

ISSN: 2392-5442 ESSN : 2602-540X		<i>Sport system journal</i>
V/12 N/02 Year/2025		<i>International scientific journal published by: Ziane Achour –Djelfa- Algeria</i>
P 473 - 485		<i>Received: 2025-05-01 Accepted: 2025-07-19</i>

The Impact of Training Programs on Improving the Performance of Employees at the Directorate of Youth and Sports in M'Sila

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Abstract:

This study aims to examine the impact of training programs specifically their design and the identification of training needs on enhancing the performance of personnel at the Directorate of Youth and Sports in M'Sila. The research adopts a descriptive methodology and was conducted on a sample of 34 individuals. Data were statistically analyzed using the SPSS software. The findings revealed the following:

Training programs at the Directorate of Youth and Sports are not designed according to scientific foundations or the actual needs of the workplace, from the perspective of the trainees.

The identification of training needs at the Directorate is not conducted in a systematic and scientifically grounded manner, despite being a fundamental step in the training process.

Keywords: Training programs; Performance; Employees; Sports management.

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Introduction and Research Problem:

In recent years, organizations across various sectors have increasingly focused on the development of human resources through training and qualification, updating their knowledge, and refining their competencies in alignment with ongoing advancements. This is essential for maintaining competitiveness and delivering optimal performance. Training has emerged as a fundamental pillar in human resource development, evolving into a significant social and economic concern. Consequently, institutions are compelled to meet their needs for highly skilled human capital in order to adapt to changing circumstances, achieve competitive advantage, and offer superior services.

In response, many sports management institutions have reconsidered their training programs to meet individuals' needs for high-quality services. In its broadest sense, training programs aim to equip employees with skills that enhance their performance and ensure the continued delivery of quality services to target groups.

It is evident that sports administration is no exception to this reality, as it requires the continuous development of staff competencies to enhance their performance and deliver better services. This necessitates the implementation of structured training programs to improve their abilities, knowledge, and skills—enabling innovation, creativity, and excellence in service provision.

This study aims to explore these issues by addressing the following research questions:

- Are training needs identified with the aim of improving employee performance, from the perspective of youth and sports staff?
- Are training programs designed according to actual work needs, from the viewpoint of youth and sports staff?

Research Hypotheses:

- The training needs of the sports administration are not identified with the aim of improving employee performance, from the perspective of youth and sports personnel.
- Training programs are not designed according to the actual needs of the job, from the viewpoint of youth and sports personnel.



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Research Objectives:

- To identify the role of training programs in improving services, enhancing employee efficiency, and boosting performance.
- To uncover the obstacles that hinder employees from receiving the necessary training in this field.
- To explore the role of the Directorate of Youth and Sports in organizing and directing training and its impact on improving staff performance.
- To examine the contribution of training programs in achieving both employee goals and the objectives of the sports administration.
- To identify areas of weakness and shortcomings in existing training programs in order to enhance their effectiveness and improve employee performance.

Significance of the Study:

The significance of this study stems from its relevance in a period marked by increasing attention to human capital development, driven by rapid scientific and technological advancements. Emphasis is being placed on enhancing individuals' professional capabilities, as well as monitoring and evaluating their behaviors and attitudes. Employees now require training programs that equip them with the necessary tools to effectively contribute to achieving the strategic objectives of sports administration. Therefore, employee training has become critically important. This study seeks to explore the training processes within the Directorate of Youth and Sports, examining their dimensions and their relationship to individual performance, with the ultimate aim of achieving more effective outcomes for both the administration and the broader community.

Previous Studies:

Study One: A study by Khalil Bournane, entitled "*The Role of On-the-Job Training Programs in Enhancing the Efficiency of Employees in Algerian Sports Administration*", was conducted as part of the requirements for obtaining a Master's degree during the 2013/2014 academic year. The study aimed to:

- Examine the extent to which on-the-job training programs align with the training needs within Algerian sports administration.
- Identify the shortcomings that characterize on-the-job training programs in sports administration in Algeria.

- Investigate the mechanisms through which employees in sports administrations benefit from the proposed training programs at the administrative level, and the extent to which these programs meet training needs.
- Assess the degree to which in-service training programs achieve their intended goals.

Key Findings of the Study:

- Training courses lacked an organized and systematic methodology.
- There was a misalignment between the mechanisms for benefiting from proposed training programs and the actual needs of sports administration.
- Several organizational and personal barriers hinder the improvement of employee efficiency.
- There was limited coordination between the administration and the entity responsible for the training process. (*Bournane Khalil, 2014*)

Study Two:

A study by Ben Aggoun omran Kader, entitled “*The Effectiveness of Human Resource Training in Sports Institutions: A Descriptive Study of the Directorates of Youth and Sports in Algiers*”, was conducted as part of the requirements for a Master's degree in Sports Management and Administration for the academic year 2012/2013. The study aimed to:

- Highlight the most important training programs for human resources within sports institutions.
- Demonstrate the significance of human resource training and its role in driving development within the sports institution.

Key Findings:

- Most individuals who participated in the training process considered it beneficial, emphasized its necessity, and acknowledged its positive impact on their abilities—leading to increased job performance.
- A lack of awareness regarding the importance of training was observed among some managers, who simply executed orders without a genuine desire to develop their institutions through training programs. (*Ben Aggoun omran Kader, 2013*)

Study Three:

A study by Bougtef Mahmoud, entitled “*In-Service Training and Its Role in Improving Employee Performance in the University Institution*”, was conducted



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as part of the requirements for a Master's degree in Sociology during the 2013/2014 academic year. The study aimed to:

- Examine the role of in-service training in developing employee skills and behavior within the university context.
- Explore the role of the university in organizing and directing in-service training programs and the impact of these programs on improving employee performance.
- Determine the extent to which in-service training contributes to achieving both employee and institutional goals.

Key Findings:

- In-service training contributes to the development of employee skills and behavior within the university institution.
- Training programs significantly influence the success of the in-service training process.
- In-service training helps achieve the goals of both the employee and the university. (*Bougtef Mahmoud, 2014*)

Research Terminology:

Programs: A set of activities or steps necessary to implement a plan with a specific objective.

Training: A planned process composed of a set of programs designed to teach human resources how to perform their current duties at a high level of efficiency through performance development and improvement. (Omar Wassef Ghili, 2005, p. 438)

Administration: Defined by Henri Fayol as forecasting, planning, issuing commands, coordinating, and controlling. (Marwan Abdel-Majid Ibrahim, 2000, p. 14)

Sports Administration: Defined by George Wyndell as the structured organization responsible for implementing the objectives of a sports institution or organization through the efforts of the human workforce.

Employees: Defined by Ali Al-Salmi as the group of qualified individuals possessing the appropriate skills and capabilities for specific types of work, and who are willing to perform their tasks with enthusiasm and conviction. (Ali Al-Salmi, 1997, p. 147)

Performance: The execution of job responsibilities and duties in accordance with the standard expected from a competent and well-trained employee. This standard

can be identified through performance analysis, which involves studying the amount of work completed, the time taken, and establishing a fair relationship between the two. (Ahmed Zaki Badawi, 1992, p. 310)

General Framework of the Study:

Identifying Training Needs: Most organizations resort to training as a scientific and essential approach to motivate employees toward better professional prospects. This is often preferred over seeking external expertise, which could lead to unexpected additional costs and may cause internal employees to feel discouraged or inferior, especially when outsiders are brought in even temporarily—to perform their tasks.

Designing the Training Program: Once the need for training is identified, the administration proceeds to design a training program that addresses this need. At this stage, the program is developed and structured to achieve the desired objectives.

Designing a training program involves defining the training and educational objectives, selecting and sequencing the content, scheduling the sessions, determining the training methods to be used, establishing the conditions for participation, and setting the criteria for evaluating and measuring the effectiveness of the program. (Moayed Said Salem & Adel Harhoush Saleh, 1999, p. 138)

The training program design includes several key elements, the most important of which are: determining the content of the training, selecting appropriate methods and tools, identifying the trainers, and finally, establishing a system for the implementation and follow-up of the program. (Ali Al-Salmi, year not specified, p. 366)

Field Study Procedures:

Research Methodology: Given that the subject of our study is to examine the impact of training programs on employee performance, we adopted the descriptive method, as it is the most suitable for this type of research. This approach involves studying the reality or phenomenon as it exists in its natural setting and aims to describe it in a detailed manner. The description may be either qualitative or quantitative. (Boudaoud Abdel-Yamin & Attallah Ahmed, 2009, p. 123)

Al-Rashidi defines it as a set of research procedures that are integrated with one another in order to describe a phenomenon or a topic, based on the data that has been collected, then classified, processed, and analyzed, with the aim of reaching



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results related to the research subject in order to emphasize its significance." (Baar Souhila, Fadel Kais, 2024, p. 720)

Study Instrument:

In the present study, the researcher utilized a questionnaire as the primary tool for data collection. The first section of the questionnaire addressed the general characteristics of the study sample, such as gender and area of specialization. The second section contained the items or questions covering both the independent and dependent variables. These items were structured using the Likert scale, which is widely regarded as appropriate for this type of research. (Ali Gharib, 2006, p. 84)

Respondents were given the following five response options for each statement: Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree. Participants were instructed to select only one response per item. To determine the direction of responses, each of the five options was assigned a specific weight, as shown in the following table: (Izz Abdel Fattah, 2008)

Table 01: Weights of the Questionnaire Responses

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

Validity and Reliability of the Instrument:

To verify the validity of the instrument and ensure the accuracy, consistency, clarity, and relevance of the questionnaire items within the research context, the researcher consulted a group of qualified and experienced experts, including university professors and specialists. The reliability of the instrument was assessed using Cronbach's alpha coefficient, which was calculated at 0.784. Furthermore, the face validity of the instrument was determined, yielding a value of 0.885.

Descriptive Statistical Methods:

In order to obtain quantitative information and results that can be analyzed, it is essential to employ an appropriate statistical method (Ben Alia Nail et al., 2024, p.679)

To answer the research questions and test the validity of its hypotheses, both descriptive and analytical statistical methods were employed, including:

First – Frequencies and Percentages: These were used to gain detailed insights into the personal and professional characteristics of the study sample in order to analyze them.

Second – Weighted Mean: This was used to determine the trends of the study participants towards each item or dimension, noting that it helps rank the items based on the highest weighted mean (Mohamed Shamel Fahmy, 2005, p. 186).

Third – Standard Deviation: This was employed to assess the extent of deviation in the participants' responses to each item. It is also observed that the standard deviation indicates the dispersion in the participants' responses. The closer its value is to zero, the more concentrated the responses are. If its value equals one or greater, it indicates a lack of concentration and more dispersion in the responses (Imtithel Hassan Abdel Razzaq, 2002, p. 115).

Table 02: Weighted Mean Agreement Levels:

Weighted Mean Range	Agreement Level	Response Tendency
1.00 to less than 1.80	Strongly Disagree	Responses tend to be (Strongly Disagree: Very Low)
1.80 to less than 2.60	Disagree	Responses tend to be (Disagree: Low)
2.60 to less than 3.40	Neutral	Responses tend to be (Neutral: Moderate)
3.40 to less than 4.20	Agree	Responses tend to be (Agree: High)
4.20 to less than 5.00	Strongly Agree	Responses tend to be (Strongly Agree: Very High)

Study Boundaries:

Spatial Scope: Directorate of Youth and Sports of M'Sila Province.

Temporal Scope: The study covered the last quarter of 2019, approximately three months.

Sample: A purposive sample was selected, consisting of youth and sports officers at the directorate level, including youth and sports trainers and advisors, with a total of 34 participants.

Presentation and Analysis of Questionnaire Results:

The results of analyzing the first independent variable, which pertains to identifying training needs, revealed dissatisfaction among the trainees regarding



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the methods used to determine their actual training needs at the study site. This indicates that the management of the directorate in the study area has neglected this dimension, which is a fundamental and initial step in achieving the objectives of the training process. The mean score was calculated at 3.17, suggesting that the Directorate of Youth and Sports does not place significant importance on this process, despite it being considered the core foundation of the training system and its effectiveness. This is attributed to the quality and accuracy of the identification process, which should be based on a scientific and methodical approach.

The study results also showed that the participants agreed moderately that the management of the study site prepares the initial training programs, including planning and designing, according to the actual needs of the staff. The mean score for the items related to the design of training programs was 2.62, indicating a lack of full conviction by the directorate management about the importance of this critical phase in the training process. This phase serves as a link between identifying training needs and implementing training programs. Therefore, the Directorate of Youth and Sports management needs to reconsider the process of designing training programs to better align with actual work needs, incorporating modern design methods to equip individuals with the necessary skills for their jobs. This would significantly contribute to achieving the objectives of the training programs.

Discussion of Questionnaire Results:

Results of Testing the First Hypothesis:

The first hypothesis states as follows: "The training needs of the sports management at the directorate level are not identified from the perspective of the trainees."

The results of testing this hypothesis are presented in the following table:

Table 03: Results of the (T) Test for the Process of Identifying Training Needs at the Directorate of Youth and Sports

Items	Mean	Standard Deviation	Calculated t Value	Significance Level	Decision
First Hypothesis Items	2.99	1.649	-0.281	0.779	Not Significant

From the results of the above table, we find that the calculated t value is (-0.281) , which is less than the table t value of (1.96) . Additionally, the significance level is (0.779) , which is greater than 0.05 .

According to the previous decision rule, the null hypothesis is accepted. This means that the training needs at the studied directorate are not systematically and scientifically identified from the perspective of the trainees.

This is attributed to the neglect of the directorate's management regarding the process of identifying training needs, which is a fundamental aspect of the training process. It serves as the basis for developing programs that are tailored to the specific competencies and job tasks.

Moreover, based on the total scores related to the role of training in improving performance, and the Pearson correlation coefficient between the two scores, a coefficient of (0.556) was obtained, which is statistically significant at the 0.01 level. This indicates a relationship between the accuracy of identifying training needs and the impact on employee performance. The clearer and more precise the training goals are, the more effective the training will be in achieving its intended objectives.

Results of Testing the Second Hypothesis:

The second hypothesis states as follows: "Training programs at the directorate level are not designed according to the actual work needs from the perspective of youth and sports personnel."

The results of testing this hypothesis are presented in the following table:

Table 04: Results of the (T) Test for the Designing Training Programs at the Directorate of Youth and Sports

Items	Mean	Standard Deviation	Calculated t Value	Significance Level	Decision
Second Hypothesis Items	3.070	1.655	1.744	0.082	Not Significant

As shown in the table above, the calculated t value is (1.744) , which is less than the critical t value of (1.96) . Additionally, the significance level is (0.082) , which is greater than 0.05 .

Accordingly, and based on the previously established decision rule, the null hypothesis is accepted. This indicates that the design of training programs at the



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studied directorate is not based on scientific foundations or actual work needs, from the perspective of the trainees.

This may be attributed to the fact that the mechanism for designing training programs at the directorate is inadequate and lacks objectivity. As a result, some employees may be enrolled in training programs that are not directly related to their actual needs or to the current and future demands of the job. This highlights the need to reconsider and improve the program design process.

Study Conclusions and Recommendations:

This study has revealed that the process of identifying training needs at the Directorate of Youth and Sports under investigation is not governed by clear and specific standards. Accurate and appropriate identification of actual training needs plays a crucial role in ensuring that training programs achieve their intended objectives, while also saving time, effort, and financial resources. Furthermore, the design of training programs does not align adequately with the actual needs of the work environment. Therefore, the directorate's management must place greater emphasis on designing training programs using modern methods that equip individuals with the necessary skills for their jobs, thereby enhancing the effectiveness of these programs in achieving their goals.

Based on the above findings, the researcher recommends the following:

- Adopting scientific methods in identifying training needs, such as using evaluation cards for employees and relying on periodic reports from supervisors.
- Developing performance appraisal methods and systems by implementing models tailored to each professional category or activity.
- Relying on the opinions of experts and specialists when determining training needs.
- Involving employees in the process of identifying training needs and listening to their input.
- Taking into account the specific characteristics and differences among job roles when designing training programs.
- Raising awareness among decision-makers about the importance of training programs.
- Allocating sufficient budgets for the training process.

- Establishing agreements between sports administrations and specialized university institutes in the field of sports to develop effective training programs for administrative staff.

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