

Reality of informal training on workers' performance at the Automotive Industrial Corporation

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Abstract

The study aimed to learn the impact of informal training (self-training) On the performance of the workers, so that the projection of the applied side of the National Industrial Automobile Corporation was a unit of Ouargla, We relied on the analytical descriptive approach to data collection and data on the phenomenon in question and the questionnaire was distributed as a key tool and applied to a sample of 50 workers from the institution in question, To analyze the questionnaire data using the SPSS statistical package program In order to test the research hypotheses, we used the analytical approach to present the results of the SPSS statistical program, and the study concluded a set of results, the most important of which:

The reality of informal training in the institution in question is good and better promoted The study also concluded that this type of training should be sensitized to the importance and effectiveness of raising workers' morale as well as strengthening the relationship between the enterprise and its workers

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I- Introduction :

The human resource (HR) is one of the most crucial resources that plays a significantly active role in society, because it is considered as the fundamental driving force for development that contributes to the economic, political and social growth. Therefore, it is essential to pay attention to this resource as to ensure its competence and ability to perform work, encompassing both quantity and quality of work, and the time taken to complete tasks.

In fact, the nowadays evolution and widespread use of modern and complex technologies along with changes and updates in work methods and conditions has urgently created a special need for developing both the capacities and skills of human resources. This is especially true with the emergence of new jobs that require the human resource to explore new training methods to bridge the gap between the limited old job skills and the new jobs requirements.

Speaking about the new training methods, the informal training, also known as informal learning, is one to be valued and an center around which the whole training process revolves in society. Plus, It is the most suitable tool for achieving competence and effectiveness in performance and work in general, as well as acquiring a good level of flexibility to cope with different challenges at work. Thus, Informal training is a must for human resources not only because it is a better learning method but also because it compromises with the trainee's personal capabilities, motivation for accomplishment, and collaboration with others in the workplace.

This study aims to shed light on the process of informal training in Algerian economic institutions and its importance in achieving outstanding performance with minimal costs on the part of workers, thereby accomplishing the organization's goals.

Based on the above, this study investigates the impact of informal training on the performance of employees in the institution. The main question posed by the study is:

"What is the role of the informal training (self-training) in the National Industrial Automotive Company in Ouargla? And what are its effects on the performance of its employees?"

1. Previous studies on informal training:

Studies that have dealt with the topic of "informal training"

Concerning this point,

- **Study by Soha Hassamo and Fawaz Abdullah (2012)**¹ The study aimed to measure the impact of self-directed learning on the use of synchronous and asynchronous electronic voice dialogue skills. The study included a sample of 22 students from the third year of the teacher education program at the Second Education College at Tishreen University. The study used pre/post cognitive tests and a performance test, with performance assessed through observation cards. The training program was built on self-directed learning models. The results indicated a correlation between cognitive and performance aspects, and the models helped overcome obstacles to skill acquisition. The program had an effect on both cognitive and performance aspects for the students.
- **Guillaume Destré and Christophe Nordman (2019)**²: This study aimed to demonstrate the role of non-formal workplace training, examining two main forms: experimental learning and observation-based learning. Surveys were conducted with employers and employees in French, Moroccan, and Tunisian companies. The study found varied effects of non-formal training on unofficial profits, with higher returns in the Maghreb region. Experimental learning significantly influenced the income of Moroccan employees. **Carine Touré, Christine Michel, and Jean-Charles Marty (2017)**³: The study aimed to expand the scope of non-formal training to include all subsidiary centers recognized by the institution. Non-formal training is crucial for organizations, representing over 75% of industrial apprenticeships in companies. The study focused on measuring training effectiveness based on user feedback regarding its impact on use, work habits, and performance. The qualitative evaluation showed that workers were satisfied with their new performance, and new beliefs emerged from tool usage, such as social reputation, benefits, and joy. Participants expressed positive intentions for use, especially for information retrieval, indicating a positive outlook on the sustainability of non-formal training.

- **Michael Eraut (2004)⁴:** This paper focused on theoretical frameworks for understanding and studying non-formal learning in the workplace through interviews. The results encourage readers to refer to other publications for more detailed accounts of individual projects. The paper discusses two types of workplace learning, aiming to deconstruct fundamental concepts such as informal learning, learning from experience, tacit knowledge, and knowledge transfer.
- **Barry Golding, Mike Brown, and Annette Foley (2009)⁵:**

This study aims to highlight the significance of the informal learning in various national and cultural policies, seeking ways to recognize and leverage this type of education. It also explored the role of authority in attributing value and identity to non-formal training, considering it a means to provide spaces for freedom and empower learners to advocate for themselves. The researchers concluded that all learning situations contain elements of informal nature, and different types of training complement each other.

2. Concepts about the informal Training:

Training has long been considered a positive indicator of organizational dynamics and continuity. However, with rapid changes in the field of human resource management, other more effective and cost-efficient types of training have emerged, including non-formal training (self-directed training). This type of training has gained individual attention before organizational endorsement. In this section, we attempt to address the relationship between non-formal training and employee performance by presenting key terms and concepts related to non-formal training, as well as employee performance.

It is learning that occurs unintentionally or without organization or company intent, happening among new employees and their peers or between employees themselves. The company is expected to provide means that encourage this type of learning, such as placing a whiteboard and colored markers in the break room during lunchtime, where employees explain to each other what they need during the break⁶.

- Providing whiteboards and markers in departments to facilitate explanation and learning during work.
- Offering a room and places where employees can explain to their colleagues what they need.
- Allocating a wall where employees can place educational information, either from their experience or from other sources.
- Embracing any idea that contributes to the automatic education of employees.

Such care that the company takes in promoting informal training has a positive impact on employee morale, whether the employee is the trainer or the trainee.

- **Concept of Non-Formal Training According to Ghanem Bibi:**

It is informal learning that takes place in daily life, family, workplaces, and communities. Individuals, through their interests and the process of recognition, validation, and accreditation, can publicly showcase the skills acquired through informal learning, contributing to the acquisition of additional qualifications⁷.

Recognition: Officially acknowledging the results of non-formal education in formal institutions and society.

Validation: A process of confirming or establishing, conducted by an accredited body, that an individual's learning outcomes and competencies have been assessed against predetermined standards or benchmarks using specific measurement methodologies.

Accreditation: Occurs when an officially accredited body, based on various assessment methods and goals, grants qualifications (certificates, diplomas, degrees), equivalencies, units, exemptions, or issues documents such as a competency portfolio.

- **Non-Formal Training According to Mohammed JassimBuhaji:**

Defined as lifelong learning, it is a developmental journey that unleashes human potential through continuous supportive processes that stimulate individuals to acquire knowledge, values, skills, and understanding needed throughout their lives. The acquired knowledge can then be confidently and creatively applied in various roles, circumstances, and environments⁸.

- The informal Training According to Serge Raynaud:

Any permanent acquisition or modification of knowledge, whether declarative, procedural, or behavioral, produced outside the explicitly defined periods by the institution. It is likely to be integrated into institutional training measures and is likely to be invested in professional activities⁹. Despite 80% of training budgets being allocated to traditional known training methods (classrooms, virtual classrooms, e-learning, etc.), 70% of employee learning occurs through experience and practice, known as non-formal training.

Through these concepts, non-formal training can be defined as "self-driven learning activity in which the learner, motivated by personal interest, utilizes their own readiness, and abilities to continually and permanently increase knowledge, develop skills, and gain experience throughout life." It's important to note that there are related concepts in learning that are challenging to differentiate from non-formal learning (non-formal training), and we summarize them in the following discussion¹⁰.

Table 01: Some Types that are similar to the Concept of the informal Learning

In fact, there are some thinkers who have proposed a new classification for learning, as follows:

Table No. 02: Classification of Learning Types

The table above indicates that the individual intends to learn specific things in both non-formal and formal learning, while in informal learning (non-formal training), it occurs in any circumstance and place. Regarding structure, non-formal training is non-structured or unplanned.

3. Genesis of Non-Formal Training

In international discussions, it is evident that the concept of informal learning was used earlier by John Dewey and later by Malcolm Knowles, gaining prominence, especially in the field of development. Initially, this type of learning was delineated from formal school learning and non-systematic learning that comes through courses. However, Watkins and Marsick extended this approach, defining these learning stages as informal, characterized by lack of formality and not being organized or funded by institutions. Livingston's definition is an example of a broader approach towards individual learning and self-learning, emphasizing the learner's self-definition of the learning process.

described by Marisc and Watkins (1990) as occurring accidentally and as a secondary result of another action, is acquired unintentionally, but the individual realizes after the experience that they have gained knowledge. Finally, socialization or implicit learning is not intentionally acquired, nor is it consciously recognized, although we may become aware later through "recognition of retroactive influence."

More recently, Benner (2012) expanded on Shujurnsky's definition of informal learning, defining four patterns: (a) self-directed learning, acquired intentionally and consciously; (b) incidental learning, acquired consciously but unintentionally; (c) implicit learning, replacing socialization, both acquired unintentionally without awareness; and (d) integrative learning, acquired intentionally without awareness, relying on implicit processing of literature. She further defined integrative learning as a process that combines deliberate, non-aware processing of implicit knowledge with conscious access to learning outcomes and mental images. This definition is built on the acknowledgment of limited learner access to implicit knowledge¹¹.

4. Characteristics of Non-Formal Training

The characteristics of non-formal training can be summarized as follows:

- Typically practiced outside the scope of educational institutions.
- Does not follow a specific curriculum and is often not professionally organized. It arises coincidentally, intermittently, and at specific times by participating in specific events dictated by changing requirements of the process.
- Not necessarily planned pedagogically, does not follow a specific curriculum for fixed subjects, exams, and a qualification trajectory. Instead, it may be informal without awareness or intentionally conscious and purposeful, addressing real-life situations.
- Directly practiced and inherently aligned with daily life.

- Non-formal training is often invisible, enjoying the advantage of being imperceptible to the learner. It involves seeking information and solutions, learning during work without being consciously aware, often spontaneous and creative.

5. Requirements of Non-Formal Training

To enhance non-formal training in terms of work organization, support for non-formal training can be provided through work organization practices. An innovative concept related to workplace learning was proposed as part of a European research conducted by the Skule Institute in 2004 with 1500 public and private companies, identifying high-level learning functions. These functions represented between 20% and 40% of jobs within the company, requiring a high level of education and intensive, sustainable industrial apprenticeship to achieve.

This research also identifies five key conditions that can be set to increase non-formal learning in these key jobs:

- High exposure to change (technologies, products, and services).
- Continuous communication with requests and feedback directly from users or customers.
- Increased responsibility for decision-making.
- Regular opportunities for professional external communications: forums, seminars, and joint development groups.
- Recognition mechanisms related to salaries and career advancement opportunities.

According to Skule (2004), it is also possible to encourage the implementation of this type of learning through specific measures:

- Significant changes in jobs leading individuals to participate in workgroups or consult with internal or external experts for new and exciting responsibilities.
- Gatherings allowing individuals to participate in communities of practice or problem-solving groups.
- Organizational structures or recognition mechanisms that promote knowledge exchange, interplay, and empowerment.

6. Types of Non-Formal Training ¹²

There are various types of non-formal training, and they can be categorized into the following types:

- On-the-Job Training: This type takes place at the workplace, with the trainer being either a highly experienced employee or the direct supervisor of the employee.
- Direct Supervision Training: This involves face-to-face guidance, primarily fostering a close and continuous relationship between the employee and their direct supervisor.
- Job Rotation Training (Job Enrichment): This method allows prospective managers to receive diverse training and experience under careful supervision.
- Task Assignment Training (Delegation): This differs from job rotation as the trainee gains experience in only one administrative center.
- Implementation of Managerial Committees and Teams: This approach involves selecting young employees expected to have a promising future in managerial positions. The selected individuals are assigned to work on committees or councils to discuss proposals related to organizational management. The decisions made by these groups are then presented to the senior management, who either accept, reject, or schedule them for further investigation.
- Performance-Oriented Training: This type of training focuses on productivity and measures its impact on the performance of employees by providing them with new skills, capabilities, and attitudes to enhance performance quality. It goes beyond the traditional concept of training.

This type of training is designed, implemented, and evaluated according to the required needs. It sets standards to measure its achievement in improving the efficiency of employees, contributing to the organization's goals and mission. Its success depends on effective and positive collaboration and participation among the responsible parties. There is a close connection between training programs and training needs, which, in turn, depend on the analysis and evaluation of job performance, linking job performance to organizational performance. Performance-oriented training enhances

employees' morale by familiarizing them with good performance standards, mastering performance skill requirements, and demonstrating interest in and commitment to these requirements. These factors contribute to raising employee efficiency, leading to increased organizational competence and effectiveness.

1. II– Methods and Materials:

2. Study Population:

To understand the reality of non-formal training in the study institution and its impact on employee performance, and to verify or refute certain hypotheses, a questionnaire was administered to a group of workers at the National Industrial Automotive Company in Ouargla Unit (NCI). The aim was to gather their opinions on the reality of non-formal training in the study institution.

The study population consists of workers at the National Industrial Automotiv Company in Ouargla, Algeria, numbering 93. The questionnaire was randomly distributed to 80 workers, and 50 responses were retrieved, forming the study sample.

3. Study Tools:

- Measurement of the Validity and Reliability of the Questionnaire:

To ensure the reliability of the tool used in the study, the internal consistency coefficient, Cronbach's Alpha (α), was employed. This aimed to verify that the measurement tool does not yield erroneous data if the same study is repeated using the same tool under the same conditions as the initial use.

Cronbach's Alpha is a single scale or measure that assesses the degree of stability and validity of questionnaire items, taking values ranging from zero to one. If there is no stability in the data, the coefficient's value equals zero. Conversely, if there is perfect stability in the data, the coefficient's value equals one. A Cronbach's Alpha coefficient value of 60% is considered acceptable for judging the questionnaire's stability. Stability implies the scale's consistency and lack of contradiction within itself, meaning that the scale provides the same results with the likelihood equal to the coefficient's value when reapplied to the same sample.

As for validity, it refers to the extent to which the scale measures what it is intended to measure. The validity coefficient can be calculated by taking the square root of the reliability coefficient and is known as the validity of the measure.

Table No. 03: Showing the Stability and Honesty Coefficient Values of Questionnaire Paragraphs

Upon reviewing the results in the table above, it is observed that all variables exhibit stability coefficients exceeding 0.60. This is highly acceptable and statistically significant, meeting the study's purposes. It confirms the internal consistency reliability of the employed measures, allowing them to be relied upon in measuring various study variables.

4. Statistical Methods Used in the Study:

After obtaining the data, the questionnaire was entered and analyzed using the statistical program SPSS version 25. The study relied on the following statistical methods to investigate the relationship between study variables:

1. Descriptive Statistics Measures: This includes calculating the mean, standard deviations, and frequencies to describe the study sample and illustrate its characteristics, addressing the study questions.
2. Cronbach's Alpha Test: To assess the reliability of the questionnaire items.
3. Multiple Linear Regression: Examining the linear relationship between variables.
4. Multicollinearity Test: Using Variance Inflation Factor (VIF) and Tolerance to assess multicollinearity.
5. Durbin-Watson Test: Evaluating autocorrelation in residuals.
6. Homoscedasticity Test: Checking the equality of variances.
7. Normality of Residuals Test: Assessing whether residuals are normally distributed.

Additionally, a ranking scale with numerical values was assigned to each likelihood or response in the questionnaire, using the Likert Triad Scale. This was done to facilitate analysis later on. The weighted mean was determined by calculating the range ($3-1 = 2$), dividing it by the maximum

scale value to obtain the cell length ($2/3 = 0.66$), and adding this value to the lowest scale value (1). This process helped establish the minimum threshold for this cell, resulting in a length of 0.66, as illustrated in the following table:

Table No. 4: Showing the area of weighted averaging per level (Licart Triple Scale)

III- Results and discussion :

In this section of the study, various results obtained from collecting and analyzing data will be presented, discussed, and used to either confirm or refute the hypotheses through study conclusions.

1. Presentation, Analysis, and Discussion of Field Study Results

- The Reality of the Concept of Non-Formal Training in the National Industrial Automotive Company:

The dimensions of non-formal training are four: self-support, achievement motivation, participation motivation, and personal capabilities. The following table analyzes non-formal training statements individually.

- First Dimension: Self-Support

Table 5: Illustrates the means and standard deviations of the responses from the workers at the National Industrial Automotive Company regarding the dimension of self-support.

Table No. 5: Shows the calculation averages and standard deviations of NCI workers' answers about the self-supporting dimension.

From the above table we note that the general calculation average of self-support is 2.71 with a standard deviation equal to 0.137 at a high level. These values reflect the full approval of self-supporting terms by the sample individuals, with the first phrase having the largest average arithmetic of 2.84 and standard deviations of 0.468. This ratio indicates the consensus of the majority of workers to renew their job information. Most of the other averages were very close to my highest average calculation, and the lowest average calculation was 2.48 and standard deviation 0.677 for the second phrase in the sense that sample individuals had no desire to make any composition on their own account. In general, most averages were positive and high, which reflects the fact that workers have self-support for themselves to renew and acquire new information and skills and apply them at work. and conclude that the level of self-support of the institution's staff in question is high.

- Second dimension: motivation for achievement

Table No. 06: Showing calculative averages and standard deviations of NCI workers' answers about the impulse dimension

From the table above, we note that the overall calculation average of payout is 2.70 with a standard deviation equal to 0.151 at a high level which was the highest value of the first phrase with a 2.86 value and with an average calculation 0.405 which means that workers are actively performing their ages and is a good indicator of willingness to perform tasks. The fourth phrase was the lowest average calculation of 2.52 and a standard deviation of 0.735, i.e. physical or moral stimulation plays a role in the performance of workers' duties. The table shows that most of the averages were positive and high, which reflects the positive perception of the sample individuals about these terms. This includes a high level of motivation for achievement among the institution's staff.

- Third dimension: motivation for participation

Table No. 07: Showing Calculative Averages and Standard Deviations of NIC Workers' Answers About the Motivation Dimension of Participation

From the table above, we note that the arithmetic average of the participant's motivation is 2.70 with a standard deviation equal to 0.07 at a high level. The second phrase came with an average calculation of 2.86 and a standard deviation of 0.405, which means that sample members tend to have a dialogue and discussion with each other, while the first phrase was less valuable with an average calculation of 2.70 and a standard deviation of 0.614. This may be due to a love of preference at work or a fear that their colleagues would rise thanks to the knowledge they shared with them. The remainder of the other averages were very close and high, that is, most averages are positive, which reflects the acceptance by sample personnel of participation and support among themselves. This includes a high level of motivation for participation among the institution's staff.

- **Dimension 4: Personal abilities**

Table No. 08: Shows the computational averages and standard deviations of NCI workers' answers about the personal capacity dimension.

From the table above, we note that the average calculation of personal capabilities is 2.59 with a standard deviation equal to 0.122 at a high level and the value of the first phrase was the highest with an average arithmetic of 2,70 and with a standard deviation of 0.614 means that members of the sample and unanimously have the ability to present their ideas frankly and this may be because the institution promotes freedom of opinion, The third phrase was at the lowest value, with an average calculation of 2,42 and a standard deviation of 0.731, i.e. workers sometimes needed help in terminating their assignments. In general, most averages were positive and medium values, which reflects the personal abilities of sample members to participate in the Foundation's decisions. The personal capacity of the staff of the institution in question is high.

Table No. 09: Computational averages and standard deviations of Industrial Automotive Company workers' answers to informal training dimensions

From the table above, we see that most of the dimensions came at a high level. The highest average arithmetic of the impulse dimension of participation was 2.77 and standard deviation 0.070. This indicates that workers tend to share with each other, Followed by self-support with an average arithmetic of 2,71 and standard deviations of 0,137. This shows that the enterprise's workers tend to research and develop their own skills without relying on formal training in the enterprise. It is followed by the motivation to complete with an average arithmetic of 2.70 and standard deviation of 0.151 and indicates the motivation of workers to complete their tasks, while personal capabilities came with an average arithmetic of 2.59 and a standard deviation of 0.122 which is also a positive value and indicates the personal abilities of sample members.

Generally speaking, informal training is said to exist in the institution under consideration, although it is not known for this concept, but the expressions of the training dimensions are informal and thus the first hypothesis is realized.

- **Realities of the concept of performance of employees of the National Industrial Automobile Corporation:**

The following table shows the analysis of workers' performance expressions in the institution under consideration:

Table No. 10: Calculative averages and standard deviations of NCI workers' responses Unity and impediment to employees' performance

By analysing the working performance terms in the above table, it is clear that the overall calculation average is (2,666) and standard deviation (0.167), which is a high value which reflects a high degree of approval about the content of the phrases, which indicates an acceptable outlook on the direction of employees' performance in the enterprise and the phrase 8 took the highest average arithmetic value (2.90) and standard deviation (0.364). This demonstrates a great sense of responsibility on the part of the enterprise's workers towards their work, followed by phrase 7, which is "I am trying to reduce the backlog by completing tasks without delay" with an average calculation (2,84) and a standard deviation (0.486) which is a high value, but which indicates the awareness and keenness of workers to carry out their mandated tasks in a timely manner, while the rest of the phrases are close and are generally high, with the exception of phrase 6, which is "Good working conditions and helping to develop my performance". The average arithmetic value (2.30) and standard deviation (0.789) are generally average and indicate that the sample individuals are not satisfied with the working conditions, which is directly reflected in their performance.

- **Informal training relationship to employees' performance:**

In order to establish or deny the relationship between the two independent and subordinate variables, we test the second hypothesis by either zero hypothesis, which reads:

H0: There is no statistically significant relationship between informal training and employees' performance.

Or the alternative hypothesis, which reads:

H1: There is a statistically significant relationship between informal training and employees' performance.

- **First: Analysis of the correlation between the two variables:** After the correlation was made through the statistical programme, we got the following table:

Table 11: Pearson Association Coefficient for Informal Training and Employee Performance

From the table we note that the correlation factor between informal training and worker performance is equal to $R = 0.885$ at a moral level $SIG = 0.00$ which is smaller than the morale level $\alpha=0,05$ from which we reject the zero hypothesis H_0 and accept the alternative hypothesis H_1 which states that there is a statistically significant relationship between informal training and worker performance.

- **Second :The dimensions of informal training relate to employees' performance**

The table below shows the relevance of the dimensions of informal training to employees' performance

Table 12: Pearson Binding Coefficient for Informal Training Dimensions and Employees' Performance

From the table we note that Pearson's correlation coefficient for the self-supporting dimension is equal to 0.784 and $SIG = 0.00$ and after personal abilities of 0.727 and $SIG = 0.00$ are below $\alpha=0,05$ That is, the two most influential dimensions to the performance of the workers, and my motivation for achievement and motivation to participate is also high. The institution must therefore strengthen workers' self-support and personal abilities, as well as encourage motivation for achievement and participation.

- **Third: Test the linear relationship between the dependent variable and the autonomous variables:** the following table shows the linear relationship between the dependent variable and the autonomous variables, in addition to the chart below:

Table 13: Linear relationship between dependent variables and autonomous variables

From the table we note that the Pearson correlation coefficient between the dependent variable "Performance of workers" and independent variables "self-support and personal abilities" Equal to 0.880 and the determination factor is equal to 0.774 in the sense that the independent variables "Self-support and personal abilities" can explain approximately 77.4% of the variables of the dependent variable of workers' performance and the rest is explained by other variables, while the value of the corrected determination coefficient was equal to 0.765

Fourth: Durbin-Watson Test: The Durbin-Watson test is a commonly used test to detect the presence or absence of a subjective correlation between random errors. If its D.W. values approach zero, there is a positive self-correlation and the opposite is if it approaches 4 and does not exist at the intermediate value of the transaction.

Table 14: Durbin-Watson Test

We note from the previous table that its values (D.W.) were 1,885, which is a middle value between zero and 4, and therefore a lack of correlation and therefore an autonomy for the values of survival between errors.

Fifth: The overall morale test of the model:

In order to know the morale of the overall model we use the following table:

Table 15: Overall Model Morale

From the table we note that the total slope squares are equal to 1002,529 degrees freely 2, the average slope squares are equal to 501,265, the total slope squares are equal to 292,351 and the freedom score is 2, and the average slope squares are equal to 6,220.

We note that the value of the F test is equal to 80,586 at the moral level of the 0.00 sig test = which is smaller than the moral level $\alpha=0,05$ including the moral model.

Sixth: Partial morale test of the model's parameters:

In order to test the partial morale of the model we use the following table:

Table 16 shows the model's partial morale

For constant: from the table we note that the constant coefficient is equal to 5,755 T test value calculated is equal to 2,284 at a morale level of 0,027sig = which is smaller than the morale level $\alpha=0,05$ which has a moral constant coefficient.

For the "self-support" variant: from the table we note that the self-support factor is equal to 1,154 T test values calculated at 7,147 at a morale level of 0.00sig = which is smaller than the $\alpha=0,05$ morale level, and the inflation factor value of the variability factor (VIF) is equal to 1,299 which is less than 10, while the value of the permitted variation test was Tolérance is equal to 0770, which is greater than 0.05, of which the coefficient is moral.

For the "personal abilities" variable: from the table we note that the personal abilities factor is equal to 1,231 T test value calculated at 5,775 at a morale level of 0.00sig = which is smaller than $\alpha=0,05$ morale level, and the inflation factor value of the variability factor (VIF) is equal to 1,299 which is less than 10, while the value of the permitted variation test was Tolérance is equal to 0770 and is greater than 0.05 and has a moral factor.

It concludes that partial morale is available, and it can be argued that there is no real problem of a high correlation between independent variables.

Seventh: Linear Regression Using Least Squares method

In order to analyze linear regression, the moderate test Testing Distributions for Normality and the autonomy test for the paraphernalia must then Homogeneity Test, which was analyzed based on spss results.

- Testing Distributions for Normality

Table 17: Shairo-Willick Test

From the table note that test values are equal to 0,978 degrees freely 50 at a morale level of 0,459 sig = from which moderate is available. The following form shows this.

Figure No. 01: Illustrates the Testing Distributions for Normality

- Autonomy test for paraphernalia

The importance of studying the self-correlation of the paraphernalia in the regression analysis is due to the fact that the existence of this correlation would render the value of the error estimate to be undervalued and therefore the value of the test statistics that depend on this variation such as (T), (F) and (2R) is greater than its real value, making the decision on the quality of model reconciliation questionable.

Figure No. 02: Illustrates the autonomy test for paraphernalia

The figure above illustrates the function of self-association of the protectors as we note that all self-binding transactions of the protectors within the field of trust which means that the retainers are self-autonomous.

- Homogeneity Test:

The inconsistency in the regression model would have the same implications in the case of subjective interconnection where standard errors are underestimated and therefore biased, making the results of statistical reasoning doubtful. This is done by examining the form of diffusion of the standard veins with the trends of the dependent variable and shows from the prevalence that distribution is random, which means homogenization of the veins.

Figure No 03: Homogeneity Test

2. Summary of the model:

our regression line equation is:

$$\text{Personal Capacity } 1,231 + \text{Self Support } 1,154 + 5,775 = Y$$

It concludes that the value of 77.4% represents the two dimensions of self-support and personal abilities most influential on informal training while the remaining 22.6% is due to other factors in the enterprise.

IV- Conclusion:

This study included the fact of informal training on the performance of employees of the National Industrial Automobile Corporation, where theoretical parents on informal training were discussed,

as well as presentation of a field study. It included 50 valid questionnaires for statistical analysis and a series of conclusions were drawn:

1. The Foundation's interest in informal training is high and sufficient.
2. The correlation between informal training as an independent variable and employees' performance as a variable of a strong dismissal relationship.
3. The two most important dimensions of informal training affect the effectiveness of employees' performance: self-support and personal abilities.

- Appendices:

Table 01: Some Types that are similar to the Concept of the informal Learning

formal) (learning)	informal) (learning)	non formal) (learning)	accidental) (Learning)	international) (Learning)
It is . cognitive, skill-based, and behavioral acquisition received formally, structured, and planned by institutions, universities, etc., subject to supervision and monitoring by these institutions.	It is the type of acquisition received without prior planning or structuring by institutions, universities, etc. The individual is not subject to monitoring, evaluation, or control by these institutions.	It is learning that individuals acquire within the institution but without planning, intervention, or monitoring by the institution. It occurs based on the individual's desire and will. This type of learning is also implicit in educational and training programs received formally. However, what the individual learns in them is unrelated to the program or the programmed training objectives.	It is acquisition that occurs incidentally without interest or desire from the individual or their institution, such as learning during breaks, meals, casual conversations.	In this case, the individual defines and identifies the learning outcomes, choosing their own strategy to complete these outcomes. It is purposeful learning where the individual determines the type of outcomes they aim to achieve. It closely resembles non- formal learning.

Source: Prepared by the researchers

Table No. 02: Classification of Learning Types

Formal Learning	Non Formal learning	Informal Learning
Intentional	Intentional	Unintentional
Structured	Structured	
Monitored and Tracked		

Source: Prepared by the researchers

Table No. 03: Showing the Stability and Honesty Coefficient Values of Questionnaire Paragraphs

Study variables	Number of paragraphs	Alfa Kronbach	Believe the scale
Informal training	18	0.911	0,954
Employees' performance	14	0,886	0,941

Source: Prepared by the researchers based on the results of the questionnaire based on the outputs of the Spss v 25 programme

Table No. 4: Showing the area of weighted averaging per level (Licart Triple Scale)

Weighted arithmetic average area	Corresponding level
1 to 1.66	Disagreed
From 1,67 to 2,33	Neutral
From 2.34 to 3	OK

Source: Prepared by the researchers

Table No. 5: Shows the calculation averages and standard deviations of NCI workers' answers about the self-supporting dimension.

Level	Standard deviation	Arithmetic Average	Ferry	Number
OK	0,468	2,84	I have a desire to constantly renew my information in my job.	01
OK	0,677	2,48	I make configurations outside the organization on my own account to increase my knowledge	02
OK	0,535	2,80	I apply some of the knowledge I have learned in my field to develop my skills	03
OK	0,495	2,80	I strive to introduce new methods to facilitate work	04
OK	0,600	2,74	I always seek to use modern technology in the execution of my tasks	05
OK	0,602	2,62	Check out magazines and books to find out all the new about my work	06
High	0,137	2,71	Self-support	

Source: Prepared by the researchers based on the results of the questionnaire based on the outputs of the Spss v 25 programme

Table No. 06: Showing calculative averages and standard deviations of NCI workers' answers about the impulse dimension

Level	Standard deviation	Arithmetic Average	Ferry	Number
OK	,4050	2,86	I carry out my tasks with every activity and vitality	01
OK	,5070	2,78	I strive to solve the problems that hinder me at work	02
OK	,6310	2,64	I feel fun doing extra work.	03
OK	,7350	2,52	I carry out my tasks without material or moral motivation	04
High	0,151	2,70	Motivation for achievement	

Source: Prepared by the researchers based on the results of the questionnaire based on the outputs of the Spss v 25 programme

Table No. 07: Showing Calculative Averages and Standard Deviations of NIC Workers' Answers About the Motivation Dimension of Participation

Level	Standard deviation	Arithmetic Average	Ferry	Number
OK	0,614	2,70	There is a spirit of collaboration and engagement to share knowledge	01
OK	0,405	2,86	I am interested in dialogue and discussion with my co-workers	02
OK	0,507	2,78	I share roles with my colleagues to increase my expertise	03
OK	0,565	2,74	I help my colleagues in cases of forced absence	04
High	0,070	2,77	Motivation for Participation	

Source: Prepared by the researchers based on the results of the questionnaire based on the outputs of the Spss v 25 programme

Table No. 08: Shows the computational averages and standard deviations of NCI workers' answers about the personal capacity dimension.

Level	Standard deviation	Arithmetic Average	Ferry	Number
OK	0,614	2,70	I have the ability to expressly present my thoughts.	01
OK	0,658	2,66	I have the skills of dialogue, talk and good thinking	02
OK	0,731	2,42	I do my work successfully without assistance	03
OK	0,606	2,60	I have the ability to make a decision and take responsibility.	04
High	0,122	2,59	Personal abilities	

Source: Prepared by the researchers based on the results of the questionnaire based on the outputs of the Spss v 25 programme

Table No. 09: Computational averages and standard deviations of Industrial Automotive Company workers' answers to informal training dimensions

Number	Variable dimensions	Average	Standard deviation	Ranking	Level
01	Overall average self-support dimension	2,71	0,137	2	High
02	Overall average motivation dimension of achievement	2,70	0,151	3	High
03	Overall Average Motivation Dimension of Participation	2,77	0,070	1	High
04	Overall average personal capacity dimension	2,59	0,122	4	High
Overall average	2,697	0,130	- -	High	

Source: Prepared by the researchers based on the results of the questionnaire based on the outputs of the Spss v 25 programme

Table No. 10: Calculative averages and standard deviations of NCI workers' responses Unity and impediment to employees' performance

Sample Direction	Standard deviation	Arithmetic Average	Ferry	Number
High	0,587	2,68	I do my daily tasks with high quality	01
High	0,563	2,64	I perform my assigned business in a timely manner	02
High	0,580	2,52	I can perform my work duties as required and without mistakes	03
High	0,565	2,74	I can face difficulties in my work.	04
High	0,544	2,70	I perform my tasks with the required efficiency and effectiveness	05
Neutral	0,789	2,30	Good working conditions and help to develop my performance	06
High	0,468	2,84	I am trying to reduce the backlog by completing tasks without delay	07
High	0,364	2,90	I feel responsible for the direction of my work	08
High	0,505	2,70	I use modern technology and scientific methods to carry out the required tasks	09
High	0,495	2,80	I collaborate with my colleagues to achieve effective performance	10
High	0,787	2,44	There are performance measurement indicators that identify a worker's strengths and weaknesses	11
High	0,707	2,52	The performance appraisal system continuously helps me improve workers' skills	12
High	0,527	2,74	Strengthen my work's strengths and weaknesses	13
High	0,452	2,80	I invent in my work and constantly develop my skills	14
High	0,167	2,666	Employees' performance	

Source: Prepared by the researchers based on the results of the questionnaire based on the outputs of the Spss v 25 programme

Table 11: Pearson Association Coefficient for Informal Training and Employee Performance

Correlation factor between informal training and employees' performance	Level of morale
0,885	0,00

Source: Prepared by the researchers based on the results of the questionnaire based on the outputs of the Spss v 25 programme

Table 12: Pearson Binding Coefficient for Informal Training Dimensions and Employees' Performance

Dimensions of informal training	Correlation factor between informal training and employees' performance	Level of morale
Self-support	0,784	0,00
Motivation for achievement	0,706	0,00
Motivation for Participation	0,666	0,00
Personal abilities	0,727	0,00

Source: Prepared by the researchers based on the results of the questionnaire based on the outputs of the Spss v 25 programme

Table 13: Linear relationship between dependent variables and autonomous variables

Model	Binding coefficient	R2 Selection Coefficient	Corrected Selection Coefficient
	0,880	0,774	0,765

Source: Prepared by the researchers based on the results of the questionnaire based on the outputs of the Spss v 25 programme

Table 14: Durbin-Watson Test

Model	Binding coefficient	R2 Selection Coefficient	Corrected Selection Coefficient	Test Durbin-Watson
	0,880	0,774	0,765	1,885

Source: Prepared by the researchers based on the results of the questionnaire based on the outputs of the Spss v 25 programme

Table 15: Overall Model Morale

Model	Total boxes	Degree of freedom	Average boxes	F value	Level of morale
Regression	1002,529	2	501,265	80,586	0,00
Al-Baqqi	292,351	47	6,220		
Total	1294,880	49			

Source: Prepared by the researchers based on the results of the questionnaire based on the outputs of the Spss v 25 programme

Table 16 shows the model's partial morale

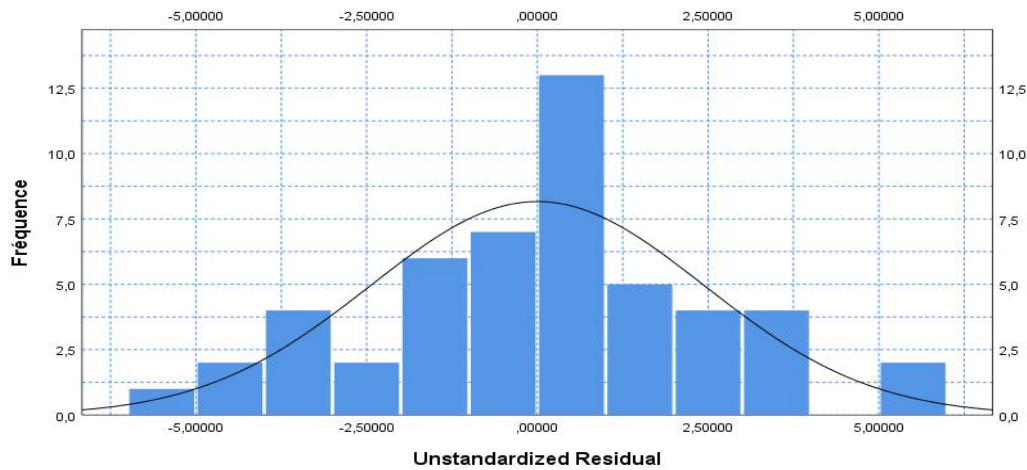
Model	Transactions B	T value	Level of morale sig	Tolérance permitted variation test	Amplification coefficient for variability VIF
Fixed	5,755	2,284	0,027		
Self-support	1,154	7,147	0,00	0,770	1,299
Personal abilities	1,231	5,775	0,00	0,770	1,299

Source: Prepared by the researchers based on the results of the questionnaire based on the outputs of the Spss v 25 programme

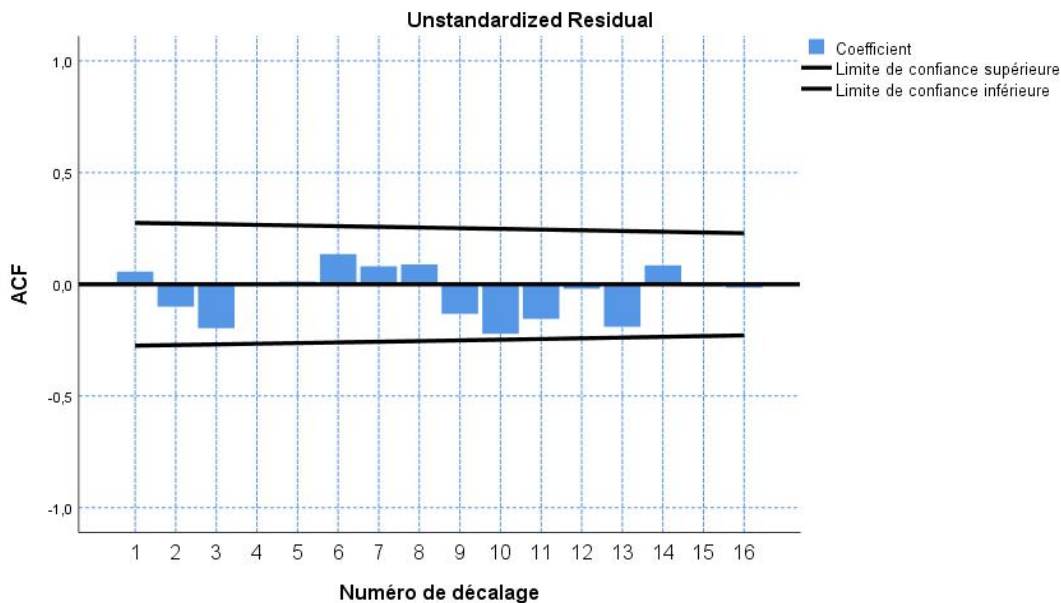
Table 17: Shairo-Willick Test

Shapiro-Willick Test			
	Test value	Degree of freedom	Morale Level Testing
paraphernalia	0,978	50	0,459

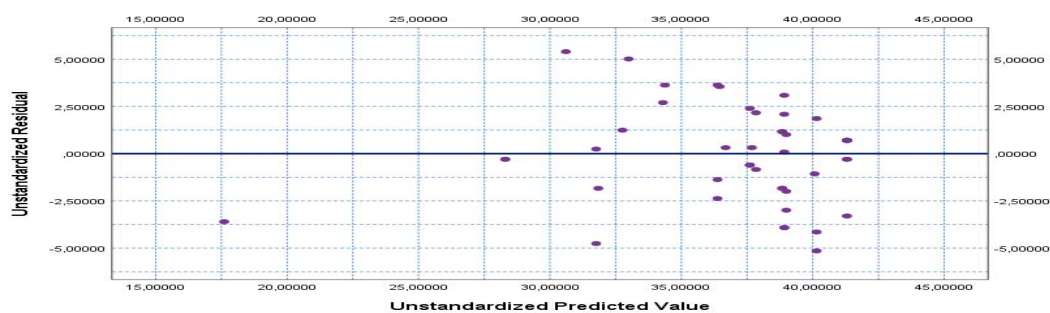
Source: Prepared by the researchers based on the results of the questionnaire based on the outputs of the Spss v 25 programme

Figure No. 01: Illustrates the Testing Distributions for Normality

Source: Prepared by the researchers based on the results of the questionnaire based on the outputs of the Spss v 25 programme

Figure No. 02: Illustrates the autonomy test for paraphernalia

Source: Prepared by the researchers based on the results of the questionnaire based on the outputs of the Spss v 25 programme

Figure No 03: Homogeneity Test

Source: Prepared by the researchers based on the results of the questionnaire based on the outputs of the Spss v 25 programme

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