

Health Training in Public Hospital Institutions and Its Impact on Improving the Quality of Health Services in Algeria

التكوين الصحي في المؤسسات الاستشفائية العمومية وأثره في تحسين جودة الخدمات الصحية في الجزائر

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Abstract: This study elucidated the impact of health training on improving the quality of health services in Algeria. Health has several characteristics and principles that must be considered when designing a training program to ensure it delivers the expected benefits for both the individual and the public institution. The primary goal of these institutions is to improve the quality of their services; this is achieved by applying laws related to training, as public institutions are governed by the provisions of Executive Decree 20-194. For staff members, the expected outcomes include performance improvement, enhanced competencies, and career progression. For public hospital institutions, this leads to well-trained and qualified medical and nursing teams, resulting in better services through improved diagnosis, enhanced treatment plans and methods, reduced medical errors, and an improved patient experience through effective communication, active listening, and empathy, all of which build patient trust in public hospitals.

Keywords: Training, Health Training, Quality of Health Services, Public Hospital Institutions

Résumé : Cette étude a expliqué l'impact de la formation en santé sur l'amélioration de la qualité des services de santé en Algérie. La formation en santé possède plusieurs caractéristiques et principes qui doivent être pris en compte lors de la conception d'un programme de formation afin d'assurer qu'il apporte les bénéfices attendus tant pour l'individu que pour l'établissement public, où son objectif principal est d'améliorer la qualité de leurs services ; cela est réalisé par l'application des lois relatives à la formation, les établissements publics étant régis par la disposition du Décret exécutif 20-194. Pour les employés, les résultats attendus comprennent l'amélioration des performances, le renforcement de ses compétences et l'évolution de ses carrières. Pour les établissements publics hospitaliers, cela se traduit par des équipes médicales et infirmières bien formées et qualifiées, cela permis d'offrir de meilleurs services grâce à une amélioration du diagnostique, des plans et méthodes de traitement, une réduction des erreurs médicales et en plus d'améliorer l'expérience des patients grâce à une communication efficace, une bonne écoute et une bonne prise en charge, ce qui renforce leur confiance envers les hôpitaux publics.

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Mots-clés : Formation; Formation en santé; Qualité des services sanitaires; Etablissement publics hospitaliers.

ملخص: أبرزت هذه الدراسة أثر التكوين الصحي على تحسين جودة الخدمات الصحية في الجزائر، حيث يتميز التكوين الصحي بعدة خصائص ومبادئ يجب مراعاتها عند تصميم البرنامج التكويني، حتى يؤدي مجموع الفوائد المنتظرة منه سواء بالنسبة للفرد أو للمؤسسة الاستشفائية العمومية التي تهدف أساساً منه إلى تحسين جودة خدماتها، وهذا بتطبيق قوانين المتعلقة بالتكوين كونها مؤسسة عمومية خاضعة لأحكام المرسوم التنفيذي 20-194 متعلق بتكوين الموظفين. فالنسبة للموظف تشمل النتائج المتوقعة من تطبيق المرسوم تحسين أدائه، رفع مستوى كفاءته وفعاليته وتطور في مساره المهني، أما بالنسبة المؤسسات الاستشفائية العمومية فتحقق فرق طبية وتمريضية مدربة ومؤهلة بشكل جيد، تحسين خدمات المقدمة من خلال: تعزيز التشخيص الدقيق، تحسين خطط وطرق العلاج، تقليل الأخطاء الطبية، بالإضافة إلى تحسين تجربة المرضى من خلال التواصل الفعال وحسن الاستماع والتعامل معهم، مما يعزز ثقتهم في المؤسسات الاستشفائية العمومية.

الكلمات المفتاحية : تكوين، تكوين صحي، جودة الخدمات الصحية، مؤسسات استشفائية عمومية

I- Introduction :

Health services are among the most essential human needs, directly related to an individual's health and well-being. This significance has made health services a major concern for all, not only for their role in maintaining an individual's safety but also for enhancing the capacity for development and progress. Health services reflect not only a human necessity but also an economic necessity for building a society capable of delivering optimal performance across various sectors of economic and social development. Consequently, nations strive to establish and enhance health institutions at various levels or to develop them using diverse health technologies, all with the goal of improving their efficiency to provide the best services with high quality.

Algeria, like other countries, has focused on health services, which consume a large portion of the national budget. The budget of the Ministry of Health and Hospital Reform has increased, especially with the emergence of the COVID-19 pandemic. Despite this, the country faces significant criticism regarding the quality of health services, which have not met expectations. These criticisms generally affect all hospitals, their staff, and even the healthcare system as a whole. The World Health Organization (WHO) ranks Algeria at 110th in health services distribution and 81st in healthcare system performance out of 192 countries (Sarri & Aouaj, 2021, p.401).

The main criticisms focus primarily on the performance of doctors, who are considered the backbone of health organizations, followed by nurses, who are in closest contact with patients. There are also concerns regarding financial resources, medical equipment, and pharmaceuticals. Many individuals engaging with health services in Algeria feel that the performance of doctors in healthcare organizations is subpar and fails to meet the expectations of service users. Some even go as far as to view the services provided by doctors in hospitals as a potential risk to their health and safety, citing multiple reports of serious medical errors attributed to the lack of sufficient skills, knowledge, and academic training, which in turn affects the quality of healthcare services provided.

Therefore, it has become necessary to evaluate the quality of healthcare services in public hospitals to improve and develop them. This evaluation should rely on patient feedback to understand their perceptions of the services provided. This process will enable the state to acquire the necessary knowledge to formulate strategies aimed at improving the quality of health services by training and qualifying the service providers—doctors and nurses—in ways that address the needs and expectations of service recipients, i.e., the patients.

Based on the above, the central research question is: **How does health training contribute to improving the quality of health services in public hospital institutions?**

To address our primary research question, we formulated the following hypotheses:

- **H1:** The Algerian government places significant importance on training including the health training.
- **H2:** The primary determinants of healthcare service quality aren't only the availability of advanced technological capabilities

The importance of the study: This study contributes to enriching information on health training and the quality of health services, as well as understanding how individuals working in public hospital institutions perceive the impact of training on their performance and professional development.

The goal of the study: The study aims to present the key steps and measures that Algeria has taken to activate training in public institutions, particularly public hospital institutions, and to familiarize staff with the laws and regulations related to training. It also aims to explore various aspects of training, such as its types, objectives, duration, and the results it produces in terms of professional development, performance enhancement, and service delivery efficiency, all of which contribute to the satisfaction of service beneficiaries. This is especially important in the context of health services, which have unique characteristics, directly affecting the health and safety of service users.

To achieve these objectives and address the various concepts of the study, a descriptive-analytical approach was used, which is the most suitable method for collecting, classifying, and analyzing data to formulate the theoretical background of the topic.

The study is divided into three main sections to cover the essential aspects of the topic and to answer the research question:

1. **Concept of Health Training**
2. **Nature and Quality of Health Services**
3. **Health Training and Its Impact on Improving the Quality of Health Services in Public Hospital Institutions in Algeria**

II- Concept of Health Training:

The development of human resources is the foundation for progress and growth. In order for an individual not to become a barrier to development, efforts should be made to transform them into a driving force. It is unquestionable that training is a crucial tool for the development of human resources, addressing numerous performance issues, and enabling workers to adapt to the rapid advancements in information technology.

II-1-Definition of Health Training: Several definitions of training have been provided, including the following: Training is defined as: "A process of positive modification with specific orientations, which targets an individual's behavior from a professional or functional perspective. Its goal is to acquire the experiences required to improve one's performance to meet the necessary conditions for mastering the job. In other words, training is a means of preparing competencies, combining

knowledge, skills, and behaviors to qualify individuals for successful work."(Boterf, Barzucchetti, & Vincent, 1992, p.53).

It is also defined as: "A set of pedagogical systems or tools provided to workers to help them adapt to structural changes and shifts in work organization due to technological and economic developments, as well as to benefit their professional development." (Citeau, 2000, P.101)

Furthermore, it is defined as: "A collection of processes, procedures, and supports through which knowledge, readiness, and behaviors of workers are improved and developed in order to achieve both organizational goals and their personal objectives."(Sekiou, 1990, P.239)

By analysing and comparing these definitions, it can be concluded that training is linked to three levels: (Hermas, 2021, PP. 96-97)

- **Cognitive Level:** The training aims to enhance the cognitive level by providing the required knowledge and focusing on intellectual gains and preparing competencies.
- **Skill Level:** Some definitions emphasize the need to possess and develop skills to enhance performance.
- **Behavioral Level:** The process of training not only focuses on providing knowledge and skills but also on shaping an individual's behavior.

Therefore, health training is not a random process but is closely related to other processes and is determined according to the general strategy of healthcare institutions. There must be a structured relationship between the organization's predictive needs in terms of competencies and the necessary qualified human resources, and its goals on one hand, and planning on the other.

Health Training Strategy is defined as: "A set of processes and activities aimed at designing and implementing practices and policies related to training human resources within healthcare institutions, in such a way that it helps the institution achieve a human capital that contributes to achieving its goals and improving the quality of services provided." (Berkouk & Boudouh, 2012, P.89)

II-2-Principles and Characteristics of Health Training:

Training is a developmental process aimed at providing individuals with knowledge, skills, and methods to interact with modern technologies through continuous training programs that rely on fundamental principles and take into account specific characteristics to ensure the success of the training process.

II-2-1-Characteristics of Health Training:

From the previously mentioned definitions of training, it is evident that health training has several characteristics: (Berkouk & Boudouh, 2012, P.91)

- **Health training is a continuous core activity:** Training continues with the individual after they assume their position within healthcare institutions. It also continues as the employee progresses in their career, ensuring they stay updated with the latest developments and scientific methods in their field of expertise.

- **Health training is an integrated system:** Viewing training as an integrated system means it consists of interconnected components that interact with each other to perform functions, with the overall outcome being the final result achieved by the entire system. This holistic perspective also highlights the close relationship between training and the surrounding organizational environment, as well as the general climate in which training occurs.
- **Health training is future-oriented:** Health training programs have a forward-looking approach, preparing employees for the work they will perform using the latest ideologies, allowing them to apply their knowledge efficiently, with minimal costs, and in the shortest possible time to achieve the institutions' objectives.
- **Health training is a dynamic and evolving activity:** This principle emphasizes that training deals with changes, so it must not be rigid. It should be adaptable and constantly evolving. The individual receiving training is subject to changes in habits, behavior, skills, and desires, which means that training content and methods must incorporate the latest developments in the field and address environmental changes that affect the institution.

II-2-2-Principles of Health Training:

There are several fundamental considerations that must be taken into account when designing and implementing training programs and plans in healthcare institutions. These considerations serve as general guidelines to enhance the effectiveness and efficiency of these programs, ensuring they achieve the desired outcomes. They are summarized as follows: (Al-Taie & Al-Fadl, 2006, P.276)

- **Comprehensiveness of Training:** Healthcare institutions should adopt a comprehensive approach when planning training programs. This approach should not exclude or favor certain groups, and it should differentiate between employees based on objective criteria. Planning should encompass training for both technical and administrative staff, following the priorities set by senior management, and taking into account the employees' preferences. Employees must have a genuine desire to participate in the training program, as a lack of interest will hinder their ability to benefit from the training.
- **Training Based on Job Nature:** The type of training required and its methods should be linked to the nature of the work. Training tools and resources should reflect the work environment as closely as possible. Job descriptions and specifications should be reviewed to understand the nature and scope of the work, alongside consulting supervisors and department heads to identify the technical aspects of the job.
- **Considering Individual Differences Among Trainees:** Individual differences among trainees should be considered when grouping them for training. They should be assigned to groups based on their levels and backgrounds, ensuring that the training style and content align with the varying levels of the participants, maximizing the effectiveness and benefits of the program.
- **Training and Incentives:** Incentives should be provided to motivate trainees to participate in training programs. This could include salary increases during the training period, free transportation, priority in promotions, and providing certificates of appreciation and rewards as deemed appropriate by the management.
- **Follow-up on Trainees after Training:** In addition to direct supervisors addressing the strengths and weaknesses of trainees after completing the program and returning to their work, it is crucial to implement a structured follow-up system. This can be done through a special

form designed for tracking behavioral and social changes and assessing the impact of the training on the trainees' performance. (Berkouk & Boudouh, 2012, P.90)

II-3-Importance and Benefits of Health Training:

Health training holds significant importance today, as it is a defining feature of modern healthcare institutions that seek to develop their workforce. The benefits derived from structured training programs contribute to achieving many organizational objectives.

II-3-1-Importance of Health Training:

The importance of health training lies in its role as a scientific input that enhances the effectiveness of individuals working in healthcare institutions. It helps improve their professional competence in their daily work, as well as equipping them with the necessary functional knowledge and skills that contribute to enhancing their ability to perform better in their current roles or future positions they will be qualified for. Furthermore, health training brings about positive changes in their behavior and attitudes toward work and colleagues, fostering improved relationships and promoting personal development. It also develops their ability to acquire new knowledge, sharpen skills, and refine their social interaction techniques, which ultimately results in better services for the beneficiaries. (Al-Taie & Al-Fadl, 2006, P.272)

The importance of health training in healthcare institutions can be seen from several angles, including: (Berkouk & Boudouh, 2012, PP.92-93)

- **Adapting to technological and administrative changes:** Health training is characteristic of modern healthcare institutions that are keen to keep up with technological and administrative advancements. Without a well-developed workforce capable of adapting to change, an institution will struggle to achieve its goals.
- **Technological advancement and service improvement:** Technological development brings improvements in service delivery, often accompanied by innovation and creativity in work. This requires individuals to have high-level skills to perform many complex and precise technological tasks. Therefore, training individuals to match these new demands is essential. As production methods and tools become more precise and complex, they require higher levels of training for the individual.

II-3-2-Benefits of Health Training:

Health training is an effective tool for administration to achieve organizational development within healthcare institutions and improve their human resources. It results in several benefits, including: (Hermas, 2021,P.99)

A. Benefits for Individuals:

- **Reduction of errors and deviations:** Health training helps reduce incidents of mistakes and deviations in the workplace.
- **Improved performance:** It helps workers enhance their performance levels in the tasks assigned to them, leading to increased productivity both quantitatively and qualitatively, as it also improves skills and proficiency in their work.

- **Lower turnover rates:** Training increases workers' stability and commitment, fostering a stronger desire to serve the institution and remain loyal to it.
- **Better decision-making:** It helps individuals make better decisions and improves their problem-solving skills when facing challenges in the workplace.
- **Managing stress and conflict:** Training helps workers overcome anxiety, stress, alienation, and conflicts within the organization.
- **Opportunities for promotion:** Training opens doors for career advancement and the possibility of higher wages.

B. Benefits for the Organization:

- **Shaping attitudes:** Health training helps shape specific attitudes among workers toward the healthcare institution, fostering support for its activities, collaboration, and loyalty.
- **Improving profitability:** By increasing the quality and efficiency of services, health training contributes to the overall profitability of the healthcare institution.
- **Enhancing knowledge and skills at all levels:** Training improves knowledge and skills across all levels of the healthcare organization, enhancing performance and competency.
- **Boosting employee morale:** Training programs contribute to improving the morale of the staff, making them feel more valued and capable.
- **Improved organizational flexibility:** Training increases the organizational flexibility and stability of the workforce, helping align the interests of individuals with the broader goals of the institution.

III-Nature and Quality of Health Services

Services, in general, are not limited to a specific sector but extend across multiple fields, including the healthcare sector. These services are known as health services, which play a crucial role in society, contributing to its well-being and stability. In recent years, healthcare services have seen significant advancements in the way they are delivered. Governments have also increased their supervision and regulation of these services due to their direct impact on the well-being of individuals and communities.

III-1-Definition of Health Services

Healthcare services, also referred to as medical care, are defined as: "The range of services provided by healthcare organizations, including diagnosis, treatment, social and psychological rehabilitation services, as well as the specialized treatment departments, supporting medical units, and associated services such as emergency care, outpatient clinics, radiology, ambulance services, nursing, pharmaceutical services, and nutritional support." (Kortel & Boulessbae, 2013, PP.246-247). Medical care is considered the primary function of all types of hospitals, including private, public, university, and government hospitals.

Another definition describes health services as: "A set of functions aimed at meeting essential human needs related to survival and continuity. These services are also indirectly linked to other societal functions such as economic, educational, and social functions. They provide individuals with the ability to adapt to their environment by supporting their physical and psychological capabilities, enabling them to perform at their best." (Hameid, 2007, P108)

From these definitions, health services can be understood as: "All services provided by the healthcare system at the national level, whether they are therapeutic services directed at individuals or preventive services aimed at the community, with the overall goal of improving public health, treating illnesses, and preventing the spread of infectious diseases."

III-1-1-Characteristics of Health Services

Health services possess several distinctive characteristics, including: (Mekid & Ben Ayed, 2016, PP.11-12)

- **Personalized nature of healthcare services:** The direct interaction between the hospital and the service recipient is essential. In most cases, healthcare services cannot be provided without the patient being physically present for examination, diagnosis, treatment, and laboratory tests.
- **Urgency and non-deferrable nature of healthcare services:** Healthcare services must be provided immediately upon request, necessitating the mobilization of all available resources. Unlike other services, delays or refusals in healthcare can lead to severe consequences, making responsiveness a fundamental responsibility of healthcare institutions.
- **Regulatory influence on healthcare institutions:** Government laws and regulations significantly impact the operations of healthcare institutions, whether they are public or private. These regulations dictate their organizational frameworks, the medical services they provide, and the procedures for service delivery.
- **Accessibility and availability:** Health services should be easily accessible and widely available to ensure they reach all individuals in need.
- **Continuity of healthcare services:** In addition to ensuring ease of access, hospitals must also maintain service continuity. The relationship between patients and healthcare providers should be sustained to ensure ongoing care and follow-up.
- **High quality of healthcare services:** Medical services must be of exceptionally high quality, as they directly impact human life and recovery. Unlike material goods, healthcare cannot simply be replaced or repurchased.
- **Healthcare services and economic considerations:** Since healthcare services deal with human life—the most valuable asset—it is often challenging for hospital management to apply conventional economic principles and profitability models to their operations. The humanitarian mission of healthcare institutions often takes precedence over financial considerations.

Health services also consist of multiple interconnected elements that complement one another. Diagnostic, treatment, preventive, nursing, hospitality, and administrative services all function as part of an integrated system aimed at providing comprehensive care.

III-1-2-Types of Health Services

Health services can be categorized into the following types: (Hassan, 2021, P.349)

- **A. Preventive Health Services:** These services focus on public health and environmental healthcare, aiming to prevent the spread of infectious diseases and epidemics. They also address health deterioration caused by individual behaviors and environmental pollution

resulting from industrial activities. Although preventive healthcare primarily targets community health, it indirectly benefits individuals as well.

- **B. Curative Health Services:** These services are directly related to individual health and include diagnostic and treatment services. They encompass both in-home medical treatments and more intensive clinical care provided in healthcare centers. This category also includes surgical interventions, both traditional and modern, aimed at alleviating patient suffering and treating illnesses.
- **C. Rehabilitative Health Services:** These services aim to help patients reintegrate into their environments and regain their ability to perform social roles. Rehabilitation efforts focus on restoring as much of the patient's physical, psychological, and social capabilities as possible to improve their overall quality of life.

From these classifications, it is evident that health services can be broadly divided into three categories:

- **Curative services**, where patients receive medical treatment either at home or in healthcare institutions.
- **Rehabilitative services**, which include medical, psychological, and social rehabilitation programs following treatment.
- **Preventive services**, which aim to protect individuals and communities from infectious and epidemic diseases.

III-2-Quality of Health Services

The concept of quality in healthcare services gained significant attention in the 1980s, applying not only to healthcare but also to goods and services across industries. Today, quality is a defining feature of competitive healthcare institutions, serving as a key differentiator in service provision. However, the definition of quality varies between individuals, organizations, and time periods, meaning that the criteria for measuring quality also differ based on experience and accumulated knowledge. The concept of quality in healthcare services consists of two primary components:

- A. Medical Technology and Clinical Care:** This aspect includes diagnostic and treatment techniques, surgical procedures, respiratory therapies, and physiotherapy. The quality of these services is measured by how effectively they produce positive health outcomes for patients while minimizing risks.
- B. Service Experience and Patient Interaction:** The second component relates to the interaction between healthcare providers and patients, based on social values and ethical standards. The quality of this aspect is determined by how well medical staff meet patient expectations, not only in terms of medical care but also regarding comfort and accommodation. Factors such as clean waiting areas, hygiene, food quality, and communication services play a role in complementing the core healthcare experience. (Mokhimer & Taamneh, 2003, P186)

According to **Palmer**, the quality of healthcare services can be assessed from multiple perspectives: (Mekid & Ben Ayed, 2016, PP.13-14)

- **From the patient's perspective:** Quality is defined by the hospital's ability to provide care with compassion and respect.
- **From the physician's perspective:** Quality means applying the most advanced knowledge and medical expertise to benefit the patient.
- **From the hospital owners' perspective:** Quality involves acquiring the best talent and providing top-tier facilities to serve patients.
- **From the hospital administration's perspective:** Quality is about delivering top-tier services that align with the latest scientific and professional advancements, guided by ethical medical practices and standards governing healthcare professions.

Based on these definitions, it is evident that healthcare quality is fundamentally about adherence to professional standards. Quality in healthcare is typically measured retrospectively, using predefined criteria to assess performance and identify areas for improvement. The ultimate goal is to enhance service quality to meet or exceed patient expectations.

III-3-Determinants of Health Service Quality

Due to the varying definitions of health service quality, researchers have not agreed on a single set of dimensions to measure it. Differences in perspectives have led to the adoption of various criteria by different researchers. The following table presents some of the dimensions identified by different studies:

Table 1: Dimensions of Health Service Quality According to Various Researchers

Researcher(s)	Dimensions of Health Service Quality
Brown and Swarts (1989)	Professionalism, skill of healthcare professionals
Schroeder (1989)	Reliability, responsiveness, politeness, competence, accessibility, courtesy, communication, ethics, safety, customer understanding
Evans (1991)	Assurance, reliability, commitment, responsiveness, physical representation
Dilworth (1992)	Safety, trust, responsiveness, empathy, accuracy, perfectionism
Kotler (1994)	Excellence, exceeding expectations, value, conformity to standards
Lloyd and Crawford (1994)	Accessibility, aesthetics, responsiveness, politeness, customer understanding, safety, credibility, service availability, communication, appearance, comfort, tangibility, friendliness, care, cleanliness, attentiveness, integration, commitment
Rust and Oliver (1994)	Service product, service environment, service delivery

Researcher(s)	Dimensions of Health Service Quality
Gabbot and Hogg (1995)	Empathy, physician credibility, service coordination, physical facilities, responsiveness
Nicholas et al. (1995)	Reliability, trust, flexibility, accuracy, perfectionism
Kotler (1997)	Reliability, responsiveness, assurance, courtesy, tangibility
Jun et al. (1998)	Tangibility, courtesy, reliability, communication, competence, patient understanding, accessibility, responsiveness, care, clinical outcomes (treatment results), collaboration
Nilsson (2001)	Performance, initial performance, reliability, timing, communication, responsiveness
Naylor (2002)	Appearance, continuity, reliability, timing, communication, responsiveness
Alden et al. (2004)	Tangibility, service accessibility, expertise of medical and nursing staff, patient care
McCarthy et al. (2005)	Accurate diagnosis, effective treatment, information sharing, communication, safety, accessibility
Krajewski et al. (2007)	Courtesy, reliability, trust, physical presentation, perfectionism

Source: Farid Kortel, Mahmoud Boulsbaa, *Evaluation of Health Service Quality in Public Hospitals in Mila from Patients' Perspectives*, previously cited, p. 252.

Researchers have often relied on the model developed by Carmel (1985)—with some modifications—to evaluate health service quality. This model consists of six key dimensions that collectively determine the quality of healthcare services: (Kortel & Boulessbae, 2013, P.253)

- A. Doctors:** They form the foundation of healthcare service delivery to society. The quality of healthcare depends significantly on their scientific qualifications, the training programs they have undertaken, and the medical education opportunities available within their institutions to update their knowledge and expand their expertise. However, medical skill and professional training alone are insufficient to enhance healthcare service quality unless doctor 'social standing and financial stability are also maintained. A well-compensated and respected physician is more likely to focus on improving patient care.
- B. Nurses:** A nurse defined as "a person qualified to provide treatments based on medical prescriptions or in accordance with their specific professional duties. They operate in both public and private healthcare institutions and may specialize in various fields such as anesthesia, intensive care, operating rooms, and others." Nurses complement the roles of doctors and other healthcare professionals. They are responsible for executing doctors'

instructions, administering post-operative care, monitoring patients' health conditions, and reporting any changes to supervising doctors. Additionally, nurses act as intermediaries between doctors and patients, explaining medical conditions and conveying necessary advice and instructions.

- C. Healthcare Administration:** The success of a healthcare institution depends on the presence of an efficient administration capable of planning, organizing, supervising, and monitoring operations. The administration must also be able to make informed decisions based on the prevailing conditions within the hospital. Effective organization, recruitment of skilled medical and nursing personnel, and the availability of specialized and experienced healthcare support staff require competent and well-trained management. A strong healthcare administration is essential for the successful delivery of medical services and the overall effectiveness of the healthcare system.
- D. Hospital Facilities:** This category includes the hospital's infrastructure, information and communication technologies, internal amenities, necessary equipment, staff appearance, internal layout, patient waiting areas, and other related aspects. Some researchers classify hospital facilities under "tangible aspects of service delivery", which encompass the physical environment and resources available for patient care.
- E. Hospitality Services:** Hospitality services involve providing accommodation for patients in well-equipped rooms with suitable physical conditions such as air conditioning, proper lighting, and other comfort measures. Additionally, nutritional services play a crucial role in hospital management, as many treatments depend heavily on proper nutrition.
- F. Equity and Accessibility:** Equity in healthcare ensures that services are available to those who genuinely need them, without discrimination based on non-medical factors. It is essential to prevent favoritism, ensuring that no patient is granted preferential access to medical care while others are denied necessary treatments. The fair and equal distribution of healthcare services is a fundamental principle in achieving justice within the healthcare system.

IV-Health Training and Its Contribution to Improving the Quality of Healthcare Services in Public Hospital Institutions in Algeria

Executive Order **06-03** and Executive Decree **20-194** introduced a profound and fundamental reform in the public service sector by emphasizing training and professional development for public employees. These laws acknowledge the unique nature of the public service sector, which must evolve in line with technological advancements. They integrate key principles, methodologies, and strategies to enhance the effectiveness of public administration and improve its services. These reforms focus on structured training programs that align with sectoral needs, financial allocations, job positions, and human resource planning.

4-1-Legal Framework for Health Training in Public Hospital Institutions in Algeria

Like other public service sectors, the healthcare sector has placed significant emphasis on training healthcare professionals. This has become a primary focus of the Ministry of Health, Population, and Hospital Reform due to the many challenges facing the sector, particularly regarding the quality of services provided.

In 1993, a National Committee for Continuous Training of Healthcare Workers was established to oversee training efforts. In 1995, a health training strategy was proposed, discussed, and refined through three local conferences. This strategy was further reviewed by an advisory

medical and scientific council, labor unions, civil society organizations, and other entities involved in organizing continuous training activities for healthcare workers, ensuring that all levels of healthcare professionals benefit from structured training programs. (Boudouh, 2013, P.149)

With the introduction of Executive Order 06-03 on July 15, 2006, which defines the general statute of public service, several articles were established to reinforce the importance of training:

- **Article 104** states: “The administration must permanently organize training and professional development programs to ensure the continuous improvement of employees' qualifications, facilitate their professional advancement, and prepare them for new responsibilities.” (Executif Ordinance, 06-03, 2006)
- **Article 105** specifies: “The conditions for participation in training and professional development, the organization of these programs, and the rights and obligations of employees in this regard shall be determined by regulation.”
- **Article 111** highlights that: “The career management of public employees shall be carried out within the framework of a predictive human resources management policy, implemented through annual human resource management plans and training and professional development programs that may be annual or multi-year.”

In 2020, Executive Decree 20-194, issued on July 25, 2020, further reinforced the significance of training by outlining regulations governing the training and professional development of public employees. (Executive Decree 20-194, 2020)

- **Article 1** of this decree states: “Pursuant to Articles 105 and 111 of Executive Order 06-03, this decree aims to establish general rules governing the training and professional development of public employees in institutions and public administrations.”
- **Article 2** clearly defines the primary objective of public employee training: “Public institutions and administrations must organize training and professional development programs for their employees and public agents to:
 - Improve their qualifications, prepare them for career advancement, and equip them for new responsibilities.
 - Enhance the efficiency and performance of public services and improve service quality.”

According to Articles 3 and 4 of the decree, public institutions and administrations must implement training and development programs based on a policy set by the Higher Council for Public Service, taking into account sectoral needs, available financial allocations, and job positions.

4-1-1-Entities Authorized to Conduct Training and Professional Development

As part of the training strategy aimed at improving the quality of public services, Articles 32, 33, and 34 of Executive Decree 20-194 specify the entities responsible for conducting training and professional development programs: (Gherouf, 2022, P.146)

- For job positions requiring higher education qualifications, training must be conducted by public institutions specialized in higher education or other accredited training institutions.
- For other job positions, training must be conducted by public institutions specializing in vocational or specialized training or other qualified institutions.

- Training programs may be conducted through various modalities, including continuous, alternating, remote, or in-person training at accredited training institutions.
- Specialized training programs for direct recruitment into a specific position must be conducted continuously and in-person at an accredited training institution.
- Short-term professional development programs may be conducted either within the institution or at an accredited training institution, fully or partially, during or outside working hours.

IV-1-2-Types and Duration of Training and Professional Development Programs

According to Articles 19 and 20 of Executive Decree 20-194, decisions regulating training and professional development define the format and nature of each program, as follows:

A. Types of Training and Professional Development Programs

- Article 7 of Executive Decree 20-194 specifies that training programs include: Specialized training; Preparatory training for job positions.
- Article 8 defines specialized training as: “Any training prescribed by specific laws for direct recruitment into a position, promotion to a higher rank, or integration into a job role.”
- The objective of specialized training is to equip employees with theoretical and practical knowledge essential for performing job-related tasks.
- Article 9 defines preparatory training for job positions as: “Any training prescribed by specific laws required before confirming a probationary employee’s appointment or before assigning them to a specialized or senior position.”
- The objective of preparatory training is to provide employees with additional knowledge necessary for assuming their job responsibilities.
- Article 10 outlines that professional development programs include: Specialized training or study programs; Preparatory training for competitive examinations, professional tests, and qualification assessments; Knowledge renewal programs, seminars, or other professional development initiatives
- Articles 11, 12, and 13 explain that: Specialized training or study programs help employees acquire new qualifications through specialized disciplines to supplement or update their existing knowledge; Preparatory training for competitive exams and professional assessments assists employees in preparing for examinations and qualification tests Knowledge renewal programs, seminars, and professional development initiatives aim to update and enhance employees' competencies or adapt them to new professional requirements.

B. Duration of Training and Professional Development Programs

- Article 16 of Executive Decree 20-194 states that the duration of training programs is determined based on: The specific laws governing job positions and specialized roles Regulations defining the establishment and organization of training institutions; Decisions specified in Article 18 concerning training programs; Decisions issued by the appointing authority regarding professional development programs.
- Article 17 specifies that professional development programs may be: Long-term: Lasting more than six months and up to one year; Medium-term: Lasting between three and six months; Short-term: Lasting less than three months.

IV-2-The Positive Impact of Health Training on Improving the Quality of Healthcare Services in Public Hospital Institutions

Achieving the highest levels of healthcare service quality requires training human resources, equipping them with the necessary skills to provide care, and enabling them to utilize and develop their potential. However, the strongest impact of training on healthcare workers comes from its outcomes, particularly the increased commitment and loyalty to the healthcare institution. Additionally, training contributes to a motivated workforce with high job satisfaction, ultimately leading to better service quality. (Irfan, Mohsin, & Yousaf, 2009,P.1224)

The following are some key ways in which health training enhances healthcare service quality: (Akti & Terghini, 2017, P.53)

- **Enhancing Patient Experience and Satisfaction:** Health training improves the patient experience by teaching healthcare professionals effective communication, empathy, and active listening skills. It also promotes professional and compassionate patient interactions, ultimately building trust in public hospital institutions.
- **Improving Job Satisfaction:** Job satisfaction is defined by a sense of acceptance, happiness, and enjoyment that an employee feels toward themselves, their job, and the healthcare institution they work for. This sense of satisfaction is strengthened when employees are engaged in continuous training programs, which help maintain professional engagement and motivation.
- **Developing Skills and Knowledge:** Health training enhances the skills and knowledge of healthcare workers by educating them on the latest medical technologies and best practices. This improves their ability to diagnose conditions accurately and provide effective, evidence-based treatments.
- **Promoting Safety and Quality:** Training reinforces safety and quality by educating staff on safe medical practices, risk assessment, and adherence to standardized guidelines. This enables healthcare workers to deliver high-quality services while minimizing errors and complications.
- **Enhancing Teamwork and Coordination:** Training strengthens collaboration and coordination among medical teams in public hospitals. It teaches employees how to work as a cohesive, multidisciplinary team, leading to better service integration and improved patient outcomes.

IV-3-Challenges in Implementing Health Training Strategies in Public Hospital Institutions

While health training strategies are crucial for improving efficiency and effectiveness in public hospitals, several obstacles hinder their successful implementation. These challenges include: (Berkouk & Boudouh, 2012, P.104)

- **Treating health training as an isolated process:** In many cases, health training is considered a standalone activity, disconnected from the broader framework of human resource development and performance enhancement within the institution.
- **Perceiving health training as a supplementary rather than a core function:** Training is often seen as a complementary or decorative activity rather than a fundamental pillar of the hospital's strategic and administrative structure.

- Lack of necessary resources and modern technology: Many hospitals lack adequate facilities, modern technological tools, and sufficient financial resources to support effective training programs.
- Training programs lacking scientific and practical foundations: Many training programs suffer from poor planning, execution, evaluation, and follow-up. They often rely on traditional methods that fail to support organizational development or ensure training effectiveness.
- Absence of a strategic approach to health training: Training programs are frequently initiated without clear strategic guidelines, failing to align with the institution's overall strategy and human resource development plan.

V- Conclusion:

Since gaining independence, Algeria has continuously sought to reform and modernize its public sector institutions and administrations to provide high-quality services that meet the expectations of its citizens. This effort has been pursued through various policies, strategies, and legislative frameworks that evolve with changing circumstances. However, despite these reforms, the expected results have not been fully realized. Consequently, attention has shifted to the most critical element within these institutions—the human resource—as the cornerstone of any reform initiative. The government has focused on enhancing human capabilities, modifying behaviors, and refining skills within public institutions, relying on training in its various forms to achieve these objectives.

Health training has been adopted as a strategic approach in public hospital institutions, much like in other public sector organizations, to improve employee performance and prepare them to meet the growing demand for healthcare services. This is achieved by equipping healthcare workers with the knowledge, skills, and behaviors necessary to enhance their efficiency, ensuring that they deliver high-quality services to patients.

Implementing this strategy, however, is not a simple task. It requires carefully designed training programs that align with the needs of public hospitals and the number of personnel requiring training. Institutions must first identify the barriers preventing employees from delivering optimal services and assess what skills and knowledge are lacking to improve their efficiency. This is why public service laws mandate employee evaluations through various methods, as outlined in the successive legal frameworks. These culminated in Executive Order 06-03, which defines the general statute of public service and recognizes training as both a right for employees and an obligation for institutions. Subsequent decrees have further regulated this order, including Executive Decree 20-194, which provides detailed guidelines on training objectives, formats, authorized training entities, duration, and its impact on career development.

Furthermore, the training strategy is part of a broader human resource management framework in public institutions, guided by annual and multi-year training and professional development plans.

From the analysis presented in this study, the following key conclusions were drawn:

- Training offers numerous benefits at the individual, institutional, and societal levels.
- The Algerian government places significant importance on training, as reflected in the various legislative measures, including Executive Order 06-03 and Executive Decree 20-194, which regulate and institutionalize training programs.

- The primary determinants of healthcare service quality are doctors, nurses, and hospital administrative staff.
- When healthcare workers in public hospitals are equipped with modern medical knowledge and essential skills, they can deliver more efficient and innovative healthcare services.
- Health training provides opportunities for professional development and personal growth for hospital employees.
- Training enhances teamwork and coordination among medical professionals, leading to better service quality in public hospitals.
- Successful implementation of health training strategies requires strong commitment from hospital administrators and decision-makers.

To further improve the implementation and effectiveness of health training in public hospitals, the following recommendations are proposed:

- Integrate health training strategies as a core component of public hospital planning to achieve sustainable improvements in healthcare services.
- Encourage employees to pursue professional development by actively participating in training programs and fostering a culture of continuous learning and innovation within public hospitals.
- Establish a monitoring body to ensure that health training programs align with national training policies and human resource management strategies. This body should also evaluate the practical application of training initiatives in public hospitals.
- Create a specialized department within the Prime Minister's Office to oversee the implementation of specialized training and professional development strategies, aimed at enhancing the performance of public sector institutions in general and public hospitals in particular.

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