

The role of training in the achievement of administrative creativity of enterprises

A study of a sample of enterprises in the Wilaya of Oum El Bouaghi

دور التدريب في تحقيق الابداع الإداري للمؤسسات: دراسة عينة من المؤسسات في ولاية أم البواقي

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Abstract:

This study aimed to identify the role of training in improving the administrative creativity of the human resource in enterprises, as the empirical aspect was on a group of enterprises in the Wilaya of Oum El Bouaghi.

In this study, we relied on the descriptive analytical method in collecting data and data related to the subject of the research, and we used the questionnaire as a tool for the study, where the questionnaire form distributed within the enterprises, and then analysed the questionnaire data in SPSS.

The study concluded that training aims to remove weaknesses in human resources, which helps to improve their administrative creativity in the enterprise, if it represents the main pillar in developing and rationalizing the performance of human resources.

Keywords: Training, Human Resource Performance, Administrative Creativity.

JEL Classification Codes : C1, D8, O3

ملخص:

هدفت هذه الدراسة إلى التعرف على دور التدريب في تحسين الإبداع الإداري للمورد البشري في المؤسسات، حيث كان الجانب التطبيقي على مجموعة من المؤسسات في ولاية أم البواقي. اعتمد في هذه الدراسة على المنهج الوصفي التحليلي في جمع المعطيات والبيانات المتعلقة بموضوع البحث، ولتحقيق هذا الهدف استخدمنا الاستبيان كأداة للدراسة وتم توزيع استمارة الاستبيان داخل المؤسسات، وقد اعتمد في تحليل بيانات الاستبيانات على برنامج SPSS.

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توصلت الدراسة إلى أن التدريب هدفه ازالة جوانب الضعف والقصور في الموارد البشرية مما يساعد على تحسين إبداعهم الإداري في المؤسسة، إذا يمثل الركيزة الأساسية في تطوير وترشيد أداء المورد البشري.

كلمات مفتاحية: التدريب، أداء المورد البشري، الإبداع الإداري.

تصنيفات JEL : C1, D8, O3

1. INTRODUCTION

The changing circumstances that institutions live in today, whether political, cultural, social, or economic, are the result of many successive changes and developments due to the knowledge explosion, the information and communication revolution, and the intensification of internal and external competition. Institutions have faced many challenges and difficulties in how they cope with these transformations.

And ways of adapting to it. All these events imposed on the institutions the need to respond to the changes in an innovative way and to find modern methods. Thus, they have forced to make radical changes in their administrative methods and reject traditional methods and procedures by finding creative individuals and providing the necessary and appropriate means that help to innovate. These challenges require new methods, advanced methods of work, and rapid management solutions to meet them. Among the methods and practices that the administration can adopt in order to seek to foster creativity, which studies have proven to have a role in this, are training. Which is one of the strategic functions of HM and resource management, as it is through it; the organization can achieve its strategic goals, keep pace with the development of technology, absorb technology, and obtain access to it. The administrative, leadership, and organizational capabilities and other human resources trained and qualified to complete the production process. There is no doubt that the organization that possesses these characteristics has a competitive advantage sourced from training programs capable of creating creative individuals who are able to deal positively with contemporary environmental changes.

Since the process of creative thinking and finding creative solutions to the problems faced by institutions cannot take place spontaneously, as there must be deliberate efforts towards refining and developing the skills of individuals in creativity, these efforts can be translated into action by realizing the role of training in the process of developing management creativity. Where institutions are required to design and implement training

programs that meet the needs of individuals and institutions in the field of creativity,

Hence, the importance of training shows us in achieving creative management, which in turn contributes to upgrading institutions and keeping pace with developments.

From this standpoint, the problem of study is as follows:

- What is the impact of training in achieving management creativity in Oum Elbouaghi business enterprises?

For further information, the problem divided into the following sub-questions:

-What is the impact of training needs on achieving management creativity in Oum Elbouaghi business enterprises?

-What is the effect of the design of the training program on achieving management creativity in Oum Elbouaghi business enterprises?

-What is the effect of implementing the training program on achieving management creativity in Oum Elbouaghi business enterprises?

-What is the impact of evaluating the training program on achieving management creativity in Oum Elbouaghi business enterprises?

Study hypotheses test:

In this requirement, we will test the hypotheses of the proposed study.

Ha1: There is a statistically significant effect of training (identifying training needs, designing the training program, implementing the training program, evaluating the training program) on management creativity in Oum Elbouaghi business enterprises.

The ramifications of this hypothesis are the following sub-hypotheses:

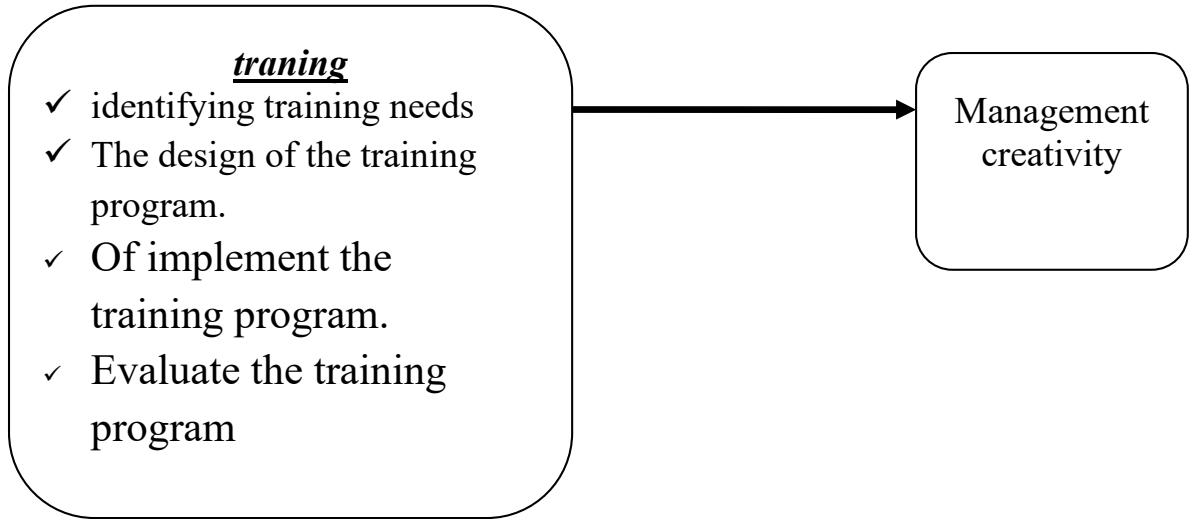
Ha1-1: There is a statistically significant effect of identifying training needs on achieving management creativity in Oum Elbouaghi business enterprises.

Ha1-2: There is a statistically significant effect of the design of the training program on achieving management creativity in Oum Elbouaghi business enterprises.

Ha1-3: There is a statistically significant effect of implementing the training program on achieving management creativity in Oum Elbouaghi business enterprises.

Ha1-4: There is a statistically significant effect of evaluating the training program on achieving management creativity in Oum Elbouaghi business enterprises.

Model of study:



2. Theoretical Aspect of the Study:

2.1 Theoretical training :

Training is concerned primarily with the acquisition of knowledge and training, and it is one of the imperatives of health and resource management because it can improve performance at the individual, collegial, and institutional levels (Tahir et al., 2014).

None today will argue that preparation is a valuable and expensive tool that has a significant impact on the performance of the organization's workers (Huselid, 1995).

Training focuses on current job opportunities while growth trains potential job creators, so the main aim is to contribute to the organization's overall objectives. The closing of the capacity gap is a crucial area during which businesses will continuously enter the human resources development market. The difference in skills essentially jeopardizes both the organizational and operational levels (Sims, 2002) of efficiency and competitiveness, which the company requires very carefully to plan the training (by Raja Abdul Ghafoor Khan and Furqan Ahmed Khan, 2011). Training to increase staff efficiency requires an improvement in the understanding of potential principles and changing attitudes in the context of an organization. Other names, such as the development and development of homes and resources, are known (Landale, 1999). And training focuses on present jobs that prepare employees for potential jobs in the future. While determining and building transportation and development needs (Sims, 2002) .

The needs analysis of a transition phase is that a starting step is vital so as to ensure an adequate, technical, and socially competent workforce supply capable of advancing to a specialist department or management positions during a cyclical procedure that ends up during a complete training or training plan for workers of a business or career (Gould et al. 2004).

Therefore, the workforce development cycle is continuing to be required, and training plays a significant role. Thus, training should be seen as part of the overall process (Sabir et al., 2014).

2.2 Theoretical management creativity:

The world and the truth are becoming increasingly complex and creativity contributes to solving our complex problems. Simply put, creativity is the production of novel and suitable ideas, from science to arts to education, business and everyday life, in any area of human activities. The idea of creative processes and their application on the individual, group, organizational and cultural levels based on management's study and practice. When capitalized, the term "creative management" is implemented in a formal sense so as to differentiate a fourteen stage in management practice from historical theories and management practices (Xu & Rickards, 2007). Usually creativity is automatically related to new technologies; creativity is usually measured by the amounts of cash spent on research and development (Janáková, 2012). Within the current socio-economic situation, topics associated with increasing personal efficiency (Covey, 2015), improving the practice of using powerful tools for private development, maximizing the efficiency of organizational business processes are of considerable interest, both at the individual and at the organizational level (Covey, 2013). The modern manager should be very careful to reconsider and understand the role of human capital in production processes to form man's potential for brand spanking new information possible, not just within the sort of critical, analytical and innovative ideas (Lyskova, 2017). Significant specialization in organizational creativity is said to have an effect on corporations' efficiency and progress in innovation (Sirková et al, 2014).

2.3 Principles for Management creativity:

The principle of universality: Creativity is all human beings' inherent potential. Theories which focus solely on exceptional creative talent in the arts appear to challenge that, science and even business. However, the idea of universality is more widely accepted in the field of education, where knowledge is universal.

The developmental principle: potential creativity will become real creativity under appropriate developmental conditions. Conversely, if the individual is restricted in opportunities to show his / her creativity, actual creativity will decrease.

The principle of the environment: environmental features will influence the development and manifestation of creativity (the principle of development). The mechanisms by which contextual features restrict or increase innovation increasingly investigated. In agreement, innovation is backed by features that promote control, engagement and a greater sense of well-being by self-updating.(Amabile, 1983)

2.4 Training and management creativity:

Future leaders will be recognized through their ability to collaborate and be creative. Personnel training is therefore necessary to develop the future of the company and development needs to be planned and implemented creatively (Asif & Rodrigues, 2015). In studying the effect of creativity on strategic planning. He found that creative problem solving had marginal support in strategic plans. This means that learning and training for creativity have proven beneficial to organizational growth and development(Riquelme, 2000). The creativity and innovation of managers and organizations today are significant, and managers strive to increase the creative performance of their organizations. (Kakouris, 2010). In the past ten years, organizations have been discovering their ability to manage creativity, because organizations are interested in improving creative production. We will consider in this project how experiential learning (EL) employees can increase production either at the moment generating a large number of ideas, or when it comes to project implementation(Leavy, 2002). In fact, companies specializing in organizational training began applying the usual educational curriculum known as experiential training (Schon, 1984). Several authors have said that creativity can be improved through training.

They argue that, because of the need for companies to remain competitive on the market by introducing new products, services and other things, there has been a demand in the business world for ways of improving creativity that have led to the development of courses to enhance creative behavior and satisfy that demand (Kakouris, 2010),

This opens the door to 'learning' the art of brainstorming and 'learning' to be creative, which should have resulted in an increase in the number of ideas generated(Guilford, 1967),The interactive model (Woodman et al., 1993)

Demonstrates that the availability of creativity training programs can

considered part of the contextual influences that create or encourage an organizational culture supportive of creative behavior.

3. The practical study:

Submit the questionnaire and the statistical methods used

3.1 Submit the questionnaire :

The questionnaire is a good tool for gathering information about the studied community, and it is a form consisting of a variety of questions in the form of paragraphs

That directed at the sample members in order to answer them in order to obtain the necessary information to analyze and interpret them in order to reach the results necessary to deny or prove the hypotheses presented.

The questionnaire consists of two parts:

The first section: Personal data through five variables: (gender, age, educational level, job position, experience).

The second section: It consists of 57 phrases distributed as follows:

- Training: It expressed in terms from 01 to 21.
- Management creativity: Expressed in terms 22 to 57

Statistical methods used in the study:

The questionnaire emptied and analyzed by spss, using the following statistical tools:

Percentages and iterations: in order to know the frequency of categories of a variable, and is useful in describing the study sample.

Alpha-Krom bach laboratory: one of the most important tests to verify the degree of stability of the scale used.

Coherence Coefficient: For this type of coefficient, which measures the validity of the measuring instrument, and it is concerned with the degree of compatibility of each phrase with the dimension or axis represented by it, through the order of coefficient of Cyber man.

Measures of central tendency and dispersion: used to describe the study sample and show its characteristics and these methods are: arithmetic mean and standard deviations.

Study population:

The study population consisted of workers in the departments of different business establishments (economic, services, private, public), who numbered 58 workers. The reason for choosing this sample is that it meets the purposes of the study. The number of retrieved models was 58, one incomplete model excluded, and the models valid for analysis were 57 models.

*The role of training in the achievement of administrative creativity of enterprises:
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.Testing sub-hypothesis 1:

Ha1-1: There is a statistically significant effect of identifying training needs on achieving management creativity in Oum Elbouaghi business enterprises.

Statement	Correlation coefficient R	Coefficient of determination R ²	Degree of Freedom DF	The degree of moral Sig
The influence of defining the training program in achieving creative management	.647 ^a	.418	40.297	.000

The value of the correlation coefficient (R) in the influence of identifying training needs in achieving management creativity in Oum Elbouaghi business enterprises is 0.64, the (F) value is 40.29%, and its significance is 0.00. has been accepted as Beta is (0.00), which clarifies a positive effect.

.Testing sub-hypothesis 2:

Ha1-2: There is a statistically significant effect of the design of the training program on achieving management creativity in Oum Elbouaghi business enterprises.

Statement	Corrélation coefficient R	Coefficient of determination R ²	Degree of Freedom DF	The degree of moral Sig
The effect of designing the training program in achieving creative management	.662 ^a	.438	43.723	.000

The value of the correlation coefficient (R) in the influence of identifying training needs in achieving management creativity in Oum Elbouaghi business enterprises is 0.66, the (F) value is 43.72, and its significance is 0.00. has been accepted as Beta is (0.00), which clarifies a positive effect.

.Testing sub-hypothesis 3 :

Ha1-3: There is a statistically significant effect of implement the training program on achieving management creativity in Oum Elbouaghi business enterprises.

Statement	Correlation coefficient R	Coefficient of determination R ²	Degree of Freedom DF	The degree of moral Sig
The effect of implement the training program in achieving creative management	.572 ^a	327.	27.175	.000

The value of the correlation coefficient (R) in the influence of identifying training needs in achieving management creativity in Oum Elbouaghi business enterprises is 0.57, the value of the F value is 27.18, and its significance is 0.00. has been accepted as Beta is (0.00), which clarifies a positive effect.

.Testing sub-hypothesis 4:

Ha1-4 : There is a statistically significant effect of evaluate the training program on achieving management creativity in Oum Elbouaghi business enterprises.

Statement	Corrélations coefficient R	Coefficient of determination R ²	Degree of Freedom DF	The degree of moral Sig
The effect of evaluate the training program in achieving creative management	.656 ^a	.430	42.281	.000

The value of the correlation coefficient (R) in the influence of identifying training needs in achieving management creativity in Oum Elbouaghi business enterprises is 0.65, the F value is 42.28, and its significance is 0.00. has been accepted as Beta is (0.00), which clarifies a positive effect.

3.2 Testing the main hypotheses:

Ha1: There is a statistically significant effect of training (identifying training needs, designing the training program, implementing the training program, evaluating the training program) on management creativity in Oum Elbouaghi business enterprises.

Creative management		
Spearman corrélacion coefficient	Level of signifiante	
.700**	.000	Traning

***The role of training in the achievement of administrative creativity of enterprises:
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The following table shows how the independent variable (training) and the dependent variable (creative management) relate, through the correlation coefficient of Cyber Man.

It is clear from the table that the correlation coefficient between training and management creativity is 0.7, which explains the existence of a strong direct relationship between them.

3.3 The regression model between training and management creativity:

Form Som mary					
Model	Multiple correlation coefficient	Coefficient of détermination	Corrected coefficient of détermination	Standard error of the estimate	
	.705 ^a	.497	.488	.45943	
ANOVA model					
Model	Sum of squares	Degree of freedom	Average squares	Value of F	Level of signifiante α
Régression	11.693	1	11.693	55.396	.000
The rest	11.820	56	.211		
Total	23.513	57			
Transactions					
Model	Original coefficients			Standard coefficients	Level of signifiante
	Standard error	Paramètre value	T test		
Constant	.288	1.570	5.458		.000
Training	.078	.580	7.443	.705	.000

From the results of the regression model, it is clear that the independent variable is training and the dependent variable is creative management, where the multiple correlation coefficient was 0.70, whereas the coefficient of determination was 0.49.

Meaning that the independent variable model (training) explains 49 percent of the change in the dependent variable (creative management), while the rest is due to other factors that the model did not contain, and according to the parameter values.

Any change in training in an oasis unit offset by a change in the dependent variable by 0.58, and the model parameters were statistically significant as the moral levels of the T-test were less than 0.05.

4. CONCLUSION

According to the results of the statistical analysis, a main conclusion and four secondary conclusions reached. In the first place, there is an impact of training on administrative creativity in institutions, where the more the training process is followed, the more the employees' creative behavior is affected, the more new creative ideas are created, which leads to business enterprises maintaining success and development. Other

conclusions relate to the stages of the training process. First, there is a positive impact of identifying training needs on the creative behavior of departmental employees, which reflected in the creativity and production processes of employees in business firms in Oum El Bouaghi. Second, there is a positive impact of the design of the training program on the creative behavior of departmental employees, and the implementation of the training program has a positive effect on achieving managerial creativity in business enterprises in Oum El Bouaghi. Finally, there is a positive impact of the evaluation of the training program on achieving administrative creativity, which has reflected in the increase in teamwork and group creativity processes and the confirmation of the concept of knowledge exchange between employees in the business establishments in Oum El Bouaghi. Through the results, it became clear that there is a large role for training in achieving creative management. Training employees has a major impact on achieving managerial creativity, as it is one of the most prominent means on which institutions rely to improve the level of performance of their employees and the resultant pursuit of creativity.

Based on the results of the study, a set of recommendations can be presented to the institutions under study as follows:

- The institutions in question should work with the principle of inclusiveness in training their employees and not be limited to one category only;

- Institutions must provide sufficient flexibility to their employees in order for them to dispose of their work outside of the constraints of rigid procedures and policies.

- Institutions must take into account the diversification of training programs to which employees are subjected. Diversification of these programs contributes greatly to enhancing their needs for skills, knowledge, and capabilities in general, which leads to efficient work and achieving goals;

- Developing periodic and specialized training programs and applying them to employees at all job levels;

- Research institutions should adopt clear and targeted stages to complete the training process, starting from the stage of defining training needs with scientific foundations and ending with the stage of evaluating the training program in order to achieve continuous improvement and development.

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