The Role of the Training Process in Enhancing Competencies within Economic Enterprises: A Study of a Sample from a Group of Institutions in Tlemcen Province

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Abstract:
This study aims to analyze and explore the impact of training on the development of competencies in the institutions examined (the study sample). It also seeks to enhance understanding of the concept and policy of training and to develop a theoretical model for training and competency development in the institution, thereby facilitating accurate comprehension and direct awareness of it within the selected institutions in Algeria (the study sample). A questionnaire was designed for this purpose and distributed to a sample of 180 employees across a group of economic institutions operating in the Tlemcen region, with the aim of investigating employees' perceptions of the effect of training on competency development in the institutions under study. The study concluded that there is a statistically significant relationship between training—with all its dimensions—and the development of competencies in the institutions examined. It further revealed certain differences in the respondents' answers regarding various aspects related to training and competency development, which can be attributed to some demographic and functional characteristics of the study sample.

Keywords: training policy, competency development, economic institutions, algeria.
Jel Classification Codes:M53-O15

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Introduction :

In light of the economic transformation the world is undergoing today—similar to the one witnessed at the end of the 18th century and the beginning of the 19th century, when the global economy shifted toward a knowledge-based system, wherein human resources are regarded as one of the most crucial factors of production in any institution and underpin its continuity and development—a range of new fields for investment in human resources have emerged, chief among them training.

Training has come to occupy a leading position among the priorities of modern organizations, both public (governmental) and private, due to the conviction that training is one of the fundamental components enabling the provision of diverse knowledge, skills, and behaviors to employees. These, in turn, contribute to elevating job performance, thereby enhancing the organization's ability to achieve its objectives with minimal cost and effort. On this basis, the past few years have seen significant attention paid to training by various organizations—whether public (governmental) or private—and officials in these institutions have acknowledged the importance and benefits of training in raising the efficiency and productivity of employees, which in turn positively affects organizational performance. As a result, institutions have increased their investment in training, and its allocations in budgets and programs have risen to the point where training expenditures have become a principal component of an organization's overall budget.

Building on the above, and given the importance of this topic and its vital role in advancing an organization's developmental framework by developing the competencies of individuals within economic institutions through the adoption of a training policy, we can formulate the following research problem that this study endeavors to address, which may be confined to the following question:

How Does the Training Process Contribute to the Development of Competencies within Economic Institutions?

Research Hypothesis:

In order to achieve the objectives of this study and to address the research problem posed above, we propose the following main hypothesis:

- ✓ **There is a statistically significant relationship between the adopted training policy and the development of competencies.**
- ✓ **There is a statistically significant relationship between the methods used in the training process and the development of competencies.**

Significance of the Study:

This study aims to make a modest yet meaningful contribution to the body of prior research conducted in the field of training and competency development within institutions. It also seeks to enrich academic literature by introducing a new, up-to-date study alongside previous works that have attempted to shed light on the same subject.

Objectives of the Study:

- To highlight the significance of the human element within the institution.
- To underscore the critical role that training plays in developing competencies within institutions, as it constitutes a long-term investment in the organization's most vital resource. This investment enables the enhancement of employee skills, thereby improving the institution's capabilities and its ability to adapt to the ongoing and boundless transformations in its environment.
- To emphasize the importance of training and the construction of a training process aimed at revitalizing competencies within the institution.
- To address the most prominent training methods and the stages of the training process.
- To bridge the academic perspective with the practical contribution of training to the development of competencies in national institutions.

Research Methodology:

This study adopts both the descriptive and analytical approaches, given their appropriateness to the nature of the subject matter. These methodologies are employed with the aim of comprehensively addressing all aspects of the topic, answering the research question, and testing the hypothesis.

The descriptive approach was used to define and contextualize the theoretical framework, including key definitions and the importance of the subject as required in academic research. The analytical approach, along with statistical analysis methods, was employed in the applied fieldwork. Data were collected and statistically processed using various techniques such as percentages, arithmetic mean, and standard deviation. These results were subsequently analyzed and interpreted in accordance with the study's requirements.

Scope of the Study:

In order to control the analytical framework of this study and to arrive at logical conclusions, we deemed it necessary to define the temporal and spatial boundaries of the research problem as follows:

Temporal Scope: The study was conducted during the period extending from 2022 to 2024.

Spatial Scope: The study was conducted on a sample of economic institutions operating in the Wilaya of Tlemcen, varying in both their economic activities and sizes.

literature review :

Study by Shaddad Nasser (2022), This study aimed to highlight the role of training in developing competencies, considering training as one of the most important means of organizational development. Proper implementation of training directly leads to achieving the goal of organizational development, thereby improving both individual and institutional performance in the desired manner and domain. Among the key findings of this study are:

- Training programs contribute to cost reduction, as they yield returns exceeding their cost by enhancing employees' productivity and saving time due to improved understanding of work methods and performance techniques.
- Training boosts employee morale, as it reflects the institution's genuine interest in assisting and developing its workforce, thereby strengthening the employee's relationship with their profession, which in turn fosters greater dedication and commitment to work.
- Training reduces employees' need for supervision, as familiarizing them with their tasks and methods of execution grants them knowledge and self-assessment capabilities, minimizing the need for further oversight.
- Training addresses the discrepancies between actual and expected outcomes.
- Development programs aim to enhance worker productivity and performance in the long term, foster individual creative capacities, and prepare employees for higher positions within the organization (promotion).
- Training assists institutions in addressing urgent staffing needs in critical positions.
- Training contributes to shifting workers' psychological attitudes by altering their perspectives and opinions on specific topics.
- Training develops knowledge both quantitatively and qualitatively, in terms of scientific principles, foundations, and modern management methods.
- Training enhances skills through the practical application of specific principles.

Study by Younes Qarwat et al. (2019), This study sought to shed light on the importance of developing human competencies as a strategic tool for achieving sustainable development and institutional excellence through the dual mechanisms of training and learning. It posited that the human element is the primary driver of any effective developmental transformation. The study reached the following conclusions:

- Investment effectiveness in human capital remains below the desired level, particularly in the public sector, due to a weak training culture, the absence of clear evaluation standards, and poor resource allocation.
- The study further emphasized that training and continuous learning contribute to improving institutional performance, enhancing productivity, and fostering a spirit of innovation. It affirmed the necessity of integrating competencies into the strategic policies of institutions by creating a flexible, stimulating environment that aligns with modern technologies.
- The development of human competencies should not be viewed as a mere training activity but as a strategic behavior that institutions must adopt to achieve sustainability and competitiveness.

- Developing competencies contributes to the creation of intangible productive resources (such as knowledge and experience), which now possess higher competitive value than physical assets.
- A direct relationship exists between the quality of training and the achievement of institutional goals, both at the level of individual performance and institutional outcomes.

Study by Ben Ziane (2016), This study aimed to assess the extent to which public economic institutions in the Béchar region have adopted a training strategy that impacts institutional development and ensures a return on investment in training. The study was conducted through a survey targeting stakeholders involved in the formulation of training strategies, including general managers, human resources directors, executive managers, and training function officers. Among the main findings were:

- Institutions possess a strategic outlook on training that facilitates organizational development.
- Based on the D. Kirkpatrick model for evaluating return on training, institutions achieve both economic and organizational returns from implementing a training strategy.
- Training plays an important strategic role.
- Training contributes to realizing economic and organizational returns that enable the development of public economic institutions in the Béchar region.

Study by Meziane (2015), This study explored the vital and important role that communication plays in institutional operations and individual development. The focus was on examining the extent to which communication contributes to competency development within institutions. The study also concentrated on the primary methods for developing competencies and the role of internal communication in motivating and advancing competencies within institutions. The study sample was drawn from the CHIALI institution. Key findings included:

- The institution consistently seeks technological developments across various fields in order to enhance its competencies and improve product quality.
- The effectiveness of the internal communication system has improved, particularly in its technological aspects.
- Communication serves to activate human resources, facilitate the transfer of competencies, prevent conflicts, and support collective learning.

Study by Omar Belkheir (2015), This study focused on how the training of human resources contributes to the development and success of economic institutions, particularly in light of rapid changes and evolving requirements in developing countries. The study sample comprised all workers and employees (293 individuals) at the Saïda Cement and Derivatives Company in 2013. The study aimed to evaluate the training programs for human resources at the company and their significant impact on comprehensive development. The study's significance lies in its

treatment of training as an effective tool for preparing human resources to efficiently perform their tasks. The most important findings were:

- Training sessions and their components receive considerable attention from the management of the Saïda Cement and Derivatives Company, in terms of both their objectives and the methods employed.
- There is an institutional awareness of the importance of training and motivating human resources, recognizing its positive impact on organizational performance.
- The absence of clear criteria for selecting trainees and the prevalence of mediation in the selection process negatively affect training outcomes.
- A lack of knowledge regarding modern scientific methods was observed.

Study by Hajj Issa (2012), This study aimed to analyze the impact of training on improving total healthcare quality in Algerian hospitals under study. To achieve the desired objectives, a survey was distributed randomly among employees in Algerian hospitals located in Blida Province. The main findings of the study were:

A statistically significant relationship was found at the level of ($p \leq 0.05$) between the variables of training (identifying training needs, disseminating training programs and sessions, implementing the training process, evaluating it, and assessing the internal work environment) and the dimensions of the total healthcare quality variable (levels of job satisfaction, operational efficiency, and continuous improvement in patient relations).

1. Training within the Organization

1.1 Definition of Training

Training is defined as “a planned and continuous process aimed at meeting the current and future training needs of the individual by increasing their knowledge, reinforcing their attitudes, and improving their skills, thereby contributing to enhanced job performance and increased productivity within the organization.” (Medhat Mohamed, 2008, p. 58)

It is also defined as “a planned activity intended to provide individuals with a set of information and skills that lead to an increased rate of performance” (i.e., individual performance at work). (Salah al-Din, 2006, p. 88)

It can likewise be defined as “a structured procedure that serves to enhance an individual’s knowledge and skills in order to achieve a specific objective.” (Chaouch, 1996, p. 232)

raining may also be defined as “a learning process that involves the acquisition of skills, concepts, rules, or attitudes with the aim of enhancing and improving performance.” (Rawiya, 1999/2000, p. 167)

1.2 Training as a Science, Profession, and Art

There exists a diversity of perspectives and viewpoints regarding the conceptualization of training, each shaped by the dimensions through which training is perceived within institutions. Some view training as a science, others as a profession, and still others regard it as an art. Drawing upon evidence and proofs,

we shall briefly examine each perspective as follows: (Dr. Ra'fat Al-Sayyid, 2001, pp. 08–09)

1.2.1 Training as a Science

The contemporary significance of training and its recognized status as a formal activity across all institutions—whether production-oriented or service-based—marks a notable evolution. If we compare the current state of training to its earlier forms, it has now acquired its own specialists and managers.

Training, as a science, has become an established principle and acknowledged reality. This transformation is attributable to the emergence of numerous structured scientific facts and interactive relationships that have contributed to the development of the training process. Consequently, leadership is now regarded as a process that can be cultivated in training centers through the reshaping and enhancement of behavior—contrary to the earlier perception of leadership as an innate, spontaneous process that required no training.

This is the essence of the concept of training as a science: leadership roles (managers and executives) are now perceived as individuals who can be trained and prepared for administrative and leadership tasks.

1.2.2 Training as a Profession

The notion of training as a profession refers to individuals who adopt training as their career and source of livelihood. These individuals assist others—clients and learners—who seek training in order to improve their abilities and performance. Trainers rely on professional methods of instruction and tools derived from administrative and human sciences to fulfill this role.

1.2.3 Training as an Art

It is widely acknowledged that art involves the creative endeavor of producing pleasing forms and images that satisfy our aesthetic senses—those that evoke beauty and enjoyment when we are able to appreciate such artistic expressions through our senses.

Training, when viewed as an art, refers to the skillful and creative use of human sciences and knowledge to guide the energies of the trainee (the recipient) within the possibilities of the surrounding society. This results in enhanced and improved performance. In other words, training is an intentional construct—a scenario in which a trainer, equipped with knowledge, skill, and experience, interacts with a trainee who is prepared and willing to receive such input, within the bounds of their capacity and desire for positive change and improvement.

1.3 Training and Its Relationship with Other Concepts

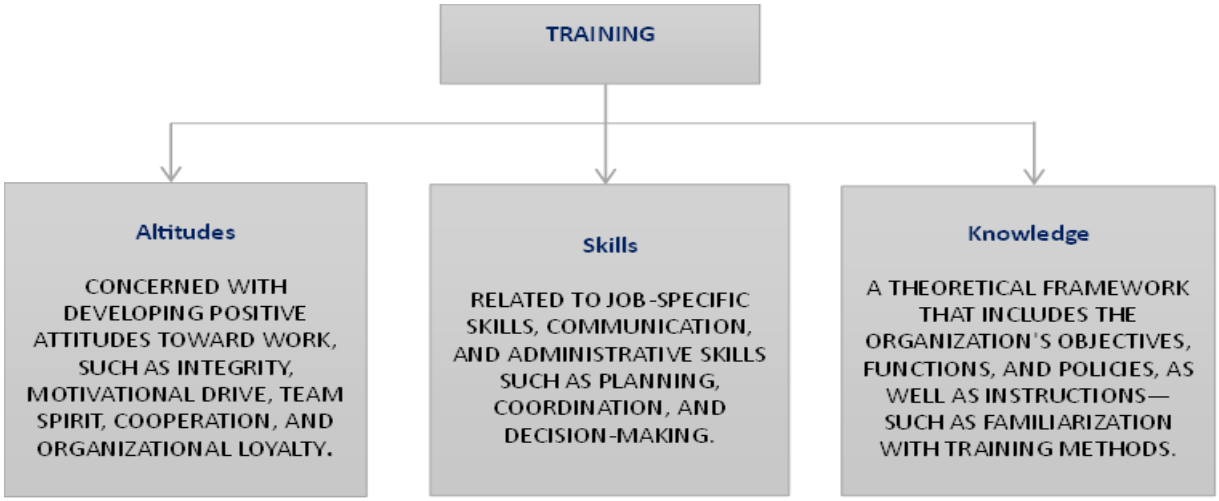
In the quest to define a unified concept of training—and in light of the varied perspectives and orientations of researchers—several interrelated concepts have emerged alongside training, such as education, development, and upbringing, as well as other related terms. These can be categorized as follows:

1.3.1 Training and Development

Training and development constitute fundamental and critical activities in human resource performance. Institutions often invest significant financial resources into the training and development of human capital. This investment aims to enhance the efficiency and productivity of employees, thereby contributing to the achievement of organizational objectives.

Training is a systematic and continuous process aimed at providing personnel within an organization with knowledge, skills, and positive attitudes to improve their job performance. From this, it becomes evident that training pursues three main objectives, as illustrated in the following figure:

Figure (1): Training Objectives



Source: Prepared by the researchers based on the following reference: Bilal Khalaf Al-Sakartah, 2009, Administrative Training, Dar Wael for Publishing, First Edition, Amman, Jordan, p. 32.

2. Developing Competencies

2.1 Challenges Related to Competencies within the Organization

Organizations face numerous and multifaceted challenges concerning competencies, which can be outlined as follows:

- The rapid pace of development and ongoing as well as anticipated changes compel organizations to provide new competencies, not merely by adjusting existing ones, but by shifting toward their development. This is essential to confront these emerging changes.
- The lack of necessary knowledge among individuals for building competencies leads to a focus on foundational knowledge acquisition.
- The gradual disappearance of competencies results from the underutilization or outright neglect of available competencies.
- The absence of coherence and integration among competencies, along with the lack of mutual understanding among individuals, leads to internal shifts within the competency structure.

- The suboptimal utilization of resources and energies—such as knowledge, expertise, and skills—by newly acquired competencies.
- The delayed acquisition of essential competencies, whether through recruitment or internal development of existing competencies, which causes a lag in synchronizing with the production of competencies.
- Regardless of their nature—whether competitive pressures, organizational change, or scientific advancements—needs compel the organization to update its knowledge base, skills, and competencies in order to respond effectively. (Guy , 2001)

2.2 Methods of Competency Evaluation and Diagnosis

Identifying and Evaluating Individual Competencies

The process of identifying and evaluating individual competencies involves:

- **Ongoing and continuous evaluation:** Conducted during recruitment, promotion, reorganization and classification of employees, or through training activities initiated by the organization for its own benefit. The Human Resources Department carries out these evaluations on an ongoing basis.

This process employs various human-centered tools and techniques, such as multiple assessments that measure cognitive, intellectual, and psychological aptitudes, along with evaluation cards. These structured evaluation processes are conducted at multiple levels by specialists in order to measure individual skills and abilities.

- **Identifying Rare Competencies:** Conducted by the organization's management, this involves identifying individuals with rare skills and capabilities, especially those specialized in the organization’s strategic areas. This also includes determining their locations, fields of specialization, experience, and their productive or strategic roles, as well as outlining methods for managing the tacit knowledge they possess, preserving it, and ensuring its transfer.
- **Uncovering Hidden Individual Competencies Unknown to Management:** There exist hidden competencies within the organization that have not emerged due to an organizational environment that does not allow individuals to showcase their skills, talents, and capabilities, or because they are engaged in activities deemed secondary by the organization. These competencies represent a vast field of internal and strategic resources that the organization must strive to identify and utilize in order to achieve efficiency and continuous improvement. (Ben Aissa, March 10, 2004)
- **Identifying and Evaluating Collective Competencies :** These competencies are not solely individual or person-specific, but reside within teams and groups. Such groups may possess unique or specific competencies as a result of work methods shaped by the technologies and organizational environment in which they operate, in addition to their accumulated experience. This can be identified through:
- Their spirit of collaboration, mutual support, and integration;

- Their capacity for organization, innovation, development, and acceptance of others.

To begin identifying collective competencies, the organization must develop a schematic map that shows the location of these competencies in terms of their activities, specializations, and fields of operation.

These competencies are evaluated within a defined activity, by identifying the competencies available to the organization within an industrial or commercial sector. Through this process, the strategic value of these competencies can be determined, especially in terms of their rarity, difficulty of imitation, and the challenges in acquiring or substituting them.

Evaluation based on strategic projects enables the organization to identify variables within the competitive environment—such as current opportunities and anticipated threats—as well as to forecast future trajectories.

This methodology aims to identify the competencies that enable the organization to achieve its strategic objectives, and to define, manage, and assess the value of its strategic competencies. It also includes the development of a plan for managing and cultivating these competencies through training, education, and career path management. (Meziane , 2015–2016)

3. Methods of Competency Assessment

3.1 The Assessment Center

Assessment centers are commonly used in large institutions, where employees or workers are evaluated based on performance in accordance with a specific principle. The assessment center represents a designated location to which a candidate is invited to participate in a competitive process. The purpose of this process is to test and verify the candidate's abilities and skills required to perform a specific job according to pre-established criteria. This method has been extensively employed in the military sector. (Lou)

3.2 The Interview ("L'entretien")

The interview is a method aimed at understanding and examining behavior and reactions that occur during a structured interrogation process. It allows for open interaction, during which the assessor determines the tasks assigned to the employee over the course of the year, along with identifying all necessary training and development requirements through targeted questions.

3.3 Self-Assessment

The purpose of self-assessment is to identify and investigate the employee's implicit competencies. It is characterized by its limited use, as it is not considered a primary tool for evaluation in decisions related to hiring or transfers. Rather, it offers candidates the opportunity to assess themselves by comparing their own behavior to that of other candidates, thereby identifying their unique strengths through visual media observation. (Batal, 1998)

3.4 The Portfolio ("Porte document")

This method is frequently used in the education sector. It is fundamentally based on the collection of information through documents that substantiate the employee's performance. In essence, it involves extracting acquired competencies from a set of records and documents that serve as evidence of the employee's work output.

3.5 Feedback ("Feed Back")

This method relies on the principle of obtaining input from individuals within the employee's immediate environment. The core idea is that the individual is assessed by colleagues, clients, supervisors, and partners—essentially, by all those who interact with the individual on a regular basis. This assessment is conducted through their responses to a set of predefined questions. (Lou)

4. Theories and Advantages of Competency Development

4.1 Theories of Competency Development

Organizations today operate in an increasingly competitive market—a condition closely linked to globalization and rapid technological advancement. Any institution seeking sustainability must adapt to these evolving circumstances.

In reality, there are no universally applicable (comprehensive) practices in the field of human resources management. The best practices are those tailored to the context in order to confront the specific challenges faced by institutions. To achieve this, human resources management, in consultation with the organization's board of directors, makes both strategic and operational decisions related to competency development. In this regard, we shall explore the theories of competency development from the perspectives of the systems approach and the competency-based approach.

The Systems Approach : According to thinkers and theorists within this paradigm, the objective is the effectiveness of vocational training for employees and the development of competencies in accordance with this approach. Based on the models proposed by Jack Soyer (2000) and Alain Meignant (2006), the systems approach can be elaborated as follows:

a. Jack Soyer's Approach : According to Jack Soyer, training within an organization must adhere to the logic of the function. He thus proposes structuring training based on systems analysis. His model calls for the integration of four subsystems of training, which include: the technical, organizational, social, and human subsystems. Moreover, training comprises four sub-functions: leadership, organization, execution, and control.

The leadership function is concerned with maintaining the system in alignment with its environment. It anticipates a structure for skill enhancement and cost management, and plays a pivotal role in reorganizing and revitalizing the entire organization to ensure coherence and alignment with the other systems.

The control function is responsible for managing the outcomes achieved in relation to the predetermined objectives.

The execution function aims to realize a specific set of training activities.

Finally, the monitoring (control) function is tasked with analyzing training-related information for the benefit of the leadership function. It identifies discrepancies and deviations in the dashboards and produces reports for training analysis. (Soyer , 2000)

b. Alain Meignant's Approach : From Alain Meignant's perspective, training management constitutes a part of the broader purpose of human resources management, which is fundamentally concerned with mobilizing these resources so that they may be available in a timely, effective, sustainable, and motivated manner. This makes it imperative for managers to work on developing their skills and competencies.

4.2 Advantages of Competency Development

A number of advantages can be identified as outcomes of competency development, which may be enumerated as follows: (Chafai, 2012)

- Competencies and skills represent the primary asset upon which an organization must rely in order to ensure continuity and success within an environment characterized by rapid change, volatility, and considerable uncertainty.
- Managers require a high level of skill in information analysis to make sound decisions in an era marked by an unprecedented proliferation of data.
- A policy of competency development and knowledge management fosters the creation of a new organizational culture distinguished by a commitment to continuous learning, information and knowledge sharing, and spontaneous coordination among individuals within the organization—or, at the very least, within the same group.
- For organizations to adopt a specific market strategy, they must first anticipate their needs within the scope of their activities. This allows them to forecast future job roles and align them with the characteristics of individuals—i.e., achieving congruence between competencies and the workforce.
- With the emergence of new forms of work centered on knowledge, expertise, and skill, competencies have gained prominence as a fundamental productive resource. Labor productivity is no longer solely dependent on material investment and workforce strength but increasingly relies on intangible resources.

5. Field Study:

In order to address the research hypotheses and analyze the responses obtained through the research instrument distributed to a sample composed of employees—varying in their occupational, educational, and demographic backgrounds—across 18 economic institutions operating in the Wilaya of Tlemcen, additional data pertinent to the research topic were collected. This data pertains to the current state of training within the institutions and its role in competency development, as well as the extent of employees' awareness regarding the strategic importance of training—particularly in its use as a tool to enhance individual skills and competencies and to foster a spirit of collaboration among personnel.

5.1 Study Population and Sample:

The overall study population, to which the study's findings may be generalized, consists of the totality of companies and institutions operating within the business sector. The study population thus included all employees working in the institutions under investigation. A simple random sample was drawn, due to the homogeneity observed among employees of the institutions being studied. Accordingly, 180 questionnaires were distributed—specially designed for this purpose—to employees of the selected institutions, based on the proportional allocation rule, considering that the optimal sample size is achieved at a 50% proportion. The sampling was conducted with a 95% confidence level and a 5% margin of error. The study sample size was thus determined as follows:

$$n = \frac{t^2 P(1-P)}{d^2}$$

Where:

n: denotes the required sample size.

t : represents the number of standard units, which is +1.96 for a 95% confidence level.

P : refers to the proportion of individuals exhibiting the characteristics under investigation, estimated at 50%.

d: denotes the margin of error, set at 5% for a 95% confidence level.

The distribution and collection of the questionnaires required a considerable amount of time, accomplished through field visits conducted by the researchers to the aforementioned institutions. A total of 165 questionnaires were retrieved, representing 91% of those distributed. Upon examination, 29 questionnaires were excluded due to their unsuitability, leaving 136 valid questionnaires upon which the study was conducted.

5.2 Data Collection Methods

Two principal sources of information were employed in accordance with methodological details pertinent to the study of phenomena in the social sciences:

• **Secondary Sources:** These consist of the scholarly literature relevant to the subject matter, including books and academic journals produced in this field, with the aim of providing a theoretical framework that elucidates the study's variables, whether related to training or the development of competencies.

• **Primary Sources:** The study's literature was utilized in designing the questionnaire, which served as the instrument for collecting primary data relevant to the research. The questionnaire encompassed the study variables—independent, dependent, and functional—and was structured into three parts, as follows:

- **Part One:** This section includes data concerning certain personal characteristics of the study sample participants, namely: age, gender, professional experience, educational level, type and size of the institution, methods of recruitment, among others.

- **Part Two:** This section consists of statements pertaining to the measurement of variables related to training and the development of competencies.

Table (1): Items related to the dimension of training and competency development

Paragraphs	variables
Items (01-10)	Training Policy
Items (11-20)	Training Methods
Items (21-34)	Development of Competencies in the Institution

Source: Prepared by the researchers

A five-point Likert scale was employed to measure the dimensions of training as well as competency development, according to the following scale:

Table (2): Likert Scale Scores

Response	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Score	1	2	3	4	5

5.3 Internal Consistency (Internal Validity):

Internal consistency validity refers to the degree of alignment between each item in the questionnaire and the domain to which the item belongs. The researchers assessed the internal consistency of the questionnaire in addition to calculating the reliability coefficient (Cronbach's Alpha) by computing the correlation coefficients between each item within a domain and the total score for that domain.

To evaluate the reliability of the employed measures, the Cronbach's Alpha coefficient was utilized to ascertain the internal consistency of the items. The Cronbach's Alpha values for the dimensions of the study instrument ranged between (0.897–0.908), indicating that the instrument used in this study can be characterized as reliable. Consequently, the data collected through this instrument are deemed appropriate for measuring the variables and are subject to a high degree of reliability.

Table (3): Reliability coefficients of the study instrument and its dimensions according to Cronbach's Alpha values.

Items	Variable	Cronbach's Alpha
Items (01–10)	Training Policy	0.897
Items (11–20)	Training Methods	0.898
Items (21–34)	Development of Competencies in the Institution	0.908
Overall Mean of All Dimensions		**0.901**

Source: Prepared by the researchers based on the outputs of the statistical package SPSS 27

A set of tools and analytical methods was employed to test the study's hypotheses and to analyze the research instrument, including:

- **Correlation coefficient:** To assess the strength of the relationships between variables.
- **One-Sample T-Test:** To test the study's hypotheses.
- **Means, standard deviations, and percentages:** Used to analyze the questionnaire items and to rank them in order of importance based on their arithmetic means.

5.4 Analysis of the impact of axis items using arithmetic means, standard deviations, and percentage distributions of response frequencies:

5.4.1 Analysis of the Impact of Axis Items Using Means, Standard Deviations, and Percentages of Response Frequencies

Table No. (4): Mean and Standard Deviation of Independent and Dependent Variables

Items	Variable	Arithmetic Mean	Standard Deviation	Degree of Implementation (*)
Items (01–10)	Training Policy	3.8919	0.61232	High
Items (11–20)	Training Methods	3.6301	0.68553	High
Items (21–34)	Competency Development in the Institution	3.8514	0.59550	High
Overall Mean for All Dimensions		**3.7911**		**High**

Source: Prepared by the researchers based on the outputs of the statistical package SPSS 27

5.4.2 Testing the Study Hypotheses:

❖ **Testing the First Hypothesis: There is a statistically significant relationship between the adopted training policy and competency development at a significance level of (α ≤ 0.05).**

To test this hypothesis, a simple linear regression analysis was applied. The results presented in Table (5) indicate that the calculated value of (F) is (40.50), which exceeds its tabulated value. The significance level was (α = 0.00), which is statistically significant. Therefore, we reject the null hypothesis, indicating the existence of a statistically significant relationship between the adopted training policy and competency development at the specified significance level. Moreover, this relationship is strong, with the correlation coefficient (R) reaching (48%).

Table No. (5): Simple Linear Regression Analysis to Examine the Relationship Between the Adopted Training Policy and Competency Development

R Value	R^2 Value	Tabulated F Value	Calculated F Value	Null Hypothesis Result	Statistical Significance (sig)
0.48	0.23	2.52	40.50	Accepted	0.00

Source: Prepared by the researchers based on the outputs of the statistical package SPSS 27

❖ **Testing the Second Hypothesis: There is a statistically significant relationship between the methods employed in the training process and the development of competencies at a significance level of (α ≤ 0.05).**

To test this hypothesis, simple linear regression analysis was applied. The results presented in Table (6) indicate that the calculated F-value (48.19) exceeds its critical value, and the p-value (α = 0.00) is statistically significant. Therefore, the null hypothesis is rejected, which indicates that there is a statistically significant relationship between the methods employed in the training process and the development of competencies at a significance level of (α ≤ 0.05). This relationship is considered strong, as the correlation coefficient (R) reached 51%.

Table (6): Simple Linear Regression Analysis to Examine the Relationship between the Methods Employed in the Training Process and the Development of Competencies

R Value	R^2 Value	Tabulated F Value	Calculated F Value	Hypothesis Outcome	Statistical Significance (sig)
0.51	0.26	2.52	48.19	Null hypothesis accepted	0.00

Source: Prepared by the researchers based on the outputs of the statistical package SPSS 27

Table (7): Results of the Stepwise Analysis of the Domains and Dimensions of the Training Process Under Study, and Their Statistically Significant Impact on the Development of Competencies in the Institutions Under Investigation.

Source of Variance	R (Correlation Coefficient)	R^2 (Coefficient of Determination)
Adopted Training Policy	0.549	0.302
Adopted Training Policy – Methods of the Training Process	0.603	0.364

Source: Prepared by the researchers based on the outputs of the statistical package SPSS 27

It is evident from the table that the variable training policy explained 30.2% of the variance in the level of competency development, based on the R^2 value. Furthermore, the two independent variables—training policy and training methods—together accounted for 36.4% of the variance in competency development.

Conclusion:

The endeavor to develop competencies within business organizations has become an imperative necessity for economic institutions. This need arises from the dual objective of ensuring a degree of stability and consistency in an ever-changing and competitive business environment, and achieving a notable level of effective and distinguished performance among employees. Moreover, this developmental process contributes significantly to reinforcing principles of loyalty and belonging among individuals.

In light of these considerations, numerous global economic institutions—regardless of their size or the diversity of their economic activities—have sought to adopt this approach. Similarly, it has become incumbent upon Algerian economic institutions to embrace this developmental orientation in order to invest in and enhance human resources in a manner that confers a competitive advantage and equips the institution to meet challenges effectively. Today, competencies represent a pivotal transformation point among institutions, irrespective of their sources. The human element remains the key point of distinction, being the most important of both the

tangible and intangible internal resources upon which the institution fundamentally relies. Hence, it is essential to seek out strategies capable of developing and qualifying these resources, while also working to adopt this developmental approach and improve its mechanisms as needed, especially in light of the environmental variables surrounding the institution.

These reasons—among others—have compelled economic institutions in Algeria to reconsider their developmental strategies concerning human resources, with the goal of ensuring continuity and excellence. Consequently, this study emerged as a scientific initiative aimed at clarifying the impact of adopting a training strategy as an administrative and practical entry point for enhancing and developing employee competencies within economic institutions in the Wilaya of Tlemcen. The study aimed to diagnose the current state of such practices and identify the main issues and obstacles that hinder their actual and effective implementation.

Accordingly, the study concluded with a number of findings and recommendations, summarized as follows:

- There is a statistically significant relationship between the adopted training policy and the development of competencies at a significance level of ($\alpha \leq 0.05$); this relationship is strong, with a correlation coefficient (R) of 48%.
- There is a statistically significant relationship between the methods employed in the training process and the development of competencies at a significance level of ($\alpha \leq 0.05$); this relationship is strong, with a correlation coefficient (R) of 51%.

Based on these results, and in light of previous studies that to some extent align with certain findings herein, the following recommendations are proposed to reinforce the training process aimed at competency development in the institutions under study:

- It is essential to commit to supporting the training strategy and to consider it among the institution's top priorities and foundational pillars.
- Training sessions must be increased and intensified in order to elevate the scientific and practical qualifications of the existing competencies within the institutions.
- A training plan must be developed that responds to actual needs, through the active involvement of all stakeholders in the training process at the institutional level.
- Training curricula should be developed in a way that ensures renewal and alignment with the requirements of both the internal and external environments.
- Greater attention must be paid to evaluation standards and the selection process, based on the actual need for training operations and the eligibility of individuals for such programs, to ensure empowerment of all parties involved.
- Equal opportunity must be ensured for all employees, without bias, while fostering a motivating environment that guarantees continuous development.

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