

## Causes of illegal immigration of Algerian competencies from the point of view of university students

-A sample of Oum El Bouaghi University students as a model-

Received date: 17/07/2022 Accepted date:16/09/2022 Published date:18/09/2022

**Naouel Kallab debbih**

*University of Oum El Bouaghi, Larbi ben M' hidi, Algeria*

*Email : [Kallabdebbih.naouel@univ-ueb.dz](mailto:Kallabdebbih.naouel@univ-ueb.dz)*

### Abstract:

This study aimed to monitor and measure the relationship between the various factors and the causes that may lead to the prevalence of illegal immigration among Algerian competencies from university students' point of view. To achieve the objective of the study the descriptive approach was used. The study found several findings, the most important of which was the strong impact of various social, economic, psychological, and scientific factors underlying the illegal immigration of Algerian competencies. The study also reached several suggestions and recommendations

**Keywords:** causes; illegal immigration; Algerian competencies, university students; Oum El Bouaghi University.

Correspondent author : Naouel Kallab debbih, Email : [Kallabdebbih.naouel@univ-ueb.dz](mailto:Kallabdebbih.naouel@univ-ueb.dz)

## Introduction :

Throughout human history, migration has been and continues to contribute to populating the earth. It plays a significant role in converging multicultural human groups, allowing for cultural inoculation and building a common human civilization. It is an expression of an individual's desire to overcome difficult conditions, escape poverty, and start a new life that may provide him with the right to live. Today, the unprocessed development of media and information communication has led to an increase in the number of individuals wishing to move to other places that provide employment as a first reflection of liberal globalization in third-world countries (Atwi, 1993, p. 142)

\_ In this context, the problem of migration has been exacerbated, particularly from North Africa, the poor South's gateway, to Europe, which is loath to accept more immigrants after severely needing immigrant labor for reconstruction after WWII.

\_ Given the complexity and scope of the phenomenon of immigration, as well as its various forms and methods of attainment, it raises several areas and issues that require study and scientific and objective analysis. The most important of which is the issue of illegal immigration (Hadjla, 1997, pp. 91-92), which is considered one of the most complex cases due to its overlapping causes, manifestations, and dimensions. On this basis, this phenomenon has taken on a new dimension in international relations.

It has become one of the most frequently asked questions in the Euro-Mediterranean scene and it is the most confusing

axis of political calculations on both sides of the Mediterranean. There is no governmental or nongovernmental meeting between the two banks unless illegal immigration is mentioned; a direct indication of the sensitivity of the subject and its symbolic and material power in formulating future policies and building bilateral relations. Today, illegal migration has become a threat to Western countries' interests and a potential risk to their political and social stability, as well as a destabilizing factor for international relations (Goffman, 1972, p. 48) and an indicator of changing population data. Moreover, the Algerian government has criminalized illegal exit from the national territory i.e. the phenomenon of illegal immigration or what we call "HARGA" is punishable by up to 6 months' affirmative imprisonment.

However, this law was no deterrent to abandoning the European Paradise Dream. Hence, the phenomenon touched all segments of society, including men, women elderly, and even children in general and Algerian competencies in particular. This made it necessary for us to touch on the phenomenon, examine it, and identify the main causes and factors underlying the depletion of Algerian human resources, namely frames and competencies.

## **2. Study problem:**

Like developing countries, Algeria faces many political, economic, social, and cultural problems, which constitute a bitter reality that young people are afraid of, whether graduated or under graduation, facing the specter of unemployment and problems associated with occupation, the level of national income, and scientific insurance... They plan to overcome the obstacles associated with all this by migration, especially towards Paradise and the European

Dream, in order to achieve psychological and social stability and scientific status, especially with the effects of the media. The latter led to the different views among the Algerian youth on the issue of illegal immigration and the various causes and factors, namely social, psychological, economic, political, and even scientific factors. Given Algeria's vital role in the secret migration map, the number of illegal immigrants, particularly young people with scientific competencies, increased from 930 in 2000 to 2013 in 2001, then to 5046 in 2004, and then to 13539 in 2018 from the university and frames category, according to the Euro African office. It is a terrifying figure concerning the number of Algerian immigrants arrested in Europe, with more than 17,000 illegal immigrants. The real number exceeds 17,500 per year and this is linked to unemployment, which exceeds 35% among young people, in addition to a decline in oil prices and its impact on the national economy, as well as a drop in the value of the dinar (Ennaha newspaper, 2018). Under these circumstances, Algerian frames and competencies are more vulnerable to illegal immigration. It is necessary to conduct a field study to investigate this phenomenon and identify its causes and factors from the point of view of a segment that is no less important than the competencies fleeing the dire reality; the future of Algeria, which is university students. A sample from Oum El Bouaghi University students was selected. Thus, the main question is:

- \* What is the relationship of the various reasons to the illegal immigration of Algerian competencies from the point of view of Oum El Bouaghi University students?

## **2.1 Sub-questions:**

- \* Is there a link between social causes and the phenomenon of illegal immigration among Algerian competencies from the point of view of Oum El Bouaghi University students?

\* Is there a link between psychological causes and the phenomenon of illegal immigration among Algerian competencies from the point of view of Oum El Bouaghi University students?

\* Is there a link between economic causes and the phenomenon of illegal immigration among Algerian competencies from the point of view of Oum El Bouaghi University students?

• Is there a link between scientific causes and the phenomenon of illegal immigration among Algerian competencies from the point of view of Oum El Bouaghi University students?

## **2.2 Main hypothesis:**

• There is a relationship and impact of social, psychological, economic, and scientific reasons on the prevalence of illegal immigration among Algerian competencies from the point of view of Oum El Bouaghi University students.

## **2-3- Sub-hypotheses:**

• There is a statistically significant relationship at the significance level  $\alpha=0.05$  between the social causes and illegal immigration among Algerian competencies from the point of view of Oum El Bouaghi University students.

• There is a statistically significant relationship at the significance level  $\alpha=0.05$  between the psychological causes and illegal immigration among Algerian competencies from the point of view of Oum El Bouaghi University students.

• There is a statistically significant relationship at the significance level  $\alpha=0.05$  between the economic causes and illegal immigration among Algerian competencies from the point of view of Oum El Bouaghi University students.

• There is a statistically significant relationship at the significance level  $\alpha=0.05$  between the scientific causes and illegal immigration

among Algerian competencies from the point of view of Oum El Bouaghi University students.

- There is a statistically significant relationship at the significance level  $\alpha=0.05$  between the various causes and the prevalence of illegal immigration among Algerian competencies attributable to the gender variable of Oum El Bouaghi University students.
- There is a statistically significant relationship at the significance level  $\alpha=0.05$  between the various causes and the prevalence of illegal immigration among Algerian competencies attributable to the age variable of Oum El Bouaghi University students.
- There is a statistically significant relationship at the significance level  $\alpha=0.05$  between the various causes and the prevalence of illegal immigration among Algerian competencies attributable to the educational level variable of Oum El Bouaghi University students.
- There is a statistically significant relationship at the significance level  $\alpha=0.05$  between the various causes and the prevalence of illegal immigration among Algerian competencies attributable to the faculty variable that Oum El Bouaghi University students belong to.

### **3. Study objectives:**

This study aims to achieve the following objectives:

- Identifying the reality and measuring the relationship of various causes that lead to the phenomenon of illegal immigration among Algerian competencies from the point of view of Oum El Bouaghi University students.
- Identifying and measuring the relationship between social factors and the phenomenon of illegal immigration among Algerian competencies from the point of view of Oum El Bouaghi University students.
- Identifying and measuring the relationship between psychological factors and the phenomenon of illegal immigration among Algerian

competencies from the point of view of Oum El Bouaghi University students.

- Identifying and measuring the relationship between economic factors and the phenomenon of illegal immigration among Algerian competencies from the point of view of Oum El Bouaghi University students.
- Identifying and measuring the relationship between scientific factors and the phenomenon of illegal immigration among Algerian competencies from the point of view of Oum El Bouaghi University students.
- Measuring the differences in the responses' averages of Oum El Bouaghi University students about the various factors and causes of illegal immigration among Algerian competencies, depending on the variables of gender, age, educational level, and faculty.

#### **4. Identification of study terms:**

##### **4.1 Migration:**

It is a human and social phenomenon that mankind has known since ancient times. It is an instinct in human beings to survive, imposed by different circumstances, either economic because of the unequal distribution of wealth in the world or because of social and political instability as a result of internal unrest, which led them to migrate according to different visions in several fields of knowledge.

##### **Linguistically:**

The verb to migrate means to move from one place to another, usually from one country to another country (Al-moundjid, 2007, p. 855). In the social sciences dictionary, migration is associated with people and populations and means the movement of individuals from one place to another (Badaoui, 1977, p. 127).

Professor Evert Lee defines it as the permanent or semi-permanent change of residence without limiting it to a certain distance, whether it

is free, compulsory, internal, or external (Bouvier Lyon and others, 1982, p. 31)

In general, many definitions of migration emerged in terms of geography(internal and external) or time(temporary and permanent), or in terms of their causes and factors.

An immigrant is seen as a temporary workforce. Regardless of the length of his stay and even after his settlement, the appearance of second and third-generation immigrants, and acquisition of nationality, the country's culture, language, and customs, he will always be recognized as an immigrant. Moreover, an immigrant retains temporary status because the state of residence regards him as the absent who will return, as well as a rented workforce for a specific period, which does not grant him full rights (Casteles, 2000, p. 313)

#### **4.2 Illegal immigration:**

It has several concepts, including secret immigration, illegal immigration, and irregular immigration. It means the entry of a migrant into the country without a visa or prior or subsequent license. The majority of the world's countries suffer from the problem of illegal immigration, especially industrialized countries where jobs are available (Nour, 2008, p. 17)

The researcher Ali al-Hawat defines it as the movement of persons or groups of people from one state to another without legal authorization in the target country, with the intention of working, staying for short or long periods, or permanent residence (Al-Hawat, 2007, p. 56)

#### **4.3 The definition of the Algerian legislator:**

The Algerian legislator defined it as leaving the national territory illegally while crossing a land, maritime, or air border center by impersonating or using false documents or any other means of fraud to evade presenting the necessary official documents or performing the actions required by the applicable laws and



regulations. It is also to leave the national territory through outlets or places other than border posts (Gazette, 2009, p. 30)

**- Procedural definition of illegal immigration:**

In our research, it means this cruel journey of suffering that Algerian competencies take to reach countries illegally that are often European through routes other than the customary access and exit points and without the permission of the competent authorities.

**4.4 Definition of competencies:**

**Linguistically:** A situation where something is equal to something else and focuses on achieving the best results with the lowest costs and efforts (AL-wassit, 2005, p. 116)

**Terminologically:** A set of social, emotional, psychological, sensory, and motor behaviors that allow to practicing a particular role, function, or activity (maher, 2002, p. 104).

**Procedurally:** Algerian competencies are those scientific skills that generate a value composed of knowledge, skills, experience, and behaviors. It is practiced within a specific framework and is observed through fieldwork, as competencies received university education and formation.

**4.5 Definition of the university student:** He is the one pursuing his studies at the University and College or Higher Institute after receiving a baccalaureate degree.

**- Procedural definition of the Algerian university student:** He is the one pursuing his studies and university formation at Oum El Bouaghi University in the Faculty of Social and Political Sciences and the Institute of Urban Techniques Management after obtaining a baccalaureate degree. His age is between 18 and 27 years old, studying according to the L.M.D system or the classical system.

**5. Causes of illegal immigration:**

Algeria, like other countries, has experienced a strange phenomenon in the last decade, namely illegal immigration. Despite the few studies addressing it, they all confirm that this phenomenon has factors that help to spread it among young people, especially those with scientific, professional, and technical competencies... It made a large group of them in the Algerian society take a risk and accept it without thinking about its consequences and repercussions. Hence, the causes can be summarized as follows:

### **5.1 Psychosocial causes:**

Idjlal points out that the psychological causes are the conflict between incompatible motivations and desires and frustration, as well as the associated feelings of disappointment, failure, complete helplessness, self-fulfillment, deprivation, and such traumatic experiences including economic crises and wars. There are also social causes, namely environmental, social, and cultural pressures, in addition to the rapid cultural development accompanied by incompatibility, social upbringing disorder, and professional mismatch (Mohammed, 1993, p. 77). According to the researcher, the media revolution enabled society, including the poor, to acquire devices that allow them to live via hundreds of channels that plant the desire for migration, in addition to images of the migrant's success when he return home for the holidays. Expatriation can occur as a result of the interaction between psychological and social factors. Furthermore, Fromm attributes the reasons for immigration, according to was mentioned by Eid Mohammed Ibrahim, to the nature of modern society, the control of the machine, the dominance of modern technology over humans, the dominance of power, and the dominance of values, trends, and authoritarian ideas. Wherever there is power, there is expatriation. (Ibrahim, 1991, p. 21).

### **5.2 Political reasons:**

Since independence and the through historical course, Algeria adopted the one-party system until the radical changes in the political

arena in the 1989 Constitution, which recognized the multiparty system, individual freedoms, and the exercise of democracy. The suspension of the electoral course in the early 1990s has led to a crisis in the security situation, whose consequences we are still experiencing, despite the efforts to restore stability and security. As long as society is integrated, this situation has led to aftershocks at the economic, social, and political levels. The reaction of citizens, especially young people, was only to escape into the unknown, either in search of security and stability or for fear of threats (Rachid, 2011, p. 21).

### **5.3 Social reasons:**

The country's profound transformation as a result of the multifaceted crisis from the end of the 1980s left unprecedented negative effects on Algerian society, as many influences and social phenomena have emerged on the national scene that can be confined to the following:

- ❖ Widespread unemployment among the society that has affected university and higher institutes graduates, which has led some of them to illegal immigration or to engage in work unrelated to their specializations.
- ❖ Acute housing crisis due to poor management controlled by bureaucracy.
- ❖ High rate of celibacy and spinsterhood.
- ❖ The growing feelings of alienation and isolation from social life have led many frames and competencies to migrate in search of where to fulfill their hopes.
- ❖ The deterioration of purchasing power as a result of low incomes has widened the gap between the poor and rich, as well as the spread of other phenomena that are no less serious than their predecessors: juvenile delinquency, domestic violence, addiction...

❖ All of these factors have created a fertile climate for the growing phenomenon of illegal immigration among young competencies, which have found a way to achieve a better and dignified living. (Leila, 2018, p. 240).

#### **5.4 Economic causes:**

Both the richness of the minority at the expense of the majority and the disparity in the economic level that is manifested between the Algerian State and the desired States are economic reasons that drive young people and competencies to immigrate illegally. This disparity, according to the living reality, is reflected in the fluctuating pace of development in Algeria, in which the latter's economy still depends mainly on oil and various minerals. There is no doubt that all of this has negative repercussions on the market economy and thus on the cost of living and the labor market, which makes the competencies in particular resort certainly to cities where the supply law and job demand result in higher wages. Similar parties believe that individuals are looking for countries that will provide them with psychological comfort, as they assess the job offers proposed by competing companies or countries. After reaching the destination country, the so-called positive selection is applied when the migrant has above-average preparations. This is because the origin country penalizes workers with high preparations and rewards those with weak preparations. This type of selection leads to the spread of competencies in future countries and allows their migration (Tossov, 1998, p. 33)

#### **5.5 Scientific causes (cultural and intellectual):**

There is no doubt that the quality of education and pedagogical relations between the professor and the student, as well as the provision of a comfortable university environment rich in different references, affects the quality of the university education that offers future competencies. In Algeria, however, everyone is aware of the University's current distress and problems. In order to highlight the

problems of university education, we find that in some Algerian universities, lectures are often given by assistant professors or professors in charge of lessons and seconded professors that teach in new universities. Most of them hold bachelor's degrees or are first-year master's students, in addition to the lack of pedagogical means. Moreover, we note the lack of libraries and the difficulty of accessing references by professors and students. Therefore, it is not possible to assess the student's conformity with the job position, but rather the student's ability to adapt to socio-economic situations, volatile and unrealized ergonomic positions, as well as assessing their ability to acquire new knowledge outside the university. With regard to research carried out at the Algerian university by the University Professor, there are no clear and specific strategies. Every year, our university conducts a large amount of research that has had

no good impact on the fields of industry, agriculture, or education. The professor at the Algerian university is less productive in scientific research than other professors at other universities (Boukarama, 2012, p. 03)

## **6. Previous studies:**

### **6.1 First study:**

by Zerkan Leila (2018), entitled "The trends of university young people toward the phenomenon of legal and illegal immigration, a field study at Setif 02 University." This study aimed to reveal young people's attitudes toward migration concerning both its types and justifications according to their beliefs. The descriptive approach has been adopted and a questionnaire form consisting of 27 questions has been applied to a sample of 180 students from Setif 02 University. The study found that there are negative trends among participants on legal and illegal immigration, where most participants

refuse to migrate and argue that it is not the most appropriate solution to their problems, but the solution is within the homeland. Most researchers emphasized the existence of motives and reasons for migration. These reasons varied according to their responses, namely psychological, social, scientific, cultural, and recreational reasons, especially those related to self-assertion, poor sense of belonging, and rejection of the living reality. While unemployment, poverty, and living conditions were at the forefront of economic and social causes. In addition, seeking an improved scientific level and higher certificates were the most important scientific reasons.

## **6.2 Second study:**

by BoukerraAghlal Fatima Zahra (2012), entitled “The causes of illegal immigration of Algerian competencies from the point of view of undergraduate students, a field study of TiziOuzou University students.” This study aimed to identify the psychological, educational, social, and economic causes of illegal immigration among Algerian competencies and brains. The researcher has adopted the comparative descriptive approach. The sample size consisted of 95 students studying at the University of MouloudMammeri in TiziOuzou, which were selected randomly. The participants were between the ages of 18 and 30 years old. They consisted of 49 males, representing 51.57%, and 46 females, representing 48.42%. The questionnaire contained 65 items spread across four axes. To test the study hypotheses, the researcher calculated the  $K^2$  to find out the significance of the differences between the students’ answers. The study concluded several findings; concerning the psychological causes, both males and females agree on three psychological reasons for illegal immigration, namely the rejection of direct and indirect humiliation from others, the continuing concern about an unclear future, and the low personal motivation to pursue studies in Algeria.

The results showed that in terms of educational reasons, male and female students agreed on twelve study reasons that lead Algerian

abilities and brains to illegal immigration, including university degrees, a lack of pedagogical training and university framing, and the university environment.

Poverty, the promotion of Western culture, the migration of the rural population, the increasing number of deviants, and the decrease in social activities, which raises the unemployment rate, particularly among those with university degrees, are all social causes that lead to illegal immigration, according to the findings.

With regard to economic reasons, the results showed that there is a waste of public money by officials, difficulty in obtaining a job, dependence on the importation, and insufficient family grants...

#### **-Commentary on previous studies:**

From the previous studies on the topic of the present study, it is clear that there is an agreement on the adoption of the determinants or causes, namely social, economic, scientific, and psychological. The studies also agreed on the study sample, representing university students, as well as on the varying socio-economic causes, including unemployment, poverty, demographic growth, and rural displacement. The scientific causes were related to poor framing, poor pedagogical formation of professors, and incompatibility of the labor market requirements with university education. Furthermore, there were psychological causes concerned with self-proving, a weak sense of belonging, rejection of insult, marginalization, and constant anxiety about the future. This study has thus benefited from the previous studies in identifying the appropriate methodology, selecting the appropriate sample, obtaining appropriate ideas, and helping to interpret and analyze the results. This study is similar to previous studies because it addressed the same topic due to its importance during the current period as well as its reliance on the analytical

descriptive approach, but the difference lies in the temporal and spatial dimensions.

7. Field aspect of the study:

7.1 Study approach: The analytical descriptive approach has been adopted because it is appropriate for the subject of the study.

7.2 Study tool: A questionnaire form has been used for Oum El Bouaghi University students, specifically from the Faculty of Social and Human Sciences and the Institute of Urban Techniques Management. The questionnaire was developed based on five axes:

- **First axis:** concerned with general data of participants and included 06 questions.
- **Second axis:** related to the relationship and impact of social causes on the spread of the phenomenon of illegal immigration among Algerian competencies from the point of view of Oum El Bouaghi University students. It included 12 items.
- **Third axis:** related to the relationship and impact of psychological causes on the spread of the phenomenon of illegal immigration among Algerian competencies from the point of view of Oum El Bouaghi University students. It included 12 items.
- **Fourth axis:** related to the relationship and impact of economic causes on the spread of the phenomenon of illegal immigration among Algerian competencies from the point of view of Oum El Bouaghi University students. It included 12 items.
- **Fifth axis:** related to the relationship and impact of scientific causes on the spread of the phenomenon of illegal immigration among Algerian competencies from the point of view of Oum El Bouaghi University students. It included 12 items.

7.3 To calculate the degrees, the Likert scale was used:

Table (01): represents the degrees of the Likert scale

Always	Sometimes	Never
--------	-----------	-------





03	02	01
----	----	----

Source: made by the researcher

Based on the foregoing, the arithmetic means reached by the study are as follows:

(1-1.66) low, (1.67-2.33) medium, (2.34-3.2) high.

7.4 Validity and reliability of the instrument:this was done based on two levels

- **Face validity and reliability:**The questionnaire was presented in its preliminary form to a group of adjudicated professors where some questions were modified, deleted, and finalized.
- **Internal validity:**The Alpha Chronbach coefficient has been used for each of the form’s axes.

Table (02): represents the Alpha Chronbach coefficient for each axis of the study instrument

Axis	Reliability coefficient	The credibility of the arbitrator (the square root of the reliability coefficient)
Social causes	0.85	0.92
Psychological causes	0.76	0.87
Economic causes	0.81	0.90
Scientific causes	0.82	0.91
Overall coefficient of the questionnaire	0.81	0.90

**Source: Prepared by the researcher based on the outputs of SPSS (20) and EXEL 2007.**

From the table, we note that the value of the Alpha Cronbach coefficient has swung between 0.76 and 0.85. The overallcoefficient of the questionnaire reached 0.81 and its credibility reached0.90, indicating that it has a good level of consistency and validity. We can therefore rely on the instrument in the field study.

### **7.5 Sample and its selection method:**

The study relied on the survey samplingmethod by selecting a random stratified sample that can be divided into different categories that are not intersected with each other. Each categoryhas a consistent set of participants.Then, a simple random sample from each category is selected. This has been applied to Oum El Bouaghi University students, specifically from the Faculty of Social and Human Sciences and the Institute of Urban Techniques Management.The size of the sample was 115 participants (males and females) at different scientific levels (Bachelor's Degree, Master's Degree, and Ph.D.) and of different ages.Thesizeof the sample was obtained based on the following considerations:

- The total number of students in both the Faculty and the Institute is 1150 students, and by taking 10%, we get 115 students.
- The number of students in the Institute of Urban Techniques Management is 780 male and female students, and by giving a number to each student, there is a name to use in the simple random withdrawal. By taking 10%, we get 78 participants.
- The number of students in the Faculty of Social and Human Sciencesis 370male and female students, and by giving a number to each student, there is a name to use in the simple random withdrawal. By taking 10%, we get 37participants.

➤ The distribution of participants in detail and according to gender, age, and educational level variables is in the subsequent tables of study.

**7.6 Statistical processing:** It was based on SPSS (20), EXEL 2007 and by using percentages, frequencies, arithmetic means, standard deviations, the simple regression test, and the one-way Anova test.

**7.7 Study fields:**

- **Human field:** It included an interrogation of a sample of students from Oum El Bouaghi University, particularly from the Faculty of Social Sciences and Humanities and the Institute of Urban Techniques Management. The sample consisted ofa stratified sample of 115 participants.
- **Temporal field:** The study was conducted from June to September 2019.
- **Spatial field:**Oum El Bouaghi University (Faculty of Social Sciences and Humanities and the Institute of Urban Techniques Management).

**8. Presentation, interpretation, and discussion of results:**

**Table (03): presents the distribution of participants according to the gender variable**

<b>Gender Faculty</b>	<b>Male</b>		<b>Female</b>		<b>Total</b>	
	<b>Frequen cy</b>	<b>%</b>	<b>Frequency</b>	<b>%</b>	<b>Frequency</b>	<b>%</b>
<b>Faculty of Social Sciences</b>	<b>12</b>	<b>10.43</b>	<b>25</b>	<b>21.73</b>	<b>37</b>	<b>32.17</b>

<b>and Humanities</b>						
<b>Institute of Urban Techniques Managemen t</b>	<b>30</b>	<b>26.08</b>	<b>48</b>	<b>41.73</b>	<b>78</b>	<b>67.82</b>
<b>Total</b>	<b>115</b>				<b>100%</b>	

**Source: Prepared by the researcher based on the outputs of SPSS (20) and EXEL 2007.**

According to table (03) concerned with the gender of participants, the number of females in both the Institute of Urban Techniques Management and the Faculty of Social and Human Sciences, including its various departments; sociology and demography, psychology, information and communication sciences, was greater than males, reaching 48 i.e. 41.73%in the Institute of Urban Techniques Management and 25 or 21.73% at the faculty level. For males, they were 30 in the Institute by 26.08%, and 12in the Faculty of Social and Human Sciences by 21.37%. This discrepancy is due to the fact that the researcher belongs to the Institute of Urban Techniques Management. Therefore, the distributed forms in this Institute took the lion’s share, in addition to the fact that female students outperform male studentsinthe baccalaureate exam. Hence, there is a small number of males in the departments dealt with.

Table (04): presents the distribution of participants according to the age variable

Gender Faculty	Less than 23 years		From 23 to 26 years		More than 26 years	
	Frequenc y	%	Frequency	%	Freque ncy	%
Faculty of Social Sciences and Humanities	25	21.73	10	6.89	02	1.73
Institute of Urban Techniques Management	30	26.08	54	39.1 3	03	2.60
Total	115				100%	

Source: Prepared by the researcher based on the outputs of SPSS (20) and EXEL 2007.

When examining the table on the distribution of the sample by the age variable, the age group of (23-26 years old) for participants at the Institute of Urban Techniques Management was estimated at 45 students, i.e. 39.13%, followed by (less than 23 years), which was estimated at 30 students, i.e. 26.08%, and then by (more than 26 years), estimated at 2.60%. Concerning the participants belonging to the faculty of Social Sciences and Humanities, the age category of (less than 23 years) reached 25 students by 21.73%, followed by (23-26 years) with 10 students, i.e. 6.89%. The last category was of (more



than 26 years) by 1.73%. It should be noted that the students (from 23 to 26 years old) were mostly Master’s students. The category (more than 26 years old)contained Ph.D. students. Last but not least, the category (less than 23 years old)contained Bachelor’s students.

**Table (05): presents the distribution of participants according to the economic level variable**

Faculty \ Economic level	High		Average		Low	
	Frequency	%	Frequency	%	Frequency	%
Faculty of Social Sciences and Humanities	02	1.73	25	21.73	10	8.69
Institute of Urban Techniques Management	03	2.60	55	47.82	20	17.39
Total	115			100%		

**Source: Prepared by the researcher based on the outputs of SPSS (20) and EXEL 2007.**

Table (05), which deals with the economic level of the participants, shows that 55 of them, that is, 47.82% are of average economic level and belong to the Institute of Urban Techniques Management. It was followed by the low-income level, estimated at 20 participants (17.39%), followed by the high economic level, estimated at 03 participants (2.60%). With regard to the Faculty of Social Sciences and Humanities, the number of average-level participantsreached 25 by 21.73%, followed by low-level, estimated at 10 by 8.69% participants, and finally the high economic level, estimated at 02 participants by 1.73%.

It can be concluded that participants are like most Algerian families that belong to middle-class and middle-income families.

**Table (06): presents the distribution of participants according to the educational level variable**

Educational level Faculty	Bachelor		Master		PhD	
	Frequency	%	Frequency	%	Frequency	%
Faculty of Social Sciences and Humanities	28	24.34	07	6.08	02	1.73
Institute of Urban Techniques Management	33	28.69	43	37.39	02	1.73
Total	115				100%	

**Source: Prepared by the researcher based on the outputs of SPSS (20) and EXEL 2007.**

According to the table above, we note that the dominant scientific phase is the master’s phase for the Institute of Urban Techniques Management and is estimated at 43 students, or 37.39%. It is followed by the bachelor’s degree phase by 33 students or 28.69%. The Ph.D. is ranked in last place with two students or 1.73%. As for participants in the Faculty of Social Sciences and Humanities, the Bachelor’s degree participants were estimated at 28, or 24.34%, followed by the Master’s at 07, or 6.08%, and finally Ph.D. at 02, or 1.73%.This is in full conformity with the outputs of Table (04), i.e. the

predominant category of participants studying in the Master's phase and belonging to the age group of [23-26 years].

**Table (07): presents the distribution of participants according to the geographical origins variable**

Geographical origins Faculty	Urban		Semi-urban		Rural	
	Frequency	%	Frequency	%	Frequency	%
Faculty of Social Sciences and Humanities	26	22.60	08	6.95	03	2.60
Institute of Urban Techniques Management	56	48.69	16	13.91	06	5.21
Total	115				100%	

**Source: Prepared by the researcher based on the outputs of SPSS (20) and EXEL 2007.**

Through the table, we note that the majority of the participants are of urban geographical origins, by 56 participants i.e. 48.69% for the Institute of Urban Techniques Management, and 26participants i.e. 22.60% for the Faculty of Social sciences and Humanities. This is followed by a semi-urban geographical originwith 16 participants i.e. 13.91% and 08 participants i.e. 6.95%, respectively. Rural geographical originswere estimated at 06 participants i.e. 5.21% and 03 participantsi.e. 2.60%, respectively. What can be concluded is that the participants inhabit urban areas.



**Table (08): presents the arithmetic mean, standard deviation, rank, and estimation of each axis of the study’s instrument axes and the axes of each downward rank**

Axis’ number	Axis	Arithmetic mean	Standard deviation	Rank	Estimation
1	Social causes	2.98	0.50	2	High
2	Psychological causes	2.80	0.43	3	High
3	Economic causes	3.02	0.53	1	High
4	Scientific causes	2.56	0.40	4	High
Total degree		2.84	0.47	-	High

**Source: Prepared by the researcher based on the outputs of SPSS (20) and EXEL 2007.**

According to the table above, the arithmetic meanhas a total degree of 2.84 and a standard deviation of 0.47, indicating that the arithmetic mean belongs to the high field. This explains that the level of relationship and impact of various factors (social, psychological, economic, and scientific) on the prevalence of the phenomenon of illegal immigration among Algerian competencies is high.

**Table (09): presents linking the relationship and the level of impact of social causes to the degree of illegal immigration among Algerian competencies in a downward order**



**Causes of illegal immigration of Algerian competencies from the point of view of university students-A sample of Oum El Bouaghi University students as a model**  
**Naouel kallab Debbih**

Item number	Item	Arithmetic mean	Standard deviation	Order	Estimation
01	Poverty in the family and the weight of responsibility on young people	2.90	0.67	4	High
02	Western countries' promotion of rapid profit which encourages job abandonment	2.81	0.55	7	High
03	Urban-rural immigration and increasing rates of delinquency and crime	2.32	0.44	10	Average
04	Lack of social stability, low economic activity and high unemployment among universities graduates	2.65	0.44	9	High

**Causes of illegal immigration of Algerian competencies from the point of view of university students-A sample of Oum El Bouaghi University students as a modle**  
**Naouel kallab Debbih**

<b>05</b>	Difficulty in obtaining visas and overseas travel permits	2.31	0.41	11	<b>Average</b>
<b>06</b>	Marginalization of the poor concerning employment	2.56	0.50	8	<b>High</b>
<b>07</b>	The ambiguity of social policy	1.69	0.39	12	<b>Average</b>
<b>08</b>	High illiteracy and school dropout rates	2.90	0.60	5	<b>High</b>
<b>09</b>	Failures in youth employment policies and worsening ethics crisis	2.88	0.59	6	<b>High</b>
<b>10</b>	Harsh conditions, celibacy spread, and meeting the sexual need in perverse ways abroad	2.99	0.81	2	<b>High</b>
<b>11</b>	Failure to deliver promises to young people and stress	2.97	0.77	3	<b>High</b>



	them with administrative files				
12	High demographic growth and its impact on population size, labor and employment opportunities	3.00	0.90	1	High
Total degree		3.05	0.52	-	High

**Source: Prepared by the researcher based on the outputs of SPSS (20) and EXEL 2007.**

We note from the table that the overall arithmetic mean of the indicators related to social causes reached 3.05, with a standard deviation estimated at 0.52 which belongs to the high estimate. The values of arithmetic means concerning indicators and items swung between 1.69 and 3.00 as they were generally high unlike item no. 03 (Urban-rural immigration and increasing rates of delinquency and crime), item no. 05 (Difficulty in obtaining visas), and item no. 07 (The ambiguity of social policy). However, the largest and strongest estimates were for the demographic growth, celibacy, loss of trust in the authorities, and false promises... Hence, many of the social indicators were high, resulting in a high estimation of the axis of social causes.

**Table (10): presents linking the relationship and the level of impact of psychological causes to the degree of illegal immigration among Algerian competencies in a downward order**

Item number	Item	Arithmetic mean	Standard deviation	Order	Estimation
01	You’ve dreamed of migrating from a young age, and when you grew up, it became an obsession.	2,77	0.63	09	High
02	A love of adventure and discovery due to some of the tales of colleagues and immigrants.	3.10	0.05	03	High
03	Low self-esteem as a result of the treatment of others in the academic and social environment.	2.80	0.43	08	High
04	The impact of media pressures and the image of the successful immigrant when	3.15	0.55	02	High

**Causes of illegal immigration of Algerian competencies from the point of view of university students-A sample of Oum El Bouaghi University students as a modle**  
**Naouel kallab Debbih**

	returning to spend his vacation.				
05	Repeated frustration as a result of the difficulty of realizing future dreams.	2.00	0.23	12	<b>Average</b>
06	Feeling alienated as a result of social and political unrest.	2.09	0.13	11	<b>Average</b>
07	Fear of the future as a result of economic and social conditions.	3.06	0.19	04	<b>High</b>
08	Rejection of direct and indirect insultsfrom others.	2.98	0.83	07	<b>High</b>
09	The difficulty of family life and the appearance of aggression against the other and the self.	3.02	0.62	05	<b>High</b>
10	Persistent concern about an unsecured future in a country seeking economic growth.	3.18	0.69	01	<b>High</b>

11	Lack of compassion and mercy among most members of society at the national level.	3.00	0.51	06	<b>High</b>
12	Low personal motivation to pursue studies in Algeria.	2.67	0.39	10	<b>High</b>
Total degree		3.05	0.52	-	<b>High</b>

**Source: Prepared by the researcher based on the outputs of SPSS (20) and EXEL 2007.**

Based on the table, we note that the overall arithmetic mean of the psychological causes'axis is 3.00, with a standard deviation of 0.49 which belongs to the high field. With respect to the arithmetic means of items and phrases, the overall estimate is high. Items such as persistent concern about an unsecured future in a country seeking economic growth, the impact of media pressures and the image of the successful immigrant when returning to spend his vacation, love of adventure and discovery due to some of the tales of colleagues and immigrants, fear of the future as a result of economic and social conditions, and difficulty of family life and the appearance of aggression against the other and the self, are all classified high. Items (05) and (06), on the other hand, were statistically reorganized in the 11<sup>th</sup> and 12<sup>th</sup> ranks, with an arithmetic mean of 2.09 and 2.00, respectively. These two items are concerned with feelings of

alienation caused by social and political unrest, as well as repeated frustration caused by the difficulties of attaining future ambitions.

**Table (11): presents linking the relationship and the level of impact of economic causes to the degree of illegal immigration among Algerian competencies in a downward order**

Item number	Item	Arithmetic mean	Standard deviation	Order	Estimation
01	Public money is wasted by officials and not allocated to human resources development.	3.15	0.34	02	High
02	Difficulty in obtaining a job despite university, professional and technical qualifications.	3.18	0.56	01	High
03	Reliance on oil as the only source of national income without thinking about local alternatives.	2.60	0.17	09	High



04	Spread of smuggling networks that facilitate short-term visas for some money.	2.98	0.29	06	<b>High</b>
05	Scholarships and scientific motivationof Western countries that call for temptation.	2.43	0.85	12	<b>High</b>
06	The expensive cost of living despite the country's wealth	3.09	0.47	03	<b>High</b>
07	The tempting family grants in Western countries.	2.80	0.30	07	<b>High</b>
08	Rapid economic growth, exclusion, and social marginalization.	2.69	0.66	08	<b>High</b>

**Causes of illegal immigration of Algerian competencies from the point of view of university students-A sample of Oum El Bouaghi University students as a model**  
**Naoel kallab Debbih**

09	Asian marketsinvasion over the world under the name of globalization.	3.01	0.71	05	<b>High</b>
10	Economic disparities between Northern and Western countries.	2.52	0.43	11	<b>High</b>
11	The low salary of Algerian frames compared to the developed countries.	2.55	0.50	10	<b>High</b>
12	Difficulty in banking facilities without financial guarantees.	3.04	0.19	04	<b>High</b>
Total degree		3.15	0.89	-	<b>High</b>

**Source: Prepared by the researcher based on the outputs of SPSS (20) and EXEL 2007.**

We note from the table that the overall arithmetic mean is 3.15 with a standard deviation of 0.89, which belongs to the high field. All

items were estimated high as their arithmetic means swung between 2.43 and 3.18. Item No. (02) ranked first (difficulty in obtaining employment despite the availability of university and professional qualifications). It is one of the most important and powerful economic reasons for the escape of Algerian competencies, followed by the waste of public funds by officials and their non-allocation to the development of human resources, the expensive cost of living despite the country’s wealth, banking difficulties, the globalization of markets and the economy under capitalism, the granting of visas by illegal means for money, the spread of irregular checks to smuggle human and material capital, and the high level of family grants in receiving countries. Furthermore, dependence on oil as the only economic resource weakens the state’s and individual’s ability to cope with the volatility of internal and external markets, in addition to the low salary of Algerian frames in all sectors compared to Western countries, i.e., quality of life, social well-being, and international offers of seductive scholarships that call for thinking on illegal immigration of Algerian competencies. It can be concluded that these economic causes are strong motivations.

**Table (12): presents linking the relationship and the level of impact of scientific causes to the degree of illegal immigration among Algerian competencies in a downward order**

Item number	Item	Arithmetic mean	Standard deviation	Order	Estimation
01	The university degree obtained from the Algerian	3.00	0.58	03	High

**Causes of illegal immigration of Algerian competencies from the point of view of university students-A sample of Oum El Bouaghi University students as a modle**  
**Naouel kallab Debbih**

	University is not acknowledged.				
02	The level of university training is constantly deteriorating in terms of academic level and framing.	2.70	0.34	09	<b>High</b>
03	Repeated failure in the same specialization as a result of undesired affiliation.	3.00	0.72	02	<b>High</b>
04	The university degree does not respond to the requirements of the labor market because there is no relationship between the university and other institutions.	2.80	0.67	08	<b>High</b>
05	Most university	2.65	0.53	10	<b>High</b>

**Causes of illegal immigration of Algerian competencies from the point of view of university students-A sample of Oum El Bouaghi University students as a modle**  
**Naouel kallab Debbih**

	teachers lack pedagogical formation.				
06	University framing does not meet students' requirements due to the pedagogical burden of professors.	2.98	0.81	04	<b>High</b>
07	University environment's lack of encouraging supplies.	2.20	0.70	11	<b>Average</b>
08	A university degree does not necessarily mean securing a job after graduation.	3.02	0.39	01	<b>High</b>
09	The fluctuation of the teaching system between	2.90	0.80	06	<b>High</b>



**Causes of illegal immigration of Algerian competencies from the point of view of university students-A sample of Oum El Bouaghi University students as a modle**  
**Naouel kallab Debbih**

	classical, LMD, and unstable university degree.				
10	The absence of professional ethics in most university professors and the use of points as a tool of pressure and blackmail.	2.10	0.76	12	Average
11	Lack of communication between theory and fieldwork in university formation.	2.94	0.60	05	High
12	The high number of students in applied groups.	2.86	0.85	07	High
Total degree		2.98	0.76	-	High

**Source: Prepared by the researcher based on the outputs of SPSS (20) and EXEL 2007.**

With reference to the above table on the impact of the scientific causes of illegal migration on Algerian competencies, we

found that the overall arithmetic mean was 2.98 with a standard deviation of 0.76, which belongs to the high field. There has also been a rise in overall item estimates, with item No. (08) ranked first with an arithmetic mean of 3.02, namely that a university degree does not necessarily mean securing a job after graduation, followed by item No. (03), which states that repeated failure in the same specialization is the result of undesirable academic guidance, with an arithmetic mean of 3.00 and a standard deviation of 0.72. Moreover, item No. (01) ranked third with an arithmetic mean of 3.00 and a standard deviation of 0.78, in addition to the pedagogical burden of university professors which ranked fourth with an arithmetic mean of 2.98. Items that ranked last were the absence of communication between the field study and the theory, where the student finds himself away from reality, and the inclusion of the LMD system, which made the student struggle with the remnant of the classical system, including all levels, degrees, and the teaching method...

In addition, the high number of students hampers the process of good formation, leading to an unequal supply and demand in competencies, i.e. between the university and the labor market. However, the items for which students were given an average estimation were item No. (07), which ranked 11th with an arithmetic mean of 2.20, stating that the university environment lacks encouraging supplies, in addition to item No. (10), which ranked 12th with an arithmetic mean of 2.10, indicating the absence of professional ethics in most university professors and the use of points as a pressure tool. We can say that there are strong scientific reasons behind the illegal immigration of Algerian competencies.

## **9. Testing and discussion of hypotheses:**

### **9.1 First hypothesis testing by (the simple deviation test)**

#### **• Null hypothesis( $H_0$ ):**

There is no statistical correlation between social causes and illegal immigration of Algerian competencies from the point of view of Oum El Bouaghi University students at the level of significance  $\alpha=0.05$ .

• **Alternative hypothesis( $H_1$ ):**

There is a statistical correlation between social causes and illegal immigration of Algerian competencies from the point of view of Oum El Bouaghi University students at the level of significance  $\alpha=0.05$ .

**Table (13): represents the simple regression test to measure the relationship between social causes and illegal immigration of Algerian competencies:**

Correlation	Beta	R <sup>2</sup>	Value of (F)	Statistical significance
0.693	0.653	0.631	191.343	0.000

**Source: Prepared by the researcher based on the outputs of SPSS (20) and EXEL 2007**

We note from the table that the statistical value of (F) was 191.343 with an actual statistical significance calculated at 0.000, which is less than the theoretically adopted significance  $\alpha=0.05$ , indicating that there is a correlation between social causes and illegal immigration of Algerian competencies, where the value of (R) reached 0.69. The impact of social causes on illegal immigration of Algerian competencies was 63% and the relationship direction reached 0.65%, which is positive and strong. Therefore, we accept the alternative hypothesis.

**9.2 Second sub-hypothesis testing:**

• **Null hypothesis ( $H_0$ ):**

There is no statistical correlation at the significance level  $\alpha=0.05$  between psychological causes and illegal immigration of Algerian



competencies from the point of view of Oum El Bouaghi University students.

• **Alternative hypothesis( $H_1$ ):**

There is a statistical correlation at the significance level  $\alpha=0.05$  between psychological causes and illegal immigration of Algerian competencies from the point of view of Oum El Bouaghi University students.

**Table (14): represents the simple regression test to measure the relationship between psychological causes and illegal immigration of Algerian competencies:**

Correlation	Beta	$R^2$	Value of (F)	Statistical significance
0.620	0.610	0.600	170.133	0.000

**Source: Prepared by the researcher based on the outputs of SPSS (20) and EXEL 2007**

According to the table above, the statistical value of (F) was 170.133 with an actual statistical significance calculated at 0.000, which is less than the theoretically adopted significance of  $\alpha=0.05$ , indicating that there is a correlation between psychological causes and illegal immigration of Algerian competencies, where the value of (R) reached 0.62. The impact of psychological causes on illegal immigration of Algerian competencies was 60% and the relationship direction reached 0.62%, which is positive and strong. Therefore, we accept the alternative hypothesis.

**9.3 Third sub-hypothesis testing:**

• **Null hypothesis ( $H_0$ ):**

There is no statistical correlation at the significance level  $\alpha=0.05$  between economic causes and illegal immigration of Algerian competencies from the point of view of Oum El Bouaghi University students.

**• Alternative hypothesis( $H_1$ ):**

There is a statistical correlation at the significance level  $\alpha=0.05$  between economic causes and illegal immigration of Algerian competencies from the point of view of Oum El Bouaghi University students.

**Table (15): represents the simple regression test to measure the relationship between psychological causes and illegal immigration of Algerian competencies:**

<b>Correlation</b>	<b>Beta</b>	<b>R<sup>2</sup></b>	<b>Value of (F)</b>	<b>Statistical significance</b>
0.723	0.78	0.683	192.230	0.000

**Source: Prepared by the researcher based on the outputs of SPSS (20) and EXEL 2007**

According to the table above, the statistical value of (F) was 192.230 with an actual statistical significance calculated at 0.000, which is less than the theoretically adopted significance of  $\alpha=0.05$ , indicating that there is a correlation between economic causes and illegal immigration of Algerian competencies, where the value of (R) reached 0.72. The impact of economic causes on illegal immigration of Algerian competencies was 68% and the relationship direction reached 0.78%, which is positive and strong. Therefore, we accept the alternative hypothesis.

9.4 Fourth sub-hypothesis testing:

• Null hypothesis ( $H_0$ ):

There is no statistical correlation at the significance level  $\alpha=0.05$  between scientific causes and illegal immigration of Algerian competencies from the point of view of Oum El Bouaghi University students.

• Alternative hypothesis ( $H_1$ ):

There is a statistical correlation at the significance level  $\alpha=0.05$  between scientific causes and illegal immigration of Algerian competencies from the point of view of Oum El Bouaghi University students.

**Table (16): represents the simple regression test to measure the relationship between scientific causes and illegal immigration of Algerian competencies:**

Correlation	Beta	$R^2$	Value of (F)	Statistical significance
0.543	0.530	0.510	160.031	0.000

**Source: Prepared by the researcher based on the outputs of SPSS (20) and EXEL 2007**

We note from the table above that the statistical value of (F) was 160.031 with an actual statistical significance calculated at 0.000, which is less than the theoretically adopted significance of  $\alpha=0.05$ , indicating that there is a correlation between scientific causes and illegal immigration of Algerian competencies, where the value of (R) reached 0.54. The impact of economic causes on illegal immigration of Algerian competencies was 51% and the relationship direction

reached 0.53%, which is positive and strong. Therefore, we accept the alternative hypothesis.

10. Hypotheses testing using the One-Way Anova for differences (gender, age, educational level, faculty)

10.1 Testing the fifth hypothesis:

There are statistically significant differences at the significance level  $\alpha=0.05$  in the relationship of illegal immigration causes among Algerian competencies attributable to the gender variable from the point of view of Oum El Bouaghi University students.

Table (17): represents the analysis of (ANOVA) to reveal the significance of differences in relationship estimate level according to the gender variable

Variance source	Total squares	Degree of freedom	Mean square	(F) test	Significance
Between groups	1288.56	03	594.28	6.34	0.55 Insignificant
Inside groups	2418.75	19	111.25		
Total	3707.31	22			

Source: Prepared by the researcher based on the outputs of SPSS (20) and EXEL 2007

Based on the table, we note that the value of (F) was 6.34, which is statistically insignificant, as the calculated significance value reached 0.55, which is greater than the significance imposed  $\alpha=0.05$ . Thus, the hypothesis is not achieved, which states that there are differences in the relationship between (social, psychological,

economic, and scientific) causes and the phenomenon of illegal immigration of Algerian competencies attributable to the gender variable from the perspective of Oum El Bouaghi University students, i.e. the gender of students has not affected their attitudes toward the phenomenon.

**10.2 Testing the sixth hypothesis:**

There are statistically significant differences at the significance level  $\alpha=0.05$  in the relationship of illegal immigration causes among Algerian competencies attributable to the age variable from the point of view of Oum El Bouaghi University students.

**Table (18): represents the analysis of (ANOVA) to reveal the significance of differences in the relationship estimate level according to the age variable**

Variance source	Total squares	Degree of freedom	Mean square	(F) test	Significance
Between groups	25.28	05	12.911	0.29	0.001 Significant
Inside groups	1702.08	39	43.64		
Total	1727.90	44			

**Source: Prepared by the researcher based on the outputs of SPSS (20) and EXEL 2007**

Based on the table above, we note that the value of (F) was 0.29, which is statistically significant, and the calculated significance value reached 0.001, which is less than the significance imposed  $\alpha=0.05$ .



Therefore, the hypothesis is achieved, which states that there are differences in the relationship between (social, psychological, economic, and scientific) causes and the phenomenon of illegal immigration of Algerian competencies attributable to the age variable from the perspective of Oum El Bouaghi University students in favor of the age category (23-26 years old).

**10.3 Testing the seventh hypothesis:**

There are statistically significant differences at the significance level  $\alpha=0.05$  in the relationship of illegal immigration causes among Algerian competencies attributable to the educational level variable from the point of view of Oum El Bouaghi University students.

**Table (19): represents the analysis of (ANOVA) to reveal the significance of differences in the relationship estimate level according to the educational level variable**

Variance source	Total squares	Degree of freedom	Mean square	(F) test	Significance
Between groups	38.60	06	13.670	1.48	0.000 Significant
Inside groups	10.503	20	30.48		
Total	49.103	26			

**Source: Prepared by the researcher based on the outputs of SPSS (20) and EXEL 2007**

Based on the table above, we note that the value of (F) was 1.48, which is statistically significant, and the calculated significance value reached 0.000, which is less than the significance imposed  $\alpha=0.05$ . Therefore, the hypothesis is achieved, which states that there are

differences between the causes of illegal immigration of Algerian competencies attributable to the educational levelvariable in favor of the master’s level among Oum El Bouaghi University students.

**10.4 Testing the eighth hypothesis:**

There are statistically significantdifferences at the significance level  $\alpha=0.05$  in the relationship of illegal immigration causes among Algerian competencies attributable to the faculty variable from the point of view ofOum El Bouaghi University students.

**Table (20): represents the analysis of (ANOVA) to reveal the significance of differences in the relationship estimate level according to the faculty variable**

Variance source	Total squares	Degree of freedom	Mean square	(F) test	Significance
Between groups	18.038	20	12.677	2.00	0.002 Significant
Inside groups	11.357	08	33.50		
Total	19.388	28			

**Source:Prepared by the researcher based on the outputs of SPSS (20) and EXEL 2007**

We note from the table that the value of (F) reached2.00, which is statistically significant, and the calculated significance value was 0.002, which is less than the significance imposed  $\alpha=0.05$ . Thus, the hypothesis is achieved, which states that there are differences between the causes of illegal immigration of Algerian competencies

attributable to the faculty variable in favor of students of the Institute of Urban Techniques Management at Oum El Bouaghi University.

## **11. Conclusion:**

The main objective of this study is to identify and measure the true relationship between the various factors and the reasons for the prevalence of illegal immigration among Algerian competencies from the point of view of university students. To test this, a stratified sample of students from Oum El Bouaghi University was selected, estimated at 115 male and female students, with measuring different differences in their responses' means according to gender (male-female), educational level (graduate - post graduate), faculty (literary-scientific), and age. The analytical descriptive approach was selected because it fits the nature of the study. Also, a questionnaire form containing (54) items was used. Its face validity was arbitrated by experts and its internal consistency was determined by the Alpha Cronbach coefficient. To answer the study's questions and test its hypotheses, SPSS (20) and the outputs of the 2007 EXCEL program were used to process percentages, frequencies, arithmetic means, standard deviations, simple regression test, and the one-way analysis of variance. The study concluded several findings, the most important of which were:

### **11.1 Results related to the public data axis:**

The majority of students belong to the Institute of Urban Techniques Management, which were estimated at 78 students, i.e. 67.82%. The majority of whom are females, estimated at 48 students, i.e. 41.73%. In the Faculty of Social Sciences and Humanities, the sample members were estimated at 25 female students, i.e. 21.73%. The total number of female sample members is estimated at 73, i.e. 63.46%.

The majority of the sample's members are between (23 and 26) years old and their number is estimated at 45 students, i.e. 39.13%.



In terms of geographical origins, the majority of participants are of urban origins, estimated at 82 students, i.e.69.56%.

### **11.2 Results related to the axis of social causes and their relationship to the phenomenon of illegal immigration of Algerian competencies:**

Statistical results showed that the overall arithmetic mean of the axis was 3.05 with a standard deviation of 0.52, which means that the axis' estimate belongs to the high field. The results showed that there are strong social reasons behind the phenomenon of illegal immigration of Algerian competencies from the point of view of Oum El Bouaghi University students. The first of which is demographic growth and its impact on labor, employment opportunities, and the size of the population, followed by harsh conditions, the spread of celibacy and the use of pervert methods abroad to meet sexual need, false promises by officials and bureaucratic obstacles, poverty and illiteracy, school dropout, employment policy failures, ethics crisis, enticing publicity of Western culture, social marginalization, and rising unemployment. In addition, rural migration, the rise in crime, delinquency, difficulty in obtaining visas and overseas travel permits, as well as social policy ambiguity have average estimates with arithmetic means between 1.69 and 2.32.

### **11.3 Results related to the axis of psychological causes and their relationship to the phenomenon of illegal immigration of Algerian competencies:**

Statistical results showed that the overall arithmetic mean of the axis was 3.00 with a standard deviation of 0.49, which means that the axis' estimate belongs to the high field. The results showed that there are strong psychological reasons behind the phenomenon of illegal immigration of Algerian competencies from the point of view of Oum El Bouaghi University students. The indicators of high estimate were:

Heavy concern about the uncertainty of the future, the impact of the media and the image of the immigrant when returning to the holidays, the love of adventure, constant fear of the future due to economic and social conditions, the difficulty of family life, the emergence of aggression toward the self, the absence of sympathy among members of the community, the rejection of direct and indirect insult from others, low self-esteem, the dream of immigration from a young age which became an obsession, and finally low personal motivation to pursue studies in Algeria. The indicator related to the fear of the future as a result of economic and social conditions has an average estimate with an arithmetic mean between (2.00 and 2.09).

#### **11.4 Results related to the axis of economic causes and their relationship to the phenomenon of illegal immigration of Algerian competencies:**

Statistical results showed that the overall arithmetic mean of the axis was 3.15 with a standard deviation of 0.89, which means that the axis' estimate belongs to the high field. All items and indicators were rated high without exception, starting with the difficulty of getting a job despite the university scientific qualification, waste of public funds and their non-allocation to human resources development, the expensive cost of living, the difficulty of banking facilities, invasion of Asian markets to the world, proliferation of smuggling networks and visa grants, material temptations regarding family grants in Western countries, marginalization and social exclusion as a result of accelerated economic growth and dependence on a single income to the national economy (oil), the low salary of the Algerian frame compared to that of the developed countries, the disparity in the economic level between the countries of the North and the countries of the South, and finally the tempting scholarships and scientific motivation of Western countries. Therefore, the axis of economic causes in all its indicators ranked first in terms of high level and the largest overall arithmetic mean.

### **11.5 Results related to the axis of scientific causes and their relationship to the phenomenon of illegal immigration of Algerian competencies:**

According to the statistical outputs of the table, we note that the overall arithmetic mean of the axis reached 2.98 with a standard deviation of 0.76, which is the result of the estimate's high field. All indicators were rated high without exception, starting with the fact that the university degree does not necessarily mean securing a job after graduation, the repeated failure in the same specialization as a result of an undesirable major, in addition to the fact that the university degree obtained from the Algerian University is not recognized, the educational framing does not respond to the requirements of students due to the pedagogical burden of the professor, the absence of a link between the theory and the practice received by the student at the university, the confusion between the LMD system and the classical system, the high number of students in applied groups, as well as the fact that the university in its composition does not respond to the requirements of the labor market, and finally the continuous decline of university framing.

The indicator related to the teacher's lack of pedagogical formation has a highest estimate with arithmetic mean between (2.65 and 3.02).

The arithmetic means of specific indicators, including the university environment's lack of the requirements for encouraging scientific research and training, the lack of ethics in the profession among some professors, in addition to their use of points as a pressure tool on students, are estimated between (2.10 and 2.20).

### **11.6 General results of hypotheses (using the simple regression test):**

✓ The first hypothesis is achieved. There was a relationship of 0.69 and a strong effect of 63%. The direction of the relationship is positive and strong estimated at 0.65 between social causes and the illegal immigration of Algerian competencies.

✓ The second hypothesis is achieved. There was a relationship between psychological causes and the illegal immigration of Algerian competencies. The relationship reached 0.62 with a strong effect of 60%. The direction of the relationship is positive and strong estimated at 0.61.

✓ The third hypothesis is achieved. It indicated the existence of a relationship between economic causes and the illegal immigration of Algerian competencies. Its value (R) reached 0.72 with a strong effect of 68%. The direction of the relationship is positive and strong estimated at 0.78.

✓ The fourth hypothesis is achieved and proved a statistical relationship between scientific causes and illegal immigration of Algerian competencies. Its value (R) reached 0.54 with a strong effect of 51%. The direction of the relationship is positive and strong estimated at 0.53.

### **11.7 General results of hypotheses to test differences in participant's responses means attributable to variables (age, gender, scientific level, and faculty) using the One-way Anova:**

➤ The results have shown that there are no statistically significant differences at the significance level  $\alpha=0.05$  attributable to the gender variable (male-female).

➤ The results have shown that there are statistically significant differences at the significance level  $\alpha=0.05$  attributable to the age variable in favor of the age group (23-26 years old).

➤ The results have shown that there are statistically significant differences at the significance level  $\alpha=0.05$  attributable to the educational level variable in favor of master's.

➤ The results have shown that there are statistically significant differences at the significance level  $\alpha=0.05$  attributable to the faculty variable in favor of the Institute of Urban Techniques Management students.

### **11.8 Recommendations and suggestions:**

- ❖ Improving university formation so that it meets the standards and requirements of the labor market at home and abroad.
- ❖ Providing job positions for qualified young people where it improves and elevates the sense of self-esteem and safety and hence the certificate does not remain locked in drawers.
- ❖ Instilling a spirit of responsibility and self-reliance and integrating solutions to the problem into educational programs and curricula.
- ❖ Reviewing the formulation of employment programs and policies.
- ❖ Raising the sense of citizenship among Algerian competencies by encouraging them and providing them with incentives.
- ❖ Opening opportunities for foreign investment at home and abroad and imposing equality among Algerian and foreign competencies in terms of privileges and positions.
- ❖ Media and cultural awareness of the risks of illegal immigration.
- ❖ Reviewing family rights (insurance, family grants ...).

#### **List of references:**

1. Al-Hawat, A. (2007). *Illegal immigration to Europe through the Maghreb countries*. Tripoli: Arabe league publications.
2. Al-moundjid, D. (2007). *Al-moundjid in language and media*. Beirut: Dar Al-Mashreq publication.
3. AL-wassit. (2005). *Dictionary of meaning*. Tripoli: Knowledge house for printing and publishing.
4. Atwi, A. (1993). *Human and Environment in Primitive, Developing and Developed Societies*. Beirut: Ezzedine printing and publishing foundation.

5. Atwi, A. (1993). *Human and environnement in Primitive, Developing and Developed Societes*. Beirut: Ezzedine printing and publishing foundation .
6. Badaoui, Z. (1977). *Dictionary of Social Sciences*, Library of Lebanon. Beirut: Librairie of Libanon.
7. Boukarama, F. Z. (2012). *the causes of illegal immigration of Algerian competencies and brains from the point of view of university students* (field study). Journal of humanities and social sciences.
8. Bouvier Lyon and others. (1982). *international migration*, its past, present, and future. Amman: Translated by Fawzi Sahawna.
9. Casteles, S. (2000). *international migration at the beginning of the 21st century*, world trends and problems. Journal of international social sciences.
10. Gazette, A. O. (2009). *Algerian Official Gazette*. Algeries: Issue .
11. Goffman, E. (1972). *The problem of youth*. Paris: Ed maspero.
12. Hadjla, I. A. (1997). *Chaos: The Social Effects of Globalization*, review by Hicham Abdallah. Beirut: Arabe fondation for studies and publishing.
13. Ibrahim, E. M. (1991). *mental health guidance to correct feelings*.
14. Leila, Z. (2018). *The Young University's Trends towards The Phenomenon of Legal and Illegal Immigration*. Journal of social sciences, Arab democratic centre Germany Berlin .
15. maher, A. (2002). *Management, Principles and Skills*. Alexandria Egypte: University house of printing, publishing and distribution.
16. Mohammed, I. (1993). *Alienation, Cultural Alienation*, and Linguistic Alienation among a University Sample. Education journal Ain Shams.

17. Nour, O. M. (2008). *Illegal immigration and crim.*, Riyadh: Nayf arab uniiversity of security sciences.
18. Rachid, S. (2011). *The Reality of Illegal Migration in Algeria from the Perspective of Human Security*. Biskra Algeria: University of Biskra.
19. Tossov, A. A. (1998). *demographic and economic consequences of international immigration in the developed countries and more particularly in North America*. Journal of literature.

