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The Influence of Training and Development Initiatives on Employee Performance within State-Owned Organisations: An Action Research Study of the Directorates of Tourism and Handicraft Industries in The Southern Region of Algeria

أصرح بشرفي أنني ألتزم بمراعاة المعايير العلمية والمنهجية ومعايير الأخلاقيات المهنية والنزاهة الأكاديمية المطلوبة في انجاز البحث وفق ما ينصه القرار رقم 1082 المؤرخ في 27 ديسمبر 2020 المحدد للقواعد المتعلقة بالوقاية من السرقة العلمية ومكافحتها.

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ABSTRACT

Nowadays, training and development initiatives are crucial for enhancing employee performance in state-owned organisations. These initiatives equip employees with essential skills and knowledge, enabling them to adapt to industry standards and technological advancements. Effective training fosters individual growth, organisational efficiency, and productivity. In the public sector, where service delivery is paramount, comprehensive training ensures that employees are prepared to meet unique challenges, resulting in improved service quality, greater employee satisfaction, and overall organisational success. This study explores the influence of training and development initiatives on employee performance within state-owned organisation, focusing on a case study about tourism and handicraft industries directorates. Mixed research approaches were used to draw meaningful results from gathered data. Data was collected from the concerned organisation's managers, employees, and staff. It was analysed through descriptive analysis using SPSS. Then, the data was presented through frequency, %, mean, standard deviations and figures.

Additionally, data were analysed through inferential analysis to identify the statistically significant relationship between variables. The study's findings provided a robust foundation for understanding the correlations between independent variables and the dependent variable. It revealed the critical role of effective training practices, delivery modes, and frequency in enhancing employee skills, knowledge, and job performance. Moreover, the study concludes by providing practical implications for managers of public organisations to exploit the potential of training and development initiatives, especially regarding their significant impact on employee performance, satisfaction, motivation and retention.

Overall, the research contributes to the existing literature by providing empirical evidence in the context of public organisations, particularly tourism and handicraft departments, regarding training and development initiatives and their impact on employees' organisational performance.

Key Words: Training and development, Employee performance, State-owned organisations, Human resource development, Training practices and frequency, Training delivery Mode.

Table of Contents

1. INTRODUCTION	1
1.1 Research Background	1
1.2 Problem Statement	3
1.3 Research Objectives	5
1.4 Research questions	5
1.5 Research Hypothesis	6
1.6 Theoretical Framework of the Study.....	7
1.7 Significance of the study	8
2. LITERATURE REVIEW	9
2.1 Introduction	9
2.2 Training.....	10
2.2.1 Defining Training.....	10
2.2.2 Training practices	10
2.2.3 Training Dimension:	11
2.3 Employee Development:	11
2.3.1 Meaning and Scope of Employee Development.....	12
2.4 The Relationship between the training and job performance:	13
2.4.1 The effect of training program on employee’s motivation and commitment: .	14
2.4.2 Training and development impact on employee’s performance:	16
3. RESEARCH METHODOLOGIES	18
3.1 Introduction	18
3.2 Profile of study area	18
3.3 Presentation of study area	18
3.3.1 Description and characteristics training and employee development within tourism and handicraft directorate:	21
3.4 Research design	23
3.5 Data Collection and Analysis.....	23
4. RESEARCH RESULTS AND ANALYSIS	26
4.1 Descriptive Analysis	26
4.1.1 Demographic study	26
4.2 Inferential Statistics Data Analysis.....	31
4.2.1. Reliability of the Data	31
4.2.2. Correlation Analysis	32
4.2.3. Mean values of the variables	34
4.2.4. Regression	35
4.3 Hypothesis Testing	39
4.4 Analysis of the Semi-Structured Interview	42
4.4.1. Training and Development Initiatives.....	42

4.4.2.	Employee Performance.....	42
4.4.3.	Organisational Support	43
4.4.4.	Impact on Organisational Objectives	43
4.4.5.	Barriers to Training Participation.....	44
4.4.6.	Discussion and Contribution to the Study	44
5	CONCLUSION AND SUGGESTIONS.....	46
5.1	Summary of the study	46
5.2	Summary of Major Findings	46
5.2.1.	Summary of the statistically significant findings.....	47
5.2.2.	Training Shapes State-Owned Organisation Performance	48
5.2.3.	Integrate Training into Organisational Agenda.....	48
5.2.4.	Training Linked to Job Performance	49
5.2.5.	Embrace Continuous Training.....	49
5.3	Suggestions	50
5.3.1	Enhancing Competence through Comprehensive Training Initiatives	50
5.3.2	Including ongoing training schedule on regularly.....	51
5.3.3	Training methods should be effective	51
5.4	Study Limitations	52
5.5	Final Insights and Future Directions.....	53
	REFERENCES:.....	55
	APPENDICES	61
	ACKNOWLEDGEMENT	5

Liste of Tables

Table 1: Reliability Analysis.....	32
Table 2: Correlation	33
Table 3: Mean values of the variables.....	34
Table 4: Model Summary “ impact of Training Practice”	35
Table 5: ANOVA ^a “impact of Training Practice”.....	36
Table 6:Model Summary “Impact of Training Delivery Mode”	36
Table 7:ANOVA ^a “Impact of Training Delivery Mode”	37
Table 8: Model Summary " Impact Of Training Frequency”	38
Table 9: ANOVA ^a " Impact Of Training Frequency”.....	38
Table 10: Coefficient « Hypothesis 1 ».....	39
Table 11: Coefficient « Hypothesis 2 ».....	40
Table 12: Coefficient « Hypothesis 3 ».....	41

Liste of Figures

Figure -1: Theoretical Framework of the Study	7
Figure -2 :Organisational chart of the Tourism and Handicraft.....	20
Figure -3: Gender of Participants	26
Figure -4: Participants Age Group	27
Figure -5: Participants academic background	28
Figure -6: Participants Length of Professional Experience.....	29
Figure -7: Participants Departments.....	30

1. INTRODUCTION

1.1 Research Background

State-owned organisations play a central role in the formulation and execution of state policies, as the government executive is responsible for implementing policy and providing services to citizens (Bowman, 2021; Chilunjika & Mutizwa, 2019). The effectiveness and efficiency of this administrative structure have a significant impact on the success or failure of government efforts, and particularly on the success of policy implementation (Black et al., 2015; Ngubane, 2016; Parkin, 2020).

State-owned organisations, particularly those in the public sector, face unique challenges in maintaining and improving employee performance due to bureaucratic structures and limited resources (Brewster & Mayrhofer, 2012). The Directorate of Tourism and Handicrafts plays a crucial role in promoting the natural potential, cultural heritage and tourist destinations that are essential to the economic development of southern Algeria. It is therefore essential to ensure that the employees of these departments are well trained and competent if their initiatives are to be successful.

The critical importance of a state-owned organisation becomes more pronounced during societal transitions, characterized by periods of democratic evolution and reconstruction. In these phases of transformation, citizens' heightened expectations and aspirations of the political system require the adaptation and implementation of new policies, a responsibility that falls to the state-owned organisation (Almaweri, 2022). To manage successfully in the complex circumstances surrounding phases of transition and respond to the needs and aspirations of citizens, a competent state-owned organisation must possess the attributes necessary for success.

Within human resource management context, state-owned organisations face significant challenges, particularly in training and development programmes (Bowman, 2021). One key challenge is the unequal opportunity and lack of skilled labour within state-owned organisations, impacting their competitiveness. This is exacerbated by issues such as employee motivation, brain drain, unemployment, insufficient human development initiatives, and employee performance, all of which hinder the effectiveness of Training and Development (T&D) programs (Sattar et al., 2015).

The high turnover of employees and senior management further threatens the financial viability of state-owned organisations, emphasizing the critical need for robust training strategies to retain skilled personnel (Sattar et al., 2015).

Moreover, state-owned organisations struggle to attract and retain talent due to fierce competition with the private sector, which often offers higher salaries. This competition poses a significant obstacle to implementing effective training and development programs within state-owned organisations. Additionally, technological advancements are rapidly transforming society, necessitating state-owned organisations to adapt their training programs to equip employees with the necessary skills for the digital age (Attaran & Attaran, 2020). The lack of technology infrastructure and challenges in attracting skilled technical personnel further impede the competitiveness of state-owned organisations, highlighting the urgent need for comprehensive training and development initiatives (Sattar et al., 2015). By addressing these challenges through tailored training and development programs, state-owned organisations can enhance their human capital, improve employee morale, reduce operational costs, and ultimately achieve greater organisational effectiveness (Sekri, n.d.).

From its part, the Algerian administration is a newly created one, has had to take on many tasks and responsibilities, and has been faced with many challenges, the most important of which are the technical challenges linked to the development of information technologies and what they have produced in the field of administration and management, the challenges linked to the nature of work, and administrative activity (human resources and administrative procedures).

Additionally, political challenges are linked to the new trends in the management of local state-owned affairs and the need for new management approaches and behavioural challenges (laziness, indifference, the spread of corruption, nepotism, and lack of transparency), as well as low levels of performance, overlapping roles and powers, poor skills, and the absence of standards of competence and merit when appointing, promoting, and taking responsibility.(Merabet, 2023)

In this context, one of the main problems of Algerian state-owned organisations in the area of human resource management is the lack of strategic human resources planning. It is often difficult to align human resource strategies with the wider objectives of the organisation. This mismatch can lead to suboptimal use of the workforce and an inability to cultivate skilled and adaptable staff capable of meeting the organisation's evolving needs.

In this framework, employee development and training represent major challenges. Insufficient investment in professional development programs can lead to skill gaps and hamper the ability of state-owned sector organisations to keep pace with technological advances and industry best practices. The lack of a robust talent management system exacerbates this problem, making it difficult to identify, develop, and retain high-potential employees.

However, despite the growing interest in this topic, there are still some major challenges that need to be addressed in the research surrounding it. Moreover, human resource management is a crowded space at both the national and international levels, so it can be challenging to stand out and attract customers in a sea of content.

Despite the constraints and drawbacks inherent in training and development initiatives, they continue to serve as a vital instrument for human resource management in Algeria, influencing employee performance in a diverse range of state-owned organisations. By recognizing and navigating these limitations with skillful and innovative strategies, organisations can harness the full potential of training and development initiatives to improve employees' performance and achieve organisational objectives.

1.2 Problem Statement

Within the contemporary organisational landscape, state-owned organisations represent pivotal pillars of public service delivery, infrastructure development, and socioeconomic progress. Amidst the intricacies of governmental operations, the effectiveness of training and development initiatives in enhancing employee performance has emerged as a critical research problem, necessitating rigorous researches. This thesis investigates, and shed lights on a specific research problem and explains the purpose of studying the impact of T&D initiatives on employee performance in state-owned organisations (SOEs).

The specific research problem involves discerning the extent to which T&D initiatives within state-owned organisations impact employee performance across diverse functional domains, hierarchies, and job roles. While extant literature underscores the strategic importance of training interventions in fostering employee growth and organisational effectiveness (Kraiger et al., 1993). To the best of our knowledge empirical evidence elucidating their efficacy within the context of state-owned entities remains sparse and fragmented.

Moreover, the unique organisational dynamics, regulatory frameworks, and socio-political considerations that characterise state-owned organisations necessitate tailored investigations to ascertain the nuanced interaction between training initiatives and employee performance outcomes. By explaining the causal mechanisms underlying this relationship, scholars and practitioners can inform evidence-based HRM practices, policy formulations, and organisational reforms aimed at enhancing public service delivery, accountability, and citizen welfare.

On the other hand, the rationale behind investigating the influence of T&D initiatives on employee performance within state-owned organisations emanates from multifaceted considerations spanning theoretical, practical, and societal dimensions.

State-owned entities operate within complex bureaucratic structures and regulatory frameworks characterised by hierarchical decision-making, resource constraints, and stakeholder expectations (W Richard Scott & Davis, 2015). Against this backdrop, the strategic deployment of training interventions holds the potential to foster employee engagement, competence, and service excellence, thereby bolstering organisational resilience and public trust.

On the other hand, the imperatives of organisational effectiveness, fiscal stewardship, and public accountability underscore the urgency of optimising human capital investments within state-owned organisations (Rainey, 2020). By empirically evaluating the impact of training initiatives on employee performance and implementing performance metrics such as productivity, quality, and customer satisfaction, policymakers and organisational leaders can gauge the Return on Investment (ROI) of training expenditures, identify performance bottlenecks, and reallocate resources to high-impact interventions.

Furthermore, from a societal perspective, state-owned organisations serve as protectors of public goods, essential services, and taxpayer resources, necessitating a steadfast commitment to transparency, meritocracy, and continuous improvement (Christensen & Laegreid, 2014).

By fostering a culture of learning, innovation, and employee empowerment through targeted training and development initiatives, state-owned entities can uphold good governance, social equity, and citizen-centric service delivery principles.

1.3 Research Objectives

Our thesis, which is *participatory action research*, will be based on the study of the relationship between two variables, T&D initiatives as independent variables and employees' performance as a dependent variable, to identify the influence nature of the T&D on the employees' performance within a real-life example as a state-owned organisation in which the researcher holds the job title of head of tourism department in the same organisation case study. The chosen state-owned employees should be targeted to understand their involvement in training and development programs elaborated by their employer and the extent to which these initiatives influence their performance. The real challenge that state-owned organisations face today is a lack of interest in allocating a specific budget to the needs of the process of training, resulting in an inability to exploit employees' abilities. In this research, important considerations are given to targeting these employees using a questionnaire. Initially, they are considered permanent objects of the training and development programs, which makes them the potential target of every initiative in this field. At the same time, they are considered indicators by which we measure training and development programs and, thus, the organisation's performance.

Overall, the main objective of the current research is to *explore the correlation between training and development initiatives and employee's performance*. The study endeavours to scrutinise employees' attitudes towards the training programs to realise organisation goals and the organisation's perspectives on the importance of the relationship between both variables. Through a comprehensive examination of participants' viewpoints, this research aims to furnish valuable insights into the efficacy of training and development initiatives within the context of state-owned organisations.

1.4 Research questions

In the contemporary business landscape characterized by dynamism and fierce competition, organisations, particularly those under state ownership, are deeply committed to elevating the productivity and efficiency of their employees. This endeavour is vital for meeting strategic goals and effectively carrying out public service mandates. Within this intricate web of factors shaping employee performance, training and development initiatives stand out as indispensable tools for fostering the growth and proficiency of employees, bolstering their skills, knowledge, and overall capabilities. According to Halawi & Haydar A (2018), training improves work obligations. Despite the widespread recognition of the significance

of training and development, a notable need exists for more empirical evidence to elucidate its precise impact on employee performance, particularly within the distinctive framework of state-owned entities. Therefore, there is a pressing need to undertake rigorous research to explore and validate the relationship between training and development endeavours and the resultant enhancement in employee performance, thereby contributing to a more comprehensive understanding of organisational dynamics in the public sector.

This study was conducted based on the following research questions:

1. How do training and development initiatives impact employee performance in state-owned organisations?
2. At what level do the training practices, delivery mode, and frequency impact employee performance?
3. How do employees' perceptions of training program effectiveness influence their performance within state-owned organisations?

1.5 Research Hypothesis

The Formulating research hypotheses is pivotal in guiding the design, execution, and interpretation of empirical studies in academic research. Research hypotheses serve as conjectures or propositions that articulate the expected relationships between variables under investigation, providing a framework for systematic inquiry and hypothesis testing. By clearly specifying the expected outcomes or patterns of association, hypotheses enable researchers to structure their investigations, select appropriate research methods, and interpret findings within a coherent theoretical framework (Kumar, 2019).

Moreover, hypotheses generate testable predictions, facilitating the empirical validation or refutation of theoretical propositions (Babbie, 2016). In essence, research hypotheses serve as the cornerstone of scientific inquiry, guiding researchers to uncover empirical regularities, advance theoretical understanding, and contribute to accumulating knowledge within their respective fields (Johnson & Christensen, 2014).

In this section, we delineate the research hypotheses that underpin our investigation, drawing upon relevant literature and theoretical frameworks to inform our conceptualization of the relationships between key variables. Through rigorous hypothesis testing, we endeavour to contribute to advancing knowledge in HRM and offer evidence-based

recommendations for enhancing employee performance and organisational effectiveness in state-owned contexts.

Thus, the study will test the following hypotheses:

"There is a significant positive relationship between training and development initiatives and employee performance in state-owned organisations."

In order to test this central hypothesis, the following hypotheses should be tested:

- **Hypothesis 1:** Training practices affect employee performance
- **Hypothesis 2:** Training delivery mode affects employee performance
- **Hypothesis 3:** Training frequency affects employee performance

These hypotheses reflect the expected associations between critical variables and provide a basis for empirical investigation within the specified context.

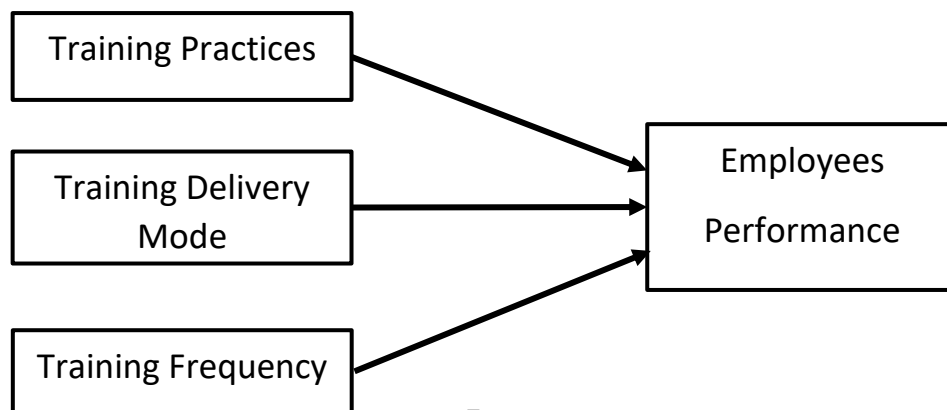
1.6 Theoretical Framework of the Study

The following theoretical framework was formulated to explain the relationship between training and employee performance. A literature review found that training impacts employee performance. Organisational performance ultimately depends on employee performance, and training is a tool to improve it.

This study aims to investigate the influence of training on employee performance. The variables are identified after examining the research questions and objectives and reviewing the literature and theories that guide the research.

The framework is designed to show the influence of independent variables on dependent variables clearly. So, the model is defined as follows:

Figure -1: Theoretical Framework of the Study



1.7 Significance of the study

The significance of this study on the influence of training and development initiatives on employee performance within state-owned organisations is multifaceted. Firstly, it contributes to the academic discourse by comprehensively understanding the intricate relationship between training practices, methods, and frequency and their impact on employee competencies, skills, and motivation levels. This knowledge is precious for state-owned entities, which often face unique challenges in aligning their human capital development strategies with organisational goals and requirements.

Secondly, the study offers practical insights to inform the strategic decision-making of state-owned organisations, such as the Directorate of Tourism and Handicraft Industries. Furthermore, the study's practical implications provide insights for managers to understand better the necessary training and development initiatives and the policies required to enhance employees' work performance and organisational commitment in the state-owned organisation.

Additionally, the research contributes to understanding the specific dimensions of training and development that have the most significant impact. This contributes to the existing body of knowledge on human resource management and provides valuable information for organisations seeking to improve employee job performance through training and development initiatives.

Furthermore, this research presents a significant advancement compared to previous studies by incorporating the opinions of 12 experts, including the researcher himself, thus ensuring a comprehensive and well-rounded perspective on the subject matter.

Compared to prior works, this study uniquely adopts *a participatory research approach*, which, *to the best of the researcher's knowledge, has not been previously employed in this context. This methodological innovation enhances the validity and depth of the findings and provides valuable insights grounded in practical expertise and first-hand experience, thereby offering a novel and added value to the existing body of knowledge.*

2. LITERATURE REVIEW

2.1 Introduction

The importance of employee training and development emerged during the industrial revolution, as the demand for workers rapidly increased because of the expanding world economy and technological advancements (Tracey & Swart, 2020). Effective training benefits the organisation in a variety of ways. It is essential for establishing and sustaining capabilities at both the individual and organisational levels, and it contributes to organisational change (Valle et al., 2000). Additionally, it improves the ability of talented workers to be retained, which reduces the rate of unintentional job switching among the workforce (Jones & Wright, 1992) (Shaw et al., 1998). Moreover, it shows the organisation's long-term dedication to its employees and boosts employee motivation (Pfeffer, 1994). All of these contributions help organisations gain a competitive edge (Youndt et al., 1996) and improve employee performance and organisational productivity (Bartel, 1994). According to Akinyele, (2007) training significantly improves employee morale and lowers workplace risks, which helps businesses achieve their goals. As a result, effective training helps employees acquire the knowledge and skills they need to do their jobs well. Human capital theory was developed and revived by (Schultz, 1961). It posits that education and training are a form of investment in people and that education creates assets in the form of knowledge and skills, which in turn increases worker productivity. Schultz (1961) argued that skilled workers could build these skills through human resources development programs or investment in the existing workforce through appropriate on-the-job training inside and outside the organisation through the creation of an enabling environment. According to Flamholtz & Lacey (1981), the human capital theory postulates that returns are earned from investments made to develop people's experience, skills, and knowledge as a form of capital. Based on the human capital theory, employees should invest in specific training and start more promotion opportunities to improve their prospects for a successful career.

2.2 Training

2.2.1 Defining Training

The simplest definition of training is an activity that modifies people's behavior (McClelland, 2002). The purpose of the human resources department is to increase the efficiency of the organisation by giving employees the abilities, knowledge, and attitudes to perform better in their current or future positions. The training specialist should be aware of the efficacy of all training methods in order to implement the appropriate training techniques. Employees receive training as a means of acquiring the knowledge and skills necessary to function within the framework of the policies and standards established by management (Sommerville, 2007). According to Ezeani & Oladele (2013), training is a program for exercising the employees' effective, cognitive, and psychomotor skills. This helps the organisations have a crucial method of developing the employee in order to increase his productivity. According to Ngirwa (2009), training is a learning process in which employees acquire the knowledge, skills, experience, and attitudes they need to perform their jobs more effectively in order to achieve their organisation's goals. Development, according to Armstrong (2006), is a process that people go through to advance from a current level of understanding and capability to a future level where they will need higher-level skills, knowledge, and competencies. It takes the form of educational exercises that get people ready to handle new or increased responsibilities. Development is defined as actions that result in the acquisition of new knowledge or skills for the purpose of expanding (Nda & Rashad, 2014). The organisation offers training programs to employees to help them develop their skills.

2.2.2 Training practices

Colarelli & Montei (1996) argued that creating training within the organisation requires a systematic approach, which is outlined in their nine-step approach. In order to design the training program, it is important to understand what the trainees should be able to do once the training program has been completed. This is why analysing training needs is an essential part of the human resources department, along with identifying the necessary skills and actively managing the employee Colarelli & Montei (1996). Contextual factors that affect how training is used include: A number of factors should be taken into account when designing the training program, according to the Journal of Applied Behavioral Science, including the following: Program duration, Program structure, instructional methods,

support resources, and the choice of training materials, training location or environment, the origin of the training program, criteria and methods for assessing participants learning and achievement, and criteria and methods for evaluating the program.

2.2.3 Training Dimension:

Training is mainly divided into four dimensions such as training need identify, know the objective of the training, Applicability of the job and training design to improve skills. The need to identify training as a necessity in an organisation is usually not performed, this includes the identification of the correct requirements for the trainings. (Asfaw et al., 2015). Employee is aware of the training objectives. The outcome of a successful training program would be considered as training objectives for the employees, the training program which benefits the employee is referred to as the objectives (Obisi, 2012). Training is applicable on employee job is the most appropriate definition for this is when an employee's training is measured by the extent of what they have applied on the job (Asfaw et al., 2015). Training is design to improve skills of employee is designing a training program can be considered as one of the most important tasks in the whole of the training and development scenario. (Obisi, 2012)

2.3 Employee Development:

Development is a long-term education process utilizing a systematic and organized procedure by which managerial personnel learn conceptual and theoretical knowledge for general purpose.

Employees are always regarded with development in career-enhancing skills which leads to employee motivation and retention. There is no doubt that a well-trained and developed staff will be a valuable asset to the company and thereby will increase the chances of their efficiency and effectiveness in discharging their duties. On the other hand, development means those learning opportunities designed to help employees to grow. Development is not primarily skills oriented. Instead, it provides the general knowledge and attitudes, which will be helpful to employers in higher positions. Development programs are regarded as specific framework for helping employees to develop their personal and professional skills, knowledge, attitudes, behavior and consequently improve their abilities to perform specific task in the organisation. It provides knowledge about business environment, management principles and techniques, human relations, specific industry analysis and the like is useful

for better management of company. Manpower development focused on turning out human resource that is needed for effective performance in the organisation (Drucker, 2012). Moreover Lawal (2006) said that it is updating system of new techniques or skills associated with the performance of their jobs. On the other hand, according to Olaniyan (1995) manpower development methods includes under study, job rotation, self-development and self-assessment. Despite, Aswathappa (2000) also suggested that if the training and development function is to be effective in the future and yields all expected returns, it will need to move beyond its concern with techniques and traditional roles. On the other hand, development focuses on building the knowledge and skills of organisational members so that they will be prepared to take on new responsibilities and challenges.

McKenna & Beech, (2002) On the other hand Employee Training and Development strikes a balance between research and real company practices which provide background in the fundamentals of training and development such as needs assessment transfer of training, learning environment design, methods, and evaluation (Raymond, 2023). Basically, employee development includes training, education, and career development. It also includes exchange of knowledge and experience.

2.3.1 Meaning and Scope of Employee Development

Development also looks at activities design to help employees learn the competencies they need to be able to assume higher responsibilities in the future. Development is more concern with enabling individuals to grow in knowledge and skills in order to be of greater potential use to the organisation in the future. Development is broader in scope than training and is career oriented rather than job oriented. It focuses on preparing people for higher responsibility or career progression in the future. This is because most effective organisations look at training and career development as an integral part of human resource development which is carefully aligned with corporate business objectives and strategies. Development is the growth or realization of a person's ability through conscious or unconscious learning.

In the views of Asare-Bediako, (2002), Werner & Dsimone, (2012), Bernardin (2003) and Harrison (2002), development is learning experience of any kind whereby individuals and groups acquire enhanced knowledge, skills, values or behaviors. Its outcome unfolds through time rather than immediate and they tend to be long lasting. They explained that traditionally, development was focused on management, while line employees receive

training design to improve a specific set of skills needed for their current job. But today's globalization, technological changes, greater use of team work and employees increasingly involvement in all aspects of business have paved the way for all employees to be developed. Development may be mandatory for employees who have been identified to have managerial potential. In this case, employee's development becomes a necessary component of an organisation's effort to improve quality, retain key employees and meet the challenges of global competition and social change.

According to Tyson & York (1996) having made an effort to recruit, select and properly place the candidates, an organisation like the MMDA should be interested in ensuring that these human resources are effectively developed and utilized, and not only seen as a mere factor of production to achieve performance and effectiveness, but also a reservoir of knowledge and skills. However, Oti-Boaten (2007) remarked that developing human resources involved the employment of the right caliber of personnel and improving their knowledge and skills to enhance their competence to meet the emerging challenges and respond to the operational needs of the organisation which is related to conscious process of education, training and utilization of the human capital for progress. It is an undeniable fact that employees' development in an organisation is crucial for performance and effectiveness. It is, therefore, important and a corporate responsibility to plan and design effective training and development programmes that improve the knowledge, skills and behaviors of employees.

2.4 The Relationship between the training and job performance:

According to Raza (2015), employees training and development is one of the major issuing topics nowadays because this helps organisations in number of ways. The daily performance of business and day to day maintenance is needed to be done by some workers or employees. And this can only be done when there is proper training and development session held for the employees. Training and development will definitely cause in increase of the employees' performance (Sani Abdullahi et al., 2018)

The impact of training on employee and organisational performance can be both direct and indirect. Sahinidis & Bouris (2008) note that the direct role of training programs is seen as a measure of improving employee and organisational capabilities, When an organisation invests in improving the knowledge, abilities and skills of its employees, the investment is repaid in the form of more effective and productive employees, while they indirectly only

found that when companies train their employees, the training can lead to high levels of engagement and motivation, who actually see the opportunity presented to them and therefore appreciate the investment their organisation is making in them and that translates into their satisfaction and hard work.

2.4.1 The effect of training program on employee's motivation and commitment:

The business environment changes over time, requiring continuous enhancement of employees' skills and abilities to improve job performance, growth, and ability to adapt to the rapidly changing economic environment to organisations remain competitive (Amin et al., 2013)

Pfeifer et al. (2011) support this approach by saying that alongside schooling, building human capital after entering the labour market is also seen as key to economic performance at both the micro and macro levels. Furthermore, Elnaga & Imran (2013) posit that in order to develop the desired knowledge, skills and abilities of employees to perform well in the workplace, effective training programs that can also affect employee motivation and engagement are required. According to them, organisations train their employees to the fullest extent possible in order to prepare them to perform their jobs as desired. They observe that most businesses, through the use of long-term planning, invest in the development of new skills by their workforce, enabling them to manage the uncertain conditions they may encounter in the future. As a result, when employees perceive that their employer cares about them through the provision of training programs, they put forth their best efforts to accomplish organisational objectives and demonstrate high performance on the job. Consequently, training is essential to achieving an adaptable workforce that is motivated and dedicated (Amin et al., 2013). Lang (1992) asserts that training should be organized to produce organisational commitment. On the other hand, it was suggested by Gaertner and Nollen (1989) that certain human resource practices, such as succession planning, promotions, career development, and training opportunities, contribute to employees' commitment. When all these procedures are followed, employee performance improves. Additionally, it was noted in Eisenberger et al (1986) that employees perform better when they feel that their organisation is committed to them.

The effects of training on employee's competency and productivity Employee competencies can change through efficient training programs, claim Wright and Geroy (2001). It enhances

employee performance so they can perform their current jobs more efficiently. It also helps them develop the knowledge, abilities, and attitudes needed for future jobs, which helps the organisation perform better overall. The development of the employees' competencies through training makes it possible for them to carry out their job-related tasks successfully and meet their objectives. Employee performance is also impacted by environmental factors like organisational structure, job design, performance appraisal systems, and corporate culture. If these issues are present in the organisation, employee performance declines due to these challenges rather than a lack of pertinent knowledge, skills, or attitudes. These factors should be taken into account in order to increase the effectiveness of training and ensure that it has a positive impact on employees' performance Wright & Geroy (2001). According to Bartel (1994), an effective training program has a positive relationship with employee productivity. However, in order to make this relationship possible, Swart et al (2005), managers and supervisors are responsible for identifying the factors that limit the effectiveness of training programs and should take necessary steps to reduce their impact on employee performance. Ahmad & Bakar (2003) also came to the conclusion that high levels of employee commitment can only be attained if training results in learning outcomes and enhances performance at both the individual and organisational levels. These results agree with that of the research conducted by Kim (2006).

As a conclusion, the literature review on the influence of training and development initiatives on employee performance highlights the significant impact of training and development programs on employee effectiveness, productivity, and organisational performance.

Several studies emphasize the positive relationship between training and development and employee performance, as well as the overall growth and success of the organisation.

The review discusses the various aspects of training and development, including the need for training, different training programs, and the role of training in enhancing employees' skills and abilities. It also underlines the importance of employee development, the design of training programs, and the evaluation of training effectiveness.

The literature consistently supports the notion that well-planned training and development initiatives are essential for improving employee performance and contributing to the overall success of the organisation.

2.4.2 Training and development impact on employee's performance:

The study of Karim et al (2019) investigated the impact of training and development on employee performance, with a focus on factors affecting training and development, impact on organisational productivity, impact on employee satisfaction, and the need for employee training in organisations. The findings indicated that training and development have a positive impact on employee performance, motivation, and job satisfaction. Employees were found to be aware of training, motivated by it, and believed that it resulted in higher performance. However, there were also challenges identified, such as the need for continuous training and development to address market dynamics and customer satisfaction. The study emphasized the importance of training and development in enhancing employee performance and recommended providing more training programs to reduce the cost of recruiting and training new staff members.

Shevata Singhal's (2017) study focused on the relationship between training and employee performance in the service sector. The training methods mentioned include on-the-job training, such as coaching, mentoring, and job rotation, as well as off-the-job training.

The findings revealed a positive relationship between training and employee performance in the service sector. Specifically, it was observed that employees perceived the training imparted to them positively impacted their performance, regardless of the type of training (on-the-job or off-the-job). The study found that employee training is crucial for bridging the gap between existing capabilities and organisational expectations. It also highlighted the importance of providing training to all employees, as it positively impacts their performance, helping them understand organisational expectations and achieve tasks effectively. The conclusion emphasized the need for both on-the-job and off-the-job training to develop well-rounded employees.

According to Alhaji et al (2019) who take a comprehensive approach in addressing the research problem, they emphasize the importance of training and development in enhancing employee performance. The authors discuss the significance of training in improving individual and organisational growth, as well as the development of competencies necessary for effective job execution. Furthermore, the study delves into the impact of training on employee performance, citing examples and studies to support the relationship between training and job-related efficiency. Overall, the approach of the study is to provide a

thorough understanding of the role of training and development in addressing the research problem of enhancing employee performance.

The study by Dagnew Gebrehiwot & Elantheraiyan (2023) investigates the relationship between training needs assessment, resource availability, employee perception of training, and performance in the **Tigray Region Education Bureau (TREB)** and similar institutions. The main findings indicate no significant performance differences based on employee demographics but reveal gaps in training program implementation, notably in needs assessment. Insufficient resources for training are highlighted, urging better allocation and management. The study emphasizes the importance of considering employee perceptions for effective training. Overall, it offers practical recommendations for improving training programs to enhance employee performance in government secondary schools in Mekelle City.

The study conducted by Hosen et al (2024) explores the relationship between training and development, career development, and work performance in the hotel industry. The main findings indicate that training and development significantly impact work performance, and career development has a statistically significant association with work performance among hotel employees in Bangladesh. Additionally, the study found that training and development are related to organisational commitment, and career development is related to organisational commitment among hotel employees.

Through their research, Darshani et al (2018) found a significant positive relationship between training and development and employee job performance. The study also highlighted the impact of various dimensions of training and development, such as training need identification, training applicability on the job, training design to improve skills, development opportunities, perception of the organisation's long-term goals, and continuous commitment to investment in employee development on employee job performance. The findings indicated that training and development have a positive and significant impact on employee job performance, emphasizing the importance of these factors in enhancing employee performance.

3. RESEARCH METHODOLOGIES

3.1 Introduction

Research design and approach are crucial aspects of any study that seeks to investigate a research problem. The appropriate research design and approach will determine the reliability and validity of the study findings.

This chapter describes the methodology used to achieve the research objectives. It is the highlighting part of the philosophical underpinnings of the research and outlines the specific research design choices made. The point of this chapter is to explain how the research is designed and to justify design choices through providing a detailed plan that helps keeping the right track, making the process smooth, effective and manageable. It discusses the appropriate research design and approach for a study aimed at investigating the relationship between the studied variables.

3.2 Profile of study area

The city of Biskra, specifically the local Directorate of Tourism and Handicraft Industries, was one of the selected cities in the big south of Algeria as the primary geographic focus for this study. as it can form the same settings and scenario for all the other cities which have the same directorate. Therefore, the targeted population is Algeria's big south, consisting of 24 directorates. A questionnaire was designed based on the literature review, the researcher's experience and a purposive sample of 11 experts from the directorate of Biskra and other directorates from the big south of Algeria. A semi-structured interview was conducted to enhance the questionnaire using the phone, as the questionnaire was delivered by email. This choice was informed by a deep familiarity with the region from over twenty years of professional experience in the tourism department. Such extensive involvement has provided comprehensive insights into the province's tourism potential and the intricacies of managing the directorate's interests, including the various training and employee development programs implemented throughout their career path.

3.3 Presentation of study area

Algeria's tourism market is diverse due to the country's geographical nature; we find coastal, mountainous, highland, plains, Sahara, and oasis regions, which have allowed the practice

of various types of tourism by offering several tourism products that correspond to the characteristics of each region.

Algeria seeks, as part of its strategy, to diversify the national economy in order to dispense with oil revenues, and to pay more attention to the tourism sector through developing a plan that extends over more than two decades and allows it to become one of the world's tourist destinations, considering the great potential it has, which constitutes a diversified tourist offer, that will generate increased revenues, especially in the south of the country, characterized by a unique local environment rich in distinguished natural resources.

The southern region of Algeria consists of nineteen entirely Saharan wilayas, initially comprising nine before the latest administrative division: Adrar, Béchar, Biskra, El Oued, Ghardaïa, Illizi, Ouargla, Tamanrasset, and Tindouf. Additionally, it includes one predominantly Saharan wilaya (Laghout) and two others with minority Saharan areas in the south: Djelfa and El Bayadh. By the end of 2019, the ten delegated wilayas created in 2015 were elevated to full wilaya status, namely: Timimoun, Bordj Badji Mokhtar, Ouled Djellal, Béni Abbès, In Salah, In Guezzam, Touggourt, Djanet, El M'Ghair, and El Meniaa.

The current territorial organisation of Algeria's southern region can be traced back to French colonisation. The discovery of oil in 1956 intensified French interest in this area, which had been under a special administration since 1902, known as the Southern Territories. In 1958, a new territorial organisation was introduced, establishing a departmental structure for these territories.

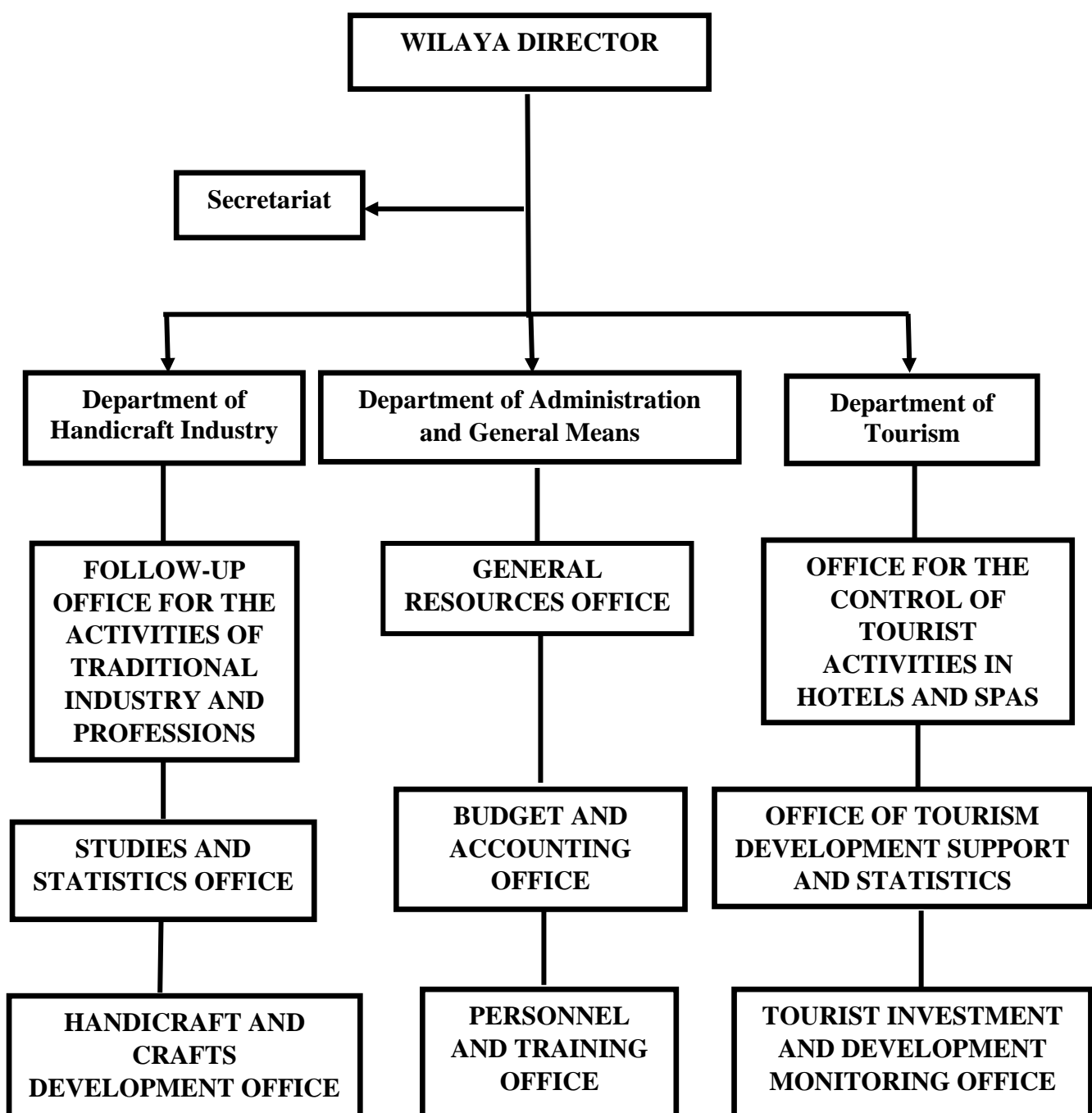
Post-independence, a revised administrative division was implemented in the 1970s, resulting in the formation of six wilayas: Béchar and Adrar in the west, Ouargla, Biskra, and Laghouat in the east, and Tamanrasset in the far south, replacing the previous Saoura and Oases departments. The 1985 division further increased the number of wilayas from 31 to 48, incorporating four new ones in the Sahara: Tindouf and Illizi, which occupy strategic border areas (west and east respectively), and Ghardaïa and El Oued, which represent historical territories within the institutional framework.

Biskra, one of Algeria's Saharan provinces, falls under the tourist excellence "southeast" pole, which also includes cities of El Oued, Ouargla, and Ghardaïa, or what is known as the "Oasis Tourist Circuit,". It is regarded as one of the most important Saharan destinations, particularly in the Saharan tourist season. During this particular period, tour operators seek to exploit the characteristics of Biskra resources, such as its unique cultural heritage, natural

attractions, and historic sites, in addition of the man-made ones such as accommodation, catering, transportation and attraction, which are so important in designing the local tourist supply of the city of Biskra

The Directorate of Tourism and handicrafts industries in Algeria was established in 2000 under Executive Decree number: 376-2000. Originally known as the Inspectorate of Tourism and Handicrafts industries, it was reorganized and renamed the Directorate of Tourism in 2005 under decree no: 05-216. In accordance with the provisions of Executive Decree No. 10-257 dated 20 October 2010, the Directorate of Tourism integrated again the Handicraft industries and still until now under this label.

Figure-2 :Organisational chart of the Tourism and Handicraft



The primary function of the Directorate is to create an environment conducive to developing tourism activities, monitoring tourism industry standards and regulations, improving tourism services, directing tourism investment projects, promoting sustainable tourism development including ecotourism and cultural tourism, collecting and analysing tourism data and statistics, supporting tourism operators and associations, fulfilling citizen needs related to recreation and leisure activities, and managing budgets for tourism equipment and operations.

In the field of tourism specifically, key responsibilities include preparing annual action plans, implementing measures to develop diverse and high-quality tourism offerings, collecting and providing statistical data, promoting partnerships for investment and training, ensuring tourism activities comply with standards, participating in territorial planning that leverages tourism assets, monitoring tourism investment projects, improving services like hygiene and security, meeting citizen recreation needs, and administering budgets allocated for tourism development.

For the traditional handicraft industry, the directorate prepares plans for developing this sector, takes measures to create a favourable environment, protects and rehabilitates handicraft heritage, ensures compliance with laws and quality standards, participates in funding for handicraft support, integrates handicrafts into the local economy, supports handicraft organisations and associations, conducts research and collects data on the handicraft industry, organizes promotional events, and oversees budgets designated for handicraft industry equipment and operations.

In summary, the Directorate of Tourism and Handicraft Industry of Biskra plays a vital role in fostering the growth and development of the tourism sector and traditional handicraft industries in the region. Through strategic planning, regulations, investment, data analysis, promotional efforts, and budgetary oversight, the Directorate aims to create a thriving environment for these key economic activities while preserving cultural heritage.

3.2.1 Description and characteristics training and employee development within tourism and handicraft directorate:

As a public entity overseeing the core tourism and handicrafts sectors, the Biskra Tourism and Handicrafts Directorate is strategically invested in building a highly skilled and professionally developed workforce. Strong employee training and development initiatives

are imperative to maintain service excellence, stimulate innovation and achieve sustainable economic growth in line with the region's cultural heritage.

3.2.2.1 Description of training programmes

Within the Directorate's Administration and Resources Department, the Employee and Training Office is responsible for coordinating all staff training and professional development efforts (Biskra Tourism Directorate, 2024). As a state-owned organisation, the directorate's training programme must encompass not only job-specific technical skills, but also emphasise public service values and ethical conduct.

For tourism and handicraft functions, technical training focuses on areas such as inspection techniques, marketing, quality, legal/regulatory compliance and digital skills (Baum, 2015). This dedicated knowledge enables staff to effectively manage tourism services while delivering quality experiences. In addition, training on cultural awareness, sustainability practices and industry trends ensures that tourism offerings align with local heritage preservation and global best practices that ensure the sector is promoted at local as well as national levels.

In addition, management provides comprehensive training on the public administration policies, procedures and statutes that govern its staff and operations as a government entity. This may include training in ethics, public procurement rules, audit processes, public relations and interdepartmental coordination. By reinforcing the principles of transparency, accountability and legal compliance, management can set an example of high standards of public service integrity (Linos, 2018).

For those in leadership and supervisory roles, training further develops managerial skills such as strategic planning, project management, team leadership, performance management and change management. These capabilities enable management executives to effectively drive tourism development initiatives while cultivating an engaged and productive workforce (NICKSON, 2007).

3.2.2.2 Employee development features

Beyond formal training, and similar to the other directorates under the study, the Tourism Directorate in Biskra, as a sample, tries to foster an environment conducive to employees' continuous growth and career development. This requires a multi-faceted approach tailored to the public sector context.

A key feature is to provide mentoring opportunities where experienced employees can pass on their institutional knowledge and wisdom to new or junior staff (Linos, 2018). Mentoring relationships facilitate the transfer of expertise, strengthen organisational culture and enable succession planning as skilled staff move into management positions over time. It also encourages and promotes continuing education by providing tuition assistance, funding for certifications, seminars, and conferences (NICKSON, 2007). These professional development opportunities allow civil servants to acquire up-to-date skills while stimulating the engagement and retention of high-potential talent.

In addition, the directorate follows transparent career paths with promotion opportunities based on merit and performance (Baum, 2015). Clearly defined career ladders incentivize commitment while enabling transparent succession planning, as civil servants gain access to ever broader functions and greater decision-making power

3.4 Research design

There should be conjunction between the research design and the empirical data collected (Keith, 2016). In order to maintain this conjunction, we had to follow the method that can effectively reflect the main objective of the research. A combination of descriptive and inferential analysis was conducted to collect, describe and analyse the collected data from the respondents as it exists.

The selection of the sample, as in any study, is critical to the whole research process. The sample was significantly representing the target population. The sampling method that suits the study objectives is the purposive sampling by which the purposive sample includes two types of respondents; 169 people (Inspectors, administrators, agents) of different ages and social and intellectual levels, in order to examine their attitudes towards training and development programs within their directorate of tourism and handicraft Industries. This was a mixture of tourism and handicraft inspectors who constitute the technic staff. The second type is 19 employees constituting the administrative staff of the directorate.

3.5 Data Collection and Analysis

Because the researcher is the head of the tourism department at the Biskra Directorate, this study uses an action research approach, specifically a participatory research design, to understand employees' perceptions regarding the impact of training and development initiatives on employee performance. Using *a purposive sample technique*, a survey was

created based on relevant literature, the researcher's experience, and the viewpoints of sixteen more experts from the Biskra Directorate and other cities in the southern region of Algeria. The target audience impacted by these efforts was surveyed by email and semi-structured in-person and phone interviews were employed to collect responses.

The survey investigates the influence of training and development initiatives on employee performance within the tourism and handicraft directorate of Biskra and 9 additional Directorates located in the Algerian south region. The survey also highlighted the different programs that were followed. The questionnaire also aims to give the participants ideas on what should be more attractive to them regarding the training and development programs.

To achieve the study's goals, this research employed a descriptive methodology. In order to establish a precise strategy, research on the effect of employee training and development on their performance has primarily drawn from earlier theoretical and practical studies. Research and studies have already been conducted at the University of Biskra, as can be seen by examining the results of research and studies in the references kept in the library of the Faculty of Management and Economics and the various scientific article platforms adopted by the university.

In order to fully explain the component parts of the phenomena, it is necessary to define the nature of their interactions within a critical interpretative framework between subjectivity and objectivity. This approach is based on empirical observations and field surveys, aimed at understanding the perspectives of the players involved and their interpretations, while examining the link between employee training and development programs and the aspects contributing to their professional performance.

Both quantitative and qualitative analyses were employed. This was done with a purposive sample of experts from the Tourism and Handicrafts Industries in Biskra and other cities in the southern region of Algeria, using the questionnaire technique and the semi-structured interview.

Correspondingly, data from official departmental training and personnel office records have been examined and analysed to characterise and assess the current state of the phenomenon precisely. In the semi-structured interviews, everyone was recommended to share opinions, promote complexity and energy, and give fresh ideas. Rich data was collected for analysis and explanation, which improved the study's validity.

The nature of the adopted Likert-scale questionnaire enabled to develop existing categories and identify emerging concepts. This approach, combined with the practice of administering the questionnaire, facilitated the development of a relationship of trust with the participants in order to improve the quality of the data generated.

The survey was created using the Google Forms tool and distributed as a link and on paper to employees to encourage their cooperation in the study.

4. RESEARCH RESULTS AND ANALYSIS

This chapter presents the findings of the statistical analysis of the data gathered for the study's research questions and hypotheses, as well as the results of the analysis of the demographic factors.

4.1 Descriptive Analysis

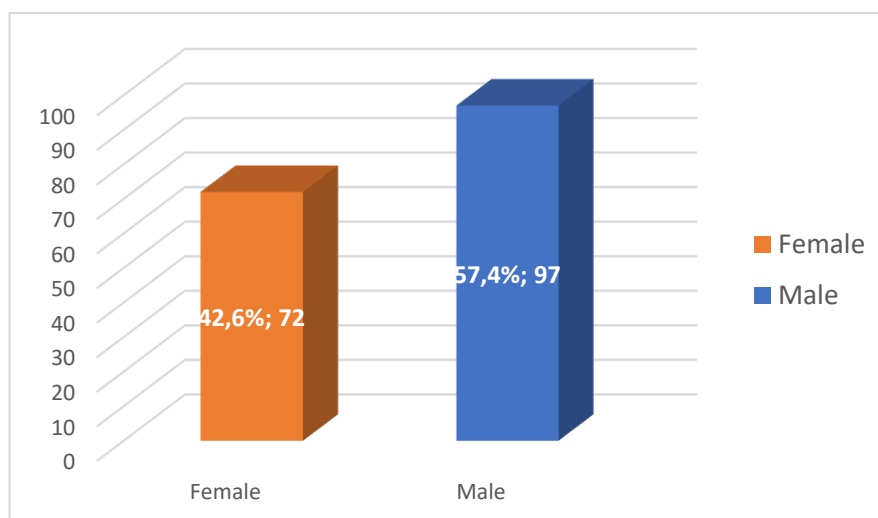
The survey was conducted using a questionnaire where electronic link was shared with employees of tourism and handicraft directorates who are expected to be a potential object of training and development initiatives. The survey collected data on demographic profile of the participants mainly; gender, age, academic status, length of professional experience, and departments in which respondents are employed. The 169 valid respondents provide an overview of the demographic profile of the participants which is very important because it provides valuable insights into the characteristics of the sample population.

4.1.1 Demographic study

4.1.1.1 Gender:

It is well accepted that many sectors; neither private or public, depend heavily on both sexes. Accordingly, the research determined that it was suitable to determine the employee sex distribution at the studied sample within tourism and handicraft directorates.

Figure-3: Gender of Participants



There were 97 men and 72 women, respectively, out of the 169 respondents who submitted their questionnaires, as shown in table 4.1. According to the gathered data, both sexes were represented. The majority of respondents (57.4% of all respondents) were men, while 42.6% of them were women.

The gender distribution indicates a relatively balanced representation, with a slight predominance of male respondents. This balance allows for a comparative analysis of training and development perceptions between male and female employees, providing insights into potential gender-based differences in the reception and impact of these initiatives. It suggests that training and development initiatives should be evaluated for their effectiveness across both male and female employees. If significant differences in perceptions or outcomes are observed between genders, it would underscore the need for gender-specific adjustments in training programs to ensure equitable benefits.

4.1.1.2 Age of respondents

In order to establish a connection between age group and trainings, it was also necessary to identify the employees' ages.

Figure - 4: Participants Age Group

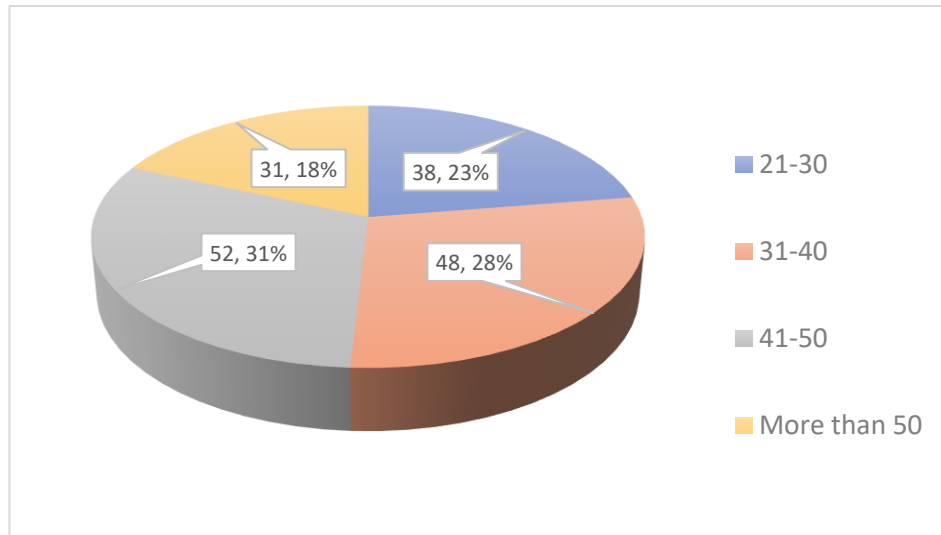


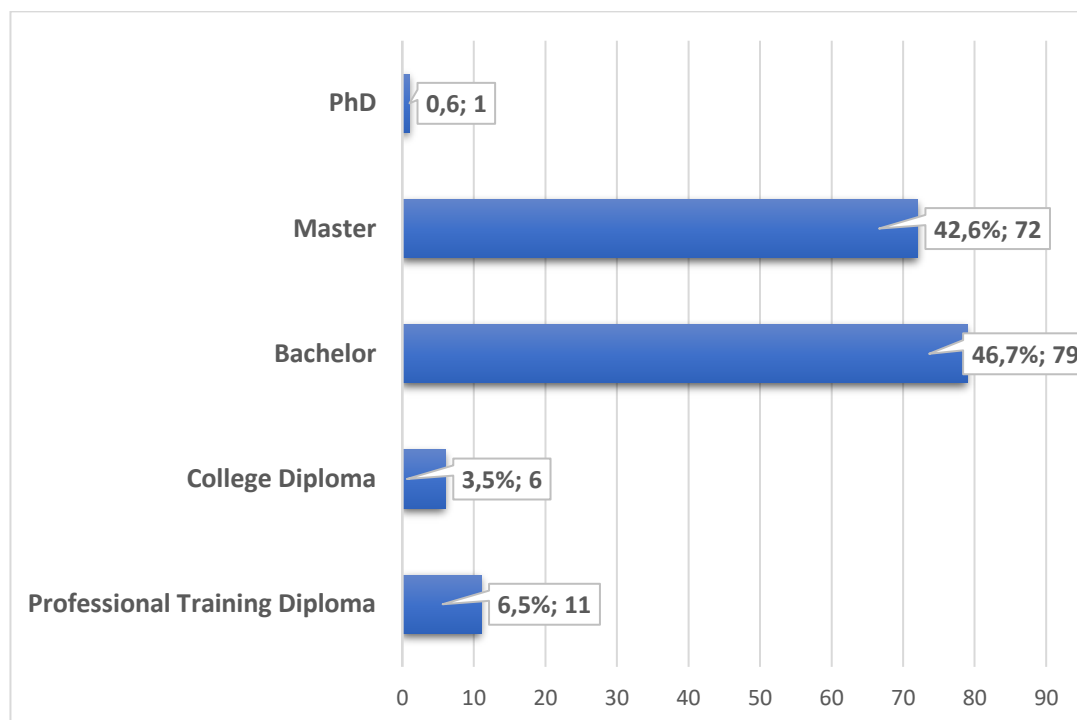
Figure 4.2 provides explanations for each of the 169 age categories. The respondents were categorized into four age groups, where 22.5% under the age of 30 years old. The group of 48 respondents are between 31-40 years old representing 28.4%. the table also shows that 30.8% of the respondents belongs to the 41-50 years old group illustrating 30.8%. finally, the last group of respondents over 50 years old represents 18.3% of the total survey

participants. This distribution reveals a workforce with significant representation across various age groups, each with unique characteristics and potential training needs.

4.1.1.3 Education's status of participants

This section seeks to explore the educational attainment of the participants involved in the study conducted within the purview of the Tourism and Handicraft Directorate. An analysis of the distribution of academic qualifications among the respondents is paramount, as it can yield invaluable insights into the educational profile of the workforce. This, in turn, may elucidate potential implications for the efficacy of training and development initiatives implemented within the organisational context. By investigating the academic status of the participants, this study aims to unravel the intricate interplay between the educational backdrop of employees and the effectiveness of capacity-building actions undertaken by the organisation.

Figure -5: Participants academic background



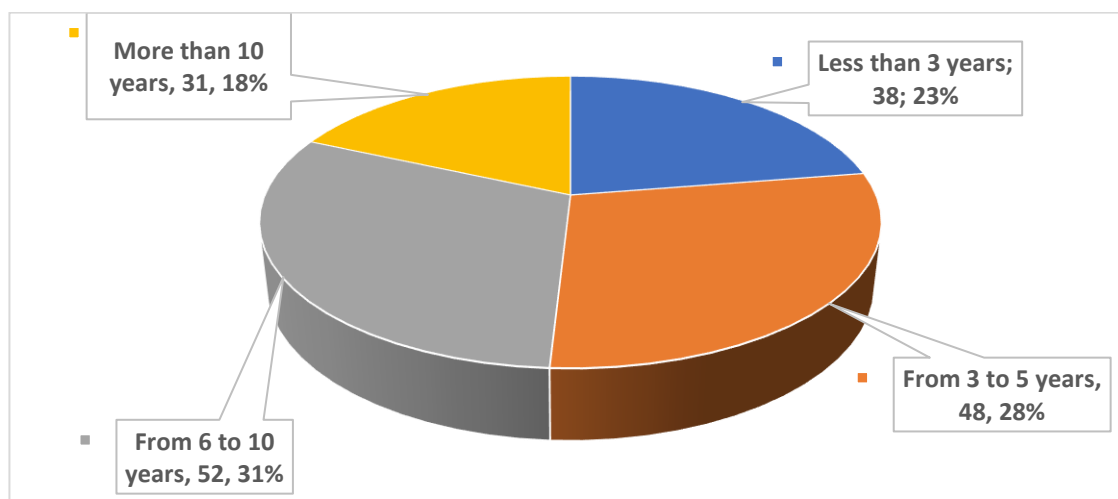
The data reveals a diverse academic background among the employees of the Tourism and Handicraft Directorate. The majority of the participants hold either a Bachelor's degree (46.7%) or a Master's degree (42.6%), indicating a highly educated workforce. A smaller proportion of the respondents have a Professional Training Diploma (6.5%) or a College

Diploma (3.5%), while only 0.6% have attained a PhD. The high percentage of employees with Bachelor's and Master's degrees suggests that the workforce is well-equipped with advanced knowledge and skills, which can potentially enhance the effectiveness of training and development initiatives. The presence of employees with professional and college diplomas highlights the need for training programs that cater to varying educational backgrounds to ensure inclusivity and effectiveness. Overall, the educational diversity within the organisation underscores the importance of tailored training programs that address the specific needs and potential of employees at different academic levels, thereby optimizing employee performance and organisational outcomes.

4.1.1.4 Length of experience:

The work experience helps to find out previous relevant work experience of the employees in the industry. The purpose of this question is to identify training needs based on their specific work experience.

Figure-6: Participants Length of Professional Experience



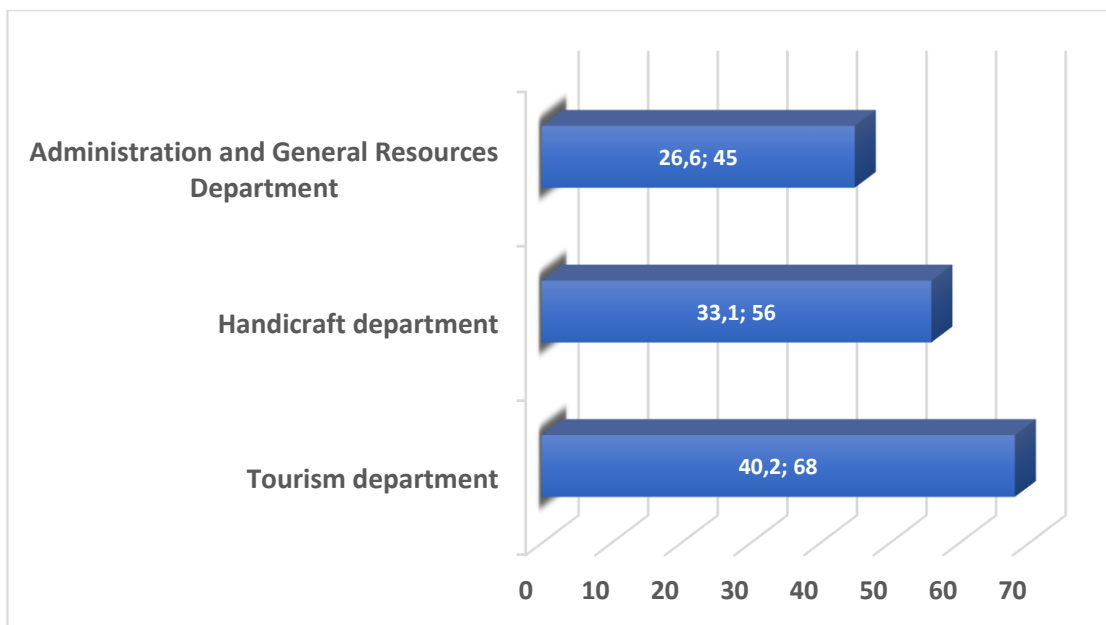
According to Figure 4.4, a clear overview of the employees' work experience is shown. The distribution of participants' overall work experience within the Tourism and Handicraft Directorates reveals a diverse workforce composition, with 11.2% of respondents having less than 3 years of experience, 21.3% with 3-5 years, 32.0% with 6-10 years, and 35.5% with more than 10 years. This breakdown emphasizes the importance of considering the varying levels of experience when designing training and development initiatives. Newer employees may require foundational skills training and mentorship to facilitate their integration into the organisation, while mid-level professionals could benefit from advanced

skill development and leadership training to prepare for higher responsibilities. Meanwhile, highly experienced employees may benefit from continuous learning opportunities and knowledge transfer initiatives to leverage their expertise for mentoring and strategic roles within the organisation. This comprehensive understanding of the workforce's experience levels is critical for tailoring training programs to meet the specific needs and expectations of different demographic groups, ultimately contributing to enhanced employee performance and organisational success.

Therefore, by considering the distribution of work experience, the study can better understand how various demographic factors interact with training outcomes and tailor interventions to maximize their impact across the organisation.

4.1.1.5 The departments that the respondents work in

Figure -7: Participants Departments



The analysis of the survey data reveals a diverse representation of participants from various departments within the Tourism and Handicraft Directorate. The Tourism Department emerges as the most substantially represented group, constituting 40.2% of respondents, which underscores the significance of the findings in relation to this department's training needs and employee performance dynamics. Concurrently, the Handicraft Department accounts for a notable 33.1% of participants, necessitating a comprehensive understanding of the unique training requirements and performance factors pertinent to employees engaged in handicraft-related activities. While the Administration and General Resources Department exhibits the smallest representation at 26.6%, addressing their training needs

and employee performance challenges remains crucial for fostering comprehensive organisational development and operational efficiency.

This mixed composition of respondents accentuates the imperative of tailoring training programs and interventions to the distinct requirements of each departmental unit, while concurrently aligning with the main organisational objectives. By recognizing the varying levels of representation and the distinctive characteristics of each department, the findings can inform strategic decision-making processes, ultimately optimizing human resource development efforts and augmenting overall organisational effectiveness.

4.2 Inferential Statistics Data Analysis

In conducting this research, two techniques were used to extract the results after testing data reliability: correlation and regression. Correlation and regression are very useful methods for analyzing how different factors are related to each other in research studies. Correlation looks at whether two variables tend to change together in a straight-line pattern. Regression tries to predict how one variable will change based on the values of other variables. Together, these techniques help researchers understand complex issues, test their theories, and make decisions supported by data.

4.2.1. Reliability of the Data

Reliability of data refers to the consistency and precision of the data collection method, ensuring that the results can be reproduced under the same conditions. Reliability coefficients, specifically Cronbach's alpha, are essential in assessing the internal consistency of scales used in research(Heale & Twycross, 2015; Kimberlin & Winterstein, 2008).

This analysis examines the reliability coefficients for various scales in the study of training and development initiatives and their impact on employee performance within the Tourism and Handicraft Directorate. The scales include Training Practice, Training Delivery Mode, Training Frequency, and Employee Performance. The instrument used for this study contains 37 Likert-type scale items.

Table 1: Reliability Analysis

Scale	Cronbach Alpha Coefficient	Items
Training practice	0.827	7
Training Delivery Mode	0.911	16
Training Frequency	0.678	4
Employee performance	0.914	10

Table 4.1 shows the reliability analysis of the study's scales. It demonstrates generally high internal consistency, with Cronbach alpha coefficients ranging from 0.678 to 0.914. Specifically, the Training Practice scale ($\alpha = 0.827$) and the Training Delivery Mode scale ($\alpha = 0.911$) exhibit high reliability, suggesting that these scales consistently measure their respective constructs. The Employee Performance scale also shows excellent reliability ($\alpha = 0.914$), indicating robust measurement of employee performance outcomes. While the Training Frequency scale has a lower, yet acceptable, reliability ($\alpha = 0.678$), it suggests potential for refinement to enhance internal consistency. Overall, these findings affirm the validity and reliability of the scales used, ensuring they provide consistent and trustworthy data for assessing training practices, delivery modes, frequency, and their impact on employee performance. Furthermore, these reliability measures provide a strong foundation for the study, ensuring that the scales used are robust and capable of producing consistent and reliable data

4.2.2. Correlation Analysis

Understanding the relationships between various aspects of training and their impact on employee's performance is crucial in assessing the effectiveness of training and development initiatives. Correlation coefficient statistics measure the degree to which two sets of numbers are related. In this section, it is an attempt to accomplish the objective of the study through applying Pearson's correlation (r) as it is the most widely used method of measuring the degree of relationship between two variables.

The relationship between two variables will be: a correlation of .10 is described as a small effect size, a correlation of .30 is described as a medium effect size and a correlation .50 is

described as a large effect size. The correlation coefficient (r) ranging from 0.10 to 0.29 may be regarded as indicating a low degree of correlation, r ranging from 0.30 to 0.49 may be considered as a moderate degree of correlation, and r ranging from 0.50 to 1.00 may be regarded as a high degree of correlation (Cohen, 1988).

Table 2: Correlation

		Training Practice	Training Delivery Mode	Training Frequency	Effect of training
Training Practice	Pearson Correlation	1	.693**	.461**	.598**
	Sig. (2-tailed)		.000	.000	.000
	N	169	169	169	169
Training Delivery Mode	Pearson Correlation	.693**	1	.651**	.686**
	Sig. (2-tailed)	.000		.000	.000
	N	169	169	169	169
Training Frequency	Pearson Correlation	.461**	.651**	1	.511**
	Sig. (2-tailed)	.000	.000		.000
	N	169	169	169	169
Effect of Training on Employee Performance	Pearson Correlation	.598**	.686**	.511**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	169	169	169	169

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

The analysis of the previous table reveals significant positive correlations between training practices, delivery modes, frequency, and their effect on employee performance in the organisation. Training Practice is strongly correlated with Training Delivery Mode

($r = .693, p < .001$), Training Frequency ($r = .461, p < .001$), and Employee Performance ($r = .598, p < .001$), indicating that better training practices enhance delivery modes, increase training frequency, and improve employee performance.

Similarly, Training Delivery Mode is positively correlated with Training Practice ($r = .693, p < .001$), Training Frequency ($r = .651, p < .001$), and Employee Performance ($r = .686, p < .001$), highlighting the critical role of effective training methods.

Likewise, training Frequency shows positive correlations with Training Practice ($r = .461, p < .001$), Delivery Mode ($r = .651, p < .001$), and Employee Performance ($r = .511, p < .001$), underscoring the importance of regular training.

Lastly, the positive correlations between Employee Performance and Training Practice ($r = .598, p < .001$), Delivery Mode ($r = .686, p < .001$), and Frequency ($r = .511, p < .001$) suggest that comprehensive training practices, effective delivery, and regular sessions significantly enhance employee performance.

Overall, the correlation analysis demonstrates significant positive relationships between all the variables studied. Effective training practices and delivery modes, along with regular training sessions, are strongly associated with improved employee performance. These findings underscore the importance of well-designed and consistently delivered training programs in enhancing employee performance within the Tourism and Handicraft Directorate. By leveraging these insights, the organisation can optimize its training initiatives to achieve better performance outcomes.

4.2.3. Mean values of the variables

Table 3: Mean values of the variables

Variables	N	Mean	Std. Deviation
Training Practice	169	3.6982	.58849
Training Delivery Mode	169	3.6224	.55061
Training Frequency	169	3.3905	.71381
Effect of training	169	3.8183	.56607
Valid N (listwise)	169		

The analysis of the training practices within the organisation through the table above reveals several key insights. The mean score for Training Practice is 3.6982 with a standard

deviation of 0.58849, indicating that respondents generally rate the effectiveness of training practices positively, with moderate variability in responses.

Correspondingly, Training Delivery Mode has a mean score of 3.6224 and a standard deviation of 0.55061, signifying a favorable and consistent perception of training delivery methods.

Training Frequency, however, shows a lower mean score of 3.3905 and a higher standard deviation of 0.71381, reflecting varied opinions on the adequacy of training frequency and highlighting a potential area for improvement.

Finally, the Effect of Training on Employee Performance has the highest mean score of 3.8183 and a standard deviation of 0.56607, indicating that respondents believe training significantly enhances their employee performance, with consistent agreement among respondents.

These findings suggest that while training practices and delivery modes are well-regarded, increasing the frequency of training sessions could further improve employee performance.

4.2.4. Regression

Regression analysis is used to estimate the relationship between a dependent variable and one or more independent variables. It provides a linear equation that best fits the data and allows for the prediction of the dependent variable based on the values of the independent variables(Schober & Schwarte, 2018).

4.2.4.1. Assessing the impact of Training Practice on employee performance

Table 4: Model Summary “Impact of Training Practice”

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.598a	.358	.354	.45486

a. Predictors: (Constant), Training Practice

Table 5: ANOVA^a “Impact of Training Practice”

	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	19.281	1	19.281	93.187	.000 ^b
	Residual	34.553	167	.207		
	Total	53.833	168			

a. Dependent Variable: Effect of training

b. Predictors: (Constant), Training Practice

The analysis of the regression model assessing the impact of Training Practice on employee performance within the Tourism and Handicraft Directorate reveals a significant and moderately strong relationship. The model summary indicates a positive correlation ($R = 0.598$) and an R Square value of 0.358, suggesting that 35.8% of the variance in employee performance is explained by Training Practice. The adjusted R Square (0.354) confirms the model's reliability.

The ANOVA results further support the model's significance, with a high F-statistic (93.187) and a p-value less than 0.001, indicating that Training Practice significantly affects employee performance.

These findings underscore the critical role of effective training practices in enhancing employee performance, emphasizing the need for continuous improvement in training strategies to optimize organisational outcomes.

4.2.4.2. Assessing the impact of Training delivery mode on employee performance

Table 6: Model Summary “Impact of Training Delivery Mode”

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.686 ^a	.470	.467	.41317

a. Predictors: (Constant), Training Delivery Mode

Table 7: ANOVA^a “Impact of Training Delivery Mode”

	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	25.324	1	25.324	148.347	.000 ^b
	Residual	28.509	167	.171		
	Total	53.833	168			

a. Dependent Variable: Effect of training on employee performance

b. Predictors: (Constant), Training Delivery Mode

The analysis of the regression model assessing the impact of Training Delivery Mode on employee performance within the Tourism and Handicraft Directorate demonstrates a significant and strong relationship. The model summary reveals a strong positive correlation, with an R value of 0.686, indicating a substantial connection between the way training is delivered and employee performance. The R Square value of 0.470 suggests that 47% of the variance in employee performance can be explained by the Training Delivery Mode, highlighting its critical role in shaping employee outcomes. The adjusted R Square of 0.467 confirms the model's reliability, accounting for the number of predictors and sample size.

Further supporting these findings, the ANOVA results show a high F-statistic of 148.347 and a significance level (p-value) of less than 0.001, underscoring the statistical significance of the model. This indicates that the manner in which training is delivered significantly impacts employee performance, pointing to the necessity for continuous improvements in training delivery methods.

Effective training delivery not only enhances the immediate learning experience but also translates into improved employee performance, suggesting that organisations should prioritize refining their training strategies to optimize employee performance and achieve better organisational outcomes.

4.2.4.3. Assessing the impact of Training Frequency on employee performance:

Table 8: Model Summary " Impact Of Training Frequency"

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.511 ^a	.262	.257	.48791

a. Predictors: (Constant), Training Frequency

Table 9: ANOVA^a " Impact Of Training Frequency"

Model	Sum of Squares	Df	Mean Square	F	Sig.	
1	Regression	14.078	1	14.078	59.138	.000 ^b
	Residual	39.755	167	.238		
	Total	53.833	168			

a. Dependent Variable: Effect of training

b. Predictors: (Constant), Training Frequency

The analysis of the regression model assessing the impact of Training Frequency on employee performance within the Tourism and Handicraft Directorate reveals a significant and moderate relationship. The model summary shows a positive correlation ($R = 0.511$) between training frequency and employee performance, suggesting that as the frequency of training sessions increases, employee performance tends to improve. The R Square value of 0.262 indicates that 26.2% of the variance in employee performance is explained by training frequency, while the adjusted R Square (0.257) confirms the model's reliability by accounting for the sample size and number of predictors. The standard error of the estimate (0.48791) suggests a reasonable fit of the model to the data.

Moreover, the ANOVA results underscore the model's statistical significance, with a high F-statistic (59.138) and a p-value less than 0.001, indicating that the effect of training frequency on employee performance is not due to chance. These findings highlight the importance of regular and consistent training sessions in significantly enhancing employee performance. However, the fact that a substantial portion of the variance in employee performance is not explained by training frequency alone suggests that other factors also play critical roles. Thus, while focusing on frequent training, organisations should also address other complementary strategies to achieve optimal performance results. The results

underscore the necessity for comprehensive training programs that integrate frequent sessions with other developmental initiatives to maximize employee effectiveness and organisational success.

4.3 Hypothesis Testing

The importance of testing hypotheses in data analysis cannot be overstated. It is a crucial step in ensuring the credibility and validity of research findings, as it allows researchers to systematically evaluate the significance of their results and draw conclusions based on empirical evidence. It enhances the credibility of research by providing a rigorous and objective approach to data analysis, ensuring that claims are supported by evidence and that conclusions are based on statistical significance rather than chance.

A) Hypothesis 1: “Training practices have an effect on job performance”

Table 10: Coefficient « Hypothesis 1 »

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.689	.223		7.566	.000
	Training Practice	.576	.060	.598	9.653	.000

a. Dependent Variable: effect of training on employee performance

The analysis of the above regression coefficients reveals significant insights into the relationship between Training Practice and employee performance within the Tourism and Handicraft Directorate. The coefficients table indicates that Training Practice has a substantial and positive impact on employee performance, as evidenced by the high unstandardized coefficient (B = 0.576) and standardized coefficient (Beta = 0.598). This implies that for each unit increase in Training Practice, employee performance is expected to increase by approximately 0.576 units, holding all other variables constant. The statistical significance of the coefficients, with p-values less than 0.001, underscores the robustness of these findings. Additionally, the high t-value (9.653) further supports the strength of the relationship between Training Practice and employee performance. These results emphasize the critical role of structured and effective training programs in enhancing employee performance within the organisation. Consequently, organisations should prioritize

investments in training initiatives to optimize organisational outcomes and foster continuous employee development.

Therefore, Hypothesis 1 is supported, and choosing a quality training program that matches an employee's current employee description will improve effective training practices significantly enhance employee skills, knowledge, and overall performance, leading to increased work speed, creativity, and efficient resource use.

B) Hypothesis 2: “Training delivery mode has an effect on job performance”

Table 11: Coefficient « Hypothesis 2 »

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.264	.212		5.959	.000
	Training Delivery Mode	.705	.058	.686	12.180	.000

a. Dependent Variable: Effect of training on employee performance

The analysis of Table 4.10 Coefficients showcases pivotal perceptions into the correlation between Training Delivery Mode and employee performance within the Tourism and Handicraft Directorate. The coefficients table illustrates a significant positive relationship between Training Delivery Mode and employee performance, as highlighted by the substantial unstandardized coefficient (B = 0.705) and standardized coefficient (Beta = 0.686). This suggests that for every unit increase in Training Delivery Mode, employee performance is anticipated to rise by approximately 0.705 units, holding all other factors constant. The statistical significance of the coefficients, with a p-value of .000, reinforces the reliability of these findings, while the elevated t-value (12.180) further underscores the strength of the association between Training Delivery Mode and employee performance. These results underline the critical role of effective training delivery methods in augmenting employee performance within the organisation, advocating for the adoption of comprehensive training strategies to improve administrative performance and encourage continuing professional development.

In this section, employees reported that the organisation's training methods and timing are well-received and beneficial. The survey results show strong employee agreement on the

effectiveness of these training methods and schedules in improving performance. The Organisation's training methods are rated highly, with employees acknowledging that the training positively influences their attitudes, abilities, work speed, and overall performance. Consequently, Hypothesis 2 is supported, indicating that appropriate training methods and timing significantly enhance employee skills, knowledge, performance, creativity, and efficient use of equipment and tools.

C) Hypothesis 3: “Training frequency has an effect on job performance”

Table 12: Coefficient « Hypothesis 3 »

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	St. Error	Beta		
1	(Constant)	2.443	.183		13.374	.000
	Training Frequency	.406	.053	.511	7.690	.000

a. Dependent Variable: effect of training on employee performance

Hypothesis 3 explores the impact of training frequency on employee performance within the Tourism and Handicraft Directorate. Table 4.11 Coefficients provides crucial insights into this relationship. The coefficients table reveals a significant positive association between training frequency and employee performance, demonstrated by the considerable unstandardized coefficient (B = 0.406) and standardized coefficient (Beta = 0.511). This suggests that for every unit increase in training frequency, employee performance is expected to increase by approximately 0.406 units, when controlling for other factors. The statistical significance of the coefficients, with a p-value of .000, underlines the robustness of these findings. Furthermore, the substantial t-value (7.690) indicates a solid relationship between training frequency and employee performance. Based on the statistical analysis of the provided table, the evidence supports Hypothesis 3, indicating that training frequency has a significant positive impact on employee performance within the Tourism and Handicraft Directorate. Specifically, an increase in training frequency is associated with an improvement in the effect of training on employee performance through helping to reduce work execution problems, allowing employees to provide high-quality services and perform well.

4.4 Analysis of the Semi-Structured Interview

This section presents an analysis of results from a semi-structured interview conducted with 16 senior employees from three departments within the Directorate of Tourism and Handicraft industries in the southern region of Algeria. The interview questions focused on various aspects of training and development initiatives within the organisation. They highlight the effectiveness, challenges faced, and overall impact on employee performance and organisational objectives.

4.4.1. Training and Development Initiatives

The findings reveal a generally positive perception of the training and development initiatives among senior employees. A majority of respondents agree that the organisation provides sufficient training opportunities, with 11 out of 16 respondents expressing agreement or strong agreement. The alignment of training content with employees' needs enhances job-specific skills and competencies, as evidenced by the common agreement on the relevance of training programmes to job roles.

Furthermore, all participants acknowledged having access to necessary resources for training activities, indicating effective logistical and material support from the organisation. The positive perception of trainers' knowledge and skills further reinforces the quality of the training sessions, although some variability in trainer effectiveness was noted. Overall, the high satisfaction levels with the quality of training initiatives underscore the effectiveness of current training and development strategies.

4.4.2. Employee Performance

The impact of training on employee performance is significant. All respondents reported increased confidence in their job roles post-training, which is crucial for enhancing overall job performance. The majority also noted improvements in their performance directly attributable to training, demonstrating the tangible benefits of these initiatives. The acquisition of new, job-relevant skills reported by respondents underscores the practical value of the training programmes.

The consensus on the effective application of training to daily tasks suggests that the training content is both relevant and easily translatable into practical job functions. The

overall belief that training initiatives positively impact performance further validates the effectiveness of the organisation's training programmes.

4.4.3. Organisational Support

Organisational support for training and development is another key factor highlighted by the interview results. All respondents agreed that the organisation encourages participation in training activities, reflecting a strong institutional commitment to employee development. While most respondents reported support from supervisors and colleagues, a few noted a lack of such support, indicating areas for improvement in fostering a more supportive training culture.

The widespread perception that the organisation attaches importance to employee development and growth helps to create a positive environment for professional development. Opportunities for career advancement within the organisation were recognised by the majority, although some expressed neutrality, indicating potential areas for improving career development pathways. Generally, the high level of perceived organisational support underscores its commitment to fostering professional growth.

4.4.4. Impact on Organisational Objectives

The impact of training and development initiatives on achieving organisational goals is overwhelmingly positive. All respondents agreed that these initiatives contribute significantly to the strategic goals of the organisation. The conviction that trained employees are better equipped to support the organisation's mission and objectives highlights the critical role of training in enhancing organisational capabilities.

Recognition of the importance of investing in employee development for long-term success was widespread, though some respondents expressed disagreement, suggesting a need for further communication about the value of these investments. The positive impact of training programmes on overall organisational performance and the clear connection between training initiatives and organisational goals underscore the strategic importance of training and development in driving the organisation's success.

4.4.5. Barriers to Training Participation

Despite the positive feedback, several barriers to training participation were identified. Time constraints were a significant hindrance, with most respondents agreeing that they often affect their ability to participate in training programmes. The relevance of some training sessions was questioned by a few respondents, indicating a need for better alignment of training content with career goals.

Limited resources, such as budget and technology, were also noted as barriers by some respondents, highlighting areas where the organisation could enhance support. Balancing work responsibilities with training attendance remains a challenge, emphasising the need for more flexible training schedules. These perceived barriers suggest that while the training programmes are effective, addressing these challenges could further improve engagement and effectiveness.

4.4.6. Discussion and Contribution to the Study

The analysis of the semi-structured interview results provides valuable insights into how training and development initiatives impact employee performance and organisational objectives within the Directorate of Tourism and Handicraft. The positive perceptions of the training programmes' relevance, quality, and impact on job performance emphasise their effectiveness in enhancing employees' skills, confidence, and overall job performance. The results highlight the essential role of organisational support in creating an environment conducive to professional development and the significant barriers that need to be addressed to maximise participation and effectiveness.

These insights contribute to the broader study by confirming the hypothesis that well-structured and relevant training programmes positively impact employee performance and organisational outcomes. The unanimous agreement on the practical application of training and its strategic importance to organisational goals aligns with theoretical frameworks that emphasise the link between employee development and organisational success. The identification of barriers provides actionable areas for improvement, suggesting that addressing these challenges could enhance the overall effectiveness and participation in training programmes.

In conclusion, the semi-structured interview results offer a comprehensive understanding of the strengths and areas for improvement in the training and development initiatives within the Directorate of Tourism and Handicraft. By reinforcing the positive impact of these initiatives on both employee performance and organisational goals, the findings underscore the importance of continued investment in employee development. Addressing the identified barriers can further enhance the effectiveness and reach of these programmes, ultimately contributing to the long-term success and strategic objectives of the organisation.

5 CONCLUSION AND SUGGESTIONS

5.1 Summary of the study

This empirical study aimed to examine how employee performance is affected by training and development programmes in the context of the directorates for the tourism and handicraft industries in the southern Algeria region. The research project was carefully divided into five chapters. As an introduction, Chapter One outlined the background data, articulated the problem statement with pertinent research questions, formulated the hypotheses, drew the study's objectives, and justified the study's significance. A thorough analysis of relevant literature was covered in Chapter 2, along with an in-depth look at essential ideas, including employee performance, employee development, and the complex interplay between training, development, and performance.

The methodological foundations of the investigation are explained in Chapter Three. These included the demographic parameters, research design, data collecting and sample selection techniques, instrument design and administration, data analysis procedures, and inherent constraints. Chapter Four examined and presented information gathered from primary and secondary sources, focusing on the study's hypotheses.

The investigation's conclusions, which are based on information gathered from a questionnaire with key personnel from the directorate of tourism and handicraft industries as well as an extensive sample of respondents, show that the Tourism and Handicraft Industries Directorate has used training and development initiatives as a human resource management tool since the directorate was founded. The evidence collected strongly supported the theory, indicating the existence of these programmes. Additionally, the data analysis confirmed that the primary goal of these training and development initiatives is to increase employees' skills, which will lead to better individual and organisational performance.

5.2 Summary of Major Findings

This research examines the influence of training practices on employee performance within the context of Tourism and Handicraft industries Directorate. The key findings reveal significant relationships between various dimensions of training; namely, training practices, delivery modes, frequency and employee performance outcomes.

5.2.1. Summary of the statistically significant findings

The statistically significant results of the study can be summarized as follows:

1. The dimensions of training practice, training delivery mode, and training frequency positively influence employee performance within the Directorate.
2. Training practice, training delivery mode, and frequency exhibited significant correlations with employee performance in the organisational context.
3. The variable of training practice accounted for 35.8% of the variance in employee performance across the Directorate.
4. The variable of training delivery mode explained 47% of the variance in employee performance within the organisational setting.
5. The variable of training frequency accounted for 26.2% of the variance in employee performance among the workforce.
6. Regarding the degree of correlation, training practice, training delivery mode, and training frequency emerged as the factors most strongly associated with employee performance within the Directorate. Even minor adjustments in these variables are likely to have a substantial impact on workforce performance.
7. The correlation analysis reveals substantial positive relationships among all examined variables. It indicates that effective training practices and delivery modes, coupled with regular training sessions, are closely linked to enhanced employee performance.
8. The ANOVA results indicates that training practice, training delivery mode and training frequency, significantly influence employee performance.
9. Employees consistently emphasise and support the importance of training and development initiatives in improving their job performance and job satisfaction.
10. Employees 'positive perception of training initiatives: sufficient, relevant, high quality, with a high level of satisfaction regarding the quality of the training and the trainers' competence.
11. Training programs significantly enhance employee performance by increasing confidence, acquiring new skills, and effectively applying training in daily tasks.

12. The organisation actively promotes employee involvement in training, provides high levels of support from supervisors and colleagues, and acknowledges opportunities for career advancement.

13. Training and development initiatives are crucial for achieving an organisation's strategic goals, enhancing employee support, and improving overall performance.

14. Time constraints, content relevance, limited resources, and balancing work responsibilities with training attendance are significant barriers to full participation in training programmes.

5.2.2. Training Shapes State-Owned Organisation Performance

The performance of state-owned organisations like the Tourism and Handicraft industries Directorate is intricately linked to the effectiveness of their training and development initiatives. The training practices, methods, and frequency employed play a pivotal role in shaping the competencies, skills, and motivation levels of employees within these organisations. By implementing tailored training programs that align with the strategic goals of the Directorate, employees can acquire the necessary knowledge and skills to excel in their roles. The choice of training methods, whether traditional classroom-based sessions, experiential learning opportunities, or online modules, can significantly impact the effectiveness of the training initiatives. Furthermore, the frequency of training sessions is crucial in ensuring that employees stay updated with the latest industry trends and best practices. Regular and ongoing training not only enhances employee performance but also fosters a culture of continuous learning and improvement within the organisation. Therefore, by investing in robust training and development practices, state-owned organisations such as the Tourism and Handicraft Directorate can enhance their performance, drive innovation, and achieve sustainable growth in a competitive market landscape.

5.2.3. Integrate Training into Organisational Agenda

Tourism and Handicraft Directorate should prioritise training as an integral component of their organisational agenda to drive performance, innovation, and competitiveness. By incorporating training into their strategic planning, these organisations can ensure that employees possess the necessary skills, knowledge, and competencies to meet the evolving demands of the industry. This involves allocating dedicated resources and budget for

training initiatives, as well as establishing clear training objectives and outcomes aligned with the organisation's overall goals. Furthermore, implementing a comprehensive training strategy that addresses the diverse needs of employees, including on-the-job training, mentorship programs, and leadership development initiatives, can foster a culture of continuous learning and improvement. By doing so, as state-owned organisations, Tourism and Handicraft Industries Directorate can enhance employee engagement, motivation, and retention, ultimately leading to improved organisational performance, and increased job satisfaction.

5.2.4. Training Linked to Job Performance

The training process within state-owned organisations, such as the Directorate of Tourism and Handicraft Industries (DTHI), is significantly related to employee and job performance. A well-designed and implemented training program can enhance employees' knowledge, skills, and abilities, enabling them to perform their tasks more effectively and efficiently. By providing targeted training opportunities, the DTHI can address skill gaps, improve job-related competencies, and foster a culture of continuous learning and development. Findings suggest that training and development programs that align with organisational goals and job requirements lead to higher levels of employee performance, job satisfaction, and commitment. Moreover, effective training can enhance employee adaptability to changing job demands, technological advancements, and organisational restructuring, ensuring that the DTHI remains responsive to the evolving needs of both; the tourism industry and the public service sector. Therefore, the DTHI should prioritise the training process as a strategic investment in its human capital, recognising its significant impact on employee and job performance, and ultimately, the overall success of the organisation.

5.2.5. Embrace Continuous Training

Incorporating continuous training efforts within the DTHI is crucial, with a particular emphasis on the importance of training initiative frequency in improving employee performance. Research has consistently demonstrated that the frequency of training programs is directly correlated with enhanced employee competencies, job-related skills, and overall productivity. By providing employees with regular and ongoing training opportunities, the DTHI can ensure that their knowledge and abilities remain current, enabling them to adapt to modern requirement in the job environment including its rapid changes. Frequent training sessions, whether in the form of workshops, seminars, or on-the-

job learning, allow employees to continuously refine their skills, acquire new capabilities, and stay motivated to surpass in their roles. Moreover, the consistent reinforcement of training content through high-frequency initiatives can lead to better knowledge retention and more effective application of learned skills on the job. Ultimately, by prioritizing the frequency of training efforts within the DTHI, the organisation can foster a culture of continuous learning, drive employee engagement, and ultimately, enhance the overall organisational performance and effectiveness within the tourism and hospitality sector.

5.3 Suggestions

Based on the results of the study, the researcher recommends that there is an essential link between employee training and employee performance. This is important for today's managers, as modern business trends demand greater effectiveness, precision and efficiency with less investment of time and money, and this can only be achieved through an appropriate training system, in line with the following suggestions:

5.3.1 Enhancing Competence through Comprehensive Training Initiatives

Expanding employee training initiatives is crucial for fostering a skilled and equitable workforce within a state-owned organisation. Comprehensive diversity training programs equip employees with essential skills and ensure equal access to professional development opportunities, promoting inclusivity and competence across the organisation. Management's responsibility is to implement effective training programs that impart the necessary knowledge, abilities, and attitudes required for employees to excel in their roles. These programs should focus on enhancing service delivery, improving problem-solving capabilities, and fostering a culture of continuous learning and innovation.

Additionally, training initiatives should address sector-specific challenges, such as regulatory compliance, ethical governance, and efficient resource management, to ensure that employees are well-prepared to meet the unique demands of a state-owned enterprise. By investing in robust training and development programs, the organisation can improve operational efficiency, enhance employee satisfaction, and achieve its strategic goals.

5.3.2 Including ongoing training schedule on regularly

Implementing an ongoing, permanent, and regular training program within a state-owned organisation is essential for fostering a culture of continuous learning and professional development. Such a program serves as a cornerstone for enhancing employee competencies, improving organisational performance, and ensuring long-term sustainability. Employees can stay updated on industry trends, regulatory changes, and technological advancements by providing consistent training opportunities and enhancing their skills and knowledge.

Moreover, a regular training program enables organisations to address skill gaps, boost employee morale, and promote a sense of ownership and loyalty among staff members. Additionally, a permanent training program signals the organisation's commitment to investing in its workforce, which can result in higher employee retention rates and increased organisational resilience. Furthermore, by incorporating ongoing training initiatives, state-owned organisations can adapt more swiftly to changing market dynamics and emerging challenges, positioning themselves for continued success in an ever-evolving landscape of public sector operations.

5.3.3 Training methods should be effective

In the context of the effectiveness of training methods within state-owned organisations, it is essential to select and implement methods that align with the organisation's goals, employee learning styles, employee academic status, and the nature of the content being delivered. To enhance the impact of training and development initiatives, state-owned organisations should consider a blend of traditional methods such as classroom training, workshops, and seminars with modern approaches like e-learning, simulations, and on-the-job training. By incorporating various training methods, organisations can cater to diverse learning preferences, maximize knowledge retention, and ensure the practical application of learned skills in the workplace. Additionally, utilizing interactive and participatory training techniques, such as role-playing, case studies, and group discussions, can enhance employee engagement, collaboration, and knowledge transfer. It is also crucial for state-owned organisations to regularly evaluate the effectiveness of training methods through feedback mechanisms, assessments, and performance metrics to continuously improve and tailor training programs to meet evolving organisational needs. By emphasizing the importance of selecting and implementing effective training methods, state-owned organisations can

optimize employee development, enhance organisational performance, and achieve sustainable growth.

5.4 Study Limitations

Although this empirical investigation provided valuable insights into the profound influence of training and development efforts on employee performance in the public sector, it is essential to recognize the inherent several limitations that impacted the findings' generalisability and transferability, therefore, the research outcomes.

Firstly, one limitation was the generalisability of the findings, as the study focused on a specific context or industry. The specific organisational culture, operational dynamics, resources of the tourism and handicraft industries directorate, and the tourism sector's specificity potentially limit the results' applicability to other public entities or sectors with different goals, strategies, and organisational cultures.

Additionally, data availability and quality posed a challenge, incredibly when access to comprehensive employee performance metrics or historical training records was restricted.

The study's reliance on self-reported data also introduced potential response biases, as employees may have exaggerated the positive effects of training due to perceived expectations or fears of negative consequences. Variations in individual employee motivation, prior knowledge, and external factors such as economic conditions or policy changes confounded results, making it difficult to isolate the effects of training initiatives. Study participants' geographic, social, and cultural characteristics likely influenced the effectiveness and uptake of training methods, necessitating some caution in applying recommendations in different contexts.

Likewise, the study's timeframe was a limitation due to its cross-sectional nature, involving data collection at a single point. This approach provides only a snapshot of the studied phenomenon, making it sensitive to time constraints. Changes in the organisational landscape and workforce demographics could lead to divergent results over time. The impact of training and development initiatives might manifest over a more extended period, requiring longitudinal data collection for a more comprehensive analysis. Immediate post-training assessments may need to adequately reflect long-term effects, as they do not capture lasting changes in performance.

Furthermore, resource constraints and bureaucratic hurdles faced by state entities affected the uniformity and quality of training delivery, impacting these programs' effectiveness and perceived value. It was also prudent to exercise judicious reflection regarding potential biases or measurement errors that may have inadvertently permeated the data collection and analysis processes, thereby introducing confounding variables that could obscure the true magnitude and direction of the observed relationships.

Lastly, the organisational culture and dynamics within the DTHI influenced the effectiveness of training programs, highlighting the need to consider internal factors that affected the implementation and outcomes of training and development initiatives. Addressing these limitations through robust research methodologies, careful data collection, and thoughtful analysis enhanced the validity and reliability of the study's findings on the influence of training and development initiatives on employee performance within state-owned organisations.

5.5 Final Insights and Future Directions

In conclusion, this study sheds light on the profound influence of training and development initiatives on employee performance within state-owned organisations, specifically focusing on the Directorate of Tourism and Handicraft. The findings underscore the critical role of effective training practices, delivery modes, and frequency in enhancing employee skills, knowledge, and job performance. However, it is imperative to acknowledge the inherent limitations of the study, including challenges related to data availability, generalizability, and the cross-sectional nature of the research design. Despite these limitations, the study provides valuable insights for organisational managers and policymakers seeking to optimize human resource development strategies in the public sector.

While the research has provided a robust foundation for understanding the impact of training and development initiatives on employee performance within state-owned organisations, there is still much to be explored in the realm of training and development within state-owned organisations. Moving forward, future studies could delve deeper into the specific training methods and their relative effectiveness, as well as the role of organisational culture and leadership in shaping the success of training programs. Additionally, longitudinal investigations could shed light on the long-term implications of training initiatives on employee retention, career progression, and overall organisational resilience. Moreover,

comparative studies across different sectors and organisational contexts may provide a more comprehensive understanding of the effectiveness of training interventions.

By building upon the insights gained from this study, researchers and practitioners can collaborate to develop innovative training strategies, foster more robust partnerships between academia and industry, and ultimately, contribute to the ongoing enhancement of human capital development in the public sector, therefore, to the sustained growth and prosperity of state-owned organisations in the tourism and handicraft sector.

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APPENDICES

1- Survey on the influence of Training and Development Initiatives on Employee Performance:

Mrs., Miss., Sir., with the aim of obtaining a Master’s degree in Human Resources Management. This questionnaire aims to determine how training and employee development initiatives affect improving employee productivity in public organisations, the case of tourism and traditional industry directorates.

To answer the questions, put a cross (X) in the circle that corresponds to your answer, which will remain strictly confidential and will not be used for any purpose other than what is stated above.

Note: There are five topics. Please click on NEXT to move to the next page.

Part-1: Background of participants

1. AGE RANGE: a. 21 – 30 <input type="checkbox"/> b. 31 – 40 <input type="checkbox"/> c. 41– 50 <input type="checkbox"/> d. 51 ABOVE <input type="checkbox"/>
2. SEXE : a. Male <input type="checkbox"/> b. Female <input type="checkbox"/>
3. EDUCATION LEVEL -----
4. Department of employment -----
1. Length of Experience : -----

Part- 2: Training practice

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	Selection of training is based on supervisors’ recommendation.					
2	Selection of training is based on Performance appraisal.					
3	Selection of training is mandatory for all employees.					
4	The training program/s which you have participated is in good quality of received information.					
5	The overall quality of training content fits to your current Job description.					

6 The Directorate undergoes the training according to guests' complaints.

7 The directorate undergoes the training according to frequent problems.

Part- 3 Training Delivery Mode

8 The Directorate uses on-the –job training method to train employees

9 On-the-job training methods suite your type of work.

10 Lecture is method of delivery mode at the training you have attended

11 The Lecture training method suites your type of work.

12 Demonstration is method of delivery mode at the training you have attended

13 The Demonstration method suites your type of work

14 Presentation is method of delivery mode at the training you have attended

15 Presentation method suites your type of work.

16 Discussion is method of delivery mode at the training you have attended

17 Discussion method suites your type of work

18 Seminar is method of delivery mode at the training you have attended

19 Seminar method suites your type of work.

20 The chosen training methods are helpful

21 The time of training is suitable

22 The training is during working hours.

23 The training is outside working hours

Part- 4: Training Frequency

24 The directorate undergoes training every three months

25 The directorate undergoes training every six months

26 The directorate undergoes training every one year

27 There is no specific schedule to undergo training

Part- 5: Effect of training on performance

28 The used methods during training influence your skill.

29 The used methods during training influence your knowledge.

30 The training programs held within the directorate are useful

31 The entire yearly training improves your performance

32 The training increases your speed in work

33 You require further training to improve your performance

34 You applied the training knowledge on your current job

35 The training makes you more creative in your work

36 The training helps the ideal use of work's materials

37 Supervisor/Opertors showed more satisfaction with your work after following the training

2- Interview Questions

Part 1: Demographic Information**

1. Age: _____
2. Gender: _____
3. Education Level: _____
4. Job Position: _____
5. Years of Experience in the Organisation: _____

Part 2: Training and Development Initiatives

6. How would you rate the sufficiency of the training opportunities provided by the organisation?
7. How relevant are the training programmes offered to your job role and responsibilities?
8. Do you have access to the necessary resources to participate in training and development activities?
9. How knowledgeable and skilled are the trainers conducting the training sessions?
10. Overall, how satisfied are you with the quality of training and development initiatives provided by the organisation?

Part 3: Employee Performance

11. Do you feel more confident in your job role after participating in training programmes?
12. Have you noticed an improvement in your performance as a result of the training and development initiatives?
13. Has training helped you acquire new skills that are beneficial for your job?
14. Are you able to effectively apply what you learned in training to your daily tasks?
15. Overall, do you believe that training and development initiatives positively impact your performance?

Part 4: Organisational Support

16. Does the organisation encourage employees to participate in training and development activities?
17. Do you receive support from supervisors and colleagues to engage in training programmes?
18. Does the organisation value employee development and growth?
19. Are there opportunities for career advancement within the organisation?
20. Overall, do you feel supported by the organisation in your professional development?

Part 5: Barriers to Training Participation

21. Do time constraints often hinder your participation in training programmes?
22. Are some training sessions not relevant to your job role or career goals?
23. Do limited resources (e.g., budget, technology) make it difficult for you to engage fully in training activities?
24. Do you face challenges balancing work responsibilities and attending training sessions?
25. Overall, do you perceive various barriers that affect your participation in training and development initiatives?

Part 6: Impact of Training on Organisational Goals

26. Do training and development initiatives contribute to achieving the strategic goals of the organisation?
27. Are employees who receive training better equipped to support the organisation's mission and objectives?
28. Does the organisation recognise the importance of investing in employee development for long-term success?
29. Do training programmes help improve overall organisational performance?
30. Overall, do you see a clear connection between training initiatives and the achievement of organisational goals?