The Effect of Societal Culture on Workers' Adjustment in the Economic Organization

تـأثـيـر الـثـقـافـة الـمـجـتـمـعـيـة عـلـى الـتـكـيـف الـمـهـنـي لـلـعـمـال فـي الـمـؤسسة الاقـتـصـاديـة

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ملخص:

تفيد الكثير من الدراسات والبحوث أن ممارسات العمال المتعارضة مع مبادئ التنظيم في المؤسسة الاقتصادية لا تعود إلى محيط العمل ونوع التكنولوجيا المستعملة فقط، بل يمكن تفسيرها أيضا من خلال الأيديولوجيات السائدة والقيم والمعتقدات. حيث يتشكل من خلال هذه المتغيرات نمطا معينا من الحياة لا يسمح بتشكل جماعة عمل منسجمة قادرة على التحكم في العملية الإنتاجية. في هذا السياق تعمل الثقافة المجتمعية على تعبئة أفراد المجتمع بمبادئ وممارسات تؤدي بهم إما إلى التقيد ومسايرة النمط الثقافي السائد في المؤسسة الاقتصادية، أو على عكس ذلك تؤدي بالأفراد الى مقاومة التنظيم المعمول به في مكان العمل.

الكلمات المفتاحية: الثقافة المجتمعية، التكيف المهني، التنشئة الاجتماعية، الثقافة التنظيمية.

Abstract:

Many studies and researches indicate that the practices of workers that are in conflict with the principles of organization in the economic institution are not just due to the work environment and the type of technology used. They can also be explained by the prevailing values and beliefs. Through these variables, a certain lifestyle is formed that does not allow the formation of a harmonious work group capable of controlling the production process. In this context, societal culture works to mobilize members of society with principles and practices that lead them either to adhere to and keep pace with the prevailing cultural pattern in the economic institution, or on the contrary, lead individuals to resist the regulation in place in the workplace.

Key words: societal culture, work adjustment, socialization, organizational culture.

Introduction:

The world of work and economic institutions takes great importance among scholars, especially those working in the field of the sociology of organization and work. This interest comes as a result of factors that have an impact on the institution and the worker together. In particular, understanding the reality of the public economic institution requires a diagnosis and analysis of the internal environment based on the social and cultural background of the workers. This is the case of the present study, which aims to assume sociocultural variables that have an impact on the work process and direct the prevailing professional relations among workers.

Thus, to show that there is a social background that calls for analysis and diagnosis. This situation requires addressing the variables that constitute the cultural aspect of the worker, which is represented in the various forms of training to develop human competencies and accompany the worker in his career path, starting with the definition of job characteristics and keeping pace with the technical and technological changes that appear in the field of work. According to this perspective, the study aims in one of its aspects to know the extent of the impact of the institution's culture on the professional adaptation of workers, by exposure to variables such as symbols, the language of work in circulation, and the history of the institution.

The purpose of the study is to know whether the actions and behaviours of workers inside or outside the institution are a reflection of a lifestyle and consumption pattern that reflects the prevailing cultural pattern. In this study, we would like to search for the frames of reference for the social system in order to understand and define the nature and content of the cultural and value system that plays the specific or guiding role of behaviours, actions and social interactions that take place in the public economic institution.

1- The impact of societal culture on the behaviour of workers in the economic institution:

Societal culture is defined as "a related set of values, customs and traditions shared by a number of individuals and directs their behaviour, attitudes and feelings."[1]

Societal culture or collective culture is inherited by individuals, persons and groups. It is reduced to the collective mind, the cultural and intellectual coherence of the nation. Societal culture takes root in different times, and multiple generations contribute to shaping the collective culture of peoples.

Societal culture, despite being formed from multiple elements and distant times. It is still changing and may be shaped by modern factors and simple interactions such as the economic and educational situation that contribute to removing societies from their isolation and qualifying them to be able to communicate with and accept others.

2- Socialization:

"Socialization in linguistic terms includes all collective and individual efforts and means which serve to transform the organic being at birth into a social being. It is a process of learning and teaching in which both the individual and the group participate."[2]

The family is the first nucleus and the crucial stage in socialization. It is the first social institution that includes the individual after his birth and his desire to learn, as he finds the family as a space in which he learns the first principles of life.

The family often reflects the social reality that affects it. It is only a partial system affected by the overall system, which is society.

3- Socialization and the field of work:

• **Work upbringing as a form of socialization:**

Raising the child to learn and respect the work values and making him accustomed to it is considered one of the important duties and responsibilities of the family. Since ancient times, in order to adapt to society, the child has been participating in the family's activities and helping it inside and outside the home. But what is important in the process of indoctrination of work concepts is how the indoctrination takes place and what is contained in this process. In other words, does the socialization of work lead the individual to keep pace and adapt to the work requirements that are represented in the culture of the institution? That is, the professional behaviour between socialization and the culture of the institution is not inconsistent or contradictory. This is so that the organizational culture is not a rejection of the characteristics of socialization.

The socialization pattern, which is based on the participation of parents, neighbours, and workshop owners in raising children, is considered a positive pattern that contributes to professional adjustment. Hence, "the agreement of parents with the owners of workshops to train children is a natural result of a prevailing lifestyle, and the fact that the person who is responsible for training the child becomes the spiritual father who introduces the child to the world of adults."[3]

• **Socialization and work concept:**

The concept of work takes different dimensions according to the diversity of societies and the prevailing social upbringing in society. Work may mean a space for expressing individual and collective abilities and skills, any field for creativity and advancement. In other words, work allows the provision of biological, psychological, and social needs.

But if social upbringing considers work in most cases a source of livelihood that allows the fulfilment of material needs. Thus, it is a limited materialistic view of the work.

This view negatively affects performance and creativity at work. The worker does not think about innovation. Rather, he does not care about the lowest values related to organization within the institution, such as discipline, mastery of work and keenness to perform work on time.

This situation leads to the failure of the institution and the failure to cope with the requirements of the market, which is characterized by competition and based on the principle of survival of the strongest and the best. This principle requires competitive economic institutions that stay informed of market developments and to develop new technologies that allow them to keep pace with and adapt to developments in the environment in which they are located.

This negative conception of work entails several losses. It leads also to emerge organizational phenomena that hinder the institution from stability and development. This situation threatens its survival in the market due to lack of competition. The following are the most important negative aspects of the materialistic concept of work:

- Lack of discipline resulting from not giving importance to time.

- Decline in performance resulting from not being subject to the organizational principles of discipline, commitment to time, and submission to all the instructions contained in the organization. In this context, the prevailing organizational culture within the institution appears to be incompatible with the social upbringing of work. The worker looks at the labour laws with contempt because they dictate loyalty and submission to the organization.

- Contempt for some professions that detract from their dignity in the eyes of workers. Their social upbringing dictates that they choose professions and jobs that preserve their self-esteem and protect their dignity.[4]

- **Socialization and concept of time:**

The time indicator is often considered a measure of progress or lag. The view to the concept of time leads to determining how to use it, discipline, and the extent of commitment to planning and organization. In developed countries, time is very important. They are trying as much as possible to speed up services and activate production processes.

We also note that there is a change in the role of the school from traditional concepts to modern concepts. The school has a curriculum that includes principles in various fields.

The school has a prominent role in achieving social compatibility, as it is concerned with compatibility problems as aspect of personal growth, as it is the social source from which the adolescent derives his standards and values.

The school curricula should also include certain concepts, such as the concept of social responsibility, public ownership and citizenship, participation in decision-making, cooperation and the concept of right and duty, equality, fraternity, dialogue, justice, constructive criticism, freedom of opinion and expression, and respect for other opinions...etc. The textbooks should also include some basic information that the citizen needs to be an effective element in the country in which he lives. Therefore, the textbook is an important tool in achieving this goal in the educational process. It is not just a set of printed paper, which includes symbols, letters and harmonious shapes, but rather a functional tool that works on developing the student's personality and instilling the culture of his community.

The school is thus a social institution established by the community to share with the family its responsibility in social upbringing and according to its philosophy, systems and goals, and it is affected by everything that takes place in its society as well. It is the means by which the individual becomes a social human being and an active member of society.

The school is the official social institution that performs the function of education, transfer of advanced culture and provision of appropriate conditions for physical, mental, emotional and social growth.

Emile Durkheim defines the school as: "a privileged expression of society that qualifies it to pass on to its children cultural, moral and social values that it considers necessary for the formation of the adult and its integration into his environment."[5] The most important function of the school is the social function, which is to work on introducing the student to society in a clear way that includes its composition, systems, laws, problems and factors that affect it, and to help students understand social life and help them adapt to it and participate in it.

It turns out that the role of the teacher has become vital and effective and is not limited to information only. In this sense, education cannot be limited to providing information to students, but learning includes education in terms of general dimension. Also, the student-teacher relationship cannot be limited to the information aspect only, but it goes beyond to illuminate his path with advice that influence his academic and future life.

We conclude that the role of the teacher has become rich and effective if he follows the basic rules of education based on scientific and methodological foundations. The teacher should keep pace with the teacher's roles by performing the process of guidance and counselling.

According to modern approaches to education, the role of the teacher is no longer that source or authority in the class. Among these approaches, we find the: Audio Lingual Method, the approach that focuses on the physiological aspect of language: Total Physical Response, (TPR), Situational Language Teaching, Competency Based Approach (CBA),. All these approaches agreed on changing the teacher's role to a dynamic one that activates and enhance the competencies of students in different ways. Whereas the main role of the teacher is highlighted in an essential role, which is the facilitator. Other roles fall within the framework of this basic and comprehensive role, as follows:

- The Controller: He monitors the whole section, distributes roles to the students and explains to them what to do. In addition, he reads aloud, regulating the question-answer process.
- Organizer: that is, the teacher organizes tightly by controlling the techniques for presenting the lesson and organizing and activities. Explain how to complete the exercises and try to divide the students into groups and also work in pairs.
- Assessment/ Assessor: Assessment of students through feedback, or through various methods of assessment.
- Prompter: that is, the teacher urges his students to think and be creative by reducing dependence on the teacher in all matters.
- Resource: In this role the teacher works to help the students whenever they need it without relying entirely on it. Here he can guide them and direct them to various sources that provide information to students.

- Tutor: Here the teacher accompanies and guides the student not only in explaining the lesson or simplifying the information, but also has a support in his scientific orientations such as guiding libraries and sources of knowledge.
- Observer: The teacher should be a good observer of what is happening in the class, and this is what enables him to identify the so-called learners' needs, which are essential in education.
- Participant: the teacher must participate in the students' discussions and not be isolated in the class.

We conclude that the role of the teacher has become rich and effective if the basic rules of education based on scientific and methodological foundations are followed.

From this point of view, it can be said that the economic organization is a social construction, like other social institutions that operate according to social principles. More than that, it is management according to the principle of control, that is, the domination of a social group over another.[6]

Conclusion:

We conclude by diagnosing and analysing the mechanisms that control the phenomenon of professional adaptation of workers in the economic organization, that the sociocultural factors identified in the research of family and school upbringing have an effective role in making the process of workers adaptation to the job position and the surrounding conditions characterized by ease and speed. It can also be said that the social and cultural background of workers has a prominent and decisive role in understanding the prevailing relations in the field of work.

From the previous analysis, it can be said that it is not possible to be satisfied with rational and purely organizational management in controlling labour relations and understanding the behaviour of workers, but it goes beyond that to include sociocultural variables and pay attention to informal organization in parallel with the formal organization. We conclude by this that controlling management and production techniques is not limited to the technological aspect only, but requires attention to the work environment by studying and diagnosing its characteristics and advantages.

The organization of work that is close to the type of values on which the workers were raised, this is what allows facilitating the process of professional adjustment of workers. To some extent, this organization calls for the standardization of working life according to the social and cultural life that formed the values and standards of workers. Hence, the difference between the work environment and the external environment for workers is reduced. The availability of dynamic working conditions, such as the allocation of training during the worker's career path, in addition to the existence of values and symbols that lead to interaction between the members of the institution, all of this leads to psychological and social comfort for workers as evidence of professional adaptation. The symbols and communication indicators through the institution's magazine, in addition to the company's tight policy in training and promotion, are considered among the incentives that lead to strengthening the spirit of belonging to the institution's organization.

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