

## Training as One of the Strategies for Job Performance Quality in Public Institutions: A Field Study at the Headquarters of El Oued Municipality

Korichi Zohra<sup>1\*</sup>, Mehda Belgacem<sup>2</sup>

<sup>1</sup>\*University of El-Oued, Email: chzohra390@gmail.com

<sup>2</sup>Social Development and Community Service Laboratory, University of El-Oued, Email: mehdabel39@gmail.com

**Received:** 09/09/2024

**Accepted:** 01/11/2024

**Published:** 25/12/2024

---

### Abstract:

This study aims to determine the correlation between training—represented by its dimensions: training methods, training programs, and training needs—and the improvement of employee performance at the headquarters of El Oued Municipality. The study sought, through the analysis of the questionnaire, to highlight the extent to which training contributes to enhancing the performance of human resources in the institution under study. The descriptive method was adopted, and the necessary statistical tests were conducted to answer the research problem. To achieve the study's objectives, a questionnaire was distributed to 80 employees. A total of 78 questionnaires were retrieved, with 8 being excluded for not meeting the criteria, resulting in a final sample size of 70 participants. After analyzing the data using SPSS, several findings were reached, the most notable of which is the existence of a positive and direct relationship between training and the improvement of employee performance at El Oued Municipality. This relationship is most evident in the training methods, while the weakest correlation is found between training dimensions and training programs. Meanwhile, no relationship was found between training needs and employee performance.

**Keywords:** Training methods, training programs, total quality, job performance, public institution.

### I. Introduction:

The focus on the customer is no longer limited to business sector organizations but has also become a key objective for public institutions—not due to competition, but as a response to criticism of government performance and rising public expenditures despite relatively scarce public resources. Thus, the search for the most appropriate management approaches has led to the adoption of Total Quality Management (TQM), which represents the continuous efforts made by every individual within a public organization to improve performance in line with citizens' expectations. These efforts are guided by a set of principles, methods, and procedures.

Training is one of the main strategies for enriching personal development and modifying behavior to meet the requirements of effective performance on both individual and societal levels. With the rapid changes occurring in contemporary society since the mid-20th century, it has become essential to reconsider existing organizational practices—not only to align with these changes and maximize their benefits but also to ensure ongoing organizational development that complies with quality standards and takes full advantage of advances in communication and information technologies.

In this context, training plays a vital role as a fundamental approach for developing and qualifying human resources to meet the demands of high performance in an environment marked by competition, organizational complexity, and continuously evolving technologies. Training has become widely recognized across management levels as an effective tool for addressing many problems faced in various operational areas. Many managers now see training as a desirable and ongoing process. Even if the anticipated benefits are not fully achieved, it is considered harmless at the very least. Organizational performance is influenced by various factors, and training is one such internal factor that can be acquired through work experience and ongoing activity. Other contributing factors include financial incentives, working conditions, supervisory relationships, and workgroup dynamics, all of which impact performance by influencing the needs individuals strive to fulfill.

Several challenges related to training, including staff development, selection, orientation, and other factors, have posed significant obstacles to institutional development, often leading to economic stagnation, bankruptcies, layoffs, and closures. This highlights the importance of our research, which seeks to answer the following primary question:

**Is there a correlation between training and the improvement of job performance among employees at the El Oued Municipality?**

This central question leads to several sub-questions:

- Is there a correlation between training methods and the quality of job performance among employees at the El Oued Municipality?

- Is there a correlation between training programs and the quality of job performance among employees at the El Oued Municipality?
- Is there a correlation between training needs and the quality of job performance among employees at the El Oued Municipality?

### **Hypotheses of the Study:**

#### **Main Hypothesis:**

There is a statistically significant correlation between training and the quality of job performance among employees at the El Oued Municipality.

#### **Sub-Hypotheses:**

- H1: There is a statistically significant correlation between training methods and the quality of job performance among employees at the El Oued Municipality.
- H2: There is a statistically significant correlation between training programs and the quality of job performance among employees at the El Oued Municipality.
- H3: There is a statistically significant correlation between training needs and the quality of job performance among employees at the El Oued Municipality.

## **I. Theoretical Framework and Previous Studies**

### **1. Concepts of the Study**

#### **Training**

##### **1.1 Definition of Training:**

- A planned activity aimed at bringing about changes in trainees in terms of their skills, knowledge, attitudes, and behaviors, making them more competent to perform their jobs efficiently and productively (Mujahidi, 2009).
- A method that helps trainees develop correct habits, thoughts, movements, and skills by providing them with practical tasks and technical knowledge to optimize their current or future job performance.
- An activity practiced by humans since birth, involving learning through imitation and repetition (theoretical or practical), and referring to the ongoing acquisition of knowledge, experience, traditions, and customs throughout life (Masoud, 2012).

#### **From the above, an operational definition of training can be proposed:**

Training is a continuous process centered around the individual as a whole. It aims to bring about behavioral, intellectual, and technical changes that respond to current and future needs required by the individual's role in the organization and society.

Training is, therefore, one of the fundamental pillars of community development and the development of governmental institutions in all fields and disciplines, as it provides knowledge, skills, and experiences to individuals and, consequently, to institutions in general. It is an organized and ongoing process that delivers new information and skills while developing personal attitudes and behaviors that allow individuals to progress and overcome past mistakes or shortcomings.

### **2. Importance of Training:**

The importance of training lies in three main areas:

- Importance to the organization
- Importance to employees
- Importance for the development of human relations

### **3. Types of Training:**

Training takes various forms and types, differing in method and purpose depending on the training situation. Managerial training can be classified based on the following criteria:

#### **3.1 Based on Time (Mohamed, 2002):**

- Pre-employment training, which may include orientation and on-the-job training.
- In-service training, which may include both on-the-job and off-the-job training.

#### **3.2 Based on Location:**

- In-house training, which includes on-the-job training within the organization.
- External training, which includes off-the-job training conducted outside the organization.

### 3.3 Based on Objective:

- Training to refresh knowledge
- Training to develop skills
- Behavioral training

### 4. Training Objectives:

The objectives of training are:

- Acquiring the necessary knowledge and skills to perform the job;
- Increasing coordination at all levels;
- Reducing the need for supervision;
- Modifying and improving behaviors required by the job and society;
- Eliminating problems faced by employees and the institution;
- Increasing employee satisfaction by changing their attitudes (Masoud, 2012).

The success of a training process is typically measured by how well its goals are identified and achieved. Defining specific and detailed training objectives is the process known as training needs assessment.

When a training need is identified within an institution, it means that there is a deficiency or gap in a particular area that can be addressed through planned and organized training. Therefore, training is a tool that helps bridge a specific gap or deficiency within the institution.

### 5. Training Dimensions:

In this study, the **training variable** was measured through the following dimensions:

- **Training Tools:** These include all materials, equipment, and devices used as training aids. They enhance perception, engagement, and understanding of the training content and improve the trainee's skills (Mohamed, 2006).
- **Training Programs:** These represent the process of converting training needs into practical steps through a program designed to address deficiencies in knowledge, skills, or behavior.
- **Training Needs:** Defined as "the existence of a current or future discrepancy between the existing situation and a desired one regarding organizational, job, or individual performance—in knowledge, skills, or attitudes, or all of them" (Al-Sabbagh, 2008).

Another scholar points out that assessing training needs is based on the relationship between actual performance and targeted outcomes and is conducted at four levels: individual, job performance, team performance, and organizational performance (Al-Tarawneh, 2011).

Training needs are thus the changes required in an individual's knowledge, skills, experience, behavior, and attitudes to enable them to assume a higher position or perform their current duties more efficiently. Training needs are the starting point and main pillar for successful training, as they guide the training process in the right direction to develop human resources (Tekla, 1980).

### Total Quality of Job Performance

The key term in the concept of Total Quality Management (TQM) is "management." Quality performance does not occur randomly or by chance. It happens only when it is strategically planned and integrated into the very core of the organization's operations. TQM infiltrates all aspects of institutional work and is driven fundamentally by "leadership"—specifically the type of leadership needed to ensure that every individual in the organization performs their work with high efficiency and a commitment to continuous improvement (Ahmed, 2003).

Joseph Jablonski defines TQM as a collaborative approach to accomplishing work, relying on the talents and capabilities of both management and employees to continuously improve quality and productivity through teamwork (Ziyada, 2011). TQM is a modern management approach based on a set of principles that organizations can adopt to achieve optimal performance. It is a managerial philosophy, a strategic approach, and a change management tool aimed at transitioning organizations from traditional thinking to practices aligned with the contemporary environment. It emphasizes human participation, encouraging employees to use their talents to foster continuous improvement.

### Job Performance

According to the *Dictionary of Administrative Sciences*, performance in an administrative context means carrying out job duties and responsibilities according to a standard expected of a competent, trained employee. This standard can be identified through performance analysis (Khubara', 2007).

The quality of job performance was measured through the following dimensions:

**a. Knowledge of Job Requirements:**

This includes general knowledge, technical and professional skills, organizational ability, and the ability to perform tasks without errors, along with relevant work experience (Saliha, 2010).

A job is distinguishable from others; for example, production differs from sales, and planning differs from control. Each function is considered distinct in terms of preparation and execution, though they may depend on each other.

**b. Performance Effectiveness (Quantity and Quality of Output):**

This refers to the amount of work an employee can accomplish under normal working conditions and the speed of accomplishment. It also includes seriousness, dedication, responsibility, and the ability to complete tasks on time, along with the need for guidance and the ability to assess outcomes (Al-Shanti, 2006).

**c. Creativity and Innovation:**

Creativity is a relative process that ranges from imitation and development to original innovation. It can be artistic, productive, or organizational, and may be individual or collective. Creativity is a continuous state throughout a person's life and various life aspects (Aya et al., n.d.).

Creativity also refers to an employee's dedication, ability to invent, and the organization's encouragement of creative thinking. It includes believing that innovation is the key to success and the employee's willingness to take risks.

The essence of creativity lies in the idea, which originates solely from humans. New knowledge and creative ideas are essential for societal development. Institutions seeking excellence must strive to give employees opportunities to develop organizational and managerial creativity. Creativity includes all activities performed by individuals within an organization, characterized by originality, fluency, flexibility, risk-taking, analytical ability, unconventional thinking, and sensitivity to environmental challenges.

**Public Institution**

Scholars and experts in administrative thought have varied in their definitions of management, but most agree it involves coordinating both material and human resources to achieve predetermined goals through scientific methods and the best possible means.

Public administration has had diverse definitions due to its evolution alongside multiple disciplines such as politics, law, economics, sociology, and business management. After the success of scientific management principles in the business sector, attention shifted to applying these principles in the public sector (Zweilf, 2010).

According to Ammar Aouabdi, a public institution is an administrative organization with legal personality and financial and administrative independence, operating under the supervision of central administrative authorities and subject to regulatory oversight. It is managed in a decentralized administrative manner to achieve specific objectives as defined in its legal framework (Ghallabi, 2011/2012).

Dr. Pierre Lourent defines a public institution as a legal person governed by public law that operates a specialized public service, independent from the state and local authorities but linked to them.

Professor Nasser Labad sees a public institution as a legal entity established for the independent management of public services affiliated with the state or local authorities (Labad, 2007).

Thus, the concept of a public institution combines both the legal definition rooted in administrative law and public service theory and the economic function it performs. Understanding this dual nature requires considering both aspects (Qadia, 2019).

**Second: Previous Studies**

1. Study by Mia et al. (2009) titled *"Measuring the Impact of Training on Employee Performance: A Field Study on the Directorate of Education in Al Buraimi Governorate, Sultanate of Oman"*.

This study aimed to measure the impact of training on the performance of employees in the Directorate of Education in Al Buraimi Governorate, Oman. It sought to assess the effectiveness, efficiency, design, and evaluation of appropriate training programs, and to determine the relationship between the trainees' skills and capabilities and the actual performance that training aims to achieve. The study was based on four hypotheses and conducted as a field study on the entire population of the Directorate, comprising 73 administrative staff members. The researchers used a combination of questionnaires and interviews, along with appropriate statistical methods to analyze the data. The study resulted in several findings.

2. Study by Al-Hadi (2017) titled *"The Role of Training in Employee Performance – A Case Study of Faisal Islamic Bank of Sudan, Kosti-Rabak Branch"*.

This study aimed to understand the role of training in employee performance at the Faisal Islamic Bank, Sudan, Kosti-Rabak Branch, during the period 2015–2016. The research problem was that the training received by employees had not been fully utilized and that employee performance evaluations were not being conducted accurately or in line with modern evaluation methods, negatively affecting performance and morale. The researcher hypothesized statistically significant

relationships between training tools, training programs, and training needs with employee performance. The study included all bank employees in both branches. Based on the problem statement, the researcher used historical, descriptive, and statistical methods, including the SPSS software for data analysis, as well as a case study methodology. Key findings included that training contributes to employee development and productivity, and that improving the quality of training programs helps achieve training objectives. The researcher recommended promoting a training culture by informing employees about various training methods and considering internal work environment and space planning.

3. Study by Masoud (2012) titled *"The Role of Human Resource Training in Building Managerial Leadership Capabilities – An Applied Study in the General Company for Electrical Industries, Baghdad"*.

The objective of this study was to quantify the relationship between training and managerial skill-building within the company, as well as to review and analyze the nature and types of training programs, and the current and future strategies for determining training needs. The study addressed the need to clarify the correlation and impact between training and administrative skills development in business organizations. The fieldwork was conducted in the General Company for Electrical Industries in Baghdad using interviews, questionnaires, and statistical analysis. The study found that the company paid significant attention to the stages of the training process. Statistical methods and quantitative modeling revealed a strong correlation and direct impact between human resource training and managerial and leadership skills across various dimensions and variables. Key recommendations included aligning training program design with actual trainee needs in accordance with the company's strategic objectives.

4. Study by Al-Rabi' (2007) titled *"The Impact of Training on Institutional Productivity – A Case Study of Sonelgaz"*. This study aimed to define training concepts and the various stages of the training process within the institution, analyze training needs, and determine the nature of productivity and its influencing factors. The fieldwork was conducted at Sonelgaz in Algiers between 2001 and 2005. The researcher selected a random sample of 50 employees with diverse roles including executives, assistants, operators, and skilled workers. Data collection tools included statistical surveys, questionnaires, and interviews. The researcher applied both descriptive and analytical methods in the theoretical framework and used the case study method in the practical part. The study tackled a critical and influential aspect of human resource performance, focusing on training system components and its stages, as well as its impact on individual productivity. The study concluded that most economic institutions heavily invest in human resources, viewing them as the primary driver for quality improvement, competitive advantage, and profitability. This is achievable through the adoption of policies and strategies aimed at human resource development and performance enhancement.

### **Position of the Current Study:**

Upon reviewing previous studies, it is evident that most of them focused on the descriptive aspect of the relationship between training and employee performance. They highlighted gaps in identifying training needs and the neglect of employee input in selecting appropriate training programs. Additionally, they pointed out the lack of evaluation for the training process and low motivation for employee participation in training. Most studies did not explore the effect of training duration and type on employee performance. Moreover, no comprehensive study was found that measured the effect of training needs assessment, duration, and type of training on employee performance in educational institutions. While the current study shares similarities with previous ones in terms of independent and dependent variables, it differs in geographic and temporal scope and in the nature of the research sample.

## **II. Field Study**

### **1. Study Methodology**

The methodology is considered the path that leads to uncovering the truth in various sciences, through a set of general rules that guide rational thinking and structure the reasoning process to reach acceptable conclusions.

The methodologies used in research vary depending on the subject matter, as the nature of the topic dictates the type of methodology. In this study, we opted to use the descriptive-analytical method, which is based on studying the phenomenon as it exists in reality and describing it accurately. Qualitative expression helps describe the phenomenon and clarify its characteristics. This approach is typically employed when the researcher is already familiar with the dimensions or aspects of the phenomenon under study, thanks to exploratory or descriptive research previously conducted on the topic. The aim is to gain detailed and accurate knowledge of the elements of the phenomenon being researched (Sa'ati, 1991).

The researcher observes and tracks a specific phenomenon using quantitative or qualitative methods over a specific period or multiple periods to understand the phenomenon in terms of content and substance and to draw conclusions that aid in understanding and developing the reality. The descriptive method seeks to collect facts and data on a particular phenomenon or situation and to interpret these facts adequately.

In this study, we adopted the descriptive method, through which we aim to describe the phenomenon and analyze and interpret the opinions of respondents at the El Oued municipal office.

## 2. Data Collection Tools

To achieve the study objectives, we used a questionnaire to evaluate the relationship between training and the quality of job performance. The questionnaire was developed by the researchers.

Questionnaire Items: We designed the questionnaire based on the research questions, and it contained 34 items distributed as follows:

- **Personal Data:** Four questions related to employee demographics (gender, age, educational qualification, job type).
- **Training Data:** Comprising 15 items distributed as follows:
  - Training tools: 5 items
  - Training programs: 4 items
  - Training needs: 5 items
- **Job Performance Quality Data:** 15 items, distributed as follows:
  - Knowledge of job requirements: 5 items
  - Performance effectiveness: 5 items
  - Creativity and innovation: 5 items

## 3. Fields of Study

Before starting the field study, it is necessary to introduce the institution under study by presenting a brief historical overview, the transformations it underwent, and its importance. This helps understand the nature of the human resources, their number, and the tasks they perform, especially since this study focuses on human capital.

- **Spatial Scope:** The study was conducted at the headquarters of the El Oued Municipality.
- **Temporal Scope:** This refers to the period during which the questionnaire was distributed to the study sample, who are administrative employees at the El Oued municipal headquarters. A random sample of 80 employees was selected from a total population of 172.

The distribution period lasted five days, from February 2, 2022, to February 6, 2022. Questionnaires were collected on February 10, 2022, and 78 responses were retrieved. After excluding 8 invalid questionnaires, the final sample size for analysis was 70.

- **Human Scope:** The El Oued municipal office employs 172 administrative staff members, distributed across various recognized administrative grades.

## 4. Study Sample and Sampling Method

Due to the difficulty of studying all the branches of the municipality dispersed across the province, the study was limited to the headquarters of the El Oued Municipality, located in the city center.

We relied on a random sampling method to select the sample, which consisted of 70 individuals.

## 5. Statistical Methods Used

- We used percentages and frequencies to describe the characteristics of the sample because we believe they reflect the true representation of the respondents, especially in the analysis of personal and job-related data.
- We used the Statistical Package for Social Sciences (SPSS) to analyze the questionnaire results and conduct the necessary tests to verify the study hypotheses and reach the final conclusions.
- We also applied Pearson's correlation coefficient to examine the relationship between training and job performance for the study sample.

## VIII. Conducting Reliability Tests

### 1. Calculating Cronbach's Alpha Coefficient

The **Cronbach's Alpha coefficient** was calculated, and the following table was obtained:

**Table (01): Cronbach's Alpha Coefficient**

<b>Cronbach's Alpha Number of Items</b>	
0.855	30

**Source:** Prepared by the researcher based on SPSS outputs.

### Analysis:

It is observed that the Cronbach's Alpha reliability coefficient has a positive value of 0.855 (85.5%), which exceeds the theoretical threshold of 0.60. This indicates that the scale is stable and internally consistent. The number of items is 30, and the reliability coefficient in this study is sufficient, which means the questionnaire results are reliable, valid, and capable of achieving the study's objectives.

## 2. Reliability Tests

**Table (02): Reliability Test Results**

Validity	Reliability	Number of Items	Axis Name	Axis Number
0.884	0.780	15	Training	1
0.832	0.691	15	Job Performance Quality	2
0.925	0.855	30	Total	-

**Source:** Prepared by the researcher based on SPSS outputs.

**Note:** Criterion-related validity was calculated using the reliability coefficient.

### Analysis:

From the table, it is clear that the data are reliable, with a total reliability value of 0.855 across all axes. Since the total Cronbach's Alpha coefficient is 0.925, which is greater than zero, it confirms the scale's reliability. Cronbach's Alpha values range between 0 and 1, and values above **0.7** generally indicate acceptable internal consistency.

**Table (03): Mean Scores for Training Dimensions**

Training Dimensions	Mean	Standard Deviation	Direction	Remark
Training Tools	3.8	0.77	Acceptable	
Training Programs	3.9	0.962	Acceptable	
Training Needs	4.01	0.269	Acceptable	

**Source:** Prepared by the researcher based on SPSS outputs.

### Analysis:

Based on the comparison of means using the ANOVA test, there is no statistically significant difference between the three training dimensions. The standard deviations—0.77, 0.962, and 0.269—are all greater than 0.05, which leads us to accept the hypothesis of no significant difference among the training dimensions.

**Table (04): Mean Scores of Job Performance Quality Dimensions**

Job Performance Quality Dimensions	Mean	Standard Deviation	Direction	Remark
Knowledge of Work Requirements	3.60	0.122	Acceptable	
Performance Effectiveness	3.05	0.312	Acceptable	
Creativity and Innovation	4.10	0.651	Acceptable	

**Source:** Prepared by the researcher based on SPSS outputs.

### Analysis:

Based on comparing the means using the ANOVA test, no statistically significant differences were found between the three dimensions of job performance quality. The values—0.122, 0.312, and 0.651—are all greater than 0.05, which leads to accepting the hypothesis.

## VIII. Hypotheses Testing

### Testing the Sub-Hypotheses

The following sub-hypotheses fall under the main hypothesis:

#### Hypothesis 01

*There is a statistically significant correlation between training tools and the quality of job performance of employees at the El Oued Municipality.*

**Table (05): Pearson Correlation between Training Tools and Job Performance**

Variables	N	Pearson Correlation Coefficient	Significance Level	Decision
Training Tools	70	0.347	0.003	Significant at 0.01
Job Performance Quality				

**Source:** Prepared by the researcher based on SPSS results.

### Interpretation:

The Pearson correlation between training tools and job performance equals 0.347 at a significance level of 0.01, indicating a statistically significant positive correlation. This result is both logical and realistic.

This suggests that audio-visual tools enhance focus on the training content at El Oued Municipality. Lecture methods combined with practical application are considered among the most effective, and dialogue-based approaches encourage idea exchange and learning from others. Furthermore, role-playing techniques help reinforce training and address errors in real-time, while varied training methods improve trainees' knowledge acquisition.

### Hypothesis 02

*There is a statistically significant correlation between training programs and the quality of job performance of employees at the El Oued Municipality.*

**Table (06): Pearson Correlation between Training Programs and Job Performance**

Variables	N	Pearson Correlation Coefficient	Significance Level	Decision
Training Programs	70	0.244	0.042	Significant at 0.05
Job Performance Quality				

**Source:** Prepared by the researcher based on SPSS results.

### Interpretation:

The Pearson correlation between training programs and job performance is 0.244 at a 0.05 significance level, confirming a statistically significant positive correlation.

This indicates that the content of training programs aligns with job requirements and helps address performance gaps. Consequently, the administration regularly develops training programs that achieve their intended goals, ensuring that training opportunities are available for all employees across departments.

### Hypothesis 03

*There is a statistically significant correlation between training needs and the quality of job performance of employees at the El Oued Municipality.*

**Table (07): Pearson Correlation between Training Needs and Job Performance**

Variables	N	Pearson Correlation Coefficient	Significance Level	Decision
Training Needs	70	0.189	0.117	Not significant at 0.05
Job Performance Quality				

**Source:** Prepared by the researcher based on SPSS results.

### Interpretation:

The Pearson correlation between training needs and job performance is 0.189 at a significance level of 0.05, indicating no statistically significant relationship between training needs and job performance.

This means that the administration does not prioritize orientation training for new employees, nor does it set training objectives in advance. Additionally, the current training may not improve employees' understanding of their duties as stated in regulations. However, the training periods do appear to follow standardized criteria, and the administration is focused on measurable and assessable training needs.

### Main Hypothesis

*There is a statistically significant correlation between training and improvement in the quality of job performance of employees at the El Oued Municipality.*

**Table (08): Pearson Correlation between Training and Job Performance**

Variables	N	Pearson Correlation Coefficient	Significance Level	Decision
Training	70	0.339	0.004	Significant at 0.01
Job Performance Quality				

**Source:** Prepared by the researcher based on SPSS results.



### **Interpretation:**

The Pearson correlation between training and job performance is 0.339 at a significance level of 0.01, indicating a statistically significant positive correlation. This result is logical and realistic.

It means that training influences employees' understanding of job requirements, as each employee needs to know the precise details of any additional tasks assigned to them, which in turn enhances their speed and accuracy in task completion.

Additionally, training improves performance effectiveness, particularly in accuracy, speed, and error reduction, as well as problem-solving related to job duties.

Training is also linked to creativity and innovation, enabling trained employees to propose new ideas and innovative solutions in their work.

### **IX. General Findings of the Study**

- There is a statistically significant positive correlation between training tools and job performance quality at the 0.01 significance level. This result is both logical and realistic.
- There is a statistically significant positive correlation between training programs and job performance quality at the 0.05 significance level. This result is also logical and realistic.
- There is no statistically significant correlation between training needs and job performance quality at the 0.05 significance level.
- There is a statistically significant positive correlation between overall training and job performance quality at the 0.01 significance level. This result is logical and realistic.

Additional findings include:

- Training contributes to the development and improvement of employee performance;
- Induction training for new employees enhances self-confidence and raises morale;
- There is a positive relationship between training tools and employee job performance;
- Choosing the appropriate training method based on the nature and type of job leads to satisfactory results;
- Diversification in training programs contributes to performance improvement and helps employees understand their job duties;
- There is no direct positive relationship between improvements in identifying training needs and employee performance.

### **Conclusion**

Training is an activity that institutions place great importance on, aiming to develop employees' work-related abilities. It provides individuals with the necessary information and skills required to align with the institution's strategic goals in a dynamic environment. The technological and organizational changes faced by institutions today require employee competencies to evolve in order to meet new demands.

Accordingly, institutions must seek appropriate training and development programs for their employees through qualified training institutions. Training is seen as a complementary function to hiring; it is not sufficient for institutions to simply recruit employees—they must also prepare and develop them to effectively perform their duties. This includes equipping them with the latest knowledge, methods, and skills required to excel at work.

Based on this study, we present the following recommendations:

- Promote a training culture by educating employees about various training methods to enhance their understanding of training;
- Involve employees in the process of identifying training needs to benefit from their input and emphasize the importance of training;
- Pay attention to external training opportunities to encourage international exchange of expertise;
- Empower employees to actively participate in the training process, thereby enhancing their confidence;
- Consider internal work environment factors and focus on workspace planning;
- Conduct client surveys on employee performance and service delivery at El Oued Municipality;
- Establish a special award for the ideal employee.

### **References**

1. Zaki Abu Ziyadeh, *The Impact of Applying Total Quality Management on Organizational Performance – Applied Study on a Sample of Palestinian Commercial Banks*, An-Najah University Journal for Research - Humanities, Vol. 25(4), 2011, p. 883.

2. Ahmed Ibrahim Ahmed, *Total Quality in Educational and School Management*, Dar Al-Wafaa for Printing and Publishing, Alexandria, 1st ed., 2003, p. 90.
3. Amin Sa'ati, *Simplifying Scientific Research Writing – Bachelor, Master, and Doctorate*, Saudi Center for Strategic Studies, Heliopolis, 1991, p. 07.
4. Aya Sakhleh et al., *Organizational Culture and Its Impact on Job Performance in Nablus Municipality*, An-Najah National University, Nablus, undated, p. 21.
5. Bouzid Ghellabi, *Concept of Public Enterprise*, unpublished Master's thesis in Public Administration Law, University of Larbi Ben M'hidi – Oum El Bouaghi, 2010/2011, p. 24.
6. BouariwaRabii, *The Impact of Training on Institutional Productivity – A Case Study of SONEGAS*, unpublished Master's thesis in Organization Management, Faculty of Economic Sciences, University of M'hamedBougara – Bumerdes, 2007.
7. Tahseen Ahmad Al-Tarawneh, *Determining Training Needs as a Basis for Planning Training in Security Agencies*, Modern Methods Seminar in Planning and Training, Administrative Sciences Department, Naif Arab University for Security Sciences, 2011/05/23–25.
8. Saudah Mohamed, *Strategic Planning for Human Resources Management*, Al-Maaref Publishing, Cairo, 2006, p. 120.
9. ShamiSalihah, *Organizational Climate and Its Impact on Employee Performance – Case Study of University of M'hamedBougara, Bumerdes*, unpublished Master's thesis, Faculty of Economic Sciences, 2010, p. 65.
10. Taher Mejahdi, *The Effectiveness of Vocational Training and Its Impact on Performance – A Field Study at TINDAL Textile Company, M'sila*, unpublished PhD dissertation in Work and Organizational Psychology, University of Mentouri – Constantine, Algeria, 2009, p. 35.
11. Abdel-Bari Ibrahim Darrah & Zuhair Naim Al-Sabbagh, *Human Resources Management in the 21st Century – A Systemic Approach*, 1st ed., Dar Wael Publishing, Amman, Jordan, 2008, p. 317.
12. Abdel Qader Hussein, *Essentials of Human Resource Training*, Al-Arabi Printing and Publishing, Damascus, Syria, 2002, p. 20.
13. Abdel Karim Darwish & Laila Takla, *Principles of Public Administration*, Anglo Egyptian Library, Cairo, 1980, p. 603.
14. Abdallah Qadia, *The Legal Framework of the Public Enterprise in Algeria as an Economic Agent*, Sharjah University Journal of Legal Sciences, Vol. 16, No. 01, June 2019, pp. 613–614.
15. Ali Tayeh Masoud, *The Role of HR Training in Building Managerial and Leadership Capacities – An Applied Study in the General Company for Electrical Industries / Baghdad*, PhD Dissertation, Business Administration, Saint Clements International University, Iraq, 2012.
16. Ali Tayeh Masoud, *Unpublished PhD Dissertation, Business Administration, Saint Clements International University, Iraq*, 2012, p. 34.
17. Ibid., p. 40.
18. Ibid., pp. 62–63.
19. Ali Younis Miya et al., *Measuring the Impact of Training on Employee Performance – A Field Study at the Directorate of Education in Al Buraimi Governorate, Sultanate of Oman*, Tishreen University Journal for Research and Scientific Studies – Economic and Legal Sciences Series, Vol. 31, No. 01, 2009.
20. Awadallah Mohamed Ali Mohamed Al-Hadi, *The Role of Training in Employee Performance – Case Study of Faisal Islamic Bank, Kosti-Rabak Branch*, Master's Thesis, Department of Business Administration, Imam Al-Mahdi University, 2017.
21. Expert Team, *Dictionary of Administrative Sciences*, Arab Administrative Development Organization – Research and Studies, 2007, p. 543.
22. Mahmoud Abdelrahman Ibrahim Al-Shanti, *The Impact of Organizational Climate on Human Resources Performance – A Field Study on Ministries of the Palestinian National Authority in the Gaza Strip*, unpublished Master's Thesis, Islamic University, Gaza, 2006, p. 50.
23. Mahdi Hassan Zweilf, *Personnel Management*, Arab Society Publishing and Distribution, Jordan, 1st ed., 2010, p. 19.
24. Nasser Labad, *Essentials of Administrative Law*, 2nd ed., Algeria, 2007, p. 213.
25. Yaqub Mohamed, *In-Service Training: Concept and Importance*, Arab Planning Institute, Kuwait, 2002, p. 105.