

Job Training and Its Role in Enhancing the Productivity of Economic Institutions - A Case Study of Naftal Company (Algeria), "Médéa" Branch

Abdelkader Mouzaoui¹, Imane Zouarqui²

¹Lecturer A, University of Mostaganem, Faculty of Economic, Commercial and Management Sciences (Algeria).

²Lecturer B, University of Khemis Miliana, Faculty of Economic, Commercial and Management Sciences (Algeria).

The Author's Email: abdelkader.mouzaoui@univ-mosta.dz¹,

i.zouarqui@univ-dbk.m.dz².

Received: 14/02/2023 Published:26/09/2023

Abstract:

Job training is considered a fundamental topic in our present era, occupying the top priorities of many advanced and developing countries alike. It is regarded as one of the key elements of development adopted by these institutions to build a capable workforce capable of facing current and future pressures and challenges.

Most indicators point to the growing interest in the function of job training, given its connection to an individual's performance in their occupation and the quality of their products. A decrease in an individual's performance results in a decrease in the quality of their products, necessitating direct intervention by human resource management to take all necessary measures to address this decline. This intervention aims to raise an individual's marketing performance to the desired level and consequently elevate the quality of their products to the required standards.

Keywords: Human resources; Job training; Productive activity; Performance; Production; Added value.

1- Introduction:

In light of the various profound changes that occurred in the late twentieth century on economic, technological, social, and political levels globally, institutions operating in the midst of these transformations were compelled to adopt new strategies that allow them to respond flexibly and swiftly to their constantly evolving competitive environment. Most of these strategies were built upon modern marketing thinking, with marketing now being considered the vital factor in the success of institutions and, by extension, in the success of the overall institution's strategy, which represents the source of all strategies, including productivity.

This evolution was a result of the effective and significant contribution of the human element, which is not merely considered the primary driver of the production process but the most crucial element for the institution and the economy as a whole. It is the foundation of change within the institution, and due to its increasing importance, it has become imperative to have a dedicated management function for it known as human resource management. This function is regarded on par with other vital functions within the institution, each having its unique significance.

The role of human resource management has always been geared towards the development, utilization, and investment in the human element's capabilities and potential. Using job training to enhance an institution's standing in the market is closely tied to improving the conditions of training within the organization. A real connection has emerged between job training and productivity, underscoring the significance of each for the other. Based on this foundation, the following main research question can be posed:

What is the role of job training in improving the productivity of economic institutions?

From this primary question, the following sub-questions can be formulated:

- * What is the concept of job training within an organization?
- * Does production activity management have an effective role within the institution?
- * What impact does job training have on improving marketing job performance?
- * Are there statistically significant differences in the sample respondents' attitudes towards the reality of job training attributed to personal variables?

2- Hypotheses of the Study:

- * Job training is considered one of the effective activities that contribute to enhancing the performance of human resources within an organization.
- * Job training serves as a fundamental source for the organization to gain a competitive advantage due to its possession of internal resources responsible for achieving that advantage.
- * The impact of job training on improving productivity in activities adds value to achieving better performance.
- * There are statistically significant differences in the sample respondents' attitudes towards the reality of job training attributed to personal variables.

3- Importance of the Study:

The significance of this study lies in the following aspects:

* Involving and harnessing the human element to achieve the overall goals of the institution, particularly production-related objectives.

* Due to the limited attention that economic institutions, especially in developing countries like Algeria, pay to the importance of training and individual competencies as strategic assets for achieving competitive excellence, this research can contribute to raising awareness among organizational leaders about the significance of job training, particularly in terms of distinctive competencies and skills.

* The need for general management to achieve alignment among various functions within the institution, where job training and production activity are interconnected.

4- Study Objectives:

This study aims to analyze, identify, and evaluate the impact of job training on job productivity, particularly in enhancing performance. Further insight into this aspect reveals the following objectives:

* Attempt to deeply review and methodically assess some of the knowledge contributions presented by numerous researchers in the field of job training and job productivity and analyze them.

* Attempt to propose a theoretical approach that assumes achieving better job productivity is primarily linked to job training and its activation through adopting modern interventions, including communication, empowerment, and knowledge management.

* Attempt to explore some of the job production systems related to job training.

5- Study Methodology:

To achieve a precise understanding of the elements of our research problem, the descriptive-analytical methodology was adopted. This methodology was employed to define the nature of performance, its dimensions, influencing factors, as well as to describe and analyze how job productivity is evaluated and improved.

We also utilized this approach to describe and analyze the human resource and job training aspects, as well as to understand the outcomes resulting from their activation through communication and knowledge management.

Furthermore, we used it to analyze the overall situation of Naftal Company's "Médéa" branch, including its emphasis on job training to enhance its production performance for a competitive position in the dynamic oil market.

The case study method was employed to delve deeper into the study by collecting information and data about the current situation through surveys. This was done to assess its performance and the role of job training in that context.

6- Study Divisions:

Due to the nature of the topic and its requirements, as well as for methodical organization, the research was divided into two main parts: theoretical and practical.

In the theoretical part, there are two main axes:

- Regarding the first axis, titled "Job Training in Economic Institutions."
- The second axis is titled "Evaluation of Production Performance and Influencing Factors."
- In the third axis, representing the practical aspect, the study includes a case study titled "A Case Study of Naftal Company's Medea Branch."

Axis One: Job Training in Economic Institutions

Training is considered one of the most crucial factors for enhancing the human element and a measure of an individual's progress within the institution and society. It is also a choice for addressing challenges and keeping pace with technological advancements. Training facilitates the spread of new professional cultures, with digital culture being the most prominent among them. This is achieved by improving the efficiency and skills of workers. Consequently, institutions can enhance their productivity and maintain the quality of their products and services. Furthermore, it provides users with opportunities to improve their educational and professional levels, enabling them to qualify for professional and social promotions.

First: Definition of Job Training

Professor Flippo defines job training as: "The activity aimed at imparting and increasing an individual's knowledge and skills to perform a specific job¹". In this context, knowledge refers to the quantity and type of information and facts that an individual knows or absorbs from a specific job. As for skills, it refers to the ability to perform duties or work at the required levels of competency with the least possible energy and effort.

Job training is also defined as: "An effective activity that contributes to enhancing the skills of human resources in performing their tasks to implement marketing plans and current and future work programs on scientific foundations with the aim of improving the efficiency and effectiveness of the institution²".

This definition emphasizes the aspect of skill development and how it can be enhanced among individuals in the workforce to enable them to perform their tasks efficiently and effectively, taking into account the possibilities of evolving and changing work and the technologies used within the organization.

¹ - Saleh Ouda Saeed, Personnel Management, Open University, Tripoli, 1994, p. 223.

² - Nabil Al-Husseini Al-Najjar, Human Resource Management: A Theoretical and Functional Approach, Ain Shams Library, Cairo, 2000, p.258

Amr Wafy Aqlie defined job training as: "A planned process that uses methods and tools with the aim of creating, improving, and refining skills and capabilities in individuals, expanding their knowledge to perform efficiently, and raising their productivity level, thereby enhancing the productivity of the organization in which they work as a workforce³".

Among the important definitions of job training is the definition by "Ali Abdul Wahab," where he defined it as: "An organized and continuous process centered around the individual as a whole, aimed at bringing about specific behavioral, technical, and mental changes to meet specific current or future needs required by the individual, the work they perform, the organization they work for, and society as a whole⁴".

Through the previous definitions, it becomes clear that job training is an activity that involves providing individuals with new skills, concepts, and principles, enabling them to practice these advanced methods and experimentally apply them to enhance their performance. Therefore, we can describe that the goal of training is an attempt to change the behavior of individuals and make them use different methods and techniques in performing their work, different from what they used before the training.

Figure Number(01): The training program



Source: Ali Mohammed Abdel Wahab, as previously mentioned reference, page 19.

When discussing the concept of training, it's worth noting that there is a difference between training, education, and learning. Education means increasing general knowledge and understanding of the environment in which a person receives their education. It also involves enhancing the learner's ability for logical thinking, understanding, and interpreting knowledge by developing their mental capacities to comprehend logical relationships between various changes and phenomena around them. Education is usually associated with the formal schooling one receives in schools and universities, and it focuses on the subject matter rather than the individual.

On the other hand, training focuses on the individual and how to change their behavior, attitudes, and relationships in the workplace. Learning, in turn, involves understanding behavioral changes resulting from the experiences an individual goes through. "Bass" and

³ - Amro Wafy Aqli: Human Resource Management, Zahran Foundation, Jordan, 2001, p. 220

⁴ - Ali Mohammed Abdel Wahab: Training and Development, a Scientific Introduction to the Efficiency of Individuals and Organizations, Riyadh, Institute of Public Administration, 2004, p. 19.

"Vaughan" define learning as "permanent change in behavior resulting from practice or prior experience⁵".

Through this definition, the difference between education and training becomes clear. While training focuses on imparting and developing skills and knowledge for individuals, education results from the knowledge and skills an individual acquires through learning, training, or both.

In this regard, "Ali Al-Sulami" believes that training achieves its objectives through the phenomenon of learning, which takes the following forms⁶:

- **Learning Skills:** It refers to learning the ability to perform a specific task, such as typing on a typewriter.

- **Learning Facts and Concepts:** It refers to the understanding of principles and laws of the phenomena surrounding the learner, incorporating them into their mind, and relying on them in their actions and behavior.

- **Learning Attitudes:** It refers to the extent to which a person benefits from the influence of work campaigns and the conditions surrounding the individual and how it reflects on their attitudes, desires, and satisfaction with work.

Secondly: The Importance of Functional Training

Many institutions have reconsidered their training programs to achieve competitive advantages through what is called "high motivation training⁷". In this concept, the training program is aligned with the strategic goals of the institution. This approach focuses on a structured design model to ensure training quality compared to its cost, as well as in comparison to other institutions.

The application of this concept contributes to creating a work environment that supports continuous learning in organizations to face competition, meet customer needs, and adapt to ever-changing quality standards and marketing specifications due to technological changes.

In general, training aims to increase the capacity of employees to work by developing their professional skills and redirecting their attitudes and behaviors to serve the goals of the institution they work for. The role of training lies in improving productivity in the following aspects:

⁵ - Omar Salem Al-Zaruq: Training Process Program, Tripoli, Publications of the National Institute of Administration, 2002, p. 8.

⁶ - Ali Al-Salami: Strategic Human Resource Management, Ghareeb Publishing House, Cairo, 2002, p. 349.

⁷ - Suhaila Mohammad Abbas, Ali Hussein Ali: Human Resource Management, Wael Publishing House, 2005, p. 108.

1-Development of Individuals' Skills:

This is achieved by increasing an individual's ability and efficiency in performing a specific job through training, introducing them to it, and familiarizing them with the surrounding conditions and the style of its execution.

2-Enhancement of Individuals' Mental Capabilities:

In addition to providing a high degree of skill, training aims to develop personal and mental capabilities of individuals, enabling them to utilize their potential more effectively.

3- Improvement of Individual Productivity:

Undoubtedly, increasing an individual's skills and capabilities will lead to improved productivity. This results in a higher quantity of defect-free production, which, in turn, reflects on production costs, leading to their reduction and an increase in the institution's profits.

4- Reduction of Workplace Accidents:

Workplace accidents that occur due to individuals' lack of experience or their inability to perform work effectively constitute a significant portion of total workplace accidents. Training workers on machinery and production methods contributes to reducing these errors and accidents resulting from a lack of experience and skill in the job⁸.

5- Reducing the Need for Supervision:

Training contributes to reducing the need for intensive and continuous supervision of workers, as trained workers do not require constant supervision. Additionally, it enhances communication methods with individuals.

6- Improving Production Quality:

Training helps improve the quality of production by reducing the percentage of defective resources due to improved worker efficiency. It also aids in reducing employee turnover because trained workers tend to be more engaged and attached to their work compared to untrained workers.

The second axis: Evaluating Production Performance and Influencing Factors

In this section, we will discuss how to evaluate production performance and the various factors that can impact it. Additionally, we will explore the importance of marketing performance for economic institutions and their surrounding environment.

⁸ - Jean Longatte, Jacques Muller, Business Economics, Dunod, Paris, 2004, p. 01.

Firstly, Production performance evaluation:

The evaluation of marketing performance has significant benefits for various types of institutions. Before delving into the details, let's present various definitions related to performance evaluation.

1- Definitions:

There are multiple definitions of marketing performance evaluation, and they vary from one author to another and from one researcher to another. However, there hasn't been a universally accepted definition that encompasses all these scientific viewpoints. Some of the most commonly used concepts related to performance evaluation include:

Some researchers view marketing performance evaluation as a subsequent process to decision-making. Its purpose is to examine the financial and economic position of the organization at a specific date. This is done through methods such as financial analysis and managerial review⁹.

As for Anne-Riberolles, she takes a particular view of marketing performance evaluation, stating that "Marketing performance evaluation is not limited to predicting management but is an implementation of organization with preparation for the future with more clarity." She also suggests that marketing performance evaluation can be expressed as the center of the triad (human resource - performance - future).

On the other hand, researcher Gary Dessler defines performance as "the assessment of current or past performance of an individual in relation to performance rates." Thus, it is a process that involves:

- * Establishing and preparing performance rates for the work.
- * Evaluating the actual performance of the employee based on these rates.
- * Providing feedback to the employee with the aim of encouraging them to eliminate performance defects or continue performing above the required standard¹⁰.

The researcher Nour-EddineChnoufi provides a definition of marketing performance evaluation that includes the following characteristics:

- A regular administrative process.
- A continuous periodic process.
- A comprehensive review process.
- A fair and objective process.

⁹ - Abdul Mohsen Tawfiq Muhammad, "Performance Appraisal," Dar Al-Nahda Al-Arabiya, Egypt, 2003, p. 03.

¹⁰ - Gary Dessler, "Human Resource Management," Dar Al-Mareekh, Riyadh, Saudi Arabia, 2003, p. 322.

- A developmental and purposeful process.
- An administrative monitoring process.
- A measurement and comparison process.

Each of these characteristics represents a specific aspect within the overall framework of the comprehensive performance evaluation process.

Additionally, researcher Marie Tresanini views marketing performance evaluation as "the result of findings that have been reached".

This text discusses different definitions and perspectives on performance appraisal. It highlights that performance appraisal involves evaluating actual performance and comparing it to pre-set goals or objectives. Tawfiq Abdul Mohsen views it as a measurement of actual performance compared to desired or achievable results. It provides a dynamic picture of what has happened and is happening, assessing the success in achieving goals and executing plans to take appropriate actions for performance improvement¹¹.

Based on the above, it can be said that there is no consensus among most authors on defining a comprehensive concept of marketing performance evaluation. Each concept is related to its purpose. For the purposes of this study, we can extract the following definition from the various concepts mentioned:

Marketing performance evaluation means: "The organized assessment of an individual concerning their current job performance and their future capabilities to handle higher-level job responsibilities. In other words, marketing performance evaluation aims to determine the level of efficiency in this performance, attempting to identify its contribution to accomplishing assigned tasks, which may potentially be entrusted to the individual in the future. This evaluation also considers their behavior and actions in the work environment related to it, as well as their self-capabilities and potential within a time frame¹²".

So, we can deduce from this comprehensive definition that the evaluation of an organization's production performance is: "The sum of evaluating an individual's performance in this field, as it is the feedback loop for various policies' performance evaluation for human resources, including results of evaluating policies related to hiring, promotion, wages, compensation, bonuses, etc. In other words, the results of these policies lead to the results of production performance evaluation."

¹¹- Abd al-Muhsin Tawfiq Muhammad, the reference mentioned earlier, page 05.

¹²- Ali Abdullah, a university publication, University of Algeria, 2003, page 01.

2- Benefits of production performance evaluation:

Performance rates, from an administrative control perspective, are beneficial in demonstrating the effectiveness of processes and shedding light on problem areas that require corrective action, including¹³:

*Improper use of individuals: where functional accumulation arises from the gradual decrease in the workload until the employees, as a whole, reach a suitable numerical level but are not distributed in a way that preserves the relationship between work and employees.

*Improper workload distribution: where the workload is increased on some organizational units while others carry a minimal workload.

*Existence of complex procedures that can only be corrected through performance evaluation, such as inappropriate procedures.

*Inadequate equipment operation, where the equipment is not used efficiently or is in a deteriorated state.

The benefits of production performance evaluation can be summarized in the following points¹⁴:

*Performance evaluation is considered one of the most important pillars upon which the process of monitoring and control is built.

*Performance evaluation directly helps in diagnosing and solving problems, identifying the strengths and weaknesses within the organization.

*It is also one of the most important sources of data needed for planning.

Secondly: The factors affecting production performance evaluation are as follows:

The officials should consider several factors that may impact the performance of an organization in terms of marketing. Among these factors are:

1- Variation in Workload: Significant differences in the volume of work can affect performance. Organizations dealing with larger workloads may require fewer resources per unit of work compared to those with smaller workloads. The presence or absence of backlog work can also impact production rates. A minimal amount of unfinished work is generally considered normal and necessary to ensure a continuous workflow for employees. However, an excessive backlog can either accelerate production or hinder it,

¹³ - Muhammad Ali al-Salami, Performance Evaluation within an Integrated Information System, Management Journal, Volume Nine, Egypt, 2004, page 42.

¹⁴ - Dennis Molho, The Overall Performance of the Company, Organization Edition, Paris, France, 2003, page 22.

depending on the circumstances. Excessively accelerated production may not always be sustainable and can lead to a decrease in the quality of the final product¹⁵.

2- Organizational and procedural improvements have a direct impact on performance:

The production rate depends on various factors, including the suitability of organizational and procedural arrangements. Organizational adjustments, for example, often result in changes in the workflow and work sequence, which can affect the production rate. Automating manual processes (replacing manual labor with machinery) typically leads to a significant increase in production rates. Similarly, streamlining work steps in a process reduces the resources required to complete a unit of work.

***Organizational Adjustments:** Changes in organizational flow and procedures can significantly affect production rates. For example, organizational restructuring often leads to changes in the pace of work. The automation of manual tasks (replacing manual labor with machinery) can result in a noticeable increase in production rates. Similarly, streamlining work processes by reducing steps required for a task can reduce the resources needed to complete the work unit.

***Geographical Variations in Identical Processes:** The performance of identical processes may vary depending on the geographical location of the units due to local conditions. For instance, the rate of data collection and registration may vary depending on whether it is conducted at seaports, airports, or only at land borders in a country. Factors such as the level of inspection required at each location, the regularity of the flow of entry and exit, and differences in languages used can all influence the marketing rate.

3- Quality of Work Unit: The quality of the work unit itself can lead to different production rates. Performance rates are inherently quantitative but may contain variables related to the quality of the work performed. For example, a process may show a good production rate quantitatively but may yield poor quality results qualitatively.

4- Four Factors Affecting Production Performance: Some researchers believe that four factors influence production performance, which can be summarized as follows¹⁶:

-The accuracy of the information used as a basis for many transportation and promotion decisions.

-The behavior of subordinates by reviewing their actions because they are considered the cornerstone of the organization and an active part in performance evaluation.

-Activating the organizational process through which plans and work systems can be reviewed.

¹⁵ - AbdulmohsenTawfiq Mohamed, reference mentioned earlier, p. 7.

¹⁶ - Gary Dessler, reference mentioned earlier, p. 325.

-Improving and developing performance levels in the organization based on which the overall performance of the organization is evaluated.

Thirdly: The Importance of Production Performance Evaluation for Economic Institutions

Production performance evaluation is considered a review and monitoring of the rest of the policies of human resource management. Through the results of performance evaluation, management can assess¹⁷:

-The extent of the success of the selection policy: The evaluation examines whether the right person is assigned to a job that aligns with their interests, capabilities, qualifications, and matches their level of ambition.

-Assessment of the validity of the tests conducted for employees: In other words, the extent of the availability of the properties of reliability and validity of these tests.

-Validity of training programs: Meaning how well they respond to the need for training, the effectiveness of these programs in developing employees' skills, and instilling appropriate cultural values.

The third axis: Presentation and analysis of the field study results for the Naftal Company, Médéa Branch.

Any scientific research is based on a set of general steps and rules that are in line with the nature of this research, allowing the researcher to conduct scientific and objective analysis of the data collected from the research field. The type of data to be collected and the nature of the study itself led us to use the applied study tool, which is the questionnaire.

The questionnaire is a means of data collection, using a form that includes a set of written statements on the research topic, directed at individuals to obtain quantitative and qualitative data on how and what.

First: The Methodological Framework of the Study

1- Study Field:

A - Geographical Scope: The study was limited to a group of directorates, numbering 08 in total: Directorate of Raw Material Production, Quality Control Directorate, Technical Directorate, Specializations Directorate, Quality Control Directorate, Human Resources Directorate, Public Utilities Directorate, and Supply and Trade Directorate. It also included the cells that make up the Naftal branch in Médéa.

¹⁷ - The same previous reference, page 326.

B - Subject Scope: This study focused on researching the extent of the Naftal branch's interest in job training and marketing. It did so by examining two main axes:

- The reality of job training in the branch.
- Production performance.

2- Study Sample:

One of the fundamental factors that any researcher must determine before starting their study is defining the research population. This population consists of all individuals who form the subject of the study's problem. The number or size of this population may vary depending on the study's goals and precision.

In our study, the research population includes 08 directorates with approximately 300 employees of varying levels. The sample size was 60 individuals, representing a (20)% proportion of the research population. This sample was randomly selected from the original research population, especially those individuals related to human resources management and production.

3- Research Tools and Methods:

A - Study Tools:

*** Questionnaire Construction:**

Based on previous studies and references, a questionnaire was designed for the purpose of collecting primary data from the study sample. After incorporating the proposed modifications, it was distributed to the study sample, including managers, executives, and department heads. A total of 60 questionnaires were distributed to individuals in the study sample, and 47 questionnaires were returned, representing a response rate of 78.33%. Seven incomplete questionnaires were excluded, leaving 40 questionnaires for analysis.

The questionnaire consisted of 5 points on a Likert scale, graded according to the criteria as follows:

Strongly Agree: 5

Agree: 4

Neutral: 3

Disagree: 2

Strongly Disagree: 1

In order to measure the attitudes of the sample individuals, scores were assigned to these tests, and the scale was divided into three ranges to determine the degree of agreement: Range [1-2.33] represents low agreement, Range [2.34-3.66] represents moderate agreement, and Range [3.67-5] represents high agreement.

*** Internal Consistency:**

To calculate the internal consistency of the questionnaire axes, the correlation coefficient for each statement within the three axes was calculated, demonstrating the internal consistency of the three questionnaire axes.

Table Number: (01) illustrates the correlation coefficients of the statements describing the reality of on-the-job training at Branch D at the level of (0.01).

Phrase Number	Corrélation Coefficient
01	0.530
02	0.637
03	0.629
04	0.648
05	0.125
06	0.801
07	0.680
08	0.751
09	0.760
10	0.762

Source: Compiled by the researchers based on SPSS results.

From the table above, it is evident that the correlation coefficients between the scores of each statement describing the reality of training at the branch and the overall score for this axis are all statistically significant at the (0.01) level, except for statement number (5), which is not statistically significant at the (0.01) level. All correlation coefficient values are positive and range from (0.530) to (0.801), indicating internal consistency among the statements describing the reality of human resource management at the branch.

Table Number: (02) illustrates the correlation coefficients of the statements describing the production performance, all statistically significant at the (0.01) level.

11	0.732
12	0.735
13	0.763

14	0.740
15	0.552
16	0.661
17	0.624
18	0.401
19	0.520
20	0.693
21	0.743
22	0.724

Source: Compiled by the researchers based on SPSS results.

From the table above, it is evident that the correlation coefficients between the scores of each statement describing the level of product quality at the branch and the overall score for this axis are all statistically significant at the (0.01) level. All correlation coefficient values are positive and range from (0.401) to (0.763), indicating internal consistency among the statements describing the level of performance in the production aspect.

***Questionnaire Reliability:**

The questionnaire's reliability was calculated for its dimensions and the questionnaire as a whole by calculating the Cronbach's Alpha coefficient to measure the questionnaire's reliability. The following table illustrates the reliability coefficients (Alpha / Cronbach) for the questionnaire's dimensions.

Table Number: (03) Reliability Coefficients for the Questionnaire Dimensions.

Questionnaire	Cronbach's Alpha Value
First axis	0.88
Second axis	0.85
Whole Questionnaire	0.90

Source: Compiled by the researchers based on SPSS results.

The table above shows the reliability coefficients for the two questionnaire dimensions and the questionnaire as a whole. It is evident from the Cronbach's Alpha value for the first dimension, which is (0.88), that it is very high, confirming the stability of this dimension and the reliability of its results for interpretation and discussion. Similarly, the Cronbach's Alpha value for the second dimension, (0.85), is also high, indicating the

stability of this dimension. The Cronbach's Alpha value for the entire questionnaire, (0.90), is very high, making it reliable for interpreting and discussing the results.

B - Statistical Methodology Used in the Study:

To achieve the study's objectives and analyze the collected data, the statistical analysis package for social studies, SPSS, was used. This was done to calculate:

- Frequencies, percentages, mean scores, and standard deviations to describe the responses of the study sample regarding the three study dimensions.
- Pearson correlation coefficients to determine the internal consistency of the study's performance.
- Cronbach's Alpha reliability coefficient to calculate the reliability coefficients for the three questionnaire dimensions and the questionnaire as a whole.
- Variance analysis by personal variables, with significance levels set at (0.05) or less.

Secondly: Presentation of Study Results

1- Statement and analysis of the results related to the first part:

In this section, data related to the personal and job characteristics of the study sample are presented. These include gender, age, years of service, and educational level.

Table Number: (04) Personal and Job Characteristics of the Study Sample.

Variable	Categories	Frequency	Percentage %
Gender	Male	25	62.5
	Female	15	38.5
Age	Lessthan 25 years	1	2.5
	25 to 29 years	7	17.5
	30 to 34 years	12	30
	35 to 39 years	7	17.5
	40 to 44 years	9	22.5
	45 years and older	4	10
Years of Service	Lessthan 5 years	9	22.5
	5 to 9 years	13	32.5
	10 to 14 years	3	7.5

	15 years and more	5	37.5
Education Level	Lessthan high school	3	7.5
	High school or equivalent	14	35
	University	21	52.5
	Postgraduatestudies	2	5

Source: Compiled by the researchers based on SPSS results.

2- Statement and Analysis of Results Related to Part Two:

First Axis: The Reality of On-the-Job Training at the Naftal Company - Médéa Branch -

To determine this, frequencies, percentages, mean scores, and standard deviations for the statements related to the reality of on-the-job training at the branch were calculated. The mean scores were used to rank the statements according to their average values, and the following table presents the results:

Table Number: (05) illustrates the responses of the study sample to the statements describing the reality of on-the-job training at Naftal Company - Médéa Branch - for the first axis.

N _o	Statement	StronglyAgree		Agree		Neutral		Disagre e		StronglyDisagr ee		Avera ge	Standard Deviation
		K	%	K	%	K	%	K	%	K	%		
01	Training is very important for your organization	10	25	21	52.5	3	7.5	5	12.5	1	2.5	3.73	1.136
02	The organization develops its training activities	1	2.5	21	52.5	5	12.5	21	52.5	3	7.5	3.10	1.165
03	Training has an evaluation department	3	7.5	22	55	8	20	7	17.5	1	2.5	2.92	1.240

04	The organization seeks skilled and competent staff	6	15	11	27.5	10	25	11	27.5	2	2	5	3.44	1.075
05	Specific criteria are used for selection and training	3	7.5	15	37.5	11	27.5	8	20	3	3	7.5	4.22	0.489
06	All employees have equal training opportunities	2	5	8	20	8	20	14	25	8	20	3.60	1.130	
07	Employees possess knowledge and skills for their roles	3	7.5	12	30	12	30	10	25	3	7.5	3.72	1.102	
08	There are disputes among employees	1	2.5	20	50	12	30	5	12.5	2	5	3.47	1.130	
09	Senior management is respected by employees	8	20	12	52.5	8	20	1	2.5	5	2	3.55	0.938	
10	Senior management provides monthly and annual	5	12.5	16	40	7	17.5	7	17.5	5	12.5	3.90	1.094	

reports													
Total											3.506	0.933	

Source: Compiled by the researchers based on SPSS results.

- **General Summary Results:** The overall mean score is 3.506, falling between [2.34] and [3.66]. This indicates a moderate level of agreement, meaning that the study sample members agree to some extent that the institution trains and educates workers well and fairly. They also do not believe that the institution is fully effective in monitoring both trainers and trainees, but there is a small dispersion in the sample's responses (standard deviation 0.933).

- From the ranking of mean scores, it can be inferred that the institution seeks to attract competent individuals from the human resources pool who possess the necessary skills, abilities, and qualifications, by selecting them according to specific criteria. Additionally, top management is concerned with preparing monthly and annual reports on the performance of employees. However, the institution does not evaluate the performance of those responsible for training workers functionally and does not develop its activities.

Second Axis: Level of Production Performance at Naftal Company -Médéa Branch -

To determine this, frequencies, percentages, mean scores, and standard deviations for the statements related to the level of production performance at the branch were calculated. The mean scores were used to rank the statements according to their average values, and the following table presents the results:

Table Number: (06) illustrates the responses of the study sample to the statements describing the production performance at Naftal Company - Médéa Branch - for the second axis.

No	Statement	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Average	Standard Deviation
		K	%	K	%	K	%	K	%	K	%		
11	Meeting customer desires and requirements is a priority for the company	12	30	24	60	3	7.5	1	2.5	0	3.3	3.30	1.023
12	The marketed products have specific	14	35	23	57.5	3	7.5	0	0	0	0	3.31	1.130

	and distinct quality and specifications												
13	The company produces its products according to the required specifications	12	30	26	65	2	5	0	0	0	0	3.44	1.020
14	Products reach the customer on time	8	15	21	52.5	8	20	5	12.5	0	0	3.01	1.202
15	Each employee has a responsibility to improve quality and thus increase company sales	11	27.5	21	52.5	5	12.5	3	7.5	0	0	3.445	1.056
16	Competition from other companies has a positive impact on the quality of your products	10	25	18	45	8	20	3	7.5	1	2.5	3.53	0.985
17	Customer satisfaction is the most important strategy followed by the company	10	25	24	60	3	7.5	3	7.5	0	0	3.61	0.957

	in production												
18	The company produces high-quality products	14	35	18	45	6	15	2	5	0	0	4.25	0.514
19	There are budget estimates for production	8	20	16	40	10	25	4	10	2	5	4.44	0.480
20	Your company's products have a wide circulation in the local and even international market	5	12.5	19	47.5	7	17.5	9	22.5	0	0	4.32	0.793
21	Control of marketed products is of great importance to your company	18	45	18	45	2	5	2	5	0	0	4.40	0.735
22	The improvement of employees' performance and the quality of your products are reasons for the development of your production	7	17.5	25	62.5	1	2.5	5	12.5	2	5	4.41	0.742
Total												3.63	0.802

Source: Compiled by the researchers based on SPSS results.

- **Overall Summary Results:** The overall mean score is 3.63, falling between [2.34] and [3.66]. This indicates a moderate level of agreement, meaning that the study sample members agree to a considerable extent that production performance has a significant position at the branch. However, there is a small dispersion in the sample's responses (standard deviation 0.802).

- From the ranking of mean scores, it can be inferred that the institution sets budget estimates to facilitate future identification of production needs at the branch. Additionally, the company's sales development is a result of its employees' performance and product quality. Consequently, the institution places importance on production performance and will do its utmost to support the production process. This is further confirmed by the control of the products produced to ensure their delivery to customers. Therefore, the company's products have a wide market presence, both domestically and internationally. The institution focuses on improving worker performance to enhance sales quality by providing material and human resources to satisfy customer satisfaction, aligning products with customer demands. This is achieved when branch production performance is elevated, and customer satisfaction is placed as a top strategy followed by the institution in production matters.

3- Testing Study Hypotheses:

Through the following, we can determine the validity or invalidity of the hypotheses put forth in the study regarding the study.

Primary Hypothesis 1: Stated as follows:

H0: There is no statistically significant effect of on-the-job training on raising the production performance of Naftal Company at the 0.05 significance level.

H1: There is a statistically significant effect of on-the-job training on raising the production performance of Naftal Company at the 0.05 significance level.

To test this hypothesis, we used a simple regression analysis, as shown in the following table:

Table Number (07): Results of the Regression Analysis for On-the-Job Training and Raising Production Performance at Naftal Company.

Statement	Independent variable : job training				
	R Corrélation	R-squared Determination Coefficient	B Regression Coefficient	T-calculated T-value	Sigsignificance level
Dependent Variable: Enhancing Naftal's Production Performance	0.731	0.639	0.216	0.940	0.00

Source: Compiled by the researchers based on SPSS results.

The table above illustrates the impact of on-the-job training on raising the production performance of Naftal Company. The results of the statistical analysis revealed the following:

- The correlation coefficient value is 0.731 (R), indicating a strong relationship between on-the-job training and raising production performance.
- The determination coefficient value is 0.639 (R²), meaning that 63.9% of the variation in sales is attributed to the variation in on-the-job training.
- The regression coefficient value is B = 0.216, signifying that an increase of one unit in on-the-job training leads to an increase in production performance by 0.216 units.
- The calculated t-value is 0.940, significant at the 0.00 level. Therefore, we reject the null hypothesis and accept the alternative hypothesis, which suggests that there is a statistically significant effect of on-the-job training on raising the production performance of Naftal Company at the 0.05 significance level.

Primary Hypothesis 2: Stated as follows:

H0: There is no statistically significant difference in the sample's responses regarding the reality of on-the-job training attributed to personal variables.

H1: There is a statistically significant difference in the sample's responses regarding the reality of on-the-job training attributed to personal variables.

To test this hypothesis, we used a one-way ANOVA test to verify the presence of statistically significant variation in responses regarding the reality of on-the-job training attributed to personal variables.

Table Number (08): Results of Variance Analysis by Personal Variables.

Variable	Source of Variation	Sum of Squares	Mean Square	F-Value	SigSignificance Level
Gender	Between Groups	3.552	0.165	0.616	0.851
	Within Groups	8.713	0.330		
Age	Between Groups	48.822	2.613	1.137	0.372
	Within Groups	63.122	2.304		

Years of Service	Between Groups	25.226	1.376	0.965	0.541
	Within Groups	38.751	1.598		
Education Level	Between Groups	10.317	0.520	1.013	0.036
	Within Groups	14.598	0.482		

(*) There is no statistically significant difference at the significance level of $\alpha \geq 0.05$.

Source: Compiled by the researchers based on SPSS results.

Based on the table results, we can analyze the variations in responses regarding the reality of vocational training according to the personal characteristics of the employees at the Naftal organization, as follows:

- There is statistically significant variation in responses about vocational training attributed to the educational level variable, as the significance level (sig) is 0.036, which is lower than the accepted significance level (0.05). Therefore, the responses of the sample individuals differ based on the age group they belong to.
- There is no statistically significant variation in responses about vocational training concerning gender, age, and years of service.

Field Study Conclusion:

Results Derived from Sample Characteristics:

- A significant percentage of the employees are males: 62.5%.
- A significant percentage of the employees fall within the age group of 40-44 years: 22.5%.
- A significant percentage of the employees have a work experience of 15 years or more: 37.5%.
- A significant percentage of the employees have a university degree: 52.5%.

Results Derived from the Analysis of Sample Responses:

- The average score for the reality of vocational training was 3.50.
- The average score for production performance was 3.63.

Results Derived from the Testing of Hypotheses:

- There is a statistically significant effect of vocational training on the production performance of the Naftal organization at a significance level of 0.05.
- There is statistically significant variation in responses about vocational training attributed to the educational level variable, as the significance level (sig) is 0.036, which is lower than the accepted significance level (0.05).
- There is no statistically significant variation in responses about vocational training concerning gender, age, and years of service.

Conclusion:

In conclusion, based on the presented information, we can assert that employee training has become a fundamental factor that requires attention and sufficient budget allocation for long-term investment. Human resource training is considered a long-term investment, and it is indispensable, as human resources are a vital driver of any organization's success.

In today's era of fierce competition, rapid changes, and advanced technology, organizations must invest in training their employees to adapt to new technologies and improve the quality of their products. Market economics dictate that economic entities reconsider their approach to human resource development, as it has become an essential productive element regardless of technological advancements.

This study has led us to several key findings:

- Functional training is an effective activity that enhances the skills of human resources in performing their tasks to execute production plans.
- Functional training serves as a means to address many problems that organizations may face, particularly when these issues are related to employee performance.
- To ensure that functional training programs are capable of efficiently harnessing human potential, they must be based on a set of principles.
- The primary reason for conducting functional training within an organization is to ensure the optimal return on investment in its human resources.

The importance of job training is significant as it contributes to enhancing productivity, resulting in improved product quality at lower costs and with less effort.

Success in the training process within Algerian organizations relies on several strategic orientations that should be adopted in the training process.

There is a statistically significant impact of functional training on the production performance of the Naftal organization at a significance level of 0.05.

There is statistically significant variation in the responses regarding the reality of functional training attributed to the educational level variable, as the calculated significance level (sig= 0.036) is lower than the accepted significance level (0.05).

There is no statistically significant variation in responses regarding the reality of functional training concerning gender, age, and years of service variables.

We have also reached some recommendations:

- The steps of job training involve identifying training needs, designing training programs, implementing them, and finally conducting the evaluation.
- Training needs are the gap between actual performance by an individual and what the required or targeted performance should be.
- The process of designing training programs begins after finalizing the training plan and its approval.
- Designing training programs involves translating objectives into training subjects.
- Implementing training programs is done by transferring the training program from theoretical concepts to practical field implementation.
- The success of a training program should be measured in terms of behavioral changes identified in the job or work.
- Quality is a set of characteristics and features that distinguish a product and lead to meeting the needs of consumers and customers.
- Enhancing performance is no longer an optional choice but rather an indispensable commitment. Achieving added value has become a dream for all organizations.
- There is a fifth stage in the evolution of quality, which is strategic quality management.

Reference List:

First: References in Arabic:

1. Gary Dessler, Human Resource Management, Dar Al-Mareekh, Riyadh, Saudi Arabia, 2003.
2. Suhaila Mohamed Abbas, Ali Hussein Ali, Human Resource Management, Wael Publishing House, Egypt, 2005.
3. Saleh Ouda Saeed, Personnel Management, The Open University, Tripoli, 1994.
4. Abdul Mohsen Tawfik Mohamed, Performance Appraisal, Dar Al-Nahda Al-Arabiya, Egypt, 2003.

5. Ali Al-Sulami, Strategic Human Resource Management, Dar Ghareeb, Cairo, 2002.
6. Ali Abdullah, University Publication, University of Algiers, 2003.
7. Ali Mohammed Abdul Wahab, Training and Development: A Scientific Approach to Individual and Organizational Effectiveness, Institute of Public Administration, Riyadh, 2004.
8. Omar Salem Al-Zarouq, The Training Process Program, Publications of the National Institute of Administration, Tripoli, 2002.
9. Amr Safi Aqli, Human Resource Management, Zahran Foundation, Jordan, 2001.
10. Mohammed Ali Al-Sulami, Performance Appraisal within an Integrated Information System, Management Journal, Volume 9, Egypt, 2004.
11. Nabil Al-Husseini Al-Najjar, Human Resource Management: A Theoretical and Functional Approach, Ain Shams Library, Cairo, 2000.

Second: References in Foreign Languages:

12. Dennis Molho, Global Performance of the Enterprise, Organization Edition, Paris, France, 2003.
13. Jean Longatte, Jacques Muller, Business Economics, Dunod, Paris, 2004.