

## Vocational training in Algeria between skills development tool and regulatory requirement.

### التكوين المهني في الجزائر بين اداة لتطوير المهارات ومتطلبات تنظيمية

SENNAI Belhadj<sup>1</sup>, HAKKA Mohammed Azzedine<sup>2</sup>

<sup>1</sup>(University Oran 02 Mohamed Ben Ahmed, Algeria), [sennai.belhadj@univ-oran2.dz](mailto:sennai.belhadj@univ-oran2.dz)

<sup>2</sup>(University Oran 02 Mohamed Ben Ahmed, Algeria), [hakka.ishak@yahoo.fr](mailto:hakka.ishak@yahoo.fr)

Received: 14-04-2025

Accepted: 08-11-2025

#### Abstract

This article aims to demonstrate the involvement of the State in the field of vocational training, focusing on a public enterprise operating in the public works sector. In order to verify the implementation of the training measures taken by the State, a questionnaire was developed and distributed to a sample of 40 employees of LTPO. Following data analysis using the SPSS software, the results show that the role and effectiveness of the training under taken is highlighted, demonstrating that the regulatory framework encourages companies to implement training programmers for their sample employees more effectively than before, with a 75% satisfaction rate among participants. These findings suggest that the introduction of a tax by the authorities has encouraged employers to intensify their staff training efforts.

**Keywords:** Training, Tax on vocational training, LTPO company.

**Jel Classification Codes:** M53; J24.

#### ملخص

تهدف هذه المقالة الى إظهار دور الدولة في قطاع التكوين وذلك من خلال التركيز على شركة عمومية اقتصادية تعمل في قطاع الاشغال العمومية من أجل التحقق من مدى تنفيذ التدابير التي إتخذتها الدولة في مجال التكوين . تم إعداد إستبيان و توزيعه على عينة من 40 موظفا في شركة وذلك بعد إجراء تحليل البيانات بإستخدام برنامج حيث تشير النتائج الى أن دور التكوين لعمال المؤسسة له فعالية و أهمية في تطوير كفات العمال . مما يدل عل أن الإطار التنظيمي يحفز المؤسسات على وضع برامج تكوينية لموظفيها المدرجين في العينة بشكل أكثر فعالية مما كان عليه الحال من قبل . مع معدل الرضى يبلغ 75/ بين المشاركين . تشير هذه الإستنتاجات إلى أن فرض الضريبة من قبل السلطات قد حفز أرباب العمل على تكثيف جهودهم في تكوين العمال

**كلمات مفتاحية:** تكوين، ضريبة على التكوين المهني، مؤسسة المخبر الاشغال العمومية بالغرب

**تصنيف JEL:** M53; J2

<sup>1</sup> Corresponding author: SENNAI Belhadj, [sennai.belhadj@univ-oran2.dz](mailto:sennai.belhadj@univ-oran2.dz).

## INTRODUCTION

Companies are compelled to adjust their human resources and implement a collective strategy to optimize their performance due to environmental instability as well as technological and organizational transformations (Jacques Soyer, 2002). In this scenario, companies view training as a crucial tool for adapting to change and fostering competence development. Professional training has made significant progress in Algeria over the past few years due to strict regulations that require companies to allocate a specific budget for employee training. This article's main objective is to analyze the state's involvement in professional training, with a focus on the government-owned companies that manage the work sector. We have chosen to concentrate on Laboratoire des Travaux Publics de l'Ouest, a specialized company in public work. This company faces significant challenges due to its rapid technological advancements, necessitating constant updates in various fields such as public work, geology, chemistry, and geophysics. In this context, we conducted a survey among a group of workers to answer the following question: Do the regulatory measures imposed by the state contribute to the enhancement of training at Laboratoire des Travaux Publics de l'Ouest?

We propose the following hypotheses as responses to this question:

H1: The continuous training relies primarily on the personnel competence improvement.

H2: Regulatory foundations contribute to the progress of the crew competencies by requiring companies to pay a specific tax. This article contains three parts: a shortened introduction, a preamble outlining the theoretical side of training, and an analysis of the regulatory training measures at the end of a report about the Laboratoire des Travaux Publics de l'Ouest, which will be reviewed in a descriptive way. In conclusion, we will provide a comprehensive summary of the findings obtained.

## I. Littérature review

### 1. Definition of training

The definition of continuous professional training varies depending on different sources of literature, including both theoretical and legal approaches. Here are some examples.

According to Jean-Marie Peretti (2007), professional training is defined as a pedagogical system aimed at helping employees enhance their skills and attitudes within the workplace. These initiatives provide workers with opportunities to improve their knowledge, attitudes, and competencies, thereby supporting them in achieving their personal and professional goals while facilitating their adaptation to the work environment.

Thierry Ardouin (2013) defines training as the process through which an individual or a group acquires the necessary resources to gain knowledge within a contractual and contextual framework to achieve specific objectives.

In Algeria, legislation differentiates between initial professional training and continuing education, as stipulated in Law 08-07. The goal of initial training is to impart essential fundamental skills required for professional practice, while continuing education aims to update and enhance employees' abilities, facilitating their adaptability to technological and professional changes and increasing their professional mobility. This training can take place within a company or on the job site.

## **2. Models of Professional Training**

Fabre and Weiss (1999) identified four major models of professional training.

### **2-1 Logic of Change**

This model posits that training leads to significant transformation in the cognitive, emotional, and social dimensions of participants. The acquisition of new knowledge, skills, and behaviors necessitates personal restructuring, which demands substantial cognitive and emotional engagement, as well as full commitment to the training process.

### **2.2 Focus on the trainee and the situation**

In this model, training programs are designed to align with the needs, cognitive styles, and representations of participants. The learning situation is examined and adjusted to ensure it aligns with the educational objectives.

### **2.3 Linking knowledge to problems**

Inspired by Bertrand Schwartz, this model directly connects knowledge to the challenges encountered, allowing for immediate application of what has been learned to solve concrete problems.

### **2.3 Technical competence and professionalism**

This approach emphasizes the significance of both the technical expertise and professional ethics of the trainer, as well as the integration of practical and theoretical knowledge. These elements are essential for addressing the specific challenges faced in the profession. Trainers are expected to combine technical proficiency with a strong ethical foundation, ensuring that the training delivered is of the highest quality. This allows employees to effectively navigate the complexities of their professional environments.

## **3. Goals of Continuing Professional Development**

- The goals of continuing professional development are designed to update and refine employees' skills in line with the evolving needs of the workplace. These goals typically include the following:

- Aligning employees' skills with the company's requirements: Training programs should be tailored to ensure that employees possess the skills and knowledge that directly support the company's objectives.
- Preparing employees for changing roles and responsibilities: The training should equip employees with the abilities they need to adapt to new responsibilities or to take on more specialized tasks in the future.
- Ensuring employees maintain the necessary skills for business growth is crucial. It is important to continuously update employees' skills, especially in light of technological advancements and shifts in the industry.
- Facilitating career progression: Training programs should equip employees with the tools they need to grow professionally, creating opportunities for promotion and advancement into leadership roles.
- Reducing workplace accidents and turnover: Proper training helps new employees adjust smoothly to their roles, minimizing mistakes and improving job satisfaction, which in turn reduces turnover rates.
- Supporting recruitment and organizational growth: Effective training helps companies build the skill sets required to face market challenges and remain competitive in the long term.
- Encouraging positive attitudes and behaviors: Training also aims to instill positive behaviors that enhance both the quality and efficiency of work output.
- Improving communication and presentation skills: Training programs also focus on enhancing employees' ability to communicate effectively and confidently, which improves information sharing and teamwork.

#### **4. Types of Training**

Jacques Soyer (2002) identifies five main types of training based on their specific objectives:

##### **4.1 Adaptation Training:**

This type of training helps new employees adjust to their workplace environment, using tools like orientation manuals, mentoring programs, and individual

##### **4.2 meetings. Skills Forecasting and Management Training:**

Designed to anticipate future skill needs within the organization and prepare employees for upcoming changes or challenges.

##### **4.3 Training in basic skills and corporate culture:**

This training aims to provide employees with essential skills such as reading, writing, and basic arithmetic, while also helping them understand and integrate into the company culture. The goal is to ensure employees not only have the necessary technical skills but also align with the organization's values and work environment.

#### **4.4 Training within corporate plans.**

This training helps employees understand and adopt the methods and goals related to key strategic projects within the company, such as project management. It ensures that employees are aligned with the company's broader objectives and can contribute effectively to its long-term plans.

#### **4.5 Mobilization for Corporate Projects**

This training encourages employee involvement in important company initiatives, such as the implementation of corporate charters or continuous improvement projects. It aims to deepen employee engagement and commitment to the company's strategic goals.

### **5. The context of professional training in Algeria.**

The structure of professional training in Algeria is influenced by several factors, including labor market needs, government policies, and current regulations. Given the high unemployment rate among young people, professional training has become an essential tool for developing the skills required in the labor market. Furthermore, the changing economic, social, and technological landscape demands flexible and regularly updated training to meet the evolving needs of the workforce.

#### **5-1 Evolution of Training in Algeria**

Over the past fifty years, the training sector in Algeria has evolved significantly, influenced by the country's social dynamics. The role of the state and political legitimacy has had a significant impact on the labor market, professional relations, and business strategies. These factors have resulted in imbalances in education, training, and professional relationships.

In 1944, fewer than 10% of Algerian children had access to primary education, with this number rising to 15% by 1954. At that time, around 90% of the population was illiterate, and education was not a priority for many. To meet the needs of workers in key sectors like construction, metallurgy, and agriculture, Algerian children were gradually included in the French educational system.

The Adult Vocational Training (AVT) was introduced in 1946 as part of reforms aimed at providing essential skills for manual labor. It offered vocational courses and apprenticeship programs for those seeking to improve their skills. Additionally, the French government implemented the Constantine Plan (1954-1963), which aimed to counter nationalist demands for independence. This plan sought to double the number of vocational trainers and create 520,000 jobs, with 100,000 new positions in France. Forty percent of these jobs required vocational training (BENYAOU Madjid, 2010).

## 5.2 Educational System Changes in Algeria

The evolution of the educational system in Algeria can be divided into four major phases:

1962 to 1970: The first phase was marked by the search for a universal primary education system and a comprehensive education project aligned with the political, social, economic, and cultural orientations of the newly independent Algerian nation.

1970 to 1979: In this second period, reforms were introduced in higher education, and technical institutes were established to meet the growing demand for skilled professionals, in line with Algeria's development strategy.

From 1980 to the early 1990s, the 1976 decree, which reorganized the entire educational system, led to the creation of primary schools during the third phase. While vocational training grew in quantity, it underwent only minor changes. The system faced significant challenges such as outdated content, ineffective teaching methods, a low success rate in the baccalaureate, high dropout rates, increasing pressure on higher education, and rising youth unemployment. A reform of the educational system was deemed necessary to address these issues and adapt to the challenges posed by globalization and rapid technological progress.

In the early 1990s, Algeria initiated the concept of educational reform. However, political instability during this period delayed the implementation of these reforms. In May 2000, a special commission was formed by the president to address the educational system, signaling a commitment to modernizing education in Algeria. In July 2002, the Algerian National People's

## 5.3 The Vocational Training System in Algeria

The vocational training sector is a key part of Algeria's national education system, aiming to provide a skilled workforce that meets the demands of the labor market through both in-person and online training programs. It also offers continuing education programs for workers. The national education strategy aims to deliver vocational training that aligns with labor market needs while supporting the social and professional integration of specific groups.

The sector is organized into 23 branches, covering 495 specialties, with 21 new additions. These branches are classified into five qualification levels, each corresponding to a different diploma. The vocational training network encompasses a variety of institutions and support structures.

The Bureau de la Promotion de l'Emploi (BEP) is responsible for overseeing professional training levels.

The Bureau des Statistiques du Travail (INSFP) provides training for technical and management personnel.

The Institut de Formation et d'Éducation Professionnelle (IFEP) provides training and professional development for educators, management, and technical professionals.

The Commission Nationale de Promotion de l'Emploi (CNFEPE), the Fédération Nationale des Employeurs et des Employés (F.N.A.C.), and the Département du Développement Professionnel (DEP) are organizations that support workforce development.

## **5.4 Regulations governing vocational training**

Vocational training regulations in Algeria are mainly based on Law 08-07, which outlines the framework for vocational education and training. This law defines the fundamental provisions applicable to training and sets up the institutional structures required to manage it. It is supplemented by various decrees that regulate the organization, roles, and responsibilities of vocational education institutions. These include guidelines for creating and opening private training centers and controlling their operations.

Additionally, ministerial orders specify the rules related to professional training fees and apprenticeship programs.

## **5.5 Vocational training and apprenticeship taxes**

The goal of vocational training is to foster the development of employee skills, facilitating their integration, reintegration, and mobility within the workforce. The primary aim is to adjust employee competencies to keep pace with technological and professional advancements.

To encourage companies to invest in training, the government imposes a vocational training tax on businesses that fail to offer employee training programs. Companies are also required to provide apprenticeship opportunities for young trainees; those who do not comply must pay an apprenticeship tax.

The purpose of these taxes is to encourage companies to invest in ongoing professional development programs through accredited institutions. This helps enhance workforce mobility, improve productivity, and adopt new technologies and management techniques.

Businesses are encouraged to offer internships for young apprentices, enabling the transfer of knowledge between generations. If companies do not invest enough in training and apprenticeship, they are subject to a tax, as stipulated by the Finance Law of 2022. The tax is calculated based on the investment in vocational training and apprenticeships, which should represent at least 1% of the company's annual payroll.

These taxes are applied to Algerian employers, but exemptions are in place for companies with fewer than 20 employees regarding the continuous vocational training tax. However, there is no exemption for the apprenticeship tax.

Eligible expenditures include training costs, travel, housing, meals, and salaries and bonuses for apprentices, yet it's impossible to reduce these fees from the taxable profit of the company.

Eligible expenses include training fees, travel, housing, meals, salaries, and bonuses for apprentices; yet, it's impossible to reduce the taxable profit of the company.

In summary, the primary reason for this is to encourage companies to invest in continuous training and apprenticeships, which are crucial for business development and competitiveness.

## **II. Continuous Professional Training at LTPO**

In order to apply and validate both the theory and the concepts examined, we selected the Laboratoire des Travaux Publics de l'Ouest (LTPO) as the research study due to its specific needs in terms of skills and training. From this perspective, this part will be divided into three chapters.

### **1. introduction of the Laboratoire des Travaux Publics de l'Ouest (LTPO)**

Formerly based in Oran, the Regional Delegation of the National Laboratory of Public Works and Building (LNTPB) focused on the western part of Algeria. Although the central office was founded in Hussein Dey over a decade ago, it covered the whole country.

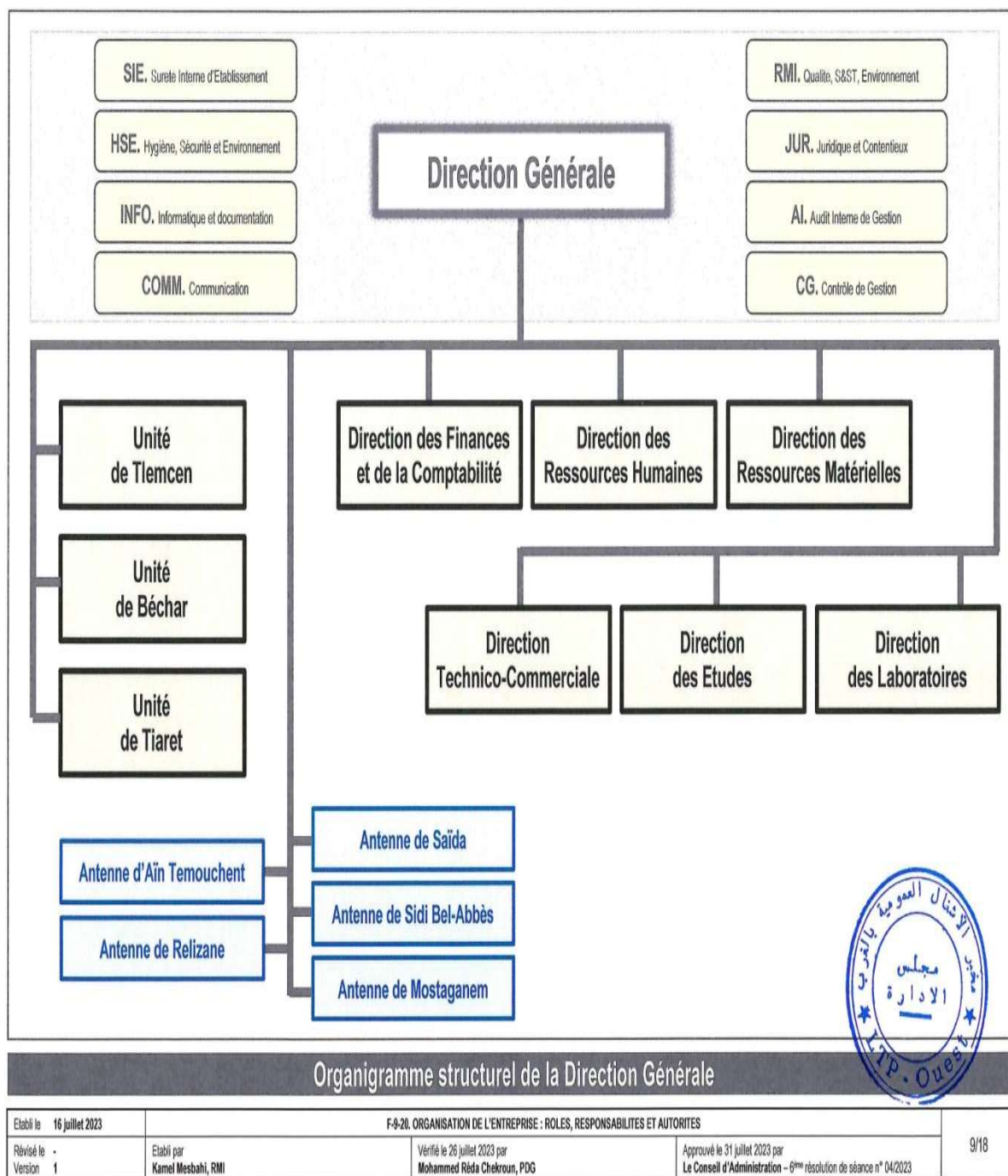
The Regional Delegation of Oran began leading the geotechnical studies in 1969 and continued to do so in Telemcen, Bechar, and Tiaet due to their growth.

The LTP-Ouest was created after the restructuring of the LNTPB.

From 1997 to 2016, LTP-Ouest was a part of the LCTP Group. Today, it is an extension of the GEICA Group, a Public Economic Establishment (EPE) with a capital of 2,100,000,000 DA.

### **2.The organisationnel chart**

The following figure shows the administrative and technical structural that the makes up the laboratory



Source : LTPO quality manuel

### 3.The empirical research mythology managed in the company selected

Focalized on how state professional training, 40 employees were surveyed splited into 3 principal section into personal information with 4 questions training section contain 8 question. The final 3 question concerns the impact of regulation on professional training within the studied company. After the accomplish analysis using SPSS, the resumed results converted to creative tabular.

#### 4. Descriptive analysis of the data collected from the surveyed

As part of our ongoing research ,we proceed a descriptive analysis of the data collected from the surveyed presented as tabular form or graphics ranked in categories of question :

##### 4.1 Reliability analysis ;

Processing documents summary:

|       |                       |    |       |
|-------|-----------------------|----|-------|
| Cases | Valid                 | 40 | 100,0 |
|       | Excluded <sup>a</sup> | 0  | ,0    |
|       | Total                 | 40 | 100,0 |

Reability states

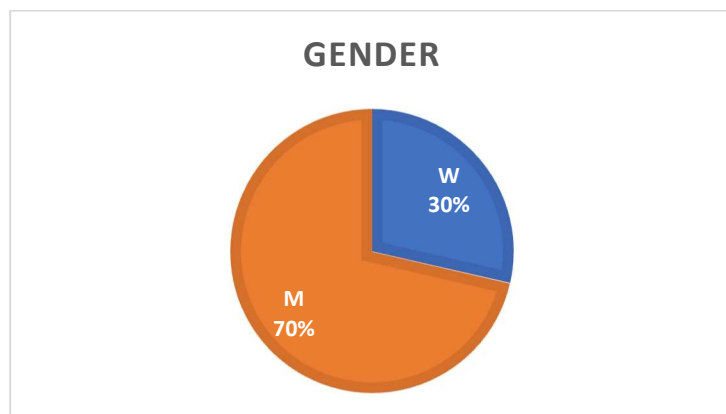
|            |            |
|------------|------------|
| Cronbach's |            |
| Alpha      | N of Items |
| ,091       | 13         |

It has been noticed that the coefficient achieved is 0.91 considered as excellent because of the results recommended 0.70 (Triki, 2010).

##### 4.2 The personal information sample analysis

The studied are focalized only on the level of education and qualification of individual samples

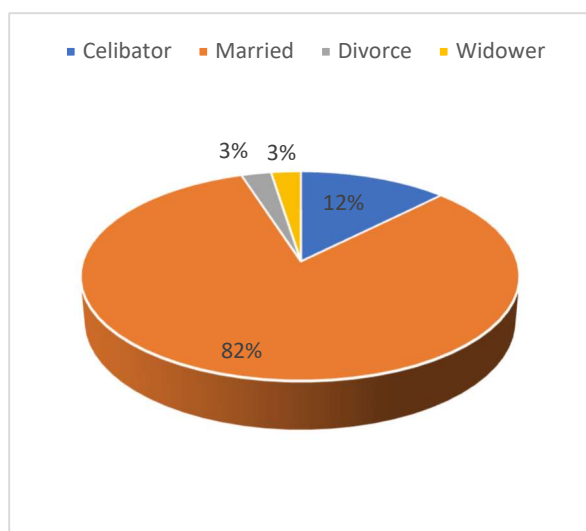
Figure 2 : the employees gender



Source: elaborated by a survey

30% of the sample observed or 12 % females and 70% or 28 males according to the previous graphics

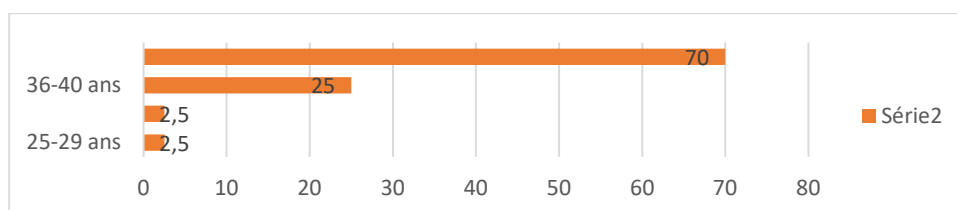
Figure 3 : Civil Status



Source: elaborated by a survey

The majority of the interrogated are married while 5 % or 5 agents are singles the 1 % are divorced and widows”er” represented in the survey

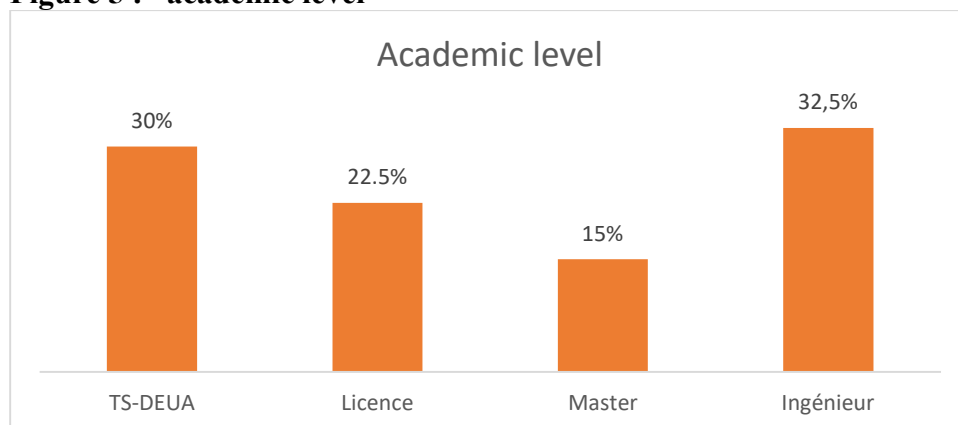
Figure 4 : Age range



Source: elaborated by a survey

We has observed that 70% of the participants or 28 of the respondents are over 40 yrs , we have noticed that the samples are composed of middle-aged collaborators, that allows us to define our samples as the following : Between 25 and 35:..... 5% Between 36 and 40: .....25% Over 40: .....70%

Figure 5 : academic level



Source: elaborated by a survey

The selected sample as noticed is a superior level . due to the university studies therefore it's logic that this technical oriented company possesses the necessary technical activities is structured as follows the percentage of engineers is 32,5% ,15% with master degree , 22% bachelors and 30% TS or DEUA

### 4.3 The information analysis from the examined sample about the training

Are the continuous training needs specifically addressed during your annual evaluation interview?

|       | Frequency | Percent | Percent | Cumulative Percent |
|-------|-----------|---------|---------|--------------------|
| Yes   | 27        | 67,5    | 67,5    | 67,5               |
| No    | 13        | 32,5    | 32,5    | 100,0              |
| Total | 40        | 100,0   | 100,0   |                    |

**Source: elaborated by a survey**

The need of the training do not manifest spontaneously, incumbent upon the responsible to repere the needs of the workers to maintain their performances as for the sample tested we have noticed that 67,7% or 27 agents mentioned that those needs been discussed at the annual interview though 32,5% or 13 agents response were negatives

#### Considering the continuous trainig as a method

|                                                        | Frequency | %     | %     | Cum % |
|--------------------------------------------------------|-----------|-------|-------|-------|
| To increase your skills for the benefit of the company | 30        | 75,0  | 75,0  | 75,0  |
| To obtqin higher salary                                | 3         | 7,5   | 7,5   | 82,5  |
| To access a promotion                                  | 4         | 10,0  | 10,0  | 92,5  |
| To discover other areas of activity                    | 2         | 5,0   | 5,0   | 97,5  |
| To obtain a diploma                                    | 1         | 2,5   | 2,5   | 100,0 |
| Total                                                  | 40        | 100,0 | 100,0 |       |

**Source: elaborated by a survey**

Regarding the usefulness of the training, the majority of the partners mentioned that continuous training is a method for skill development. A total of 75%, or 30 agents, expressed this view, which leads us to conclude that the majority of the survey respondents wish to take advantage of it in order to develop their businesses. Others were split between seeking a higher salary or a bigger promotion

#### 4.4 Analysis of information regarding the impact of regulations on professional training.

Did you know that the government imposes taxes on companies that don't provide training to their employees?

|       | Frequency | %     | %     | Cum%  |
|-------|-----------|-------|-------|-------|
| Yes   | 26        | 65,0  | 65,0  | 65,0  |
| No    | 14        | 35,0  | 35,0  | 100,0 |
| Total | 40        | 100,0 | 100,0 |       |

Professional training is not considered a cost in companies but rather an investment and an obligation to follow a method to integrate employees' functions. We are seeking to determine if the partners are informed about the measures implemented by the government to promote training. By asking this question, we noticed that 65% of the agents are well aware of this regulation, while 35% are not, with 14% of agents being unaware of it

Do you think that the introduction of this tax will encourage companies to implement training for their employees ?

|       |    |       |       |       |
|-------|----|-------|-------|-------|
| Oui   | 30 | 75,0  | 75,0  | 75,0  |
| Non   | 10 | 25,0  | 25,0  | 100,0 |
| Total | 40 | 100,0 | 100,0 |       |

According to the data in the previous table, 75%, or 30 agents, estimate that the introduction of the tax will encourage companies to upgrade their employees. However, 25%, or 10 agents, estimate that the following establishment is unfavorable for the workers

Does your company opt for paying the professional training tax, or does it prioritize organizing training for its employees ?

|                                      |    |      |      |       |
|--------------------------------------|----|------|------|-------|
| Organize training                    | 22 | 55,0 | 55,0 | 55,0  |
| Payment of the vocation training tax | 3  | 7,5  | 7,5  | 62,5  |
| I don t know                         | 15 | 37,5 | 37,5 | 100,0 |

The majority of workers, 55% (22 workers), share the same opinion, which is that their companies should prioritize training over salary and taxes. On the other hand, it is important to note that 37.5% (15 workers) are perplexed about whether to organize the training or pay their taxes

## 6. Discussion of results

By examining the different question the results obtained can be summarized into three main aspects of the questionnaire, namely:"

According to the first conclusions, most of the individuals in the survey are men, with a total of 70%. This predominance can be explained by the nature of the company and its presence in the civil engineering and public works sector (BTPH). Additionally, this training was implemented to engage the staff and make them adaptable to their environment. However, the age aspect was notable in the survey, with a significant number being 40 years and older. This is relevant due to the limitation in LTPO, which is 42. The majority have a university degree, with 50% being engineers in technical fields such as civil engineering, public works, geology, geophysics, and chemistry

Due to the survey comments from the participants and after examination and evaluation of the professional training, it is possible to summarize that the majority of agents are students. 60% of the participants have attended a training program in the last 12 months of the examination period, with most of them being initiated by the director, witnessing the attention given to it. The identification of training needs followed the annual evaluation. This response was supported by a rate of 65% within the sample studied, suggesting that the training needs and the selection of individuals for training were jointly determined by the manager and their collaborator

As for the effect of the measures taken by the government to promote professional training, the LTPO, through its administration, has implemented the regulations and informed its staff about the existence of a professional training tax. As mentioned, 65% of the responses were aware of it. However, there was a significant number of perplexed participants due to their answers of 'I don't know' to the question of whether the LTPO opts for paying the professional training tax or prioritizes training organization for workers. This leads us to propose an action plan to correct and rectify perceptions and establish a different area of communication conducive to correcting the errors made

## 7. Conclusion

Algerian companies have realized the importance of training, which impacts the progress of human resources and enhances their results

After the analysis conducted at the General Management of the Western Public Works Laboratory (LTPO) relative to the regulatory implemented by the government With a view to promoting training, and based on the results of the survey, the tests of the formulated hypotheses are as follows:

Results showed the continuous training is the preferred method to upgrade skills of personals in the company. the survey participant showed that more than 97% declare that training and acquired knowledge represented primary lever to accomplish their tasks . these results highlights the fundamentals importance of training and how it's essential to optimize employee performance

The second hypothesis showed the results represented at table 14 which been validated. Demonstrating that the regulatory framework motivates the companies to establishes training for their workers with 75% of respondents supporting this tax introduction was suggested by the government has motivated employers to improve efforts to train their employee

Accordingly a set of recommendations were drawn up, which were formulated as follows.

- Reevaluate the method of identifying training needs;
- Develop a training plan relevant to the results of the annual evaluation and market requirements;
- Promote on-the-job training as well as apprenticeships;
- Include in the training plan training sessions that improve the communication within the company..

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