



المحددات الفردية للسلوك التنظيمي في المؤسسة- الادراك والتعلم
Les déterminants individuels de comportement organisationnel dans

l'organisation – perception et apprentissage -

**Individual determinants of organizational behavior in the organization -
perception and learning - a field study (Mine de fer de l'est)**

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Abstract:

A group of factors involved in industrial establishment in shaping the individual behavior in the organization ,they are called individual determinants of organizational behavior ,as this study aims to uncover the correlation relationship between the(perception - social learning) and the organization behavior, and identify the level of the organization's interest in developing behavior ,where This study is conducted at the (Mines de Fer de l'Est) on a sample of (112), single, and by using the descriptive analytical method and a research questionnaire tool, and by applying the statistical program "SPSS", with a group of Statistical methods such as the Pearson coefficient , or so-called chi-squared (tabular and calculated values) , with an other set of values ,such as the level of significance , degree of freedom , observed frequencies ,and expected frequencies , to test the hypotheses of the study, -There is a statistically significant correlation relationship between the (perception) And the organizational behavior . - there is a statistically significant correlation relationship between

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the social learning and the organizational behavior - the level of interest of the institution by developing organizational behavior is high. The results of hypothesis testing and data analysis of this study confirmed the- existence of a statistically significant correlation relationship between the perception and behavior - existence of a statistically significant correlation relationship between the learning and behavior The level of the institution's interest in developing the behavioral elements is high –

, Key words: behavior, determinants of behavior, learning, organizational behavior, perception,

Un ensemble de facteurs participe a la formation du comportement organisationnel des individus dans la société industrielle algérienne ,qui s'appellent les déterminants individuelles de comportement organisationnel, Ou cette étude vise les objectifs de découvrir l' existence d'une relation corrélative entre la (perception - l'apprentissage social) et le comportement organisationnel et identifier a quel niveau la société est intéressée au développement de comportement des individus, où cette étude a été effectuée a la société des (Mines de Fer de l'Est) sur un échantillon de (112) travailleurs ,en utilisant la méthode analytique descriptive et l' outil « questionnaire de recherche », et en appliquant le programme statistique «SPSS», avec un ensemble de méthodes statistiques telles que le paramètre de Pearson ce qu'on appelle le chi- carré , le degré de liberté, les fréquences observées et les répétitions prévues. la valeur tabulaire et calculé de facteur de corrélation chi-carré, les pourcentages ,le degré de liberté , le niveau de signification soit , les résultats d'examen des hypothèses et d'analyses des données ont confirmés - l' existence d'une relation statistiquement signifiante entre la perception et le comportement organisationnel - l' existence d'une relation statistiquement signifiante entre l'apprentissage et le comportement organisationnel - la société est intéressée au développement de comportement des individus par la perception et. L'apprentissage.

Mots clés : comportement ; déterminants de comportement ; comportement organisationnel ; perception ; apprentissage.

ملخص

تشترك مجموعة من العوامل الفردية في المؤسسة الصناعية الجزائرية في تشكيل سلوك الافراد التنظيمي، وتسمى المحددات الفردية للسلوك التنظيمي في المؤسسة الصناعية . حيث تهدف هذه الدراسة الى - الكشف عن وجود علاقة ارتباطية دالة احصائيا بين الادراك من وبين السلوك التنظيمي في المؤسسة الصناعية وكذلك الكشف عن العلاقة بين التعلم الاجتماعي وبين السلوك التنظيمي في مؤسسة مناجم حديد الشرق كم تهدف من جهة اخرى الى التعرف الى مستوى اهتمام مؤسسة مناجم حديد الشرق بتنمية السلوك التنظيمي ، أين أجريت هذه الدراسة في مؤسسة مناجم حديد الشرق على عينة بلغت (112) مفردة ، من أجل اختبار فرضيات الدراسة التي صيغت كما يلي - توجد علاقة ارتباطية دالة احصائيا بين الادراك وبين السلوك التنظيمي في المؤسسة الصناعية

- توجد علاقة ارتباطية دالة احصائيا بين التعلم الاجتماعي وبين السلوك التنظيمي في المؤسسة الصناعية - مستوى اهتمام المؤسسة بتنمية السلوك التنظيمي من خلال اعطاء مكانة للادراك والتعلم الاجتماعي عالي . و باستعمال المنهج الوصفي التحليلي وأداة استمارة بحث ، وبتطبيق البرنامج الإحصائي "SPSS" ، مع مجموعة من الأساليب الإحصائية كعامل برسون أوما يسمى بـ كاي تربيع، درجة الحرية ، التكرارات المشاهدة والتكرارات المتوقعة ، مستوى الدلالة ، قيمة معامل الارتباط الجدولية والمحسوبة ،النسب المئوية ، وقد أكدت نتائج اختبار الفرضيات مايلي - وجود علاقة ارتباطية دالة احصائيا بين الادراك والسلوك التنظيمي في المؤسسة ميدان الدراسة - وجود علاقة ارتباطية دالة احصائيا بين التعلم الاجتماعي وبين السلوك التنظيمي في مؤسسة مناجم حديد الشرق - وجود مستوى عالي من الاهتمام بتنمية السلوك التنظيمي لدى المؤسسة .

الكلمات المفتاحية : ألسلوك ، محددات السلوك ، التعلم ، السلوك ألتنظيمي ، الإدراك -

Introduction

Today, organizational behavior in the economic institution has come to the fore in the concerns of specialists in many theoretical and applied sciences, including. Such as sociology of organization, sociology of development, management science, economics, psychology, human behavior science, and other common sciences. This is in order to develop solutions to many of the organizational and functional problems that the economic institution suffers from. Researchers in various previous sciences have agreed that the behavior of individuals within the institution is formed depending on a set of factors and influences, which are divided into three basic levels: Individual factors are called the individual determinants of organizational behavior Group factors, called collective determinants of the organizational behavior Organizational factors are called organizational determinants of the behavior . Perception and learning occupy the main place in the individual factors of the behavior of individuals within the organization, thus forming, along with some other factors, the basic individual determinants of this behavior, and as they form the main focus of this research, where will his problematic be formulated in this way:

The problematic of the study

The process of perception and learning of individuals in the Algerian industrial establishment is one of the important phenomena in the industrial community, as it affects the activity of the individual, his performance and his effectiveness within the institution. And thus on the overall performance of it, which made much of the organizational and behavioral literature put it on top of the individual determinants in building, shaping and directing behavior among workers in The industrial establishment, and given that the two phenomena control the success or failure of all levels of performance of individuals and thus achieve the major objectives of the enterprise, we in this study will try as much as possible to Uncovering this sensitive topic in the Algerian Industrial Organization, "the cognitive process of the individual (perception), and the social learning of individuals

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In the Algerian industrial establishment, and how it might affect the behavior of individuals (organizational behavior) within it, as it is the basic individual determinants for it. As a field for this study, we chose the (Mines de fer de l'est) Corporation (which is located in Ouenza-wilaya- of, Tebessa) for the production and processing of iron ore, and we chose to formulate the problematic in this way:

What is the role of perception and learning in shaping and directing individuals' behavior (organizational behavior) in(Mine de Fer de l'Est) Corporation, as they are its individual determinants?

Study hypothesis :

- 1- There is a statistically significant correlation relationship between the perception variable and the organizational behavior variable in (Mine de Fer de l'Est) Corporation (direct effect).
- 2- There is a statistically significant correlation relationship between the learning variable and the organizational behavior variable in(Mine de Fer de l'Est) .
- 3- The Algerian Industrial Corporation (represented by Mines de Fer de l'Est the field of study) is very interested in building and forming effective organizational behavior among working individuals.

Where we will include a set of basic concepts or "keywords" directed to this topic, namely, "behavior, organizational behavior, determinants of behavior, perception, learning."

Study objectives: This study aims to:- Exposing the critical importance of the relationship between the two variables (perception and the behavior of the individual in the industrial establishment), by measuring and testing the relationship between them. - Exposing the critical importance of the relationship between the two variables (learning and the behavior of individuals in the industrial establishment), by measuring and testing the relationship between them.- Examining the level of attention paid by the (Mines de Fer de l'Est) Corporation to organizational behavior by developing its determinants.

Study methodology: In order to achieve the objectives of this study, the most appropriate approach for it is the descriptive and analytical method, which is distinguished by its tools and means in guiding scientific research. The field investigation method, which is usually characterized by a significant level of accuracy in the results, can be used.

Study tools: In this study the researcher used the questionnaire tool, which is considered one of the important tools in collecting data through the respondent's answer to her questions, and it expresses a self-report on the respondent, where he finds among the available alternatives what suits his opinion and position, and the researcher used the triple Likert scale to measure the strength of acceptance and rejection. To measure respondents' attitudes about variables correlation.

Psychometric properties of the search tool

- 1- **validity of the arbitrators** : it means the validity of the study tool by measuring the paragraphs of the questionnaire and what they were designed to measure, this is done by making sure of its apparent validity , and the validity of internal consistency of the paragraphs, the paragraphs of questionnaire were presented to a group of professors specialized in sociology n economics and communication , in order to express their opinions and give their feedback on the suitability of the questionnaire to test the total hypotheses, which were developed for testing, and his contribution to achieving the objectives of the study , under the guidance of the arbitrators , and all the paragraphs were kept varying approval.
- 2- **Reliability** : the reliability of the questionnaire means that it will give the same result if it is redistributed more than once under the same conditions , it also means stability in its results and not changing it significantly , the researcher used ALPHA CROMBAKH coefficient .

ALPHA CROMBAKH method : ALPHA CROMBAKH for measuring the reliability of the questionnaire is based on its well-known equation

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$P = M/N$ (where P is the reliability scale factor and M is the the number of the agreement between arbitrators , and N is the total number of the arbitrators .

The following table shows the obtained alpha cronbakh values :

Questionnaire axes	agreement	difference	ALPHA CRONBAKH coefficient
First axe	6	1	85,71 %
Second axe	5	2	71,42 %
Third axe	6	1	85,71 %
Total	17	4	80,94 %

Its clear from the table that the reliability coefficient is high and therefore the tool can be used

research community : We have selected the workers of (Mines de Fer de l'Est) located in Ouenza, wilaya of Tebessa, as a community for this study, as it is an institution with a significant position in the Algerian mining sector, as it is considered the first and only supplier of the steel industry giant (SIDER Al Hajjar) with iron ore, whose number during this study was 560 workers distributed For all occupational groups

The research sample : A group of workers from the research community whose number was 112 were randomly selected as a sample to conduct this research and whose percentage in the research community represented 20%, which is an acceptable percentage to represent the total community. Social studies and research related to societies with significant numbers, such as Mouris Angers, Raymond Quivy and others.

fields of study :

Spatial domain: The spatial or geographical domain is one of the basic elements and components of conducting field research, and our research was conducted at the (Mines de Fer de l'Est) Corporation in Ouenza, wilaya of Tebessa.

The human domain: This research was conducted on a sample of 112 workers of (Mines de Fer de l'Est), whose total number is 560 workers.

Time range: This research was conducted over a period of two years, from 2017 to 2019.

Statistical methods: The researcher has included a set of statistical methods in order to control the results obtained through testing hypotheses and from these methods- Excel statistical program, which is called (le tableur), in order to facilitate a group of statistical operations,- Percentage method - Chi-squared coefficient of the correlation of the variables, the tabular value, the computed value, the expected occurrences, the frequencies seen, and the degree of freedom between the variables. Test of hypothesis

In order to give the results obtained from testing the hypotheses more credible and to set a standard for them, the researcher has included one of the most important tools for measuring the attitudes of the researched individuals, a Likert scale

Hypothesis test: In order to test the hypotheses, the researcher determined the level of correlation between the two variables as follows:

- First, the inclusion of the null hypothesis (H₀) according to the requirements of the statistical type chi-squared used in testing and analysis, which is accepted when the calculated chi-squared values are less than the tabular.
 - The researcher also puts the alternative hypothesis (H_A) as an alternative to the null hypothesis when it is not accepted according to the chi-squared values obtained.
 - Determining the level of significance (alpha) = 0.05 ,it expresses the degree of accuracy, and it is chosen by the researcher.
 - Determination of degrees of freedom = (number of table rows -1) * (number of columns -1)
- for correlation coefficient chi-squared
- Determining the tabular chi-squared value after calculating the degree of freedom by referring to the chi-squared table according to the study data

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- Determine the calculated chi-squared value through the relationship $X^2 = \sum \frac{(O_i - E_i)^2}{E_i}$

.- where O represents the observed frequency of the result number i and E represents the expected frequency

.- The relationship between the two variables is defined as follows:

- If the calculated chi-squared value is less than the tabular chi-squared, then the researcher accepts the null hypothesis H_0 (zero) that the two variables are independent (not related) and rejects the alternative hypothesis H_A and the result is that there is no correlation between the two variables statistically function through the difference between the two chi values Squared calculated and Tabular.

- If the calculated chi-squared value is greater than the tabular chi-squared, then the researcher rejects the null hypothesis and accepts the alternative hypothesis, the result is the existence of a correlation between the two variables statistically function.

Procedural concepts of study variables:

Organizational behavior: It is the interaction of the human element with other elements in the organization, which includes the technology used in the organization, the organizational structure, the organizational environment, and the social environment outside the organization.

Perception concept: Perception means "the way in which the individual sees the world around him," and this is done by receiving information, organizing and interpreting it, and creating special concepts and meanings

.Learning concept: A permanent change in behavior that results from acquired experience, from previous experiences, and which is supported in one way or another.

1- The theoretical part

1-1 The first theoretical axis: perception

1-1-1- **cognitive theory** (Edward Tolman) is considered the theorist and pioneer, as he considered that perceptual learning consists of a relationship between two parties: (Luthans, 1995, p. 201)

A - Cognitive environmental Cues

B – Expectation

Tolman developed this theory, and tested it by observing experiences, and he was one of the first to use the white mouse, known in psychological experiments, where he found that the mouse learns to run through a carefully complex perplexity and directing towards the goal (food). Tolman notes that there is a point of choice in every amazement, and expectations were set. In other words, the mouse learned to expect that there are certain cognitive cues associated with the choice point that would inevitably lead to the food, and if the mouse actually received the food. The union and friendship between the sign and the expectation are strong, and the learning appears compared to the theory of traditional and practical adaptation, and Tolman's approach is described as (S-S), meaning (Stimulus-Stimulus), meaning learning the association between signal and learning. Also, "Perceptual learning theory is concerned with intellectual processing, thinking science and problem solving, and that perception systems are symbol systems according to researchers in the science of intelligence." Also, the cognitive resource means capabilities and competencies, intelligence, experience, and experience, and on this, leaders must conduct their directed and non-directed behaviors depending on (Schermerhorn, 1994, p. 499)-Ability-Stress-Experience-Support

1-1-2- **The cognitive process:**

1-1-2-1- **The concept of perception:** Perception means "the way in which the individual sees the world around him," and this is done by receiving, organizing and interpreting information, and creating special concepts and meanings.

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1-1-2-2- **How perception affects the orientation of behavior** We find that the individual's behavior depends on (approach, 1974, p. 7) Physical, mental, skill, attitudes, religion, and values It is clear from the previous definition that the process of perception takes place through the following steps: The perception process begins with the individual's feeling or sensation of external stimuli in the surrounding environment, such as light, heat, sound, ...) the senses perform the reception process through sight, hearing, touch, taste and smell, and these stimuli are transferred to the nerve centers of the human brain. Feelings are converted into specific concepts and meanings by testing and organizing information and interpreting it based on the stock of previous experiences in the memory of the individual, and this means that the experiences and previous experiences of the individual and the information stored and formed in his memory play a large role in changing The formation of what the individual receives from the situations where the experience, experience and accurate knowledge enables him to reveal facts that are not evident to others who are exposed to the same situation and do not have the same experience, and then the action that all those around you see negatively can turn into a positive action that leads you to distinguished success .

human mind is characterized by a clear logical formation where it replaces the information from the inputs represented by the five senses (vision, smell, sight, taste, and touch), then it is processed, translated, and then it is output through the exits, either written or verbal. There are a number of factors that control the conversion of feelings into specific meanings and concepts.

a- The experiences that the individual has acquired and stored in his memory.

b - the characteristics of the individual, such as the physical and mental capabilities of the individual. The individual who has less mental abilities will have a lower level of awareness of things.

c- The social reality of the individual has an effect on his interpretation and view of things, and then his perception of the facts around him, for example a man who lives in an agricultural environment whose perception of things differs from that of a man who lives in an industrial environment.

d - The nature of the needs, motives and desires of the individual contributes to a high degree in the way he perceives things. The individual always desires to perceive people and things in a way that is consistent with his desires and needs,

1-1-2-3- **Factors affecting perception** : The perception process is shaped by the influence of a number of factors that can be classified into two main groups

A - factors related to the perceived thing.

B - factors related to the individual characteristics of the perceived person.

1 -1-2-3-1- **factors related to the perceived thing**

1-1-2-3-1-1- **The power of perceived objects:**

- The owners of international brands use international movie stars and famous sports club players to promote their products. The advertisements on television more colorful than the regular graphic colors, louder and stronger movement?

The external stimuli are characterized by the property of influencing power, so the stronger the stimulus, the greater the ways of perceiving it, distinguishing it, attaching to it and attaching to it.

1 -1-2-3-1-2- **The value of perceived objects**

more values of things are greater ,more the chances of its recognition are higher.

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1-1-2-3-1-3- **Variation in perceived objects:** - An external stimulus against familiar objects gets more attention.- Repetition of external stimuli- Movement and stability of external stimuli- Renewal and harmony of perceived things

1-1-2-3-2- **Factors related to the Perceived Person:**

- The needs and motives of the individual
- Personal pressure
- Previous learning and experiences
- The significance of the perceived person or thing.

A single individual may have a state of cognitive dissonance (Loudon David L, 1993, p. 430), which is the same situation that appears when the individual is conscious of two perceptions, where both are correct, but inconsistent.

1-1-The second theoretical axis : Learning

1-2-1- The concept of learning : learning is the change in the tendency to respond under the influence of acquired experience It is also the permanent change in behavior that results from acquired experience (Akins, 1987, p. 36), from past experiences, and which is reinforced in one way or another. (Hulse, 1980).

The behavior that leads to comfortable results may be repeated, while the behavior that leads to uncomfortable results is not repeated (Schermerhorn, 1994, p. 201). Based on this, the result can show and shape the behavior in two ways (Banyard philip, 1994, p. 261), positive reinforcement and negative reinforcement.

And "social learning" is that learning that is achieved through the mutual interactions between individuals, behavior and the environment. It is expressed in the work carried out by Albert Bandura, where he used such mutual interactions to achieve integration in the traditional and practical learning approaches. Accordingly, the environmental determinants

and the intrinsic determinants are almost uniform. Therefore, behavior is not simply noticed as a dependency or a function of the results, stimuli and external stimuli that are caused by internal needs, satisfaction or expectations, but they change as a union and link between the two parties, and Figure No. (1) illustrates this mutual interaction.

"And learning is also that people learn new behaviors through explicit reinforcement or punishment, or by observing those around them." Learning is also represent the main objective of training in organizations (Wexley, 1984, p. 519)

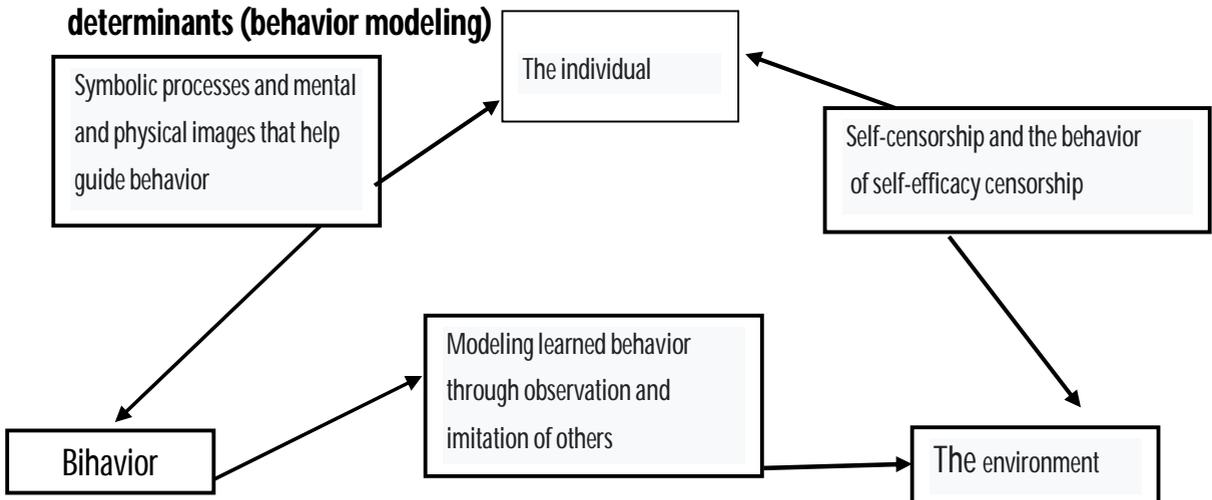
1-2-2- Concept of behavior: behavior is defined as all the actions taken by the individual, and the stances he takes in dealing with others.

1-2-3- Organizational Behavior:

_ Organizational behavior is the study of the behavior and performance of individuals in the organization, considering that the environment of the organization has a great influence on the behavior and behavior of individuals, and then their productivity.

1-2-4- Determinants of behavior: They are the elements that have a role in dealing with the human factor and contribute to the effective performance of those who interact with this element.

1-2-5- Model of the interaction between environmental determinants and intrinsic determinants (behavior modeling)



Schermerhorn, 1994, p. 198) Figure(1) social Learning theory)

1-2-6- Analysis of the Social Learning Model

It is noticed from the figure that the individual uses modeling or learning accomplished (potential or alternative) vicarious learning to acquire behavior through observing and imitating others. The individual then tries to acquire these behaviors by modeling them with practice. Models can be relatives, friends, or well-known personalities of an individual.

In work situations, the model could be the manager or the colleague who pursues desired behaviors. Skilled workers who befriend young people can be very important role models. Indeed, the lack of mentors for women in management is a major limiting factor in their career advancement. The symbolic processes identified in the previous figure are also important in social learning. Symbols and words used by managers and others in the workplace can help communicate values, beliefs and goals. Therefore, they are useful as indicators and signals for the behavior of the individual. For example, the use of a specific code by the manager can make an individual's behavior appropriate. At the same time, the self-control of an individual is important in influencing his behavior, and self-efficacy is also important as self-control. Where this aptitude refers to the belief that an individual is functioning adequately in the specific situation. Highly qualified individuals believe that:

- a. They have the necessary ability to do business.
- b. They are able to put in the required effort.
- c. There are no external events that prevent them from reaching the required level of performance.

In other words, individuals with high self-efficacy believe they can manage outcomes, environmental cues, and perceptual processes to control their behavior. Where as individuals with low self-efficacy believe that the issue is not how to try, but how to manage the environment well, given that they cannot do so to be successful. For example, if you feel that you are a self-sufficient college student, the low score on one test will likely encourage

you to do the most difficult and do other things to get the workers well and correctly done the next time. In addition, an individual who is low in self-efficacy may develop the possibility of failure as well as the possibility of success in the study. Of course, individuals with high self-efficacy do not fully monitor their environment. The manager, for example, can affect the environment and other factors shown in the previous figure, although it has little effect on the medium (practical) approach. This is particularly evident in the impact on the self-efficacy of the individual. However, the expectations of the manager and the support of peers can lead to an increase in the self-efficacy of the worker and a sense of control. Individuals can tend to respond to the expectations of others. Some of the important points that a manager must take into consideration in applying social learning theory are:

- a. Determine appropriate behaviors for work.
- b. Helping workers choose the appropriate model for behavior in Behavioral Modeling.
- c. Work with workers to meet requirements for new behaviors.
- d.. Building a learning attitude to reinforce learning necessary behaviors.
- e. Provide appropriate rewards based on the results of workers who work according to appropriate behaviors. And the. Linking appropriate administrative actions to maintain newly learned behaviors

2 - Presentation and discussion of the results of the study:

2-1- Presentation and discussion of the socio-professional data of the research sample

.Table Number(2) : Socio-professional data of the research sample

Sex	repeat	percentage	Age	Repeat	percentage	Educational level	Repeat	percentage	categories	Repeat	percentage
Male	104	93%	30-21	2	2%	Primary	10	9%	Sublime frame	6	5%
Female	8	7%	40-31	22	20%	Intermediate	46	21%	Frame	12	11%

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			50-41	82	73%	Secondary	30	27%	Control agent	8	7%
			More than 50	6	5%	Univercity	26	23%	implementation agents	86	77%
Total	112	100%		112	100%		112	100%		112	100%

Source : created by the researcher

Table No. 2- shows the socio-professional composition of the research sample in terms of groups of sex, age, educational level, professional levels, age, According to the statistical analysis of the survey results using the statistical method of percentages by the "SPSS" program, it becomes clear that the percentage of men in the research sample was 93%, while the percentage of women that the research sample contained was 7%, which are values that reflect the true proportions of the sexual composition of the research community. The high percentage of men explains the nature of mining work in institutions, which requires great efforts to accomplish it, and the nature of jobs requires the presence of men much more than women, such as driving shipping machines, transporting, working on quarries and crusher machines, shoveling, digging, blasting, and personnel intervention to maintain machinery. As for age rates, the largest percentage, and the largest rate ever, for the ages of the (Mines de Fer de l'Est) Corporation workers is limited to the category between "41-50" years, as the percentage drawn from the respondents' answers reached "73%", a percentage that reflects, on the positive side, the volume of professional experience. Available at the institution, especially among the leadership groups, but at the same time it reflects more than one negative side, as it expresses the lack of employment. because employment is usually required for young age groups, especially when it comes to lower occupational groups, Also, the great positioning in this age field lacks the physical strength that is available in the younger age groups and which is greatly required by the nature of mining jobs. As for the rest of the sample, they are distributed among the remaining groups as follows, "2%" of the

workers belong to the category "21-30" and "20%" belong to the "31-40" category, while the rest, "5%", is in the "51 - 60" category

.2-1-1 - The educational levels of the research sample With regard to the rates of educational levels of the research sample, Table -1 shows that the largest percentage in it is from the intermediate education category, reaching 41% of the sample size, which is a weak level in view of the minimum levels of education that the state seeks to achieve, , But if we know that "77%" of the research sample are from the professional category "implementation agents," which do not require high cognitive or managerial skills to complete, then this percentage seems somewhat reasonable, and the remaining percentages of the sample are distributed among educational levels as follows "9%" elementary, "27%" secondary level, or the higher level, which is university, so it reached "23%" of the sample size.

2-2- Presentation of data hypothesis test and results analysis

-The researcher proceeds to test the relationship by setting the null hypothesis (H0) according to the requirements of the statistical pattern used in the test, according to which there is no relationship between the two variables , After performing all the stages of testing and obtaining the tabular and computed chi-squared values, he accepts the null hypothesis if the calculated chi-squared is less than the tabular, or he rejects it and accepts the alternative hypothesis (HA) if the calculated chi-squared is greater than the tabular

2-2-1- Examination of the first hypothesis and discussion of results : there is a statistically correlation between the variables perception and organizational behavior .

.Table number -3 - first hypothesis test data

Axes	Numb er	Expression	Professional categories	Observed frequencies			
				No	Some what	Yes	Total
		Your behavior at work , is it optional ?					

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First Axe 1			Sublime frame	49	33	4	86
			Frame	4	2	2	8
			Control agents	5	4	3	12
			Implementation agents	1	3	2	6
			Total	59	42	11	112
First Axe 2		Your imagination of the best behavior , do you do it while working ?		No	Some what	Yes	Total
			Implementation agents	43	40	3	86
			Controle agents	2	5	1	8
			Frame	5	3	4	12
			Sublime frame	2	2	2	6
			Total				112
3		Does your interpretation and understanding of things contribute to the formation of your professional behavior?		No	Some what	Yes	Total
			Sublime frame	53	28	5	86
			Frame	2	4	2	8
			Controle agents	4	5	3	12
			Implementation agents	1	3	2	6
			Total	60	40	12	112

Source : created by the researcher

Table number -4 - first hypothesis test results (using the SPSS program)

Expression	Chi-squared calculated	Chi-squared tabular	Degree of freedom	Significant level	Decision
1	14,97	12,592	6	0,05	There is statically significant relationship

2	17,46	16,812	6	0,01	There is statically significant relationship
3	19,04	16,812	6	0,01	There is statically significant relationship

Source : created by the researcher

It is clear from the above table that there is a statically significant correlation relationship between the perception and the behavior , and that is in all the expressions of the first axe of the questionnaire, where the third paragraph took first place ,where did the examinees 'answers give the highest value for calculated chi-squared (19,04) with degree of freedom amounted to (6) at the significant level of (0,01) , it means that the error rate in results does not exceed (1 %),and the accuracy of the results is up to(99%), while the second paragraph gave (17,46) to chi-squared at the same significant level(0,01) , but the value of chi-squared for the first paragraph (14,97) was calculated at the significant level of (0,05), that is the error rate at this significant level is (5%) and the accuracy is (95%) , and all these values are indicative of the existence of the relationship between the two variables (null hypothesis is rejected) .

2-2-2- Examination of the second hypothesis and discussion of results : there is a statistically correlation relationship between the variables(learning and organizational behavior) .

.Table number -5 - second hypothesis test data

Axes	Num ber	Expression	Professionnal categories	Observed frequencies			
				No	somew hat	Yes	Total
First Axe	1	Does Your experience help you to choose the best behavior?					
			Sublime frame	6	28	55	86
			Frame	1	5	2	8
			Controle agents	5	1	6	12
			Implementation agents	1	3	2	6
			Total				112
		Experience ,does it make you less of		No	somew	Yes	Total

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First Axe	2	a mistakes ?			hat		
			Implementation agents	7	22	51	86
			Control agents	1	5	2	8
			Frame	5	3	4	12
			Sublime frame	2	1	3	6
			Total	13	37	62	112
3	Your experience, does it contribute to shaping your behavior?		No	somew hat	Yes	Total	
		Sublime frame	9	24	53	86	
		Frame	2	3	3	8	
		Control agents	5	4	3	12	
		Implementation agents	1	3	2	6	
		Total	17	34	61	112	

Source : created by the researcher

Table number -6 -second hypothesis test results (using the SPSS program)

Expression	Chi-squared calculated	Chi-squared tabular	Degree of freedom	Significant level	Decision
1	16,73	12,592	6	0,05	There is statically significant relationship
2	18,95	16,812	6	0,01	There is statically significant relationship
3	14,16	12,592	6	0,05	There is statically significant relationship

Source : created by the researcher

It is clear from the above table that there is a statically significant correlation relationship between the learning(gained experience) and the behavior , and that is in all the expressions of the second axe of the questionnaire, where the second paragraph took first place ,where did the examinees 'answers give the highest value for calculated chi-squared (18,95) with

degree of freedom amounted to (6) at the significant level of (0,01) , it means that the error rate in results does not exceed (1 %),and the accuracy of the results is up to(99%), while the first paragraph gave (16,73) to calculated chi-squared at the significant level(0,05) , but the value of chi-squared for the third paragraph (14,16) was calculated at the significant level of (0,05), that is the error rate at this significant level is (5%) and the accuracy is (95%) , the tabular values of chi-squared for the three paragraphs are (12,592-16,812-12,592), and all these values are indicative of the existence of the relationship between the two variables(learning and behavior) (null hypothesis(HO) is rejected ,and the alternative (HA) is accepted) .

2-2-2- **Examination of the third hypothesis and discussion of results:** the level of interest of the (Mines de Fer de l'Est)Corporation by developing organizational behavior is high .

.Table number -7 - third hypothesis test data

Axes	Num ber	Expression	Professionnal categories	Observed frequencies			
				No	somew hat	Yes	Total
First Axe	1	Does the organization respect creative and cognitive initiatives?					
			Sublime frame	7	28	51	86
			Frame	1	4	3	8
			Control agents	5	2	5	12
			Implementation agents	3	1	2	6
			Total	16	35	61	112
First Axe	2	Does the organization rewards expertise and creativity ?					
			Implementation agents	8	32	46	86
			Controle agents	1	4	3	8
			Frame	5	2	5	12
			Sublime frame	3	1	2	6

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			Total	17	39	56	112
	3	Does the organization care about experience and perception to developing behavior ?		No	somew hat	Yes	Total
			Sublime frame	3	39	44	86
			Frame	2	3	3	8
			Controle agents	3	6	3	12
			Implementation agents	2	3	1	6
			Total	10	51	51	112

Source : created by the researcher

Table number -8 -third hypothesis test results (using the SPSS program)

Expression	Chi-squared calculated	Chi-squared tabular	Degree of freedom	Significant level	Decision
1	20,97	16,812	6	0,01	There is statically significant relationship
2	17,96	16,812	6	0,01	There is statically significant relationship
3	17,66	16,812	6	0,01	There is statically significant relationship

Source : created by the researcher

It is observed in the above table that all the values of chi-squared are high and the significant level in all examinees' answer are (0,01) that means the error rate of results are less than 1%, in the first paragraph $X^2(\text{calculated}) = 20,92$. $X^2(\text{calculated}) = 17,96$ for the second paragraph and $X^2(\text{calculated}) = 17,66$ for the third ; while $X^2(\text{tabular}) = 16,812$ for all paragraphs, with degree of freedom of (6) .So there is a statically significant of the organization interest by developing behavior with care about perception and experience . So the researcher accept the alternative hypothesis (HA) and rejects the null hypothesis (Ho).

.Conclusion

This study was conducted in the (Mines de Fer de l'Est), which is the largest institution for extracting and marketing iron at the national level, on a sample of (112) single, workers, work at the establishment and they represent the research community, where this study aims to uncovering 1- the correlation relationship between the independent variables (perception) and the dependent variable (organizational behavior), 2- the correlation relationship between the independent variables (learning) and the dependent variable (organizational behavior), It also aimed to 3- identify the level of the institution's interest in developing behavior by giving a place to its components and determinants. And By using the analytical descriptive method, by employing a research questionnaire to test the hypotheses of the study, which were formulated in the form - the first hypothesis:

-There is a statistically significant correlation relationship between the cognitive(perception) variable And the organizational behavior variable

- the second hypothesis: there is a statistically significant correlation relationship between the social learning variable and the organizational behavior variable

- the third hypothesis: the level of interest of the (Mines de Fer de l'Est)Corporation by developing organizational behavior is high, as well as by using statistical methods, such as SPSS program and the calculated and tabular chi-squared, the observed frequencies, Expected frequencies, degrees of freedom, we tested the aforementioned hypotheses where they led us to the next conclusions.- There is a statistically significant correlation relationship between the two variables (perception and organizational behavior)- There is a statistically significant correlation relationship between the two variables (learning and organizational behavior))- The level of the institution's interest in developing the behavioral elements of workers (social perception and learning) is high

reference

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