

The level of competency development and its relationship to Quality of work in training, vocational and educational institutions - a case study of the life National Institute specialized in vocational training in MAGHNIA

مستوى تطوير الكفاءات ومدى علاقتها بتحسين جودة الحياة الوظيفية في المؤسسات التكوينية، المهنية والتعليمية- دراسة حالة المعهد الوطني المتخصص في التكوين المهني بمغنية

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Abstract:

The research aimed to shed light on the interrelationship between competencies and quality of work life at the National Institute specialized in training and vocational in MAGHNIA (Algeria). The sample included the administrative body of the institution under study. A questionnaire form was relied upon and analyzed using the (SPSS) program. We reached a conclusion through analyzing its outputs. The main result is that there is a positive, direct correlation to a moderate degree between the elements of improving functional quality and the levels of competency development in the institution under study. However, this correlation is not statistically significant, and therefore we conclude that there is some kind of interest in this process at the Institute of Training and Apprenticeship in MAGHNIA, but the matter is limited, and does not constitute a difference. As a result, therefore, the institute needs to focus more and expand the scope of this strategy.

Keywords: Competency development; Quality of work life, Institute of training and vocational in Maghnia; accreditation levels; Correlation

JEL Classification Codes : C₈₁, C₈₃, M₁₂, M₅₃

ملخص:

استهدف البحث تسليط الضوء على العلاقة الترابية بين الكفاءات واجودة الحياة الوظيفية في المعهد الوطني المتخصص في التكوين التعليمي والتمهين بمغنية (الجزائر)، وقد تضمنت العينة الهيئة الإدارية بالمؤسسة محل الدراسة، وتم اعتماد على استمارة استبيان وتحليلها بواسطة برنامج الحزم الاحصائية في العلوم الاجتماعية، توصلنا من خلال تحليل مخرجاته إلى نتيجة رئيسة مفادها ارتباط ايجابي، طردي بدرجة متوسطة لعناصر تحسن الجودة الوظيفية بمستويات تطوير الكفاءات بالمؤسسة محل الدراسة، غير أن هذا الارتباط غير دال احصائيا، وبالتالي نستخلص أنه يوجد نوع من الاهتمام بهذه العملية بمعهد التكوين والتمهين بمغنية، إلا أن الامر محدود، غير كافي ولا يشكل فرق في النتائج وبالتالي المعهد يحتاج إلى تركيز أكثر وتوسيع نطاق هذه العملية مع ضرورة ربطها بتحسين مستويات جودة الحياة العملية.

كلمات مفتاحية: تطوير الكفاءات؛ جودة الحياة الوظيفية، معهد التكوين والتمهين بمغنية؛ مستويات الاعتماد؛ علاقة الارتباط.

تصنيفات JEL : C₈₁، C₈₃، M₁₂، M₅₃.

INTRODUCTION:

The requirements for excellence in the modern business environment have prompted organizations to direct their attention towards developing available competencies that enable them to respond to current changes on the one hand and achieve job stability and professional quality in general. Economic institutions, including training and vocational education institutes, work hard to invest in their efficiency and develop it for the purpose of improving the quality of work life, or vice versa. It is possible to have a work environment characterized by quality that stimulates more of these competencies and pushes them to develop, renew and develop continuously.

Hence, the problematic on which the study is based become clear: **Is the level of competency development linked to an improvement in the quality of work life at the Institute of Formative Education and Vocational Education in MAGHNIA (Algeria)?**

Answering the problematic of the study requires the following main hypothesis:

➤ H: The development of competencies at the Institute of Training and Apprenticeship in Maghnia is linked to the quality of its work life.

This hypothesis requires two statistical hypotheses as follows:

– H_a: There is a statistically significant correlation between developing competencies and improving job quality at the Training and Vocational Institute in Maghnia at a significance level of 0.005.

– H_b: There is a statistically non-significant correlation between developing competencies and improving job quality at the Training and Vocational Institute in Maghnia at a significance level of 0.005.

The study aims to ensure the existence of a direct relationship between developing competencies and achieving job quality, based on identifying the basic pillars of the latter and the levels of reliance on this relationship and its degree at the Institute of Educational Training and fictionalization, as it is a center for education and training operations, Thus, clarifying the role that competency development plays in improving the quality of work life and vice versa. Finally, reaching recommendations that require improving mechanisms for developing competencies and levels of quality of work life.

The importance of the study appears from a scientific standpoint in the attempt to enrich the academic side with this type of study, which stands on the theoretical and field background for both developing competencies and job quality from the regulatory body.

Based on the nature of the topic, we used the descriptive approach, which is a method that relies on studying the phenomenon as it is in reality and is concerned with describing it accurately, expressed qualitatively based on a survey of previous studies, and quantitatively done through descriptive statistics, which in this study included frequencies, percentages, and metrics. Central tendency (arithmetic mean) and measures of dispersion (standard deviation), in addition to inferential statistics that enable us to study the correlation between variables through the (Spearman) correlation coefficient. In the case study, We relied on a questionnaire prepared by experts, and its outputs were analyzed through the Statistical Package for the Social Sciences (SPSS) program.

Our study population is represented in the administrative body of the National Institute specialized in training and fictionalization, which constituted a total of 72 individuals. We relied

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as a tool for collecting information on a comprehensive questionnaire from expert bodies, divided into two parts. The first part is specific to the competency development axis, which relates to the development process in of formation and development of social relations. At work, and a second part includes 5 specific dimensions of the level of job quality (employee commitment, participation in decision-making, nature of work relationships, working conditions, job stability and security).

We were able to distribute 50 questionnaires, from which we retrieved 40 questionnaires suitable for analysis, meaning a response rate estimated at 80% of the total questionnaires distributed.

The current study is based on a group of previous studies, which we briefly explain as follows:

Anindita Chattrawening, (2018), Designing A Training Program on Competencies Development in Support the Quality of Work Life (Qwl). (Chattrawening & and outhers, 2018)

The researcher started with the necessity of meeting the needs of organizational employees and providing facilities to increase their competencies by paying attention to the quality of work life. He considered the quality of working life to be an organizational concept that includes employees' feelings about their working lives, which affects the effectiveness of work. This study was conducted in one of the companies operating in the field of cement and concrete manufacturing. The evaluation process was carried out by distributing a questionnaire to employees. The questionnaire uses the European Foundation for Improved Living and Working Environment (EWON) dimensions to collect some data. He finally reached a conclusion indicating that the company actually has an awareness of improving the skills and competencies of its employees. It was suggested as a recommendation to design an annual training program to increase employee competencies, so that all training programs are arranged and scheduled in advance for the coming year. A well-designed training program is expected to have a positive impact on the quality of work life.

Manisha Choudhary, (2019), An Empirical Analysis of Relationship between Employees' Competencies and Quality of Work Life. (Choudhary, 2019)

The researcher indicated that employees' competitiveness and quality of work life (QWL) directly affect the company's ability to retain its talents, and it turns out that employees who have a high level of psychological health are better, more committed, and more productive than employees who have a low level of psychological health. Work quality and competencies are increasingly identified as progressive indicators related to the functionality and sustainability of business organizations. Hence, the study was designed to validate the existing sparse evidence on quality of work life and competency relationships by examining the impact of employee perception of quality of work life on their competencies in the Indian telecom sector. On the part of practitioners, there is an important influential role for the quality of work life in the performance of employees. The researcher concluded that it is necessary to improve the quality of work life for employees to keep them satisfied and committed to their jobs and thus retain them. In addition to improving the quality of work life, it is suggested that the organization matters on an ongoing basis, such as increasing wages. Employees are in line with the company.

Nagwa Gouda Ahmed Abd-Elmoghith and others, (2023), Quality of Work Life Influence on Nurses' Competencies in Self-Assessment. (Nagwa Gouda & and others, 2023)

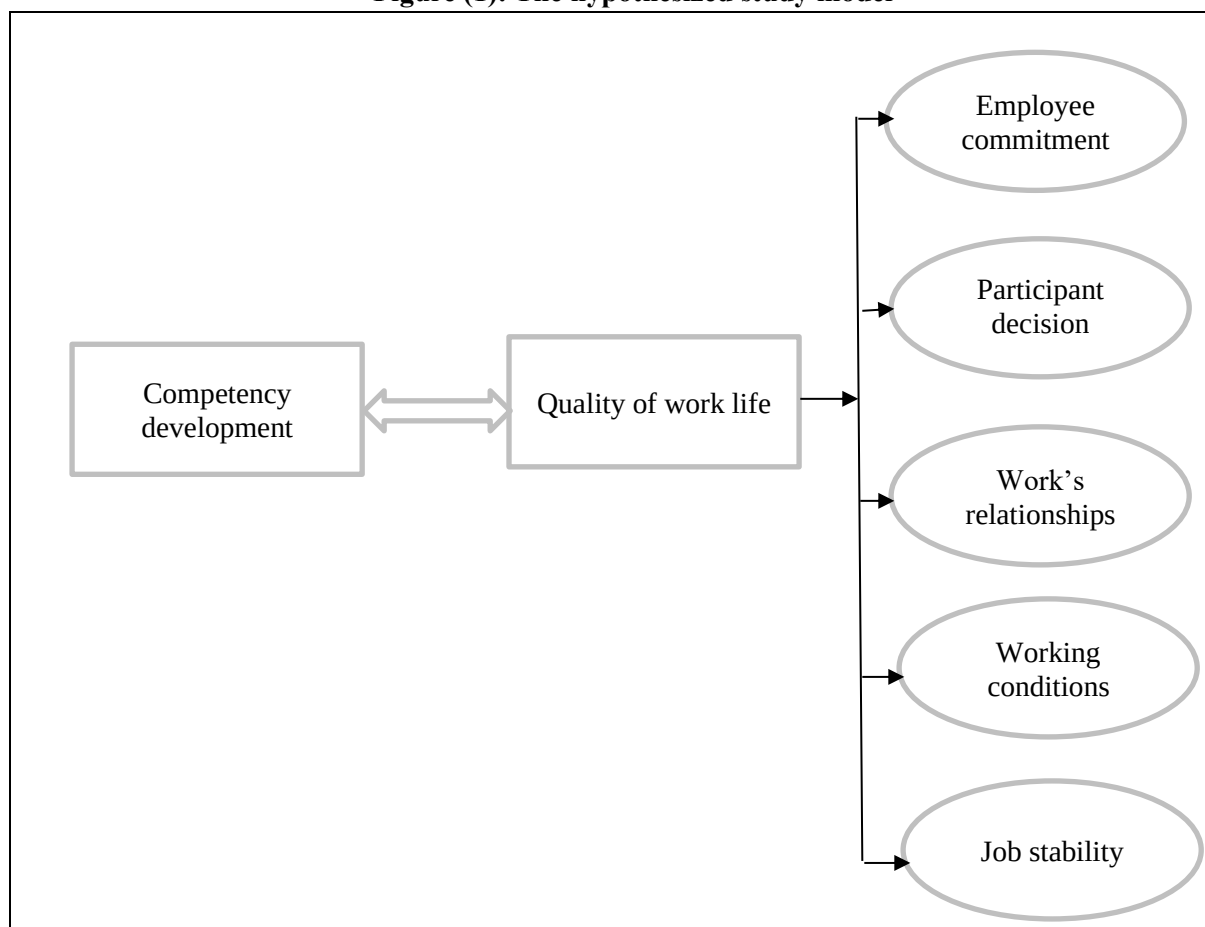
The study is based on the quality of life at work and its possible impact on nurses' competencies in health care. A descriptive correlational study design was used. In the end, it was concluded that there is a statistically very positive relationship between the quality of work life and competencies in health care. For this reason, the researcher recommended the need to achieve a high level of competencies for its employees, and the hospital administration must develop a healthy work environment.

Performance and employee work input (employee rights) and improving working conditions and relationships in the workplace.

After surveying previous studies, we found a slight research gap. The current study is an extension of previous studies, based on the same approach and goal, but it differs in that it addresses the topic from the educational institutional side for training and vocational qualification, in contrast to previous studies that addressed the topic for health care institutions. Information and communication, as well as industrial facilities. It is expected that the difference in the regulatory and economic environment in which the study is conducted will lead to different results and results that will also lead to different recommendations.

Using previous studies and the hypothesis, we were able to prepare the research model

Figure (1): The hypothesized study model



Source: By the author

1- The theoretical background of the study variables: In what follows from this section, we attempt to address concepts related to both competency development and quality of work

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life, while highlighting the most important dimensions of their commonly known measurement.

1-1 Competency development: The concept of efficiency is linked to work situations, so it can only be talked about in a practical context. It was defined by C. Botref “is the ability to mobilize, mix and coordinate resources within the framework of a specific work process for the purpose of achieving a specific result that is recognized and divisible. It can also be individual or collective” (Philippe , 2001, p. 85) Jean-Marie “adds to this that competencies are a knowledge that an individual uses to accomplish the tasks assigned to him in a manner better” (Jean, 2001, p. 83)

Competency development mechanisms depend on the ability to develop knowledge and acquire skills through formation and training processes. This is linked to formal training, which is available to everyone and aims to focus on the real knowledge that the individual possesses and the interest in developing it. So that the worker becomes more experienced at work over time due to modifying job behaviors when training or acquiring skills while exercising guidance to make him aware of standards, ethics, values, rules and regulations. This is also done by placing the individual in a relevant field of work or other organization and granting appropriate powers according to the individual's proficiency in performing the tasks. The result is the acquisition of specialized practical skills. (Olaniyan, 2008, p. 28)

Training is a practical and theoretical practice that can be implemented inside or outside the organization, such as preparing programs such as forums, conferences, or scientific and field events that support the knowledge and skills possessed by employees. It also requires self-evaluation, i.e. a personal desire to improve by identifying personal strengths, opportunities, weaknesses and challenges and trying to improve and build towards a more satisfactory organizational movement. (Olaniyan, 2008, p. 29)

1-2 Quality of work life: A high quality of work life (QWL) is essential for organizations to continue to attract and retain employees. QWL is a comprehensive, management-wide program designed to improve employee satisfaction, enhance workplace learning, and help employees better manage change and transition. Dissatisfaction with a job well done in life is a problem that affects almost all workers regardless of position or status. Many managers seek to reduce dissatisfaction at all organizational levels; however, this is a complex problem, because it is difficult to isolate and identify all the attributes that influence the quality of work life. (Saraji & Dargahi, 2006, p. 08) However, every manager or researcher relies on a set of main criteria on the basis of which the quality of work life is evaluated, such as levels of commitment among employees, their participation in decision-making, levels of positivity in work relationships and conditions, and finally, the extent of job stability and a sense of security among employees.

In general, the quality of work life is measured by basic elements that we relied on in the current study, which we explain as follows:

1-2-1 Employee commitment: Organizational commitment is described as the ability to add to organizational goals. At this stage, employees are certain that they will develop and learn with their current bosses. Organizational commitment is the means through which a worker's

feeling of loyalty towards the organization is demonstrated. Employee commitment is noteworthy because it detects whether workers are prone to quitting their job or not. Or integration with the organization, meaning that continuous commitment is determined by the individual's experience and what he has provided to the organization, and this commitment occurs when the employee feels loyalty to the employer and this translates into job satisfaction with the workplace and working conditions, and describes the positive feeling towards the job, which stimulates the development of competence to provide the best and enhance This loyalty. (Hassan , 2021, pp. 56-57)

1-2-2 Participation in decision-making: Success and excellence for organizations depend on engaging the full potential of the workforce to achieve this by generating new ideas and ways of working. Therefore, employees need to participate in decision-making, and to achieve this, they must commit to changing their behaviors at work in new and improved ways. To achieve an effective organizational increase and positive perceptions, employee participation in decision-making is one of the modern organizational forms that aims to increase the commitment of the workforce, enhance their skills, and improve work performance. (Sharan , 2009, p. 20)

1-2-3 Work's relationships: The quality of work relationships reflects the level of professionalism and expertise of employees, Relationships between colleagues in the work environment are described as interactions between individuals, their coworkers, and their supervisors in the organization, related to employees' attitudes toward each other, and are based on high-quality exchanges based on trust, respect, and mutual commitment, which leads to improved performance. This exchange is an important indicator of satisfaction. And job loyalty, as positive relationships in the workplace, are necessary for psychological health and increasing work production by motivating employees and members of the organization as a whole to develop their competencies and contribute to achieving quality in work life. (David , Stephen , & Baker, 2016, pp. 3-4)

1-2-4 Working conditions: The dimensions of the quality of work life may differ in many organizations, but they all agree to link it to the level of working conditions. According to the International Labor Organization, poor working conditions mean major disturbances to the point of compromising peace and harmony and increasing the possibility of danger. Hence, it is necessary to strive to ensure that workers obtain their satisfaction and give them the maximum of their skills and achievements by providing their greatest contribution for comfort and well-being in the work environment, and providing the appropriate technological means and equipment necessary to complete the work, in addition to a safe and healthy work environment, so that the work must meet Certainly physical needs and desire for growth. (Mariya & David, 2019, p. 3)

1-2-5 Job stability: Job stability is a short term to describe the length of time workers stay in the same job. It can be evaluated on the basis of the proportion of workers who have stopped working (out of the pool of all workers holding a job). A worker's survival is linked to how satisfied and secure he feels in his current job. Job stability is usually defined through the concept of job security as the possibility of losing one's job involuntarily for reasons related to lack of experience, skill and limited competence of the individual. (Jeff , 2000, p. 2) Therefore, organizations seek to qualify employees in developing their competencies to enhance their sense of job stability. Ensuring the provision of a stable organizational environment

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characterized by fairness in dividing tasks and jobs among employees, in a way that maintains the quality of the work environment.

2- Case Study: We start by introducing the educational and training institute under study, then move on to statistical analysis in accordance with the problem and hypotheses of the study as explained below.

2-1 Introducing the institution being studied

The National Institute specializing in vocational training, Shahid Munawar Al-Hibri, is a public scientific institution that was established in accordance with Executive Decree No. 10-264 of Dhu al-Qa'dah 13, 1431, corresponding to October 21, 2010. The institute is located in the city of Maghnia, Tlemcen Province, and occupies an area of 15,900 square meters. About a building consisting of six workshops, fourteen teaching halls, an information and guidance office, an amphitheater and a library. This is about the pedagogical headquarters. As for the common interests, it includes each of the boarding houses with 120 beds, a restaurant that serves 140 meals a day, a sports club and an entertainment space, as well as the institute including four functional residences, and was effectively exploited in September 2014, when the following branches were opened in the training institute:

Table (1): Branches, year of exploitation at the training institute

Specialization	Configuration style
Various paths and networks	Residence
Water treatment	Residence
Environment and hygiene	Residence
The management of human resources	Residency and training
Accounting and management	Residency and training
Accounting and Finance	Insulting
Automatic notifications	Insulting
Directorate Secretary	Insulting
First childhood nanny	Insulting
Maintenance of automated media systems	Residence
Refrigeration and air conditioning equipment maintenance	Residence
Planting fruit trees	Insulting
Lightweight car maintenance	Insulting
Public works route	Insulting
Topography	Insulting

Source: Official documents of the National Institute specialized in vocational training

2-2 Statistical study: As a tool for collecting information, we relied on a comprehensive questionnaire from expert bodies, which was divided into two parts: the first part is specific to the competency development axis, which relates to the development process in formation and development of social relationships at work, and the second part includes 5 specific dimensions of the level of job quality (employee commitment, participation in decision-making). , nature of employment relations, working conditions, job stability and security).

We adopted descriptive and inferential statistical analysis, which we conducted using the Statistical Package for the Social Sciences (SPSS) program, to determine:

1. The stability of the study instrument;
2. Frequencies, percentages, and degrees of agreement for the study sample;

3. Arithmetic mean: To know the direction and levels of the sample members' agreement with the questionnaire statements.

4. Standard deviation: It aims to know the extent of deviation, concentration, and dispersion of the answers to the study items;

5. Analyze the quality and validity of the model for measurement;

6. Statistical correlation between study dimensions and variables.

2-2-1 Reliability of the study questionnaire:

The purpose of measuring the reliability of the questionnaire is to ensure that the answers will be approximately the same if it is repeatedly applied to the same individuals. to achieve this, the Cronbach alpha reliability coefficient was calculated on the sample obtained (40) individuals, thus determining the reliability of its results.

Table (2): Reliability coefficient of the study questionnaire

Questionnaire topics		Cronbach's alpha
Competency development		0.914
Quality of work life	employee commitment	0.923
	Participation in decision making	0.921
	work's relationships	0.915
	working conditions	0.913
	job stability	0.913
Total stability		0.916

Source: SPSS outputs

The overall degree of reliability and reliability according to this criterion was 91.6%, which is a very high percentage for the results of the current study, considering that the reliability of each axis or dimension of the questionnaire was high and exceeded the general acceptance rate (60%). The value indicates that most of the answers were accurate and objective, since the target audience for the questionnaire included key managers and department heads, who are comprehensively familiar with the subject.

2-2-2 Analysis of the questionnaire's axes: We will try to measure the direction of the sample members' answers to measure the extent of their awareness of the interrelationship between achieving job quality and developing its efficiency, through the measure of central tendency (arithmetic mean) and the measure of dispersion (standard deviation) for each axis and dimension of the questionnaire separately.

In order for us to determine the weight or direction of the sample members' answers, we must determine the length of the category cells for the five-point Likert scale used, where the range (R) is calculated, the difference between the largest value (5) and the smallest value (1), that is, 4, and then divide it by the number of categories, thus $4/5 = 0.8$, then it is added to the minimum of the scale (1) and it becomes 1.8. We explain the scores as follows:

Table (3): Degree of agreement

Arithmetic means values	Degree of approval
STRONGLY DISAGREE	1 → 1.8
DISAGREE	1.8 → 2.6
NEUTRAL	2.6 → 3.4
AGREE	3.4 → 4.2

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STRONGLY AGREE	4.2 → 5
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Source: Prepared by the author based on the scale adopted in the study

As for determining the level of quality of work life and its relationship to developing competencies, it is necessary to determine the range of overall averages for each axis as follows:

1. Determine the scope of the category (the scope of the categories varies according to the number of paragraphs for each dimension)
2. Locate the arithmetic averages within the category domain

Table (4): Scope of categories

	The level	Category field
Competency development	[7_16.33[	low
	[16.33_25.66[	Middle
	[25.66_35[	High
Employee commitment, participation in decision-making, work relations and conditions.	[4_10[	Low
	[10_15[	Middle
	[11_20[	High
Job stability	[5_11]	low
	[12_18]	Middle
	[19_25]	High

Source: By the author

We analyze the degree of response as follows:

Table (5): Arithmetic means and standard deviation on the competency development axis

The Dimension	Scale	Degree of Agreement							
		SA	A	N	Di	SDi	M	SD	Materiality/ LEVEL
The training institute provides the appropriate environment to benefit from the available knowledge	F	1	11	7	13	8	2.60	1.17	Disagree
	%	2.5	27.5	17.5	32.5	20			
The institute focuses on the real knowledge that individuals possess and are interested in developing it	F	1	4	7	12	16	2.05	1.10	Disagree
	%	2.5	10	17.5	30	40			
The Institute provides and participates in scientific and practical events (conferences, forums...) that support the knowledge possessed by workers	F	0	2	4	14	20	1.70	0.85	Strongly disagree
	%	0	5	10	35	50			
The institute's senior management grants full	F	0	14	8	5	13	2.58	1.27	Disagree

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and appropriate powers to employees when performing their duties.	%	0	35	20	12.5	32.5			
The senior management of the institute adopts positive criticism when employees commit a mistake.	F	2	8	8	9	13	2.50	1.27	Disagree
	%	5	20	20	22.5	32.5			
Training and training are among the common and approved methods for developing competencies in the training institute.	F	1	6	4	19	10	2.23	1.07	Disagree
	%	2.5	15	10	47.5	25			
All employees are given the opportunity for to develop performance, regardless of the rank difference in the organizational structure.	F	3	10	10	12	5	2.85	1.16	neutral
	%	7.5	25	25	30	12.5			
The Total							16.51	7.89	middle

Source: SPSS outputs

It is noted that the individuals' answers tended toward disagreement in the first place, and although the level of competency development in the training institute is considered average based on the overall arithmetic mean scale, the negative side and high degrees of disagreement prevail, which indicates that the training institute is not fully based. It is enough to exploit the available knowledge available through the development process, and therefore the method of work followed is according to the classical traditional method.

Table (6): Employee commitment

The Dimension	Scale	Degree of Agreement					M	SD	Materiality/ LEVEL
		SA	A	N	Di	SDi			
The staff cares about the future and vision of the training institute and works to improve its reputation.	F	11	13	11	2	3	3.68	1.16	Agree
	%	27.5	32.5	27.5	5	7.5			
Staff embrace the culture and values of the Institute and are committed to defending them.	F	9	6	14	9	2	3.28	1.19	neutral
	%	22.5	15	35	22.5	5			
Workers are keen to complete the tasks assigned to them daily, regardless of the end of working hours.	F	8	10	4	10	8	3	1.46	neutral
	%	20	25	10	25	20			
Employees adhere to the instructions and directives of work managers.	F	11	11	11	4	3	3.58	1.21	Agree
	%	27.5	27.5	27.5	10	7.5			
The Total							13.54	5.02	middle

Source: SPSS outputs

It is clear from the table above the difference in degrees of agreement between neutrality and

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agreement, which includes all the employees' interest in the institute's image, in addition to their commitment to the directives of their managers. The overall score shows an average level of commitment, and it relates to the extent to which employees adopt the institute's culture and values, in addition to a high degree of denial regarding the employees are keen to perform and accomplish their tasks, and therefore, it can be said that there is a division and convergence between employees for professional commitment and the extent of their care for it. This is confirmed by the degree of dispersion in the answers, which is expressed by the high values of the standard deviation.

Table (7): Participation in decision making

The Dimension	Scale	Degree of Agreement					M	SD	Materiality/ LEVEL
		SA	A	N	Di	SDi			
The administration at the institute follows a policy of enabling employees to participate in decision-making.	F	4	11	10	2	13	2.78	1.42	neutral
	%	10	27	25	5	32.5			
Employees have high capabilities that enable them to participate effectively in decision-making.	F	5	8	13	10	4	3	1.17	neutral
	%	12.5	20	32.5	25	10			
Employees contribute to building development plans for the institute.	F	5	8	11	9	7	2.88	1.28	neutral
	%	12.5	20	27.5	22.5	17.5			
Employees take the initiative to submit suggestions for developing the institute.	F	11	9	9	8	3	3.43	1.29	Agree
	%	27.5	22.5	22.5	20	7.5			
The Total							12.09	5.16	middle

Source: SPSS outputs

The answers of individuals, based on the results of the above debate, are dominated by neutrality. The initiative of employees in submitting development proposals is no longer directed towards approval. That is, the traditional style is adopted, which limits decision-making to the highest management body within the organizational structure. However, it is noticeable a moderate level of participation in this is done by employees according to the overall grade, and therefore there is a kind of allowance for employees to express opinions to make decisions.

Table (8): Employment relations

The Dimension	Scale	Degree of Agreement					M	SD	Materiality/ LEVEL
		SA	A	N	Di	SDi			
Cooperation and team spirit prevail among employees.	F	10	21	7	1	1	3.95	0.87	Agree
	%	25	52.5	17.5	2.5	2.5			
Senior management	F	7	11	4	10	8	2.98	1.44	neutral

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works to spread a culture of participation and cooperation among employees.	%	17.5	27.5	10	25	20			
There is a positive communication relationship between individuals, regardless of their job level.	F	13	21	3	2	1	4.08	0.91	Agree
	%	32.5	52.5	7.5	5	2.5			
Respect and appreciation prevail among the institute's superiors and subordinates.	F	6	19	7	3	5	3.45	1.21	Agree
	%	15	47.5	17.5	7.5	12.5			
The Total							14.46	4.43	middle

Source: SPSS outputs

The predominant trend in individuals' answers based on the results is agreement, which confirms the existence of a positive relationship of cooperation and respect between work personnel in the training institute, with a moderate degree of the level of this cooperation and practical exchange expressed through the nature of work relationships.

Table (9): Working conditions

The Dimension	Scale	Degree of Agreement					M	SD	Materiality/ LEVEL
		SA	A	N	Di	SDi			
The institute is interested in providing office designs (paint colors, engineering designs...) that are comfortable and appropriate.	F	2	3	5	11	19	1.95	1.17	Disagree
	%	5	7.5	12.5	27.5	47.5			
The institute provides a safe and healthy work environment.	F	1	21	2	8	8	2.98	1.29	neutral
	%	2.5	52.5	5	20	20			
The institute provides the appropriate technological means to complete the work.	F	2	14	6	11	7	2.83	1.23	neutral
	%	5	35	15	27.5	17.5			
The institute provides office equipment suitable for the nature of work	F	2	16	7	2	13	2.80	1.40	neutral
	%	5	40	17.5	5	32.5			
The Total							10.56	5.09	low

Source: SPSS outputs

The results show that the level of suitability of working conditions is low in the availability of office and technological equipment, which does not cover all needs at the training institute.

Table (10): Job stability

The Dimension	Scale	Degree of Agreement					M	SD	Materiality/ LEVEL
		SA	A	N	Di	SDi			
The institute has the material and moral	F	4	14	7	9	6	1.75	1.27	Strongly disagree

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capabilities necessary to provide job stability.	%	10	35.5	17.5	22.5	15			
Workers feel stable and are not afraid of the possibility of losing their services.	F	2	16	7	4	11	2.25	1.35	Disagree
	%	5	40	17.5	10	27.5			
The institute's management works to prepare employees to enhance their sense of job stability.	F	1	10	11	6	12	2.55	1.23	Disagree
	%	2.5	25	27.5	15	30			
The institute has a stable regulatory environment.	F	1	5	11	9	14	2.85	1.14	Neutral
	%	2.5	12.5	27.5	22.5	35			
There is fairness in the division of tasks and functions among employees within the training institute.	F	1	2	5	10	22	3.03	1.03	Neutral
	%	2.5	5	12.5	25	55			
The Total							12.43	6.02	middle

Source: SPSS outputs

The training institute enjoys job stability at an average level, which has not reached its highest level now. This is confirmed by the predominant trend in the answers of the sample members, which was towards disapproval, which denies the feeling of stability and security at work for employees. The matter relates to the possibility of losing their job, as well as not being employed on the basis of competence, which makes them feel unsure.

2-2-3 Hypothesis testing:

We test the study hypothesis by determining the nature of the relationship between the variables (linear, non-linear) using the Pearson correlation coefficient, and we state the statistical hypotheses as follows:

H: The development of competencies at the Institute of Training and Apprenticeship in Maghnia is linked to the quality of its work life.

H_A: There is a statistically significant correlation between developing competencies and improving job quality at the Training and Vocational Institute in Maghnia at a significance level of 0.005.

H_B: There is a statistically non-significant correlation between developing competencies and improving job quality at the Training and Vocational Institute in Maghnia at a significance level of 0.005.

Table (11): Correlation between developing competencies and improving job quality at the Institute of Training and Apprenticeship in Maghnia.

Variables	correlation coefficient	significance
Competency development/quality of work life	0.566	0.423

Source: SPSS outputs

From the following table, it is clear to us that the correlation coefficient is positive and direct, indicating the presence of a linear relationship with an average degree according to the Pearson

correlation coefficient (0.566). The development of competencies and the improvement of job quality at the Training and Vocational Institute in Maghnia. However, this correlation is not significant according to the significance coefficient, which exceeds 5%. Much, which means rejecting the H_a hypothesis and accepting the H_b hypothesis, and the correlation in this case is insignificant and not considered important.

2-2-4 Discussion and conclusion

Studying the development of competencies and its relationship to levels of quality of work life is linked to activating this process based on achieving compatibility between the individual and organizational path, that is, between the methods of education, training and training and achieving the required professional commitment, in addition to stimulating the process of participation in decision-making, and activating the quality of work life in conditions and relationships. Work, adding a sense of stability and security to employees. By projecting these considerations onto the National Institute specialized in training and vocational training in Maghnia, we arrived at:

- The Institute has an awareness of the concept of developing competencies and its relationship to the quality of work life in it.
- Average levels in general about developing competencies and achieving quality in professional life at the institute;
- There is a positive correlation to a moderate degree between developing competencies and the quality of work life. However, the lack of statistical significance for this correlation reduces its value and may be due to cases of correlation that are purely chance, and therefore it is not considered.

These results lead us to propose the following recommendations:

- Expanding the scope of interest in developing competencies, modernizing its methods, and constantly striving to link it with work life and its quality
- Increasing training and training programs for employees and supporting their knowledge and skills acquisition;
- Activating work relationships and departing from the classical framework of operating processes for competencies or reducing the gap between functional levels in the organizational structure;
- Providing opportunities for everyone to take initiative in action and decision-making, which allows for the discovery of available competencies in addition to providing the appropriate conditions and the required stability.

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