

## Job training and its importance in the organization

Dr. Aissa Hamadouche <sup>1</sup>, Dr. Gaithi Mouhamed El Mahdjoub <sup>2</sup>, and Dr. Mhamed Tegguer <sup>3</sup>

<sup>1</sup> Djilali Bounaama University - Khemis Miliana, Algeria. Email: [hamadouchissa@gmail.com](mailto:hamadouchissa@gmail.com)

<sup>2</sup> University of Tindouf, Algeria. Email: [Gaithimahjoub92@gmail.com](mailto:Gaithimahjoub92@gmail.com)

<sup>3</sup> Djilali Bounaama University - Khemis Miliana, Algeria. Email: [m\\_tegguer@univ-dbkkm.dz](mailto:m_tegguer@univ-dbkkm.dz)

**Abstract---**This research paper explores a modern management approach to developing human resources and improving their efficiency, namely on-the-job training. It aims to determine its importance and role in enhancing employee performance within organizations, whether public or private, economic or public-oriented. We conducted a theoretical study and relied on previous research to gather the scientific material. The results concluded that on-the-job training is of utmost importance in improving the individual performance of employees, which positively impacts the overall performance of the organization's functions, enabling it to keep pace with developments in the knowledge and technical fields and achieve a competitive advantage.

**Keywords---**On-the-job training, Organization.

**JEL Classification:** M12; Q54

### Introduction

The world is witnessing rapid and successive changes in the business environment, making it a challenge to increase the competitiveness of the global economy, especially with regard to keeping pace with developments in the knowledge and technical fields. Functional training is considered one of the most important functions in the organization, which it uses to develop the cognitive and skill capabilities of its human resources, especially as it is active in light of political, economic, and technological developments. These changes can lead to the obsolescence of the knowledge and skills that the working individuals have learned, and the experiences they have previously acquired. Functional training is a process with a direct and effective impact on performance improvement indicators, and it plays a role in maintaining a highly efficient workforce, as it raises the level of their skills and helps them raise their morale. This is reflected in improving the quality of work, reducing production costs, improving product quality, improving the organization's image, and increasing its

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profitability. The organization that does not give importance to functional training or that which does not keep pace with the developments in the field of cognitive development will inevitably find itself in problems as a result of the many changes that occur in its internal and external environment.

**First: The Problem:** To study this topic, the study problem was formulated in the following main question: What is the importance of functional training in improving the performance of the organization?

**The First Axis:** What is Functional Training? Functional training is an investment in the human element and is considered one of the most important basic ways to prepare it qualitatively, as it works to provide it with the information and administrative and technical skills necessary to perform work efficiently and effectively, and this is reflected positively on the work and performance of institutions in general.<sup>1</sup>

**First - The Concept of the Training Process:** Training in its broad sense is a process of learning and teaching that enables individuals to master professions and adapt to work conditions, and it creates appropriate conditions that enable the trainee to acquire scientific information and practical skills related to work. 1. Definition of Functional Training: Definition of training linguistically: It is defined as: "He trained his son: he taught him, refined him, and educated him," "He trained him on the thing: he trained him in the thing: he accustomed him to it and accustomed him to it."<sup>2</sup>

It is defined terminologically as: "An administrative process that includes several procedures starting from studying the performance gap, then identifying needs, then preparing and managing the training system with the aim of improving the performance of employees and the institution and developing it."<sup>3</sup> It is also defined as: "The continuous activity of providing the individual with the skills, experiences, and attitudes that make him/her fit to practice a certain job."<sup>4</sup> It is: "Every activity through which it is intended to improve the efficiency and effectiveness of employees to achieve the goals and objectives of the institution."<sup>5</sup> We conclude that job training is an important activity that the institution plans to implement permanently, and when needed, and through which it seeks to provide its human resources with skills and capabilities and change behaviors and attitudes, helping them to solve problems related to the various aspects of their current and future work more efficiently and effectively, in order to achieve the goals of the individual and the institution. It can also be concluded that job training is:

- \* A permanent activity, planned continuously to gain knowledge, the aim of which is to make changes in the weaknesses in the performance of employees;
- \* Not a goal, but a means to improve and develop the capabilities of individuals according to needs, and according to the objectives of the institution;
- \* The best areas of investment in people, and addresses work problems in the present and the future. The institution that considers job training as one of the entrances to positive change in its overall performance, which helps it to develop its human resources, and its results appear in reality, can be summarized in the following points:<sup>6</sup>
- \* Economic results: represented in reducing costs and improving the quality of the commodity or service;
- \* Social results: improving human relations and raising the morale of employees;
- \* Behavioral results: achieving a high degree of understanding and the ability to analyze phenomena;
- \* Human results: creating qualified cadres to make decisions and solve work problems;

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1-Moayad Salem, Adel Saleh, *Human Resources Management: A Strategic Introduction*, Modern Book World, Jordan, 2002, p. 13.

2- *Comprehensive Meanings Dictionary*, Accessed on February 22, 2020, at: <https://www.almaa>

3- Mohammed bin Ibrahim Al-Tawajiri, et al., *Dictionary of Administrative Terms*, Arab Organization for Administrative Development, Egypt, 2007, p. 931.

4- Fayed Al-Kbater, *Effective Training Strategy*, Osama Publishing and Distribution House, Jordan, 2010, p. 12.

5 - Khaled Ibrahim Khalil, *The Effectiveness of Training Programs Funded from Abroad in the Governmental Health Sector: A Case Study of Radiology Departments in the Gaza Strip*, Unpublished Master's Thesis, Al-Aqsa University, Palestine, 2016, p. 12

\* Organizational results: creating job loyalty among employees to the institution. Also, the training process contains practical applications and is not limited to theoretical concepts, as the training activities are centered on the following main directions:

\* **Theoretical Orientation:** Focuses on developing and enhancing the knowledge and information possessed by individuals, and equipping them with new information.

\* Practical Orientation: Aims to teach individuals new skills and experiences, and train them on modern and advanced methods and techniques that increase individual rates in performing their work and are more effective and productive.

\* Behavioral Orientation: Aims to develop and refine the behavior of individuals by addressing negative and poor work habits, and shaping behaviors, mental and intellectual attitudes that are consistent with the values and customs of the society in which they reside and work, and generates in them a sense of loyalty and belonging to the organization in which they work. The organization must also provide factors and conditions that must be met in on-the-job training in order for it to be effective and achieve the goals it plans, which are:

\* To define the objectives of on-the-job training, according to the individual and organizational needs of the institution.

\* That training in itself constitutes a moral incentive and a motivation for education and development for the trainee.

- To design and implement training programs by competent trainers, using methods and techniques appropriate to the needs;
- To carefully determine the time and place for the implementation of the training process. Training is characterized by a set of features:<sup>7</sup>
- Functional training results from the need for it, such as a lack of experience or the emergence of new technologies and machines that workers have not previously used;
- Functional training is not just theoretical instruction, but extends to the practical aspect as an integral part, affecting various functional levels;
- Functional training is linked to the individual's ability to receive, absorb, and benefit from the functional training process;
- Functional training does not create an intelligent and conscious person, but refines, improves, and increases skills and abilities;
- Successful functional training is characterized by vitality and instills excitement and enthusiasm for the training process.

**Secondly - Principles of Functional Training:** Researchers differ in determining the principles of functional training. Some consider them specific to each training program, while others consider them general to all training programs. However, Arab experts in engineering and management agreed on the following in 1996:

1. Legitimacy: Functional training must be conducted in accordance with the laws, regulations, and rules in force in the institution;
2. Objective: Its objectives should be clear, realistic, and precisely defined in terms of subject, time, place, and cost;
3. Basis: Functional training should be based on an accurate and clear understanding of training needs;
4. Comprehensiveness: Functional training should include all aspects of human resource development (values, attitudes, knowledge, skills). It should also be directed to all functional levels and all categories of employees in the institution;

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6- Ibrahim Mohammed Mahmoud Hatameh, Mabzan bin Abdul-Muttalib, *The Impact of Investment in Training on Employee Performance, Developing Their Attitudes in Service Organizations, and Improving Productivity*, *The International Journal of Islamic and Humanistic Advanced Research*, Volume 05, Issue 01, 2015, p. 30

7- Aisha Suleiman, *"The Role of Resource Management in Achieving Competitive Advantage: The Efficiency Factor in the Institution — Case Study of El-Dhabra Major Mills, Mostaganem," Unpublished Master's Thesis, Abu Baker Belkaid University of Tlemcen, Algeria, 2010/2011, p. 79.*

5. Continuity: Training officials in the institution should develop training strategies that take into account the process of continuous transformation and change in all aspects of life, especially in working methods and tools, and in the ideas and information related to them, in order to help employees adapt and maintain continuous balance in the face of these transformations.
6. Gradualism and Realism: Functional training should begin by addressing simple topics and then gradually progress in a planned manner to the more complex.
7. Flexibility: The vocational training system must evolve—particularly regarding the means and tools—in line with developments in these areas, and trainers must be trained to assimilate these developments and employ them to serve the training process.<sup>8</sup>

**Third — Components of vocational training as a system:** According to the systems theory approach, vocational training is regarded as an integrated system; it views the institution as a non-random activity composed of several integrated sub-activities. Accordingly, it can be considered a system composed of a set of elements, which we list below :<sup>9</sup>

**1. Inputs, represented by:**

- The personnel working in the institution across their various administrative levels;
- Managers and assistants involved in the administrative process;
- Material and financial inputs (budgets, equipment, buildings);
- Intangible inputs (information, instructions);
- Regulations, bylaws, work methods, and technical and production systems.

**2. Operation:** It consists of: - The stage of planning and identifying training needs; - The stage of implementing training plans; - The stage of evaluating implemented training plans.

**3. Outputs:** They consist of: - Positive changes in employees' behavior and attitudes toward work; - Achievement of economic results such as increased productive performance; - Achievement of the institution's overall objectives.

**4. Feedback:** This refers to the information received by the institution regarding reactions to the training activities it conducts, which serves as an indicator that helps it modify and continuously develop its programs to increase their effectiveness and improve them. Accordingly, training is not a one-time action; rather, it passes through several stages in order to achieve its intended purpose. On-the-job training is an open system that influences and is influenced by a set of factors in the surrounding environment. The internal environment comprises human resources, technology, organizational culture, systems, and regulations, etc., while the external environment comprises the context in which the training system and the institution operate, consisting of political, legislative, legal, economic, and social conditions, etc.

**Fourth — Responsibility for On-the-Job Training:** On-the-job training is a daily, interconnected process, and its management is not the sole responsibility of those administering it; rather, responsibility rests with every individual in the institution, beginning with:<sup>10</sup>

- The top of the organizational hierarchy, where the manager, through the style of the vision he seeks to achieve, ingrains in employees a deep desire to emulate him in realizing the institution's vision;
- Managers and supervisors, who play a significant role due to their proximity to employees through daily operational life; they are capable of proposing solutions, influencing performance, and identifying the needs required to close performance gaps;
- The employees themselves, who are able to develop their performance and fill gaps through reading, continuous questioning, and attempting to learn and apply new knowledge in their work.

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8 - Najm Al-Azzawi, "Quality of Administrative Training and the Requirements of the ISO 10015 International Standards," *Al-Yazouri Al-Amaliyah Publishing and Distribution House, Jordan, 2009, pp. 20–26.*

9- Aisha Suleiman, *op. cit.*, p. 80.

10- Rolaf Nayef Al-Maaytah, Saleh Salim Al-Hamouri, *Human Resources Management: A Scientific Guide, Treasures of Knowledge, Jordan, 2013, p. 96.*

**Fifth— Training Domains:** Training is not a random process; rather, it is a process founded on continuous planning for its implementation, which encompasses five fundamental domains, listed as follows:<sup>11</sup>

1. Knowledge: Assisting the trainee in learning, understanding, and recalling facts, information, and principles;
2. Skills: Any action or physical behavior performed by the trainee, such as operating a computer or playing the piano, etc.;
3. Methods: A method typically involves applying knowledge and skills in a dynamic situation; it refers to modes of thinking and behavior, such as driving a car or piloting an aircraft;
4. Attitudes: These are attitudes that can potentially be modified or changed. Many factors influence an individual's attitudes and beliefs, and some cannot be altered under any circumstances; therefore, training focuses on behaviors that can be modified;
5. Experience: This domain differs from the previous ones, as it cannot be acquired within a training classroom; rather, it is the result of practice and the practical application of knowledge, skill, and method across various situations over an extended period.

## **Section Two: The Importance and Objectives of Occupational Training :**

In this part of the study we clarify the importance and objectives of occupational training, as follows:

### **First — The Importance of On-the-Job Training:**

Effective on-the-job training is, in itself, an investment in human resources. It has significant importance and advantages, being both scientific and practical, and contributes to increasing the ability to adapt to organizational changes in the workplace in order to improve performance. Its importance is reflected on the individual, the organization, the level of interpersonal relations among employees, and even society as a whole. These are noted below:

**1. At the organizational level:** The importance of on-the-job training at the organizational level lies in correcting deviations in current or anticipated poor performance, where training programs achieve the following benefits:

- Increasing productivity and organizational performance, reducing waste of time and resources, and decreasing injuries and workplace accidents;
- Contributing to the development of positive attitudes among employees toward their work and the organization;
- Helping to clarify the established objectives and the organization's general policies, thereby instilling self-confidence in employees, which positively reflects in raising the level of job and institutional performance;
- Leading to the rationalization of administrative decisions and the development of administrative leadership methods and skills;
- Assisting in renewing and updating information to align with environmental changes;
- Contributing to improved communications and the development of interaction methods among employees themselves and between employees and administration.<sup>12</sup>

In addition, on-the-job training helps reduce the costs of replacing employees, as it avoids the expense of substituting current employees with new ones. Replacement costs include end-of-service benefits, severance pay, unemployment compensation, in addition to the various costs of hiring a new worker, such as recruitment, interviews, medical examinations, and others.<sup>13</sup>

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11- *Al-Sayyid Aliwa, Identifying Training Needs, Itrak Publishing and Distribution, Egypt, 2001, p. 15*

12-*Naji Abdullah Salem Abu Aziz, The Effectiveness of Training Programs from the Perspective of Employees in the Department of Education at the United Nations Relief and Works Agency (UNRWA), unpublished Master's thesis, Al-Aqsa University, Gaza, Palestine, 2014, p. 15.*

13-*Mohammed Marwan, The Impact of Training on Employees' Performance, accessed on 24/12/2019, available at:<https://madoo3.com> (adapted).*

**2. At the level of individual employees:** The importance of on-the-job training for individual employees is as follows:

- Individuals, upon joining employment, require specific types of training courses to perform new functions;<sup>14</sup>
- It helps individuals improve their understanding of the organization and their role within it, and assists them in improving decisions and solving work problems;
- It equips them with skills and raises their morale, which fosters self-confidence and achieves psychological stability;
- It reduces workplace accidents resulting from work errors, and also lessens the supervisory burden on managers, enabling them to devote attention to other, more complex tasks
- Preparing employees to occupy higher-level positions in the future instead of resorting to external sources; as for flexibility, it denotes the organization's ability to adapt in the short term to any changes in workload, which requires the availability of multi-skilled individuals who constitute an important investment for the institution;
- Developing motivation for performance, and it helps improve communication skills among individuals.<sup>15</sup>

**3. At the level of human relations:** On-the-job training has advantages that positively affect the improvement of human relations among the workers themselves; the most important of these are listed below:<sup>16</sup>

- Developing methods of social interaction among the working individuals;
- Documenting the relationship between management and employees;
- Contributes to the development and improvement of personal processes to serve the institution.

**4. At the societal level:** Job training has increasing importance and is an urgent necessity for all societies in general, although it is more pressing for developing societies due to the multiplied burden placed on training and learning, represented by catching up with other societies and narrowing the civilizational gap, and then keeping pace with the tremendous developments in the fields of science, knowledge, and their applications.<sup>17</sup> Training also has importance for society in that competent leaders do not emerge suddenly or by chance; administrative leadership is not achieved through spontaneous growth but rather as a result of the significant role and contribution of planned training and the institution's efforts toward developing administrative leadership. Such administrative leaders can clearly help direct the country's resources and achieve better use of them.<sup>18</sup>

Training is a means, not an end; an investment, not consumption, and the funds spent on it are not wasted.

**Secondly - Objectives of the Training Process:** Organizing training courses on a permanent basis is not only for developing expertise and skills to achieve a material goal, but also has another goal as a positive moral incentive to drive the employees' desire to use their abilities, inspire creativity, and develop human relations among employees. These goals can be addressed as follows:

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14-Naima Barak, *Human Resource Development and Its Importance in Improving Productivity and Achieving Competitive Advantage*, *Journal of North African Economics*, Issue No. 07, p. 275.

15-Shawqi Jabbari & Sharqi Khalil, *The Problem of Qualification and Training of Human Resources in Islamic Banks*, *Journal of Organization and Work*, Vol. 01, No. 03, p. 220.

16-Naji Abdullah Salem Abu Aziz, *previously cited reference*, p. 15.

17- Rajab Abdullah Rajab Al-Siraj, *The Reality of Identifying Training Needs of Employees in Non-Governmental Organizations in the Gaza Strip*, *Unpublished Master's Thesis, Al-Azhar University—Gaza, Palestine*, 2010, p. 23.

18- Naima Yahyaoui, *Lecture Series on Human Resource Management Addressed to Master's Students, Specialization in Transport Economics and Services*, *Batna University*, p. 27. *Adapted*.

**a. Objectives Specific to the Institution:** These are as follows: a. Administrative Objectives: These are as follows:

\* Reducing the burden on supervisors, as supervising and correcting trainees' mistakes takes less time compared to non-trainees. Also, the need for close supervision is reduced due to the trust in the acquired skills and abilities of the trainees.

\* Enhancing the flexibility and continuity of the organization by increasing the specialized knowledge and skills of individuals. \* Applying the principle of "the right person in the right place" through discovering competencies.

**b. Procedural Objectives:** These are as follows:

\* Optimal use of resources by exploiting acquired skills.

\* Constant compatibility between the skills and abilities of employees and the continuous environmental changes, job requirements, and preparing individuals for higher positions in the career path.

\* Adherence to the approved budget.

**c. Economic Objectives: These are as follows:**

\* Increasing productive efficiency: where contributing to increasing the individual's skill in raising production and reducing costs.

\* Increasing sales and maximizing profit \* Finding solutions to the problems that the institution suffers from and enabling it to continuously restore balance and continue progress.

**d. Technical Objectives:** These are as follows:

\* **Reducing the costs of machine maintenance and repair:** It helps to reduce maintenance and repair costs by means of optimal production, enabling to reduce errors that occur as a result of ignorance of how to work on the machine.

\* **Reducing the percentage of waste or damage:** It contributes to reducing damaged materials because the trained worker is more capable of using the materials in the required quantity and manner.

\* **Contributes to addressing workplace problems:** It helps address workplace issues such as absenteeism, labor turnover, grievances, and complaints. <sup>19</sup>

Training also contributes to raising morale and positively changing the feelings and perspective of the employee toward the organization, making them more engaged with its policies, more connected to its culture, and more active in achieving its mission and shared goals.

**2. Objectives specific to employees:** These are as follows: <sup>20</sup>

**a. Improving performance level:** This applies to new employees who need training on how to perform tasks efficiently, and to experienced and long-serving staff through managerial development;

**b. Reducing workplace accidents:** Most workplace accidents are caused by employee incompetence, and training reduces the frequency of accidents as workers better understand the nature of their work;

**c. Growth and career advancement:** These objectives are the cornerstone of training and are linked to self-confidence, a sense of personal competence, and improving self-image;

**d. Improving social standing:** It raises employees' competencies, ensuring them better earning opportunities and a sense of their importance;

**e. Boosting individual morale:** Increasing individuals' skills and knowledge leads to greater confidence and psychological stability; the organization's care for its people and human relations also raises morale;

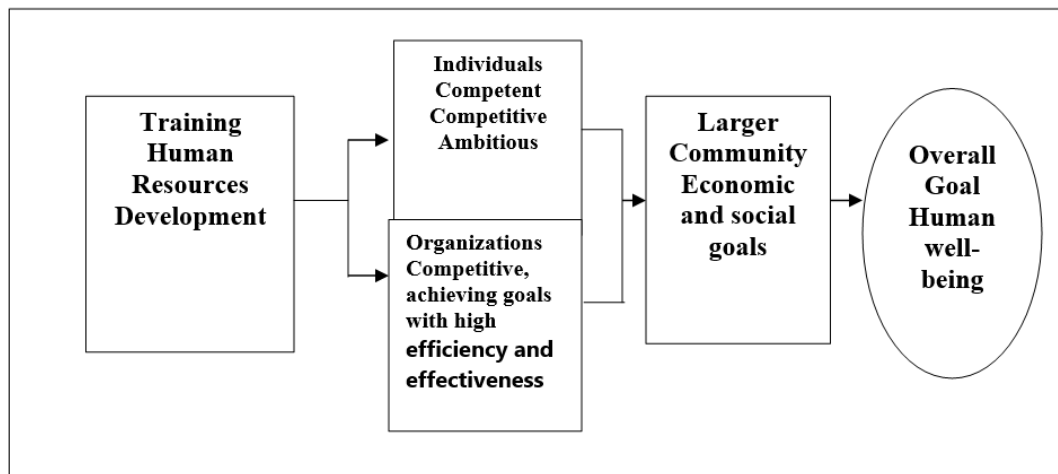
**f. Enhancing job security:** Training reduces or eliminates work incidents and stress by developing individuals' technical, behavioral, and cognitive capacities.

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19- Abdul Karim Ahmad Jamil, *Training and Human Resource Development*, Al-Janadriyah Publishing and Distribution, Saudi Arabia, 2016, pp. 15–16.

20- *Ibid.*, p. 17

**3. Objectives specific to society:** These objectives can be summarized as shown in the figure below:



**Figure No. (01): Training objectives for society**  
 Source: Abdul Karim Ahmad Jamil, previous reference, p. 18

#### Training Human Resources Development

From the above figure, we observe that on-the-job training has major objectives that benefit society as a whole, represented in continually renewing individuals' ambition and creating competition among them toward delivering the best performance for the institution, creating competing organizations that consistently provide consumer products and diverse services, and achieving the welfare of members of society.

#### Section Three: Types, methods, and techniques of on-the-job training

A training policy begins by identifying the types of training it will focus on according to its training needs at managerial levels, and by determining the objective, timing, and location of its organization. However, certain factors and conditions control the selection process for the type of training adopted by the organization. The most important of these are:<sup>21</sup>

- The number of individuals to be trained, since their number determines whether we choose individual or group training;
- The timing of training implementation relative to the individuals to be trained, as the type of training for newly appointed staff differs from that for veterans;
- Available spatial resources: if the organization has a suitable training venue, it can conduct training on-site; otherwise it resorts to external training;
- Financial resources and available budget, meaning the extent of available revenues and expenditures for training and the organization's willingness to bear the costs associated with implementing certain types of needed training; this helps in choosing appropriate training types;
- The subject matter or content of the training itself; - Available human resources, in terms of the number of trainers, their level of competence, skills, training capabilities, and experience;
- Compatibility and similarity with the work environment, so that the environmental conditions prepared for training match those of the trainees' workplace, enabling trainees to transfer what they have learned to their work environment;

<sup>21</sup>-Hasan Ahmad al-Ta'ani, *Contemporary Administrative Training*, 2nd ed., Dar al-Maisarah for Publishing, Distribution and Printing, Jordan, 2010, pp. 37-38

- Adaptation to trainees' individual differences.

After the organization studies these factors, assesses its conditions, and determines its training needs, it can select a set of these training types according to its needs.

There are also multiple classifications; some of the main ones are shown in the table below:

**Table No. (01): Types of Training Source:**

Number	Nature of Classification	Types
01	According to the Place of Implementation	- Internal - External
02	According to the Type of Functions	- Vocational and Technical Training - Specialized Training - Administrative Training
03	According to the Stage of Implementation	Pre-service Training   - In-service Training
04	According to the Application   -	-Theoretical Training - Practical Training
05	According to the Number of Trainees	- Individual   - Group

#### Prepared by the researchers based on the study literature

In what follows, we present an explanation of these types of training mentioned above:

**1. Training by Implementation:** This type is the most practically used by institutions and organizations, and it is divided into two sections:

**A. Internal Training:** These are programs held within the training centers of the organization, and the trainer is one of the employees working for it. This type is characterized by being in accordance with the administration's planning and under its supervision, and is tailored to the actual training needs of the organization's employees. It provides flexibility and freedom in determining the timing of training to suit the needs of workers and the organization. However, among the problems facing organizations in this type is the lack of a successful component with experience in the field of training. It is also suitable as it is inexpensive in terms of material cost, and helps trainees commit to attending on time.

**B. External Training:** In this type, the trainer is usually from outside the organization, and the training includes sending the organization's workers to specialized training centers such as universities and private training institutes, and to consulting companies specializing in the field. One of the advantages of this type is providing the opportunity for trainees to meet with workers from different workplaces, which allows for the exchange of experiences, ideas, and the acquisition of knowledge. Also, training centers outside the organization are often equipped with capabilities, means, and quality of training program content through a specialized trainer that may not be available in the organization. However, this type is not without some drawbacks, including the lack or weakness of the organization's supervision of the training, which weakens the evaluation of the training results.

**2. Training according to job type:** This type of training is divided into three sections, and we mention them as follows:

**A. Vocational and technical training:** This type is concerned with manual and mechanical skills in technical and professional work, such as electrical, carpentry, mechanical, maintenance and operation, welding, and others.

**B. Specialized training:** This training includes knowledge and skills for jobs higher than technical jobs, and includes accounting, purchasing, sales, production engineering, maintenance engineering. The

knowledge and skills here do not focus on routine procedures, but rather focus on solving various problems, evaluating systems, planning for them, following them up, and making decisions in them.

**J. Administrative Training:** This training includes the knowledge and administrative and supervisory skills necessary to hold lower, middle, or upper administrative positions. This knowledge encompasses administrative processes such as planning, organizing, controlling, decision-making, directing, leading, motivating, managing work groups, coordinating, and communicating.

**3. Training According to the Implementation Stage:** This type of training is divided into two sections as follows: a. Pre-service training: which those newly recruited undergo, or to qualify people who have been promoted to a higher position; b. In-service training: which is provided to people during service who perform specific tasks. This type of training takes several forms, some of which are mentioned below:

- Spending a period called probation that extends for several months before the new employee becomes fully responsible for his work;

- Rotation between several jobs or activities in which the trainee is exposed to a different view of the various jobs that need to be familiar with, and this type in particular is suitable for administrative training, where the candidate for the administrative position is exposed to occupying several jobs, where he is familiar with its contents, so that he can develop a more comprehensive vision of the jobs that will be under his supervision later;

- The neighboring office is another method of training. The new employee's office is placed directly next to the office of his supervisor or an old employee so that he can train him, observe his behavior, actions, and work, and the trainer assigns him some tasks.

**4. Training by Application:** This type of training includes two main types:

a. Theoretical Training: This includes theoretical lectures, seminars, and discussion panels. Through these, lecturers aim to convey information to the trainees regarding the interpretation of certain technical, organizational, and functional concepts related to aspects of the work.

b. Practical Training: This can be either by training a programmer on the capabilities and potential of the trainee, or it can be an integrated work dictated by the nature of training in the organization. This type of training often takes place in training centers according to steps prepared by training program designers, or through simulation or observation.

**5. According to the Number of Trainees:** This type of training is divided into two types: individual and group, which we mention as follows:

a. Individual: Training each individual separately, which may be for the purpose of preparation and qualification for the new job or for the purpose of improving performance. Various training methods are used, and there is a great opportunity for the trainee to benefit. However, its costs are usually high.

b. Group: This type of training is characterized by several features, including the following:

- \* Trainees are divided into separate groups, and one trainer trains these groups at the same time. An example of this is training workers on the use of machines.

- \* This type of training allows for the exchange of experiences and opinions, and different training methods are used.

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22- Omar Belkheir Jawad, *The Role of Human Resources Formation in the Development and Success of the Economic Institution, A Case Study of the Cement and Derivatives Company of Saida*, Unpublished Doctoral Dissertation, University of Abu Baker Belkaid Tlemcen, Algeria, 2014/2015, p: 76.

23- Salah Saleh Maamar, *Training: Foundations and Principles*, Dibono for Printing, Publishing and Distribution, Egypt, 2010, p: 23.

24- Omar Belkheir Jawad, *Previous source*, p: 76.

25- Fairuz Al-Fadil Abdullah Muhammad, *The Role of Training Centers in the Private Sector in Building Human Capacities*, Unpublished Master's Thesis, University of Khartoum, Sudan,

\* It requires special preparations, qualified trainers, and adequate financial resources. Secondly - Training Methods and Techniques: The training method should be chosen to suit and be compatible with the goals to be achieved and the nature of the training course. Other elements also intervene, such as the resources and capabilities available to the organization, the number of candidates for training, and their level. Training methods may differ and vary between traditional and modern, and this is what we will address below:

**1. Traditional Methods:** The organization resorts to following several methods of training that have become widespread. These are ordinary methods that do not use modern training techniques, and they are:

**A. On-the-Job Training:** This method is the most common form of training, where individuals are trained while performing their work. The direct supervisor or an experienced worker is responsible for training the trainees. This approach is characterized by simplicity and rapid acquisition of skills because training occurs within the normal work setting. Generally, it yields results when the damage resulting from errors during training is minor, since training is conducted directly on machines and work equipment; any mistake during training may disable the equipment and thus be costly.

This method includes the following training techniques: - Job instructions method;

- Training by the immediate superior;
- Training by an experienced worker;
- Training under the supervision, guidance, and observation of a supervisor;
- Job rotation method;

- Training by work participation. Advantages of this method are that it is simple and inexpensive, and training is provided by supervisors through job instructions implemented by subordinates or by experienced workers through observation of task performance. Its disadvantages lie in the mistakes that new workers may commit, which can impose additional costs on the organization specifically the costs of maintenance resulting from errors by newly practiced workers.

**B. Off-the-Job Training:** This method includes the following training techniques:

**- Lecture method:**

A semi-formal talk delivered by the trainer presenting a series of facts, information, and concepts, or exploring a problem in which trainees' participation is limited to listening. The primary objective of the lecture is to inform. Its advantages include saving time if it is well planned and skillfully delivered. Its disadvantage is that it limits the trainee's activity to that of a passive listener. Conditions for the success of a lecture include prior preparation, sequencing, stimulating interest, discussion, evaluation, and follow-up. For a lecture to succeed as an effective training method, several factors must be taken into account, the most important of which are:

- Information should be organized and sequenced logically, with provision of necessary illustrative aids;
- Allowing the trainee freedom to inquire and ask questions, and introducing elements of stimulation to the lecture to eliminate boredom;
- The lecturer's (trainer's) answers to inquiries should be concise and clear.

26- Manal Ahmed Al-Baroudi, *Effective Training at Work, The Arab Group for Training and Publishing, Egypt, 2013, p: 21.*

27- *The same reference, p: 22.*

28- Omar Belkbeir Jawad, *Previous Reference, p: 80.*

29- Alia Jarad, Fatima Al-Sajfi, *Human Resources Management: A Functional Approach, The Library of Economics, Alexandria University, Egypt, n.d., pp: 234-235.*

31- Mohamed Al-Hazgam, *Human Resource Management in the Context of Information Technology and the Knowledge Economy with Reference to the Algerian Enterprise, unpublished PhD thesis, Abu Bakr Belkaid University—Tlemcen, Algeria, 2015/2016, p. 43.*

32- Hasan Ahmed Al-Ta'ani, *Contemporary Administrative Training, 2nd ed., Al-Maysara Publishing, Distribution and Printing House, Jordan, 2010, p. 75*

33 - Omar Belkbeir Jawad, *ibid., p. 82.*

- Symposium method: Organized on the basis of exchanges among a number of specialists on a specific topic, in which they discuss and reach decisions considered a common denominator, or they may disagree and through that disagreement reveal the advantages and disadvantages of a particular topic.
- Case study method: A method in which trainees are divided into groups presented with a problem and asked to propose a solution; each group then explains the decision it reached before everyone.
- In-basket method: A method aimed at training managers on how to make decisions in ordinary work situations; at the end of the training day each trainee reviews the solutions and opinions they deem appropriate.
- Management games: Trainees are divided into small groups, each representing a separate department; groups are given information and data about the administrative unit they represent and each group is asked to make decisions.
- Role-playing method: A trainee enacts a specific character in a simulated situation which is then discussed among the trainees.
- Sensitivity training method: This method aims to acquaint the trainee with others' views after social barriers have been removed; the training is conducted through discussion with the trainer's interventions. Other methods include the following:
  - Discussion: A more effective approach than lecturing, in which the trainer and trainees exchange speaking and listening. The training situation is based on understanding, analysis, and evaluation of a topic, idea, or problem, and on identifying points of agreement and disagreement between the trainer and the trainees. Among this method's advantages are its recognition of the trainee's positivity and its belief in their active role in the training process. The discussion method also emphasizes consolidating good relations between trainer and trainee and fostering trainees' sense of capability and positive participation, thereby motivating them to increase activity and provide effective assistance in acquiring communication skills.

**1. Modern methods** (computer-based training): An organization resorts to employing several training methods that utilize modern training technologies, most notably computer-based training. Although the implementation cost of this type of training is high, it should be widely adopted due to its effective role in problem-solving and assisting trainees in learning according to their capacities to respond to learning and at their own individual paces. In this way, individual differences among trainees are accommodated, which saves considerable time, reduces the likelihood of failure, and enhances the prospects of success. This form of training is considered fundamental in the field of information technology, as it relies on the use of computers that facilitate research and analysis. The use of modern technological means as training methods has increased because contemporary organizations are keen to implement training efficiently to achieve good and distinguished performance. The global focus of organizations on innovation in training has led them to move toward, and even rely entirely on, educational technological means for delivering training. Among the modern technological means used in training are systems and Internet networks, electronic conferences, etc. After presenting some of the most widely used training methods in practice, it is evident that there are many and varied types. Such variation depends on the nature of each type of training, which requires a particular set of methods for presenting the training program in terms of its nature, the number of trainees, program intensity and objectives, and the allocated budget. Thus, analyzing the nature of the appropriate method depends on its effectiveness in achieving the objectives, taking into account a set of factors as follows:

- Effectiveness and engagement: the chosen method must capture the trainees' interest and attention by stimulating discussion and dialogue.
- The trainer's habitual reliance on a single training method and ease of using it can lead to rigidity and lack of flexibility; a successful trainer, by contrast, skillfully employs more than one method.
- Program duration and the budget allocated for training: time is a primary factor in selecting the training method, especially in light of physical conditions, venue, and demonstration aids previously mentioned.

- Number of trainees: a smaller group facilitates the use of more effective training methods such as discussion and role-play, whereas a large number is better suited to lecture format.
- The trainer's personality determines the extent of trainees' interest and motivates their participation rather than withdrawal from the training program; consequently, benefits become widespread and outcomes are ultimately positive—this is defined through sound planning and preparation.
- The chosen training method must also align with the nature of the subject matter included in the training program. For example, some training topics are unsuitable for lecturing because they involve practical applications that require a method appropriate to them.
- Selecting the training method according to the trainees' academic and organizational levels: the higher their level, the less reliance should be placed on lectures and the more emphasis placed on methods such as discussion circles and case studies, or any other approach that achieves interaction among trainees through constructive dialogue and exchange of views.

34- Hashim Hamdi Reda, *Training and Administrative Qualification*, Al-Raya Publishing and Distribution, Jordan, 2010, p. 96.

35- Magdy Aziz Ibrahim, *Encyclopedia of Educational Knowledge, Volume A-Z*, Alam Al-Kutub, Egypt, 2007, p. 659.

36 -Ibid., p. 660.

37 - Muhammad al-Fateh Mahmoud Bashir al-Maghribi, *Human Resource Management*, Al-Jinan Publishing and Distribution, Jordan, 2016, p. 59. 38- Abdul Aziz edine, *The Process of Training the Public Employee in Algeria*, Unpublished Master's Thesis, University of Algiers, Algeria, 2001/2002, p. 31.

### **Conclusion:**

The study aimed to identify the concept and importance of on-the-job training in improving employee performance within the institution. The most important findings reached were as follows:

- On-the-job training is one of the effective approaches for imparting new knowledge to employees;
- On-the-job training is an investment rather than a cost; it is not an end in itself but a means to achieve an end represented by efficient performance;
- Effective performance is the objective of every institution in order to improve productivity and reduce costs;
- The program's objective should be defined in accordance with the institution's strategy;
- The high level of importance attributed to training is due to the institution's interest in training its human resources and considering it an effective means of raising performance indicators and achieving competitive advantage;

- Training needs arising from the university's practical reality. Based on the results of this study, some recommendations can be offered to the institution under study as follows:

- The institution should focus on on-the-job training as one of the most important approaches for developing its human resources;
- For on-the-job training to have an impact on developing employees' capabilities, a training program built on studied scientific foundations should be implemented, and a system for measuring training effectiveness should be established;
- Develop the perspective on training as a continuous strategic process for improving employee performance.

To ensure the success of the training process, the institution should design a training program that aligns with modern technologies and is based on:

- Ensuring the development of tangible skills in employee performance that can bring about workplace improvement;
- Appointing training supervisors with scientific competence and professional experience to oversee the efficient implementation of the training program.

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