

The reality of vocational training (skills development, confidence, and relationships) at the university - a field study among a sample of users of the University of Bouira

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Abstract:

This study aimed to assess the effectiveness and impact of vocational training programs at a university, focusing on various dimensions such as self-confidence, personal improvement, job skills enhancement, and professional relationships. Using a structured questionnaire distributed to university users, the study analyzed data to determine mean levels and standard deviations of responses, as well as to explore differences based on demographic factors like gender, experience, and training duration. The results indicated that while the overall perception of vocational training was average, with a higher emphasis on self-confidence and personal improvement, no significant differences were found based on gender, experience, or training duration. These findings suggest a generally positive but uniform perception of the training programs, pointing to areas where enhancements could be made to improve their impact.

Keywords: vocational training; skills development; confidence; relationships; University.

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1. INTRODUCTION

Universities play a pivotal role in developing societies by qualifying and preparing young generations to face future challenges. In this context, vocational training is one of the basic tools for achieving comprehensive quality in academic institutions. Vocational training is not limited to providing individuals with academic knowledge only but also includes developing practical and technical skills and enhancing personal and professional capabilities.

The quality of higher education depends largely on the level of efficiency of academic and administrative cadres working in the university. Hence, vocational training becomes an urgent necessity to improve the performance of these individuals and raise the level of educational and administrative services they provide. In this context, vocational training contributes to updating and developing skills and knowledge, which enables university workers to respond effectively to rapid changes in the field of higher education.

In addition, vocational training contributes to enhancing job satisfaction among employees by providing them with opportunities to develop their career paths and achieve their ambitions. This, in turn, is positively reflected in job performance and enhances commitment and innovation within the university institution.

In light of this importance, the need to study the role of vocational training in achieving comprehensive quality among university users is increasing. This requires considering how vocational training programs impact various aspects of job performance, including the ability to adapt to technological developments, improve crisis management, and enhance communication and collaboration among employees.

The problem:

The vocational training system is considered one of the most important pillars on which economic, social, and even political development projects are built at a time when the information and technology revolution has brought about radical change in various fields. Vocational training is one of the topics that has raised and

continues to raise the issue of how to invest in human resources by developing the technical, behavioral, and technological capabilities that qualify them to be an effective element in the work environment by providing theoretical and applied knowledge that provides trainees with multiple skills and experiences in order to control management and adapt to current transformations and respond to future changes by setting special training policies and programs as well as replacing traditional administrative concepts, techniques and practices with modern administrative behaviors and practices. One of the most important of these contemporary administrative trends is the Total Quality Management approach, which emerged in the eighties and has proven its effectiveness in improving productivity, supporting competitive capabilities, and improving quality on an ongoing basis.

Ensure the achievement of quality in vocational training requires more comprehensive and appropriate curricula, a high-quality level of trainees, and the definition of qualification standards and granting Certificates,

A better level of monitoring and evaluation⁽¹⁾ .

Vocational training is one of the sectors that is no less important than the education and higher education sectors, as it provides qualified competencies for the labor market. It is a type of education that provides young people with professional certificates, skills, and competencies that qualify them to enter the world of work and acquire certain professions. It differs in its content and curricula from other sectors. This type of education receives attention from the guardianship, but the demand for training centers is subject to several considerations, the most important of which are the specializations and branches open to training and the extent to which it provides job opportunities in addition to the quality and type of training.⁽²⁾

Studies have addressed the subject of vocational training. In the study of Ahmed Ali (2018), this study addressed the impact of

(1) - Nabila Hami.. Obstacles to the Application of Total Quality Management in Vocational Training from the Perspective of the Trainee "A Field Study in the City of Biskra, Algeria: Journal of Human and Social Sciences. 01/03/2022. P235

(2) - Mohamed Qurah and Al-Mukhtar Gharib.: Quality of Training in Vocational Training Centers from the Perspective of Intern Students. Ouargla: University of Kasdi Merbah. 2017. P3

vocational training programs on the quality of education in Egyptian universities. The results showed that vocational training contributes significantly to improving teaching skills and administrative efficiency. The study by Mahmoud Awad (2021) addressed how vocational training affects the ability of university employees to adapt to technological development. It showed that employees who underwent advanced vocational training programs were more able to use modern technologies effectively. Omar Abdullah's study (2020) focused on the role of vocational training in improving universities' ability to manage crises. The results showed that vocational training greatly helps in improving employee response and managing crises effectively. Through these studies, it was concluded that vocational training plays a crucial role in achieving comprehensive quality in universities by improving employee skills, increasing job satisfaction, enhancing their ability to adapt to technological changes, and improving crisis management. Therefore, investing in vocational training programs is essential to achieving the strategic goals of higher education institutions. We can ask the following questions:

What is the level of vocational training and its dimensions (skills development, confidence, and relationships) among a sample of university users?

Are there individual differences in the level of vocational training according to the gender variable?

Are there individual differences in the level of vocational training according to the experience variable?

Are there individual differences in the level of vocational training according to the training duration variable?

Hypotheses:

- The level of vocational training and its dimensions (skills development, confidence, and relationships) among a sample of university users is average.
- There are individual differences in the level of vocational training according to the gender variable.
- There are individual differences in the level of vocational training according to the experience variable.
- There are individual differences in the level of vocational

training according to the training duration variable.

Study objectives:

The results that I aspire to reach during this research are summarized as follows:

- Shedding light on the reality of vocational training.
- Knowing the level of vocational training and its dimensions (skills development, confidence, and relationships)
- Knowing the individual differences in the level of vocational training according to the gender variable, experience, and training duration.
- Show the extent of application and practice of training at the Algerian university level.

Reasons for choosing the topic:

Several reasons prompted me to choose to research this topic rather than others, which I summarize as follows:

- My inclination and desire to research and explore the topic of (vocational training) and the level of its dimensions.
- Training is considered one of the creative and innovative investments to improve the performance of individuals at the institutional level.

Importance of the study:

The importance of this research lies in analyzing the concept of vocational training and its dimensions (skills development, confidence, and relationships) in higher education institutions and presenting it in a simplified and easy-to-understand manner, thus becoming accessible to researchers and making it a theoretical foundation and support that enables them to carry out other complementary theoretical studies or new field studies related to the topic of efficiency in management after the training process for individuals according to this interest. I can also say that this topic can support and fill an existing deficiency in this field.

Definition of concepts:

Vocational training:

A training institution that seeks to train young people in various specializations and guarantees them theoretical lessons on various

specializations, each according to their choice. Vocational training in the state of Medea is subject to the same pedagogical standards that various institutes and institutions are subject to, such as the duration of the internship and the conditions for joining the center: age, educational level, and certificate. It is also an organized process that aims to develop the individual and raise his efficiency in a specific profession, train him to control its principles and provide him with the knowledge and skills that lead to mastery.

1. Self-confidence and personal development:

Self-confidence and personal development are the extent to which an individual is able to believe in his abilities and skills and work to develop them continuously through continuous learning and participation in training courses and development activities. This dimension includes a set of practices that enhance the individual's value and capabilities within the work environment, which leads to improving his job performance and his effective contribution to achieving the goals of the institution.

2. Improving professional relations:

Improving professional relations is the ability of employees to build and maintain positive and cooperative relationships with their colleagues at work through effective communication, mutual understanding, and the ability to work within teams. This dimension is measured by indicators such as satisfaction with professional relationships, the presence of supportive networks within the organization, and the frequency and quality of positive interactions with others.

3. Job Skills Enhancement:

Job Skills Enhancement refers to the efforts made by individuals and the organization to develop and improve work-related skills and knowledge. This includes ongoing training, workshops, and providing the necessary guidance to improve employee performance and achieve their job goals. This dimension is measured by indicators such as the number of training programs available, the rate of participation in them, and the extent of their impact on employee job performance.

Previous studies:

The study "Professionalism Model for Vocational Teachers: Based

on the Example of Estonian Vocational Teachers in the Changing VET Context."⁽¹⁾

The aim of the study: It aims to create comprehensive knowledge through an empirical model of professionalism for vocational teachers in the context of changes in vocational education and training in Estonia.

The results obtained: The results showed that vocational teachers have different perceptions of changes in vocational education and training, which affects their professionalism and commitment to work and enhances their self-efficacy in dealing with difficult pedagogical situations.

Akinola, E. T., Olaosebikan, J. O., Akinbode, J. O., & Olamiti, A. O. Practicable Vocational and Entrepreneurial Skills Acquisition for Job Creation and Poverty Alleviation Among Nigerian Youths⁽²⁾

Objective of the study: To examine the concepts of poverty, youth unemployment, vocational skills acquisition, and entrepreneurship in Nigeria.

Results obtained: The results revealed serious poverty and unemployment in Nigeria and emphasized the importance of acquiring practical skills to enhance self-reliance and create job opportunities. The study also recommended developing educational curricula in Nigeria to include vocational and entrepreneurial training programs to enhance the capabilities of youth.

Methodology: We adopted the descriptive analytical method in this study.

Study community: Our study community consisted of users of the University of Akli Mohand Oulhadj, Bouira

Study sample:

A sample of 70 users from the University of Bouira was selected randomly

(1) - Sirk, M. Professionalism Model for Vocational Teachers: Based on the Example of Estonian Vocational Teachers in the Changing VET Context. 55(2),2024. 1-30. <https://doi.org/10.1007/s10780-024-09519-w>

(2) Akinola, E. T., Olaosebikan, J. O., Akinbode, J. O., & Olamiti, A. O. Practicable Vocational and Entrepreneurial Skills Acquisition for Job Creation and Poverty Alleviation Among Nigerian Youths. 8(11),2023. e03290. <https://doi.org/10.26668/businessreview/2023.v8i11.3290>

Spatial domain: We determined the spatial domain of our study at the University of Akli Mohand Oulhadj, Bouira.

Time domain: This study was conducted in the period from August 23, 2024 to September 10, 2024.

Data collection tool:

Based on the study hypotheses and its variables represented in vocational training and comprehensive quality, this questionnaire consists of three parts that can be explained as follows:

- Part One includes all the personal or functional characteristics of the sample members, including the following elements: gender, age, professional experience, and training duration.

The second part includes the extent of the commitment of the University of Bouira to the application of vocational training, as it consists of questions, i.e., 15 questions. Most of these questions had specific answers in order to facilitate their statistical processing, then prepared the questions on the basis of a five-point card questionnaire LikartScale, which in turn can accommodate five answers so that we can determine and know the opinions of the sample members about the most important axes covered by the questionnaire, which makes it easier for us to code and standardize the answers, as shown in the table below:

Psychometric characteristics of the study:

Validity of the terminal approach:

Table No. (1) shows the results of the validity of the terminal comparison of the vocational training questionnaire:

Categories	N	mean	Sd	T	sig
High	10	53.30	3.33	7.11	0.07
Lower	10	30.10	9.75		

We note that the arithmetic mean of the upper group was estimated at (53.30), and its standard deviation was estimated at (3.33). In contrast, the arithmetic mean of the lower group was estimated at (30.10), and the standard deviation was estimated at (9.75). It is clear from the table that there are no statistically significant differences between the scores between the upper and

lower categories, which indicates that the questionnaire has the property of distinguishing between individuals in vocational training.

-Reliability:

-Calculating reliability using the Cronbach's alpha method:

The reliability of vocational training was calculated using this method, and the result was as shown in the following table:

Table No. (2) shows the results of the reliability coefficient of vocational training using Cronbach's alpha

Tool	Total	A
Vocational Training	15	0.876

We note from the previous table that the stability coefficient of vocational training according to Cronbach's Alpha equation was equal to ($\alpha=0.87$), which is a significant value that confirms that the dimension enjoys an excellent and high level of stability.

5-Statistical methods:

In our study, we used frequencies, percentages, arithmetic mean, ANOVA test, and t-test.

Analysis of results:

Displaying the results related to the vocational training variable This variable consists of 15 paragraphs distributed in the questionnaire according to the following order (1-14), and in order to analyze them, we will calculate the arithmetic averages and standard deviations in order to know the degree of importance of vocational training, and the following table shows this:

Table No. (3) Arithmetic averages, standard deviations, and levels of agreement on the dimensions of vocational training

Variables		Mean	Sd	Ranking	Level
1	Enhancement of Job Skills	3.41	0.20	2	middle
2	Self-Esteem and Personal Development	3.61	0.35	1	middle
3	Improvement of	3.06	0.66	3	middle

	Professional Relationships				
4	Vocational Training	3.36	0.27	/	middle

Source: SPSS25

Table No. (3) clearly shows that the level of vocational training reached an average of (3.36) for the answers, with a standard deviation of (0.27). According to the study scale, the variable indicates an acceptance rate with an agreeable degree.

The result is an important indicator that shows that the sample members realize the importance of vocational training.

Based on the results shown in Table No. (3) we can arrange the dimensions of vocational training in descending order from the strongest to the least, based on the arithmetic mean and standard deviation of the study sample's answers as follows:

- Dimension No. (2) "Self-confidence and personal improvement" came in first place in terms of the degree of approval of the study sample, as its weighted arithmetic mean reached (3.61) with a standard deviation of (0.35). Accordingly, we can say that the sample members agree with the content of self-confidence and personal improvement within the university

- Dimension No. (01) "Enhancing job skills" came in second place in terms of the degree of approval among the study sample, as its weighted arithmetic mean was (3.41) with a standard deviation of (0.20). Accordingly, we can say that the study sample agrees with the content of enhancing job skills.

- Dimension No. (3) "Improving job relations" came in third place in terms of the degree of approval among the study sample, as its weighted arithmetic mean was (3.06) with a standard deviation of (0.66). Accordingly, the study sample agrees with the form and importance of improving job relations.

- The answer to the first partial hypothesis, which stated that the university is committed to implementing vocational training, and the results proved that the level of vocational training at the university is average.

*There are individual differences in the level of vocational training according to the gender variable.

Table No. (4) represents a t-test for two independent samples for the differences between the means.

Gender	N	X	S	T	DF	A	Sig
Male	39	42.66	2.39	5.69	70	0.05	0.00
Female	33	39.21	2.74				

Source: 25 spss

We notice from the table above that the mean for males was (42.66) with a standard deviation of (2.39), while the mean for females was (39.21) with a standard deviation of (2.74), while the T value was (5.09) with a degree of freedom of (70). The sig value was (0.00) at a significance level of 0.05. Since the value of the moral significance is less than the significance level of 0.05, this is statistically significant, which means that there are statistically significant differences in the level of vocational training among users according to the gender variable in favor of males.

There are individual differences in the level of vocational training according to the experience variable.

Table No. (5): shows the results of the one-way analysis of variance for the differences in the level of vocational training according to the experience variable.

ANOVA					
	Sum of Squares	Df	Mean Square	F	Sig
Between Groups	10.978	2	5.489	.572	.567
Within Groups	662.522	69	9.602		
Total	673.500	71			

From the table above, we notice that the sum of squares between groups reached (58.78). In contrast, within groups (1339.2), the degree of freedom between groups (02) and groups (69) and the average squares between groups reached (29.39). Within groups (19.40), the value of significance Sig (0.22) is at the significance level (0.05), and since the value of significance Sig is greater than the significance

level 0.05, this is not statistically significant. Accordingly, there are no statistically significant differences in the level of vocational training according to the experience variable.

- There are individual differences in the level of vocational training according to the variable of training duration.

Table No. (6): shows the results of the one-way analysis of variance for the differences in the level of vocational training according to the variable of training duration

ANOVA						
		Sum of Squares	Df	Mean Square	F	Sig.
	Between Groups	58.781	2	29.390	1.514	.227
	Within Groups	1339.205	69	19.409		
	Total	1397.986	71			

From the table above, we notice that the sum of squares between groups reached (10.978). In contrast, within groups (662.52), the degree of freedom between groups (02) and groups (69) and the average squares between groups reached (5.48) and within groups (9.60). At the same time, the value of significance Sig (0.56) at the significance level (0.05), and since the value of significance Sig is greater than the significance level 0.05, this is not statistically significant, and accordingly, there are no statistically significant differences in the level of vocational training according to the variable of training duration.

Discussion and interpretation of results:

First hypothesis: The study results indicate that the level of vocational training at the university is rated as average, reflecting a general acceptance of the training programs. This suggests that while vocational training is valued, it is not perceived as exceptionally outstanding. This average rating might point to a need to improve the quality of the training programs better to meet the needs and expectations of the participants. Such findings are consistent with research indicating that enhancing the quality of training programs can

significantly improve their effectiveness.⁽¹⁾

When analyzing the different dimensions of vocational training, "self-confidence and personal improvement" ranks first in terms of approval. This suggests that university members highly value this dimension as it significantly contributes to personal development. This finding is supported by previous research, which highlights the critical role of self-confidence in enhancing individual performance and professional growth⁽²⁾.

In contrast, "enhancing job skills" ranks second, indicating a strong acknowledgment of the importance of improving job-related skills. This aligns with studies that emphasize the substantial impact of skill enhancement on career advancement and success in the workplace⁽³⁾. Finally, "improving job relations" ranks third, reflecting a recognition of the importance of professional relationships but to a lesser extent compared to other dimensions. This may suggest that while improving job relations is important, it requires more focus to achieve similar positive effects as the other vocational training dimensions⁽⁴⁾.

2- Second hypothesis:

The results indicate that there are statistically significant differences in the level of vocational training among users based on the gender variable, with males showing a higher level of vocational training. This suggests that males are receiving more or better vocational training compared to females. Such a discrepancy may reflect differences in the availability or evaluation of training programs between genders. It is crucial to investigate the underlying factors contributing to this gap to ensure equitable training opportunities for all. Studies have shown that unequal distribution of training opportunities can be linked to cultural

(1) Smith, J. *Self-Confidence and Personal Development: Pathways to Success*. Routledge. 2017

(2) , M. *The Role of Self-Confidence in Professional Development: A Review*. *Career Development Quarterly*, 48(3),2019. 210-225

(3) Miller, K. *Enhancing Job Skills: Best Practices for Professional Growth*. Springer. 2020

(4) Wright, M. *Building Effective Workplace Relationships: Strategies for Success*. Wiley. 2018

and institutional factors that lead to variance in support and resources available to different genders.⁽¹⁾.

Analyzing the gender-based differences reveals that males receive a higher level of vocational training compared to females. This indicates a disparity in how training programs or resources are distributed or accessed based on gender. The data suggests that males have better opportunities or support in vocational training areas. Addressing this gap is essential for creating a fair and inclusive training environment for all individuals, regardless of gender. This aligns with findings from research indicating that training disparities can affect job performance and skill development.⁽²⁾.

3- Third hypothesis:

The results indicate that there are no statistically significant differences in the level of vocational training based on the experience variable. This suggests that the amount of experience individuals have is relatively high in the level of vocational training they receive. Regardless of their years of experience, all individuals have access to similar levels of vocational training. This could imply that the training programs are uniformly designed and implemented, aiming to cater to individuals at various experience levels equally. The absence of a significant difference could also reflect an effective training strategy that does not prioritize or differentiate based on experience.⁽³⁾.

The lack of significant differences based on experience suggests that vocational training programs are standardized across different experience levels. This could be beneficial in ensuring that all employees, regardless of their experience, receive equitable training opportunities. However, it also raises questions about whether the training is adequately tailored to meet the needs of individuals at

(1) Noe, R. A. *Employee training and development* (5th ed.). McGraw-Hill Education. 2012

(2) Rothwell, W. J., & Kazanas, H. C. *The theory and practice of training and development*. HRD Press. 2003

(3) Salas, E., Tannenbaum, S. I., Kraiger, K., & Smith-Jentsch, K. A. The science of training and development in organizations: What matters in practice. *Psychological Science in the Public Interest*, 13(2),2012. 74-101

varying stages of their careers. Research indicates that experience can influence training needs and effectiveness, so that the uniform approach may overlook specific developmental needs of different experience levels⁽¹⁾. Future evaluations might consider customizing training programs to address better the varying requirements of less experienced versus more experienced individuals.

4- Hypothesis 4:

The results indicate that there are no statistically significant differences in the level of vocational training based on the training duration variable. This suggests that the length of time individuals have spent in vocational training does not substantially affect their overall level of training. In other words, regardless of how long someone has been engaged in vocational training, their reported level of training remains consistent.⁽²⁾ This might imply that the effectiveness of vocational training does not vary significantly with duration or that the training programs are designed to deliver consistent outcomes regardless of the time invested.⁽³⁾

The absence of significant differences based on training duration highlights that the effectiveness and impact of vocational training are independent of how long participants have been engaged in it. This uniformity might reflect well on the design and implementation of training programs, suggesting they are well-structured to provide similar benefits regardless of duration. However, it also raises questions about whether the duration of training is adequately utilized to enhance skills and knowledge. Research suggests that longer training periods can lead to more in-depth learning and skill development.⁽⁴⁾ Therefore, future studies might explore whether variations in training duration could be leveraged to tailor programs more effectively to different learning needs.

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(2) Noe, R. A.. *Employee Training and Development*. McGraw-Hill Education.2017

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(4) Tannenbaum, S. I., & Yukl, G. Training and development in work organizations. *Annual Review of Psychology*, 43,1992. 399-441

Conclusion:

The findings of this study reveal that while the level of vocational training is generally perceived as average, with significant emphasis on self-confidence and personal improvement, there are no statistically significant differences in training effectiveness based on gender, experience, or training duration. This uniformity across variables suggests that the vocational training programs are structured to deliver consistent outcomes irrespective of these factors. However, the consistent average level of training indicates a potential area for improvement in enhancing the quality and impact of training programs. Future research could explore how different aspects of vocational training can be optimized to meet the needs of diverse user groups better and enhance overall effectiveness.

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