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Mechanisms for developing human resources in Algerian Public Institutions: A case study of some institutions in the Wilaya of Mascara

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Abstract--This study aims to examine the reality of human resource development in Algerian public institutions and its impact on individual performance. The study adopts administrative empowerment, training, motivation, and encouragement of innovation as key dimensions. It focuses on a selection of public institutions, namely: the National Agency for Youth Support and Employment, the Tax Directorate, the National Electricity and Gas Company, and the Directorate of Housing and Public Equipment. The findings confirm that, despite the significance of strategies such as training, motivation, administrative empowerment, and innovation in enhancing human resources and improving performance levels within the studied institutions, there are shortcomings in implementing these strategies. Additionally, these institutions show a lack of attention to both material and moral incentives and fail to reward individuals and work teams who develop new methods, techniques, and work approaches. This highlights the necessity for these institutions to adopt modern management practices that enable employees to showcase their skills and capabilities.

Keywords---Human resource management, training, empowerment, motivation, innovation.

I. Introduction

The work environment is undergoing rapid changes and multiple transformations, necessitating the pursuit of flexibility in all areas, particularly concerning individuals as essential and vital components of all organizations—whether productive, commercial, educational, or governmental. Additionally, management literature and the evolution of administrative thought have reshaped perspectives on individuals, shifting human resources from being merely a tool for achieving competitive advantage to being considered a competitive advantage in themselves. Institutions can only possess this advantage by continuously developing human capital and investing in it effectively through the adoption and diversification of developmental strategies aligned with their objectives. This study seeks to answer the following central research question:

What is the current state of human resource development efforts in Algerian public institutions?

Research Questions: The main research problem leads to the formulation of the following sub-questions:

1. What is meant by human resource management?
2. To what extent does human resource management utilize modern concepts to enhance its function?
3. What are the key areas of human resource development in Algerian public institutions?

Study Hypotheses:

To address the research problem and based on the study variables, the following hypotheses have been formulated:

- **First Hypothesis:** Training, administrative empowerment, motivation, and functional creativity constitute essential strategies adopted by institutions as mechanisms to enhance the skills, expertise, and knowledge of their human resources, thereby influencing their performance levels.
- **Second Hypothesis:** There are no statistically significant differences at the significance level ($\alpha \leq 0.05$) in the responses of the study sample based on the following personal and professional variables: age, gender, educational qualification, and years of experience.

Study Objectives:

By addressing the research problem, this study aims to achieve the following objectives:

1. Understanding the role and significance of human resource management and the Algerian workforce in the institutions under study.
2. Raising awareness among Arab managers about the importance of managing human capital as a form of wealth management.

Table (1): Previous Studies

Arab Studies			
Researcher	Title	Findings	Year
Moussaoui Zahia	{ The Role of Strategic Workforce Planning in Preserving Intellectual Capital as a Competitive Advantage}	GPEC is an analytical methodology that enables the identification of future workforce and competency projections. Intellectual capital is a key factor in determining an institution's competitiveness and distinction.	2015
Mesghouni Mouna	{ Competency Management and Competitive Performance of Small and Medium Enterprises in Algeria}	One of the key findings of the study is that training is an effective method for managing competencies to achieve excellence and improve performance.	2012
Allouti Lamine	{ The Impact of Information and Communication Technology on Human Resource Management}	The study concluded that transitioning to electronic management requires conceptual frameworks and practical models to guide the transformation process.	2008
Foreign Studies			
Green & Skinner	{ Does Time Management Training Work?}	The study found that training employees in time management skills enhances their performance efficiency.	2005
COMMEIRAS	{ Change Management: A New Role for the Human Resource Manager – A Field Study in the Steel Industry in France}	The study concluded that the trust relationship fostered by the HR manager should be maintained both during periods of stability and change, which was lacking in the studied institution.	1997

II. The Conceptual Framework of Human Resource Management

Humans are the core of outstanding performance in an organization, making their management a focal point for many researchers and administrators. This interest has been reflected in the evolution of human resource management (HRM), which has undergone changes in its philosophy, perspective, and even its terminology over time. It transitioned from Personnel Administration to Employee Management, then to Personnel Affairs Management, and finally to Human Resource Management (HRM). In the early stages, employees were merely considered as users or workers, even under the term "Employee Management." Similar perspectives persisted with related terms such as "Personnel Affairs." However, with the advent of Human Resource Management, the perception and philosophy shifted significantly—from viewing employees as mere wage earners to recognizing them as intellectual capital. Consequently, HRM has become an integral partner in an organization's strategic planning ¹.

1. The Concept of Human Resource Management:

Some researchers define human resource management as a set of procedures (policies, work methods, etc.) and activities (recruitment, selection, promotion, etc.), where human resources play a crucial role in maximizing both individual and organizational performance ². Others emphasize that HRM is responsible for enabling organizations to build, sustain, and develop strategic advantages through realistic human resource planning, appropriate recruitment, precise training, continuous monitoring, and development to achieve internal and external alignment ³.

HRM is also defined as "a set of activities that enable an organization to provide human resources in alignment with its quantitative and qualitative needs" ⁴.

2. Objectives of Human Resource Management:

Human resources are strategic assets in all organizations, and their management aims to quantitatively and qualitatively align human resources with institutional needs while maximizing their performance to contribute to overall organizational goals. The key objectives of HRM include ⁵:

- **Attracting and Recruiting Human Resources:** The acquisition of human resources begins after completing workforce planning and ensuring that the required quantity and quality of employees are available at the right time and place. This is achieved by engaging internal and external recruitment sources. The effectiveness of the recruitment process depends on attracting a large number of highly competent candidates, providing job-related information to applicants, and selecting the appropriate recruitment sources that influence the quality of human resources ⁶.
- **Retaining Human Resources:** HRM employs various strategies to ensure employees' commitment to the organization's objectives. This includes implementing promotion programs, career path management, and prioritizing internal promotions over external recruitment.
- **Developing Human Resources:** HR development is achieved through training and continuous skill enhancement, enabling employees to keep pace with industry transformations. In the information age, training is viewed as a future investment rather than an expense. Organizations now assess the proportion of wages allocated to training, with a higher

percentage indicating greater institutional commitment to workforce development.

- **Motivation and Job Satisfaction:** These objective spans multiple areas, including salaries, performance evaluation, job-salary balance, work environment improvement, and social climate. Ensuring effectiveness in achieving these objectives requires:
 - Acquiring qualified human resources.
 - Enhancing performance quality, which impacts product or service excellence.
 - Monitoring labor costs, workforce mobility, and absenteeism.
 - Improving working conditions to increase employee satisfaction and loyalty.
 - Complying with laws and regulations to foster a safer work environment.

3. Challenges Facing Human Resource Management:

The challenges of HR management can be summarized as follows ⁷:

- Changes in the economic, political, and legal context of the organization.
- Evolution of managerial thought and the emergence of new behaviors.
- Difficulty in recruiting specialized and effective personnel due to shifts in workforce composition.
- The need for flexibility and autonomy in HR management procedures.
- The shift towards strategic human resource management.

4. Methods for Human Resource Development

❖ Training:

Organizations striving for excellence rely on the efficiency of their human resources, their productivity, and their ability to adapt to the technological levels used in the workplace. Thus, high-quality training serves as a foundation for achieving organizational goals. The strategy of continuous training is based on maintaining a relative balance between employees' aspirations and organizational objectives. One major challenge in training is achieving this balance—excessive focus on organizational goals may discourage employees if they are subjected to unwanted training, leading to weak and fragile responses to any expected improvements ⁸.

Training continues beyond an employee's initial hiring phase, extending through career progression or updates on the latest developments and scientific methods in their field ⁹. Furthermore, qualified and well-trained human resources are among the fundamental pillars of economic and social development. The level and quality of these resources are key determinants of productivity growth and overall well-being. In fact, the success of economic and social development is directly linked to the advancement of educational and training institutions. Training, as part of continuous education, is both the seed and the fruit of development ¹⁰.

The importance of training in organizations is evident from several perspectives ¹¹:

- It is a defining feature of modern institutions that seek to keep pace with technological and administrative changes. Without a skilled and adaptable workforce, an organization cannot achieve its objectives.

- It enhances individual capabilities and develops skills, thereby directly improving employees' economic and social standing and increasing their job security.
- It is essential for nearly all employees within an organization, as it is not limited to a specific role or level but applies across different positions and departments.

❖ **Empowerment:**

The excellence of any organizational system is attributed to its adaptability to modern management practices. In response to the profound changes imposed by the surrounding environment, businesses have witnessed a fundamental shift in managerial thought, leading to the emergence of employee empowerment as a prominent concept in management literature. This approach has become a necessity for organizations to keep pace with environmental changes. Empowerment enhances organizational flexibility, accelerates learning and adaptability, and enables companies to stay competitive, meet customer demands, and expand their market share ¹².

Empowerment is defined as granting employees the authority and independence to make decisions, allowing them to act as partners in the workplace, with a focus on lower administrative levels. Organizations adopt the philosophy of managerial empowerment for several key reasons ¹³:

- Allowing top management to focus on long-term strategic issues instead of daily operations.
- Enhancing decision-making speed.
- Unleashing employees' creative potential.
- Increasing job satisfaction, motivation, and a sense of belonging.
- Reducing operational costs by eliminating unnecessary administrative layers.
- Assigning greater responsibilities to employees, enabling them to develop a stronger sense of ownership and achievement in their work.

❖ **Motivation:**

Given the growing significance of human capital and its recognition as a strategic partner in organizational advancement, some institutions have introduced innovative incentive programs. For instance, a Qatari bank distributed free shares to outstanding employees and department managers, marking a pioneering initiative in Qatar's banking and financial sector. The primary goal of this initiative was to strengthen employees' connection with the institution and foster a sense of ownership, making them feel like integral contributors rather than merely employees receiving a monthly salary ¹⁴.

Motivation is defined as the efforts exerted by management to encourage employees to enhance their productivity by fulfilling their existing needs and creating new aspirations, ensuring that the process remains continuous and dynamic ¹⁵.

A successful management is one that can identify and implement the appropriate incentives to positively influence employee behavior, aligning it with organizational objectives while considering the size and nature of the institution.

❖ **Innovation:**

The management expert Peter Drucker predicts that organizations will look vastly different in the future compared to today. Referring to developed countries, he argues that many corporate leaders are still managing 19th-century companies while overseeing 20th-century multinational enterprises ¹⁶. This suggests that if leaders fail to adopt a creative mindset capable of analyzing and adapting to changing realities, they will face unexpected crises.

Administrative innovation is the process of developing new concepts that can be transformed into policies, organizational structures, and methods that enhance institutional performance. Some concepts focus on organizing and structuring the innovation process itself, including how new ideas are generated and implemented. Ultimately, innovation aims to optimize resource utilization and achieve superior results compared to past performance or industry competitors ¹⁷. The Encyclopedia Britannica defines innovation as the ability to find solutions to a problem, develop a new tool or artistic expression, or create a novel method ¹⁸. Another definition describes innovation as introducing something new and different, which could involve ideas for products, equipment, manufacturing techniques, services, communication methods, or organizational structures ¹⁹.

The first step in fostering creative thinking within an organization is to establish a strong idea management program. A high-quality idea management system leaves a lasting positive impression on employees, reinforcing commitment, follow-up, and appreciation. Every employee within an organization has the potential to be creative, and each person, at some point, gains expertise in the tasks they have completed. To enhance the ability to drive significant advancements, leadership must define clear expectations and encourage an environment conducive to innovation ²⁰.

III. Field Study on the Reality of Human Resource Development in Selected Institutions in the Wilaya of Mascara and Its Impact on Performance

After addressing the theoretical framework of the study variables, we will now present, analyze, and interpret the findings of the field study. This will allow us to assess the current state of human resource development in selected institutions in the Wilaya of Mascara, based on the perspectives of the study sample regarding HR management mechanisms. The study focuses on four key dimensions: administrative empowerment, innovation, training, and motivation. The study relies on statistical analysis derived from survey data processing using SPSS software. The following table presents the institutions included in the study:

Table (2): Institutions Under Study

Organization Name	National Electricity and Gas Company (SONELGAZ)	National Agency for Youth Support and Employment (ANSEJ)	Directorate of Housing and Public Equipment (DLEP)	Tax Directorate (IMPOT)
Type of Organization	Public Economic Institution	Public Economic Institution	Public Administrative Institution	Public Administrative Institution

Source: Prepared by the Researchers

First: The Methodological Framework of the Study

Given the nature of this study, which aims to assess the state of human resource development in Algerian public institutions, a descriptive-analytical approach was adopted, utilizing a sample survey method.

Second: Data Analysis

1. Reliability Test:

To ensure that the questionnaire accurately measures human resource development mechanisms and to verify its validity, we used Cronbach's Alpha coefficient. This method evaluates the consistency of an individual's responses across different items and indicates the degree of correlation and internal cohesion among the scale items.

Additionally, Cronbach's Alpha provides a reliable estimate of the instrument's stability. In applied research, particularly in management and social sciences, a Cronbach's Alpha value of 0.60 or higher is generally considered acceptable.

The following table presents the reliability coefficients obtained:

Table (3): Reliability Coefficients (Cronbach's Alpha by Dimensions)

Human Resource Development Mechanisms	Number of Items	Cronbach's Alpha Coefficient
Training	3	%.97.7 / 0.977
Administrative Empowerment	3	%.98.2 / 0.982
Employee Motivation	3	%.98 / 0.980
Innovation	3	%.95.8 / 0.958
Overall Questionnaire	12	%.99.3 / 0.993

Source: Prepared by the Researchers

The reliability coefficient is 0.993 (99.3%), which is significantly higher than the statistically acceptable threshold of 60%. Based on this, the measurement tool is valid, allowing us to obtain reliable and accurate data.

2. Analysis of Personal Data

The personal data of the study sample will be analyzed based on the following dimensions: age, gender, educational qualification, and years of experience. After reviewing the completed questionnaires, we obtained the following results:

Table (4): Personal Data of the Study Sample

1. Distribution of the Study Sample by Age						
Statement	30 years or less	31-40 years	41-50 years	51-60 years	More than 60 years	Total
Frequency	15	26	17	5	0	63
Percentage (%)	% 23.80	% 41.26	% 26.98	% 7.93	% 0	% 100
2. Distribution of the Study Sample by Gender						
Statement	Male			Female		Total
Frequency	38			25		63
Percentage (%)	% 60.31			% 39.68		% 100
3. Distribution of the Study Sample by Educational Qualification						
Statement	High School or Below	Bachelor's Degree	Technician or Senior Technician	Engineer	Master's Degree	Total
Frequency	16	22	16	9	0	63
Percentage (%)	% 25.39	% 34.92	% 25.39	% 14.28	% 0	% 100
4. Distribution of the Study Sample by Years of Experience						
Statement	5 years or less	6-10 years	11-15 years	16-20 years	More than 20 years	Total
Frequency	21	21	8	4	9	63
Percentage (%)	% 33.33	% 33.33	% 12.69	% 6.34	% 14.28	% 100

Source: Prepared by the Researchers

From the analysis of Table (4): Personal Data of the Study Sample, we can draw the following insights:

- **Age:**

The dominant age group in the study sample falls between 31 and 40 years old, representing 41.26%. No employee in the sample is over 60 years old. This finding indicates that most employees in the sample are young and occupy positions in middle or operational management, with a long career path ahead.

- ❖ **Gender:**

The sample consists predominantly of males (60.31%), while females make up 39.68%. This percentage does not suggest a weak female presence in the workplace but rather highlights that women rarely hold leadership positions, which are mostly occupied by men. When women do take on

managerial roles, they are limited to middle or operational management, while senior management remains dominated by men, as observed during the study.

❖ **Educational Qualification:**

The most common qualification among the sample is a Bachelor's degree (License), held by 34.92% of respondents. Meanwhile, Technical or Senior Technician certificates are equally represented with those having a high school diploma or lower, both at 25.39%. Next comes the Engineering degree, held by 14.28% of respondents. A significant observation is that most managers in the sample lack specialized administrative training, which negatively affects performance efficiency. Many of them hold degrees in engineering, law, or other non-administrative fields.

❖ **Years of Experience:**

The 0–5 years and 6–10 years experience categories are equally represented, each at 33.33%. Employees with more than 20 years of experience make up 14.28%, while those with 16–20 years of experience represent 6.34%.

Third: Analysis of Results Regarding the Sample's Perceptions of Human Resource Development Mechanisms

The following table presents the study sample's perceptions regarding the mechanisms for human resource development:

Table (5): Sample Perceptions on Human Resource Development Mechanisms

No.	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Weighted Mean	Standard Deviation	Trend
1/ Training									
1	I participate in training programs and courses.	14	30	10	9	0	3.88	1.033	Agree
		%22.22	%47.61	%15.87	%14.28	%0			
2	It consisted of seminars and lectures.	22	14	9	10	8	3.50	1.435	Strongly Agree
		%34.92	%22.22	%14.28	%15.87	%12.69			
3	The organization's	19	20	8	10	6	3.57	1.328	

			%9.52	%15.87	12.69	%31.74	%30.15	communication system facilitates knowledge exchange among employees.	
2/ Administrative Empowerment									
Agree	1.410	3.30	9	12	9	17	16	My job provides me with the opportunity to make decisions independently.	4
			%14.28	%19.04	14.28	%26.98	%25.39		
Agree	1.305	3.31	6	14	11	18	14	I have the freedom to handle the problems I encounter in my work.	5
			%9.52	%22.22	17.46	%28.57	%22.22		
Agree	1.422	2.90	14	15	6	19	9	I have full autonomy to create the approach I believe is suitable for my work.	6
			%22.22	%23.80	%9.52	%30.15	%14.28		
3/ Motivation									
Agree	1.288	3.28	7	11	15	17	13	The organization appreciates employees' efforts.	7
			%11.11	%17.46	23.80	%26.98	%20.63		
Agree	1.329	3.44	6	12	10	18	17	Employee competence is considered a key criterion in the promotion system.	8
			%9.52	%19.04	15.87	%28.57	%26.98		
-	1.453	2.87	16	12	9	16	10	I receive moral and/or financial rewards when I perform creative work.	9
			%25.39	%19.04	14.28	%25.39	%15.87		
4/ Encouraging Innovation in the Organization									
Strongly Agree	1.266	3.76	5	6	11	18	23	The organization has introduced new methods and approaches to work.	10
			%7.93	%9.52	17.46	%28.57	%36.50		
Strongly Agree	1.240	3.76	7	0	15	20	21	The organization has made fundamental changes in the use of computer systems in its administrative processes.	11
			%11.11	% 0	23.80	%31.74	% 33.33		
Agree	0.936	3.65	0	6	24	19	14	The organization consults specialized entities (advisory and research centers) to identify future customer trends.	12
			% 0	%9.52	%38.09	%30.15	%22.22		

Source: Prepared by the Researchers

Analysis of Results Regarding the Sample's Perceptions of Human Resource Development Mechanisms. Based on the results presented in Table (5), we can derive the following insights:

❖ **Training Dimension:**

The first statement indicates that employees in the study sample unanimously agree that the institutions under study strive to train their employees, with a mean score of 3.88. This result suggests that both managers and subordinates recognize training as a fundamental tool for building and developing competencies. Additionally, the third statement recorded a mean score of 3.57, signifying that the sample agrees that the organization provides them with sufficient information to perform their work effectively.

❖ **Administrative Empowerment Dimension:**

The results indicate that the sample perceives the institutions under study as having a culture of empowerment, as reflected in statements 4 and 5, which obtained mean scores of 3.30 and 3.31, with standard deviations of 1.410 and 1.305, respectively. However, this agreement is reserved, as employees feel they do not have the same level of independence in their work, as shown by statement 6, which recorded a lower mean score of 2.90.

❖ **Employee Motivation Dimension:**

The results show some dispersion in opinions regarding the motivation system. Statement 7 recorded a mean score of 3.28 with a standard deviation of 1.288, whereas statement 9 had a lower mean score of 2.87. This indicates that employees hold varying degrees of agreement regarding the motivation system implemented by their organizations.

❖ **Innovation Dimension:**

The findings reveal that all four institutions encourage innovation by seeking and providing easier ways to perform tasks efficiently. This is evident from statement 10, which recorded a mean score of 3.76, indicating strong agreement among the sample.

Fourth: Hypothesis Testing

❖ **Testing the First Hypothesis:**

The first hypothesis states that training, administrative empowerment, motivation, and functional creativity are key strategies adopted by institutions to enhance the skills, expertise, and knowledge of their human resources, thereby influencing their performance levels.

To test this hypothesis, simple regression analysis was conducted to examine the effect of training, administrative empowerment, motivation, and functional creativity on human resource development in the studied institutions.

Table (6): Simple Regression Analysis Results for Testing the Impact of (Training, Administrative Empowerment, Motivation, and Functional Creativity) on Human Resource Development in the Studied Institutions

Variance Source	B	Standard Error	Beta	Calculated T-Value	T Significance Level
Training	0.18	0.153	0.23	1.23	0.222
Administrative Empowerment	0.14	0.117	0.20	1.27	0.207
Employee	0.22	0.113	0.27	1.99	0.051

Motivation					
Innovation	0.31	0.111	0.38	2.85	0.006

Source: Prepared by the Researchers

The statistical results presented in Table (6) indicate that there is a statistically significant role ($\alpha \leq 0.05$) of human resource development dimensions in enhancing the capabilities of the study sample. The calculated T-values were (1.23, 1.27, 1.99, and 2.85), all of which exceed the critical T-value at $\alpha \leq 0.05$, leading to the acceptance of the first hypothesis.

❖ **Testing the Second Hypothesis:**

The second hypothesis states that there are no statistically significant differences at the significance level ($\alpha \leq 0.05$) in the responses of the study sample based on personal and occupational variables (age, gender, educational qualification, and years of experience). To verify this hypothesis, a One-Way ANOVA test was conducted. The summarized results are presented in the following table:

Table (7): One-Way ANOVA Results for Personal Variables Based on the Study Sample's Perceptions of Human Resource Development Dimensions

Significance Level	F-Value	Mean Squares	Degrees of Freedom	Sum of Squares	Source of Variance	Variable
0.994	0.063	0.09	4	0.25	Between Groups	Age
		0.198	58	11.45	Within Groups	
0.995	0.050	0.032	4	0.54	Between Groups	Gender
		1.368	58	71.56	Within Groups	
0.997	0.045	0.063	4	0.31	Between Groups	Educational Qualification
		0.572	58	27.12	Within Groups	
0.993	0.058	0.119	4	0.66	Between Groups	Years of Experience
		2.108	58	98.43	Within Groups	

Source: Prepared by the Researchers

Interpretation of One-Way ANOVA Results (Table 7)

The results of One-Way ANOVA analysis for the study sample's responses regarding human resource development dimensions based on personal and occupational variables indicate the following:

- **Age:**

There are no statistically significant differences at the 0.05 significance level ($\alpha \leq 0.05$) in the responses of the study sample regarding human resource development dimensions based on age. The calculated

significance level (0.994) is greater than the assumed threshold (0.05). This finding suggests that employees across different age groups agree that training, administrative empowerment, employee motivation, and innovation positively impact work productivity.

- **Gender:**

There are no statistically significant differences at the 0.05 significance level ($\alpha \leq 0.05$) in the responses of the study sample based on gender (male vs. female). The calculated significance level (0.995) is greater than the assumed threshold (0.05). This indicates that both male and female employees share the same perspective on the impact of human resource development mechanisms on performance, confirming that gender does not influence perceptions of these mechanisms.

- **Educational Qualification:**

There are no statistically significant differences at the 0.05 significance level ($\alpha \leq 0.05$) in the responses of the study sample regarding human resource development dimensions based on educational qualification. The calculated significance level (0.997) is greater than the assumed threshold (0.05). This suggests that employees, regardless of their educational level, agree that developing their skills and competencies has positive effects on their performance.

- **Years of Experience:**

There are no statistically significant differences at the 0.05 significance level ($\alpha \leq 0.05$) in the responses of the study sample regarding training, administrative empowerment, motivation, and innovation based on years of experience. The calculated significance level (0.993) is greater than the assumed threshold (0.05). This means that employees, regardless of their years of experience, share a common view on the importance of skill development in improving job performance.

IV. Conclusion

Most organizations still lack sufficient awareness of intellectual capital concepts, knowledge dimensions, and the differences between value creation and activities that enhance value. These factors are essential for organizations to effectively manage and develop their human capital. Viewing employees as intellectual capital suggests that individuals differ not only in their value to the organization but also in the ways they need to be guided and managed.

Furthermore, human resource management (HRM) has evolved significantly in terms of its functions, objectives, and roles. These developments have greatly contributed to the growing importance of HRM, reshaping its role, significance, and position within organizations.

In this study, we attempted to analyze the subject based on available data and information. To apply the study practically, we examined the HRM function in selected institutions in the Wilaya of Mascara, leading to the conclusion that both managers and employees recognize the importance of HR development in enhancing HRM effectiveness. However, the topic remains broad and complex, requiring further exploration. We consider this study a foundation for future research, which can further enrich scientific inquiry in the field of HRM.

Below, we summarize the key findings and recommendations of the study:

1. Key Findings:

- Training is the primary tool organizations rely on to develop and build competencies. Effective employee selection ensures a continuous match between employee qualifications and job requirements.
- Innovation strengthens new behaviors that save time, effort, and cost, leading to a progressive organizational system. Many companies recognize that without new ideas, they cannot sustain growth.
- Managers in the Wilaya of Mascara often lack specialized administrative training, as their educational background is typically technical or legal. This is reflected in their administrative practices and interactions with subordinates, where they struggle with flexibility, adaptability, and positive engagement.
- Managers in Mascara report a lack of specialized administrative development training programs. Even when such programs exist, they are often perceived as ineffective, limiting their ability to develop their leadership and supervisory skills, which in turn negatively impacts both themselves and their employees.

2. Recommendations:

While it is difficult to establish a completely flawless administrative system, efforts should be made to address and rectify deficiencies. The following recommendations can enhance HRM effectiveness:

- Elevating HRM to a senior management function, as it has become equally important as production, marketing, and finance departments in many organizations.
- Integrating diversity management strategies within HRM to effectively engage a globalized workforce.
- Incorporating information and communication technologies (ICT) in HRM processes, shifting towards electronic human resource management (e-HRM) systems.
- Developing workplace behavior, core work principles, and ideal performance standards, with a strong emphasis on self-management and continuous improvement.

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