



Driving Agro-Industry Capacity through Training and Development in Nigeria

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Abstract: *Training and development is an ongoing process that aims to develop competencies and increase an individual's capacity to contribute optimally to the organization's growth. This study aims to investigate the role of training and development in Nigeria's agro-industrial capacity. This investigation utilized a survey research design. The research was conducted in three southwest Nigerian states. 150 respondents from five Agro-Based industries (salt processing industry, production of flour, fruit processing industries, milk processing industries, and seed processing and preservation industries) were selected using multistage sampling methodologies. With the aid of a questionnaire disseminated to 150 respondents in selected industries, the required information was gathered. Cronbach's alpha and component factor analysis were used to evaluate the psychometric properties (reliability and validity) of the data collection instrument (questionnaire). Using SPSS, the data were analyzed by means of basic linear regression. According to the findings of the analysis, there is a significant positive relationship between Agro-Industry and Training and Development in Nigeria. In order to increase agro industry capacity in Nigeria, the study recommends that the Agricultural and Rural Management Training Institute conduct biannual mandatory training programs that are efficient and effective.*

Keywords: Agro-industries, Capability, Training, and Development.

Introduction

In recent years, the agro-industry in Nigeria has received the necessary attention as a result of technological advancements that have made production more accessible. This is primarily due to the assumed significance of the agribusiness industry to other sectors in both developed and developing economies (Louw, Jordaan, Ndanga, Kirsten, 2008). To initiate the transition from primary production to industrial processing of primary products, i.e. from unprocessed materials to finished commodities, agro-industry must align its skills, competencies, and resources with the required production. Individuals with access to agro-processing training are more likely to achieve success in their respective fields. The availability of agro-processing or processing training in food processing techniques will facilitate food safety and quality, food packaging and labelling in order to meet global demand (Gaspar et al., 2015).

The African Development Bank's Agriculture and Agro-Industry Department has incorporated Agro-Industrial

Development into its operational priorities and has begun incorporating a greater market and value chain approach into the design of new operations (Gaspar et al., 2015). Despite apparent limitations in terms of preservations, technology, spacing, and storage, among others, in developing countries, it is important to note the need to improve efficiency and quality by upgrading agro-processing skills, improving product design, making more efficient use of materials, and enhancing marketing organisations, all of which are required to boost the industry's performance. The majority of small-scale agro-processors therefore lack formal training in processing best practices. Peers and parents who have processed agricultural products provide them with processing knowledge and abilities (Gaspar et al., 2015). To increase their international competitiveness, the agro-industry requires knowledge and innovation; training and development were designated as industry needs, constituting a research lacuna.

Agriculture, according to the International Standard Industrial Classification (ISIC), consists of food and beverages, tobacco, paper and wood products, textiles,



apparel, and footwear, leather goods, and rubber goods. Due to the innovation, needs, and knowledge requirements of businesses seeking to improve their international competitiveness, it is possible to define a training strategy based on market orientation for the agro-industry, as well as the capacity of training and development required to increase the industry's global competitiveness. In light of this, this study investigates the Nigerian agro-industry's efforts to increase its capacity through training and development. In accordance with the objective of the study, the specific research question posed was, "To what extent do training and development drive Nigeria's agro-industry?"

Material and Methods

Training, according to Shaw (2015), is a procedure that gives staff members knowledge, abilities, and a grasp of the objectives of the company. Buckley and Caple (2010) said training is a methodical teaching process that teaches people how to change their knowledge, abilities, and attitudes through learning experiences in order to perform effectively.

Conceptual Review

There is no universally accepted definition for the dynamic, flexible, and intricate concept of training and development. This has permitted researchers and academics to conceptualise training and development in relation to the type of organisation or study area being examined. There are numerous definitions of the concept because there are numerous authors on the subject. According to Dale (2010), training is the organised process through which individuals acquire knowledge and skills for a particular purpose. Training is defined as "planned and purposeful activities that improve knowledge, skills, insight, attitude, behaviour, values, and working and thinking habits of public servants or prospective public servants Godson (2021)." According to Goldstein (2013) Training is the methodical development of knowledge, beliefs, and behaviors that enhances job performance. In order to perform well in a certain activity or group of activities, training is an effort to alter or enhance information, abilities, or attitudes through a learning experience, according to Buckley and Caple (2014). Ejiogu (2011) defines training as the process by which a person or animal is made to respond to correction and instruction in order to improve their proficiency. According to Professional Management (2015), employee training is a programme designed to provide employees with the necessary knowledge, attitude, or job skills to fulfil their current responsibilities.

According to Stoner (2019), training is the process of teaching non-management personnel technical abilities. Training is any learning activity that seeks to develop specialised knowledge and skills for a specific role or project. The year 2015 (Tzafrir) Staff training is an essential component of producing human capital. Training is required to ensure that the individual continues to produce results of the highest quality. The training focuses on identifying, assuring, and empowering employees to carry out their current responsibilities by providing them with targeted education and the necessary competencies. Personal and organisational development training increases employee productivity. In many instances, training that focuses on employee performance results in development for both the employee and the organisation (Godson, 2021).

Concept of Development

Development is the process of broadening one's knowledge and obtaining the knowledge necessary to carry out particular obligations or duties in a given position. Development, in the opinion of Tailor (2017), is the process of improving people's well-being and extending their possibilities. It is a thorough, integrated process in which various, active economic and political factors interact to improve the chances and quality of life for the underprivileged. It takes ongoing education and training to develop the expertise, abilities, and personality needed for appointment to the top positions. Individuals and organisations acquired knowledge, skills, values, and behaviour as a consequence of all types of development. It emphasises a person's potential and long-term development and is more career-focused than job-focused (Katcher and Snyder, 2013). Multiple methods, including training, evaluation, education, and even feedback from the communities they serve, can be utilised to demonstrate an employee's growth. According to Chukwunenyi and Igbokwe (2011), development generally refers to job enrichment that motivates an employee to take and carry out challenging organisational responsibilities. Development has a broader scope and is less concentrated than training. It is the process of assisting non-standard managerial staff members to develop their managerial, administrative, and decision-making skills and competencies (Dale, 2012). Training focuses on enhancing the skills and knowledge required for current positions. The process of development is continuous and typically protracted.

Empirical Review

By exploring the connection between training and development (T&D) initiatives and organizational



performance in the local government sector, Godson (2021) adds to the body of current information. The study used multiple linear regression to test hypotheses, a structured questionnaire to gather data, a quantitative approach, and correlational design, and SPSS 20 to input, process, and analyze the data. In addition, 215 staff were chosen via census sampling. The results show that training and development (T&D) tactics such as job orientation, job rotation, seminars and conferences, and classroom lectures significantly correlate with job satisfaction. In addition, the results revealed a significant correlation between service delivery quality and (T&D) approaches such as job orientation, seminars, conferences, and classroom lectures. However, there is no correlation between position rotation and customer service excellence.

Kumaran (2021) examines how training and innovation affect the efficacy of an organisation. Six hundred fifty-three out of eight hundred formal, standardised questionnaires distributed to personnel at the managerial or supervisory level or higher at 400 hotels in West Malaysia are used to construct an in-depth profile. The literature on training, innovation, job satisfaction, and organisational performance was examined to fill the void and determine the impact of training programs and innovation on organisational performance, with job satisfaction as the mediator. The research demonstrates a significant correlation between job satisfaction and organisational efficacy, as well as the statistical significance of training and innovation.

Methodology

The study employed a descriptive survey methodology. A comprehensive understanding of the phenomenon's strengths in agro-industry, namely: how issues of quality, food safety, and logistical considerations have placed a premium on agro-industrial management and supply, demonstrating that comparative advantage must now accompany competitive advantage; if the new training and development opportunities are strategically planned. It was difficult to collect data on this phenomenon due to the character of agro-business and the absence of motivating factors. This necessitated the use of primary data sources; consequently, 150 questionnaires were sent to five (5) agro-industries in the states of Lagos, Ogun, and Oyo, Nigeria. The selection of these three Nigerian states was influenced by their economic viability and close proximity. The survey employed a four-point Likert scale extending from Strongly agreed to Disagreed to Strongly disagreed. One hundred (100) out of 150 questionnaires administered with the aid of research

enumerators were valid and sufficient for the multiple linear regression analysis conducted for the study.

Results and Discussion

Table1: Reliability Statistics

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.749	.752	14

Table 1 reveals a reliability statistic with the alpha (α) value of 0.75. This indicates that the instrument used for measurement in the study is reliable.

Table 2 Correlation Matrix

Correlations				
		AIC	TRA	DEV
Pearson Correlation	AIC	1.000	.817	.905
	TRA	.817	1.000	.912
	DEV	.905	.912	1.000
Sig. (1-tailed)	AIC	.	.000	.000
	TRA	.000	.	.000
	DEV	.000	.000	.
N	AIC	150	150	150
	TRA	150	150	150
	DEV	150	150	150

In table 2, Training correlates with Capacity building at 0.817 while Development correlates with capacity building at 0.905. This indicates that both Training and Development are high Correlate of capacity building.

Table 3 Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.905 ^a	.820	.817	.60980

a. Predictors: (Constant), DEV, TRA

The value of the R-Square (R^2) in table 3 was estimated to be 0.82. This indicates the training and development jointly accounted for 82% of total variable observed in agro-industry capacity building, while other variables not included in this model accounted for 18% influence of capacity building



Table 4 ANOVA

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	248.777	2	124.389	33.4508	.000 ^b
	Residual	54.663	147	.372		
	Total	303.440	149			

a. Dependent Variable: AIC
 b. Predictors: (Constant), DEV, TRA

The ANOVA table reveals that the model of the analysis is of good fits and that there is a joint significance relationship of the independent variable. This is evident by the p-value estimated to be less than 0.05% and implies that the null hypothesis that there is joint significant relationship between the independent variable and the dependent variable.

Table 5 Correlation Coefficient

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.594	.582		6.179	.000
	DEV	-.046	.086	-.046	-.537	.592
	TRA	1.030	.093	.947	11.125	.000

Table 5 shows the relative influence of the independent variables on the dependent variable. The P-value of development with estimated value 0.592 is greater than 5%, this implies that there is no significant relationship between development and capacity building in Agro-industry.

The P-value of training with estimated value of 0.000 is less than 5%, this implies that there is a significant influence of training on capacity building in Agro-

capacity building. The result shows further that a unit increase in training will result 1.30 unit in capacity building in Agro-industry.

Conclusion and Future Works

This study investigated the impact of Training and Development on Nigeria's agro-industry capacity. The study establishes and concludes that Agro-industry training capacity development is significantly influenced by external factors. The study contributes to the existing literature by emphasising that it is preferable for the Agro-Industry to develop policies to train its employees in the necessary skills for the sector.

Based on the study's findings, the following recommendations are made to the agro-industry:

- I. The Agricultural and Rural Management Training Institute and other affiliated Institutes should make a massive effort to increase Nigeria's agro industry capacity.
- II. These Training Institutes should implement efficient and effective biannual mandatory training programmes.
- III. Agro-industry training and development must be regulated in order to prevent unpredictability.

Contribution to Learning

This study's primary objective is to examine the capacity of training and development from a fresh angle. Until now, the majority of studies had primarily focused on the education and manufacturing sectors. The study investigated the driving capacity of agro-industry in Nigeria through training and development as a contemporary issue in the study area. This enabled the study to address the problems of the new research area by drawing from the existing literature for the study area. Therefore, the investigation had uncovered new information and contributed to the existing body of knowledge.

Suggestions for Future works

The study investigated the impact of training and development on Nigeria's agro-industrial capacity. Therefore, future research may investigate the efficacy and efficiency of training and development in the agro-industrial sector and other economic sectors.

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