

The Reality of Short-term Training for Physical and Sports Activities Trainers in Facilities and Clubs Affiliated with the Youth and Sports Sector"

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Abstract:

The study aims to evaluate the effectiveness of short-term training programs for practitioners of physical and sports activities in the clubs of the Directorate of Youth and Sports in the Wilaya of Djelfa, by evaluating the effectiveness of the short-term training program for the youth and sports sector in improving competencies and identifying and addressing the various challenges facing trainers and providing recommendations that would improve these programs.

The study used the descriptive analytical approach, and included a sample of 50 trainers from the trainers affiliated with these clubs. Data were collected using a questionnaire directed to the trainers to evaluate the effectiveness of the programs. The results showed a significant improvement in the skills of the participants and an increase in motivation and satisfaction, but also the presence of some gaps in the design and implementation of the programs, which calls for continuous improvements to ensure maximum benefit.

Keywords: Training, Short-term training, Practitioners of physical and sports activities, Sports structures and clubs.

1. Introduction and research problem:

The human lives in an environment characterized by rapid change that is difficult to keep up with in all areas of life. The world has become a constant struggle with this change that has become a reality in the lives of societies and organizations. This rapid and continuous change

is considered a force that affects individuals psychologically and socially, considering that the organizational environment is part of these societies.

Therefore, organizations have worked to pay attention to the human element, which is considered the key to reaching safety. Competition between countries economically, culturally and athletically stems from the efficiency and effectiveness of the human element. The capabilities and skills of the latter may be determined by receiving continuous and qualified training to raise its efficiency theoretically and practically.

Formation is one of the most important processes that institutions rely on to achieve success and development, and this is done by holding training courses that help individuals discover their capabilities, develop their skills, acquire new experiences, and change their behavior in order to invest them in a way that serves them and serves the organization. (Fawzia Shaibani, 2010, p. 45)

The institution tries as much as possible to avoid crises and problems, and this is through continuous training of its employees and identifying the shortcomings in their knowledge and capabilities so that it can address that deficiency in order to adapt to the requirements of the internal and external environment of the institution. From this data, the youth and sports sector tried to adapt to the state's policy in the process of training sector users to raise the level of performance, as the laws were adapted in favor of youth and sports sector users, whether they are permanent or volunteer workers, and an attempt was made to harmonize the academic achievement and the time period for training provided to sector users, as the Algerian legislator addressed how to join training in the short-term model for sector users, as the training was classified into first-class educators, second-class educators, and third-class educators, and each degree has conditions for obtaining it, and the most important condition according to the owners of this project is the time factor, as this training does not require a lot of time. (Ministry of Youth and Sports, 2021)

In light of the academic achievement of the beneficiaries and the short duration of the short-term training with the trainers training program that requires a lot of time and prior knowledge of sports sciences. From this standpoint came the idea of this study, and this after reviewing the basic laws and official newspapers that talk about the formation of the human element in the youth and sports sector, especially when we review the official page of the Ministry of Youth and Sports, which explains the short-term training process for users of physical and sports activities in the structures And sports clubs, as this study clarifies the reality of short-term training in the youth and sports sector from the perspective of trainers and users of physical and sports activities in the structures and clubs affiliated with the youth and sports sector, where the following study questions were formulated:

.1 Main question:

- How does short-term training affect the efficiency of trainers in the youth and sports sector?

The following sub-questions emerged from this main question:

- What are the effects of the effectiveness of short-term training programs on improving the skills and competencies of trainers in managing physical and sports activities?

- What are the challenges facing trainers during their participation in short-term training programs?

1.2 Study hypotheses:

1.2.1. Main hypothesis:

- Short-term training programs positively affect the efficiency of trainers in physical and sports activities, but they face multiple challenges that hinder the effectiveness of this training.

1.2.2. Partial hypotheses:

- The effectiveness of short-term training programs contributes to improving the skills of trainers and increasing their level of competence in managing physical and sports activities.

- There are challenges related to training resources and lack of prior knowledge that negatively affect the results of trainers from short-term training programs.

1.3. Importance of the study:

This study is of great importance in enhancing the understanding of the reality of short-term training in the youth and sports sector, as it highlights the effectiveness of training programs, and helps to identify the needs and challenges facing trainers, which contributes to improving the quality of training and raising the level of performance in sports facilities.

1.4. Study objectives:

- Evaluating the effectiveness of short-term training programs in raising the efficiency of trainers.

- Identifying the challenges facing trainers during short-term training.

- Providing recommendations to improve training programs and enhance the effectiveness of trainers.

2 . Concepts and terms of the study:

2-1 Training: Language: to create something, i.e. to create and create it (Ahmed Reda, 1958, p. 447)

- **Technically:** Wasfi Aqili defines it as "specialized programs prepared and designed to provide human resources within the organization at all levels with new knowledge, skills, and behavioral patterns." (Wasfi Aqili, 2002, p. 12)

2-2 Short-term training: It is a type of training that aims to support pedagogical supervision and also aims to ensure that users of physical and sports activities are provided to practice their activity according to part-time hours at the level of sports and youth movement structures (sports clubs, youth associations). Short-term training includes:

A/ Training of sports educators working according to part-time hours Sports training branch: It consists of ensuring scientific and professional training to practice the profession of sports trainer, at the level of sports structures and clubs and includes three (3) qualification levels where the training period is determined at 640 hours distributed over four (4) groups of 100 One hour for each group during a period extending from one to two years maximum, in

addition to two practical internships at the level of sports clubs, with a capacity of 120 hours for each internship. To join the training, the candidate must meet the following conditions:

1. First-class formation (1): -- Proof of fourth-year intermediate level — Physical fitness to practice sports specialty — Passing the entrance exam (practical, oral, written) — Good conduct — Reaching 18 years of age

2. Second-class formation (2): -- Seniority of grade 1 for two years — Practicing the profession of a coach — Physical fitness — Passing the entrance exam

3. Third-class formation (3): -- Seniority of grade 2 years — Practicing the profession of a coach — Physical fitness — Passing the entrance exam

B/ Elite and high-level sports training: This category classified in category (A), (B) benefits from adaptive training of 132 hours in order to obtain a part-time sports educator certificate, first-class sports training branch (1). (Ministry of Youth and Sports, 2021)

2-3 Users of physical and sports activities: They undertake sports supervision and the task of educating and training young people in accordance with the provisions, law and principles of sports ethics and sportsmanship. Users of sports supervision are in particular: - Coaches - Technical directors - Methodological directors - and other users of technical supervision of athletes, teams and sports teams - Users who practice professions related to physical and sports activities, the code of which is determined by the Minister in charge of sports (**Official Gazette, 2013, p. 10**)

2-4 Sports structures and clubs: Sports organization and activation structures are represented in developing sports programs in order to promote one or several sports specialties, promote and train their members, promote citizenship and sportsmanship, prevent doping, reject violence and social ills and combat them. (**Same previous reference, Article 70**)

. Previous and similar studies:

3-1 Study of Amal Mohammed, Ahlam Al-Faki (2014): A proposed program for preparing first-level female football coaches, Issue 14, Sports Creativity Magazine, University of Msila:

This study aimed to prepare a proposed program for female football coaches in Khartoum State through the following objectives: - The program content includes all sports sciences - The time period - Motives for joining training - Material and human capabilities, where the researcher used the descriptive approach using the questionnaire, which was distributed to a deliberate sample of graduates of the Faculty of Physical Education and Sports who have the desire to train female football players, and the results of the study reached: - There are some important courses that must be included and are represented in: (psychological preparation, mental preparation, and time management, sports laws and legislation) - The time period for training is not sufficient - Through the opinions of the research sample in the capabilities axis, there is a clear statistical indication in providing material capabilities, which indicates the weakness of the response to the paragraphs of the axis related to material capabilities, which It was represented in the lack of stadiums, the lack of halls, and the lack of display means.

3-2 Study by Faris Abdul Ghani (2018) The general trend of the work of trainers and supervisors of physical and sports activities in the field of multi-directional sports preparation, Issue (13), Challenge Magazine, University of Umm Al-Bouaghi.

This study focused on the training background of the sports trainer, in its academic and personal forms, and their relationship to the dimensions of physical, technical, tactical, and psychological sports preparation, in an attempt to know the general trend of sports training in a sample of sports academies in the Directorate of Youth and Sports of the State of Algiers, estimated at 34 trainers, using the descriptive approach in the study, as well as using the questionnaire as a data collection tool. Among the most important results reached: - The results did not show any relationship between the academic or personal qualifications of sports trainers and any of the dimensions of sports preparation, and the degrees of trainers' orientation towards these dimensions tended to be average in general, noting the tendency of personal qualifications degrees to be high, and this shows us that sports trainers rely on informal training - as the criteria for selecting trainers are usually personal and do not depend on objective and scientific criteria - that sports trainers, during their formal training period, do not pay attention to They are interested in theoretical scientific material, and are satisfied with personal experiences and contact with the sports environment.

3-4 Study of Abdul Ghani and others (2023): Level of satisfaction with study among students of institutes of sciences and technologies of physical and sports activities - a field study, University of Oum El Bouaghi - Challenge Magazine, Volume (15), Issue (1)

The current study aimed to know the level of satisfaction with study among students of institutes of sciences and technologies of physical and sports activities. We also relied on the descriptive approach in the research. The research sample included (137) male and female students of all levels and specializations for the 2021/2022 academic year from the Institute of Sciences and Technologies of Physical and Sports Activities, Oum El Bouaghi. The study satisfaction scale was used in the research to collect the necessary data. The data were processed statistically using the statistical program SPSS (25) by calculating the Chi-square method, frequencies, percentages and the level of significance.

The results were as follows:

- 1 The research proved the existence of an average level in general in satisfaction with study among students of the Institute of Sciences and Technologies of Physical and Sports Activities.
- 2 There is no statistically significant relationship between study satisfaction and gender among students of the Institute of Physical and Sports Sciences and Technologies.
- 3 There is no statistically significant relationship between study satisfaction and educational level among students of the Institute of Physical and Sports Sciences and Technologies except in two indicators: the first in teaching materials and strategies and the second in practical training.
- 4 There is no statistically significant relationship between study satisfaction and specialization among students of the Institute of Physical and Sports Sciences and Technologies except in two indicators: the first in specialization and guidance and the second in teaching materials and strategies.

The position of the current study in relation to previous studies: Through the above, the researcher found that his study agreed with many previous studies in its treatment of the subject of training in general. Our study also differs from previous studies in that it addressed training for another sector, which is the youth and sports sector, in terms of training time, the

effectiveness of the short-term program, and the challenges facing trainers in the youth and sports sector.

4. Methodological procedures:

4.1. Exploratory study:

Since the researcher is a consultant in the youth and sports sector, the mission was made easy for him, as on December 15, 2023, we reviewed the various sports structures and their affiliated sports clubs and the number of users working part-time, and collected data and information related to users and trainers of educational level, the number of males and females, the weekly training program, and reviewed the extent of work with athletes using the pedagogical method from the pedagogical booklet and various training programs, in order to determine the research community, and then choose the research sample and the appropriate tools to collect data and information.

At this stage, the research forms were distributed on January 2, 2024 to the research sample members after the researcher explained the purposes and objectives of the research to the research individuals, so that the forms could be retrieved and collected on the following day, January 3, 2024.

4-1 Research Methodology: The descriptive analytical method was relied upon due to its suitability to the subject of the study, as it is defined as "a method for describing and depicting the phenomenon under study by collecting standardized information about the problem, classifying it, analyzing it, and subjecting it to accurate study" (**Sultaniya and Al-Jilani, 2004, p. 164**)

4-2 - Research community and sample: The research community was represented by trainers and users of physical and sports activities in the structures and clubs affiliated with the Directorate of Youth and Sports in Djelfa, and specifically for our sample, we conducted the study on users of physical and sports activities who received short-term training in the structures and sports clubs, where (50) trainers were selected randomly.

4.3- Research tools:

4.3.1- Questionnaire: The study will rely on the use of questionnaires as a main tool for collecting data, as a comprehensive questionnaire will be designed that includes closed questions with three alternatives aimed at knowing the respondents' opinion on the effectiveness of training programs during the short-term training period. The questionnaire will also include questions about the challenges facing trainers, and questionnaires will be distributed to trainers and workers in sports facilities, which will enable researchers to collect accurate and direct data that reflects their opinions and experiences, and thus achieve the objectives of the study effectively.

4.3.1.1 Questionnaire axes:

Table No. (1) Distribution of questions on the questionnaire axes

| Axes | Number of questions |
|----------------------------------|----------------------------|
| Axis 1 | 7 |
| Axis 2 | 7 |
| Total number of questions | 14 |

4.3.2 - Psychometric properties of the research tool:

4.3.2.1 - Apparent validity: According to the arbitrators' estimates, the research tool initially consisted of 20 phrases, and was reduced to 14 phrases, so that some phrases were deleted, which the arbitrators considered incomprehensible and contained problems in the formulation.

4.3.2.2 - Internal consistency validity: The internal consistency validity of the questionnaire was verified by calculating the Pearson correlation coefficient between the scores of each paragraph and the total score of the axis to which the paragraph belongs, using the statistical program SPSS23, and the following table shows the correlation coefficients between each paragraph of the first axis and the total score of the axis.

Table No. (2) shows the correlation coefficient between the score of each paragraph and the score of the first axis.

| Paragraphs Axis | Correlation Coefficient | Significance Value |
|-----------------|-------------------------|--------------------|
| 1 | 0,88** | 0,000 |
| 2 | 0,88** | 0,000 |
| 3 | 0,95** | 0,000 |
| 4 | 0,95** | 0,000 |
| 5 | 0,85** | 0,000 |
| 6 | 0,46** | 0,005 |
| 7 | 0,56** | 0,001 |

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

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

From the results of Table No. (2), we find that all Pearson correlation coefficients between the paragraphs of the first axis and the total score of the first axis are statistically significant at a significance level of 0.001, where the minimum limit of the correlation coefficients was 0.46 and the maximum limit of the correlation coefficients was 0.95. Accordingly, all paragraphs of the first axis are internally consistent with the axis to which they belong, which proves the validity of the internal consistency of the paragraphs of the first axis.

Table No. (3) shows the correlation coefficient between the score of each paragraph and the score of the second axis.

| Paragraphs Axis | Correlation Coefficient | Significance Value |
|-----------------|-------------------------|--------------------|
| 8 | 0,36* | 0,02 |
| 9 | 0,36* | 0,02 |
| 10 | 0,36* | 0,02 |
| 11 | 0,37* | 0,02 |
| 12 | 0,46** | 0,004 |
| 13 | 0,67** | 0,000 |
| 14 | 0,73** | 0,000 |

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

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

From the results of Table No. (3), we find that all Pearson correlation coefficients between the paragraphs of the second axis and the total score of the second axis are statistically significant at a significance level of 0.001, where the minimum limit of the correlation coefficients was 0.36 and the maximum limit of the correlation coefficients was 0.73. Therefore, all paragraphs of the second axis are internally consistent with the axis to which they belong, which proves the validity of the internal consistency of the paragraphs of the second axis.

3.2.2 - Calculating stability: To measure the stability of the study tool (questionnaire), the researchers used (Cronbach's alpha equation) to ensure the stability of the study tool on the exploratory sample consisting of (30) trainers who were excluded from the total sample. Table No. 4 shows the stability coefficients of the study tool.

Table No. (4) shows the stability coefficient of the questionnaire using Cronbach's alpha.

| Axes | Number of statements | Axis reliability |
|--|----------------------|------------------|
| First axis | 7 | 0,89 |
| Second axis | 7 | 0,79 |
| General reliability of the questionnaire | 14 | 0,83 |

Table No. 4 shows that the general stability coefficient of the study axes is high, reaching (0.83) for the total of the fourteen paragraphs of the questionnaire, while the stability of the axes ranged between 0.79 as a minimum and 0.89 as a maximum. This indicates that the questionnaire has a high degree of stability that can be relied upon in the field application of the study according to the Nunnally scale, which adopted 0.70 as a minimum stability.

4- Statistical methods:

- The statistical program SPSS22 was used to calculate the following statistical values:
- Pearson correlation coefficient
- Cronbach's alpha reliability coefficient to determine the stability of the questionnaire axes
- Ttest statistical significance test

4.5- Study areas:

-- **Human field:** The human field in the research represents users of clubs and sports structures affiliated with the youth and sports sector of the state of Djelfa, and their number is 40 individuals

-- **Temporal field:** The beginning of the research was on January 5, 2024 until February 15, 2024

-- **Spatial field:** It is represented by training centers and sports structures affiliated with the youth and sports sector of the Wilaya of Djelfa.

5. Presentation and interpretation of results:

5.1 - Presentation and analysis of the results of the questionnaire axes:

5.1.1 - Presentation of the results of the statements of the first axis: (The extent of the effectiveness of training programs during the short-term training period.)

Table No. (4) represents the statements of the first axis: The contribution of the effectiveness of short-term training programs in improving the skills of trainers and increasing their level of competence in managing physical and sports activities.

| Question No. | Frequencies | Agree | Neutral | Disagree | Arithmetic mean | Standard deviation | Percentage T test | T test | Sample trend | Question rank |
|--------------|-------------|-------|---------|----------|-----------------|--------------------|-------------------|--------|--------------|---------------|
| 1 | Ni | 35 | 9 | 6 | 2,58 | 0,702 | 84% | 5,838 | agree | 4 |
| | Fi% | 38,9 | 10 | 6,7 | | | | | | |
| 2 | Ni | 35 | 10 | 6 | 2,58 | 0,702 | 84% | 5,838 | agree | 5 |
| | Fi% | 38,9 | 11,1 | 6,7 | | | | | | |
| 3 | Ni | 35 | 10 | 5 | 2,60 | 0,670 | 86,66% | 6,332 | agree | 2 |
| | Fi% | 38,9 | 11,1 | 5,6 | | | | | | |
| 4 | Ni | 35 | 10 | 5 | 2,60 | 0,670 | 86,66% | 6,332 | agree | 3 |
| | Fi% | 38,9 | 11,1 | 5,6 | | | | | | |
| 5 | Ni | 33 | 10 | 7 | 2,52 | 0,735 | 84% | 5,002 | agree | 6 |
| | Fi% | 36,7 | 11,1 | 7,8 | | | | | | |
| 6 | Ni | 14 | 17 | 14 | 2,10 | 0,814 | 70% | 0,868 | neutral | 7 |
| | Fi% | 15,6 | 18,9 | 15,6 | | | | | | |
| 7 | Ni | 38 | 10 | 2 | 2,72 | 0,536 | 90,66% | 9,498 | agree | 1 |
| | Fi% | 42,2 | 11,1 | 2,2 | | | | | | |

From the table above, we find that:

1- Question No. (7) which is (Short-term training programs contribute to improving your performance at work): We see that the study sample members answered that they agree with a rate of 90.66%, that short-term training contributed to improving the work performance of the trainers surveyed, with an arithmetic mean equal to 2.72 and a standard deviation of 3.87, which was confirmed by the T-test for statistical significance in the respondents' responses.

2- Question No. (3) which is (After participating in short-term training programs, your knowledge was enhanced): We see that the study sample members answered that they agree with a rate of 86.66% that short-term training enhanced the knowledge of the trainers surveyed.

3- Question No. (4) which is (Short-term training enhances your self-confidence as a trainer): We see that the study sample members answered that they agree with a rate of 86.66%, that training enhances your confidence as a trainer.

4- Question No. (1) which was represented in (Short-term training programs contributed to improving your training skills): Where the study sample members answered with 84% agreement that short-term training programs contribute to improving training skills.

5- Question No. (2) which states (The content provided in the training courses was appropriate for your needs): Where the study sample members answered with 84% agreement that the content provided in the short-term training was appropriate for the needs of the trainers surveyed.

6- Question No. (5) which stated (Short-term training programs were useful in developing the training methods of the trainer surveyed): Where the study sample members answered with 84% agreement that the short-term training programs were useful in developing the training methods of the trainers surveyed.

7- Question No. (6) which was represented in (The time period for short-term training was sufficient to acquire the required skills): We see that the study sample members answered that they agreed with 70% that the time period for short-term training was sufficient to acquire the required skills.

5.1.2 - Discussion of the first hypothesis: which stated:

- The effectiveness of short-term training programs contributes to improving the skills of trainers and increasing their level of competence in managing physical and sports activities. To verify the validity of this hypothesis, the statistical significance test (T) was used for the single sample, which is based on estimating the differences between the average responses of the sample members on the first axis of the questionnaire and its theoretical average. After statistical processing, the result was reached as shown in the following table.

Table No. (5) shows the degree of contribution of the effectiveness of short-term training programmes in improving the skills of trainers and increasing their level of competence in managing physical and sports activities.

| First axis | Arithmetic mean | Theoretical mean | Standard deviation | Degree of freedom | Ttest | SIG significance level | Significance level |
|-------------|-----------------|------------------|--------------------|-------------------|-------|------------------------|--------------------|
| Total score | 14 | 17.70 | 3.87 | 49 | 6.75 | 0.000 | 0.05 |

(*) Statistically significant at the significance level $\alpha=0.05$

Through the results shown in Table No. (7), we note that the arithmetic mean of the study sample individuals on the second axis of the questionnaire reached (19.76), which is greater than the theoretical mean of the second axis, estimated at (14). Accordingly, “there are challenges related to training resources and lack of prior knowledge that negatively affect the results of trainers from short-term training programs.” This was confirmed by the (T) test, whose value reached (16.82), which is greater than the significant value Sig, which equals 0.000, and is statistically significant at the significance level $\alpha = 0.05$. This means that there are differences between the averages of the study sample individuals’ responses to the second axis of the questionnaire and its theoretical mean.

Thus, this result is consistent with the hypothesis that challenges related to training resources and lack of prior knowledge negatively affect the trainers’ outcomes from short-term training programmes.

Our study agreed with the study of Abdel Ghatni and others (2023), which concluded that training in sports institutes has an average level in general in terms of satisfaction with the study among students of the Institute of Sciences and Technologies of Physical and Sports Activities. This is what our study reached in the second axis in some of its items, such as the

trainers' satisfaction with the quality of the programs provided, which provide sufficient support for them, with 90.66% approval, and satisfaction with what was provided in the training and allowing the application of skills, with 91.33% approval from the respondents. Our study also agreed with the study of Amal Muhammad and Ahlam Al-Faki (2014), where the results indicated that there is a clear statistical significance in providing material capabilities, which indicates a weak response to the paragraphs of the axis related to material capabilities, which were represented by the lack of playgrounds, the lack of halls, and the lack of display means. This is what agreed with our study in the ninth item, which stipulates the negative impact on short-term training in the lack of resources and means. The percentage of respondents' answers agreed. 96%, and among the results reached is the insufficient training period, which is consistent with the respondents' answer of 96%, who agreed. Our study conflicted with the study of Fares Abdul Ghani (2018), and among its results was that sports coaches, during their official training period, do not pay attention to theoretical scientific material, and are satisfied with personal experiences and contact with the sports environment. Sports coaches, during their official training period, do not pay attention to theoretical scientific material, and are satisfied with personal experiences and contact with the sports environment, which conflicted with the thirteenth item of the second axis, which stated that the lack of prior knowledge affects the good understanding of the content of short-term training, and the respondents answered with agreement at a rate of 96%. 5-1-4 Discussion of the results of the general hypothesis, which stated: Short-term training programs have a positive impact on the efficiency of trainers in physical and sports activities, but they face multiple challenges that hinder the effectiveness of this training. Based on the validity of the first hypothesis and the second hypothesis, it can be said that the general hypothesis stating: "Short-term training programs have a positive impact on the efficiency of trainers in physical and sports activities, but they face multiple challenges that hinder the effectiveness of this training," is correct.

6 - Conclusions: Based on the study objectives and statistical analysis of the study hypotheses, and the respondents' responses, we reached the following results:

- ✓ The results showed that short-term training programs contribute effectively to raising the efficiency of trainers by improving their technical and administrative skills, which leads to improving the quality of physical and sports activities.
- ✓ Several challenges facing trainers during training were identified, including the lack of educational resources, the lack of updated training programs, and the lack of sufficient interaction with experts, which negatively affects the benefit from these programs.
- ✓ The results indicate that trainers who have strong prior knowledge in certain areas achieve better results in training, which calls for developing strategies to attract trainers who need to enhance their basic skills.
- ✓ It is necessary to develop short-term training programs to be more comprehensive and interactive, with a focus on meeting the needs of trainers individually and providing diverse educational resources, such as workshops and seminars.
- ✓ The research reflects the importance of institutional support by facilities and clubs to provide an appropriate environment for continuous training, which helps trainers apply the acquired skills effectively.

- ✓ It is clear that short-term training must be complemented by continuing education programmes, to ensure that trainers remain up to date with the latest trends and standards in the field of physical activities and sports.
- ✓ Motivating trainers by providing professional or material incentives is an essential part of the success of short-term training programmes, as this encourages them to participate actively and achieve better results.

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