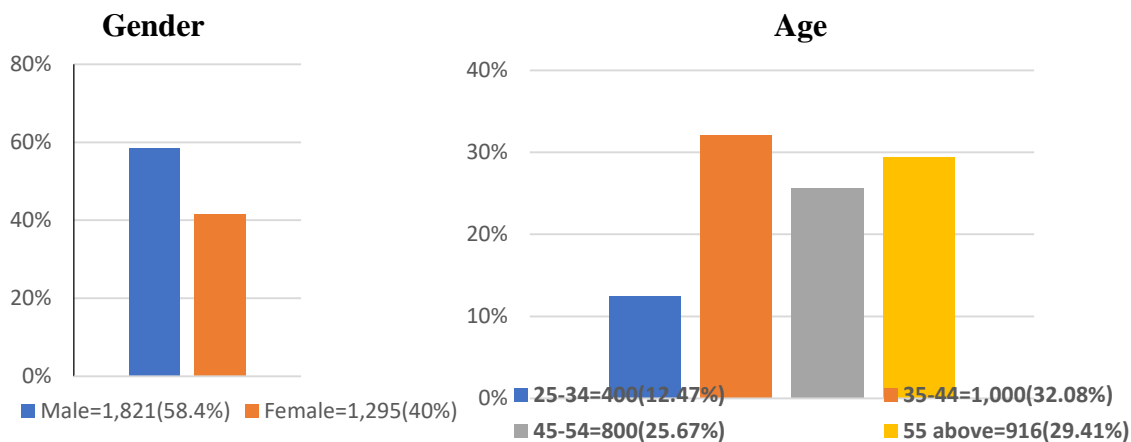
Table 1: Questionnaire Distribution and Retrieval

Issued copies	3,240
Useful copies returned	3,116
Useful copies percentage (%)	96%

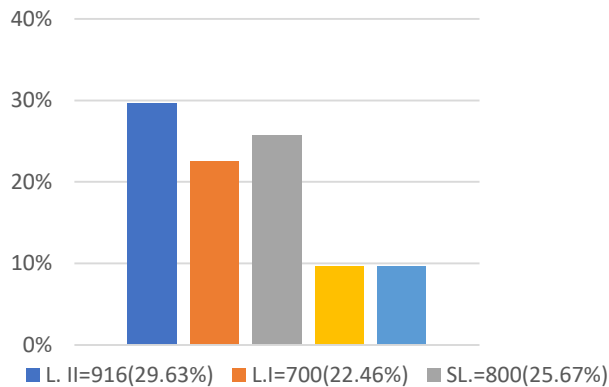
Source: survey Data, 2023

The table above shows the questionnaire distribution and retrieval. The researcher issued 3,240 copies of the questionnaire and retrieved 3,116 useful copies of the questionnaires, This represents 96% response rate and it was considered manageable for the study.

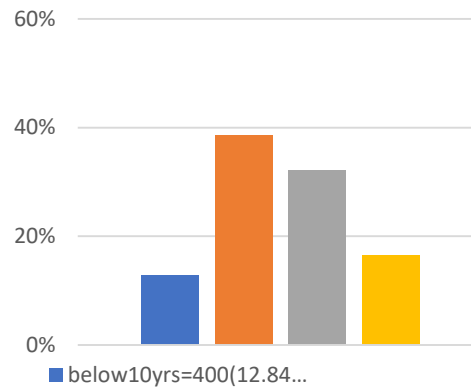
Figures 1-4 shows the Bar chart distribution for respondents’ demographic information



## Academic Rank



## Experience



Source: Survey Data, 2023.

The gender distribution among the 3,116 respondents is noteworthy. It reveals that 58.4% (1,821) are male, while 41.6% (1,295) are female academic staff. This significant imbalance indicates a clear predominance of males in the survey sample. Such a gender skew could be due to various factors, including the field under study or the target population of the survey.

The age distribution within the sample reveals a multi-generational engagement with the survey's subject matter. The largest group, at 32.08% (1,000), falls within the 35–44 years category, indicating that this age group is particularly active or relevant in the context of the survey. Additionally, 29.41% (916) of respondents belong to the 55 and above category, demonstrating a broad spectrum of age groups. The remaining categories, 25–34 years and 45–54 years, contribute to the comprehensive age representation, ensuring that the survey captures insights from various life stages.

The academic rank distribution reflects a diverse range of positions among respondents. Notably, senior lecturers and lecturer II categories are the most dominant, representing 25.67% and 29.63% respectively, showcasing a significant presence of individuals in these academic positions. Additionally, 9.62% (300) of respondents are professors, and another 9.62% (300) are associate professors, indicating a respectable presence of senior academic staff. The category of lecturer I at 22.46% (700) further adds to the academic diversity of the sample.

Work experience is distributed across various ranges, offering insights into the professional backgrounds of the respondents. The largest group, at 38.49% (1,200), has 10-19 years of work experience, highlighting the presence of experienced professionals. Another 32.08% (1,000) have 20-29 years of experience, indicating a substantial group with considerable expertise. Additionally, 12.84% (400) have less than 10 years of experience, while 16.53% (516) have 30 years or more of experience. This wide range of experience levels among the respondents ensures that the survey captures perspectives from both early-career and highly experienced professionals as presented in Figure 1-4.

## DATA ANALYSIS AND RESULTS

The process of data analysis is central to the study, as it allows the study to draw meaningful conclusions from the collected data. This process is employed to analyze and interpret the data. In this analysis, answers to the research questions are derived, with any score of 2.50 or higher



indicates acceptance, while any mean score falling below 2.50 represents a low mean score. Additionally, the five hypotheses were tested at a 0.05 level of significance using t-test statistics.

**Research Question 1:** How does workforce analysis and forecasting improve the achievement of organizational success in public universities in the Niger-Delta region?

The figures in Table 2 present the results for research question 1, exploring how Workforce Analysis and Forecasting improves the achievement of organizational success in public universities within the Niger-Delta Region. The findings reveal a significant agreement among male and female lecturers in these institutions. Both gender groups agree on the role of workforce analysis and forecasting in realizing organizational success. The mean set values, averaging at 2.79, with a standard deviation of 0.95, reflect this unanimous viewpoint, emphasizing the perceived value of these processes in optimizing human resources and promoting success in educational institutions. This collective perspective reinforces the significance of workforce analysis and forecasting within the context of university education in the Niger-Delta Region.

**Research Question 2:** How does recruitment and talent acquisition strategies improve the achievement of organizational success of public universities in the Niger-Delta region, Nigeria?

Information in Table 3 presents the results for research question 2, which investigates how recruitment and talent acquisition strategies improve the achievement of organizational success in public universities within the Niger-Delta region, Nigeria. The data indicates a high level of agreement among both male and female lecturers regarding the significance of these strategies. The average grand mean of 2.88 and a standard deviation of 0.92 reflect the shared perspective of this alignment that both male and female lecturers recognize the pivotal role of recruitment and talent acquisition strategies in attracting qualified candidates, achieving success, enhancing staff retention, and fulfilling institutional objectives in the context of public universities within the Niger-Delta region, Nigeria. These findings underscore the importance of these strategies in the pursuit of organizational success.

**Research Question 3:** How does training and development programs improve the achievement of organizational success of public universities in the Niger-Delta region?

Data in Table 4 presents the results for research question 3, which investigates how training and development programs improve the achievement of organizational success in public universities in the Niger-Delta region, the data analysis reveals a significant agreement among male and female lecturers. The mean set values rang from approximately 2.53 to 2.67, consistently reflect this shared perspective. Having the grand mean set of 2.62, with a standard deviation of 0.96, reinforces the overall agreement among the participants. This result emphasizes the recognition by both male and female lecturers of the vital role training and development programs play in enhancing staff motivation and engagement and, consequently, in achieving institutional objectives in public universities in the Niger-Delta region.

**Research Question 4:** How does succession planning and career development improve organizational success of public universities in the Niger-Delta region?

Table 5 presents the results for research question 4, which examined the role of succession planning and career development on the attainment of organizational success in public universities in the Niger-Delta region, the data analysis demonstrates a notable agreement among male and female lecturers. The data indicate that succession planning and career development initiatives significantly contribute to achieving organizational success within the context of public universities. Having the mean values ranging from approximately 2.56 to 2.75, consistently represent this agreement. The grand mean set of 2.64, with a standard deviation of 1.08, strengthens the overall agreement among the study's participants. This emphasizes the understanding of both male and female lecturers regarding the instrumental role of succession planning and career development in fostering staff commitment, grooming future leaders, and effectively implementing strategies that lead to success in public universities in the Niger-Delta region.

**Research Question 5:** How does performance management and evaluation improve organizational success of public universities in the Niger-Delta region, Nigeria?

Data in Table 6 presents the results for research question 5 aimed to understand the role of performance management and evaluation in enhancing organizational success in public universities in the Niger-Delta region. The result revealed that both male and female lecturers widely agree on the significance of performance management and evaluation processes in achieving success within this context. The mean set values in Table 6, which range from approximately 2.56 to 2.83, consistently indicate this shared perspective. With a Grand Mean Set of 2.67 and a standard deviation of 1.01, the overall agreement among respondents is reinforced. This harmonious viewpoint underscores that both male and female lecturers recognize the pivotal role of performance management and evaluation in promoting staff accountability, identifying areas for improvement, and enhancing the overall quality of education and services provided by public universities in the Niger-Delta region. This alignment emphasizes the understanding of the importance of these processes in the pursuit of organizational success.

Table 2: Mean and standard deviation of respondents on how workforce analysis and forecasting improve the achievement of organizational success

S/N	Items	Male lecturers (1,821)		Female lecturers (1,295)		SD. Set	Mean Set	Remarks
		XI	SDI	X2	SD2			
1	Workforce analysis and forecasting significantly enhance the achievement of organizational success	2.89	1.06	2.63	1.14	1.10	2.76	Agree
2	Achieving remarkable success is a result of the effective implementation of workforce analysis and forecasting	3.11	1.02	2.71	0.89	.95	2.91	Agree
3	Workforce analysis and forecasting play a critical role in the achievement of organizational success	2.87	0.90	2.51	0.86	.88	2.69	Agree
4	Workforce analysis assist in optimizing the deployment of human resources in universities	2.90	0.91	3.12	1.05	.98	3.01	Agree
5	Organizational success is closely linked to the workforce analysis and forecasting processes	2.56	0.85	2.61	0.88	0.86	2.58	Agree
<b>Grand Mean</b>		<b>2.86</b>	<b>0.94</b>	<b>2.71</b>	<b>0.96</b>	<b>0.95</b>	<b>2.79</b>	<b>Agree</b>

Table 3: Mean and standard deviation of respondents on how recruitment and talent acquisition strategies improve the achievement of organizational success

S/N	Items	Male lecturers (1,821)		Female lecturers (1,295)		SD. Set	Mean Set	Remarks
		XI	SDI	X2	SD2			
6	Recruitment strategies attract candidates with the necessary skills and qualifications for university positions	2.89	0.89	2.82	0.87	0.88	2.85	Agree
7	Achieving success is a result of the effective implementation of recruitment and talent acquisition strategies	3.01	1.02	3.08	1.04	1.03	3.05	Agree
8	Organizational success is closely linked to the recruitment and talent acquisition efforts	2.90	0.90	2.84	0.83	0.88	2.87	Agree
9	Talent acquisition strategies have impact on reducing staff turnover and improving retention	3.09	1.06	2.67	0.84	0.91	2.88	Agree
10	Recruitment and talent acquisition are pivotal in accomplishing institutional objectives	2.98	1.01	2.52	0.91	0.94	2.75	Agree
<b>Grand Mean</b>		<b>2.97</b>	<b>0.97</b>	<b>2.78</b>	<b>0.89</b>	<b>0.92</b>	<b>2.88</b>	<b>Agree</b>

Table 4: Mean and standard deviation of respondents on how training and development programs improve the achievement of organizational success

S/N	Items	Male lecturers (1,821)		Female lecturers (1,295)		SD. Set	Mean Set	Remarks
		XI	SDI	X2	SD2			
11	Training and development programs significantly contribute to the achievement of organizational success	2.68	0.87	2.63	1.10	0.98	2.65	Agree
12	Training and development programs are fundamental to organizational success	2.54	0.81	2.71	1.12	0.96	2.62	Agree
13	Organizational success is closely linked to the training and development initiatives	2.56	0.85	2.51	1.11	0.95	2.53	Agree
14	Training programs contribute to staff motivation and engagement	2.52	0.79	2.82	1.10	0.95	2.67	Agree
15	Success is attributed, in part, to the institution's commitment to training and development programs.	2.51	0.79	2.71	1.09	0.94	2.61	Agree
<b>Grand Mean</b>		<b>2.54</b>	<b>0.84</b>	<b>2.67</b>	<b>1.13</b>	<b>0.96</b>	<b>2.62</b>	<b>Agree</b>

Table 5: Mean and standard deviation of respondents on how does Succession Planning **and** career development improve the achievement of organizational success

S/N	Items	Male lecturers (1,821)		Female lecturers (1,295)		SD. Set	Mean Set	Remarks
		XI	SDI	X2	SD2			
16	Organizational success is closely linked to the succession planning and career development initiatives	2.52	1.15	2.63	1.10	1.12	2.57	Agree
17	Succession planning contribute to the identification and grooming of future leaders within the institution	2.57	1.09	2.71	1.05	1.07	2.64	Agree
18	Career development opportunities promote staff commitment and loyalty to the university	2.61	1.10	2.51	1.10	1.10	2.56	Agree
19	Achieving success is a result of the effective implementation of succession planning and career development	2.53	1.03	2.82	1.03	1.03	2.67	Agree
20	Succession planning and career development efforts significantly contribute to the achievement of organizational success	2.79	1.09	2.71	1.09	1.09	2.75	Agree
<b>Grand Mean</b>		<b>2.60</b>	<b>1.09</b>	<b>2.67</b>	<b>1.07</b>	<b>1.08</b>	<b>2.64</b>	<b>Agree</b>

Table 6: Mean and standard deviation of respondents on how performance management and evaluation improve organizational success

S/N	Items	Male lecturers (1,821)		Female lecturers (1,295)		SD. Set	Mean Set	Remarks
		XI	SDI	X2	SD2			
21	Performance management and evaluation processes significantly contribute to the achievement of organizational success	2.52	0.85	2.63	0.90	0.91	2.58	Agree
22	Performance management enhance staff accountability and responsibility	2.96	0.98	2.71	0.96	0.97	2.83	Agree
23	Regular performance evaluation contribute to identifying areas for improvement and professional growth	2.61	1.10	2.51	1.10	1.12	2.56	Agree
24	Performance management and evaluation are pivotal in accomplishing institutional objectives.	2.53	1.03	2.82	1.03	1.07	2.67	Agree
25	Management and evaluation processes contribute to the overall quality of education and services provided by universities in the Niger Delta Region	2.79	1.09	2.71	1.09	0.98	2.75	Agree
<b>Grand Mean</b>		<b>2.68</b>	<b>1.01</b>	<b>2.67</b>	<b>1.02</b>	<b>1.01</b>	<b>2.67</b>	<b>Agree</b>

## Testing of the Hypotheses

**HO<sub>1</sub>:** There is no significant difference between the mean rating of male and female lecturers on how workforce analysis and forecasting improve the achievement of organizational success of public universities in the Niger Delta region of Nigeria.

Table 7: The t-test summary of male and female lecturers on how workforce analysis and forecasting improves the achievement of organizational success

	N	Mean	SD.	df.	t-value	t-table value	Remark
Male lecturers	1,821	2.72	0.84	3,114	1.22	0.12	Not Significant
Female lecturers	1,295	2.92	0.95				

The figures in Table 7 provides the results for the t-test analysis, showing that male lecturers had a mean rating of 2.72 with a standard deviation of 0.84, while female lecturers had a mean rating of 2.92 with a standard deviation of 0.95. The t-test statistic is calculated to be 1.22, and the critical t-table value is 0.12. The table shows that the t-test results indicate no statistically significant difference between the mean ratings of male and female lecturers in their perceptions of the influence of workforce analysis and forecasting on the achievement of organizational success. This means that both male and female lecturers hold similar views on the subject. Therefore, based on the data and the t-test results, the null hypothesis (HO<sub>1</sub>) is retained at 0.05 level of significance at 3,114 degree of freedom, signifying that there is no significant difference in the opinions of male and female lecturers regarding the impact of workforce analysis and forecasting on organizational success in public universities in the Niger Delta region of Nigeria.

**HO<sub>2</sub>:** There is no significant difference between the mean rating of male and female lecturers on how recruitment and talent acquisition strategies improve the achievement of organizational success of public universities in the Niger Delta region of Nigeria.

Table 8: The t-test summary of male and female lecturers in their mean rating on how recruitment and talent acquisition strategies improve the achievement of organizational success

	N	Mean	SD.	df.	t-value	t-table value	Remark
Male lecturers	1,821	2.65	0.73	3,114	0.43	0.16	Not Significant
Female lecturers	1,295	2.83	0.94				

Data in Table 8 provides the results for the t-test analysis. It shows that male lecturers had a mean rating of 2.65 with a standard deviation of 0.73, while female lecturers had a mean rating of 2.83 with a standard deviation of 0.94. The t-test statistic was calculated as 0.43, and the critical t-table value is 0.16. The table indicates that the t-test results revealed no statistically significant difference between the mean ratings of male and female lecturers in their opinions on how recruitment and talent acquisition strategies impact organizational success. In other words, both male and female lecturers share similar perceptions on this topic. Therefore, based on the data and the t-test results, the null hypothesis (HO<sub>2</sub>) is retained, signifying that there is no

significant difference between the views of male and female lecturers regarding the impact of recruitment and talent acquisition strategies on organizational success in public universities in the Niger Delta region of Nigeria.

**HO<sub>3</sub>:** There is no significant difference between the mean rating of male and female lecturers on how training and development programs improve the achievement of organizational success of public universities in the Niger Delta region of Nigeria.

Table 9: The t-test summary of male and female lecturers in their mean rating on the how training and development programs improve the achievement of organizational success

	N	Mean	SD.	df.	t-value	t-table value	Remark
Male lecturers	1,821	2.76	1.01	3,114	0.59	0.19	Not Significant
Female lecturers	1,295	2.64	1.05				

**\*=Not Significant**

Information in Table 9 provides the results for the t-test analysis. It shows that male lecturers had a mean rating of 2.76 with a standard deviation of 1.01, while female lecturers had a mean rating of 2.64 with a standard deviation of 1.05. The t-test statistic was calculated as 0.59, and the critical t-table value is 0.19. The table indicates that the t-test results revealed that there is no statistically significant difference between the mean ratings of male and female lecturers in their perspectives on how training and development programs improve organizational success. In other words, both male and female lecturers hold similar views on this topic. Based on the data and the t-test results, the null hypothesis (HO<sub>3</sub>) is retained, indicating that there is no significant difference between the opinions of male and female lecturers regarding the influence of training and development programs on the achievement of organizational success in public universities in the Niger Delta region of Nigeria.

**HO<sub>4</sub>:** There is no significant difference between the mean rating of male and female lecturers on how succession planning and career development do not significantly improve the achievement of organizational success in public universities in the Niger Delta region of Nigeria.

Table 10: The t-test summary of male and female lecturers in their mean rating on how succession planning and career development improve the achievement of organizational success

	N	Mean	SD.	df.	t-value	t-table value	Remark
Male lecturers	1,821	2.68	1.03	3,114	1.419	0.13	Not Significant
Female lecturers	1,295	3.07	0.97				

Data in Table 10 presents the results of the t-test analysis. It shows that results male lecturers had a mean rating of 2.68 with a standard deviation of 1.03, while female lecturers had a mean rating of 3.07 with a standard deviation of 0.97. The t-test statistic was calculated as 1.419, and the critical t-table value is 0.13. The t-test results show there is no statistically significant difference between the mean ratings of male and female lecturers in their perspectives on how succession

planning and career development improves organizational success. This implies that both male and female lecturers hold similar views on this topic. The data and the t-test results, the null hypothesis (HO4) is retained, suggesting that there is no significant difference between the opinions of male and female lecturers concerning the influence of Succession planning and career development on the achievement of organizational success in public universities in the Niger Delta region of Nigeria.

**Ho5:** There is no significant difference between the mean rating of male and female lecturers on how performance management and evaluation improve the achievement of organizational success in public universities in the Niger Delta region of Nigeria.

Table 11: The t-test summary of male and female lecturers in their mean rating on how performance management and evaluation improve the achievement of organizational success

Location	N	Mean	Std	df.	Cal t-value	t-table value	Remark
Male lecturers	1,821	2.66	1.01	3,114	0.59	0.19	Not Significant
Female lecturers	1,295	2.54	0.95				

Information in Table 11 provides the results for the t-test analysis. It shows that male lecturers had a mean rating of 2.66 with a standard deviation of 1.01, while female lecturers had a mean rating of 2.54 with a standard deviation of 0.95. The t-test statistic was calculated as 0.59, and the critical t-table value is 0.19. The table indicates that the t-test results revealed there is no statistically significant difference between the mean ratings of male and female lecturers in their perspectives on how performance management and evaluation influence organizational success. This implies that both male and female lecturers share similar views on this topic. Based on the data and the t-test results, the null hypothesis (HO<sub>5</sub>) is retained, suggesting that there is no significant difference between the opinions of male and female lecturers regarding the effect of performance management and evaluation on the achievement of organizational success in public universities in the Niger Delta region of Nigeria.

## DISCUSSION OF FINDINGS

The results of Hypothesis One, which investigated the influence of workforce analysis and forecasting on the achievement of organizational success in public universities in the Niger Delta region, showed that there was no significant difference between the mean ratings of male and female lecturers. The results revealed a t-value of 1.22 exceeding the significance level of 0.05. This indicates that there was no significant difference between the mean ratings of male and female lecturers concerning how Workforce Analysis and Forecasting influence the achievement of organizational success in public universities in the Niger Delta region. Similarly, DeCenzo (2018) contributed to the emphasis on the findings by emphasizing the profound impact of efficient workforce planning and forecasting on organizational success. Their research underlined that these processes are not just administrative tasks but pivotal drivers of improved performance and success. By emphasizing the correlation between workforce planning, organizational success, and positive outcomes, both studies echo the significance of recognizing



the value of Workforce Analysis and Forecasting in the context of public universities in the Niger Delta region.

These findings and the emphasis provided by Okurame and Obi (2016) and DeCenzo (2018) collectively highlight the unanimous recognition among male and female lecturers of the vital role of Workforce Analysis and Forecasting in enhancing organizational success. They underscore that this strategic practice is integral to optimizing human resources and driving performance in the educational sector. Therefore, the current study's results align with existing literature, indicating that both male and female lecturers in public universities in the Niger Delta region recognize the importance of Workforce Analysis and Forecasting as a valuable tool for achieving organizational success. These findings emphasize the need for universities in the region to continue investing in workforce planning and forecasting strategies to optimize human resource deployment and improve overall institutional success.

### **Recruitment and Talent Acquisition Strategies and Organizational Success**

The findings of Hypothesis Two, which examined the effect of recruitment and talent acquisition strategies on organizational success in public universities within the Niger Delta region, are noteworthy. The results suggest no significant difference in mean ratings between male and female lecturers in their perception of how these strategies influence organizational success. The t-value calculated was 0.43, surpassing the predetermined significance level of 0.05. This implies that there is no substantial discrepancy in how male and female lecturers assess the impact of recruitment and talent acquisition strategies on the achievement of organizational success in the context of public universities in the Niger Delta region. The findings of Hypothesis two, which explored the effect of Recruitment and Talent Acquisition Strategies on the achievement of organizational success in public universities in the Niger Delta region, are well supported by the scholarly works of Ololube (2017) and Azikiwe (2020).

Ololube (2017) underscored the pivotal role of strategic recruitment and talent acquisition in enhancing organizational performance. His research emphasized the need for organizations to attract candidates with the necessary qualifications and skills. Ololube argued that a strategic approach to recruitment ensures that organizations bring in individuals who are better suited to meet the specific requirements of the position, which subsequently contributes to achieving organizational success. His emphasis on the significance of attracting the right talent corresponds with the findings of this research, which reveal that both male and female lecturers agree on the importance of Recruitment and Talent Acquisition Strategies in the context of public universities in the Niger Delta region.

Furthermore, the study conducted by Azikiwe (2020) aligned with the findings of this research. Azikiwe's work emphasizes that effective recruitment and talent acquisition strategies are pivotal in achieving organizational success. He argued that organizations that prioritize these strategies are more likely to attract and retain top talent, ultimately leading to improved organizational performance. The agreement between the perspectives of male and female lecturers on this matter, as indicated by the t-value exceeding the significance level, reinforces the notion that Recruitment and Talent Acquisition Strategies are crucial in the achievement of organizational success within the academic setting. The alignment between the findings of this research and the emphasis of these two authors underscores the consensus that both male and female lecturers within the Niger Delta region share regarding the pivotal role of Recruitment

and Talent Acquisition Strategies in achieving organizational success in public universities. The studies by Ololube (2017) and Azikiwe (2020) provided scholarly support for the significance of these strategies in fostering success in organizational contexts. This gender-neutral perspective contributes to a unified understanding of the role of Recruitment and Talent Acquisition Strategies in the realm of higher education, confirming their substantial impact on the pursuit of success within public universities in the Niger Delta region.

### **Training and Development Programs and Organizational Success**

Hypothesis three sought to understand how training and development programs improve the achievement of organizational success in public universities in the Niger Delta region. The results indicate that there was no significant difference between the mean ratings of male and female lecturers regarding the influence of Training and Development Programs on organizational success. The t-value of 0.59 exceeded the significance level of 0.05, suggesting a lack of significant gender-based variation in their perceptions. These findings resonate with the research conducted by Okonkwo and Ihajirika (2018) and Adepoju and Oladipo (2019).

Okonkwo and Ihajirika (2018) conducted a study emphasizing the importance of training and development programs in improving employees' performance and, subsequently, organizational success. Their research highlighted that well-structured training programs contribute to staff motivation and enhance overall performance. This perspective aligns with the findings of this study, which indicates that male and female lecturers share a common view on the impact of Training and Development Programs in public universities in the Niger Delta region.

Additionally, Adepoju and Oladipo (2019) conducted a study that focused on the connection between training programs and organizational performance. Their research found that training and development initiatives significantly contribute to the achievement of organizational success, emphasizing the role of staff training in improving overall performance. The fact that the findings of this research align with the perspectives of both male and female lecturers, as demonstrated by the t-value, reinforces the notion that Training and Development Programs are instrumental in enhancing organizational success within the academic context, the convergence between this study's results and the emphases of the two cited authors, Okonkwo and Ihajirika (2018) and Adepoju and Oladipo (2019), reaffirmed the consensus among male and female lecturers in the Niger Delta region. It underscores the shared perspective that Training and Development Programs significantly contribute to the achievement of organizational success in public universities. The alignment reinforces the idea that Training and Development Programs are indispensable tools in enhancing performance and success within the academic setting. By accommodating the training needs of both male and female faculty members, universities can foster a more conducive environment for the achievement of their organizational goals. Training and development should continue to be a core focus for academic institutions in the Niger Delta region, ensuring that faculty members have the necessary skills and knowledge to excel in their roles and contribute to the overall success of the universities.

### **Succession Planning and Career Development and Organizational Success**

Hypothesis four aimed to investigate the influence of Succession Planning and Career Development on organizational success in public universities in the Niger Delta region. The

results indicate that there was no significant difference between the mean ratings of male and female lecturers regarding the impact of Succession Planning and Career Development on organizational success. The t-value of 1.419 exceeded the significance level of 0.05, suggesting that gender-based differences in perceptions were not significant. These findings are consistent with the research of Okogbaa (2015) and Nwaeke (2019).

Okogbaa (2015) conducted a study that emphasized the importance of succession planning in higher education institutions. His research highlighted that effective succession planning ensures the continuity of leadership and the identification and grooming of future leaders within the institution, which is essential for organizational success. This perspective aligns with the results of this study, indicating that male and female lecturers share a common view on the impact of Succession Planning and Career Development in public universities in the Niger Delta region.

Nwaeke (2019) conducted research focused on the relationship between career development opportunities and employee commitment and loyalty. His study found that career development opportunities significantly contribute to staff commitment and loyalty to the organization. This aligns with the results of this research, which found that male and female lecturers have similar views regarding the impact of Career Development in public universities. The convergence between this study's results and the insights of Okogbaa (2015) and Nwaeke (2019) reinforces the consensus among male and female lecturers in the Niger Delta region. It underscores the shared perspective that Succession Planning and Career Development significantly contribute to the achievement of organizational success in public universities.

The findings of this research emphasize that universities in the Niger Delta region should prioritize succession planning and career development to ensure the continuous availability of capable leadership and to foster a committed and loyal workforce. By ensuring a clear path for career development, universities can encourage their faculty members to become more engaged, loyal, and committed to the institution's goals. Both male and female lecturers perceive these aspects as critical to enhancing organizational success within the academic context, making it essential for institutions to continue focusing on these areas.

### **Performance Management and Evaluation and Organizational Success**

Hypothesis five aimed to explore the influence of performance management and evaluation on organizational success in public universities in the Niger Delta region. The results revealed that there was no significant difference between the mean ratings of male and female lecturers concerning how performance management and evaluation improves organizational success. The t-value of 0.59 exceeded the significance level of 0.05, indicating that gender-based differences in perceptions were not statistically significant. These findings are in alignment with the studies of Afolayan (2018) and Adesope (2017).

Afolayan's (2018) research emphasized the importance of performance management systems in educational institutions. The study highlighted that effective performance management contributes to staff accountability and responsibility, which, in turn, positively affects organizational success. These results are in congruence with the findings of this study, which indicate that male and female lecturers share a common viewpoint regarding the impact of performance management and evaluation in public universities.

Similarly, Adesope (2017) conducted research that examined the role of performance evaluation in identifying areas for improvement and professional growth in educational

institutions. His study found that regular performance evaluation is instrumental in helping staff members grow professionally and contribute to the organization's overall success. This aligns with the results of this research, which indicate that both male and female lecturers hold similar views on the impact of performance management and evaluation in public universities. The agreement between the results of this study and the insights from Afolayan (2018) and Adesope (2017) reinforces the consensus among male and female lecturers in the Niger Delta region. It underscores the shared perspective that Performance Management and Evaluation significantly contribute to the achievement of organizational success in public universities.

## **CONCLUSION**

This study has explored the multifaceted realm of human resource planning practices and their profound influence on the attainment of organizational success in public universities within the Niger Delta region of Nigeria. The investigation scrutinized the impact of various dimensions of human resource planning, namely, workforce analysis and forecasting, recruitment and talent acquisition strategies, training and development programs, succession planning and career development, and performance management and evaluation, on the perceived success of these educational institutions. The research concludes that these institutions stand to benefit from the strategic utilization of workforce analysis, recruitment, talent acquisition, training, and development programs, as well as succession planning and performance management and evaluation. These findings collectively underscore the relevance of human resource planning in the higher education sector, emphasizing the need for practical implementation of these practices to bridge the gap between theoretical concepts and their real-world impact. Therefore, this study provides valuable insights for university administrators and policymakers to shape their strategies and promote organizational success in the Niger Delta region.

## **Recommendations**

The following recommendations below aims to guide various stakeholders within public universities in the Niger Delta region, to harness the potential of human resource planning practices in achieving organizational success and excellence in higher education:

- Universities management should be encouraged to adopt systematic workforce analysis and forecasting practices, providing guidance on implementation to changing academic needs, and enhance overall institutional performance.
- University Human Resource Departments should employ effective recruitment strategies to attract candidates with the necessary skills and qualifications, while also focusing on talent acquisition methods to improve staff retention for achieving organizational goals.
- Human Resource Departments should acknowledge that training initiatives play a vital role in improving employee performance and driving the institution towards success, and invest in robust training and development programs to enhance staff motivation and engagement, ultimately contributing to improved organizational success.
- University leadership: prioritize succession planning to identify and groom future leaders within the institution, fostering loyalty and commitment among staff.

- The university quality assurance bodies should encourage public universities to adopt effective performance evaluation practices to ensure the delivery of high-quality educational services, enhanced accountability, identify areas for improvement, and elevate the overall quality of Niger-Delta universities.

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