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Employing human resources at the Algerian University Policy, procedures, and impact of the organizational culture

Arioua Nesma¹, Benyamina Said²

¹Doctor of Sociology, University of M'sila, Algeria, ²Professor in the Department of Sociology, University of M'sila, Algeria

arsocio2016@gmail.com, said.benyamina@univ-msila.dz

Abstract. Giving the increased awareness of the importance of human intellectual capital for institutions of higher education in particular and national development in general, organizational and labor theorists and intellectuals have paid great attention to the standards and foundations to be followed in order to attract and select the most efficient and worthy human resource for positions commensurate with their abilities, qualifications, and competencies. This attention is noticeable at the constitutional and legal levels. Algeria is one of the countries whose constitution states that public service is a right of all citizens to be exercised in accordance with the principles of justice and equality. This has been reflected in all the legal and regulatory provisions relating to public employment, particularly in Algeria's higher education and scientific research sector. These provisions have ensured this right while prioritizing qualified human resources, which constitute an implicit case of the recruitment process's role in selecting the most efficient, effective, and worthy human capital (faculty members) at the level of higher education institutions.

Keywords. human resources, efficiency, recruitment, quality, organizational culture

Introduction:

All policies, including permanent plans, guide the work, monitor its activities, and move towards the same goals. One of these policies is the employment policy, which is an important process for the management and development of human resources and which requires the institution to identify its human needs capable and willing to work, as well as to search for these elements and then choose the best ones. Since the primary objective of the employment policy is to optimize the available human resources, attention to the quality of these resources has increased with the intense competition among institutions, especially in an era of globalization, and global competitiveness, which has been evident in recent years. The process of selecting, developing, and retaining competent human resources is an important issue for the institution and a significant indicator of quality preservation and output control.

1. Concept of human resources employment policy:

(Dimitri Weiss, 1982, P. 279) defines employment policy as "a time series of processes designed to search for choosing individuals." Hence, employment policy is an important and

key function of the organization. It is an essential activity in the field of human resources management. The employment process means to “equip the services, workshops, and warehouses with the necessary staff in terms of quantity and quality to perform their activities, where this function is deemed necessary for the implementation of the organization’s program and the achievement of its objectives. It is carried out by personnel” (Jean Guyot, 1979, P. 17). Employment is also defined as “a process whereby multiple candidates are selected for a vacant position or created position.” The employment process means “the ongoing process that requires the institution to identify its workforce needs that are capable, willing, and available to work, as well as searching for elements and encouraging them to work in the institution, and then selecting the best applicants to be members in the organization and encouraging them to work in it (Mohammed Al-Hazam, 2016, p. 35).”

We find that management and organization thinkers have given employment great importance in achieving the organization’s objectives. Max Weber believes that recruitment is a process of organizing. In his writing, he refers to the most important rational criteria that make recruitment a rational process that achieves the organization’s objectives, including:

- Workers join according to a specific career ladder.
- Workers applying for a job are selected according to their technical qualifications or after holding competitions or on the basis of professional certificates to be appointed.
- Every job obtained is based on a contractual relationship (Murad Zaimi, 1987, pp. 44-45).

2. The importance of employing HR:

Recruitment plays a key role in attracting and selecting the best human competencies by which the organization’s objectives are achieved and it ensures stability and continuity in the surrounding social, cultural, and economic environmental conditions. Its primary objective is to seek to “provide the best-qualified elements” (Faisal Hassouna, 2008, p. 6).

This will be achieved only through a series of sequences and some procedures to ensure optimal and better use of skilled and competent human resources to achieve its objectives. “The importance of the recruitment process lies in the management of human resources in reducing the employment of the wrong and inappropriate person, which will cost the institution a great deal. In addition to the cost of remuneration and formative courses, there is a cost that may be twice as high as the cost of losses caused by the person appointed to the position and may amount to the organization’s loss. (Faisal Hassouna, 2008, p. 6). The importance of employment is demonstrated by placing the right person in the right place.

3. Factors affecting the process of attracting human resources:

In his book “Human Resources Management”, Amin Mou’in Sayed identifies several factors influencing the polarization process, which are summarized as follows:

- **Size:** It plays a key role in determining the scale of polarization and the ability to attract the human resources needed.
- **Labor market conditions:** It means the total supply of human resources including all sources, and the total demand for human resources in the markets with which the institution deals. Also, the economic, social, and legal conditions in which institutions operate in general cannot be ignored.

- **The internal conditions of the institutions:** It means the continuing need of the institutions to attract the human resources they need because of several factors (absence, turnover...).
- **Competition between institutions:** the legitimacy of attracting human resources with special and distinctive specifications from competing institutions by various means of temptation.
- **Institution's dynamics:** The polarization process has a prominent place at the level of human resources management in organizations that are characterized by growth and expansion in contrast to those characterized by contraction and non-growth.
- **The multiplicity and spread of external sources:** This requires effective polarization management, where it is able to communicate with these sources wherever they are to attract the largest number of candidates for positions.

4. **Benefits of proper human resource selection:**

The proper selection of individuals and management achieves several benefits. These benefits are tangible to them when the selection is scientific and objective, taking into account the nature, validity, responsibilities, circumstances, requirements of the job... etc., and the actual need of different disciplines. One of the benefits of proper selection:

➤ A sound choice of the individual is an important factor in his satisfaction, conviction, and morale, and thus he is motivated to perform his work with enthusiasm and a sense of responsibility, helping to develop his abilities, specialization in work, promotion, salary, and rewards.

➤ As for work, scientific and objective selection contributes to his mastery of work, increased production and improved quality, lower level of damage, job turnover, absences, injury, and higher efficiency of production elements (Sinan Moussaoui, 2004, p. 111).

These benefits will certainly contribute to the achievement of the organization's objectives and those actors in it, and ensure the continuity and stability of the organization and the quality of its inputs and outputs.

➤ Proper selection is based on the success of the final interview. This interview is between the official and the candidate and is characterized by the order; establishing a set of topics prepared by the official. There is a free interview that gives the candidate the freedom to explain the topic that appears interesting to him (Martory B, Crozet D, 1990, P. 50).

5. **The impact of the organization's culture on the effectiveness of the policy of selecting human competencies**

5.1. **Concept of organizational culture:**

Organizational culture is defined as "a special set of values, customs, and behavioral norms shared by individuals and groups in an institution, which govern the way they interact with each other and deal with other interested individuals. The values of the organization constitute beliefs and ideas associated with the types of goals that the members of the organization have to embrace and the standards of conduct that its members must demonstrate in order to achieve those goals." (Charles and Garrett Jones, 2001, p. 650).

The organization's culture is the key driver of its success, as it plays a major role in holding the community and maintaining its identity. It is an effective tool in guiding the behavior of employees and helping them perform their work better, depending on rules and regulations in various situations.

5.2. Impact of organization's culture on human resources management performance:

Organizational culture is one of the most important influences on the behavior and performance of human resources in the organization, as it is the basis for understanding individuals' attitudes, perceptions, and motivation, as well as guiding them in the face of environmental pressures and changes. In the view of some, the area of organizational behavior is primarily concerned with the impact of culture on employees' performance and work behavior. From this point of view, this study came to clarify the most important concepts related to human resources management and the employment policy followed in organizations in light of the prevailing organizational culture in them.

It has been found that institutions that have focused on material and financial objectives have not been as successful as those that have focused on establishing a strong organizational culture and defining a set of goals and values that give them the focal place in dealing. Organizational culture influences the efficiency of managerial work and makes the leader work to find symbols, values, myths, language, and beliefs along with the material and tangible aspects of the organization. Creating a kind of independence in employees enables them to be creative and innovative, which affects the efficiency of their performance.

5.3. The impact of the organization's culture on the attraction and selection of human resources

The process of attracting and recruiting human resources plays a major role in maintaining the organization's culture. The selection aims to select active individuals with the skills, competencies, expertise, and abilities to successfully perform the functions of the organization, i.e. there would be no contradiction among the organization's active groups to preserve its culture. The performance and effectiveness of the organization may be affected by the influences of new individuals that carry a culture that is not commensurate with that of existing members of the organization.

When selecting new human resources in an institution, it is natural that these resources carry the culture underpinning this institution. Hence, the administration must introduce new employees to the working individuals and to the organization's culture. This is necessary so that the performance of the organization does not change.

6. Algerian experience in the quality of human resources employment:

Algeria has made significant efforts to rehabilitate the University, fulfill its mandated role, and improve its graduates' quality. Over the past years, the competent ministry has established the National Committee for Quality Assurance and Quality Cells at the level of all university institutions. It is working actively to develop a road map to ensure the quality of higher education, in addition to the financial allocations approved for national programs of the research projects (PNR), as well as seeking to link national universities and national frameworks abroad with Algeria's research centers. This is in order to transfer technology and benefit from the international expertise of these projects, all of which coincided with the application of the education system (LMD), which is an international experience applied in most of the developed world, and which may be fruitful in some time. Algeria's experience in the field of quality assurance is newly established. Attention to quality in higher education institutions began in 2008 when the National Evaluation Commission (CNE) was established, which branches into regional committees (East and West). Its tasks include evaluating all the functions of higher education institutions and preparing for the establishment of other accreditation committees. Steps have been developed to apply quality at the University, namely, convincing stakeholders of the importance of applying the quality assurance system at the University, establishing a

culture of quality and internal evaluation at universities, as well as establishing a quality assurance cell at each university.

Efforts have varied between Government and university; faculties in more than one university have initiated national and international forums on the same subject in order to provide quality requirements in university institutions. For example, the first and second forums, held in May and June (2008) at Skikda University, dealt with the “Interim conclusion, four years after the Introduction of the L.M.D System” and “Quality assurance in higher education between reality and requirements”. The initiative was renewed once again in the efforts of the Regional Seminar for the East by a group of universities to hold an international forum in 2010 entitled “Challenges of Quality Assurance in Higher Education.”

Following the promulgation of Decree No. 167 of 31 May 2010, university institutions in Algeria initiated the establishment of quality assurance cells, the quality assurance implementation committee responsible for leading qualitative change, the task of quality assurance cells and supporting stakeholders (CIAQES) (faculty, management, educational program, and students) in order to bring about change to deliver quality through applying the L.M.D system.

The activities of the Committee for the Implementation of the Quality System in Higher Education and Scientific Research are divided into three regional seminars (East, West, and Central Algeria). The Ministry of Higher Education and Scientific Research is working to unify the work of the three seminars and the committee in charge of coordinating with the concerned agencies and bodies will do the following:

- Establishing a national reference containing standards for quality assurance in light of international standards.
- Determining the selection criteria for leading universities and those responsible for quality assurance for each institution, as well as developing a formation plan for those responsible for quality assurance.
- Identifying a program for the implementation of the University’s quality assurance processes and following up on their implementation, in addition to organizing self-assessment and external evaluation.

Internal quality assurance has been adopted as a strategic option. The self-assessment was prioritized as the key to the transition to external quality assurance, and the Committee is currently developing a system of standards with a national dimension. This system focuses on: training field, research field, students’ life field within the university, etc. (Saleh Bou Abdallah, Soumia Nasri, 2015, p. 23).

The University offers science, knowledge, and experience as interconnected links in a project of cosmic inclusive culture. It does not acquire its title as an institution of higher education because it offers further education, but because it touches the areas of creativity in its students, maintains and refines it, and gives the subject the sobriety of research. The University’s values struggle directly or indirectly with those of society as a whole, and this represents the essence of the thorny relationship between the University as a sub-pattern and society as a whole. The University is not a certification factory as it is sometimes intended to be and is not a center for examinations, or employees’ graduation; it is a picture of the ideal society to be created (Mekhdani Nassima, 2013, p. 173).

This is true concerning higher education institutions where their functions (education, research, and services) are linked to high levels of complexity and militancy. Not only do these functions require teachers and researchers to have particularly high levels of ability, but they

also require commitment and ethical values consistent with the requirements of the quality of their social orientation. The quality of workers' level depends on two main variables:

- The first concerns pedagogical training for teachers, who must increasingly pursue more innovative and interactive pedagogical concepts and methods by leveraging and enabling their students to benefit from the resources provided by new information and communication technologies. Teachers must be qualified to accommodate the use of new information and communication technologies in their educational work and to make them efficient elements for promoting their use.

- The second concerns the development of incentives and structures that encourage researchers to work together in multidisciplinary teams dealing with research projects that study the same subject in various aspects, thereby overcoming the imbalance between teaching and research activities. In developing countries, the size of teaching and mentoring functions may sometimes reach such dimensions that it is impossible to conduct high-level research. Hence, the researcher's status becomes hollow and can only work as a supplementary source of resources.

This is because the quality of inputs is the quality of outputs. Whatever the quantitative justification, the results of selection and admission to the University must be adjusted to curb human waves that increase mediocrity, marginalize the University, and curb States' will to progress. The quality of outputs depends heavily on the quality of inputs, where students compose the primary subject of higher education and therefore a precondition for its quality. Thus, the principle of merit, that is, the sum of appropriate skills, should govern access to higher education and sustained efforts are required to increase access to higher education (UNESCO, 1998, P.41).

Achieving the quality of the goals and programs also needs the quality of the frames, who will be committed to implementing, achieving, and developing these programs, and addressing the shortcomings that may be associated with them. Therefore, in the sample of frames, qualitative composition, recruitment, and selection must be taken into account, as well as clear criteria that are serious and scientific in upgrading to senior positions, moving away from quantity, and caring more about quality because it is the key.

7. Difficulties and constraints of applying quality in higher education

Although quality management is used in many areas outside the higher education, in addition to achieving remarkable successes, especially in productive organizations, applied experiences show that the impact of quality management in higher education institutions remains limited. When the university adopts a functional quality assurance system that seeks to meet the institution's quality requirements, it faces many difficulties and challenges in adapting and integrating with this reality. Among the most significant of these challenges are a lack of qualified and capable human competencies in this area, some workers' resistance to change due to their nature or fear of the change's effects on them or a change in their reality for the worse, the lack of harmony; both between the members of the work teams and between the work teams themselves, centralization in the decision-making of educational decisions (total quality management requires flexibility and speed, which requires the application of the decentralization method), the instability of management and its permanent change, focus on short-term goals, the scarcity and lack of rapid and accurate information and data on the educational system, the deficit in financial and budgetary funding, the complexity of some of the existing working procedures (the nature of the university environment may not accept the ideas of managing the total quality, especially in third-world countries), and the failure to

identify challenges that face global quality management in higher education institutions and find appropriate solutions for them (Mohammed Alkar, 2012, pp. 35-36).

Add to this, the lack of a consistent goal of continuous development in university administration, and judging the efficiency of university institutions' management based only on foreseeable figures such as adherence to budget items, service performance costs, and others. This is despite many other considerations such as (improving the quality level, the organization's reputation and the degree of satisfaction of the labor market for graduate level, seeking results without the necessary efforts to achieve the required quality, the lack of a full understanding of the meaning and objectives of quality, as well as the responsibility of all those working in the university administration, the improper selection of leaders responsible for the management of university institutions, or those responsible for the development of laws and regulations governing the functioning, the lack of support and commitment of senior management to the implementation of this concept (Amer Rabie Abd Raouf, 2010, 726-728).

Conclusion

Because university institutions must adopt a rational policy of selecting human competencies while preserving their organizational culture, care and seriousness must be taken in the attraction and selection process to obtain individuals capable of accepting and adapting to the culture of this institution, as well as stripping new employees of culture, experience, values, and past experiences to enable them to adopt the prevailing culture. It is also necessary to move away from non-objective methods in the recruitment process, relying on the credibility, transparency, and trust that individuals can generate between themselves and with their superiors, allowing them to surround their organization and achieve the prevailing goals, and thus achieve quality... Despite all these values and principles, which have a significant impact on the performance and quality of the human resources of the Algerian institution, practices constitute the institution's culture and not the slogans that it raises. Practices are the real test of the prevailing nature of culture, which is a clear indication of the Working Group and prompts them to do their utmost to make the institution successful and distinguished or do otherwise.

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