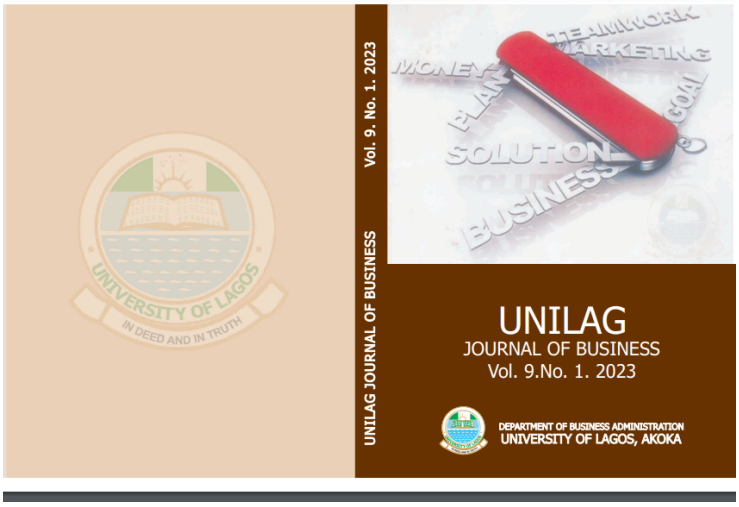
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HUMAN RESOURCE TRAINING AND ORGANISATIONAL GROWTH: A STUDY OF DANGOTE FLOUR MILLS PLC, ILORIN

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Abstract

The relevance of skill and knowledge enhancement to organisational growth cannot be over-emphasized as individual performance amounts to collective organisational growth. It is based on this assertion that this study investigated Dangote Flour Mills Plc, Ilorin. Structured questionnaires were used to collect primary data from 145 simple randomly selected staff of the company. Multiple regression analysis was adopted in the analysis while the result indicated that the correlation coefficient r is .782 (i.e., r = 0.782). The result revealed that there is a strong positive linear relationship between organisation growth and human resource training. The study thus concluded that effective training is primary to equipping employees for new roles that will facilitate the realization of the desired organisational growth. It then recommended that the management of Dangote Flour Mill Plc should lay more emphasis on the importance of training to improve organisational growth. This will be achieved through periodic skill and competency auditing that will reflect the skill shortages in the company. In addition, the management of the flour mill is to ensure a strict monitoring system that will guarantee adherence to the human resource development policy of the company

Keywords: Human Resource Development (HRD); Training; Organisational Growth; On-the-Job training; Off-the-Job training

1. Introduction

In today's business world, engaging the human elements of an organisation in activities (training) that prepare them to face future competition remains relevant. A lot depends on the capacity of the employees as regards the performance of an organisation both in the short and long run. It is given this that organisational managers pay significant attention to human resource training and development. Human resources training and development is a key aspect of organisational management focused on the various strategies put in place to ensure that both the knowledge and skills of the employees are updated and appropriate to achieve the predetermined business goals (Masud, 2022).

Effective human resources development is a necessary tool without which performance cannot be achieved. The performance of an organisation is measured by

the level of competence attained by individuals and groups of people working within the organisation with much emphasis on ethical and moral practices. Taiwo et al. (2021). To show the importance attached to employee development, large-scale manufacturing firms around the world alike, despite their years of operation continue to invest heavily in schools dedicated to training employees and conducting frequent on-the-job and off-the-job training for employees. Prominent in such efforts in Nigeria are the activities of GTB and UBA. Despite this move, the human resource unit of these multinational companies still combat several problems in choosing training and development strategies (Idris et.al, 2020).

Despite the increasing attention on the relevance of human resources training, there is still limited literature on human resource training issues in developing countries (Taiwo et al., 2021), especially in the food processing industries of Nigeria. It is in light of this that this study warrants attention in a bid to examine the impact of human recourse training on organisational growth using Dangote Flour Mills Plc, Ilorin, Kwara State as a case study.

The objective of the study

This study attempts to examine the impact of human resource training on organisational in Dangote Flour Mills Plc, Ilorin.

Hypothesis

Emanating from this objective is the following hypothesis stated in the null form:

H_0: employees training does not have any significant effect on organisational growth

2. Literature Review

Training and Development is a critical aspect of human resource management practices, yet, its definition remains fluid in the literature as a generally acceptable definition of the concept is still lacking (McGoldrick et al., 2002). However, human resource development that comprises both training and development emanated from the effort of Nadler at the Miami Conference of 1969 hosted by the American Society of Training and Development (ASTD). Subsequent contributors have approached the definition of the concept from a different angle. For instance, the definitions given by Agrawal (2001) and Nadler (1990) focused on organized individual learning in the context of job performance. While Tripathi (2001), Watkins (2005), and a good number of other management researchers focused on the continued and planned process of developing competencies of people working as individuals, in teams/groups, and organisations.

From the broad perspective, training and development is regarded as an embodiment of Human Resource Development (HRD) as opined by ASTD (1990). Arriving at a concise definition of HRD has become elusive (McGoldrick et al., 2002) in view of the several additions that the concept has gained from scholars over the years. Significant additions were organisation development and career development (McLagan and Suhadolink, 1989), theory and practice of learning (Galagan, 1986), adult education (Frank, 1988), human resource nurturing (Narayan, 1989), and training, development, integrated devolved activities (Garavan, 1997). These additions have thus complicated the work of a Human Resource Manager (HRM). Regardless, it has equally enriched the discipline while facilitating credible outcomes for the organisation, its employees, and other stakeholders. The concept can thus be

defined in a different context, regardless, available definitions described it as being concerned with the process and practices that promote the learning capacity of individuals, teams, and organisation to achieve organisational goals through the integration of learning activities and practices such as training and development, feedback and performance counselling, human resource planning, rewards, etc. with each other getting synergism in their outcomes (Kirfi & Aliyu, 2014).

The outcome of the emerging HR complexity has been vigorously captured in several literatures. These outcomes ranges from those restricted within the organisation like; enhanced learning and high performance on the job (Garavan, 1997; Nadler, 1984; Smith, 2003); efficiency in attaining the overall organisational goals (Agrawal, 2001); promotes individual and organisational aspirations (Rao, 1990; McGoldrick, 1996; Watkins, 1989; Wilson, 2005). Exert happiness and personal satisfaction in the employees. At the macro level, national growth is facilitated (Rao, 1990); economic development promoted; emergence of efficient, flexible, and dynamic labour (Drucker, 1992; Garavan, 1991; Lahap, O'Mahony & Dalrymple, 2016). To make these outcomes sustainable, Rao (1990); Agrawal (2001); Tripathi (2001); McLagan and Suhadolink (1989); Wilson (2005); Smith (2003); Torraco and Swanson (1995); Garavan (1991); and Kwanga et al. (2013) all held that the concept of HRD is linked with organisational goals and strategies.

In essence, the focus of HRD is on the individual advancement of the employees which will in turn boost group performance. The overall effect of this combination of improvements will position the organisation at a vantage point of effectiveness and efficiency. The organisation as a whole aiming at optimization of the human resources in the organisation will thus excel. Succinctly captured by Musa et al. (2019) was the assertion that HRD addresses skill obsolescence, knowledge insufficiency, and service inefficiency. In a befitting recap, it is convenient to submit that HRD promotes the creation of an "enabling" organisation.

Arguments on the theoretical foundations of HRD also constitute the core of debates on its scope and boundaries. Rao (1990) highlights its goals to cut across not just the individual aspirations and that of the organisation. At the individual level, it is aimed at bringing to reality, the career aspirations of the employee. When this is done, the psychological well-being of the concerned employee is enhanced and sustained; equally, it facilitates the promotion of innovation that facilitates easy job functions; at the group level, it strengthens team spirit and thereby boosts organisational growth; promotes collaborations among the organisational groups; and promote climate development and organisational health development.

The available literature on HRD broadly showed that there are three basic objectives of any learning experience. These are to acquire knowledge, change attitudes and behaviour and imbibe practical skills. Any effort at the development of human resources must tackle each of these and deploy different techniques to achieve these objectives. Out of these, the most intractable is the change in attitudes.

Training

Defining training has become a regular exercise in academia as the concept is common to all organisational settings. Despite its popularity, however, this paper will not ignore prominent scholars' definitions of the term. To Flippo (1980), training is

the deliberate move at boosting the skills and expertise of the employees. In a more liberal language, it is the concerted effort directed at developing the skills, knowledge, and attitude of the employees through active learning (Garavan, 1997) aimed at boosting performance. Other contributors to expanding the understanding of the concept were Kirfi et al. (2013); Nura et al. (2013); and Bakke (1966).

Employee training and development is an important part of human resource function and management. Training and development are two activities that aim at improving the performance and productivity of employees. Training helps to develop knowledge and skills in the employees as per the requirement of the job and development is an educational process that focuses on the growth and maturity of the managerial personnel.

Training involves imparting technical knowledge and skills related to the particular job and focuses on improving the abilities of each worker. Development, on the other hand, is a self-assessment activity that prepares employees for future challenges. Training provides employees with the skills and knowledge to complete a specific task, while development works to hone adequate capabilities and take them further.
Training and development can have a positive effect on employees as it increases job satisfaction and morale, reduces employee turnover, increases employee motivation, and increases the overall effectiveness of the organization. It also helps employees to adapt to the constant change in market demands.

There are many types of training and development activities. Induction training is conducted to introduce recruits to the organisation and its policies and procedures. Vestibule training is conducted in a simulated environment that replicates the actual workplace. Apprenticeship training is based on a hands-on approach and is particularly effective for acquiring practical skills. Job training is conducted to help employees acquire the knowledge and skills needed to do their job. Promotional training helps employees to acquire the skills needed for a promotion. Internship training helps employees to gain work experience.

Development activities involve coaching, mentoring, counselling, job rotation, role-playing, case study, conference training, and special projects. Coaching is a form of development that focuses on improving performance. Mentoring helps to develop managerial skills and leadership. Counselling helps to address issues such as stress and other personal problems. Job rotation helps employees to gain experience in different areas. Role-playing helps to develop communication skills. Case studies help to develop problem-solving and decision-making skills. Conference training helps to develop presentation skills and special projects help to develop organisational skills.

The difference between training and development is that training focuses on developing the skills, which are already possessed by an employee, whereas development focuses on developing hidden potential and preparing employees for future challenges. Moreover, training is a short-term process, while development is a continuous process. Training is specifically job-oriented while development is career-oriented. In addition, training has a trainer.

Empirical Review

Several local and foreign authors have worked immensely on human resources development practices in organisations and how it impacts some organisational and employee performance-related variables. In the study by Kareem (2019) on the nexus between human resource development practices and organisational effectiveness in Iraqi public universities, a survey design was adopted using primary data. An online questionnaire was adopted to collect data from the 342 strategically selected staff of the universities including the HODs, Deans, and faculty members. With a response rate of 62.9%, confirmatory factor analysis (CFA) and structural equation modelling (SEM) was adopted to analyse the collated data. The findings revealed that HRD variables like talent development; career development and organisational development have a significant positive impact on organisational effectiveness. The recommendation of this study coincides with that of Ahmed et al. (2021) that university management integrates HRD practices into their managerial activities to enhance organisational effectiveness.

In another related study, Obor (2017) examined the effect of human resource development on organisational performance index (such as recruitment process, employee retention, and organisational corporate image) in the Ministry of Sports, Culture & Arts. Using a descriptive research design with 50 respondents, the study discovered a significant positive correlation among the variables under study. It thus concluded that if core functional and managerial competencies were effectively enhanced, an increase in both individual and organisational performance shall be observed. It further recommended that human resource development strategies be adequately re-evaluated to align with related organisational variable through documented framework and policies.

Similarly, a study conducted by Daniel (2019) (effects of human capital development on organisational performance in Trustfund Pension Limited) adopted a descriptive research design with a sample size of 110 respondents. After a descriptive analysis of the data, the study found that there exists a positive relationship between human capital management and organisational performance. The study thus recommended that HRD managers ensure proper assessment of the human resource needs of the organisation. In addition, Rumawas (2015) examined the impacts of human resource development, organisational commitment, and compensation on employee performance at Sulut Bank in North Sulawesi, Indonesia. Using a structured questionnaire and a randomly selected 125 respondents from a total of 612 employees at the company, the data gathered was analysed using a double linear regression. The study found that HRD positively impacts organisational commitment and performance. This is supported by Kirfi and Abdullah (2012) who opined that investment in human capital is paramount to the attainment of organisational goals effectively and efficiently.

Ezeanokwasa (2014) evaluated the effect of human resource development on organisational performance in Anambra state. The research design used for the study was descriptive. Data for the study was obtained through primary data, distributing the research questionnaire to 100 lecturers at Anambra State University. The study

sample was selected from 10 departments which were selected randomly. Chi-square statistical method was employed in the analyses. The result of the study revealed that HRD and organisational performance have a positive relationship. It is thus recommended that organisations commit effort to employees' training and thereby enhance organisational productivity. The studies paraded above clearly showed a significant positive relationship between HRD and organisational performance. Other studies that had similar conclusions were those of Gberevbie (2012); Yaro and Kirfi (2019).

The relevance of the food processing industries to the development of a nation cannot be emphasized. Aside from providing jobs for numerous people, they also engage farmers (especially commercial farmers) in productive businesses and thereby support national growth and development. Human capacity development in such a sector must be taken with serious importance but evidence from the literature targeting HRD in the industries are scanty and it is given this dearth of knowledge that this study assumes relevance and urgency.

Theoretical framework

In explaining the relationship between employee training and organisational growth, several theories can be adopted. Among these theories are the human capital theory and the expectancy theory. The human capital theory was primarily developed by economists Gary Becker and Theodore Schultz in the 1950s and early 1960s. It was later extended by Robert Gibbons, an economist at MIT, and Michael Waldman, an economist at Cornell University, in 2004. Adam Smith, the noted economist, also formulated the basis of what was later to become the science of human capital in The Wealth of Nations (1976).

The human capital theory posits that human beings can increase their productive capacity through greater education and skills training. This theory suggests that the better trained and educated an employee is, the more productive they will be and the more they will contribute to the growth of the organization. Expectancy theory was also developed to explain the relationship between employee training and organizational growth. This theory states that employees are motivated to work if they believe that effort will lead to rewards. Thus, if an organization provides training and development opportunities and links them to rewards, employees will be motivated to improve their skills and knowledge and contribute to the growth of the organization.

This study is however based on the human capital theory given its assumption that human resources training is an investment of the organisation embarked upon to facilitate the growth of the business.

Methods

The primary aim of this study is to investigate the nexus between human resource training and organisational growth. To achieve this, a survey research design was adopted using structured questionnaires to elicit data from the target respondents. The items adopted in measuring the variables in the study were adopted from the works of Kareem and Hussein (2019). Furthermore, the study focused on Dangote Flour Mills Plc in Ilorin, Kwara State as a case study, from its preliminary inquiry, it found that

the company has a staff strength of two hundred and thirty-two (232) comprising both managerial and non-managerial staff (as recorded at the HR Unit of the firm).
In addition, the study adopted the simple random sampling technique while the sample size was calculated using the Krejcie and Morgan (1970) formula for sample size determination as given below follows:

Where n = Sample size

X^2 = table value of Chi-Square @ df = 1 for 0.05 confidence level

X^2 = 3.841

N = Population size which is 232

P = Population proportion (assumed to be 0.5)

d = degree of accuracy (expressed as 5%)

$$n = \frac{(3.84)(232)(0.5)(1-0.5)}{(0.05)^2(232-1)+(3.84)(0.5)(1-0.5)}$$

$$n = \frac{(3.84)(232)(0.25)}{0.0025(231)+1.92(0.5)}$$

$$n = \frac{222.72}{0.5775+0.96}$$

$$n = \frac{222.72}{1.5375}$$

$$n = 144.86 \approx 145$$

The sample size for this study is one hundred and forty-five (145).

In line with the basic research procedure, a hypothesis was formulated as follows:

Ho_1: Human resources training does not have any significant effect on organisational growth.

The method to be used here is multiple regression analysis

$Y = \beta_1 X_1 + \beta_2 X_2 + \varepsilon$ ……. (1)

OG= *f* (OnJT + OffJT)

Where:

Y = Organisational Growth (OG) – Dependent Variable

X_1 = On-the-Job Training (OnJT) – Independent Variable

X_2 = Off-the-Job Training (OffJT) – Independent Variable

ε = Error Terms

Data from the company was analysed using multiple regression analysis.

Results

The study investigated the nexus between human resource training and organisational growth. The response rate was 100% as the researcher relied on his relationship with most of the employees in the adopted company to ensure that all distributed questionnaires were retrieved.

Table 1.1 shows the demographic details of the respondents which were sectioned as follows;

On the age of the respondents, 9.0% were between the ages of 21-25, 29.7% were 26-30, 14.5% of 31-35, 28.3% of 36-40 while 18.6% of the respondent fell between 41 years, and above. They indicated that the bulk of the workforce is within the

productive age that is likely to engender effective performance in the company. As regards gender, 83.4% of the respondents were male while 16.6% of the respondents were female. This equally established that the majority of the respondents were males who are likely to occupy the units that engage in the critical production activities of the company.

Regarding the marital status of the respondents, 77.2% of the respondents were married while 22.8% were single. This implies that there were more mature minds in the workforce of the organisation. As regards the educational status of the respondents, 57.2% of the respondents had O' level certificates, 28.3% had OND/NCE certificates, and 14.5% had a certificate in B.Sc./HND certificates. This implies that the sampled firm (Dangote Flour Mill, Ilorin Kwara State) has a critical mass of highly skilled labours that have the requisite skills, knowledge, and expertise that is needed to compete favourably and excel in the sector. As for the working experience, 33.8% of the respondent had 0-5 years of working experience, 46.2% had 6-10years, 11.7% had 11-15 years of working experience and 8.3% of the respondents had 16 years and above working experience.

Table 1: Socio-Demographic Details

Age	**Frequency**	**Percent**	**Cumulative Percent**
21-25 years	13	9.0	9.0
26-30 years	43	29.7	38.6
31-35 years	21	14.5	53.1
36-40 years	41	28.3	81.4
41 and above	27	18.6	**100.0**
Total	**145**	**100.0**	
Gender			
Female	24	16.6	16.6
Male	121	83.4	**100.0**
Total	**145**	**100.0**	
Marital Status			
Married	112	77.2	77.2
Single	33	22.8	100.0
Total	**145**	**100.0**	
Educational Degree			
O' Level	83	57.2	57.2
OND/NCE	41	28.3	85.5
B.Sc./HND	21	14.5	**100.0**
Total	**145**	**100.0**	
Working Experience			
0-5 years	49	33.8	33.8
6-10 years	67	46.2	80.0
11-15 years	17	11.7	91.7
16 years and above	12	8.3	**100.0**
Total	**145**	**100.0**	

Source: *Field Survey, 2021*

The essence of the details is to show the characteristics and appropriateness of the respondents to the study.

Test of Hypothesis

H_0: employees training does not have any significant effect on organisational growth;

Table 2.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.782a	.612	.608	.994

Predictors: (Constant), human resource training

Table 2 presents the model summary. It shows that the correlation coefficient r is .782 (i.e., r = 0.782) which indicates that there exists a very strong positive linear relationship between organisation growth (dependent variable i.e., the variable being predicted) and human resource training (independent variable). It is also crystal clear from table 2 that the r^2 which is the coefficient of determination is 0.612 approximately 61%. This implies that 61% of organisation growth can be explained by human resource training.

Table 3

ANOVAa						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	23.264	3	7.755	7.852	.000b
	Residual	136.285	138	.988		
	Total	159.549	141			
a. Dependent Variable: Organisational Growth						

Predictors: (Constant), human resource training

Table 1.2b presents the ANOVA table. The F-statistic as shown in the table below is significant since the ANOVA significance of .000 is less than the alpha level of .05, thus the model is fit. As a result of this, the null hypothesis (human resource training has no significant effect on organisational growth) was rejected and the alternate hypothesis was accepted (human resource training has a significant effect on organisational growth).

Table 1.3

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	6.052	.513		11.806	.000
	On-the-job training	.167	.095	.144	1.754	.002
	Off-the-job training	.029	.085	.029	.343	.012
a. Dependent Variable: Organisational Growth						

In table 1.3 above, the data therein shows that training in its on- and off-the-job dimension has a significant effect on organisational growth since p-value of 0.002, and 0.012 was derived respectively. This implies that human resource training and development have a significant effect on organisational growth.

Discussion

Human Resource Development (HRD) is important to any organisation since it is well known that no business can exist entirely without competent human resources. One of the major functions of human resource development is the engagement of employees to work to achieve growth and profitability in the organisation. From the data gathered, certainly, the use of qualified and skilled employees in the Dangote flour mill is needed to increase organisational performance and growth.

As regards human resource training and organisational growth at Dangote flour mill specifically, this study found that human resource training has a significant effect on organisational growth. This finding is consistent with previous scholarly studies as discussed in the empirical review. In the studies of Gberevbie (2012); Ezeanokwasa (2014); Rumawas (2015); Obor (2017); Lawal et.al (2013); Kareem (2019), Kirfi et al. (2013); and Daniel (2019), it was equally established that training is germane to organisational growth and this thereby confirms that the findings of this study are consistent with extant literature.

Conclusion and Recommendation

This study was primarily carried out to examine the impact of human resource training on organisational growth in Dangote Flour Mills Plc. The study concluded that effective training is primary to equipping employees for new roles with desired skills which enables them to improve their performance. In addition, competent employees' availability is a function of a reliable and acceptable training process; it is achieved by the use of an effective and efficient training policy. The training process is considered effective if it attracts the desired employees with the relevant skills and competency which is needed to effectively undertake the jobs assigned. This concurs with (Kirfi & Saleh, 2018).

Given the findings from the study, the management of the case study must lay more emphasis on the importance of training to improve organisational growth. This will be achieved through periodic skill and competency auditing that will reflect the skill shortages in the company. Thus, there should be an annual human resource development activity plan. This can be achieved by strategic and purposive human resource development practices that will improve the quality of human resources in the organisation.

In addition, the management should put in place mechanisms for monitoring and enforcing the human resource development policy and implementation of proper internal control measures and strengthen the practices amongst employees for optimal performance and realization of organisational growth (Musa et.al, 2019).

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