

The University's Incentive System And Its Prevailing Culture نظام التحفيز في الجامعة والثقافة السائدة بها

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Received: 27/8/2020

Accepted: 26/10/2020

Published: 15/1/2021

Abstract:

The difference in the nature of the institutions is a reason for the Algerian legislator to search for incentives that are appropriate to the nature of the work, but this alone is not enough to push him to work more if there is no appropriate environment that has high cultural values that call for perfection and hard work. Therefore, to understand the incentives that must be available requires understanding the prevailing culture first. This study aims to shed light on the real reason for the ineffectiveness of the incentive system in Algerian universities, that is the lack of prevalence of values and principles that are clear and embraced by all, which led to weak organizational culture, and thus university lecturers' dissatisfaction, despite the combination of incentives offered.

Keywords: The Organizational culture, the Values, the University, incentives, motivation.

Jel Classification Codes: XN1, XN2.

ملخص:

يعد الاختلاف في طبيعة المؤسسات سببا في بحث المشرع الجزائري عن حوافز تتلاءم مع طبيعة العمل لكن هذا لوحده لا يكفي لدفعه للعمل أكثر إذا لم تتوفر بيئة ملائمة تتوفر على قيم ثقافية سامية

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تدعو إلى الإتقان و العمل الجاد، لذلك كان من الأجدى لفهم الحوافز الواجب توافرها أن نفهم الثقافة السائدة بها.

تهدف هذه الدراسة إلى تسليط الضوء على السبب الحقيقي في عدم فعالية نظام الحوافز في الجامعات الجزائرية و المتمثل في عدم سيادة قيم و مبادئ واضحة و معتنقة من طرف الجميع، ما أدى إلى ضعف الثقافة التنظيمية و بالتالي عدم رضا الأساتذة الجامعيين مهما كانت توليفة الحوافز المقدمة.

الكلمات المفتاحية: الثقافة التنظيمية، القيم، الجامعة، الحوافز، التحفيز.

تصنيف JEL : XN1، XN2.

1. INTRODUCTION:

The university professor represents the basic pillar in preparing specialized executives, in addition to his contribution to solving some problems facing society, through his effort and activity to achieve the desired goals; as defined by the Algerian legislator that he who performs through education and research the task of service public higher education.

Ensures the students' service at the university three sub-systems integrated and interdependent represented by professors, administrative staff belonging to common bodies, in addition to support workers or implementation workers such as prevention and security agents, drivers, cleaners and others, all of whom strive to prepare university graduates with high skills to meet Labor market requirements and achieving economic and social development, And since the university professor represents the largest percentage of university workers and the direct provider of the service and the cornerstone upon which the teaching profession is based, we focus our studies on it by searching for a combination of incentives that pertain to it, while briefly reviewing the incentives offered to the rest of the workers.

1. the incentive system for university employees:

The incentives offered to university employees differ according to the nature of the work they do, and this is what we will look at in the following:

1.1- the incentive system for university professor:

The university is perceived as an administrative public institution with a particular character. Therefore, its workers are subject to the General Basic Law of Public Service, which was issued in Ordinance No. 06-03 of July 15, 2006, in addition to

other laws, including the Directive Law for Scientific Research and Technological Development 98 -11 dated August 22, 1998, as well as the Directive Law for Higher Education No. 99-05 of April 04, 1999, without forgetting the Executive Decree No. 03-279 of August 23, 2003 defining the university's duties and rules for its organization and functioning.

In view of the specific features of higher education professors and researchers, their own basic regulations can stipulate for exceptional clauses such an order, in the field of rights, duties, professional career and overall discipline-06 (الأمر رقم 03 المؤرخ في 15 يوليو 2006 المتضمن القانون الأساسي العام للوظيفة العمومية، المادة 01، 2006، صفحة 04).

And therefore this, we will refer to the basic regulation of the researcher-professor, which aims to clarify and to illustrate the particular provisions applied to employees affiliated to the researchers-professors status and specifying the code related to, as well as the admission recruitment within the different grades and the respective identical positions المتضمن 2006 يوليو 15 المؤرخ في 03-06 (الأمر رقم 03-06) القانون الأساسي العام للوظيفة العمومية، 2006، المادة 01، صفحة 03).

The Algerian legislator has committed out the researchers-professors, besides of the incentives found in the general basic regulation of the civil service with a complement set to the combination of incentives given the peculiarity of their noble mission, we sum-up them as follow:

1.1.1-Material Incentives: We recap them as follows :

1.1.1.1 -The material conditions of work : The Algerian legislator confirmed the following statement : professor's feeling that all conditions are adapted to perform his work makes him ready to do his utmost efforts to carry out the public service mission of higher education, given that professors-researchers take advantage of all the necessary requirements to perform their tasks and their promotion as well as the conditions of cleanliness and security related to the nature of their activity (المرسوم التنفيذي رقم 130-08 المؤرخ في 3 ماي 2008 المتضمن القانون الأساسي الخاص بالأستاذ الباحث، 2008، المادة 05، صفحة 20).

1.1.1.2-Salary : article (67) specifies the classification of the grades belonging to the researchers - professors, whereby the salary system applied to professors is subdue to changes yielded with the prevailing economic and social conditions.

1.1.1.3-Promotion: informing the professor of the promotion requirements makes him seek to access in order to achieve them, and therefore driven him towards achieving the goals of the university goals through achieving his individual goals. Thus, the promotion is considered as one of the most important incentives that

drive the professor to work more and to highlight his abilities and his intellectual talents, so the Algerian legislator singled out each status of the Algerian researchers' status under specific conditions for their promotion. We include them in the following points:

A-Assistant-professors rank : we distinguish two grades :

- Associate- Professor section « B »: is promoted as Assistant - Professor section « B » on the basis of the degree, the assistant-professors who have obtained their job after their master's degree or a related degree, this condition leads the assistant-professors to increase their educational attainment and their qualifications and thus the university involves professors with a Hocher degree. (المرسوم التنفيذي رقم 130-08 المؤرخ في 3 ماي 2008 المتضمن القانون الأساسي الخاص بالأستاذ الباحث، 2008، المادة 35، صفحة 23)

- Associate- Professor section « A » :

The university aims to have a competitive peculiarity through it's professors those have a high scientific reference, for this reason it attract them to the scientific research and to own degrees about it. On this basis, the promotion on Assistant-Professor section « A » is allowed by the head of the establishment. The assistant professors, section B, who have established three (3) consecutive records in the doctorate, based on a proposal from the dean of the faculty or from the headmaster of the institute or from the head of the department. After taking the opinion of the department's scientific committee in relation to the faculty and the Institute, and the scientific council of the institute, as for the institute at the university and the university center institute. (المرسوم التنفيذي رقم 130-08 المؤرخ في 3 ماي 2008 المتضمن القانون الأساسي الخاص بالأستاذ الباحث، 2008، المادة 38، صفحة 23)

B- Lecturer section « B »: is promoted as assistant-lecturer « B » on the basis of the establishment ' s head decision' (المرسوم التنفيذي رقم 130-08 المؤرخ في 3 ماي 2008 المتضمن القانون الأساسي الخاص بالأستاذ الباحث، 2008، المادة 42، صفحة 23)

- Assistant- Professor section « B » : professors those are promoted and those have getting a doctorate degree in sciences fields /or a related degree.
- Assistant- Professor section « A » : those have getting a doctorate degree in sciences fields /or a recognized certification .

C- Lecturer « A » : is promoted as assistant- lecturer « A » on the basis of the head decision. (المرسوم التنفيذي رقم 130-08 المؤرخ في 3 ماي 2008 المتضمن القانون الأساسي الخاص بالأستاذ الباحث، 2008، المادة 45، صفحة 24)

- **Lecturer section « B »:** are promoted as assistant-lecturer « B » on the basis of their academic empowerment or those have a recognized certification.
- **Associate- Professor, section «A »:** holders of a state doctorate or a related degree.
- **Associate- Professor «B »:** holders of a state doctorate or a related degree for their average level.

D-Professor: Promotes to the rank of professor after taking the opinion of the National University Committee, the lecturers, section «A » , who proves five (5) years of actual activity as such, and who are registered in the habilitation list (المرسوم التنفيذي رقم 130-08 المؤرخ في 3 ماي 2008 المتضمن القانون الأساسي الخاص بالأستاذ الباحث، المادة 50، صفحة 25)

Through the foregoing, we note that the Algerian legislator has presented a set of conditions for the promotion of professors in various ranks, all of which are aimed at achieving the highest levels of progress, achieving the goals of the university, which is to stay and continue to perform its educational mission and prepare competencies that are compatible with the labor market.

* **Rewards:** Research professors benefit from the rewards of their provided services according to the modalities and requirement stipulated in the applicable regulations. (المرسوم التنفيذي رقم 130-08 المؤرخ في 3 ماي 2008 المتضمن القانون الأساسي الخاص بالأستاذ الباحث، المادة 11، صفحة 20)

1.1.2- Moral incentives: Through this decree, the following moral incentives can be extracted:

1.1.2.1- Hourly organization of work: Research professors must guarantee the teaching service in accordance with the reference annual hourly size set at (192) hours of lessons, and this hourly size corresponds to (288) hours of directed work or (384) hours of applied work, where one hour of lesson is equivalent to an hour and a half of directed work and equal to two hours of applied work, but to support research work and to develop the qualifications of professors and to obtain high degrees, the institution granted exceptions to them, as the associate-professors who attend the doctoral thesis can benefit from adapting their size seeking to teach. (المرسوم التنفيذي رقم 130-08 المؤرخ في 3 ماي 2008 المتضمن القانون الأساسي الخاص بالأستاذ الباحث، المادة 06-07، صفحة 20)

1.1.2.2-Training: Since the university is an area to perform the teaching occupation .As nowadays ,we are in a world characterized by change and

continuous development, and to maintain its status among the rest of the educational institutions, it must provide the appropriate conditions for professors training , and the best evidence for this is the accommodation of the hourly size to the assistant professors who attend the doctoral thesis .Also, professors and lecturers ,section «A », who have displayed for a period of (05) consecutive years in this status, can benefit once during their career path from a one-year scientific vacation, to enable them to renew their knowledge and thereby contribute to improve the pedagogical system and scientific development .Thus, they are considered throughout this year, as in an activity position. Also, the administrative board must permanently organize a continuous training on behalf of the research professors, aiming to improve their knowledge in the field of their activities according to the conditions stipulated in the applicable organization. (المرسوم التنفيذي رقم 130-08 المؤرخ في 3 ماي 2008 المتضمن القانون الأساسي الخاص بالأستاذ الباحث، 2008، المادة 14، 22، الصفحات 20-21)

1.1.2.3-Vacation: The establishment allows a justified absence without losing the salary to participate in conferences and forums of a national or international nature, which relate to his professional activities according to the conditions and conditions stipulated in the organization in force. (المرسوم التنفيذي رقم 130-08 المؤرخ في 3 ماي 2008 المتضمن القانون الأساسي الخاص بالأستاذ الباحث، 2008، المادة 13، صفحة 20)

1.1.3- Negative Incentives: This decree only dealt with the error of the fourth degree as an addition to the provisions of Articles (178) to (181) of Ordinance 06-03 of July 15, 2006, as it is considered a professional error of the fourth degree that the research professors or their participation in a steady plagiarism and Falsification of results or fraud in scientific works claimed in doctoral theses or in any scientific or pedagogical publications. (المرسوم التنفيذي رقم 130-08 المؤرخ في 3 ماي 2008 المتضمن القانون الأساسي الخاص بالأستاذ الباحث، 2008، المادة 24، صفحة 21)

1.2- Common wire stimulation system:

Common wires in public institutions and public administrations are considered wires belonging to the following sectors: public administration, translation – interpretation, computing, statistics, documents and archives-08 (المرسوم التنفيذي رقم 04 المؤرخ في 19 يناير 2008 المتضمن القانون الأساسي الخاص بالموظفين المنتمين للأسلاك المشتركة as they are subject to the general basic law of the public official in general, and to a special law regulating tasks and conditions Employment, promotion and integration according to the Executive Decree No. 08-04 of January 19th, 2008, which includes the basic law for employees belonging to common wires in public institutions and departments,

and the pace of promotion is determined in the degree applied to employees belonging to common wires h B three periods provided for in Article 11 of Presidential Decree No. 07-304 dated September 29th, 2007 and is running low, medium and maximum (two years and 6 months, 3 years, 3 years and 6 months) respectively.

Thus, the process of promotion is mostly followed by the training of promoted employees in order to provide them with the necessary skills to perform the new position. The university also looking for encouraging its employees to obtain academic achievement and obtain greater scientific degrees in order to raise their competencies and abilities, since having these degrees enables them to get promotion on the basis of the degree and without any conditions of the contest or experience (المرسوم التنفيذي رقم 04-08 المؤرخ في 19 يناير 2008 المتضمن القانون الاساسي الخاص بالموظفين المنتمين للأسلاك المشتركة في المؤسسات والادارات العمومية، 2008، المادة 20، صفحة 06).

The appendix no. (01) summarizes all the conditions that must be met to promote the employees belonging to the common wires.

The aforementioned points reflect the various incentives submitted by this executive decree that urged out common wires without the remaining of the employees in the administrative public institutions.

1.3- The incentive system applied to professional workers, motorists, and veils:

Executive Decree No. 08-05 of January 19th, 2008 stipulates a combination of incentives for both professional workers, drivers of cars and veils. Where the focusing was on promotion methods that differ from one wire to another and from one rank to another according to the specificity of each of them, and with regard to. Following is a introduction of the methods of promotion which stated in this executive decree according to each wire, then according to each rank of this wire.

1.3.1-The Practionners wire employees: This wire includes four categories: (المرسوم التنفيذي رقم 04-08 المؤرخ في 19 يناير 2008 المتضمن القانون الاساسي الخاص بالموظفين المنتمين للأسلاك المشتركة في المؤسسات والادارات العمومية، 2008، المادة 8، صفحة 32)

- The category of third class professional workers;
- The category of second-class professional workers;
- The category of first-class professional workers;
- The category of professional workers outside the class.

1.3.2- The motorists wire: It includes the motorists (car drivers) wire at two categories:

- The category of second class motorists ;
- The category of first class motorists (car drivers) : The second category of car drivers are promoted to the rank of first class car driver, on the basis of selection after registering in the qualification list and within the limits of the positions required to be filled, who proves (03) years of active service in this status and who get a heavyweight driver's license or mass transport. (المرسوم التنفيذي رقم 04-08 المؤرخ في 19 يناير 2008 المتضمن القانون الاساسي الخاص بالموظفين المنتمين للأسلاك المشتركة في المؤسسات والادارات العمومية، المادة 24-27، صفحة 34)

1.3.3- The veil wire: This wire includes the two major categories of the veil and the major veil, as it is promoted as a major veil, the veils who establishes (05) years of active service in this status and who are registered in the qualification list. (المرسوم التنفيذي رقم 04-08 المؤرخ في 19 يناير 2008 المتضمن القانون الاساسي الخاص بالموظفين المنتمين للأسلاك المشتركة في المؤسسات والادارات العمومية، المادة 33، صفحة 34)

Employees in the wire drivers and veil wire seek to striving, perseverating and working efficiently in order to show their superiority and excellence and therefore have the opportunity to register in the qualification list as a first step, then promotion as a second step if they are able to excel, and thus clearly shows that the goal of the promotion, is to push the worker towards achieving his goal of promotion, as well as achieving the goal of the university.

2 - the organizational culture of the Algerian University:

Organizational culture is the basis of acclimatization and pushing the worker towards working hard and mastery, so we will try to address through this element the characteristics of the organizational culture prevailing in the university, as well as the values that govern it.

2.1-Characteristics of organizational culture in Algerian universities: Higher education in Algeria has achieved significant positive and important results during the past decades, but in terms of quality and quality, it is still low and requires more efforts, as it is described as a unified and similar standard education and requires diversification of its specializations. The reason for this is due to the characteristics that are unique to Algerian public administrative institutions in general and Algerian universities in particular, which can be summarized as follows:(الصفحات 106-109، قرفي، 2008، الصفحات 106-109)

- The lack of accountability and lack of access to the mandatory result;
- The absence of management objectives;
- Algerian society lives in a strange phenomenon, which is the constant and persistent search of the citizen on "knowledge" *, so whenever he wants to spend

a need or obtain service with an organization, even if it is one of his legitimate rights, he resorts to "knowledge" first and foremost. Where the professor, if he wanted to work in a particular university, first searches for "knowledge" before placing his candidacy file, and the matter also turns to the student who chooses to specialize in the university according to "knowledge" as his first step in the university is with "knowledge" and the matter is repeated Throughout his university career, whether for grades, supervising and other things, Hence, the process of searching closely for "nepotism"¹ demonstrates the pattern of personal judgment and family relationships that link the citizen to the administrator;

- Indifference to the customer or the beneficiary of the service is the one that has encouraged more and more widespread 'knowledge' phenomena;

The discretionary authority is considered an exceptional case, but its overuse makes it a rule, so that exceptional work is common, while the law is absent;

- In view of the aforementioned practices, the result is a so-called "culture of the secret", which was formed by actors based on administrative interests and public institutions, and is represented in:

The spread of "secret culture" in Algerian public administrative institutions in general, and universities in particular, contradict modern concepts of management, especially what managers are trying to rely on today, and that is "university governance".(شاتوك، 2008، الصفحات 271-276).

The spread of the phenomenon of parallel registration for several specializations by students, although the pedagogical law of the Algerian University prohibits this, but the administration's silence made them succeed in crooked ways because it is difficult to reconcile the two specializations;(عبد السلام، 2013)

- University calendar crisis, where we often find students succeed despite their absence from studying as a result of interference by external or internal parties, and in other times we find random evaluation due to the large number of students in specialization, and lack of professional ethics of some professors;(عبد السلام، 2013)

- Scientific publishing in magazines and periodicals: Most of the studies published in magazines and periodicals are based on standards of loyalties, friendships,

¹ **The Nepotism** : It is a mediation process through which the mediator takes a fee and is either symbolic, whereby the consideration is to acknowledge the mediator's contribution and his own position, his abilities and "acquaintances" or the mediator takes a financial compensation and a financial wage, and that is the subject of bribery.

blocs, and "knowledge". As for scientific standards in terms of the quality of the article or research, its importance, and its scientific and practical value, matters according to the prevailing logic in Algerian universities as an ideal, and a minor matter. Even when the arbitration process takes place, we often find the process of settling accounts and manifestations of revenge between this party against the other party, but sometimes it may be deliberate to present the work of some professors to others to evaluate knowing that they are hostile or are in conflicts to take revenge on them and destroy their work no matter what their scientific value was and therefore they were not allowed to publish due to negative reports; (عبد السلام، 2013)

- The issue of organizing and participating in forums is subject to the logic of "knowledge" and the nature of the position occupied by the person wishing to participate in the forum, where decisions on acceptance or rejection are often based on it, but more than that we find who gets certificates of participation in the forum and he did not attend or present Any work related to the topics of the forum ...;(عبد السلام، 2013)

-The assumption of positions of responsibilities and university management has become based on loyalties as well as ideological, factional, and tribal affiliations, regionalism, nerve, and friendships, all of which are manifestations of devotion to backwardness, knowing that all national universities speak, study, and adopt standards of quality and effectiveness as if they were set to sing them as ideal and theoretical wishes for the future. Who works with it? We don't know which generation to prepare.

We wonder to whose generation were set these standards. (عبد السلام، 2013)

However, they failed to use this knowledge and theories in the conduct of their business to achieve quality training and scientific research.(عبد السلام، 2013)

Contrewise, we find standards, not far from what is prevalent in society such as nepotism, tribal, ideological, and political affiliations criteria as well as the ability to undergo and execute orders without discussion of the elements attracted as in other community organizations.

2.2- Some values affecting public administrative institutions in general and the Algerian University in particular :

Organizational culture expresses a set of values, beliefs, concepts, and ways of thinking common between the institution's leaders and old members and is taught to new individuals(صفحة 157، الفراج، 2011) , while the Algerian society culture represents a mixture of often contradictory values, just as there are values for

effectiveness, achievement, and logic Scientific, and reverence for efficiency and work, we find there are surrender values that call for laziness, dependency and lack of diligence, and we summarize as follows some of the values affecting public administrative institutions in general and the Algerian University in particular:(حجي، 2006، الصفحات 81-100)

2.2.1-The concept of time: The relationship of the Algerian person with time is a relationship of confrontation or submission to patience with him, or withdrawal and escape from him by ignoring him, and this negative behavior towards time is evident in the various areas of life in which the Algerian person lives through several aspects: such as leaving work early, and not being in the workplace or attending without completing the tasks entrusted to them and preparing lessons, and ending the program entrusted to him, and all of this lead to indifference, lack of work motivation as well as weak entrepreneurship and innovation and the spread of the phenomenon of absenteeism and neglect and other Negative phenomena due to the loose concept of time to the Algerian worker. Algeria, like other Islamic countries, does not lack positive values, whether in relation to the Qur'an, the Sunnah of the Prophet, or Arab heritage, all of which urge to use time and seize it, although these meanings are absent in the Algerian worker practicing his official work and not Official, and this is what makes Algerian culture among the many cultures "culture chroniqués", meaning that time is cyclical, and if you waste it, it will come back later, indeed there is little value for time.

2.2.2-Perfection: The religion of Islam urged to master the work and considered the latter a cult. Therefore, it is assumed that the advantage of Islamic societies is "perfection", if society does not allow social mobility; a culture of mastery is replaced by a random culture.

If the culture of mastery disappears, it is replaced by the so-called "Medium stature owners" where the middle-ranking people occupy high positions and declare war to the privileged so that they guarantee their positions by relying on special mechanisms and destroying "values", "ideals" and "public morals", and Society is running down to all levels.

2.2.3-Culture of people, not systems culture: The link between achievement and "coincidence" is the presence of an excellent person in a specific location who accepts life and the future because of the laws of chance, which are not subject to known or even rational rules, just as belief in people and not in the system makes us vulnerable to something very Dangerous, while "culture of the system" leads to eradicating or excluding destructive elements that may reach distinct sites,

"culture of people" may bring the distinguished persons and may also bring back those who bring with them major problems while there are no effective mechanisms to exclude them in the right time, the system in these cultures is the basis for progress and success, not individuals even though their talents are great in some situations.

Despite the difference between the culture of people and the culture of systems, the first culture can be transformed into a culture of systems through several mechanisms, including the education system, by designing educational programs aimed at reducing the personal dimensions of thinking and maximizing the objective dimensions that are the basis of any system.

And when that happens, the survival of some of the distinguished in their positions turns into a semi-military battle in which they practice the battle of "being or not", and one of the biggest concerns of many officials is not eliminating those who are fit to replace them and occupy their seats and positions, but even reaches to a "general cultural climate" in which every official searches for someone who is fit to - one day - replace him, so the wheel of social movement revolves and what some call "the rotation of elites" occurs.

2.2.4-Self-Critique: Criticism is the most important tool developed by the human mind, and this is done through critique of ideas, critique of plans, critique of programs, critique of projects before, during, and after their implementation, and critically handling everything that is not restricted to superiors only, but rather is a right for everyone with a reasonable mind. The goal of criticism is to reduce the negatives and maximize the positives, thus allowing for success and distinction.

Non-discerning people reject constructive criticism, because discovering the truth about their abilities and potentials will be the first results of the prevalence of a culture of constructive criticism as criteria they do not accept in evaluation.

2.2.5-The absence of team spirit: Modern managers are characterized by high efficiency so that they can create a team spirit between workers and the dominance of a strong culture that binds them to each other, however in our public administrative institutions this concept is absent and replaced by a negative culture rooted in the weakness of our administrative education, where the work heads work provided that the workers are independent and isolated from each other, and their only contact with the chief of work in what represents him personally is a source of strength and magnifies his own position at the expense of totally wasting the spirit of teamwork and team culture.

2.2.6-Work values: Algerian society holds the concept of traditional work, which is limited only to the material concept, and its images appear through lack of discipline and low performance in the work resulting from not submitting to work procedures, and adherence to them in their view detracts from their dignity, in addition, they despise the simple works feeling that these are also diminishing the dignity of the individual such as waiter in a cafe or dustman..., and what explains the youth's appetite for this type of work without shame in the Diaspora, is the culture in these countries that does not despise these works but rather respects and values them. , While the culture of his country alienated it and disdained it.(مرحوم، 2008).

3. CONCLUSION:

The Algerian legislator has provided various incentives from collective to individual and from positive to negative in order to push the employee to provide greater effort, so if his work as a professor or an administrator or joint bodies in the level of management aspirations is rewarded through positive incentives, but if he shows negative behaviors then the solution that follow Management is the imposition of negative incentives to correct its behavior.

The motivation system is the engine for the efforts of employees, but some studies have shown that the incentive system alone is not sufficient to push individuals to work more, but rather due to the supremacy of some cultural values within the institution and derived from the Algerian community, especially what relates to public administrative institutions, which led to low levels of performance in them.

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