

The Role of Training in Enhancing Human Capital: a Scientific Approach to its Modern Perceptions in the Organizational Environment

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Abstract:

This study examines training as a pivotal mechanism for human capital development within organizational contexts, employing a scientific and analytical approach to explore its modern perceptions. By analyzing the evolution of human resource management (HRM) frameworks, the paper positions training as a strategic lever for enhancing institutional performance, adaptability, and competitiveness amid technological and structural shifts. Through conceptual and theoretical analysis, the study establishes a direct correlation between targeted training investments and organizational resilience, arguing that human capital development is integral to long-term institutional success. The findings underscore the necessity of embedding training initiatives within strategic planning processes, proposing a paradigm shift from ad-hoc training to systemic, competency-driven programs. Methodologically, the research adopts a descriptive-analytical approach, synthesizing HRM theories with empirical insights to advance a model for training optimization in dynamic organizational environments.

Keywords: Human assets, organizational performance, strategic management, strategic planning, training

1. Introduction

Over the past few years, the world has undergone profound and fundamental transformations that have affected all dimensions of contemporary life economic, social, and political across nations regardless of their developmental stage. Amidst these sweeping changes, modern administrative thought has increasingly recognized the strategic importance of human resources, acknowledging their critical role in achieving organizational objectives.

Given the growing emphasis in recent academic literature on the Human Resources (HR) function, this paper seeks to examine its core components particularly human resources development as a central pillar in enhancing institutional performance. This interest stems from a well-founded scientific understanding that human beings possess untapped cognitive and creative capacities, which, when effectively harnessed, can significantly strengthen institutional strategies. Within the broader framework of modern HRM systems, the functions of development including training, learning, and organizational growth are instrumental in unlocking these human potentials.

Human capital is not merely a workforce; it is a reservoir of intellectual energy, innovation, and proactive engagement. As such, this study raises the central research question: **How does training, as a developmental function in human resources management, contribute to enhancing human capital according to a contemporary scientific vision that keeps pace with the challenges of the modern regulatory environment?**

To address this question, the study is structured around four key thematic axes, which are:

1. The conceptual and historical evolution of human resource management and its link to human capital;
2. Core Functions of Human Resource Management and Their Contribution to Human Capital Development;
3. Sustainable Human Resource Development: Concepts and Tools in Modern Organizational Environments;

4. Training as a Strategic Tool for Enhancing Human Capital: Foundations and Contemporary Applications.

1. The Concept and Evolution of Human Resource Management

Human Resource Management (HRM) has evolved into a critical organizational function, now recognized as equally essential as finance, marketing, and operations. This elevated status stems from the growing recognition of human capital as a strategic asset that directly impacts organizational efficiency and success. As a result, modern HRM has expanded beyond administrative tasks to encompass a wide range of strategic functions, including workforce planning, talent acquisition, performance management, training and development, and employee engagement—all aimed at optimizing human potential to drive sustainable growth.

1.1. Defining Human Resource Management

Contemporary scholars conceptualize Human Resource Management (HRM) as a strategic framework for optimizing organizational performance through workforce development. Sikula's definition viewing HRM as "the systematic deployment and development of human resources within an organization" highlights its core functions: workforce planning, talent acquisition, performance management, and crucially, training and development. These processes collectively aim to transform raw labor into strategic human capital, emphasizing the pivotal role of continuous learning in enhancing employee competencies, productivity, and long-term institutional competitiveness. (Abdel-Baqi, 2005, p. 20).

A systems-oriented perspective defines HRM as "the strategic process of assessing organizational talent requirements and securing, developing, and deploying human capital with the precise competencies needed to achieve competitive advantage." This definition underscores HRM's dual focus:

Strategic Alignment – Proactively bridging workforce capabilities with organizational objectives
Capability Cultivation – Prioritizing targeted training and skill development to transform labor into value-generating human capital
By framing HRM as an investment mechanism rather than an administrative function, this approach directly supports your thesis on training's role in enhancing

workforce productivity and adaptability in modern organizational ecosystems.” (Shawish, 1996, p. 27).

Synthesizing these perspectives, HRM can be broadly defined as:

“A strategic and operational function dedicated to managing individual affairs within the organization, with the objective of continuously enhancing skills and competencies, while ensuring effective job-person fit, in pursuit of the organization’s overarching goals.”

1.2. Historical Evolution of Human Resource Management

The development of HRM as a distinct field has passed through several significant phases:

- **Pre-Industrial Revolution Era:** Characterized by artisanal production and home-based manufacturing, this period witnessed minimal worker rights and absolute control by employers. There was a notable absence of legal frameworks or institutional mechanisms to protect labor, and human resource concerns were largely neglected (Zuwailf, 1994, p. 10).
- **Industrial Revolution Era:** With the advent of mechanized production in the 18th century (in the West) and later in the Arab world (19th–20th centuries), factories began to replace manual labor. This era brought about large-scale employment, but also introduced harsh working conditions, long hours, and the emergence of supervisory hierarchies that often exacerbated worker exploitation. These developments underscored the urgent need for labor reforms and better working conditions (Maher, 2001, p. 35).
- **20th Century Developments:** This period marked the formalization of personnel management practices. Influenced by key events and movements such as **Scientific Management**, **World War I**, the **Human Relations School**, and **World War II**, the century witnessed a shift towards understanding the psychological and social

needs of workers, setting the stage for modern HRM philosophies (Zuwaitf, 1994, p. 11).

2. Core Functions of Human Resource Management

Building upon the conceptual and historical framework, HRM encompasses a set of integrated functions designed to align human capital capabilities with organizational strategy. The primary HRM functions include:

2.1. Job Description and Analysis

Job description is a fundamental HR activity aimed at developing a detailed and accurate account of each position within the organization. According to Abdul Baqi (2004, p. 103), this process entails compiling essential information, including:

- A general overview and definition of the job;
- Specific duties and responsibilities associated with the role;
- Assigned powers and decision-making authority;
- Working conditions and internal organizational relationships;
- Required qualifications, skills, and personal attributes for job incumbency.

Accurate job descriptions not only facilitate recruitment and training, but also form the basis for promotion and internal mobility decisions by aligning employee profiles with job requirements. As emphasized by Hassan (1995, p. 245), this alignment is critical for effective career management.

2.2. Human Resource Planning

This function involves the systematic forecasting of future human resource needs within the organization. It includes determining the types of roles required and estimating the number of individuals needed for each role over a specified period (Mahmoud, 1995, p. 245). Strategic planning ensures the organization is neither understaffed nor overstaffed and can respond efficiently to market and operational demands.

2.3 Recruitment and Talent Sourcing

Recruitment refers to a structured process involving multiple activities and procedures designed to attract and build a pool of competent candidates. As defined by Mahmoud (2008, p. 59), it aims to secure individuals with the highest levels of skill and efficiency, tailored to meet the institution's current and future workforce demands.

2.4 Selection and Appointment

Selection is the decision-making process through which the most suitable candidates are chosen from a pool of applicants. It involves matching job requirements with individual qualifications, ensuring the best fit between the candidate and the job role. This alignment is essential for organizational efficiency and long-term employee performance (Shara, 2009, p. 02).

2.5 Training and Development

Training and development are integral to enhancing employee capabilities and ensuring alignment with evolving job demands. This function involves structured learning experiences that improve technical and behavioral competencies necessary for task performance. In light of increased organizational complexity and automation, this function is more critical than ever. For instance, the Basel II framework underlines the necessity of high-level human competencies in areas such as financial analysis, risk assessment, and auditing systems. Effective training initiatives, therefore, are not only developmental but also strategic in nature, enabling institutions to maintain competitive advantage and operational excellence.

2.6. Compensation and Rewards

The compensation function centers on establishing equitable and motivating reward systems for employees based on their performance and contribution to organizational objectives. According to Mahmoud (2008, p. 61), fair remuneration is determined through rigorous evaluation processes grounded in objective and scientific performance metrics. A well-structured compensation framework not

only reinforces employee engagement but also serves as a strategic tool for retaining top talent and encouraging a results-oriented culture.

2.7. Occupational Safety and Employee Welfare

This function encompasses the improvement of physical working conditions and the provision of comprehensive social and health services. It aims to foster a safe, supportive, and humane work environment that enhances employee well-being. Moreover, by promoting a culture of care and respect, institutions can cultivate positive employee attitudes and strengthen organizational loyalty (Gharbi & Qira, 2007, p. 17). Ultimately, the cumulative objective of HRM functions is to establish a productive, stable, and motivated workforce capable of meeting organizational challenges efficiently and sustainably.

3. Overview of Human Resource Development (HRD)

3.1. Conceptual Foundations of HRD

In modern administrative thought, development is no longer viewed narrowly through an economic lens; it has expanded to encompass a holistic approach where the human element is central to achieving comprehensive and sustainable development. The development of human capital is now widely acknowledged as a key determinant of economic progress and institutional success.

Several scholarly definitions help shape our understanding of HRD:

- **First Definition:** HRD is conceptualized as the process of meeting individuals' fundamental needs including food, shelter, healthcare, education, and culture while concurrently fostering the release and utilization of their creative and productive energies (Oak, 2002, p. 236).
- **Second Definition:** HRD refers to enhancing the knowledge, skills, and capabilities of the workforce across all domains of activity. This enhancement is based on systematic assessments and selection mechanisms that aim to optimize individual productivity and overall institutional efficiency (Marrakech, 2005, p. 61).
- The **third definition:** behavioral perspective defines Human Resource Development (HRD) as the process of enhancing individual

behavioral patterns, reshaping attitudes and beliefs, and aligning personal motives with organizational objectives. This definition emphasizes the capacity of HRD to foster adaptability in employees, enabling them to respond effectively to dynamic external environments. The goal is to harmonize individual aspirations such as goals, motivations, and capabilities with the functional requirements and strategic direction of the institution (Sameer, 2009, p. 78).

Integrated

Perspective:

Synthesizing the definitions, HRD can be understood as a comprehensive, continuous process involving training, professional development, and lifelong learning within the organization. Its ultimate purpose is to equip employees with the necessary skills and mindset to perform optimally, thereby contributing to the institution's competitiveness, adaptability, and sustainability within its operational landscape.

3.2 The Strategic Importance of Human Resource Development

The imperative for investing in HRD stems from its role as a cornerstone of organizational resilience and innovation. According to Ballout (2002, p. 238), key justifications for prioritizing HRD include:

- **Orientation and Integration:** Introducing new employees to institutional roles, norms, and operations, ensuring smooth integration into the organizational system.
- **Performance Standardization:** Clarifying expectations and guiding employee performance to meet organizational benchmarks.
- **Capacity Building:** Enhancing individual skills and competencies to align with institutional goals, fostering a sense of belonging and ownership among staff.
- **Succession and Future-readiness:** Preparing employees for higher responsibilities and upcoming challenges linked to technological, informational, and market-driven changes.
- **External Responsiveness:** Equipping employees to navigate external challenges such as labor globalization, cross-border competition, and evolving service quality standards.

3.3. Institutional Responsibilities in HRD

Effective Human Resource Development requires shared responsibility across hierarchical levels within the organization. As outlined by Sameer (2009, p. 80), these responsibilities can be classified as follows:

Table No. (1): The Responsibilities of Human Resources Development at the Administrative Levels

Administrative level	Human Resource Development Responsibilities
Senior Management	<ul style="list-style-type: none"> • Having a clear future vision for the concept of human development. • An honest understanding and full conviction of human resource development. • Develop structure, policies and long-term plans. • Providing the necessary financial resources. • Determine the specifications and cost of the required quality.
Middle Management	<ul style="list-style-type: none"> • Organization and direction • Participate in the development of human resources development plans and policies. • Being the closest to observing the behavior and work of the executive workforce, it is responsible for revealing and evaluating their capabilities and capabilities • Assessing the needs of workers for training, education and development after evaluating the disease.
Executive Management	<ul style="list-style-type: none"> • Trying to mix the ability and desire to achieve and provide the service to the fullest. • Mastery of work and good handling of service applicants. • It is their responsibility to learn the needs associated with daily work through self-development.

Source: (Samir, 2009, pp. 80-81.)

We conclude that HRD is the product of the concerted efforts of all levels of the organization and is not the exclusive preserve of HRM.

3.4. Conclusion on Human Resource Development

It can be concluded that Human Resource Development is not the sole responsibility of the Human Resources Management (HRM) department but rather the outcome of collaborative efforts across all levels of the organization. Achieving sustainable and impactful development requires strategic alignment and shared commitment from top leadership to operational staff.

3.5. Core Functions of Human Resource Development

While the categorization of HRD functions varies across theoretical models, the following are commonly recognized as central components:

A. Organizational Development

Organizational development refers to intentional efforts to introduce change within the structural, human, or operational components of an institution. The aim is to enhance problem-solving capabilities, foster self-renewal, and ensure adaptability to both internal dynamics and external environmental pressures. These changes may pertain to physical infrastructure, workflows, or human interactions and must align with broader environmental transformations (Skarna, 2009, p. 50).

B. Organizational Learning

As the foundation of institutional growth, organizational learning equips employees with the capabilities necessary for achieving targeted performance levels. To be effective, it must be proactively planned to meet specific skill gaps and respond to evolving job demands (Hassan, 2001, p. 50).

C. Training

Training is defined as a structured organizational intervention aimed at enhancing individual performance and role readiness. It involves administrative and operational efforts to improve knowledge, skills, and behavioral competencies needed to fulfill current and future job roles (Shawshi, 2005, p. 231).

4. The Training Function in Institutions

Despite differences in institutional size or sector, the principles and processes of training remain universally relevant. Yet, in many organizations, employees often lack a clear understanding of the strategic role of training. This section explores the training function through key dimensions:

4.1. Defining Training

Training has been defined in multiple ways by scholars. Key definitions include:

- “A mechanism through which employees acquire the necessary knowledge, attitudes, and skills to perform tasks effectively using existing or new technologies, thereby modifying their behavior and enhancing performance” (Abbas, 1999, p. 107).
- “A structured learning process that entails the acquisition of competencies, rules, and values aimed at improving individual and collective performance” (Hassan, 1999, p. 167).
- “A developmental intervention designed to equip employees with capabilities for current tasks and to prepare them for higher-level responsibilities” (Ammar, 1999, p. 217).

4.2. Importance of Training

Training is indispensable not only for strengthening current performance but also for preparing employees for future roles. Its strategic value lies in:

- Enhancing speed, quality, and cost-effectiveness in task execution;

- Bridging the gap between actual and expected performance levels;
- Aligning individual and organizational goals;
- Building an internal communication and consulting culture;
- Ensuring adaptability to technological and organizational change;
- Motivating employees and fostering professional pride;
- Increasing productivity and minimizing occupational hazards;
- Supporting employee career progression ;
- Enhancing interpersonal relations and team collaboration;
- Boosting morale and engagement through skill empowerment (Abbas, 1999, p. 109).

4.3 Types of Training

Training programs can be classified into three main types (Timawi, 2009, p. 03):

- **General Training:** Enhances productivity across various organizations and is typically aligned with national education systems.
- **Specialized Training:** Tailored to the unique needs of the training organization and not fully transferable to other institutions.
- **Fully Specialized Training:** Designed exclusively for internal institutional roles, often delivered through on-the-job or off-the-job formats, and non-transferable in value.

4.4. Training as an Integrated System

Effective training is not an isolated or spontaneous activity. It represents a cohesive system characterized by:

- **Integration of Core Components:**
 - Target participants;
 - Required knowledge and competencies;
 - Trainers and HR practitioners;
 - Institutional challenges and learning objectives.

Integration of Activities:

- Diagnosis of organizational and behavioral patterns;
- Identification of training needs;
- Program design and execution;
- Monitoring and evaluation.

Integration of Outcomes:

- Economic benefits (cost/time savings, output improvement);
- Behavioral change (attitudes, motivation, teamwork);
- Skill enhancement (technical and soft competencies).

As emphasized by Al-Salami (1985, p. 355), training is also a **technical profession**, requiring expertise in needs assessment, instructional design, program delivery, and outcome measurement.

4.5. Training Methods

Several methodologies are employed in training delivery, including (Abdul Baqi, 2000, p. 222):

- **On-the-Job Training:** Practical training within the actual work environment under direct supervision.
- **Job Rotation:** Exposing employees to various departments/functions to build versatility.
- **Simulated Work Environments:** Controlled settings replicating actual job conditions.
- **Lectures and Audio-Visuals:** Effective for theoretical knowledge transfer at low cost.
- **Role Playing:** Allows trainees to simulate real-world interactions, especially useful in leadership and customer service training.
- **Sensitivity Training:** Enhances emotional intelligence and group interaction by increasing awareness of interpersonal impact (Syed Ahmed, 1994, p. 37).

5. Conclusion:

The study stresses that the success of any administrative body depends on the development and efficient exploitation of the human element, but

institutions, especially in developing countries, suffer from the absence of a clear vision in the field of human resources development, especially in the fields of evaluation and motivation. The study recommends revisiting HRM policies, by adopting an effective allocation of resources and providing ongoing training programs based on merit. It also criticizes the random and weak planning of human resources in the public sector, which led to poor performance and inflation of the functional apparatus, in the absence of a clear strategic vision that reflects international best practices.

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