



***University students' attitude toward employment in Algeria on the light
of the economy knowledge-a field study on a sample of students at
Muhammad Al saddik Benyahia-Jijel university-***

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Abstract

This study aims to know the opinions of university students about the phenomenon of employment in Algeria on the light of the economy knowledge. To achieve the objectives of the study, we relied on the descriptive analytical approach and the questionnaire as a main tool for collecting data and information for this study, which was distributed to members of the sample consisting of 194 students studying at Muhammad Al-Saddik Benyahia-Jijel University-. The study resulted that employment in Algeria depends on subjective criteria, when Academic excellence is not considered a basic criterion for employment, and the labor market in Algeria does not give priority to employment to those with university degrees, despite the fact that a university degree is one of the criteria for employment.

✓ Knowledge, Economy, Knowledge economy, Employment.

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1. INTRODUCTION

Arab societies like other world countries, have experienced major changes in various fields, and as a result of these changes, these countries were forced to face major challenges. Perhaps the most important of these challenges is the phenomenon of unemployment, the importance of which lies on its serious social and economic effects on society, as unemployment rates rise, especially among young people. It even affects the national security of these countries.

Algeria, like other Arab countries, suffers from this problem, which has been exacerbated by the weak pace of development and its heavy dependence on oil rents, in addition to the lack of investments and the limited number of economic institutions. This has resulted in a scarcity of job positions, especially in recent years after the decline in oil prices, especially the employment sector. The latter provided a significant number of jobs in Algeria.

In parallel with the high rates of unemployment, especially among university graduates who find themselves facing the bitter reality of the lack of job positions and employment competitions in which thousands of graduates compete, when we find that thousands of students in various specializations and academic degrees graduate annually from various Algerian universities.

The shortage of job positions and the lack of employment competitions are due to many reasons, including the incompatibility of the university's outputs with the labor market. Therefore, the majority of graduating students are either unemployed or working jobs unrelated to their specialty, and this indicates poor planning and a lack of coordination between the university and the needs of the labor market. The Algerian university is still closed on itself and isolated from society, despite some attempts to change this reality in the light of the economy knowledge. In this context we review some previous studies below:

Study (Messei, 2015): This study set out to investigate the readiness of the Algerian economy to transform into knowledge based economies. The World Bank pillars of the knowledge economy: an educated labor force, ICT, infrastructure, research and development, and the economic and institutional regime, were used to form the framework of the assessment. an extensive review of literature was carried out including a review of local and international literature. And we will also try to analyze the main indicators of the economy of knowledge applied to Algeria to locate these strengths and weaknesses of such an immersion of Algeria in the economy of knowledge.

Study (Behane, 2017): This study aims to identify the most important challenges facing the institutions of higher education in general and the Algerian university in particular in the formation and development of competencies in light of the transition to the knowledge society, considering that universities are the institutions responsible for producing the competencies needed by the labor market in quantity and quality. There is no doubt that what the labor market requires of human resources in the age of the knowledge society is very different from what it required in the age of industrial society or in the age of agricultural society, and that successfully overcoming these challenges is the best way to move to the knowledge economy.

Study (Mebni and Sgamoune, 2019): In this study, the researchers attempts to shed light on the role played by institutions of higher education as a strategic player for the establishment of a knowledge economy under the LMD system, in an attempt to uncover the most important strategies adopted to achieve its goal, and the obstacles it faces. In the light of the growing developments resulting from the speed of technological progress, knowledge has become the main engine of economic growth. Thus, the knowledge economy is one of the most important strategic choices adopted by the business environment to achieve its various objectives. In this context and in view of the importance of the role played by institutions of higher education, the

main pillars contribute to the building of the national economy; we find that it also seeks to keep abreast of developments in the level of economic environment.

Study (Benwarat, 2019): The aim of this study is to analyze the reality of institutions of higher education in Algeria, through highlighting the role of this institution the flow of human capital in building the knowledge economy, therefore, knowledge is the main engine of growth and development in all fields which requires for Algeria government to work on the development of human capital, especially on the qualitative level, good education is the only way to improve social development, which provides the background and means to diversify economic base and achieving financial and industrial development through the provision of qualified labor which contribute to raising productivity and thus increased growth, a challenge that must characterize the next stage.

Study (Benhamza, 2022): In this study, the researcher attempts to present the reality of the application of digitization in Algeria and to highlight the most important obstacles that hinder the building of a knowledge economy in university education. Because the fast developments in the field of digitization and education is a feature of the times, which requires us to keep a pace with, as part of a multifold imperative to double economic growth and to improve the social life of the country. So Algeria is a developing country that seeks to keep abreast with the technological innovations and to expand the use of the Internet in education and to integrate it into what is known as the knowledge economy.

The study problem:

The Algerian state has tried to reduce unemployment, create job positions, and pay more attention to the youth group, especially university graduates, by implementing many employment programs and policies. However, despite this, the employment sector in Algeria continues to suffer from major and complex problems. So the graduate university student's only concern is searching for a way to get a job, especially on the light of the knowledge economy. So what is University students'

attitude toward employment in Algeria on the light of the economy knowledge, which is considered a part of the knowledge-based economy?

Study hypotheses: This study was based on the following two hypotheses:

- * Employment in Algeria does not depend on objective foundations from the point of view of university students.
- * University students prefer the employment fields that provides Public sector.

2. Study objectives and methodology

We will define below the objectives and framework of this systematic study.

a. Study objectives: This study aims to:

- Trying to know the opinion of the educated elite represented by university students about recruitment in Algeria.
- Getting students' opinions about the methods used in employment in Algeria.
- Knowing the fields in which a university student prefers employment and what motivates him to make that choice.
- Find out which methods a university student prefers to get a job.

b. Study methodology: To achieve these goals, the descriptive approach was used as the appropriate method that enables us to diagnose the phenomenon under this study because this study is a descriptive study that is not limited to mere collecting statistical data, but its scope extends to classifying this data that is Collected, then interpreted and analyzed comprehensively and drawing helpful conclusions and implications.

c. Study Sample: To complete this study, we collected data through by surveying the opinions of sample members who were selected from the study population consisting

of Mohammad Al-Saddik Benyahia university students-Jijel- and distributed among its seven colleges. Due to the large size of this population, cluster random sampling was used to determine the sample members, as they were limited to the category of first-year master's students, numbering 194 students.

3. Conceptual framework of the study:

Concepts are of great importance in social research, as they represent a link between theory and the field. Therefore, we will define a number of basic concepts associated with this study.

Knowledge: is "understanding of or information about a subject that you get by experience or study, either known by one person or by people generally." (Cambridge Dictionary) Knowledge is also "applies to facts or ideas acquired by study, investigation, observation, or experience."

Knowledge economy: "we define the knowledge economy as production and services based on knowledge-intensive activities that contribute to an accelerated pace of technical and scientific advance, as well as rapid obsolescence."(Powell and Snellman, 2004, p.199)

Employment: "work that you are paid to do for a particular company or organization."(Cambridge Dictionary)

4. RESULTS AND DISCUSSION

In order to analyze the results of this study and determine Sample responses to the questionnaire statements, we used (SPSS) program to access the results.

a. Presentation and analysis of data related to the foundations of employment:

The goal of this section is to clarify the foundations of employment in Algeria from the point of view of students-study sample.

Table 1. Responses of sample members to the phrases of the axis Foundations of Employment.

Number	Phrases	frequencies and percentages	agreed	neutral	disagree	SMA	standard deviation	Sample orientation
01	There are jobs that suit your specialty in the labor market	Frequencies	131	29	34	2.5	0.78	agreed
		%	67.5	14.9	17.5			
02	The majority of students graduated in previous batches get a job	Frequencies	08	49	137	1.34	0.55	disagree
		%	4.1	25.3	70.6			
03	The labor market in Algeria gives priority in hiring those with university degrees	Frequencies	17	44	133	1.44	0.65	disagree
		%	8.8	22.7	68.6			
04	The employment programs in place in Algeria are successful	Frequencies	6	59	129	1.37	0.54	disagree
		%	3.1	30.4	66.5			
05	Vacancies are always advertised	Frequencies	24	55	115	1.53	0.71	disagree
		%	12.4	28.4	59.3			
06	Institutions apply. The recruitment process touches on the principle of putting the right person in the right place.	Frequencies	16	40	138	1.37	0.63	disagree
		%	8.2	20.6	71.1			
07	A university degree is one of the criteria for employment	Frequencies	93	52	49	2.23	0.83	Neutral
		%	47.9	26.8	25.3			
08	The seniority of the university degree before last is taken into consideration giving jobs.	Frequencies	69	56	69	2.00	0.85	Neutral
		%	35.6	28.9	35.6			
09	Possessing a university degree in a specific specialty gives the holder the 99 repetitions preference in employment.	Frequencies	99	49	46	2.27	0.82	Neutral
		%	51.00	25.3	23.7			
10	Yet academic excellence is an essential factor in getting duplicates a job	Frequencies	67	55	72	1.97	0.85	Neutral
		%	34.5	28.4	37.1			
11	There is an equal opportunity to get a job for you, not both genders	Frequencies	49	49	96	1.76	0.83	Neutral
		%	25.3	25.3	49.5			
12	There is discrimination in favor of females at the expense of males during the employee selection process	Frequencies	102	50	42	2.31	0.81	Neutral
		%	52.6	25.8	21.6			
13	Nepotism is a key factor to get the job.	Frequencies	145	31	18	2.65	0.64	agreed
		%	74.7	16	9.3			
14	Bribery is a factor an essential factor to get a job. Duplicates	Frequencies	117	50	27	2.46	0.73	agreed
		%	60.3	25.8	13.9			
15	You resort to using personal relationships to get a job	Frequencies	112	45	37	2.39	0.79	agreed
		%	57.7	23.2	19.1			
16	The kinship factor plays a role in obtaining a job position	Frequencies	155	14	25	2.67	0.70	agreed
		%	79.9	7.2	12.9			
17	Practice the principle of courtesy	Frequencies	84	69	21.1	2.22	0.78	Neutral

	to get a job	%	43.3	35.6	21			
18	An exchange of interests results in a job	Frequencies	153	20	21	2.68	0.67	agreed
		%	78.9	10.3	10.8			
19	Influential people interfere in appointing candidates for job positions	Frequencies	160	17	17	2.74	0.61	agreed
		%	82.5	8.8	8.8			
20	Regionalization is taken into account in the recruitment process	Frequencies	117	42	35	2.42	0.78	agreed
		%	60.3	21.6	18.0			
21	Seeking to obtain a job position by any means possible	Frequencies	78	38	78	2.00	0.90	Neutral
		%	40.2	16.9	40.2			
22	Recruitment in Algeria is characterized by widespread corruption	Frequencies	138	28	28	2.56	0.73	agreed
		%	71.1	14.4	14.4			
23	You are familiar with the recruitment procedures in Algerian law	Frequencies	47	58	89	1.78	0.81	Neutral
		%	24.2	29.9	45.9			
24	Employment legal procedures are appropriate and ensure equal opportunities	Frequencies	44	62	88	1.77	0.80	Neutral
		%	22.7	32.0	45.4			
25	Loopholes in employment law cause reliance on nepotism	Frequencies	117	49	28	2.46	0.73	agreed
		%	60.3	25.3	14.4			
26	The student is aware of all new operating policies	Frequencies	38	60	96	1.7	0.78	Neutral
		%	19.6	30.9	49.5			
27	Satisfies work within the framework of pre-employment contracts for university graduates	Frequencies	53	55	86	1.83	0.84	Neutral
		%	27.3	28.4	44.3			
28	Work under pre-employment contracts is sufficient for a university graduate's livelihood	Frequencies	18	42	134	1.40	0.65	disagree
		%	19.3	21.6	69.1			
29	You believe that employment in Algeria is done legally	Frequencies	34	34	126	1.53	0.78	disagree
		%	17.5	17.5	64.9			
For the axis		Frequencies	194			2.34	0.73	agreed

Source: Prepared by the researcher based on SPSS outputs

Through table No. (01), which shows the responses of the sample members to the statements of the axis related to the foundations of employment, it is clear that the arithmetic mean of the answers to these statements reached **2.34**, with a standard deviation of **0.73**. According to the scale of this study, this indicates a high degree of agreement with the statements of this axis. We note also that the small values of the

standard deviation (less than 1) indicate the existence of homogeneity among the sample members' opinions regarding the content of this dimension.

Table 2. Sample responses to statements related to fields of employment.

Number	Sentences	Frequencies and percentages	agreed	neutral	disagree	SMA	standard deviation	Sample orientation
30	There is more chance of getting a job in the private sector than in the public sector	Frequencies	126	43	25	2.52	0.71	agreed
		%	64.9	22.9	12.9			
31	The student prefers employment in the private sector because of the pay	Frequencies	127	40	27	2.52	0.73	agreed
		%	65.5	20.6	13.9			
32	Social Obtaining retirement is a major reason for preferring applicants to work in the public sector	Frequencies	143	38	13	2.67	0.6	agreed
		%	73.7	19.6	6.7			
33	The timing of work in the public sector is a reason for preferring this sector	Frequencies	125	51	18	2.55	0.67	agreed
		%	64.4	26.3	9.3			
34	The holiday system in effect in the sector in general is the reason for the student's preference to work in this sector	Frequencies	89	69	36	2.27	0.76	neutral
		%	45.9	35.6	18.6			
35	Job stability in the public sector attracts students to prefer working in this sector	Frequencies	129	44	21	2.56	0.68	agreed
		%	66.5	22.7	10.8			
36	The private sector is characterized by strict supervision	Frequencies	118	49	27	2.47	0.74	agreed
		%	60.8	25.3	13.9			
37	The student prefers to work in the public sector because it is less strict in applying oversight On the worker	Frequencies	92	66	36	2.29	0.76	neutral
		%	47.4	34.0	18.6			
38	The promotion system is a reason for preferring to apply for work in the public sector	Frequencies	119	56	19	2.52	0.67	agreed
		%	61.3	28.9	9.8			
39	There are few areas for innovation in the public	Frequencies	143	45	15	2.61	0.63	agreed

	sector.	%	69.1	23.2	7.7			
40	The worker feels more free because he works in a state-owned institution	Frequencies	112	51	31	2.42	0.75	agreed
		%	57.5	26.3	16.0			
41	You prefer to work in the private sector because it is not a requirement to be employed with your university degree	Frequencies	77	64	53	2.12	0.81	neutral
		%	39.7	33.0	27.3			
42	You prefer to work in the private sector because there is room for creativity there	Frequencies	96	67	31	2.34	0.74	agreed
		%	49.5	34.5	16.0			
43	The private sector provides the necessary mechanisms Getting the work done	Frequencies	92	64	38	2.28	0.77	neutral
		%	47.4	33.0	19.6			
44	The private sector does not implement the procedures that must be followed to protect the worker from Various dangers	Frequencies	119	52	23	2.49	0.70	agreed
		%	61.3	26.8	11.9			
45	You think operating policies are redundant Algeria is successful (reducing unemployment)	Frequencies	75	71	48	2.14	0.79	neutral
		%	38.7	36.6	24.7			
46	The student prefers to work repeatedly in the public sector because it applies the procedures contained in the Labor Law	Frequencies	26	38	138	1.46	0.72	neutral
		%	13.4	19.6	67.0			
47	Employment policies in Algeria are directed at redundancy For the public sector	Frequencies	55	80	59	1.98	0.77	neutral
		%	28.4	41.2	30.4			
48	Employment policies in Algeria provide redundancy More job positions in the public sector	Frequencies	70	69	55	2.08	0.80	neutral
		%	36.1	35.6	28.4			
49	Employment policies in Algeria are directed to the public sector	Frequencies	81	63	50	2.16	0.81	neutral
		%	41.8	32.9	25.8			
50	Employment policies in Algeria provide more job positions in the public sector	Frequencies	65	68	61	2.02	0.81	neutral
		%	33.5	35.1	31.4			
For the axis		Frequencies	194			2.44	0.70	agreed
		%	100					

source: prepared by the researcher based on the outputs of SPSS Through table

Through Table No. (02), which shows the sample members' responses to statements related to fields of employment, it is clear that the arithmetic mean of the answers to these statements reached **2.44**, with a standard deviation of **0.70**. According to the scale of this study, this indicates a high degree of agreement with the statements of this axis. We note also that the small values of the standard deviation (less than 1) indicate the existence of homogeneity among the sample members' opinions regarding the content of this dimension.

5. EXPERIMENTAL

The questionnaire was used as a tool to collect study data; the researcher used a three-way Likert scale to measure the respondents' responses. The paragraphs of this questionnaire are as shown in the following table.

Table 3. Distribution of weights for the three-way Likert scale.

Response	disagree	neutral	agreed
Class	1	2	3
SMA	From 1 to less than 1.67	From 1.67 to less than 2.34	From 2.34 to 3
Degree of approval	Low	average	High

source: prepared by researcher

The range of categories that express the degree of agreement was determined through the range and length of the category so that the length of the category is the range/number of degrees and the range is the highest value and the lowest value, so the category length = $3-1/1 = 0.67$.

To measure reliability of this tool, we used the Cronbach's alpha coefficient, as shown in the table Next:

Table 4. Reliability coefficient of the study instrument

Number of phrases	Interviewer	Reliability coefficient (alpha Cronbach)
29	the foundations of employment	0.630
21	fields of employment	0.693
50	Stability all of axes	0.751

source: prepared by researcher

It is clear from the table above that all the values of the reliability coefficients were high, whether in relation to the axes of the study tool or in relation to the overall reliability, as these values did not fall below the minimum, which should be 0.6, and this indicates the stability of the tool.

6. CONCLUSION

The issue of employment receives great attention, whether by individuals, governments, or thinkers, because the advancement of the state or institution alike depends on a good and optimal selection of competencies and placing the right person in the right place. Therefore, the recruitment process must be on an organized and objective process based on legal and objective standards that are applied by the responsible authorities, while being careful not to influence them and protect them from some elements that try to influence the recruitment process in order to achieve personal or regional interests. And because This subject is of great importance to university students, this study came in which we tried to identify the attitudes of university students towards employment in Algeria, as we shed light on a number of topics related to the employment process, such as the employment standards adopted in Algeria, as well as the employment sectors, by which we mean the public and private sectors.

The study reached the following results:

- Employment in Algeria depends on subjective criteria from the students' point of view.
- students prefer employment in the public sector over the private sector.
- The results of the study also showed that the labor market in Algeria does not give employment priority to those with university degrees, even though the university degree is a standard of employment standards.
- Academic excellence is not considered a basic criterion for employment in Algeria.
- The employment programs in Algeria are unsuccessful, and university graduates are not satisfied with working under pre-employment contracts because it is not sufficient for their livelihood.
- Recruitment in Algeria is characterized by widespread corruption due to the spread of nepotism, using personal relationships to obtain a job, and also the interference of influential people, or through regionalism or bribery.
- University students are not familiar with the recruitment procedures contained in Algerian law, nor the new employment policies.

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8. Appendices

Table5. Distribution of members sample by gender

Sex	Frequency	Percentage
Male	27	13.90%
Female	167	86.10%
Total	194	100%

Table 6. Distribution of sample members by age

Age	Frequency	Percentage
[20-25]	135	69.30%
[25-30]	53	27.30%
]30-35]	2	1.00%
[35-40]	4	2.10%
Total	194	100

Table 7. Distribution of sample members according to specialization

Specialty	Frequency	Percentage
Sociology of organization and work	50	25.80%
Sociology of communication	40	20.60%
Sociology of education	47	24.20%
Telecommunication	16	8.20%
System embarque	22	13.30%
Microelectronic	19	9.80%
Total	194	100%

Table 8. Distribution of students according to the job they hold.

Possibilities	Frequency	Percentage
Yes	17	8.8%
No	177	91.2%
Total	194	100%