



Work psychology and organization in light of the requirements of the labor market and university training: the problems raised and future prospects

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Abstract ;

Among the challenges facing the university today is the suitability of higher education outcomes to the requirements of the labor market, which is one of the challenges today, so we will try to provide, through this article, a reading of the specialty of work and organizational psychology in light of the requirements of the labor market, through the university training index that the student receives.

We will try to understand the most important problems raised on the one hand in light of the reality of the specialization, while emphasizing the future prospects that can be expected from the specialization

Article info

Received

January 19.2024

Accepted

October 13.2024

Keyword:

- ✓ Work and organizational psychology,
- ✓ labor market,
- ✓ university
- ✓ training, university

1. **Introduction**

The labor market is considered “the theoretical market where the labor supply, represented by people seeking work, and the labor demand, represented by the labor needs of institutions,” meet. The labor market in Algeria has witnessed several changes that have been contributed to by many geopolitical, demographic, economic, social, and even cultural factors. These changes have led to a greater focus on trying to achieve compatibility between the various outputs and labor market requirements, especially since knowledge of the labor market is of primary concern to planners and policymakers, owners of institutions and trade unions, as well as public and private employment services, labor and inspection departments, structures and institutions of training, education and vocational guidance, researchers and academics. This contributes to drawing up a strong and solid policy based on scientific foundations and not a temporary, circumstantial, impulsive policy.

In contrast to the specific requirements required by the labor market according to a clear economic model, the Algerian University, as one of the main actors in meeting the labor market's needs for manpower in most specializations, has worked hard to recycle and improve the quality of its products to make them compatible with the labour market, especially in light of what many institutions complain about, whether in The public or private sector regarding the quality of the university's product and its importance in

developing the institution and working on economic development.

The problem raised in the suitability of higher education outcomes to the requirements of the Algerian labor market is a global problem among many high-end and advanced universities today in light of what is known as diversity in the nature of human resources and specific specializations in light of the acceleration and precise development that the market and the institution are witnessing today. Various higher education institutions are trying to adapt themselves, their programmes, their curricula and even their specialisations in order to produce according to demand, which is mainly controlled by the labour market.

Because this problem is raised at more than one level and in more than one specialty, it is strongly raised in the field of social sciences, given that their specializations primarily concern humans. It has become necessary for them to evaluate, assess and rethink the construction of their curricula in order to achieve the major economic goals set for them, and perhaps the incompatibility of the outcomes of higher education. In the social sciences, with the requirements of the labor market, it is one of the most important problems raised, but it is not all of them. Therefore, through our intervention, we will try to clarify the main problems raised in one of the social sciences specialisations, which is the psychology of work and organization, by specialists in its field, and an attempt to clarify the picture of the main horizons to be expected. From

this specialisation in the face of the current reality, which makes our intervention so important both scientifically and practically, we will try to highlight, with a kind of scrutiny and objectivity in dealing with the various issues related to this matter

1. The problems raised in the specialty of work and organizational psychology:

What can be confirmed before referring to the various problems raised in the specialty of work and organization psychology as one of the social sciences disciplines is that there is a sharing of the various problems raised with many specializations for several reasons, The most important of these is that Algeria's higher education system is based on the same foundations for the various specialisations. In the same curricula and teaching methods, which are not different from those of other specialisations, and in addition to the agreement reached on the problems raised, we will mention them here, but not exclusively, because the problems raised are broader and deeper to be dealt with in depth here, so we will focus on the most important problems raised:

1.1 The problem of human resources development:

Higher education institutions that are entrusted with the task of preparing human resources must provide their graduates with skills and capabilities that meet the requirements of the times, with the focus being on the integrated and comprehensive qualification of graduates, so that they can keep pace with the requirements of life and work together (Al-Rimawi:, p. 5).

This problem has been raised at the level of labor market institutions, which confirm that the nature of the formation of the human resource at the university has a major flaw, especially with regard to the knowledge that is taught to the graduate student, And the focus of university education on the theoretical rather than the applied has complicated the process of training this human resource, On the other hand, the lack of involvement of economic actors in the development of specialisation curricula and programmes has contributed to widening the gap in the training of human resources. We note that the preparation of programmes is carried out at the level of ministries by appointed professors with a level of seniority that has actually contributed to making specialisation compatible only with the old thinking, which does not take into account, on the one hand, the developments taking place in the field and, on the other hand, the Algerian labour market and its specificities, and what this market needs, i.e. taking into account the requirements of the labour market.

1.2 The problem of the relationship with the labor market:

The main challenge facing institutions today, whatever their nature, is the search for the capacity to adapt and adapt quickly in the face of the major changes that the world is experiencing, linked to the enormous scientific and technological developments, despite the fact that Algerian institutions are not in a position to do so, including university institutions, have embarked on the process of modernization and modernization. For equipment and

devices, it relied on technology and the introduction of electronic intelligence into management and management methods. However, the human element is the most important active element in it, and its primary driver towards achieving its goals. If the simple worker is concerned with producing materials and goods, then the university institution is concerned with producing the ideas and knowledge carried by the human resources represented by In graduates of universities and institutes in various specializations to be invested by society, and for this reason, it has a major role in preparing different generations to bear the responsibilities of society (Al-Rimawi, p. 5), and here a question is always asked regarding whether the university is for the labor market, and if it is based on that, then it must Its various elements, curricula, and specializations are in line with what the labor market demands. We notice that the gap between the university and the labor market is a gap that has been brought up by researchers and specialists in most specializations, as well as by institutions. This problem between the university and the labor market will not be solved except with the involvement of all actors to deter The gap and bridging concepts and frameworks in order to develop the economy and work to achieve the requirements of the labor market, of which the workforce graduated from the university is one of the most prominent components, with its specializations and fields.

1.3. The problem of curricula:

Educational institutions must play a fundamental role in developing their

graduates in order to keep pace with post-graduation requirements, as well as developing their curricula through field research studies that reveal the strengths and weaknesses of their graduates, in addition to holding official meetings between specialists about academic programs in educational institutions. Higher Education and representatives from different sectors of the labor market, to get to know their opinions and expectations about the potential of its graduates, as well as to develop their latent abilities during their university preparation stage, in a way that meets the needs of the labor market, and the ability to contribute to society, realize their personalities, and enhance their skills in using technological tools. There are demands that call for Higher education institutions to include within their curricula a plan that enables graduates to possess a number of skills after completing their studies (Al-Ghanbousi, 2014, p. 2). Under the LMD system, many professors and students alike complain about the curricula that are used in the teaching process and that do not keep pace with the scientific developments taking place in The field of specialization or it is inappropriate and in line with the Algerian environment and the nature of the Algerian student, whose circumstances, components, and climate in which he lives differ from the student for whom various curricula drawn from Western countries, for example, were developed.

1.4. Challenges of globalization:

Batana (2001) emphasizes that what he called the almost complete disconnect between higher education

institutions and the private sector in many developing countries has led to the accumulation of huge numbers of unemployed graduates who are rejected by the private sector due to their low quality and the lack of suitability of their abilities and competence to the requirements of work in this sector. sector and the diminishing role of governments as employers of higher education outcomes. He adds that what will further exacerbate this problem is the entrenchment of the trend towards globalization that emphasizes freedom of trade and the freedom of movement of human capital, which leads to intense competition for jobs available in the labor market, as competition will be open to others from outside the country. The limits of national levels, and therefore there is a need to consolidate the relationship and partnership between higher education institutions and the private sector in many common fields such as cooperative education(Al-Otaibi, p. 8).

Perhaps what the LMD system brought is within the framework of global formation, but the problem that arises in light of globalization is What is termed the localization of sciences. The sciences, with the theories and knowledge they contain, must be adapted and localized in order to be compatible with the environment in which they exist. This is because many theories in the social sciences contradict our values and beliefs. Should we accept these theories without discussing them and without trying to adapt them so that they do not conflict? Our concepts on the one hand, and perhaps what Iran has done with regard to the localization of the field of

psychology is an example to be emulated in the localization of sciences, which has made a real contribution to the success of the field of psychology in Iran over other Islamic and Arab countries, including Algeria, which researchers were satisfied with. In which they transfer knowledge and sciences to their students without scrutiny, revision, or sifting within the framework of the nationalization of this field, which is what is required at the present time to ensure the effectiveness and success of that field, even if in a different way in our country.

1.5 The problem of the evaluation methods adopted at the university:

Education systems in general are mainly concerned with the certificate or qualification granted without paying attention to imparting knowledge and skills to graduates, that is, making the criterion for judging the suitability of the individual based on his qualifications and not his skills, and thus the examination systems are designed for this purpose and demonstrating the qualification, and not Revealing skill acquisitions, which negatively affected the labor market sectors and raised many questions among the labor market sectors about the so-called unemployment among learners because the graduate is unable to keep up with the requirements of the actual needs of the job assigned to him after graduation, and in the same direction indicates that the loss of connection between what he learns The student in universities and what the labor market needs creates a well-known problem, which is the problem

of unemployment among learners (Mahmoud & Qaddouri, p. 257). The examination system in the Algerian university is based on memorization and retrieval of information, as the Algerian university is still stuck in this field, as there are few such examinations based on problem-solving and creativity. Which gives a special character to the student and makes him solve specific problems in his specialty.

1.6 The problem of planning for the future:

The integration of education into the development process stems from the need for qualified labor, and this implicitly indicates the need for coordination between planning for education and the requirements of the labor market in order to avoid the scarcity of qualified labor that may hinder and slow down economic growth, as well as the presence of a surplus. In the formed individuals, it leads to the waste of educational resources and to high unemployment and brain drain. Hence, the role of educational policy is highlighted in directing the demand and supply of education according to the requirements of the labor market. Educational policy is concerned with implementing planning based on expectations of developments in the demand for education and the flows of students at all levels and branches or The specializations that must be developed and those that must be reduced, the resources that must be directed to receive the numbers of students that were expected, that is, with funding for the development of the system, and by adapting the

outcomes of the educational system according to the needs of the labor market. Educational policy is subject either to a market perspective, that is, directing the educational system according to the needs of the labor market. Qualified labor force, or towards an option based on the principle of social demand. Educational policy is subject to four principles, which are the principle of the need for labor, the principle of the social rate of return, the principle of social demand, and the market principle (Shuaib & Sabah, 2012, pp. 11-12). The absence of planning is not only for the specialty of work and organization psychology but for most science disciplines. Social: Where we find that the increasing reception of students from each university year is not based on forward-looking studies for the future, but rather on the basis of the availability of pedagogical seats, which makes the policy of randomness in the process of managing the specialization file a feature that characterizes the Algerian university, which does not show any interest in planning and anticipating the future. This is because moving forward with the policy that every holder of a baccalaureate degree has the right to a pedagogical seat at the university resulted in many negatives that affected the development of the university in general and the development of the economy in particular.

1.7. The problem of universality:

The concept of universality has imposed several matters that should be taken into consideration, especially with regard to higher education and the

suitability of higher education outcomes to universality, the most important of which are as follows (Al-Sallal, 2013, p. 12):

Our education seeks to provide the student with the sound knowledge, skills, and attitudes that enable him to adapt to the changes of the times without compromising our Islamic values and beliefs.

- That our education seeks to refute, refute, and fight abnormal ideas and behaviors because they are not consistent with our religion and heritage and replace them with authentic Islamic values and ideas.

Our education seeks to develop the student's personality while paying attention to teaching living languages.

Perhaps what the LMD system brought as a global system is the solution to this problem, but the problem was never in the nature of the system or the nature of the tiring curricula or what is taught in the sciences as much as the problem presented was always in the application process, and what no one can deny is that our application of the system LMD is an application of the classical system in the form of LMD, which is what made us actually live the two systems together under the name and the core of the matter. This is because the LMD system requires many conditions that the Algerian university cannot provide, so it would have been better for the Algerian university to produce A system of its own within the framework of universality, with the localization of science within an Algerian environment and an Algerian identity.

1.8. Competence of the graduating student:

Many studies in developed countries have found that the gap between the knowledge included in the educational curricula and the skills and experiences required by the business environment is getting wider day after day, which has had a negative impact on the competence of graduates, as they have become unable to respond to the dynamism of jobs that They undertake it in the labor market after they graduate (Sali, 2010, p. 2), and it is a strongly raised issue, as many institutions and employers complain that the graduated student is incompetent to perform the work required of him. This may be due to several factors related to the student himself, the nature of the training, and the knowledge the student receives that may or may not be incompatible. It has nothing to do with the actual specialization or job that the graduate will occupy.

1.9. Professor competence:

Universities are required to introduce fundamental changes in their programs, goals, policies, and roles, which requires a new vision for the faculty member in these universities through continuous professional development that raises his performance and makes him meet the changes (Hammoud, 2012, p. 19), and the professor's competence here is not related to knowledge. The certificate qualifies him to practice the profession of professor, but it relates to a greater degree to the skills he possesses in order to employ knowledge and information in a way that serves the specialty and keeps pace with

developments in light of a local Algerian environment. It is a difficult and exhausting task at the same time and requires a lot of training, research, and knowledge to keep pace with scientific developments in the specialty and knowledge. On the other hand, what we can confirm is that many students in the field of work and organizational psychology are asked to perform some tasks and roles in Algerian institutions by professors, and in reality, these practices or roles do not exist at all and are not recognized. The mistake here lies with the professor who has no knowledge of the reality of his specialty in field practice.

1.10. The problem of professional or field practice or illiteracy: which most graduates suffer from and because of this they face difficulties in applying what they have learned and fear and anxiety about facing the profession. This may be due to the educational curricula not covering several matters or due to the shortcomings of the educational policy due to inappropriate education programs and curricula or lack of efficiency. Teaching and training staff (Walid, 2016, pp. 81-82). The reality of the situation confirms that teaching at the university in the specialty of work and organization psychology is teaching based on the theoretical field, where reliance is placed on the process of indoctrination and only a set of information and knowledge, even though the field of work and organization psychology is an applied field to a greater degree than it. Theoretically, although the latest training offers for the year 2016, which are implemented today, confirm that

the majority of standards in directed work are an applied field in which the student is required to go to the field in order to observe practices, the application of this is beset by many problems, the most important of which is the absence of any agreements between the university. Institutions and institutions refuse to receive students due to the absence of a culture of field training that would raise the level of the university and institutions together.

1.11. Change in the nature of professions and jobs:

The scientific and technological revolution brought about rapid changes in the world of work, which greatly helped in changing the structure of demand for the skills required of the worker, as many processes were carried out manually in the past and have now become automated, and the demand for Some traditional skills have changed and been replaced by new skills that suit the nature of the technological and scientific era, and from here we have noticed a change in many professions and jobs, as new professions and jobs have appeared whose importance is accelerating day after day, and others have become extinct. There has also been a change in the type of tasks and responsibilities for many existing jobs, which It had a clear impact on individuals in different societies, as a result of this rapid change in the labor market and the associated jobs, professions, and levels that constantly push individuals to the need to change their jobs and provide them with new and constantly renewed skills and competencies. Therefore, the capabilities of graduates should be developed to enable them to deal with

modern technology (Abdel Jalil, 2014, p. 694), the university must keep up with the labor market with regard to the existing specializations, and it is noted that the Algerian university has not kept pace with the developments taking place with regard to the specializations that suit the labor market, especially in the field of social sciences, where it remained preserving the usual classical specializations without adding new specializations that keep pace with what is a state of development in the labor market, which confirms that there is no relationship between the labor market and specializations at the university.

1.12. Evaluation of university performance:

Evaluation represents one of the important areas in any contemporary organization, through which the extent to which goals are achieved and the level of efficiency and quality of outputs are identified and support the organization's decisions. Through this evaluation, proposals are presented to improve institutional performance in general, and education systems in society. Until now, the Arab League has adopted an effective and objective evaluation system that supports learning processes and relies on various evaluation approaches. The professor, the student, the college, and the university are evaluated through a performance-based evaluation system, which frees universities from personal judgments and the resulting obstruction of work and decreased motivation, which is what affects university performance in general (Hammoud, 2012, pp. 19-20), and evaluating the university is very important to know its

strengths and weaknesses. The process of evaluating specializations is necessary to anticipate the future because there are many specializations in which the number of students must be reduced because they have become saturated or no longer have a presence in the labor market in light of the emergence of new specializations.

The identity of the specialization between administrative and psychological sciences: The specialization of work and organizational psychology belongs to two fields: psychology and the field of administrative sciences. It is not possible to separate these two specializations, which contribute to the development of this science. Most of the studies that are dealt with in the specialization of work and organizational psychology are Administrative and psychological in nature at the same time. Perhaps this is what distinguishes work and organizational psychology from the rest of the psychological sciences and administrative sciences. It is a problem that arises strongly, especially when it comes to the role of the specialist in work and organization psychology within the organization, which is an administrative and psychological role at the same time.

Nature of formation: The nature of the standards included within the specialty of work and organizational psychology, in addition to their administrative and psychological aspects, but some of them carry a specialization in themselves, such as ergonomics, marketing psychology, and work analysis, which are fields branching out from work and

organizational psychology, which has become a comprehensive specialization. If sub-specializations have been created for it, In many international universities, it remains at the Algerian university as a general specialty without any branching, even at the doctoral and master's levels.

2. The reality of work and organizational psychology between the concept and the reality of training and the labor market in Algeria:

2.1. The concept of work psychology, organization, and the reality of formation:

Work and organizational psychology are considered among the applied fields of psychology, and although there are several definitions that refer to the concept of work and organizational psychology, some of which we will cite, it must be noted before addressing the concept of work and organizational psychology that this specialty bore the name industrial psychology at the beginning of its appearance. Due to several reasons, the most prominent of which is the Industrial Revolution and the confinement of work at that time to the industrial field, with the developments taking place in the field of work and the emergence of many institutions in other fields such as trade, services, and agriculture, it created a specialization concerned with studying the behavior of individuals within organizations, regardless of their nature. Where did work and organizational psychology become concerned with studying behavior? Humanitarianism at work wherever the work site is.

Driver defines it by saying that it is "the branch of applied psychology that is concerned with applying psychological research methods and its results to problems that arise in the industrial or economic field, including choosing and training work, and methods and conditions of work"(Taha, 1988, p. 9). Work and organizational psychology is one of the applied fields of science. Psychology is based on field studies and applied observations from which information, theories, and all data related to the topics of work and organizational psychology are derived.

Schultes (1990) defines it as the application of the methods, facts, and principles of human behavior science to individuals at work, just as Guion (1965) defines it as the scientific study between man and the world of work(Al-Hathal, 2016, p. 14), and what we can say is that work and organizational psychology exists wherever The presence of the worker in any organization and in any location, even in those institutions where technology has reached its peak, where it has reached a stage of advanced mechanism, the psychology of work and organization exists in them as long as the human being is present there.

Training in the specialty of work and organizational psychology includes "preparation and training on practical applications and on conducting research in the industrial field. The training program in this field includes research design and statistics in addition to the topics of work and organizational psychology, which were approved by the American Psychological Association in 1985, and

this is according to the table.” Which I put together is as follows(Salim, 2011, pp. 136-137):

Sequen ce	Subject	Sequen ce	Subject
1	The theory of work motivation		Action groups
2	Organizati on and managem ent theory		Performanc e Measureme nt
3	business directions		Work touchstone s
4	Performan ce at work		Career choice
5	Measuring individual differences		Work analysis
6			Vocational training

Talking about the reality of training in the field of work and organizational psychology in Algeria leads us to confirm that the student's training under the LMD system begins in the third year, that is, after the student has passed the first year in the field of social sciences, then a year in the field of psychology, where the student does not study during This year, there is only one standard for introduction to psychology, work and organization, as a six-sided standard during the fourth semester, and in the third year and during two semesters, the student studies several standards according to the 2016 training presentation, through which the standards were unified across all universities. The following tables show the educational units, their hourly size, their laboratories, and their balances as stated. Within the presentation of the

third year training for the MD Bachelor of the Academy of Work and Organizational Psychology 2016-2017 :(MHESRD, 2016-2017)

Education unit	Hex ago nal size	Weekly Courier Volume				Factories	Balances	Evalu ation type	
	14-16 Weekly	a lecture	Acts	Practical	Other			continuo	test
Basic educa tion units						12	20		
Huma n resour ces mana geme nt1	45	1.30	1.30		45h	03	05	X	X
Ergon omics 1	45	1.30	1.30		45h	03	05	X	X
organ izatio nal behav ior	45	1.30	1.30		45h	03	05	X	X
Mana geme nt of the institu tion	45	1.30	1.30		45h	03	05	X	X
Syste matic teachi ng units							04		
Resea rch Meth odol ogy	45	1.30	1.30		45h	02	02	X	X
Work analy sis	45	1.30		1.30	45h	02	02	X	X

and study center s									
(*) Exploratory learning units							02		
work law	45	1.30	1.30		45h			X	X
Prevention and security at work	45	1.30	1.30		45h	02	02	X	X
Horizontal learning unit							04		
Good governance and professional ethics	22.5	1.30			45h	01	02		X
a foreign language	22.5	/	1.30		45h	01	02	X	
The sum of the hexagons is 5	360	12	1030	1.30	450	20	30		

(*) Each student must choose one subject from the exploratory unit.

Sixth semester: Bachelor of Work and Organizational Psychology

Educational unit	Hexagonal size	Weekly Courier Volume	Facto	Balan	Evaluation type
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	14-16 Weekly	a lecture	Acts	Practical	Other			continuo	test
Basic education units						12	20		
Human resources management 2	45	1.30	1.30		45h	03	05	x	X
Ergonomics 2	45	1.30	1.30		45h	03	05	x	X
Analysis of the individual	45	1.30	1.30		45h	03	05	x	X
Mental health and work	45	1.30	1.30		45h	03	05	x	X
Systematic teaching units						04	04		
Lurking	40				45h	02	02		
Graduation note	50				45h	02	02		
(*) Exploratory learning units						02	02		
Marketing psychology	45	1.30	1.30		45h			x	X
Professional					45	02	02		

l projec t mana geme nt and mana geme nt					h				
Horiz ontal learni ng unit						0 2	0 4		
Risks of drug abuse	22.5	1. 3 0			4 5 h	0 1	0 2		X
a foreign langu age	22.5	/	1. 3 0		4 5 h	0 1	0 2	x	
The sum of the hexag ons is 6	360	0 9	0 9		4 5 0	2 0	3 0		

(*) Each student must choose one subject from the exploratory unit.

Total amount of the composition (the total hourly amount should be mentioned, distributed between lectures and directed work, for all six hexagrams for all types of educational units)

	Ba sic	method ology	explor atory	Horiz ontal	Tot al
lectur e	54 0	180	180	45	94 5
Direc ted work s	54 0	232.5	90	180	10 42. 5
Pract ical work	00	22.5	00	00	22. 5

s					
Perso nal work	00	00	00	00	00
Other work (spec ify)	10 80	630	450	450	26 10
Total	21 60	1065	720	675	46 20
Bala nces	12 0	26	16	18	18 0
% credit s per unit incre ase	46. 75	23.05	15.58	14.61	10 0

It is noted from the previous tables that third-year students in work and organizational psychology study, over two semesters, a set of standards that are in line with the nature of the specialization and that attempt to keep pace with the labor market and developments taking place in the scientific field, although there are drawbacks to the presentation of the new training, the most important of which is that many have been deleted. Among the criteria that were very important in the specialty and which are considered fundamental and fundamental, such as vocational selection and guidance, it is not possible to imagine a specialist in work and organization psychology who is not proficient in the steps of vocational selection, as well as vocational training, which is the core of the specialty and one of its applied fields. Where does the work and organization psychologist select the appropriate individuals? For training courses, it also contributes to developing training programs according to training needs,

which makes it necessary to rethink most school standards by consulting specialists and experts, whether they are professors of specialization across the country's various universities or specialists in work and organization psychology present at the level of institutions, whether the public or private sector. In addition to consulting employers and managers at the institutional level, most of the observed suggestions can contribute effectively to the actual and real training of the specialist in work and organizational psychology in a way that is compatible with the labor market while preserving the professional and scientific identity of the specialization, which is possible as long as the real will to do so is present.

2.2 The most important jobs that a psychologist can work and organize:

The specialist in work and organizational psychology holds several positions, whether in the public or private sector. Although in the private sector, he may occupy the position of human resources management and management, the position of professional selection, or the position of a specialist in the field of work, each according to his abilities, capabilities, and qualifications, then in the public employment sector he occupies. There are many functions that we are trying to mention only briefly, the most important of which are as follows:

Administrative administrator:

Although the position of administrative administrator is a purely administrative position, the Algerian legislator has given the holder of a bachelor's or

master's degree in work and organizational psychology the right to occupy it, just like some specializations that include a bachelor's degree in legal and administrative sciences, and a bachelor's degree in economic sciences, which confirms. In terms of the extent of the complexity of the specialty of work and organization psychology as an administrative specialty in addition to being the most prominent specialty of psychology, this is what we notice through its approval of the duties of the administrative administrator in Executive Decree No. 08-04 dated Muharram 11, 1429, corresponding to January 19, 2008, which includes the basic law regarding employees. Those who belong to the common corps in public institutions and administrations. As for employing administrators, for the specialty of work and organization psychology, every holder of a bachelor's degree in work and organizational psychology is carried out through a competition through tests. When the legislator said that "he is employed or promoted as a manager:"

2) Through a competition based on tests for those holding a bachelor's degree in higher education or an equivalent certificate"(Article18, 2008, p. 6).

As for the issue of hiring the main administrator who holds a master's degree in work and organizational psychology, it does not differ from other specializations in which he participates, which is done "through a competition on the basis of tests for those who hold a master's degree or an equivalent certificate"(Article20, 2008, p. 6), which confirms that success In

this competition, it is not dependent on one specialization alone, but rather on the competence of the individual applying for the job.

Guidance counselors in the vocational training sector:

Executive Decree No. 09-93 of Safar 26, 1430, corresponding to February 22, 2009, which includes the basic law for employees belonging to the corps of vocational training and education, confirmed the eligibility of a specialist in work and organizational psychology (holder of a bachelor's degree in science). Self, work, and organization) by occupying the position of guidance counselor in the vocational training sector, where he is assigned many tasks that fall within the core of the job he performs. The guidance counselor is employed as specified in the Basic Law for employees belonging to the Corps of Vocational Training and Education, Article 83 of the conditions for employment and promotion, as confirmed by Article 83. 83 He "employs or promotes as a consultant in vocational guidance and integration:

- Through a competition based on tests for candidates who hold a bachelor's degree in psychology, the branch of "Clinical, School, Vocational, Work and Industrial Guidance" or a certificate recognized as equivalent (Article 83, 2009, p. 18).

In addition to the holder of a bachelor's degree in work and organizational psychology, the holder of a master's degree in work and organizational psychology is entitled to hold the position of a major consultant in professional guidance, evaluation, and integration.

Through a competition based on tests, candidates who hold a master's degree in psychology or a certificate are recognized as equivalent" (Article 84, 2009, p. 18).

School and vocational guidance and guidance counselor:

Executive Decree No. 08-315 of Shawwal 11, 1429, corresponding to October 11, 2008, which includes the basic law for employees belonging to the national education corps, confirmed that a specialist in work and organizational psychology has the right to occupy the position of guidance and counseling counselor. School and vocational guidance, as Article 103 of Executive Decree 08-315 mentioned above affirmed that "a school and vocational guidance and guidance counselor shall be employed or promoted:

- Through a competition based on tests for candidates who hold a bachelor's degree in education, psychology, and sociology, or an equivalent certificate (Article 103, 2008, p. 15), a person who holds a bachelor's degree in work and organizational psychology can be employed as a school and vocational guidance and counseling counselor through a competition based on the exams.

Corps of re-education officers:

Executive Decree No. 08-167 of Jumada II 3, 1429, corresponding to June 7, 2008, which includes the basic law for employees belonging to the corps of the prison administration, confirmed that a specialist in work and organizational psychology can occupy the position of re-education officer. This is what Article 63 indicated when

it stated that "he shall be employed or promoted as a re-education officer:

1- Through direct recruitment, candidates who hold a bachelor's degree in higher education or an equivalent certificate whose specializations are determined by a joint decision between the Minister of Justice, Keeper of Seals, and the authority in charge of public service, and who have successfully completed specialized training for a period of one year"(Article63, 2008), which confirms the nature of recruitment to fill a position. An officer in re-education due to the specificity that distinguishes this job from other jobs.

What can be confirmed through our presentation of the various jobs that a specialist in work and organizational psychology can assume in public employment is that the specialist in his training, and through a comparison between his jobs and the nature of his training, we notice that there is a difference and gap between training and what he does, so it is necessary to reconsider The nature of the training by adding some programs that are compatible with the nature of the jobs, especially those related to the administrative and legal aspects of the specialist, which is an aspect that cannot be overlooked, especially since the nature of the specialization is both administrative and psychological at the same time. Therefore, it is not possible to give priority to one aspect over another. Rather, it is necessary to balance the two sides by giving the training aspect an administrative character. This is something that is absent, especially since the nature of the jobs held by a specialist in work

and organizational psychology requires it.

3. The future prospects expected from the work and organizational psychology major:

The future prospects for the specialization of work and organizational psychology are many and varied, which cannot be done without the combined efforts of all actors to develop the specialization on the one hand and determine functional visions and the extent of its contribution to human and economic development on the other hand, through its areas of intervention, which we can summarize in the following:

Selection and guidance: The role of the psychologist here is to harmonize the requirements of the profession with the capabilities of individuals through guidance and selection programs. This is done through a number of technical processes to direct individuals to the work suitable for them or choose the best elements suitable for the work suitable for them. However, the selection and guidance processes are related to Training programs for a number of jobs that may develop or require more skills that are not available in a number of applicants with special preparations(Jamal & Hamza, 2011, p. 10).

Work analysis: This job means identifying the activities and tasks that make up the job, determining the responsibilities assigned to it, designing the job appropriately, and determining the specifications of the person who occupies it(Sayed, 2008, p. 16).

Workforce planning: It is the set of actions and activities that enable managers at the level of any organization, in coordinated cooperation with various organizational levels, to identify, analyze, evaluate, and estimate the organization's workforce needs that respond to the organization's goals and the goals of the organization's employees in light of the short, medium and long-term strategies, meaning Another, manpower planning is the process of obtaining the appropriate number of qualified individuals to fill the appropriate jobs at the appropriate time to ensure that the institution performs its duties and tasks assigned to it efficiently and effectively and performs its social and economic role within the environment of which it is a subsystem, which leads to creating a state of balance between the supply of forces The workforce and the demand for it (Achaoui & Achaoui, 2006, p. 129).

Studying the behavior of individuals in organizations: Organizational behavior aims to improve the effectiveness of the organization, and studies three determinants of behavior in organizations: individuals, groups, and structure. We can summarize the concept of organizational behavior as studying what people do in the organization and how that affects their behavior and performance in the organization.(Robbins & Judge, 2011).

Professional training: The specialist intervenes in work and organization in this field by controlling planning and training methods by identifying employees' needs and assisting in building training and

training programs, as well as evaluating the results of the final process(Abdel Majeed, 2015, p. 10) .

Argonomy: Argonomy takes into account the operation of individual activity to arrange the workspace, design tools, equipment, software, and furniture, regardless of the size of the organization and the types of tasks it performs. Agronomy also seeks to deepen knowledge about individual activity and optimal working conditions and also sheds light on the work environment. To correct elements that hinder the health, safety, efficiency of workers, or the efficiency of production systems, Ergonomics also designs new work tools that are adapted to the physiological characteristics (for example, vision, hearing, body) as well as the psychological characteristics (for example, processing information to make decisions) of the human being. (Montreuil, 2008, p. 9)

Study of consumer behavior: The specialist in work and organizational psychology contributes to the study of consumer behavior through personal knowledge and consumer patterns, relying on various psychological theories and using them in the behavioral field, where he identifies "the pattern that the consumer finds tired of in his behavior to search, buy, use, or evaluate goods." And the services and ideas that are expected to satisfy his needs and desires (Abdel Hamid, 2002, p. 95)

Human Resources Management: In this context, the specialist in work and organizational psychology performs many of the roles that are expected of him, the most

important of which is “the advisory role: This is a role in which the Human Resources Department provides data, information, and consultation to senior management within the field of human resources.”

Executive role: It is represented in its main functions such as workforce planning, attracting, training, and motivation.

Job role: Through implementing human resources policies.

Participation role: Human resources management has an important role in making and taking strategic decisions for the organization, especially those related to human resources.(Khattab, 1999, p. 16)

Occupational safety and health: The specialist in work and organization psychology contributes to the preparation of occupational safety and health procedures by being an active member in the occupational safety and health committees, which are generally considered to be helpful and effective tools for management, especially in the field of accident prevention, as the committees have several tasks. Of which:

- Researching work injuries and developing precautions to prevent their recurrence.
- Researching serious accidents and developing precautions to prevent them from occurring.
- Researching the deterioration of occupational diseases and developing precautions to prevent them.
- Providing the necessary suggestions to prevent dangers and their causes.

- Cooperation in implementing occupational safety and health laws and legislation .(Al-Mughan, 2006, p. 20)

Industrial security: this consists of finding appropriate programs to address what could, in one way or another, affect the safety of workers and property and the progress of the production process, by seeking the assistance of specialists in this field who have the experience and competence to design these programs and achieve the desired goal, which is to provide all methods of preventive protection(Al-Harbi, 2010, p. 45)

Promoting mental health: Promoting mental health in the workplace includes several areas, such as identifying common goals and positive aspects of work, creating a balance between work requirements and professional skills, training in social skills, developing the psychological and social climate in the workplace, providing counseling, enhancing workability, Use early rehabilitation strategies, assess workload, enhance control over work and decision-making, and enhance social support (WHO, 2001)

Conclusion:

The development of any society was based in particular on the social sciences and the research and studies they contribute to the development of this society, but what is noted is that there is a defect in the teaching of the social sciences at the Algerian university level, where many problems arise, especially if the matter is related to or linked to the labor market, which requires... Taking the matter seriously in order to establish general and basic

rules for social sciences to be compatible with the local labor market.

The problems raised related to the social sciences and the labor market, although they are many, can find appropriate solutions as long as there is a real will to address the problem at hand, especially since what is expected from these sciences to advance the national economy makes attention to them necessary at the present time.

The real stake today for the various institutions of higher education in Algeria is linked to the labor market, which requires elements characterized by efficiency and a certain quality in order to work on developing the Algerian institution in its various dimensions. This is something that cannot be achieved without going through the localization of science, its adaptation, development, and restructuring in a way that serves the university and society in its related aspects. In the labor market, therefore, the various actors and those interested must establish a university base with specializations that are compatible with the labor market in order to avoid the randomness of training and the widening of the gap between the university and the external environment of economic and social institutions that can make a difference in the process of forming human cadres once the opportunity allows them. Therefore,

what is required of the university is to be A space for exchanging ideas and opinions, a platform for knowledge and science, and a system open to everyone without exception

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