

Human Resource Development and Organisational Performance in Selected Indigenous Oil and Gas Companies in Lagos State, Nigeria.

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Abstract

Organisations that strive to be successful are required to have a pool of knowledgeable and skilled employees. The study sets out to examine human resource development (HRD) and organisational performance in selected indigenous oil and gas companies in Lagos State, Nigeria with the following objectives: to determine the relationship between employee training and organisational performance, investigate effect of self-directed learning on organisational performance and determine the correlation between mentoring and organisational performance. The study adopted survey research design and census sampling technique. All 379 employees of the selected companies formed the sample population. 379 copies of questionnaire were administered on respondents out of which, 251 were properly filled and returned and were used for analyses. The research instrument was subjected to both validity and reliability testing and data collected were analysed with descriptive and inferential statistics. Pearson's Product Moment Correlation and Regression statistics were employed to test the formulated hypotheses. The findings showed that the relationship between employee training and organisational performance is positive and statistically significant ($r = 0.208$, $n = 251$, $p < 0.05$), self-directed learning significantly affects organisational performance with ($R^2 = 0.112$; $F = 31.310$, $P < 0.05$), and the correlation between mentoring and organisational performance is positive and statistically significant ($r = 0.139$, $n = 251$, $p < 0.05$). The study concluded that HRD has significant relationship with organisational performance and it was recommended among others, that organisations should pay serious attention to employees' development.

Keywords: Companies, development, human resource, organisation and performance.

Introduction

The nature of work, workplace and employment relations is changing dramatically and both technology and globalisation are impacting on practices and experiences. Equally, the society has become more global and multicultural and the business environment is getting more complex, uncertain and volatile. With increase rate of globalisation and rapid changes in workplaces and business environments, attracting and retaining quality workforce have become one of the main goals of any organisation that desires to be effective and efficient. Organisational effectiveness and efficiency lie in the quality of its human resource. The quality of human resource could be improved by continuous development programmes as no organisation can perform beyond the quality of its workforce. The nature of human resource development practices has the potential to improve employees' competences. Human resource development is used to improve organisations' human capital and as noted by Kareem and Hussein (2019), it also plays a vital role in achieving sustainable competitive advantage and enhances organisational effectiveness.

Human capital has four basic attributes which include flexibility and adaptability; enhancement of individual competencies; the development of organisational competencies; and individual employability (Alnachef & Alhajjar, 2017). The above attributes in many ways create additional value to individual and organisational outcomes. Organisations leverage on their employees' skills and capabilities by encouraging individual and organisational learning through the provision of conducive environment that supports the creation, sharing and application of knowledge. Organisations should bring some effective and useful plans for investing in and improving the various aspects of human capital (Alnachef & Alhajjar, 2017).

Mohammed (2015) posits that the success and progress of an organisation depend on its ability to maximally explore the talents and potentials of its strategic workforce. This is more likely to be achieved through purposeful human resource development capabilities. These are capabilities needed to enable organisations become more effective in the midst of the enormous challenges posed by globalisation and the rapid changes in the business environment. It should be noted that the people in organisations are the ones that manage other resources, so investment in people may lead to improved productivity. Therefore, one can argue that the most valuable of all capital investments by an organisation is the investment in people.

In the contemporary business world, human resources are developed in such a way that they are able to face competition and are seen to be very essential for organisational effectiveness. Capable and skilful employees are those who have knowledge and skills to render quality services to the clients. In addition, employees that are equipped with sufficient funds, tools, and infrastructure, would most likely achieve the organisational desired goals. Consequently, for an organisation to be successful, employees should have the knowledge, skills, attitudes and capabilities according to their job responsibilities.

Several authors have noted that organisations adopt human resource (HR) practices as vital instruments used to promote favourable behaviour among employees and also to leverage their knowledge, skills, and abilities, which should increase their productivity and organisational performance (Daniel, 2018; Katou, 2009; Clardy, 2008; Bates & Chen, 2004; Bartlett, 2001). Human resource development is seen as one of the fundamental activities of the human resource management system and is aimed at bringing about the transformation of the entire workforce as the most valuable asset to pave way for organisations to achieve greater results through creativity and innovation. Organisations engage in human resource development in order to continuously assist their employees to acquire and sharpen their skills and abilities to be able to perform various functions that are connected to their present and future jobs. These activities come at heavy cost and are viewed by organisations either as investment or expenses depending on the philosophy of the organisation.

As noted by Paradise and Patel (2009), American companies spend approximately \$134 billion US dollars annually on the training and development of their employees. In the same vein, Training Magazine's 2021, Training Industry Report stated that the average company in the U.S. spent \$1,071 per employee that year on training costs. In Nigeria, although organisations spend so much on training and development of their employees, there is dearth of documented data on the aggregate approximate cost spent annually on human resource development activities by Nigerian organisations. It should, however, be noted that the huge amount spent by organisations on human resource development does not always translate into improved individual and organisational

performance and innovativeness (Berber & Lekovic, 2018; Sung & Choi, 2014; Gubbins, Garavan, Hogan & Woodlock, 2006; Brinkerhoff, 1997).

It should be noted that human resource development is applied in many contexts and represented widely using different components such as organisational development, career development and training and development. However, Rodrigues and Chinchokar (2005) conceptualised human resource development as means through which employees' skills, knowledge, creative abilities, aptitude, attitude, values and commitment are improved and altered based on current and future job requirements for improved productivity or performance in the work place. Organisational performance could be viewed from the perspectives of employee productivity, measure of defect rates and market share while non-functional performance include workflow improvement, innovation, customer satisfaction and skills development (Abel & Deitz, 2012). Although, organisational performance may be interpreted based on individual view point but certain clear meanings of firm performance with regard to capital enhancement could be given. Besides, return on investment (ROI), earnings per share (EPS) and net income after tax (NIAT) can also be used as measures of financial performance (Samad, 2010).

In the examination of the human resource development and organizational performance relationship, some researchers operationalized human resource development to be mostly based on managerial reports of the quantity of activities or resources allocated to training and development (Zhang & Li, 2009; Lopez, Peon, & Ordas, 2005). The present study expands the operationalization of human resource development as the presence of employee training and career development to include training, self-directed learning, and employee mentoring. Therefore, this study sought to investigate human resource development constructs (training, self-directed learning and mentoring) and organizational performance in the oil and gas industry.

Organisations implement different human resource development strategies to develop their workforce competencies so as to make them function effectively (Potnuru & Sahoo, 2016). For example, Tseng and McLean (2008) argue that strategic human resource development has the main responsibility to provide strategies, training and development, organisational development and career development opportunities to enable organisations and their employees achieve set business goals. In the same vein, Amin, Ismail, Rasid, and Selemani (2014) opine that if universities want to achieve superior performance, they should emphasis more on human resource development practices such as training and development, employee participation and organisational development.

More so, researchers have come up with different outcomes in their studies on human resource development and organisational performance. While Zumrah, Boyle, and Fein (2003) argue that employees who participated in training and development programmes apply the acquired skills, knowledge, and abilities in their work in order to bring about better attitude and competencies in performing their job, Ford, Baldwin and Prasad (2017) state that the investment in training and development and transfer of the outcomes to the job practices lead to significant changes in employee performance. Likewise, Sung and Choi (2014) argue that corporate investment in the training, education and organisational learning have potential to enhance their innovative performances.

There is a huge gap in empirical studies on human resource development according to (Garavan & Morley, 2000). For instance, there are limited recent empirical studies investigating the association between human resource development practices and organisational performance such as (Agwu & Ogiriki, 2014; Katou, 2009; Bartlett, 2001; Torraco, 1999). Also, it is observed from literature review that, there is dearth of studies that specifically dealt with the examination of

human resource development and organisational performance among indigenous oil and gas companies in Lagos State, Nigeria.

Most of the limited recent studies on strategic human resource development have been based on organisations in Western and Asian countries (Berber & Lekovic, 2018; Rumawas, 2015; Macky & Boxall, 2007; Richard & Johnson, 2004; Delaney & Huselid, 1996; Huselid, 1995). In some instances, the studies include only manufacturing industries such that the findings may not be generalised to other industries (Sung & Choi, 2011). Therefore, the present study is focused on examination of human resource development and organisational performance in indigenous oil and gas companies in Lagos State, Nigeria. It is for these gaps that the following research questions were asked: What is the relationship between employee training and organisational performance? What is the effect of self-directed learning on organisational performance? What is the correlation between mentoring and organisational performance?

Theoretical Framework

The theories presented in this study include the systems theory, human capital and resource-based view theories. The major principles of these theories are compatible and that explain(s) their combination in underpinning the analysis of the subject-matter of human resource development and organisational performance. The combination of the use of these theories as noted by Abbott (2006) is for the reason that no theory captures all the shades and elements of social phenomena and that without theory we would not be able to make sense of a mass of inchoate happenings. Irrespective of how far theories may seem from the literal truth; they at least provide some ways of organising such happenings into some workable sense (Abbott, 2006). Each of the above-mentioned theories adopted was examined in relation to activities in organisations and the implications of the theories in line with human resource development activities and organisational performance were equally explained.

Systems theory is generally accepted to have been propounded by Von Bertalanffy in 1968. Systems theory is considered as comprising a set of models, principles, and laws that apply to all entities, regardless of their kind (Von Bertalanffy, 1968). The goal of systems theory is to explain things as systems and the interplay of their respective constituent parts. As noted by Ackoff (1999), the core of understanding system theory is the singular meaning of system. According to Jacobs (2014), there are real systems that represent observations of actual things or conceptual systems that may correspond with reality, but the components are meant to be symbolic or abstract, such as logical schemes. A system has component parts and each of the parts has unique attributes.

The parts have relationships, interact with one another and function within an environment as a whole. What this means is that all objects, events, or combination of actions with things are considered systems and what this means is that everything possible is, in fact, a system (Jacobs, 2014). Systems are themselves comprised of sub-systems and the interaction among these sub-systems often brings about changes in the way things operate. It is boundary that helps distinguish one system from other systems. For example, open systems have boundaries that allow free passage of information and objects among systems while closed systems eventually suffer the decay of their components caused by a lack of information.

A system is made up of a set of inputs, processes, outputs, and feedback or feed forward. As noted by Jacobs (2014), inputs are the various elements that a system uses as resources from which to function. Inputs are not homogeneous and the objective for the existence of any given system

determines the type of input as that differentiates one system from another. Every resource used by the system, such as money, machines, materials, facilities, people, and information are important sets of inputs. Processes are the various activities that are undertaken within a system by the use of various inputs to achieve set goals. Outputs are the outcomes from the processes. Finally, feedback and feed forward mechanisms allow systems to be managed and regulated in some organised ways. Systems theory is relevant to this study because it contributes to the understanding of human resource development as much or more than any other foundational theory or body of knowledge and it helps to explain human resource development as a sub-system of human resource management (Swanson & Holton, 2009; Jacobs, 1990).

The human capital theory was propounded by Schultz (1961) and was further developed by Becker (1964). The origin of the study of human capital dates back to the emergence of classical economics in 1776. Human capital can be viewed in general terms, such as the ability to read and write, or in specific terms, such as the acquisition of a particular skill (Denisi & Griffin, 2008). Human capital theory was espoused based on the understanding that physical capital represents just a small part in the contribution to the growth of organisational income (Becker & Gerhart, 2006). In other word, human capital theory postulates that investments in human capital are to a great extent much beneficial than those of other resources and physical capital. The theory opines that learning or education enhances the potential of individuals by imparting useful knowledge and skills, hence improve their employability. It should be noted as stated by Schultz (1961) that, human capital theory is based on the assumption that acquisition of knowledge and skills through formal education is highly instrumental and even necessary to improve the productive capacity of workers.

Organisations are encouraged to develop the skills that are believed to be needed by their workforce for efficient and effective performance. There is the belief that those who acquire the most relevant skills are more attractive to employers and hence are most likely to be high performers. Based on this, organisations make effort to train their workers to acquire the necessary skills needed for better performance. A major criticism of human capital theory is that it holds the assumption that education is a guarantee for workers' improved performance. However, it should be noted that employees' performance cannot be linked solely to skill acquisition because there are some other factors that affect the performance of employees in the workplace, such as leadership, manager's attitude, motivation, organisational culture, work environment, and *organisational* assets, among others.

The resource-based view theory was initiated by Penrose (1959) but some other researchers such as Barney (1995) equally researched on it. For a competitive advantage to be attained, an organisation has to strategically place itself to deal with and manage the external factors in the environment and thereby position itself for success in the market. Also, the internal resources which include human capital have to be recognised as important resources to be sustained effectively (Wright, Gardner, Moynihan & Allen, 2005). The resource-based view articulates the needs for an organisation to develop valuable resources and put them together in order to achieve success in a distinct way. Other resources such as technology, availability of natural resources in the organisation can be imitated but the knowledge acquired by human capital cannot be imitated because each person has special uniqueness, otherwise referred to as tacit knowledge, hence rarely and very difficult to copy or imitate. Therefore, they are regarded as valuable resources within the organisation even though they are assets that cannot be seen physically.

If all employees with different talents are put together and managed well through human resource management value chain such as human resource development, reward management, performance management, among others, then the organisation would place itself strategically in such manner as to gain competitive advantage.

Empirical Review of Literature

With the increasing endorsement of active engagement of trainees in the learning process, scholars have increasingly attended to employees' positive perceptions towards human resource development programmes (Gubbins et al, 2006; Bartlett, 2001). Perhaps, employees turn into proactive learners only when they perceive that human resource development activities are relevant and beneficial for their personal and professional development (Katou, 2009; Liao et al., 2009). Thus, employees become enthusiastic participants of learning and actively absorb knowledge and skills only when they are convinced that the human resource development programmes are beneficial for them.

In the study by Siregar (2009) on the impact of human resource development on employees' performance at the Department of Transportation of Medan city, Indonesia, it was found that there was a positive and significant impact of human resource development on employees' performance. Maryani, Thoyib, Setiawan and Salim (2011) also carried out an investigation on the impact of organisation culture, leadership styles and employee development on work satisfaction and employee performance. The findings of the study revealed that, employee development has some positive and significant impact on employee performance.

Also, Rumawas (2015) in his study conducted at Sulut Bank in North Sulawesi Province, Indonesia, established that human resource development variable has significant impact on employee performance. The results of the study indicate that human resource development programme through education and training greatly supports the performance of the employees in the company. In the study by Sholesi (2021) that examined human resource development and organisational performance at De United food industries limited located in Ota Ogun State, Nigeria; it was revealed that 46.1.% variation in organisational performance was explained by training and development while organisational learning accounted for 1.7% of organisational performance. This indicates that employees' training and development in significant ways help improve organisational performance.

Shah, Othman and Mansor (2016) found that mentoring has a positive impact on business performance and that improved business performance can be achieved by enabling efficient mentoring programmes. The study, therefore, concluded that mentoring programmes not only increase the value of employees but also the effectiveness of the business. Equally, Badhwar, Chandan and Singh (2019) explored the impact of mentoring on the organisational performance in hotels of Delhi, NCR and the findings revealed that mentoring helps in increasing precise skills and knowledge in the protégé that would direct the organisational need towards its goal and culture.

Kareem and Hussein (2019), on their part, investigated the impact of human resource development practices on employees' performance and organisational effectiveness using a sample of public universities in Iraq. The descriptive-analytical method with regression model employed for data analyses. The results indicated that human resource development practices are significantly related to employee performance and the enhancement of organisational effectiveness.

Based on the research questions and the empirical review of the literature, the following hypotheses were formulated:

Ho1: There is no significant relationship between employee training and organisational performance in selected indigenous oil and gas companies in Lagos State, Nigeria.

Ho2: Self-directed learning does not significantly affect organisational performance in selected indigenous oil and gas companies in Lagos State, Nigeria

Ho3: Mentoring does not have significant correlation with organisational performance in selected indigenous oil and gas companies in Lagos State, Nigeria

Research Methods

This study covered three indigenous oil and gas companies located in Lagos State, Nigeria. The sampling frame included all employees of the selected organisations. The study adopted survey research design and census sampling technique was used as all the employees formed the sample population. 379 copies of the questionnaire were administered on respondents from the selected oil and gas companies with combined staff strength of 379 employees. Out of the copies of the questionnaire administered, 251 were properly filled, returned and were therefore used for the analyses.

The research instrument employed for the collection of data was the questionnaire designed using opinion and closed-ended statements. The researchers adopted the 5-point Likert scale that ranges from strongly agree (5) to strongly disagree (1) for opinion statements in gathering information from the respondents. The questionnaire was subjected to both face and content validity and reliability testing. With respect to validity, the questionnaire was given to other experts for their reviews and comments. Cronbach's Alpha reliability coefficients for the variables are: employee training; 0.634; Self-learning, 0.611; Mentoring, 0.608 and organisational performance, 0.737. The above Cronbach Alpha reliability coefficients are good as the general accepted rule is that alpha of 0.6-0.7 indicates an acceptable level of reliability, and 0.8 or greater indicates very good level. However, values higher than 0.95 are not necessarily good, since they might be an indication of redundancy (Ursachi, Horodnic & Zait, 2015; Hulin, Netemeyer & Cudeck, 2001).

Data collected were analysed with descriptive and inferential statistics through the aid of Statistical Package for the Social Sciences (SPSS) software version 20. Frequency distribution that showed both absolute frequencies and percentages was utilised. Pearson's Product Moment Correlation and Regression were employed to test the formulated hypotheses at 5% level of significance.

Results of the Findings

Socio-Demographic Profile of the Respondents

This section captures the presentation and analysis of the socio-demographic profile of the respondents which include gender, marital status, age, educational qualification, and length of service.

Table 1: Socio-Demographic Profile of the Respondents

Gender	Frequency	Valid %
Male	167	66.5
Female	84	33.5
Marital Status	Frequency	Valid %
Single	102	40.6
Married	125	49.8
Separated	12	4.8
Divorced	12	4.8
Total	251	100.0
Age of Respondents	Frequency	Valid %
18-29 years	83	33.1
30-39 years	102	40.6
40-49 years	34	13.5
50 years and above	32	12.7
Total	251	100.0
Educational Qualifications	Frequency	Valid %
O/L Certificate	18	7.2
Diploma	54	21.5
Bachelor/HND	98	39.0
Masters	59	23.5
Ph.D./Others	22	8.8
Total	251	100.0
Length of Service	Frequency	Valid %
0-2 years	60	23.9
3-5 years	98	39.0
More than 5 years	93	37.1
Total	251	100.0

Source: Field Survey, 2022

Table 1 revealed that 66.5% of the respondents were male while 40.6% and 49.8% of the respondents were single and married respectively. This shows that the survey was gender and marital status balanced and hence reliable for research purpose. On the age of respondents, 33.1% of the respondents were in the age range of 18-29 years, 40.6% were in the 30-39 years range while 26.2% of the respondents were above 40 years of age. Respondents represent a diverse-age group and this shows good representation of different generations of the workforce. Analysis of the educational qualifications revealed that 67.7% of the respondents had Bachelor degree or Higher National Diploma (HND) as their highest educational qualifications while the rest 32.3% of the respondents had Master degree and above as their highest educational qualifications. The participants were sufficiently educated to respond adequately to the questions in the research instrument. In terms of the length of service, 62.9% of the respondents had worked in their organisations for up to five years while 37.1% of the respondents had worked in their various occupations for over five years. Respondents had adequate work experience and were adjudged to be capable to give accurate responses to the statements or research variables.

Human Resource Development and Organisational Performance

This section covers the descriptive analyses of respondents’ views on human resource development and organisational performance presented in Tables 2 to 5 as follows. Table 2 depicts respondents’ views on employee training and organisational performance while Table 3 shows respondents’ views on self-directed learning and organisational performance. Also, Table 4 describes respondents’ views on mentoring and organisational performance whereas Table 5 represents respondents’ views on organisational performance.

Table 2: Respondents’ Views on Employee training and organisational performance

Research Variables	SA		A		U		D		SD	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Training provides a good opportunity for employees to improve their knowledge and sharpen their skills	207	82.5	36	14.3	5	2	1	.4	2	.8
Training serves as a platform to help prepare employees who are, promoted or have taken up additional responsibilities	152	60.6	91	36.3	4	1.6	1	.4	3	1.2
Employees can learn specific skills through training	171	68.1	61	24.3	18	7.2	0	0	1	.4
Employees can match the various changes in the industry	156	62.2	74	29.5	10	4	1	.4	10	4
With necessary training, employees are better equipped to perform on their job	145	57.8	67	26.7	7	2.8	23	9.2	9	3.6

Source: Field Survey, 2022

Legend: SA= Strongly Agree, A= Agree, U= Undecided, D = Disagree, SD = Strongly Disagree

Table 2 reveals that 96.8% of the respondent affirmed to the statement that training provides a good opportunity for employees to improve their knowledge and sharpen their skills while four percent of the respondents opposed the statement that training serves as a platform to help prepare employees who are promoted or have taken up additional responsibilities. Also, 92.4% of the respondents supported the view that employees can learn specific skills through training while 91.7% affirmed the statement that employees can match the various changes in the industry. It is also revealed in Table 2 that 84.5% of the respondents upheld the statement that with necessary training, employees are better equipped to perform on their jobs while 11.8% of the respondents opposed the statement.

Table 3: Respondents' Views on Self-directed learning and organisational performance

Research Variables	SA		A		U		D		SD	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
In this organisation, employees are taught to understand the procedures of a task through self-directed learning	121	48.2	73	29.1	29	11.6	17	6.8	11	4.4
Employees are likely to perform better at work if they self-learn rather than being taught	85	33.9	100	39.8	27	10.8	24	9.6	15	6
Employees in my organisation have the freedom to design and structure their learning	123	49	67	26.7	31	12.4	21	8.4	9	3.6
My organisation allows employees to assume responsibility for their own learning	112	44.6	95	37.8	17	6.8	12	4.8	15	6
Our employees are empowered to take charge of their learning along the track they want	117	46.6	81	32.3	17	6.8	27	10.8	9	3.6

Source: Field Survey, 2022

Legend: SA= Strongly Agree, A= Agree, U= Undecided, D = Disagree, SD = Strongly Disagree

It is observed in Table 3 that 77.3% of the respondents affirmed to the statement that in their organisation, employees are taught to understand the procedures of a task through self-learning while 73.7% were of the view that employees are likely to perform better at work if they self-learn rather than being taught. In the same vein, 75.7% of the respondents stated that employees in their organisation have the freedom to design and structure their learning. On the other hand, 82.4% of the respondents affirmed to the statement that their organisations allow employees to assume responsibility for their own learning while 10.8% of the respondents were not in agreement with the statement. It was also the view of 78.9% of the respondents that their organisations' employees are empowered to take charge of their learning along the career path they want.

Table 4: Respondents’ Views on Mentoring and organisational performance

Research Variables	SA		A		U		D		SD	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
There is mentorship programme in my organisation	150	59.8	82	32.7	13	5.2	6	2.4	0	0
Employees who are mentored have a better career progression than those that are not mentored	149	59.4	77	30.7	8	3.2	4	1.6	13	5.2
Employees in mentorship programme get to learn from the mentor’s experience	149	59.4	79	31.5	15	6	5	2	3	1.2
Mentors impart information, workplace expectation and knowledge gathered on the job over time to mentees to help them succeed	169	67.3	65	25.9	4	1.6	3	1.2	10	4
Employees who are mentored are often more productive in the workplace	110	43.8	110	43.8	4	1.6	14	5.6	13	5.2

Source: Field Survey, 2022

Legend: SA= Strongly agree, A= Agree, U= Undecided, D = Disagree, SD = Strongly disagree

Table 4 also revealed that 92.5% of the respondents held the view that there is mentorship programme in their organisations while 90.1% of the respondents affirmed the statement that employees who are mentored have a better career progression than those that are not mentored. Also, 90.9% of the respondents were in agreement with the statement that employees in mentorship programme get to learn from the mentor’s experience. On the other hand, only 5.2% of the respondents did not share the view that mentors impart information, workplace expectation and knowledge gathered on the job over time to mentees to help them succeed while 87.6% of the respondents affirmed that employees who are mentored are often more productive in the workplace.

Table 5: Respondents’ Views on Organisational performance

Research Variables	SA		A		U		D		SD	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Our organisation’s return on investment (ROI) is within industry average	122	48.6	71	28.3	34	13.5	11	4.4	13	5.2
My organisation has a high customer base when compared with similar organisations in the industry	100	39.8	106	42.2	30	12	1	.4	14	5.6
Revenue generation in my organisation is within industry average	111	44.2	73	29.1	30	12	15	6	22	8.8
Our organisation has high reputation among customers and stakeholders	113	45	56	22.3	29	11.6	11	4.4	42	16.7
There is low employee turnover in my organisation (The rate at which employees leave the organisation is low)	102	40.6	48	19.1	20	8	36	14.3	45	17.9

Source: Field Survey, 2022

Legend: SA= Strongly Agree, A= Agree, U= Undecided, D = Disagree, SD = Strongly Disagree

Table 5 shows that 76.9% of the respondents affirmed that their organisations’ return on investment (ROI) is within industry average while 82% supported the statement that their organisations have high customer base when compared with similar organisations in the industry. It is also revealed that 37% of the respondents did not support the statement that revenue generation in their organisations is within industry average. Out of the respondents to the statement that their organisations have high reputation among customers and stakeholders, 63.7% of the respondents supported the statement while 11.6% were undecided on the statement. Table 5 also reveals that 59.1% of the respondents affirmed to the statement that there is low employee turnover in their organisations (the rate at which employees leave the organisation is low) while 32.2% and 8% of the respondents either opposed or were undecided about the statement respectively.

Test of Hypotheses

Hypothesis One: There is no significant relationship between employee training and organisational performance in selected indigenous oil and gas companies in Lagos State, Nigeria

Correlations

Variables	Employee Training	Organisational Performance
Employee Training	Pearson Correlation	.208**
	Sig. (2-tailed)	.001
	N	251
Organisational Performance	Pearson Correlation	.208**
	Sig. (2-tailed)	.001
	N	251

** . Correlation is significant at the 0.01 level (2-tailed).

The Pearson’s Product Moment Correlation Coefficient was carried out to establish the relationship between employee training and organisational performance. The Correlation result shows that the correlation between employee training and organisational performance is positively and statistically significant (r = 0.208, n = 251, p < 0.001). Therefore, the hypothesis which states

that there is no significant relationship between employee training and organisational performance is rejected.

Hypothesis Two: Self-directed learning does not significantly affect organisational performance in selected indigenous oil and gas companies in Lagos State, Nigeria

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.334 ^a	.112	.108	4.29885

a. Predictors: (Constant), Self-directed learning

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	578.620	1	578.620	31.310	.000 ^b
	Residual	4601.539	249	18.480		
	Total	5180.159	250			

a. Dependent Variable: Organisational performance

b. Predictors: (Constant), Self-directed learning

The regression analysis shows that the $R^2 = 0.112$ explains how much of the variance in the dependent variable (Organisational Performance) is explained by the model. This means that the model explains 11.2% of the variance in the performance of the organisations. The ANOVA table shows that the computed F statistic is 31.310 with an observed significance level of less than 0.05. This indicates that the hypothesis that self-directed learning does not significantly affect organisational performance in selected indigenous oil and gas companies in Lagos State, Nigeria is rejected.

Hypothesis Three: Mentoring does not have significant correlation with organisational performance in selected indigenous oil and gas companies in Lagos State, Nigeria.

Correlations

Variables		Mentoring	Organisational Performance
Mentoring	Pearson Correlation	1	.139*
	Sig. (2-tailed)		.028
	N	251	251
Organisational Performance	Pearson Correlation	.139*	1
	Sig. (2-tailed)	.028	
	N	251	251

*. Correlation is significant at the 0.05 level (2-tailed).

The Pearson’s Product Moment Correlation Coefficient was carried out to establish the association between mentoring and organisational performance. The correlation result shows that the correlation between mentoring and organisational performance is positively and statistically significant ($r = 0.139$, $n = 251$, $p < 0.05$). Therefore, the hypothesis which states that mentoring does not have significant correlation with organisational performance is rejected

Discussion of Findings

Based on the findings of the study, it could be observed that the relationships between the components of human resource development and organisational performance are significant and positive but weak. The implication of this is that there are other factors outside the components of

human resource development that organisations should possess to achieve superior performance. The study has demonstrated that human resource development is an important factor in organisational performance and this can be seen from the responses in Table 2 where 84.5% of the respondents upheld that with necessary training, employees are better equipped to perform on their jobs. Also, majority which is 87.6% of the respondents in Table 4 affirmed that employees who are mentored are often more productive in the workplace.

The results from hypotheses one and two demonstrate that employee training has a significant relationship with organisational performance and that self-directed learning also significantly affect organisational performance. These findings are consistent with the findings of other studies such as Rumawas (2015) that concluded that human resource development programme through education and training greatly supports the performance of the employees in the company and also the study by Sholesi (2021) that found that as employees' training and development increases, organisational performance is improved.

In the same vein, the result of hypothesis three which found that the correlation between mentoring and organisational performance is positive and statistically significant is in line with the findings of Shah, Othman and Mansor (2016) that mentoring has a positive impact on business performance and that improved business performance can be achieved by enabling efficient mentoring programmes. Equally, the findings of hypothesis three is in line with the outcome of Badhwar, Chandan and Singh (2019) study that revealed that with mentoring, the skills and knowledge of the protégés are enhanced and that would improve the achievement of the organisational need towards its goal and culture.

Conclusion

This study examined the relationship between human resource development and organisational performance in selected oil and gas industries in Lagos State Nigeria. The study adopted employee training, self-directed learning and mentoring as the dimensions of human resource development and the specific objectives of the study were therefore to examine how the three components of human resource development relate with and affect organisational performance. The results from the test of hypotheses revealed that employee training significantly relates with organisational performance and that self-directed learning significantly affect organisational performance. While the result of hypothesis three also revealed that mentoring has a significant relationship with organisational performance. Based on the findings, the study concluded that human resource development has significant relationship with organisational performance.

Recommendations

Based on the findings of the study, the following recommendations are made;

- i. For organisations to get the full benefit from the potentials of its workforce, they should pay adequate attention to employees' training and that such training should also focus on self-directed learning which has a strong influence on enhancing the learning capacity of the employees.
- ii. Also, it is recommended that formal mentorship programmes as a component of human resource development should be instituted in organisations so that skills and knowledge could be appropriately transferred from more experienced employees to those with lesser experience.

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