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des Sciences Humaines et Sociales**



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Ligne éditoriale

La revue a pour dénomination **ZAOULI** qui désigne à la fois une danse et une musique populaires pratiquées par les communautés gouro, dans les départements de Bouaflé et de Zuénoula, en Côte d'Ivoire. Hommage à la beauté féminine, le ZAOULI s'inspire de deux masques : le Blou et le Djela. Son autre nom, « Djela lou Zaouli », signifie « Zaouli, la fille de Djela ». Le Zaouli associe, dans un même spectacle, la sculpture (le masque), le tissage (le costume), la musique (l'orchestre, la chanson) et la danse. Le masque Zaouli se décline en sept masques faciaux traduisant chacun une légende spécifique. Les détenteurs et les praticiens sont les sculpteurs, les artisans, les instrumentistes, les chanteurs, les danseurs et les notables (garants des coutumes et des traditions de la communauté).

Dès lors, le ZAOULI possède une fonction éducative, ludique et esthétique. Porteur de l'identité culturelle de ses détenteurs, il contribue également à la préservation de l'environnement, et favorise l'intégration et la cohésion sociale. La transmission de l'élément s'opère à l'occasion des représentations musicales et des séances d'apprentissage. Les amateurs en apprennent la pratique sous la supervision de praticiens expérimentés. La viabilité du ZAOULI est assurée grâce aux représentations populaires, organisées deux à trois fois par semaine par les communautés. La chefferie traditionnelle, garante des traditions, joue également un rôle clé dans le processus de transmission. Les festivals et les concours de danse inter-villages constituent également d'autres opportunités de revitalisation.

En définitive, le ZAOULI est réputé détenir des pouvoirs permettant l'accroissement de la productivité du milieu dans lequel il est pratiqué. Inscrit sur la liste prestigieuse du Patrimoine Mondial de l'UNESCO, le ZAOULI est une synthèse de la sculpture, la musique et le tissage. Elle a donc pour but de mettre un point d'honneur sur la beauté féminine. C'est pourquoi, il se

distingue par la finesse des traits du masque, la beauté de la danse et la grâce qui en font un spectacle fort apprécié dans les manifestations publiques.

Cette nouvelle revue vise donc à promouvoir la recherche et la réflexion dans les domaines suivants :

- ▶ Arts et Culture ;
- ▶ Lettres et Langues ;
- ▶ Sciences de l'information et de la communication ;
- ▶ Sciences Humaines et Sociale ;
- ▶ Sciences Juridiques et Politiques ;
- ▶ Sciences Economique et de Gestion ;
- ▶ Sociologie ;
- ▶ Anthropologie ;
- ▶ Psychologie ;
- ▶ Criminologie.

Elle vise également à publier les résultats des recherches menées par les chercheurs et à développer la production scientifique chez cette nouvelle génération de chercheurs. C'est une revue pluridisciplinaire dont l'enjeu est de favoriser un enrichissement entre chercheurs dans une relation de mutualisation des connaissances tout en s'inscrivant dans les normes scientifiques et éthiques du CAMES.

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Les articles à soumettre à la revue doivent être conformes aux normes suivantes :

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Pour un texte qui résulte d'une recherche de terrain : Titre, Prénoms et Nom de l'auteur, Institution d'attache, adresse électronique, Résumé en Français [250 mots au plus], Mots clés [7 mots au plus], [Titre en Anglais], Abstract, Keywords, Introduction, Méthodologie, Résultats et Discussion, Conclusion, Bibliographie.

Les articulation du texte : A l'exception de l'introduction, de la conclusion, de la bibliographie, les articulations doivent être titrées, et numérotées par des chiffres (Exemples : **1. ; 1.1. ; 1.2 ; 2. ; 2.2. ; 2.2.1; 2.2.2; 3. ; etc.**). (Ne pas automatiser ces numérotations).

La conclusion doit être brève et insister sur les résultats et l'apport original de la recherche.

La référence bibliographique adoptée est celle des notes intégrées au texte. Elle se présente comme suit : (nom de l’auteur, année de publication, page à laquelle l’information a été prise).

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Exemples

Le processus du sous-développement résultant de ce choc est vécu concrètement par les populations concernées comme une crise globale (S. Diakité , 1985, p. 105).

En effet, le but poursuivi par M. Ascher (1998, p. 223), est « d’élargir l’histoire des mathématiques de telle sorte qu’elle acquière une perspective multiculturelle et globale ».

NB : Les sources historiques, les références d’informations orales et les notes explicatives sont numérotées en série continue et présentées en bas de page.

Les divers éléments d’une référence bibliographique sont présentés comme suit :

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ouvrage, d'un mémoire ou d'une thèse, d'un rapport, d'une revue ou d'un journal est présenté en italique.

Dans la zone Éditeur, on indique la Maison d'Édition (pour un ouvrage), le Nom et le numéro/volume de la revue (pour un article). Au cas où un ouvrage est une traduction et/ou une réédition, il faut préciser après le titre, le nom du traducteur et/ou l'édition (ex : 2^{de} éd.).

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Exemples

AMIN Samir, 1996, *Les défis de la mondialisation*, Paris, L'Harmattan.

DIAGNE Souleymane Bachir, 2003, « Islam et philosophie. Leçons d'une rencontre », *Diogenes*, 202, 4, p. 145-151.

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Assessment of Corporate Social Responsibility Practices and Their Relationship to Customer Loyalty at Mobilis in El Oued Province

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Abstract:

The objective of this study was to evaluate the practices of corporate social responsibility (CSR) and to ascertain their relationship with customer loyalty at Mobilis in El Oued Province. The study involved gathering customer feedback through a survey distributed to a randomly selected sample of 115 individuals. Data analysis was conducted using SPSS software, version 22.

The findings revealed a statistically significant relationship between the various dimensions of corporate social responsibility and customer loyalty at Mobilis in El Oued. The study underscores the importance of incorporating CSR dimensions into the mission and strategic vision of economic enterprises, due to their pivotal role in enhancing reputation and brand image, thereby securing customer loyalty and ensuring long-term sustainability and success.

Keywords: Corporate Social Responsibility, CSR Dimensions, Customer Loyalty, Mobilis, SPSS v22.

Évaluation des pratiques de responsabilité sociale des entreprises et leur relation avec la fidélité des clients chez Mobilis dans la province d'El Oued

Résumé :

L'objectif de cette étude était d'évaluer les pratiques de responsabilité sociale des entreprises (RSE) et de déterminer leur relation avec la fidélité des clients chez Mobilis dans la province d'El Oued. L'étude a consisté à recueillir les commentaires des clients au moyen d'un sondage distribué à un échantillon de 115 personnes sélectionnées au hasard. L'analyse des données a été réalisée à l'aide du logiciel SPSS, version 22.

Les résultats ont révélé un lien statistiquement significatif entre les différentes dimensions de la responsabilité sociale des entreprises et la fidélité des clients chez Mobilis à El Oued. L'étude souligne l'importance d'intégrer les dimensions de la RSE dans la mission et la vision stratégique des entreprises économiques, en raison de leur rôle central dans l'amélioration de la réputation et de l'image de marque, garantissant ainsi la fidélité des clients et assurant la durabilité et le succès à long terme.

Mots clés : *Responsabilité sociale des entreprises, dimensions de la RSE, fidélité des clients, Mobilis, SPSS v22.*



Introduction

Economic institutions have undergone rapid and radical developments, where their primary goal is no longer just maintaining their financial position and maximizing profits, but they are also required to consider social and humanitarian aspects and voluntarily contribute to their development. This is achieved through a set of activities directed toward society and the surrounding environment, known as **corporate social responsibility (CSR)**.

CSR is considered one of the key elements in shaping the reputation of economic institutions. It plays a role in developing realistic and effective strategies for social services, enhancing the overall reputation of the institution, which in turn facilitates its management mechanisms, increases its ability to attract new customers, and expands its market share. Additionally, CSR contributes to achieving better outcomes in employment, employee loyalty, retention, motivation, creativity, and productivity.

Study Problem:

Economic institutions face intense competition in attracting and retaining customer loyalty. To achieve this, they strive to adopt the philosophy of CSR, as customer loyalty is a crucial factor in addressing competition. This shift reflects modern approaches that focus on customers rather than the product. One such sector is telecommunications in Algeria, which has seen significant development in recent times. Several telecommunications companies compete to provide social services to attract a large number of customers and secure their loyalty. From

this perspective, the following research question arises: **Is there a correlation between the CSR practices of Mobilis in the Wilaya of El Oued and its customer loyalty?**

Sub-questions:

The main problem can be divided into the following sub-questions:

- Is there a statistically significant correlation between the economic dimension of CSR and customer loyalty at Mobilis in the Wilaya of El Oued?
- Is there a statistically significant correlation between the legal dimension of CSR and customer loyalty at Mobilis in the Wilaya of El Oued?
- Is there a statistically significant correlation between the ethical dimension of CSR and customer loyalty at Mobilis in the Wilaya of El Oued?
- Is there a statistically significant correlation between the philanthropic dimension of CSR and customer loyalty at Mobilis in the Wilaya of El Oued?

Research Hypotheses:

As a preliminary answer to the above questions, the following hypotheses are proposed:

Main Hypothesis:

- There is a correlation between the CSR practices of Mobilis in the Wilaya of El Oued and its customer loyalty.



Sub-Hypotheses:

- There is a statistically significant correlation between the economic dimension of CSR and customer loyalty at Mobilis in the Wilaya of El Oued.
- There is a statistically significant correlation between the legal dimension of CSR and customer loyalty at Mobilis in the Wilaya of El Oued.
- There is a statistically significant correlation between the ethical dimension of CSR and customer loyalty at Mobilis in the Wilaya of El Oued.
- There is a statistically significant correlation between the philanthropic dimension of CSR and customer loyalty at Mobilis in the Wilaya of El Oued.

Research Objectives:

The study aims to:

- Shed light on the concepts related to CSR and its dimensions, as well as the levels of customer loyalty achieved by the institution;
- Determine the level of customer loyalty as a result of Mobilis adopting CSR in the Wilaya of El Oued;
- Assess the level of customer loyalty generated by the products and services of Mobilis in the Wilaya of El Oued;
- Investigate the relationship between CSR dimensions (economic, legal, ethical, and philanthropic) and customer loyalty at Mobilis in the Wilaya of El Oued.

Importance of the Study:

The importance of this study lies in:

- Evaluating the level of customer loyalty to Mobilis in the Wilaya of El Oued, based on the social activities it undertakes to enhance community welfare, achieve growth, and protect the environment while offering services with a competitive advantage;
- Improving the relationship between economic institutions and customers, as this is a crucial element for achieving a competitive edge, maintaining customer satisfaction and loyalty;
- Encouraging leading economic institutions to adopt CSR principles within their strategic plans.

Research Methodology:

The study employed a **descriptive analytical approach** for the theoretical part, in order to build a scientific background on the variables of the study. A **case study approach** was used in the practical part, where a questionnaire was the data collection tool administered to a sample of Mobilis customers in the Wilaya of El Oued. The questionnaire data were analyzed using **SPSS V22** and **EXCEL 10**.

1. Nature of Corporate Social Responsibility:

The interest in CSR has been increasing among economic institutions, as it has become an integral part of their strategy to enhance interaction with society and the surrounding environment. This is done by aligning their economic objectives with social requirements, as a condition for achieving growth and ensuring sustainability.



1.1. Definition of Corporate Social Responsibility:

There are two main approaches to defining CSR. The first is proposed by academics, and the second is agreed upon by local and international organizations. These definitions vary depending on the perspective of those presenting them (Flag, 2019, p. 42) . Below are some of these definitions:

Peter F. Drucker (1977) defines CSR as "the organization's commitment to the society in which it operates" (Al-Ghalbi & Al-Amri, 2010, p. 49).

Milton Friedman defines CSR as "the use of resources and design of activities aimed at maximizing long-term profits in competition with others" (Mqaddem, 2020, p. 16)

The **World Bank** defines CSR as

"the commitment of business owners to contribute to sustainable development by working with their employees, families, local community, and society as a whole to improve people's living standards in a way that serves both business and development" (World Bank, March 2005, p. 1) .

The **International Organization for Standardization (ISO 26000)** defines CSR as:

"the actions taken by a company to bear responsibility for the impacts of its activities on society and the environment, where these actions are aligned with societal interests and sustainable development, based on ethical behavior and compliance with applicable laws and intergovernmental agreements" (Al-Hamouri & Al-Maayta, 2015, p. 17).

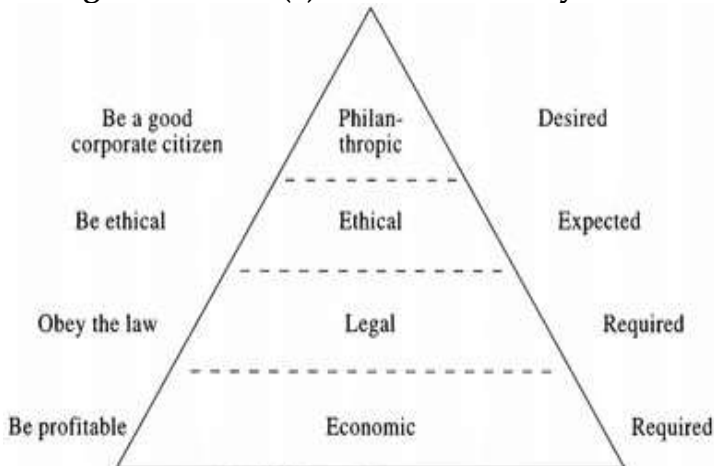
From the above definitions, CSR can be summarized as the performance of business organizations' economic, legal, social, ethical, and environmental obligations toward

stakeholders (shareholders, employees, customers, suppliers, government, civil society organizations).

1.2. Dimensions of Corporate Social Responsibility:

Carroll (1991), in his research on corporate social performance, identified four main dimensions of CSR: **economic responsibility**, **legal responsibility**, **ethical responsibility**, and **philanthropic responsibility** (Carroll, 1991, p. 40). In his 1991 study, Carroll presented a model of CSR dimensions in the form of a pyramid, as illustrated in Figure 1. He placed the economic and legal aspects at the base of the pyramid, as businesses have historically focused on these aspects. The ethical and philanthropic dimensions appear later and are placed at the top of the pyramid. Carroll's model organizes the different CSR obligations in a coherent manner.

Figure number (1): Carroll's CSR Pyramid



Source: Archie B. Carroll (1991), The Pyramid of Corporate



Social Responsibility Toward The Moral Management of Organizational Stakeholders, Business Horizons, July-August 1991, p. 42.

The following provides a detailed explanation of the CSR dimensions represented in the pyramid:

1.2.1. The Economic Dimension of Social Responsibility:

This dimension requires the rational use of resources to produce high-quality goods and services. It also necessitates fair competition by respecting competition rules and avoiding harm to competitors, as well as preventing monopolies and protecting consumers from harm. Additionally, this dimension relies on utilizing technological advancements to address environmental damage. (Flaq, Khourshi, & Hadou Samira, 2017, p. 5).

1.2.2. The Legal Dimension of Social Responsibility:

This dimension is based on principles of environmental protection, occupational safety, justice, and consumer protection laws. It encompasses a wide range of elements that institutions are expected to adhere to, in a manner that enhances and facilitates relationships with customers and employees, regardless of their gender, race, or religion. It also prevents environmental harm through the misuse of resources or pollution affecting water, air, and soil. (Taher, 2020, p. 103).

1.2.3. The Ethical Dimension of Social Responsibility:

This refers to adherence to ethical behavior derived from professional codes, work ethics, and public office conduct, which the institution must follow when setting its goals and

policies. In other words, this behavior should align with societal norms, religion, values, and traditions. It also involves creating equal employment opportunities for community members and providing useful goods and services to society at fair prices. (Al-Rababa, Issa Al-Mansour, & et al, 2021, p. 286).

1.2.4. The Charitable Dimension of Social Responsibility:

This dimension involves voluntary contributions by the institution to provide material resources aimed at achieving societal prosperity and well-being. It also includes donations and grants allocated to address key issues such as poverty, illiteracy, disease prevention, and support for educational, cultural, and charitable organizations. Additionally, it encourages volunteer work among employees. (Nahed Ahmed, 2015, p. 5).

2. Theoretical Foundations of Customer Loyalty:

Every economic institution seeks to gain market share and outperform its competitors. Therefore, it is imperative that institutions focus on building strong and lasting relationships with their customers, as they are a critical element in shaping the institution's reputation and position.

2.1. The Concept of Customer Loyalty:

The definitions of customer loyalty vary among researchers, including the following:

Oliver (1991) defines loyalty as

"a deep commitment by customers to repeatedly purchase a product in the future, while maintaining a positive attitude towards the brand, without switching brands despite situational influences and marketing



efforts that could cause a change in behavior."
(Oliver, 1991, p. 34).

Day (1969) views brand loyalty as consisting of repeated purchases driven by strong internal behavior. Purchases without a strong attitude are considered circumstantial and described as "false loyalty." Based on this, both **Day (1969)** and **Lutz & Winn (1974)** proposed loyalty indicators based on a combination of attitudinal and behavioral measures. Accordingly, frequent individual behavior and goal assessment are seen as inseparable from the concept of loyalty. (Alan S & Kunal , 1994, p. 100).

Najm (2005) defines loyalty as "a measure of the extent to which a customer repeatedly purchases a particular brand." (Sultan Al-Taie & Dabbas Al-Abadi, 2009, p. 251).

From the above, customer loyalty can be defined as a behavior exhibited by a customer who repeatedly purchases the same product or service from a specific institution. The customer prefers dealing with a particular brand of the institution, even when competitors try to attract them through marketing efforts, because they have developed a positive perception of the institution's products and services.

2.2. Levels of Customer Loyalty:

Oliver (2002) explained that brand loyalty depends on three elements: commitment, preference, and repeated purchases. He described four levels of loyalty based on these components as follows (Taleb & Al-Janabi, 2009, p. 111):

- **Cognitive Loyalty:** The customer prefers one brand based on its past features and attributes.

- **Affective Loyalty:** The customer develops an emotional attachment to the brand due to a series of satisfying purchase experiences.
- **Conative Loyalty:** This is an emotional phase where the customer expresses intent to repurchase.
- **Action Loyalty:** This phase includes both a predisposition and an actual desire to overcome situational influences and marketing efforts that may lead to a change in behavior.

2.3. Dimensions of Customer Loyalty:

Loyalty is not just about repeat purchases or the intention to repurchase. It results from the interaction of strong emotions between the customer and the institution, encompassing several dimensions. Below are the dimensions of customer loyalty, which serve as indicators for measuring it:

- **Attitudinal Dimension:** This refers to the psychological attraction a customer has towards the institution, their support, and defense of the brand to others. It reflects the positive emotions the customer has for the brand, which may manifest behaviorally if given the opportunity. This includes positive word-of-mouth and the intent to continue purchasing. (Nahed Ahmed, 2015, p. 28).
- **Behavioral Dimension:** This refers to actions that reflect loyalty to the brand (behavioral loyalty), defined as the repeated purchase of a specific product by customers. (Nahed Ahmed, 2015, p. 29).
- **Cognitive Dimension:** This dimension explains loyalty based on the information available to the customer about the product's brand, such as price, warranty,



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and after-sales services. These characteristics and their unique benefits create customer conviction in the brand's value. (Ben Nili, 2016, p. 238).

2.4. Types of Customer Loyalty:

The classification presented by **Dick and Basu (1994)** suggests four types of customer loyalty (Alaa Abbas, 2009, p. 57), as illustrated in the following figure (Figure 2):

Figure number (2): Types of Customer Loyalty		
Repeat purchase		
Low	High	Relative Attitude
Latent Loyalty	Loyalty	
No Loyalty	Spurious Loyalty	
	low	

Source: Alaa Abbas Ali (2009), Consumer Loyalty (How to

Achieve and Maintain It), University House, 2009, p. 58. Below is a detailed explanation of Figure 2, which covers the types of customer loyalty (Al-Khashroum & Suleiman, 2011, p. 77):

- **2-4-1- Latent Loyalty:** The customer holds high attitudes toward the brand but does not engage in repeat purchases. This may be due to the limited availability of the product, the customer's low purchasing power, or the fact that the product is not a basic necessity for the customer.

- **2-4-2- True Loyalty:** In this case, the customer has strong attitudes toward the brand, which are translated into repeated purchases of the product.
- **2-4-3- False Loyalty:** The customer has a weak inclination toward the brand but still purchases the product and repeats the process. This could be due to the lack of available alternatives, and once alternatives are provided, the customer may switch away from the brand.
- **2-4-4- No Loyalty:** When the customer has no inclination toward the brand and, as a result, does not purchase it. The reasons for this negative inclination toward the brand may vary, such as a perceived decrease in its value or weak marketing communications.

3. Applied Study:

In this section, the study's hypotheses will be tested for confirmation or refutation by applying the theoretical knowledge to a random sample of customers of Mobilis Wireless Communications in the Wilaya of El Oued, Algeria. The data will be processed using statistical methods.

3.1. Data Collection Tool:

To collect the study's data, a questionnaire was formulated consisting of two parts. The first part concerns personal data, which includes information on gender, age, educational level, and the number of years of dealing with the institution. The second part is divided into two sections:

- The first section addresses the four dimensions of social responsibility (economic, legal, ethical, and



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charitable), with five (05) statements under each dimension.

- The second section covers customer loyalty, which contains nine (09) statements.

3.2. Statistical Methods Used in Data Analysis:

For statistical analysis, the Statistical Package for Social Sciences (SPSS v.22) was used to test the study's hypotheses, relying on a set of statistical tools, including:

- Percentages and frequencies to describe and diagnose the study's variables, and arithmetic means and standard deviations to determine the direction of sample responses and data dispersion.
- Cronbach's alpha coefficient and split-half reliability test to measure the questionnaire's reliability.
- Internal correlation test using Pearson's correlation coefficient to measure the questionnaire's validity.
- Pearson correlation coefficient test to test the hypotheses.

3.3. Study Population and Sample:

The study population consists of all Mobilis customers, while the study sample comprises Mobilis customers in the Wilaya of El Oued. A random sample of 115 individuals was selected, with 70 paper questionnaires and 45 electronic questionnaires distributed. A total of 100 valid questionnaires were retrieved for analysis, representing 86.95% of the total distributed questionnaires.

3.4. Descriptive Study of Sample Responses:

To convert respondents' answers into quantitative data, we used a five-point Likert scale, which provides broader response options. This is illustrated in the following table:

Table number (1): Five-Point Likert Scale

Option	Strongly Disagree	Disagree	Netural	Agree	Strongly Agree
Score	01	02	03	04	05
Evaluation	1.00-1.80	1.81-2.60	2.61-3.40	3.41-4.20	4.21-5.00
Range	Low		Medium	High	

Source: Prepared by the researchers

Based on the five-point Likert scale and to determine the general trend of responses from the study sample, we calculated the mean and standard deviation for each statement from the study's dimensions, as shown in Tables 2 and 3 below:

Table number (2): Results of the First Dimension Related to Corporate Social Responsibility

N o	Statements	Mean	Standard Deviation	Overall Trend
01	Mobilis provides high-quality services (voice and internet).	3.29	1.085208168	Neutral
02	Mobilis has extensive and comprehensive coverage over a large geographic area.	3.5	0.969223369	Agree
03	Mobilis consistently offers advanced features in its	3.51	0.937382989	Agree

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	services.			
04	The prices of services provided by Mobilis are reasonable.	3.9	0.948150779	Agree
05	Mobilis offers a variety of options that meet the needs of different segments of society.	3.77	0.983243447	Agree
06	The subscription contract is clear and its terms are free from ambiguity.	3.85	0.880484256	Agree
07	Mobilis adheres to the contract's content.	3.66	0.923541712	Agree
08	Mobilis provides easy mechanisms for complaints.	3.52	0.83460509	Agree
09	Mobilis works to resolve disputes with consumers.	3.43	0.831877516	Agree
10	I receive the same level and details of services advertised.	3.58	1.046205264	Agree
11	Mobilis does not publish offensive advertisements about its competitors.	4.31	0.70632067	Strongly Agree
12	I trust that my data is protected and not exploited for the benefit of other parties, such as political or commercial interests.	4.03	0.892788165	Agree
13	The transmission towers of	3.6	0.942809042	Agree

	Mobilis are designed safely.			
14	Mobilis handles customer complaints at the agency level without discrimination.	3.7	0.83484711	Agree
15	Mobilis respects the prevailing customs and traditions in society.	4.03	0.771395168	Agree
16	Mobilis participates in various charitable events.	3.66	0.945163125	Agree
17	Mobilis initiates congratulations for various religious and national occasions.	4.49	0.74528823	Strongly Agree
18	Mobilis ensures you are aware of traffic and environmental risks.	4.45	0.657128741	Strongly Agree
19	Mobilis supports artistic and sports events in the region.	3.76	1.129226069	Agree
20	Mobilis contributes to honoring academically outstanding students in your area.	2.79	1.130790373	Neutral

Source: Prepared by the researchers based on the outputs of Excel (2010).

It can be observed from Table 2, which illustrates the trend of the sample's responses regarding the first axis encompassing dimensions of social responsibility, that the statements numbered from (01) to (05) pertain to the



economic dimension of social responsibility. Most of these statements achieved a high and acceptable mean score among the sample, except for the statement "Mobicom provides high-quality services (voice and internet)." Therefore, it can be said that the economic dimension of social responsibility is somewhat achieved among Mobicom's customers in El Oued.

Regarding the statements numbered from (06) to (10), which pertain to the legal dimension of social responsibility, these recorded a high mean score and were all acceptable to the sample. Thus, the legal dimension of social responsibility is also achieved among Mobicom's customers.

Statements numbered from (11) to (15) reflect the ethical dimension of social responsibility, which achieved a high and largely acceptable mean score among the sample. Therefore, it can be concluded that the ethical dimension is also realized among Mobicom's customers in El Oued.

Statements numbered from (16) to (20) concern the charitable dimension of social responsibility. It is noted that this dimension achieved a high mean score except for the statement "Mobicom contributes to honoring academically outstanding individuals in your area." Thus, the charitable dimension is somewhat achieved among Mobicom's customers in El Oued.

In summary, all dimensions of social responsibility are achieved, and therefore social responsibility at Mobicom is realized towards its customers.

Table number (3): Results of the second axis related to customer loyalty

N o	Statements	Mean	Standard Deviation	Overall Trend
01	I do not seek other alternatives and intend to continue with Mobicom.	3.68	1.06249183	Agree
02	I give others a positive impression of my experience with Mobicom's services.	3.53	0.979125563	Agree
03	I recommend Mobicom to my family and friends.	3.6	0.994936676	Agree
04	I interact with Mobicom through social media.	3.26	1.12474464	Netural
05	When discovering faults in the services provided by Mobicom, I am forgiving and seek solutions without considering switching to another provider.	3.2	1.024941486	Netural
06	I am proud to use Mobicom's services.	3.62	0.885118265	Agree
07	I wish to engage with Mobicom for a long period.	3.57	1.094107265	Agree
08	I will try new services offered by Mobicom.	3.83	0.932629605	Agree
09	I am committed to Mobicom due to my conviction in its services.	3.49	1.087068154	Agree



Source: Prepared by the researchers based on the outputs of (Excel 2010).

It is observed from Table (03) above, which pertains to the second axis related to customer loyalty, that most of the statements recorded a high mean and are acceptable to the sample individuals. Therefore, it can be said that customers of Mobicom in El Oued exhibit loyalty towards Mobicom.

3.5. Measurement of Validity and Reliability of the Questionnaire:

Validity refers to the accuracy and relevance of the questions in representing the study variables, while reliability expresses the consistency and dependability of the results when the same questionnaire is applied under similar conditions.

3.5.1. Measuring the Validity of the Questionnaire:

The validity of the questionnaire can be assessed by calculating the internal correlation coefficient of the dimensions and their correlation with the overall score of the questionnaire. This is done by calculating Pearson's correlation coefficient between the dimensions and the overall score of the questionnaire using the statistical package (SPSS v22), as shown in Table (04).

Table number (4): Internal Correlation Coefficient of Social Responsibility Dimensions

Correlation Coefficient	Economic Dimension	Legal Dimension	Ethical Dimension	Charitable Dimension
Overall Social Responsibility Score	0.71	0.78	0.79	0.77
Significance Level	0.01	0.01	0.01	0.01
Statistical Significance	Statistically Significant	Statistically Significant	Statistically Significant	Statistically Significant

Source: Prepared by the researchers based on the outputs of (Excel 2010).

We can observe from Table 4 above that the correlation coefficient between the economic dimension and the overall social responsibility score is (0.71) at a significance level of (0.01). The correlation coefficient between the legal dimension and the overall social responsibility score is (0.78) at a significance level of (0.01). The correlation coefficient between the ethical dimension and the overall social responsibility score is (0.79) at a significance level of (0.01). The correlation coefficient between the charitable dimension and the overall social responsibility score is (0.77) at a significance level of (0.01). All of these values are acceptable and fully reflect the validity of the questionnaire.

3.5.2. Measuring the Reliability of the Questionnaire:

The reliability of the questionnaire can be verified by calculating the Cronbach's alpha coefficient and the split-half method for both the social responsibility dimension and customer loyalty dimension, as shown in Tables 5 and 6:

**Table number (5): Cronbach's Alpha Coefficients**

Questionnaire Dimensions	Number of Items	Cronbach's Alpha Coefficient	Statistical Significance
Social Responsibility Dimension	20	0.89	Statistically Significant
Customer Loyalty Dimension	9	0.90	Statistically Significant

Source: Prepared by the researchers based on the outputs of (SPSS v 22)

It can be observed from Table (05) that the Cronbach's Alpha coefficient for the social responsibility dimension of the questionnaire is (0.89), and the Cronbach's Alpha coefficient for the customer loyalty dimension is (0.90). These are high values, indicating that the questionnaire has a high degree of reliability.

Table number (6): Calculating Reliability using the Split-Half Method

Questionnaire Dimensions	Number of Statements	Split-Half Correlation Coefficient	Statistical Significance
Social Responsibility Dimension	20	0.76	Statistically Significant
Customer Loyalty Dimension	09	0.85	Statistically Significant

Source: Prepared by the researchers based on the outputs of (SPSS v22)

From the results shown in Table (06), we observe that the split-half correlation coefficient for the Social Responsibility Dimension of the questionnaire is (0.76), and the split-half correlation coefficient for the Customer Loyalty Dimension of the questionnaire is (0.85). These are very acceptable values, indicating that the questionnaire has a high degree of reliability, which confirms the results obtained from calculating the Cronbach's Alpha coefficient.

3.6. Hypothesis Testing and Results Analysis:

To study the correlation between social responsibility and customer loyalty for Mobilis in the Wilaya of Oued, we calculated the Pearson correlation coefficient for the study variables' data. The results for the previously mentioned hypotheses are as follows:

3.6.1. Testing the Main Hypothesis:

The main hypothesis states that there is a correlation between Mobilis's social responsibility practices in the Wilaya of Oued and customer loyalty to Mobilis in the Wilaya of Oued. To verify this hypothesis, we calculate the Pearson correlation coefficient between the overall score of social responsibility and the overall score of customer loyalty. The results are as follows:

**Table number (7): Pearson Correlation Coefficient between Overall Social Responsibility Score and Overall Customer Loyalty Score**

Sample Size	Correlation Coefficient	Significance Level	Statistical Significance
100	0.61	0.01	Statistically Significant

Source: Prepared by the researchers based on the outputs of (SPSS v22)

From the table above, we observe that the correlation coefficient between the overall score of social responsibility and the overall score of customer loyalty is (0.61) at a significance level of (0.01). This is statistically acceptable and indicates a significant correlation between Mobilis's social responsibility and customer loyalty. Therefore, we can conclude that the main hypothesis is validated.

3.6.2. Testing the First Sub-Hypothesis:

The first sub-hypothesis states that there is a statistically significant correlation between the economic dimension of social responsibility and customer loyalty to Mobilis in the Wilaya of Oued. To verify this hypothesis, we calculate the Pearson correlation coefficient between the overall score of the economic dimension of social responsibility and the overall score of customer loyalty. The results are as follows:

Table number (8): Pearson Correlation Coefficient between Overall Score of the Economic Dimension of Social Responsibility and Overall Customer Loyalty Score

Sample Size	Correlation Coefficient	Significance Level	Statistical Significance
100	0.76	0.01	Statistically Significant

Source: Prepared by the researchers based on the outputs of (SPSS v22)

From the table above, we observe that the correlation coefficient between the overall score of the economic dimension of social responsibility and the overall score of customer loyalty is (0.76) at a significance level of (0.01). This is very statistically acceptable and indicates a high degree of correlation, demonstrating a statistically significant relationship between the economic dimension of social responsibility and customer loyalty to Mobilis in the Wilaya of Oued. Therefore, we can conclude that the first sub-hypothesis is validated.

3.6.3. Testing the Third Sub-Hypothesis:

The third sub-hypothesis states that there is a statistically significant correlation between the ethical dimension of social responsibility and customer loyalty to Mobilis in the Wilaya of Oued. To verify this hypothesis, we calculate the Pearson correlation coefficient between the overall score of the ethical dimension of social responsibility and the overall score of customer loyalty. The results are as follows:



Table number (10): Pearson Correlation Coefficient between the Overall Score of the Ethical Dimension of Social Responsibility and the Overall Customer Loyalty Score

Sample Size	Correlation Coefficient	Significance Level	Statistical Significance
100	0.68	0.01	Statistically Significant

Source: Prepared by the researchers based on the outputs of (SPSS v22)

From the table above, we observe that the correlation coefficient between the overall score of the ethical dimension of social responsibility and the overall score of customer loyalty is (0.68) at a significance level of (0.01). This is very statistically acceptable and indicates a significant correlation between the ethical dimension of social responsibility and customer loyalty to Mobilis in the Wilaya of Oued. Therefore, we can conclude that the third sub-hypothesis is validated.

3.6.4. Testing the Fourth Sub-Hypothesis:

The fourth sub-hypothesis states that there is a statistically significant correlation between the philanthropic dimension of social responsibility and customer loyalty to Mobilis in the Wilaya of Oued. To verify this hypothesis, we calculate the Pearson correlation coefficient between the overall score of the philanthropic dimension of social responsibility and the overall score of customer loyalty. The results are as follows:

Table number (11): Pearson Correlation Coefficient between the Overall Score of the Philanthropic Dimension of Social Responsibility and the Overall Customer Loyalty Score

Sample Size	Correlation Coefficient	Significance Level	Statistical Significance
100	0.64	0.01	Statistically Significant

Source: Prepared by the researchers based on the outputs of (SPSS v22)

From the table above, we observe that the correlation coefficient between the overall score of the philanthropic dimension of social responsibility and the overall score of customer loyalty is (0.64) at a significance level of (0.01). This is very statistically acceptable and indicates a significant correlation between the philanthropic dimension of social responsibility and customer loyalty to Mobilis in the Wilaya of Oued. Therefore, we can conclude that the fourth sub-hypothesis is validated.

Conclusion:

Social responsibility has changed the concept that the goal of profit-oriented enterprises is solely financial gain. Instead, it has driven companies to provide all available resources and capabilities to serve the communities in which they operate. This elevates their status and ensures long-term sustainability. This is what all companies strive for amidst existing competition and what customers prefer from companies that attend to their concerns and living needs. Such attention helps cement the relationship between the



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company and the customer, thereby fostering customer loyalty to the services provided by the company. As an example, we studied the case of Mobilis Wireless Communications in the Wilaya of Oued, one of the leading companies in Algeria that aims to adopt social responsibility practices and integrate them into its business strategies to support the local community and enhance customer satisfaction and loyalty.

Based on the study problem and in response to the posed questions and hypotheses, to assess the social responsibility practices and their relation to customer loyalty for Mobilis in the Wilaya of Oued, the study reached the following conclusions:

- Social responsibility enables companies to build their image, enhance their reputation, and improve their financial position. It is considered a long-term investment that yields returns exceeding the costs of the company's social activities.
- With the increasing and changing needs and desires of customers, it was necessary to anticipate these needs to achieve customer loyalty. This requires adopting new marketing strategies to discover and meet new and diverse customer desires and achieve higher value, which ensures a degree of loyalty.
- There is a high level of social responsibility practices at Mobilis in the Wilaya of Oued from the perspective of its customers. This is due to the high performance of both the legal and ethical dimensions, as all statements recorded high mean values. This reflects Mobilis's commitment to legal issues and its adherence to the content of the subscription contract,

as well as respecting the prevailing ethical norms in Algerian society. On the other hand, the economic and philanthropic dimensions are achieved to a lesser extent, as a neutral statement was recorded for each, despite other statements showing high mean values. Mobilis is distinguished by extensive national coverage and offers reasonably priced services suitable for all societal groups. However, its internet service is relatively weaker compared to competing wireless networks (Ooredoo, Djezzy). Additionally, Mobilis participates in charitable events and initiates greetings on various religious and national occasions.

- There is a high level of customer loyalty to Mobilis in the Wilaya of Oued, with most statements showing high mean values. This is due to customers' commitment to their Mobilis SIM cards and their unwillingness to switch providers.
- There is a correlation between social responsibility at Mobilis and customer loyalty. The greater the adoption of social responsibility principles, the greater the customer loyalty achieved.
- There is a significant correlation between each dimension of social responsibility (economic, legal, ethical, and philanthropic) and customer loyalty to Mobilis.

Social responsibility plays a positive role in increasing customer loyalty through its dimensions: economic, legal, ethical, and philanthropic. All contribute to improving the company's image among customers, although the impact may vary from one dimension to another and from one company to another. However, it collectively increases the



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company's competitiveness and thus ensures its sustainability and success.

Recommendations:

- It is essential for the company to adopt a philosophy of social responsibility and integrate it into its marketing plans, ensuring monitoring and evaluation of its achievement of the set results.
- Social responsibility dimensions should be incorporated into the strategic mission and vision of Algerian economic institutions to build their image, improve their reputation, and enhance their financial position, thus achieving a competitive advantage that ensures customer loyalty.
- Intensify the activities carried out by Mobilis to implement social responsibility and contribute to local community development.
- Mobilis should adopt marketing strategies that enable it to attract and retain customers, achieving continuous loyalty.

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The Role of the Hospital Institution in the Care of Breast Cancer Patients A Field Study at the Cancer Control Center in the City of Sétif – El Baz

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Abstract :

Breast cancer has become a global health concern and a major threat to public health. Without proper care and attention, it can have severe consequences. Women diagnosed with this disease require special care, whether within the family or in healthcare institutions specialized in cancer treatment.

This study aims to examine The Role of the Hospital Institution in Caring for Breast Cancer Patients: A Field Study at the Cancer Control Center in El-Baz – Sétif. The importance of this study lies in its attempt to further understand this medical phenomenon, which affects women worldwide, including Algerian women.

The main objective is to identify the role of the hospital in providing health, psychological, and social care to breast cancer patients. To achieve this, the study posed the following main research question: Does the hospital institution provide adequate care for breast cancer patients?

The study employed the questionnaire as a primary data collection tool, along with interviews and observation as supporting tools. A purposive sample of 40 female patients from the center was selected. The research was based on the descriptive method. Findings revealed that the hospital plays multiple roles in caring for breast cancer patients.

Keywords: Breast cancer, healthcare, social care, psychological care, hospital institution

Le rôle de l'institution hospitalière dans la prise en charge des patientes atteintes d'un cancer du sein

Une étude de terrain au Centre de lutte contre le cancer de la ville de Sétif – El Baz

Résumé :

Le cancer du sein est devenu un problème de santé mondial et une menace majeure pour la santé publique. Sans soins et attention appropriés, il peut avoir des conséquences graves. Les femmes diagnostiquées avec cette maladie ont besoin de soins particuliers, que ce soit au sein de leur famille ou dans des établissements de santé spécialisés dans le traitement du cancer.

Cette étude vise à examiner le rôle de l'institution hospitalière dans la prise en charge des patientes atteintes d'un cancer du sein : une étude de terrain au Centre de lutte contre le cancer d'El-Baz – Sétif. L'importance de cette étude réside dans sa tentative de mieux comprendre ce phénomène médical qui touche les femmes du monde entier, y compris les Algériennes.

L'objectif principal est d'identifier le rôle de l'hôpital dans la fourniture de soins de santé, psychologiques et sociaux aux patientes atteintes d'un cancer du sein. Pour y parvenir, l'étude a posé la question de recherche principale suivante : l'institution hospitalière fournit-elle des soins adéquats aux patientes atteintes d'un cancer du sein ?

L'étude a utilisé le questionnaire comme principal outil de collecte de données, ainsi que des entretiens et des observations comme outils complémentaires. Un échantillon ciblé de 40 patientes du centre a été sélectionné. La recherche s'est appuyée sur la méthode descriptive. Les résultats ont révélé que l'hôpital joue plusieurs rôles dans la prise en charge des patientes atteintes d'un cancer du sein.

Mots-clés : cancer du sein, soins de santé, soins sociaux, soins psychologiques, institution hospitalière



Introduction :

Since the dawn of humanity, health and illness have been a central concern, with early health concepts often intertwined with magic, superstition, and sorcery. However, the advancement of scientific knowledge and the growth of empirical thinking have shifted humanity toward a rational approach to understanding the causes of diseases and methods of treatment, particularly with the emergence and spread of chronic diseases that have become among the most pressing health challenges of the modern era. These challenges are the result of an interplay of genetic, social, environmental, psychological, and cultural factors.

Cancer is one of the most serious of these diseases, exerting profound effects on individuals and communities due to the growing number of cases worldwide. According to the World Health Organization, in 2022 there were an estimated 14.5 million new cancer cases globally, accompanied by 8.2 million deaths. In Algeria, more than 64,700 new cases and 35,000 deaths are recorded annually, making cancer a top national health priority (Globocan, 2022).

Among the most common types of cancer affecting women is breast cancer, which accounts for over 14,000 cases annually in Algeria, at a rate of 20 cases per 100,000 women. This disease often requires difficult treatments such as mastectomy, which leaves deep psychological and social impacts, especially given the symbolic feminine and familial significance of the breast. Patients also suffer from biological and psychological side effects such as vomiting, hair loss,

and loss of appetite. These health burdens are compounded by economic and social challenges borne by the family, including treatment costs and the disruption of women's social roles (Ministère de la Santé, 2015).

In response to these challenges, Algeria launched the "National Cancer Control Program" in 2003, reaffirmed through the 2015–2019 plan, which included the establishment of specialized institutions, intensification of preventive efforts, and provision of comprehensive psychological and social care. Against this backdrop, the present study seeks to explore the role played by hospital institutions in caring for women with breast cancer, particularly in the psychological, social, and economic domains, with a focus on the experience of the Cancer Control Center in Sétif Province.

Based on the above, the aim of this study is to identify the role of the hospital institution in providing care for women with breast cancer, with particular emphasis on the psychological, social, and economic aspects, focusing on the case of the Cancer Control Center in Sétif.

1. The Theoretical Framework of the Study

1.1. Research Problem

Breast cancer is one of the most serious chronic diseases and a genuine threat to public health, with a noticeable annual increase in incidence rates, particularly in developing countries, including Algeria. According to the *BreCaReAl* study (2020), the incidence rate of breast cancer in Algeria reached 22.3 cases per 100,000 women over a period of just eight months. Moreover, nearly 29.2% of cases are diagnosed at advanced stages, which reduces the chances of recovery and complicates treatment pathways (*BreCaReAl Study*



Group, 2020). Another study found that 24.2% of cases occur in women under the age of forty, indicating an expanding range of at-risk groups (Sassi et al., 2023).

In this context, the role of the hospital institution emerges as a central actor in the healthcare system, providing medical, psychological, and social support to breast cancer patients. The institution's role goes beyond delivering medical and surgical treatment—it is expected to offer comprehensive, ongoing psychological support and accompanying social services, especially during the critical stages of diagnosis and treatment. With a high proportion (21.6%) of cases being “triple-negative” breast cancer—an aggressive subtype with limited treatment response—the need for a holistic approach addressing not only the biological but also the human and social dimensions of the disease becomes more pressing.

However, the current health landscape reveals significant challenges that hinder effective patient care, most notably overcrowding, shortages of specialized staff, and the absence of fully integrated psychological and social care units in most public hospitals.

Accordingly, the central problem of this study can be summarized in the following main question:

To what extent do hospital institutions in Algeria fulfill their comprehensive role in providing medical, psychological, and social care to women with breast cancer?

This central question is further broken down into the following sub-questions:

- Do hospital institutions provide adequate healthcare for breast cancer patients?

- Do hospital institutions provide adequate psychological care for breast cancer patients?
- Do hospital institutions provide adequate social care for breast cancer patients

1.2. Research Hypotheses

1.2.1. General Hypothesis:

Hospital institutions in Algeria fulfill their comprehensive role in providing medical, psychological, and social care to women with breast cancer.

1.2.2. Sub-Hypotheses:

- ✓ Hospital institutions provide healthcare for breast cancer patients.
- ✓ Hospital institutions provide psychological care for breast cancer patients.
- ✓ Hospital institutions provide social care for breast cancer patients

1.3. Significance of the Study

The importance of this study lies in the severity of cancer as a disease and its increasing prevalence in society, particularly the rising number of women diagnosed with breast cancer. This situation calls for serious consideration of this public health and social phenomenon, as well as an exploration of its various aspects and underlying causes.

Breast cancer disproportionately affects women compared to men. Women play a vital role within both the family and society, undertaking responsibilities such as raising children, attending to the needs of their spouses, supporting family life, and sharing roles with men both at home and in the workplace, as well as in various other spheres of life.



Consequently, a woman's illness can disrupt the family and social structure, leading to multiple problems:

- **Family problems** such as marital breakdown or family disintegration.
- **Economic problems** such as treatment costs and hospital expenses.
- **Work-related problems** such as women being forced to stop working, which deprives them of the financial and psychological benefits of employment.
- **Psychological problems** including stress, anxiety, and depression.

Cancer is both physically and emotionally exhausting, as well as financially burdensome. Therefore, patients require comprehensive support—psychological, social, and medical—both at the family level (from spouses, children, extended family members, neighbors, and friends) and at the institutional level, with hospitals fulfilling their multiple roles in delivering medical, psychological, and social care aimed at rehabilitating patients and reintegrating them into normal life.

1.4. Study Objectives

The present study aims to:

- a) **Identify the role of the hospital institution in providing healthcare** for breast cancer patients, including adherence to surgery schedules, organization of medical examinations and laboratory tests, implementation of health awareness programs for patients, provision of specific dietary plans, and the quality of interaction between medical staff and patients.

b) Identify the role of the hospital institution in providing psychological care, including psychological preparation of patients to accept their diagnosis, pre-surgery psychological support for mastectomy, preparation for chemotherapy and radiotherapy, and the use of supportive techniques such as marital therapy, group therapy, relaxation techniques, and cognitive-behavioral therapy.

c) Identify the role of the hospital institution in providing social care, including health insurance (via the “Carte Chifa”), accommodation, transportation, nutrition, hygiene, and the provision of appropriate physical conditions (ventilation, lighting, spaciousness, comfort, etc.)

1.5. Previous Studies

Among the notable studies addressing breast cancer in the Algerian context is that of *Darwish et al.* (2018), titled “*A Study of Social and Biological Factors Contributing to Breast Cancer Among Algerian Women.*” The researchers adopted a descriptive-analytical approach and applied a case-control study design to examine the impact of certain social behaviors and daily habits on the risk of breast cancer. The study sample included 150 women diagnosed with breast cancer and 150 control participants from the same social background in El Oued Province. Data were collected using a standardized questionnaire.

The results revealed that certain habits, such as passive smoking, placing a mobile phone inside a bra, and frequent consumption of fast food, were significantly associated with an increased risk of breast cancer. The odds ratio (OR) for some behaviors reached 31 and 19, respectively. Conversely, breastfeeding for more than eight months and the intake of



certain dietary elements such as spices appeared to have a protective effect.

The current study benefits from this research in identifying the relationship between social factors and disease onset, but it focuses instead on the post-diagnosis phase—specifically on how patients are cared for by healthcare institutions in both psychological and social dimensions, a subject not addressed by Darwish and colleagues.

Another relevant study is by *Boulahbal et al.* (2020), titled “*Socio-demographic and Reproductive Factors Associated with Breast Cancer Risk: A Case-Control Study in Sétif Province.*” The authors employed a quantitative analytical method, using a questionnaire completed by 612 breast cancer patients and 615 control participants, selected from various healthcare facilities between 2012 and 2017.

The findings indicated that women with a family history of breast cancer were more likely to develop the disease (OR $\approx$ 4.15), while higher education appeared to offer a significant protective effect (OR = 0.63). The use of second-generation contraceptives was associated with a slight increase in risk.

The current study draws on these results to confirm the importance of socio-demographic background in explaining the prevalence of the disease. However, it extends the scope by focusing on the post-diagnosis stage, assessing the extent to which psychological and social care is provided by hospital institutions—an aspect not addressed in Boulahbal et al.’s work.

1.6. Operational Definitions

- **Social Care:** All social services provided by cancer treatment hospitals to women with breast cancer during their treatment period, including accommodation and meals, health insurance (via the “Carte Chifa”), and transportation.
- **Healthcare:** Various medical services provided to women with breast cancer during their treatment at cancer treatment hospitals, including medical examinations, laboratory tests, surgical procedures, health education, provision of proper nutrition, chemotherapy, radiotherapy, and other forms of treatment, as well as respectful and empathetic treatment from medical staff.
- **Psychological Care:** All psychological services provided by the clinical psychologist to women with breast cancer during their treatment at cancer treatment hospitals. These services include psychological preparation (at diagnosis, before mastectomy, after surgery, before chemotherapy and radiotherapy), supportive therapy, marital therapy, group therapy, cognitive-behavioral therapy, and relaxation sessions aimed at alleviating or reducing cancer-related psychological disorders such as depression, anxiety, fear of death, and loss of hope.
- **Breast Cancer:** A swelling or lump in the breast, which may appear as swelling in the breast itself, under the armpit, or adjacent to the breast on the chest. It may cause discharge from the nipple, such as blood or a milk-like fluid, affecting the nipple’s shape (flattening or inversion), and may alter skin color to a reddish tone – often without pain.



- **Hospital Institution:** Any public institution specialized in cancer treatment, possessing legal personality and financial autonomy, under the authority of the provincial governor. It includes structures for diagnosis, treatment, hospitalization, and medical rehabilitation, serving residents of one or multiple provinces.

2. Methodological Procedures of the Study

2.1. Geographical Scope

The study was conducted at the *El-Baz Cancer Control Center* in the city of Sétif, located at an elevation of over 1,300 meters above sea level and opposite the Mother and Child Care Center. This facility is a specialized hospital under the Ministry of Health, Population, and Hospital Reform, with a capacity of 160 beds and an area exceeding 8 hectares. It is the third largest center of its kind in Algeria in terms of size and its critical role in providing cancer care, serving several provinces in eastern Algeria, including Sétif, Bordj Bou Arréridj, M'Sila, and Khenchela. The center comprises several main departments, including the Screening and Admission Unit, the Chemotherapy Department, the Radiotherapy Department, and the Surgery Department, enabling it to provide comprehensive medical services for cancer patients.

- The *El-Baz Cancer Control Center* operates under Executive Decree No. 97-467 of 2 Shaaban 1418 AH (December 2, 1997), which sets out the rules for establishing and organizing specialized hospitals. The center's responsibilities include diagnosis, treatment, prevention, study, training, and research. It is

managed by a general administration responsible for governance, enforcement of regulations, and maintaining the integrity of the institution.

2.2. Time Frame

The field study was carried out from mid-March to the end of October 2022. During this period, research tools were developed and applied within the specialized hospital, including the organization of interviews, distribution of questionnaires, and collection of data necessary for analyzing the phenomenon under investigation. This time frame was chosen due to stable health and administrative conditions, allowing researchers to move freely and interact with patients and medical-social staff. The period was also suitable for objectively assessing the state of care for breast cancer patients.

2.3. Population

The study population consisted of women diagnosed with breast cancer and receiving treatment at the *El-Baz Cancer Control Center* in Sétif, numbering more than 160 patients in 2022. It also included the professional staff at the center, totaling 107 individuals, distributed according to their specializations and tasks: 34 general and specialized physicians, 27 nurses, 8 pharmacists, 5 physicists assisting in chemotherapy preparation, and 8 psychologists, in addition to 24 personnel for security, reception, guidance, and cleaning services.

2.4. Sample

A purposive sampling method was adopted for this study, in which the researcher selects units that are believed



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to best represent the original population, focusing on individuals or locations possessing the characteristics relevant to the research problem. This allows for results that closely resemble those of a full population survey (Awad, 2002, p. 196).

- Based on the study topic— "*The Role of the Hospital Institution in the Care of Cancer Patients: A Field Study at the El-Baz Cancer Control Center – Sétif*" —a purposive sample of 40 women with breast cancer was selected from patients at the center. Participation was voluntary; some patients refused to answer the questionnaire or discuss details of their illness for personal or psychological reasons.
- To facilitate data collection, coordination was established with the center's psychologist, as well as the social worker at *Dar Al-Sabr*, a nearby accommodation facility for female cancer patients during treatment.
- **Sample Characteristics - Table 01: Personal Data of Respondents**

Age Group	Number	Percentage
30-39 years	20	40%
40-49 years	18	36%
50 years and above	12	24%

The percentages show that 76% of respondents were between 30 and 49 years old, an age group that is socially and family active, which highlights the need for comprehensive care at this sensitive life stage. Additionally, 66% were married, which may influence the treatment process in terms of family support and domestic

responsibilities. Furthermore, 80% had less than a university-level education, indicating the need for the institution to adopt simple, well-supported communication strategies to bridge comprehension gaps, consistent with Parsons' theory emphasizing the need to adapt to the patient's social context.

2.5. Study Methodology

The scientific method consists of a set of procedures and steps adopted by the researcher to achieve the study's objectives. It serves as a fundamental tool that guides the research process, frames its scope, and shapes its questions and hypotheses. In this regard, *Rachid Zerouani* (2002, p. 199) states that the methodology "illuminates the researcher's path and helps ensure the rigorous control of research tools."

Despite the interconnected and overlapping nature of social phenomena, each has its unique characteristics, necessitating the selection of an appropriate research method. Given the nature of the subject under investigation, the descriptive method was chosen for this study, as it is well-suited to the phenomenon in question.

The descriptive method involves portraying reality as it exists by collecting precise and systematically organized data, followed by classification, analysis, and interpretation according to established scientific criteria. This method was adopted to observe and analyze the role of the hospital institution in the care of cancer patients, based on data gathered from a sample of breast cancer patients at the *El-Baz Cancer Control Center – Sétif*.



2.6. Data Collection Tools

The choice of data collection tools was determined by the nature of the phenomenon under study, the research method, and the characteristics of the sample. Three tools were employed:

- ✓ **Structured Interview Form (Questionnaire)** – This was the primary tool, designed according to the study's hypotheses and consisting of 48 straightforward and direct questions. The questionnaire was reviewed by a panel of experts for validation before final implementation. Data collection was conducted by orally presenting the questions and recording the answers, with the assistance of two psychologists working at the *El-Baz Cancer Control Center* and at *Dar Al-Sabr*.
- ✓ **Interview** – Used as a complementary tool to gather more in-depth insights into the patients' experiences and to clarify points from the questionnaire.
- ✓ **Observation** – Served as an additional method to enhance the accuracy of data and to better understand the social and psychological context of the respondents

3. Presentation, Analysis, and Interpretation of Field Data

Table 02 – The Role of the Hospital Institution in Providing Healthcare for Breast Cancer Patients

Statement	Yes %	No %	Somewhat %
Is your educational level low?	80	20	–
Do you have sufficient awareness of preventive measures (self-examination, mammography)?	30	60	10
Did you perform a deliberate breast examination?	25	40	35
Did you visit the doctor immediately after feeling pain?	77.5	15	7.5
Did the doctor inform you of the diagnosis immediately?	92.5	5	2.5
Did the doctor explain your condition in a dialect appropriate to you?	72.5	17.5	10
Did you understand the medical explanations?	79	11	10
Did you perform medical tests inside the public hospital?	32.5	67.5	–
Was the surgery performed on schedule?	92.5	5	2.5
Did you stay in the hospital for less than a week?	85	10	5
Was the number of patients in the room less than 5?	57.5	30	12.5
Were the beds and linens clean and comfortable?	85	10	5



Did nurses check on you regularly?	92.5	5	2.5
Was the surgical operation successful?	100	0	0
Did you receive explanations about the treatment?	90	7.5	2.5
Were you provided with a specific dietary plan?	25	75	0
Did you receive chemotherapy/radiotherapy on schedule?	100	0	0
Were you treated well by the medical staff?	97.5	2.5	0
Are you satisfied with the healthcare services provided?	97.5	2.5	0

The table shows that the hospital plays a significant role in delivering essential healthcare services to breast cancer patients. This is evident in the high “Yes” responses in critical areas such as successful surgical operations (100%), adherence to treatment schedules (100%), and regular nurse check-ups (92.5%).

However, there are shortcomings in certain areas, particularly in preventive awareness, access to free medical tests, and nutritional education. A substantial portion of patients did not perform deliberate self-examinations (40% “No”, 35% “Somewhat”) and did not receive a specific dietary plan (75% “No”). Nonetheless, the high overall satisfaction rate (97.5%) and positive interactions with staff (75%) indicate that, in general, the hospital fulfills its healthcare role.

Table 03 - The Role of the Hospital Institution in Providing Psychological Care for Breast Cancer Patients

Statement	Yes %	No %
Experienced psychological shock upon diagnosis	72.5	27.5
Positive outlook on treatment (acceptance after shock)	62.5	37.5
Psychological improvement due to faith in God during treatment	62.5	37.5
Contacted by a psychologist for assistance	32.5	67.5
Scheduled psychological sessions provided	12.5	87.5
Sessions helped acceptance of illness	12.5	87.5
Body image disturbance after mastectomy	60	40
Psychologist helped build self-confidence post-illness	7.5	92.5
Received chemotherapy immediately after surgery	95	5
Chemotherapy effects (hair loss, weight loss) impacted psychologically	92.5	7.5
Received psychological help after treatment	7.5	92.5
Received family psychological support	97.5	2.5
Satisfied with psychological services provided by psychologist	7.5	92.5

Most respondents experienced an initial psychological shock upon diagnosis (72.5%), but many gradually accepted their condition, drawing on religious faith (62.5%). However, institutional psychological support was largely absent—67.5% reported no contact from a psychologist, and 87.5% had no structured sessions. Family support emerged



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as the primary source of emotional assistance (97.5%), indicating that psychological care at the institutional level is partial and insufficient.

Table 04 - The Role of the Hospital Institution in Providing Social Care for Breast Cancer Patients

Statement	Yes %	No %
Husband bears treatment costs	37.5	62.5
Underwent surgery free of charge at public hospital	85	15
Obtained medication through "Carte Chifa"	80	20
Received good accommodation if from outside Sétif	85	15
No transportation provided by hospital	95	5
Waiting time for treatment exceeds two hours	80	20
Waiting area seats sufficient and comfortable	97.5	2.5
Good treatment by hospital staff	95	5
Satisfied with social services provided	100	0

The hospital offers important social support services, including free surgery, access to medication via health insurance, and accommodation for non-local patients. Nevertheless, there is a notable gap in transportation services, with 95% confirming the absence of hospital-

provided transport. Despite long waiting times (over two hours for 80% of respondents), most patients found the waiting area comfortable (97.5%) and expressed complete satisfaction (100%) with the social care provided.

3.1. Interpretation of Results in Light of the Hypotheses.

- **First Hypothesis:** *Hospital institutions provide healthcare for breast cancer patients.*

Statistical analysis shows that 80% of respondents had a low level of education, with 25% being illiterate and 55% having only primary or secondary education. This indicates a lack of sufficient health awareness to carry out preventive measures such as weekly self-examinations or mammography every six months after the age of 40.

Findings also revealed that 40% of respondents discovered changes in their breast accidentally while bathing, rather than through intentional self-examination. On the positive side, 77.5% sought medical advice immediately after experiencing pain, demonstrating awareness of the importance of early diagnosis. Additionally, 92.5% reported that their diagnosis was disclosed by the physician, consistent with professional ethics, and 72.5% said the explanation was delivered in a local dialect they could understand—79% confirmed they fully understood the explanations.

Regarding medical testing, 67.5% reported not benefiting from free examinations in the public institution, having to pay for tests in private clinics. On surgical procedures, 92.5% stated that mastectomies were performed on schedule, with 85% staying in the hospital less than a week, meeting acceptable medical standards. In terms of comfort, 57.5%



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reported that rooms had fewer than five patients, and 85% found beds and linens clean and comfortable.

Nursing care was rated highly, with 92.5% confirming regular nurse check-ups and 100% reporting successful surgeries. While 90% received treatment explanations, 75% did not receive dietary guidance. All respondents (100%) received chemotherapy or radiotherapy on schedule, 75% reported good treatment from medical staff, and 97.5% expressed overall satisfaction with healthcare services.

The hospital institution plays a substantial role in healthcare delivery for breast cancer patients, with strengths in timely surgery, treatment adherence, and patient interaction, but with weaknesses in preventive education, free testing availability, and nutritional guidance.

- **Second Hypothesis:** *Hospital institutions provide psychological care for breast cancer patients.*

A large proportion of respondents (72.5%) experienced psychological shock upon diagnosis—a natural reaction to such critical news. Over time, 62.5% accepted their illness, largely due to faith in God. However, institutional psychological support was minimal: 67.5% received no contact from a psychologist, and 87.5% had no structured counseling sessions. Those who did attend sessions (12.5%) reported they were few and had limited impact.

Additionally, 60% reported body image disturbances post-mastectomy, yet 92.5% said the psychologist did not help build self-confidence. While 95% began chemotherapy immediately after surgery, its side effects—hair loss, weight loss, nausea—were linked to psychological distress for 92.5% of respondents.

Notably, 97.5% relied on family for psychological support, underscoring the gap in institutional mental health services. Overall, 92.5% were dissatisfied with the psychological services provided by the institution.

Psychological care exists but is partial and inadequate, with family support serving as the primary source of emotional assistance.

- **Third Hypothesis:** *Hospital institutions provide social care for breast cancer patients.*

Findings indicate that 37.5% of respondents reported their husbands bearing treatment costs, while 85% underwent surgery free of charge in the public hospital. Additionally, 80% received medication through the “Carte Chifa” health insurance program, and 85% benefited from accommodation if from outside Sétif.

However, 95% reported the absence of hospital-provided transport, relying instead on private or public means. Although 80% reported waiting more than two hours for treatment, 97.5% found the waiting area adequate and comfortable. Furthermore, 95% reported good treatment from hospital staff, and all respondents (100%) expressed satisfaction with the social services provided.

The institution delivers valuable social care, including free surgery, medication, accommodation, and respectful staff interaction, though transportation remains a notable deficiency.

- The hospital institution provides healthcare for breast cancer patients.
- The hospital institution provides psychological care for breast cancer patients.
- The hospital institution provides social care for breast cancer patients.



Thus, the study's general hypothesis is confirmed

Conclusion

Through theoretical and field research on *The Role of the Hospital Institution in Caring for Breast Cancer Patients – A Field Study at the El-Baz Cancer Control Center – Sétif* (2022), the findings reveal that the hospital fulfills multiple roles in patient care.

In terms of **healthcare**, the institution respects patients' educational and cultural backgrounds when delivering diagnoses, provides essential information about breast cancer, performs surgeries free of charge, ensures high surgical success rates, delivers necessary treatments (medication and nursing care), and maintains good doctor-patient relationships.

Regarding **psychological care**, while some patients benefited from counseling, awareness sessions, and preparation for surgery and chemotherapy, these services did not reach all patients.

As for **social care**, services include free medication via the "Carte Chifa," accommodation with adequate physical conditions, free meals, hygiene maintenance, and necessary equipment to ensure comfort, along with respectful reception and guidance from staff.

However, the institution does not offer equal services to all patients—psychological care was absent for many, transportation was not provided, and free medical tests were limited.

The results cannot be generalized to all hospital institutions, as each has its own system, budget, resources, and staff size. Therefore, the conclusions remain context-specific to the *El-Baz Cancer Control Center*.

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Anchored Racism, White Supremacy, and Blackness in Jean Rhys Wide Sargasso Sea

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Abstract:

This article reveals the effects of the inescapable act of racism on both Creole and black communities in Jean Rhys's Wide Sargasso Sea (1966) through fostering the logic of white supremacy and black inferiority inserted by the two oppressive systems of colonialism and slavery in the West Indies. Centering the narrative on two characters, Rochester and Antoinette, this study focuses on the ways Rhys uses in her novel to explore Rochester's psychological colonization that is based on human differences, targeting Antoinette, a Creole woman. It exhibits how his behaviours and attitudes transmit an acute colonial mindset that devalues the peoples and cultures of the Caribbean, displaying no devotion or empathy towards either group. This study concludes that racism as a social and ideological system anchored deeply in white supremacy underscores dual rejection; undeniable racial, cultural complex, and hierarchies imposed by the two systems of slavery and colonialism.

Key words : Racism, White, Black, Creole, Colonialism, Slavery.

Le racisme ancré, la suprématie blanche et la négritude dans *Wide Sargasso Sea* de Jean Rhys

Résumé :

*Cet article révèle les effets de l'acte inévitable de racisme sur les communautés créoles et noires dans *Wide Sargasso Sea* (1966) de Jean Rhys en favorisant la logique de la suprématie blanche et de l'infériorité noire insérée par les deux systèmes oppressifs du colonialisme et de l'esclavage dans les Antilles. Centrant le récit sur deux personnages, Rochester et Antoinette, cette étude se concentre sur les moyens que Rhys utilise dans son roman pour explorer la colonisation psychologique de Rochester qui est basée sur les différences humaines, ciblant Antoinette, une femme créole. Il montre comment ses comportements et attitudes transmettent un esprit colonial aigu qui dévalorise les peuples et les cultures des Caraïbes, ne montrant aucune dévotion ou empathie envers aucun des deux groupes. Cette étude conclut que le racisme en tant que système social et idéologique profondément ancré dans la suprématie blanche souligne une double rejet ; un complexe racial et culturel indéniable, ainsi que des hiérarchies imposées par les deux systèmes de l'esclavage et du colonialisme.*

Mots-clés : Racisme, Blanc, Noir, Créole, Colonialisme, Esclavage.



Introduction

The two processes of slavery and colonialism are debilitating, damaging, dehumanizing, and permanent. Regardless of their destructive effects on human beings, remedial acts and procedures are urgent and obligatory for healing their relentless vestiges and wounds. The departure of the colonizer and the abolition of slavery are accompanied by an escalating spiral of paradoxical circumstances and violence that have never-ending consequences at all levels. They couple with leaving hostile endemics, negative vision, and depressing milieu full of a cache of loss, pain, hatred, and resentment.

Among the malign plans inserted by imperial ideologies is introducing concepts in a manipulative and elusive sense. Over time, numerous notions and concepts were considered as practical tools to change the balance between nations and people. Therefore, they were exposed to many revisions, transformations, additions, modifications, and replacements. Racism and even colourism are among such social constructs burgeoning from the Western ideological framework.

The aim behind building such an inconceivable paradox is not to enhance humans' status but to build up an aristocracy and a permanent caste based upon hierarchy and not human achievement. Power determines the parameters of inclusion, exclusion, acceptance, and rejection. These concepts, rather than being an outstanding part of a real episteme, serve as a zone of a forged ontological entity and discourses. Jean Rhys's *Wide Sargasso Sea* explores such vital issues through her intriguing narrative and characters, such as Antoinette and Rochester. Based on this context, the central question

guiding this study is: To what extent do racist ideologies affect one's sense of the self, individuality, position in society, and the coherence of identity under a postcolonial context?

This paper seeks to show how Rochester, who represents the example of the white colonizer, actively erases his Creole wife, Antoinette, of her sense of self through inherited racist ideologies and attitudes. It reveals how the repeatedly instilled oppressive behaviours foster rejections of her heritage and the erasure of her cultural roots. The process of renaming establishes a severe process exercised by colonial subjects on the colonized to lose their identity.

In this article, an analytical approach has been used to evaluate the novel using Frantz Fanon's theories, focusing on racism inside postcolonial societies. Based on Frantz Fanon's concepts of neuroses, the phobic object, the Manichean thinking, and the other, the effects of racism anchored in white supremacy are exhibited.

1. Historical View on Racism In the Americas

Throughout history, human beings' social status, their position, and entitlement to numerous privileges have been closely tied to their skin colour. Approaching whiteness means evolvment, social stability, and psychological superiority. Historically speaking, European's feeling of being superior on the earth and their belief that their nations and people should be destined towards greatness and glory reinforce their actions.

Effectively, the desire to rule, lead, and reign coincides and couples with brutality and crusades, in addition to inserting religious texts to validate their acts. Despite the cruel criminality and inhumanity they embrace, feeling



satisfaction and supremacy submerge their actions because of doing right by God (Bulhan, 2015). Colonialism in the Americas and the severe genocide against Native Americans are degrading and humiliating. Racial superiority, cultural sublimity, social highness, and religious supremacy transcend one's imagination to justify the wrong actions of colonialism in the Americas.

Slavery represents a cruel well from which racism and its cognates emerge, evolve, and burgeon into other forms of conscious or unconscious racial sense of superiority. Enslaved people suffer a diverse, thorny, and escalating spiral of war and violence. The hostile images of torture, kidnapping, punishment, criminality, hatred, and persecution reveal that there is no way a race can consistently enslave members of another race for more than three centuries without developing a sense of racial superiority (Fonseca, 2010, pp. 58-59). To legitimize enslavement, oppression, and humiliation, religious texts, religious practice, and the notion of political infidelity provide numerous inspiring justifications that are skillfully woven to convince the racial other of his inferiority.

Considering the Moors, who are dark skin people from North Africa, as having different attributes as infidels and valid people for enslavement is an attempt to expel them from the "new attributes" and justify their enslavement. The logic of expansionism in the 15th and 16th centuries, especially for the Portuguese and the Spanish, was to enslave Africans and Amerindian populations. Therefore, reinforcing inferiority based on dark skin color and physical features, in addition to supporting these ideas with religious texts, promotes racist ideologies (Feagin, 2006).

Racism in American society transcends racial prejudice; it becomes a social and ideological truth that is entrenched at a deeper level. It is an institutional system anchored in white supremacy and affects all related aspects of life. Racism, as grounded in a racist ideology, is found everywhere, in racist emotions, habits, laws, and racist institutions. Over time, it becomes a sign of moral inadequacy and abuse (Feagin, 2006).

European imperialism skillfully witnessed the extension of the platform of colonization to North America, Africa, Central America, and South America. The newly born expansionist order of economy, and the extensive capitalist system, entrapped with self-greed, selfishness, and the desire for supremacy, complicate the weaving of a simple definition for being a human being under a moral caliber and social adequacy. Therefore, colonization emerges through brutal acts and deeds, including genocide, slavery, and suppression, neglecting all degrees of a tangible perception of how to live peacefully. This predatory machine leads to forged ethics and widened discriminatory ideology built upon a caste of hierarchy of races, infused with colonial and imperial practices "supported by forms of racial exploitation, oppression, and legal and de facto segregation"(Feagin, 2006, p. 11).

The discourse of racism is skillfully grounded in historically built and woven theories of racialization that advance the concerns and interests of Whites. Through a recognized repertoire of specific characteristics, images, discourses, and practices, racial power is exploited carefully to be directed against powerless minorities and those who are considered "out of history." Racialized ideologies are expressed in many ways and serve to encourage patterns of



exclusion and marginalization; "Racist beliefs and practices, although widespread and persistent, are frequently invisible to everyone but those who suffer from them" (Henry and Tator, 2010,p.1). Within misunderstood racist assumptions and ideology, race is regarded as the leading theory and reason for implementing social inequality.

Racism represents an encyclopedia that permits society to believe inherently that Aboriginal peoples should occupy miserable socio-economic positions because of an inability to conform to the "designed norm" and the mainstream. Beliefs in meritocracy simultaneously justify and authorize ongoing forms of colonialism and white privilege by perpetuating the myth that those who hold power do so because they 'work hard'.

2. Frantz Fanon's Unearthing Colonial Racism and its Effects on Peoples

Racism emerges as one element of the vast systematized oppression of a people; the occupying power attempts to legitimize its whole domination by incredibly scientific arguments. The "inferior race" will be denied based on race to rationalise notions and acts of difference further. In *Black Skin, White Masks* (1986), Fanon refers to blackness as the primary parameter of establishing a series of derogatory values that are deeply connected with inferiority, sinfulness, baseness, lack of civilisation, etc.

Racism stems from the desire to realize an "emotional equilibrium" for the whites. Therefore, inflicting all that is unacceptable and undesirable about the self will situate the black man within the scapegoating mechanism. Under these circumstances, the black man feels guilty, victimized, and

distanced culturally and socially. For the white, the black man is the "object capable of carrying the burden of original sin" (Fanon, 1986, p.192).

Through this severe and acute process, the white tries to project what he wishes he possessed and his desires onto the black man. Racism in this manner acts essentially as a defense process through which the white insists on "projecting his own desires onto the Negro, the white man behaves 'as if 'the Negro really had them'" (1986, p.165). The notion of jealousy is clearly to rationalize hatred here, and it is through instilling stereotyping or caricaturing and exaggerating it hopelessly through a phobic process. The paradox is that the racist subject has a great desire to own this trait; he covets this particular quality. He comes to claim his fear and hatred to be possessed by the racial other; there is a 'rapturous admiration of black ... prowess' (1986, p.174).

When his cultural forms, way of thinking, dressing, behaving, his language, and his sexual behavior are poorly judged, condemned, and abandoned, the oppressed desperately incline to the oppressor's culture. The logic of enslaving starts from the belief of making him inferior through emotional and intellectual justifications of all sorts of inferiorization. It is through the myth of black or bad colour that the chasm is extended and deepened between the two poles. Fanon (1986) claims that "In Europe, the black is the symbol of evil" (188).

Racism, thus, will be ingrained in the whole collective unconsciousness of Europeans that "is purely and simply the sum of prejudices, myths, collective attitudes of a given group" (1986, p.188). The proposed arguments are the material to feed all political and cultural colonization and subjugation. Indeed, the collective unconsciousness of



Europeans appears as a result of cultural coercion that constructs the black as a source of potential evils and conflicts.

The oppressor inserts a frightening character and severe authority, imposing new ways of liquidation on the native's points of reference and cultural systems. Under the new ways of seeing, guilt, shame, inferiority, and pronouncing an irreversible lowness of his cultural style will be the main results of this dialectic. Therefore, the black man is obliged to avoid the black spiral haunting him everywhere. He is faced with two choices: either to turn to whiteness in the hope of being identified as white one day, or to embrace his blackness since it is impossible to get rid of it.

Frantz Fanon's notion of Manichean thinking (1986) skillfully reveals the ability of racism that is never completely transcended to motivate difference and distance (superiority/inferiority) by making all cultural values submit to a terrible split and division into a binary opposition of white (positive) and black (negative). The distinction surpasses colour to include all moral, psychological, and cultural aspects. The racist explanation at the level of culture and psychology is less tangible and harder to disprove in comparison to that related to the body or the physical side. When it comes to the case of the [black man] ... nothing of the kind. He has no culture, no civilisation, no "long historical past" (1986, p.34).

In *The Wretched of the Earth*, Fanon explains that the native within the amalgamation of these racist ideologies is under a 'nervous condition' (1990, p.17). He goes on to reveal how the conflict between the imposed impulse and the wish leads to irrational behaviour. Therefore, growing in a racist society

that believes in '... the archetype of the lowest values is represented by the Negro' (Fanon, 1986, p.198), will make this wish completely unattainable. This impossibility will give birth to acute '*Neurosis of blackness*'. Black people may develop 'neuroses of race' during their contact with whites.

According to Frantz Fanon, the colonial environment is a mixture of racism, oppression, and violence, and all these elements are the primary materials of cultural trauma. He further confirms that the black subject's racial neurosis lies in the infantile trauma. The black child's trauma is profoundly caused by the child's exposure to a colonial environment that is full of racist values and oppression. It is worth mentioning here that Fanon considers the early traumatic event as the source from which neurosis emerges to be cultural in form, and its origin is regarded as a type of cultural trauma. As Fanon puts it, 'there is a constellation of postulates, a series of propositions that slowly ... with the help of books, newspapers, schools and their texts, advertisements, films, radio-work their way into one's mind' (1986, p.152).

During the colonial context, racist coloration has accompanied overwhelmingly diverse cultural forms. Myriads of characters were poorly depicted in media, such as television, radio, comics, films, plots of stories, "the Wolf, the Devil, the Evil Spirit, the Bad Man, the Savage are always symbolized by Negroes" (Fanon, 1986, p.146). This hostile milieu which is full of negativity, gives birth to diverse pathologies and phobic objects that arouse feelings of insecurity, dread, and fear. Ambivalence is another repercussion of racist ideologies and emerges through the contradictory reactions, impulses, and affects burgeoning as



a single component at the level of one's body, such as fear and attraction.

Thus, Fanon (1990) confirms that the West inserts unthought, coerced cultural premises as the primary reason for creating an incredible space of the "other" by distancing the difference between the subjugated and the master. To emancipate colonized nations from the problematics of identity crisis, they had better oppose Western powers, reject their racist ideologies, and withstand the imposed identity by these powers. It is through highlighting the act of resistance that they develop their own identities by exhibiting loving images of the black community.

3. Racist Ideologies in Jean Rhys' *Wide Sargasso Sea*

Jean Rhys's *Wide Sargasso Sea*, published in 1966, is a critically powerful work of fiction, drawing on the themes and main character of the novel *Jane Eyre* by Charlotte Brontë. This fantastic and entertaining novel tells the story of the supposedly culturally naked protagonist Antoinette, who was born into a Creole family uprooted after the emancipation of enslaved people in the British Caribbean islands in the 1830s and 1840s, and who was a victim of social and cultural rejection of both white and black communities. It also focuses on the heroine, who spends her entire life struggling with numerous repercussions of exile, loss, and alienation born from imperialist and racist ideologies and practices. Jean Rhys aims to reconstruct the image of the Creole woman **intriguingly and brilliantly**.

Jean Rhys, through this prominent and selected figure, transmits a shadowy world steeped in the stains of an identity crisis and shaky cultural ambivalence. The deep-

seated sense of strangeness and dislocation that her protagonist always feels submerges the main details of the plot and the heroine, who is harshly caught in the crossfire of diverse racial, cultural, and social paradoxical circumstances. By being a victim of the gaze of dominant ideologies and the yoke of internalizing a constructed subjectivity, she suffers a double feeling of belonging as an insider and outsider, being here and there, and this is what complicates Antoinette's inner security and self-construction.

Jean Rhys conveys the reality of a West Indian female who is grounded in multiple layers of disturbance and charged with ambivalence and ambiguity inside an alien and hostile milieu haunting her life and psyche. Antoinette, who is neither black nor white, transmits harsh dilemmas clearly and essentially carries the stigma of servitude, slavery, and racism as a repressive and harmful structure that serves as a modern imperial weapon and phenomenon refined within the colonial encounter that draws her to a desperately crucial status.

Rhys's text is rife with issues of colourism, which stems from the constructed systems of white supremacy and black ugliness ingrained in our culture. While the standard of beauty and the dominant aesthetic are inextricably interconnected with the skin colour, Antoinette, as a light-skinned girl, is highly sensitive to colour vagaries, the drawbacks of her past/history, and the parameters of acceptance and rejection closely tied to the tone of colour. Legitimacy and authenticity are built around understanding the process of colorism that guides one to comprehend better how racism operates in our societies.



The binary oppositions of blackness/whiteness thus emerge as a clear manifestation of a terrible 'racial project,' which is regarded as eternally intact. Therefore, this dichotomy will be sustained as a point of reference and a solid fertile ground for identifying and defining one's position in a given society. Antoinette's restlessness grows from her inability to belong to any particular colour and therefore "community". Jean Rhys' philosophical mooring about colour pushes the reader to understand how the treacherous ramifications of deploying race and colour as a self-evident notion of an inherent hierarchy aim to justify the logic of imperialism.

4. The Fanon Ambivalence

Rhys clearly reveals Frantz Fanon's anticolonial criticism when correlating between race and postcoloniality, in which the process of racism is regarded as a framework of injustice and inequality. She shows how the dichotomy of whiteness and blackness operates and how it functions through an awful psychology leading to a severe psychic injury in which the acute experience of alienation and loss becomes the central defining feature of the native's identity. For a West Indian black islander, whiteness is an expressive and eloquent feature of the planter class. The black girl of the Caribbean, Tia, and Antoinette's friend, transmits this idea by saying, "Real white people, they got gold money" (Rhys,p.19). Whiteness here is a key factor in determining social status, and plays a significant role in how individuals are perceived and treated.

Whiteness shapes our basic views, our daily understanding of the self, and even society. Being black

surpasses the location of difference to reveal the political, economic, social, and cultural status and position. For Fanon, colour is the primary tool of colonization, imposes a misunderstood hierarchy, and situates the colonized in a state of non-acceptance and non-satisfaction:

I as a man of color do not have the right to seek to know in what respect my race is superior or inferior to another race. I as a man of color do not have the right to hope that in the white man there will be a crystallization of guilt toward the past of my race (Fanon, 1986, p.228).

Rhys's vision towards the pervasive constructed nature of whiteness/ blackness leads many to be left out of magic, purity, and beauty. Antoinette needs to play the position of the heroine who transmits such essential issues. In this regard, Rhys inextricably invites the reader to probe Antoinette's rage, anguish, and terror towards these embedded questions. Antoinette is caught in a highly dual position, especially since she belongs neither to Europe nor to Jamaica.

In the same line, Antoinette, throughout this narrative, is the auxiliary and heart of ambivalence. While she is regarded as an alien by the British, she represents the example of strangeness and abnormality to the blacks who discover her hybrid colour. Because of the plunge into racist ideologies of colour and the accumulation of contradictory subjugating systems of oppression and suppression, she fails to gain a room of her own in this world. In Jamaican society, she is the figure of a "white cockroach". She is entirely despised and rebuffed by her population:

I never looked at any strange negro. They hated us. They called us white cockroaches. Let sleeping dogs lie. One day a little girl followed



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me singing, 'Go away white cockroach, go away, go away.' I walked fast, but she walked faster. 'White cockroach, go away, go away. Nobody wants you. Go away.' (Rhys, 1966, p.8)

She is the symbol of a "white nigger" for the white population in England, "And I've heard English women call us white niggers. So between you I often wonder who I am and where is my country and where do I belong and why was I ever born at all." (76). Therefore, in between these connotations, Antoinette's belonging to "nowhere" aggravates her feelings of ambivalence, non-acceptance, and disturbance.

The degree of racism is closely apparent and reaches its peak when Mr. Mason orders Antoinette not to acknowledge her black relatives. Indeed, our world has become so narrow that blackness has attained a devalued juncture interconnected with the feeling of shame, timidity, and a sense of a permanent stigma attached with fear. It has reached the point that the shade of our skin has become the parameter for controlling every detail in our lives. It has debilitated the past and works to manage our present and future.

Mr. Rochester believes that the women surrounding Antoinette, such as Christophine and most ex-slaves, are superstitious people. Rochester, who represents the white community and the sense of superiority, marries Antoinette in an attempt to receive her inheritance, "a fortune of thirty thousand pound" (369). This act reveals the greed of the British Empire to loot the natives' wealth for economic supremacy, "Your husband certainly loves money" (140).

Therefore, the systematic racism, the repeated process of inferiorization, and the deep-seated sense of dehumanization of the black people mean that, within the oppressive, colonial environment, there is one specific group to whom they turn to scapegoat. These racist cultural practices also mean that the attempts to reach superiority can never be achieved without scapegoating and victimizing the racial other through the process of inferiorization.

The mother, Annette, dismisses her daughter's inquiries regarding numerous issues related to the past by saying, "all that is long ago"(34). Interrogations without clarity and forced ambiguity are what make Antoinette unable to face her identity crisis. She is unable to distance herself from either her ethnic heritage or from the black spiral haunting her because of her distinctiveness; she "lives an ambiguity that is extraordinarily neurotic" (Fanon, 1986, p.192).

Antoinette emerges as a phobic object who reveals fear, dread, insecurity, and terrible ambivalence in front of Rochester's violent sexual abuse. Sexual violence emerges here as a logic of intimidation upon which colonialism is built and structured. It is through this logic that Rochester puts the ambivalent Antoinette in a state of fear. Creating a terrifying ambivalence in one's identity is by putting women's bodies on the ground. Through this extremely crucial thought, the victimized body can "catch all." The relationship of marriage between Antoinette and Rochester reveals that colonization and chattel enslavement manifest themselves through an institutional racism that most Africans experience in the Diaspora, and explores the consequences that the denigration and devaluation of blackness have had on the human psyche.



This situation has created a deep vacuum inside the colonized Antoinette and intensified the psychosis nurtured by societal ills, a deep sense of racial and cultural void, alienation, and inferiority, which coincides with the institution of this marriage as an exemplary model for subjugating an oppressive system based on power, domination, and superiority that the white is enslaved with. This institution summarizes how the idea of “human” that is inserted by European tradition is itself a racist one.

As the victim of internalized racism, Antoinette displays a terrified consciousness. She enacts the map of the Caribbean as one whose limits are drawn by entangled political crisis, historical hostility, and cultural void. Rochester’s violent treatment and sexual exploitation of his wife, Antoinette, affect her identity construction, render her weak, invisible, inferior, and silenced, marginalize her by appalling racism, and alienate her by abominable differences. This act couples with that atrocious and rigid picture of raping enslaved women at the plantations as a manifestation of the permanent psychological injury and damage littered with negative meanings and connotations of blackness derived from stories of evilness and sin. This image, shaped by centuries of enslavement, creates a wide gap of social hierarchies built on skin colour that persists invisibly in our psyches. Rochester’s hatred transcends his wife to reach the natives:

‘Her coffee is delicious but her language is horrible and she might hold her dress up. It must get very dirty, yards of it trailing on the floor.’ ‘When they don’t hold their dress up it’s for respect,’ said Antoinette. ‘Or for feast days or to Mass.’ ‘And is this feast day?’ ‘She wanted it to be a feast day.’

‘Whatever the reason it is not a clean habit.’ I hated the mountains and the hills, the rivers and the rain...She had left me thirsty... (Rhys, 1966,p. 105)

It is evident through this marriage, built on the English superiority complex and simultaneously, establishing the role of English ideology, that Antoinette has been isolated from others. Thus, this challenge prompts Rochester to deem Antoinette mad to reach the height of his ideological position and patriarchal authority. Once he realizes that her native imperfection is threatening white supremacy, he turns to the enslaving master’s methods of suppression in an attempt to possess her. His wish is to put the West Indian culture under control.

Over her madness and neuroses, he comes to maintain his white stance and feels his power, authority, and superiority. And therefore, it is through the racist environment he has transplanted that his institution of marriage comes to fall. Though his ultimate ability to transmit the discourses that conform to what is normal and to constitute his place and rank, he has succeeded in finalizing the destruction of his family and marriage.

Violent overthrow and empathy are essentially the appropriate methods by which the denigrated woman negates “the other” and can externally compensate perfectly for her internal loss, the deep-seated sense of inferiority, and her lack of equilibrium, and repossess what was taken by force from her. Under colonial conditions and circumstances, racism in the novel emerges as an intrinsic mode of operation imbued with a focused meaning, socialized and repeated as a mundane aspect that is idealized as a norm of collective life. Racism in this way is a systemic, fabricated



structure that burgeons from ideological consequences and, most importantly, material ones.

The internal fracture for the heroine gravitates outwards, leading to moral and psychic schisms. Rhys's protagonist suffered a perpetual and permanent internalized complex and negativity that can only be delivered through periodical and quotidian eruptions of rebellion and violent struggle. According to Albert Memmi, this type of racism operates as a pathological state that puts both the colonized and the colonizer into a terrible vacuum and vicious circle that is ultimately debilitating for both sides.

Rhys enforces the idea that race and colourism emerge as colonial tools to embed racist ideologies that globally have no logical reasoning: 'racist reasoning has no secure foundation, is incoherent in its development, and is unjustified in its conclusions ... racism is not simply of the order of reason ... [it] is called forth and maintained, in its essence and goals, by something other than itself' ((Memmi Albert, 2000, p.21). Rhys, depicts racism as an obligatory impulse to draw a space for victimization based on biological or physical undeniable differences that have no explanation for acceptance or refusal. She insists that her heroine is the victim of a pathological desire within the imposed dominance and subjugation.

Antoinette is keen to find a means of escape from her blackness and may resort to longing for her husband's love passionately. Though she tries to respond to Rochester's pleasure, she puts on his white veil. However, the white dress is not always the radical solution, Fanon puts it, 'The colonised is elevated above his jungle status in proportion to his adoption of the mother country's cultural standards. He

becomes whiter as he renounces his blackness, his jungle" (1986, p.18). Indeed, it is only through the positive affirmation of her blackness that she can serve as a shield of resistance against any negativity. The setting of the fire at Thornfield by Bertha can be analysed as a form of revolt against the empire. It couples with Britain's act of abolition of slavery and her struggle with economic crises, while Jamaica emerges as of paramount economic importance to England.

Because of her racial trauma, wounds are inflicted on her body and mind. This type of trauma can bring about shifts at all levels: patterns of intimacy, beliefs, worldview, interpersonal relationships, and personal identity. According to Frantz Fanon, racial trauma is inaugurated by the racism instilled by the colonizer on the colonized from diverse perspectives: society, body, history, and culture.

Another glaring example of racism appears when Rochester attempts to deny Antoinette her name, recalling her as Bertha in an attempt to distance her from her crazy mother. This name is derived from Charlotte Brontë's novel *Jane Eyre*. Renaming means to impose another identity on the victim. This act signifies lots of things related to her personal, social, and cultural identity. The process of being without her name is in itself an oppressive system exercised by the colonial patriarchal culture. For Spivak, Antoinette is "a person without lines of social mobility" (2006, p.28). The image of self-division emerges as an inherent feature resulting from the colonialist brain and subjugation, and is beyond any question. Fanon's psychological analysis explains the effects of colonial violence on colonized people;

The Negro's behaviour makes him akin to an obsessive neurotic type, or, if one prefers, he puts himself into a complete situational neurosis. In the



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man of colour there is a constant effort to run away from his own individuality, to annihilate his own presence , , The attitude of the Black man toward the white, or toward his own race, often duplicates almost completely a constellation of delirium, frequently bordering on the region of the pathological. (Fanon,1986,p.60)

The examples of non-acceptance and rejection are redundant throughout the novel. Antoinette is not only despised by her people, her friends, and her husband. Antoinette also receives the same hatred from her mother. When she wakes up crying after a shocking nightmare, her mother complains and blames her for the noise that frightens her little son, Pierre, "I will go and take Pierre with me...It is not safe. It is not safe for Pierre" (34-5) .

Antoinette receives a normal maternal love. Even her mother reveals her racist treatment to her daughter and does not cater to her with the needed maternal affection. She grows up despised, alienated, and rejected violently by her mother, who gives more importance to her brother, Pierre. The environment where she grows up is built on racist thoughts, inequalities, and exhibits the alienating factors, revealing the signs of inherited emotional isolation, sadness, despair, and vulnerability. Indeed, she is increasingly lost at the personal, historical, cultural, and social levels.

Even her creoleness is not satisfactory within the degrees of inclusion. Creoleness is what draws a negative status, image, and being. Creoleness in the novel is synonymous with hatred, rejection, and refusal. Antoinette's creoleness does not posit her in a superior status on the social ladder, but she is completely rebuffed with a decadent and debased gaze. Creoleness essentially carries the deep sense of

strangeness, homelessness, and being an outsider. Therefore, Antoinette's creoleness can be both a peaceful sign and a terrifying marker. Rhys spends a powerful mind to humanize the woeful and depressing conditions of the heroine, who, though being very far from the surface of blackness, is not safe from the built "standard" of classification. White beauty is therefore 'based on the racist assumption of black ugliness.' (Hunter, 2002, p 179).

The Creole situation remains the primary reason for the ambivalence of the heroine and stems from the debilitating West Indian past and its count and sometimes invisible power. Diverse resonances through history become attached to the Caribbean realities, cultures, and literatures and emerge as a reflection of the pervading existence of colonialism in the islands and its corollary hierarchical perceptions of race based on social differences and separation.

Indeed, Jean Rhys herself produces from her protagonist Antoinette a portion of extensive colonial discourses and their drawbacks, such as issues of racism, ambivalence, exclusion, and monstrosity. Her protagonist is what increasingly shapes the creative substance that lies at the heart of the region's politics and ambiguities. Rhys combines her writing with the articulation of this outstanding history, which is a European product. She reveals the fact that even histories are narratives and, therefore, they can be reconstructed and reinterpreted.

Through a brilliant literary work, Jean Rhys's text combines the inherited Creole culture with a revisionist dimension to the European archival and documentary sources. Therefore, Rhys is highly interested in "reconstructing a distinguished voice," through which she



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can bring the complexity of the background through its miraculous interconnectedness with gender issues, racist dilemmas, and socio-cultural questions, in addition to the colonial context and political debates. In this respect, Gregg claims, "If, in the 1960s, the socio-political struggles helped to shape critical response to Jean Rhys in the Caribbean, these events and the presence in England of West Indian writers decisively shaped her own perception of the West Indies and her writing" (1995, p. 39).

Conclusion

Based on colour, colonialism and slavery emerge as terrifying racial projects through which blacks have suffered dreadfully. Antoinettes, as depicted in this particular novel, has stayed at the threshold as she belongs nowhere. Because of her Creolization and being the daughter of an ex-slave holder, Antoinette faces all sorts of dehumanization, marginalization, hatred, invisibility, and rejection. The accumulation of suppression and frustration from both white and black Jamaicans buries the heroine in an identity crisis and dilemmas. It is through the dichotomy of white supremacy and black inferiority that racism operates horribly, and accordingly, neuroses of race were developed, and an incomprehensible hierarchy was implemented.

The phobic object, therefore, is denied inclusion and acceptability. Ambivalence and the position of the other are irreversible and crucial repercussions burgeoning from political, cultural, and social dimensions of blackness. This

study attempts to explore the impacts of psychological colonization and white, racist ideologies embodied in Rochester on the erasure of the native identity of Antoinette. The findings conclude that it is only through the affirmation of one's race, colour, culture, and social stance that negativity can be dissipated. It is also through serving loving images to blackness and the black community that satisfaction will reduce the awful degrees of the native's repeated anguish and tensions.

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Sécurisation des archives numériques en Côte d'Ivoire par l'Intelligence Artificielle : un levier pour la gouvernance documentaire

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Résumé

La dématérialisation des archives en Côte d'Ivoire, amorcée avec la Loi n° 2013-450 relative aux archives, s'inscrit dans une dynamique de modernisation administrative et de gouvernance de l'information. Toutefois, cette transition expose les documents numériques à des risques accrus : cyberattaques, accès non autorisés, corruption de fichiers et obsolescence technologique. Cette étude explore de manière critique le potentiel de l'intelligence artificielle (IA) dans la sécurisation des archives numériques ivoiriennes, en mobilisant les cadres théoriques de la gouvernance informationnelle, de la résilience numérique et de la protection adaptative des données. Basée sur une analyse thématique de sources législatives, institutionnelles et scientifiques, l'enquête met en évidence les bénéfices de l'IA, tels que la détection proactive des menaces, l'automatisation de la classification et l'anticipation des obsolescences techniques, tout en soulignant les défis liés aux infrastructures, aux compétences et au cadre réglementaire. L'article conclut sur des recommandations stratégiques visant la mise en place d'un système national intégré d'archivage électronique, le renforcement des capacités professionnelles et l'adoption d'un cadre juridique spécifique, condition essentielle pour assurer la protection, l'intégrité et la pérennité du patrimoine documentaire ivoirien.

Mots-clés : Intelligence artificielle-Archives numériques-Gouvernance documentaire-Cybersécurité-Protection des données.

Securing digital archives in Côte d'Ivoire with Artificial Intelligence: a lever for document governance

Abstract

The digitization of archives in Côte d'Ivoire, initiated with Law No. 2013-450 on archives, is part of a broader process of administrative modernization and information governance. However, this transition exposes digital records to increased risks such as cyberattacks, unauthorized access, file corruption, and technological obsolescence. This study critically examines the potential of artificial intelligence (AI) in securing Ivorian digital archives, drawing on the theoretical frameworks of information governance, digital resilience, and adaptive data protection. Based on a thematic analysis of legislative, institutional, and scientific sources, the research highlights the benefits of AI, including proactive threat detection, automated classification, and anticipation of technological obsolescence, while also emphasizing challenges related to infrastructure, skills, and the regulatory framework. The article concludes with strategic recommendations for establishing a national integrated electronic archiving system, strengthening professional capacities, and adopting a specific legal framework – an essential condition to ensure the protection, integrity, and long-term preservation of Côte d'Ivoire's documentary heritage.

Keywords : Artificial Intelligence–Digital Archives – Information Governance – Cybersecurity – Data Protection.



Introduction

La transformation numérique des administrations publiques et privées est aujourd'hui un axe stratégique majeur de modernisation en Afrique de l'Ouest, et la Côte d'Ivoire s'inscrit pleinement dans cette dynamique. Depuis l'adoption de la Loi n° 2013-450 du 19 juin 2013 relative aux archives, le pays s'est engagé dans un processus progressif de dématérialisation des documents administratifs, patrimoniaux et judiciaires. Cette orientation répond à un double impératif : d'une part, améliorer l'efficacité et la transparence des services publics ; d'autre part, préserver un patrimoine documentaire menacé par la dégradation physique, les catastrophes naturelles et les pertes accidentelles (International Council on Archives, 2016). Cependant, cette transition vers le numérique s'accompagne de nouvelles vulnérabilités. Les archives électroniques, bien que plus accessibles et plus facilement reproductibles, sont exposées à des risques tels que les cyberattaques, l'accès non autorisé, la corruption de fichiers et l'obsolescence rapide des formats et supports (Duranti & Rogers, 2012 ; Lavoie, 2014). En Côte d'Ivoire, les rapports de l'Autorité de Régulation des Télécommunications/TIC (ARTCI) indiquent que plus d'un tiers des incidents de cybersécurité signalés en 2021 concernaient des institutions publiques ou parapubliques (ARTCI, 2022), ce qui souligne la nécessité urgente de renforcer la sécurité des systèmes d'information, y compris des archives. Dans ce contexte, l'intelligence artificielle (IA) émerge comme un levier stratégique pour renforcer la sécurité, l'intégrité et la traçabilité des archives numériques. Ses capacités en traitement massif de données,

détection prédictive des anomalies et automatisation des processus offrent la possibilité non seulement d'anticiper les menaces, mais aussi de réduire les erreurs humaines et d'optimiser la gestion documentaire (Stallings, 2020). Des applications telles que la classification automatique, la restriction dynamique des accès aux données sensibles ou encore le déclenchement en temps réel de contre-mesures lors d'une intrusion sont déjà éprouvées dans plusieurs pays. Cependant, l'adoption de l'IA dans la gestion des archives ivoiriennes se heurte à plusieurs obstacles : une infrastructure numérique inégalement répartie sur le territoire, limitant les capacités techniques de certaines collectivités ; un manque de compétences spécialisées dans l'archivistique numérique et la cybersécurité ; et l'absence d'un cadre réglementaire spécifique dédié à l'archivage électronique sécurisé. Ces contraintes, relevées dans plusieurs rapports nationaux et internationaux (Banque mondiale, 2021 ; UNESCO, 2020), montrent que la sécurisation des archives par l'IA exige des approches globales, combinant innovation technologique, renforcement des capacités humaines et adaptation du cadre juridique. Ainsi, la question centrale qui guide cette étude est : comment l'intelligence artificielle peut-elle devenir un véritable levier de gouvernance documentaire pour sécuriser les archives numériques en Côte d'Ivoire ? Pour y répondre, l'analyse s'appuie sur un cadre conceptuel solide et des fondements théoriques éprouvés (gouvernance informationnelle, résilience numérique, protection adaptative des données), afin d'évaluer de manière critique le potentiel, les contraintes et les perspectives d'usage de l'IA dans la protection du patrimoine documentaire ivoirien.



1. Approche conceptuelle

L'analyse du potentiel de l'intelligence artificielle dans la sécurisation des archives numériques nécessite, en premier lieu, de clarifier les concepts centraux sur lesquels repose la réflexion. En effet, la compréhension des notions d'archives numériques, d'intelligence artificielle et de gouvernance documentaire permet non seulement de délimiter le champ de l'étude, mais aussi de situer les enjeux spécifiques au contexte ivoirien. Cette étape est essentielle car la numérisation des documents et l'usage de l'IA ne relèvent pas uniquement de dimensions techniques : ils mobilisent également des considérations organisationnelles, juridiques et stratégiques. Ainsi, l'approche conceptuelle adoptée ici s'articule autour de trois axes complémentaires. Le premier vise à définir et catégoriser les archives numériques afin d'identifier leurs spécificités et les risques auxquels elles sont exposées. Le deuxième s'attache à préciser ce que recouvre l'intelligence artificielle et à recenser ses applications pertinentes pour le traitement, la conservation et la sécurisation des documents électroniques. Enfin, le troisième porte sur la gouvernance documentaire, envisagée comme un cadre structurant permettant d'intégrer l'IA dans une stratégie globale de gestion sécurisée et durable des archives.

1.1. Définition et typologie des archives numériques

Les archives numériques désignent l'ensemble des documents produits ou reçus sous forme électronique et conservés pour leur valeur administrative, juridique, historique ou patrimoniale, qu'il s'agisse de contenus nativement numériques ou de documents issus de la

numérisation de supports physiques. Cette définition inclut, d'une part, les documents créés directement dans un environnement informatique, tels que les bases de données institutionnelles, les courriels officiels, les actes administratifs générés par des applications métiers, ou encore les enregistrements audiovisuels produits par des dispositifs numériques. D'autre part, elle couvre les documents originellement analogiques registres papier, cartes, photographies, plans ou archives audiovisuelles convertis en formats numériques par des procédés de capture, de numérisation haute résolution et, le cas échéant, d'OCR (reconnaissance optique de caractères) afin d'en permettre la conservation à long terme et l'exploitation facilitée. Dans le contexte ivoirien, cette distinction prend un relief particulier au regard des efforts déjà entrepris par certains secteurs, notamment la dématérialisation partielle des registres d'état civil, la numérisation d'archives judiciaires ou la conversion en ligne de documents administratifs pour les démarches e-gouvernementales. Toutefois, ces initiatives, souvent menées de façon isolée par les ministères, collectivités territoriales ou institutions patrimoniales, restent dépourvues d'une coordination centrale. L'absence d'un système national unifié d'archivage électronique, fondé sur une architecture interopérable et des normes opérationnelles harmonisées, fragilise l'ensemble du dispositif. Cette fragmentation engendre des vulnérabilités multiples : risques accrus de perte irrémédiable en cas de panne ou de sinistre, corruption des fichiers par des erreurs humaines ou des incidents techniques, altération volontaire ou non autorisée de contenus à forte valeur probatoire. Elle s'accompagne également d'un déficit de clarté terminologique et procédurale dans la définition, la



classification et la gestion des archives numériques, ce qui complique leur intégration dans des systèmes pérennes de gouvernance documentaire. Dans un tel contexte, il devient impératif d'adopter des standards et référentiels alignés sur les bonnes pratiques internationales, telles que celles formulées par le Conseil International des Archives (ICA, 2016) ou les recommandations méthodologiques de Yeo (2013) sur la contextualisation et la description des documents électroniques, afin d'assurer leur authenticité, leur intégrité et leur accessibilité à long terme.

1.2. L'intelligence artificielle : principes et applications pertinentes aux archives

L'intelligence artificielle (IA) désigne un ensemble de méthodes, d'algorithmes et de technologies visant à conférer à des systèmes informatiques la capacité d'exécuter des tâches qui, traditionnellement, requièrent l'intelligence humaine, telles que l'apprentissage à partir de données, la reconnaissance de motifs complexes, le raisonnement ou la prise de décision autonome. Ses fondements combinent plusieurs approches, dont l'apprentissage automatique (machine learning), l'apprentissage profond (deep learning), le traitement automatique du langage naturel (Natural Language Processing), la vision par ordinateur ou encore les systèmes multi-agents (Russell & Norvig, 2016). Appliquée au domaine des archives numériques, l'IA ouvre un champ d'applications à forte valeur ajoutée pour la gestion, la sécurité et la valorisation des documents. Elle permet, par exemple, la classification et l'indexation automatiques de vastes corpus, en s'appuyant sur des techniques de traitement du langage naturel pour analyser le contenu

textuel, identifier des thèmes, extraire des entités nommées (noms de personnes, lieux, dates) et générer des métadonnées de manière homogène. L'amélioration des systèmes de reconnaissance optique de caractères (OCR) par apprentissage supervisé ou non supervisé rend possible la conversion fidèle de documents numérisés en textes exploitables, même à partir de sources dégradées ou manuscrites. L'IA contribue également à l'extraction d'informations structurées à partir de documents complexes, facilitant ainsi la recherche et la réutilisation des contenus. Sur le plan de la sécurité, des modèles d'apprentissage comportemental peuvent analyser en continu les journaux d'accès et détecter des anomalies, qu'il s'agisse d'intrusions, d'accès non autorisés ou de modifications suspectes de fichiers, permettant ainsi une réaction rapide pour prévenir les usages indus. Cette capacité proactive est d'autant plus cruciale que le volume, la variété et la vélocité des documents produits ou reçus par les institutions ivoiriennes ne cessent de croître, augmentant mécaniquement le risque de perte de contrôle sur certaines ressources. Dans ce contexte, les fonctionnalités d'automatisation et d'analyse offertes par l'IA jouent un rôle déterminant pour améliorer la qualité et la cohérence des métadonnées, réduire les erreurs humaines et assurer la continuité de service des dépôts documentaires, y compris dans des environnements soumis à des contraintes techniques ou organisationnelles fortes (Colavizza, Blanke, Jeurgens, & Noordegraaf, 2021). Ces apports, conjugués à des stratégies de gouvernance documentaire et à des standards normalisés, constituent un socle technologique sur lequel bâtir des systèmes d'archivage électronique résilients, sécurisés et évolutifs.



1.3. La gouvernance documentaire comme cadre stratégique

La gouvernance documentaire désigne l'ensemble des politiques, des procédures, des responsabilités et des outils mis en place pour garantir que les documents, qu'ils soient physiques ou numériques, soient gérés de manière efficace, sécurisée et conforme aux exigences légales, réglementaires et organisationnelles tout au long de leur cycle de vie depuis leur création ou réception jusqu'à leur destruction ou conservation définitive. Elle repose sur trois piliers fondamentaux : la conformité réglementaire, la maîtrise des risques et la valorisation de l'information (Yusof & Chell, 2012). Dans le contexte ivoirien, cette notion prend une importance particulière en raison de la nécessité de renforcer la transparence administrative, de lutter contre la corruption, d'optimiser la gestion des ressources publiques et de garantir la fiabilité des données produites par les institutions. Les réformes de modernisation administrative, notamment celles liées à la dématérialisation des procédures et à la mise en œuvre du gouvernement électronique (e-gov), exigent une gouvernance documentaire robuste capable de soutenir la transformation numérique tout en protégeant les actifs informationnels de l'État. L'intégration de l'intelligence artificielle dans la gouvernance documentaire ivoirienne ouvre des perspectives inédites. Elle permettrait, par exemple, d'améliorer la traçabilité des opérations réalisées sur les archives grâce à l'enregistrement automatisé et horodaté de chaque action dans les systèmes, de garantir l'intégrité des documents au moyen d'algorithmes de détection et de correction d'anomalies, ou encore de réduire les risques liés aux manipulations humaines par

l'automatisation des tâches répétitives et critiques. Combinée à des référentiels de bonnes pratiques tels que la norme ISO 15489 sur la gestion des documents et la norme ISO 30301 sur les systèmes de gestion des documents, l'IA pourrait contribuer à l'édification d'un environnement documentaire à la fois sécurisé, interopérable et orienté vers la valorisation du patrimoine informationnel. Cependant, pour que ce potentiel se concrétise, il est indispensable de mettre en place un cadre stratégique national de gouvernance documentaire intégrant explicitement les apports de l'IA. Un tel cadre devrait préciser les responsabilités institutionnelles, définir des standards techniques harmonisés, et instaurer des mécanismes de contrôle et d'audit réguliers. Ce n'est qu'à cette condition que la Côte d'Ivoire pourra tirer pleinement parti de la convergence entre gouvernance documentaire et intelligence artificielle pour soutenir ses objectifs de modernisation et de développement.

2. Ancrage théorique

L'intégration de l'intelligence artificielle (IA) dans la sécurisation des archives numériques ivoiriennes peut être analysée à travers plusieurs cadres conceptuels qui mettent en lumière la manière dont les organisations gèrent, protègent et adaptent leurs systèmes documentaires face aux évolutions technologiques et aux menaces émergentes. Trois approches se révèlent particulièrement pertinentes : la théorie de la gouvernance informationnelle, le modèle de la résilience numérique et la théorie de la protection adaptative des données.



2.1. Théorie de la gouvernance informationnelle

La gouvernance informationnelle considère l'information comme un actif stratégique au même titre que les ressources humaines, financières ou matérielles, et souligne la nécessité de la gérer, de la protéger et de l'optimiser afin de maximiser sa valeur (Smallwood, 2014). Ce cadre théorique repose sur plusieurs principes clés : la conformité aux exigences réglementaires, la sécurisation des systèmes d'information, l'optimisation des flux documentaires et la maîtrise des risques liés à la gestion des données. Dans le contexte ivoirien, ce modèle est particulièrement pertinent car il met en évidence que la sécurisation des archives ne constitue pas seulement un enjeu technique, mais aussi un impératif de souveraineté et de gouvernance publique. L'IA, intégrée dans une approche de gouvernance informationnelle, peut par exemple renforcer la traçabilité des opérations documentaires grâce à l'automatisation des enregistrements d'activité, assurer l'intégrité des archives via des mécanismes de contrôle automatisés, et garantir la disponibilité des données en optimisant la gestion des ressources de stockage. La conformité avec la Loi n° 2013-450 relative aux archives et la Loi n° 2013-451 sur la protection des données personnelles impose, dans ce cadre, une articulation étroite entre solutions technologiques et dispositifs juridiques.

2.2. Modèle de la résilience numérique

Le modèle de résilience numérique, largement mobilisé en cybersécurité, postule qu'un système doit être conçu pour anticiper, absorber, résister et se rétablir rapidement après une perturbation, qu'il s'agisse d'une cyberattaque, d'une

panne technique ou d'un incident opérationnel (Linkov et al., 2018). La résilience ne se limite pas à la protection préventive : elle inclut la capacité à maintenir un service minimum pendant la crise et à restaurer l'intégrité et la disponibilité des données dans les plus brefs délais. Appliqué aux archives numériques ivoiriennes, ce modèle souligne la nécessité de mettre en place des protocoles de sauvegarde automatisée, des mécanismes de redondance des données et des plans de reprise après sinistre adaptés aux réalités locales. L'IA peut jouer un rôle clé dans cette perspective en détectant précocement les anomalies dans les systèmes d'archivage, en déclenchant automatiquement des procédures de confinement lors d'intrusions et en orchestrant la restauration des données à partir de copies sécurisées. Une telle approche est particulièrement stratégique pour les archives critiques comme les registres d'état civil ou les bases électorales dont la compromission pourrait avoir des conséquences majeures sur la stabilité administrative et sociale.

2.3. Théorie de la protection adaptative des données

La théorie de la protection adaptative des données soutient que les mécanismes de sécurité doivent être dynamiques et contextuellement ajustés pour répondre efficacement aux menaces en constante évolution (Shabtai et al., 2012). Contrairement aux dispositifs statiques, qui appliquent des règles de manière uniforme, les systèmes adaptatifs modulent leurs réponses en fonction de la sensibilité des données, de la nature de l'attaque et du contexte opérationnel. Dans le cas ivoirien, où les cybermenaces se diversifient et se sophistiquent (ransomwares, phishing ciblé, attaques par déni de service),



l'IA peut constituer le moteur de cette adaptabilité. Grâce à l'apprentissage automatique et au traitement du langage naturel, elle est capable de reconnaître des schémas d'attaque inédits, d'ajuster automatiquement les politiques d'accès, et de déclencher des contre-mesures en temps réel. Par exemple, un système d'archivage intelligent pourrait restreindre immédiatement l'accès à certains documents en cas de détection d'un comportement suspect, tout en alertant les administrateurs et en enregistrant les preuves nécessaires à un audit ultérieur. En intégrant ces trois approches théoriques, l'IA ne se réduit pas à un outil technique : elle devient un levier stratégique au service d'une gouvernance documentaire proactive, résiliente et évolutive, capable de protéger durablement le patrimoine informationnel ivoirien dans un environnement numérique incertain.

3. Méthodologie

L'étude adopte une approche qualitative fondée sur l'analyse documentaire, permettant d'explorer de manière approfondie le potentiel et les limites de l'intégration de l'intelligence artificielle dans la sécurisation des archives numériques en Côte d'Ivoire. Ce choix méthodologique se justifie par la nécessité de contextualiser les enjeux dans un environnement administratif, juridique et technique spécifique, et de confronter les modèles théoriques aux réalités locales. La démarche s'est structurée autour de trois étapes principales : la définition du corpus, l'établissement des critères de sélection et l'analyse thématique.

3.1. Sources documentaires

Le corpus mobilisé comprend trois grandes catégories de documents. La première regroupe les textes législatifs et réglementaires directement liés à la gestion et à la protection des archives et des données en Côte d’Ivoire, notamment la Loi n° 2013-450 relative aux archives, la Loi n° 2013-451 sur la protection des données personnelles, ainsi que la Stratégie nationale de cybersécurité 2021–2025 adoptées par le gouvernement ivoirien. Ces documents constituent la base juridique encadrant la gouvernance documentaire et la sécurité numérique dans le pays. La deuxième catégorie rassemble des rapports institutionnels et normatifs émanant d’organisations nationales et internationales, telles que l’Autorité de Régulation des Télécommunications/TIC (ARTCI), l’UNESCO, le Conseil International des Archives (ICA) et la Banque mondiale. Ces sources apportent des perspectives comparatives, des recommandations techniques et des indicateurs de maturité numérique permettant de situer la Côte d’Ivoire dans un contexte global. La troisième catégorie est composée de travaux scientifiques articles, chapitres d’ouvrage et communications scientifiques indexés dans des bases reconnues comme Scopus, Web of Science et Google Scholar, publiés entre 2010 et 2024. Ces contributions traitent de l’intelligence artificielle, de la gestion des archives et de la cybersécurité, offrant un cadre conceptuel et empirique pour analyser les tendances et innovations dans ce domaine.

3.2. Critères de sélection

Les documents retenus ont été sélectionnés selon trois critères principaux. Le premier critère est l’adéquation thématique, c’est-à-dire la pertinence du contenu pour le



contexte ivoirien et pour le lien entre intelligence artificielle et gestion sécurisée des archives numériques. Le deuxième critère est la fiabilité, privilégiant les publications issues de revues à comité de lecture, les rapports d'institutions reconnues et les textes réglementaires officiels. Le troisième critère est l'actualité, avec une préférence pour les sources récentes (moins de cinq ans), tout en intégrant certains textes fondateurs indispensables à la compréhension des enjeux. Cette grille de sélection garantit que le corpus mobilisé soit à la fois rigoureux sur le plan scientifique, représentatif des enjeux spécifiques à la Côte d'Ivoire et aligné sur les meilleures pratiques internationales.

3.3. Méthode d'analyse

L'analyse a été conduite selon une approche thématique inspirée de la méthode proposée par Braun et Clarke (2006). Elle s'est déroulée en trois phases. Dans un premier temps, le contenu des documents a été codé de manière systématique afin d'identifier les segments pertinents relatifs aux enjeux, aux freins et aux opportunités liés à l'usage de l'IA dans la sécurisation des archives. Dans un deuxième temps, ces codes ont été regroupés en thèmes majeurs, correspondant aux axes de la recherche : potentiel technologique, contraintes techniques et organisationnelles, perspectives stratégiques. Enfin, dans un troisième temps, les résultats ont été interprétés à la lumière des cadres théoriques retenus et en tenant compte des spécificités institutionnelles, réglementaires et infrastructurelles du contexte ivoirien. Ce dispositif méthodologique ne se limite pas à une description factuelle : il vise à produire une analyse critique et intégrée capable de mettre en évidence les

écarts entre les modèles théoriques et la réalité des pratiques archivistiques en Côte d'Ivoire. En s'appuyant sur une triangulation des sources et sur une lecture contextualisée des données, il permet de formuler des recommandations opérationnelles et stratégiques adaptées aux besoins du pays.

4. Résultats et discussions

L'analyse des données issues des sources législatives, institutionnelles et scientifiques met en évidence trois grands axes de réflexion : le potentiel technologique offert par l'intelligence artificielle pour la sécurisation des archives numériques, les contraintes et défis qui freinent son intégration dans le contexte ivoirien, et les opportunités stratégiques que pourrait générer son adoption.

4.1. Potentiel technologique pour la sécurisation des archives numériques

L'intelligence artificielle présente un large éventail de fonctionnalités susceptibles d'améliorer significativement la gestion et la sécurité des archives numériques. En premier lieu, ses capacités en matière de classification et d'indexation automatiques permettent de traiter rapidement des volumes importants de documents, tout en garantissant une homogénéité dans la description et la structuration des métadonnées. Ce traitement automatisé réduit la dépendance aux interventions humaines, souvent sources d'erreurs ou d'incohérences. En second lieu, l'IA peut renforcer la surveillance proactive des systèmes d'archivage grâce à l'analyse en temps réel des journaux d'accès. Les algorithmes de détection d'anomalies sont capables d'identifier des comportements inhabituels comme un



nombre élevé de consultations en peu de temps ou des accès répétés à des documents sensibles et de déclencher des alertes automatiques. Enfin, l'IA joue un rôle clé dans l'amélioration des outils de reconnaissance optique de caractères (OCR), permettant d'extraire fidèlement des contenus à partir de documents numérisés, y compris lorsque ceux-ci sont dégradés ou manuscrits. Dans le contexte ivoirien, où une grande partie des archives physiques nécessite une numérisation préalable, cette capacité est déterminante pour assurer la pérennité et l'accessibilité des fonds documentaires.

4.2. Contraintes et défis d'intégration de l'IA dans le contexte ivoirien

Malgré ses atouts, l'intégration de l'IA dans la gouvernance documentaire en Côte d'Ivoire se heurte à plusieurs obstacles. Le premier est l'infrastructure technique insuffisamment développée : l'hétérogénéité des équipements, le manque de connectivité dans certaines zones et l'absence de centres de données nationaux dédiés limitent la mise en œuvre de solutions avancées. Le deuxième obstacle est le déficit de compétences spécialisées en archivistique numérique et en technologies d'IA. Si certaines universités et centres de formation commencent à intégrer ces thématiques dans leurs programmes, l'offre demeure insuffisante pour répondre aux besoins croissants des administrations et des institutions patrimoniales. Le troisième défi réside dans l'absence d'un cadre réglementaire spécifique à l'archivage électronique sécurisé. Les lois existantes encadrent les archives et la protection des données personnelles, mais ne prévoient pas de dispositions

détaillées sur l'usage de technologies avancées comme l'IA pour la sécurisation des documents. Cette lacune entraîne des incertitudes juridiques et peut freiner les initiatives d'innovation dans le secteur public.

4.3. Opportunités pour une gouvernance documentaire renforcée

Au-delà des contraintes, l'intégration de l'IA dans la gestion des archives numériques ivoiriennes offre des perspectives majeures pour moderniser la gouvernance documentaire. L'une des premières opportunités est la création d'un système national intégré d'archivage électronique, interopérable entre les différentes administrations et doté de mécanismes de sécurité avancés. Un tel système permettrait non seulement de centraliser la conservation des documents, mais aussi de faciliter leur accessibilité tout en garantissant leur intégrité. Une autre opportunité réside dans le développement de partenariats stratégiques entre l'État, les universités et le secteur privé pour renforcer les capacités locales en matière d'IA et d'archivistique numérique. Ces collaborations pourraient se traduire par des programmes de formation continue, des projets pilotes et des échanges d'expertise. Enfin, l'adoption d'un cadre réglementaire modernisé et aligné sur les standards internationaux représenterait un levier essentiel pour sécuriser l'usage de l'IA dans les archives, tout en protégeant les données sensibles et en garantissant le respect des droits des citoyens. En s'inspirant de modèles éprouvés, comme le Règlement général sur la protection des données (RGPD) en Europe ou les recommandations de l'UNESCO en matière de préservation numérique, la Côte d'Ivoire pourrait se doter d'un dispositif normatif robuste, garant de



la pérennité et de la crédibilité de son patrimoine documentaire.

Conclusion

L'étude a montré que l'intégration de l'intelligence artificielle dans la gestion et la sécurisation des archives numériques en Côte d'Ivoire représente un levier stratégique pour consolider la gouvernance documentaire et améliorer la résilience informationnelle des institutions publiques. En mobilisant les cadres conceptuels de la gouvernance informationnelle, de la résilience numérique et de la protection adaptative des données, il a été démontré que l'IA peut contribuer à détecter précocement les menaces, à automatiser la classification, à renforcer la traçabilité et à anticiper l'obsolescence technologique. Ces atouts ouvrent la voie à une modernisation des pratiques archivistiques, en phase avec les exigences croissantes de transparence et de sécurité. Toutefois, la mise en œuvre de ces solutions se heurte à des contraintes structurelles majeures. L'inégale répartition des infrastructures numériques sur le territoire, le déficit de compétences spécialisées en archivistique numérique et en cybersécurité, ainsi que l'absence d'un cadre réglementaire spécifiquement dédié à l'archivage électronique sécurisé, limitent la portée des initiatives existantes. De plus, les réticences institutionnelles face aux coûts, à la complexité technologique et au risque de dépendance à des fournisseurs étrangers montrent que la réussite de l'intégration de l'IA repose autant sur des facteurs organisationnels et humains que sur les

performances intrinsèques des outils technologiques (Banque mondiale, 2021; ICA, 2016). Trois recommandations majeures émergent de cette analyse. D'abord, la création d'un système national intégré d'archivage électronique, interopérable et fondé sur des standards ouverts, permettrait d'harmoniser les pratiques et de mutualiser les ressources. Ensuite, le renforcement des compétences professionnelles à travers des programmes de formation continue, associant universités, administrations et secteur privé, garantirait la disponibilité d'expertises locales adaptées aux enjeux de l'IA appliquée aux archives. Enfin, l'adoption d'un cadre réglementaire spécifique encadrant l'usage de l'IA dans la gestion documentaire, incluant des dispositions précises sur la protection des données et la cybersécurité, constituerait un socle juridique indispensable à une mise en œuvre sécurisée et durable. Sur le plan scientifique, des recherches empiriques futures devraient documenter, à partir d'études de cas, l'impact concret de l'IA sur la sécurité et la gouvernance des archives au sein d'institutions ivoiriennes, tout en comparant ces résultats à ceux observés dans d'autres pays africains ayant adopté des stratégies similaires. Une telle approche comparative permettrait d'identifier des modèles transférables et d'adapter les meilleures pratiques au contexte national. Ainsi, l'IA ne saurait être envisagée comme une solution autonome mais bien comme un outil intégré à une stratégie globale, articulant innovation technologique, gouvernance documentaire robuste et renforcement des capacités humaines. Ce n'est qu'à cette condition que la Côte d'Ivoire pourra assurer la protection, l'intégrité et la pérennité de son patrimoine documentaire dans un environnement numérique en mutation rapide et permanente.



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L'éducation scolaire coloniale en Côte d'Ivoire : motivations et perspectives.

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Résumé

Cette étude vise à analyser l'influence de l'éducation coloniale sur le vécu des Ivoiriens. En effet, la colonisation française entamée au XIX^{ème} siècle visait des objectifs tels que la recherche de territoires pour l'exploitation des matières premières et la conquête de marchés pour les produits industriels français. Ces fondamentaux étaient soutenus par une mission civilisatrice marquée par la politique d'assimilation. La Côte d'Ivoire, territoire où vivent des peuples ayant leurs cultures et modes d'éducation n'a pas échappée à cette politique. Ainsi Jules Ferry (1885) affirma qu'il faut dire ouvertement qu'en effet les races supérieures ont un droit vis-à-vis des races inférieures ... Je répète qu'il y a pour les races supérieures un droit, parce qu'il y a un devoir pour elles. Elles ont le devoir de civiliser les races inférieures.

Il s'agissait de conditionner les colonisés afin qu'ils imitent le colon dans la vie politique, mentale, sociale, culturelle et économique. Cette conception fut concrétisée par l'école qui servit de vecteur pour transmettre les valeurs françaises aux colonisés et leur apprendre à écrire, lire, parler et compter en français. Ainsi des infrastructures scolaires furent construites en Côte d'Ivoire et des textes actés. Nous émettons l'hypothèse que la colonisation a engendré des changements dans le vécu des Ivoiriens en dépit de l'indépendance. Notre étude se fonde sur le socioconstructivisme social qui stipule que les systèmes qui entretiennent les compétences des individus leur fournissent des ressources utiles et laissent beaucoup de place à leur auto direction, leur donnent plus de chances pour qu'ils concrétisent ce qu'ils veulent eux-mêmes devenir. (Bandura)

A travers une recherche documentaire, nous découvrons que l'éducation scolaire suscite des mobilités : les scolarisés rencontrent des personnes issues d'autres familles, les genres devenant égaux accèdent aux mêmes rôles.

Mots clés : motivation ,éducation, colonisation, mobilité, socialisation, culture.

Colonial school education in Côte d'Ivoire: motivations and perspectives.

Abstract

This study aims to analyze the influence of colonial education on the experience of Ivorians. Indeed, the French colonization that began in the nineteenth century aimed at objectives such as the search for territories for the exploitation of raw materials and the conquest of markets for French industrial products. These fundamentals were supported by a civilizing mission marked by the policy of assimilation. Côte d'Ivoire, a territory where peoples with their own cultures and modes of education live, has not escaped this policy. Thus, Jules Ferry affirmed before the French Parliament that it must be said openly that in fact the superior races have a right vis-à-vis the inferior races... I repeat that there is a right for the superior races, because there is a duty for them. They have the duty to civilize the inferior races".

It was about conditioning the colonized so that they would imitate the colonizer in political, mental, social, cultural, and economic life. This concept was materialized through the school, which served as a vehicle to transmit French values to the colonized and to teach them to read, write, speak, and count in French. Thus, school infrastructures were built in Côte d'Ivoire and legal texts were enacted.

We hypothesize that colonization led to changes in the experiences of Ivorians despite independence. Our study is based on social constructivism, which states that systems that support the competencies of individuals provide them with useful resources and leave much room for their self-direction, giving them more chances to achieve what they want to become themselves. (Bandura)

Through documentary research, we discover that school education fosters mobility: the educated encounter the people from other families, with genders becoming equal, have access to the same roles.

Keywords: motivation, education, colonisation, socialisation, culture



Introduction

Cette étude vise à analyser l'influence de l'éducation introduite par la colonisation sur le vécu des Ivoiriens. En effet, la colonisation française entamée au IX^{ème} siècle visait deux objectifs précis : la recherche de territoires pour l'exploitation des matières premières et la conquête de marchés pour les produits industriels français.

C'est dans cette logique que le député français Jules Ferry affirma que « l'impérialisme est fille de l'industrialisation. » Les fondamentaux de cette politique sont soutenus par une mission dite civilisatrice marquée par la politique d'assimilation et de négation de la culture des peuples colonisés. Pourtant, ceux-ci à l'instar de la Côte d'Ivoire précoloniale vivaient sur de vastes territoires avec leurs cultures et modes d'éducation propre à eux. Selon Desel,

« bien avant les premières conquêtes et la période coloniale, l'éducation traditionnelle était l'institution en charge de l'enseignement. Il s'agit d'une forme d'éducation collective, où l'apprentissage se fait par voie orale et par l'observation. L'enfant apprend par l'expérience de ses pairs. C'est en s'imprégnant du milieu dans lequel il vit qu'il devient un être accompli. Cette vision initiale de l'enseignement a été modifiée par la colonisation. » (2013, p.56)

Lorsqu'Arthur Verdier s'installe en 1881 à Elima à Aboisso, il visait la production de café et de Cacao. Ce faisant, il aspirait à instruire les enfants de ses employés et ceux des environs. L'arrière idée était que seuls les instruits selon les canons français peuvent participer à tout développement. Conforté par cette réalité, le ministre français Jules Ferry (1885) affirma devant le Parlement la

vision de la politique coloniale qu'il faudrait dire ouvertement qu'en effet les races supérieures ont un droit vis-à-vis des races inférieures ... Je répète qu'il y a pour les races supérieures un droit, parce qu'il y a un devoir pour elles. Elles ont le devoir de civiliser les races inférieures.

Il s'agissait de véhiculer la culture française et conditionner le colonisé afin qu'il imite le colon dans la vie politique, social, culturel et économique. Cette conception fut concrétisée par l'école pour transmettre les valeurs françaises aux colonisés et leur apprendre à écrire, lire, parler et compter en français. Ainsi des infrastructures scolaires furent construites en Côte d'Ivoire et des textes actés. L'école si structurée, équipée et financée par la colonisation devient l'outil par excellence pour garantir la pérennité les conséquences l'action coloniale. A cette occasion, nous émettons l'hypothèse que la colonisation française en terre ivoirienne a engendré l'apprentissage des nouveaux modes de pensées et de nouvelles des pratiques n'appartenant pas à la culture africaine.

Notre étude se fonde sur le socioconstructivisme social qui stipule que l'individu apprend de nouveaux comportements en observant d'autres personnes et en imitant les modèles qui engendrent des récompenses.). A travers une recherche documentaire nous découvrons que l'éducation scolaire coloniale française façonne le vécu des Ivoiriens. A titre d'exemple, grâce à cette éducation les apprenants rencontrent des personnes issues d'autres familles, dans la société les genres devenant égaux accèdent aux mêmes rôles, au niveau communicationnel la langue française s'impose pour la socialisation. En définitive, la socialisation est déterminée par la réussite scolaire preuve que l'on a bien appris les canons cognitifs et conatifs véhiculés par la colonisation française.



- ✓ Quelles furent les motivations des colonisateurs lorsqu'ils ouvrirent des écoles ?
- ✓ Quels impacts a l'éducation scolaire colonial sur le vécu des ivoiriens.

1. Les motivations de l'éducation scolaire coloniale

1.1. La source de la scolarisation française

Grâce à l'action de l'Empereur Charlemagne dans le Saint Empire Romain (dont faisait partie la France d'aujourd'hui), l'école en tant qu'institution fut confiée à l'église. Les bénéficiaires étaient les seuls enfants issus de la noblesse. Ce système prit fin lors de la chute de l'Ancien Régime par les effets de la Révolution Française de 1789.

Dès lors la France devint une République le 21 septembre 1792. Les nouvelles autorités prirent la résolution d'élargir l'éducation scolaire à tous les citoyens français quelle que soit leur origine socioéconomique. La condition première était la séparation entre l'instruction et l'organisation de l'école au monde clérical (l'église).

Cette période historique est marquée par la révolution industrielle caractérisée par les inventions technologiques et le travail à l'usine. L'évolution des idées nouvelles et le développement des sciences et techniques aboutissent à une industrialisation de la France. Cette activité dévoreuse de matières premières et de marchés a des contraintes. Il y a lieu de d'atteindre ces deux pans. Les acteurs se tournent vers les terres et peuples vivant hors de l'Europe.

La question occupe les pensées : Comment s'octroyer plus de matières premières pour produire plus tout en accroissant le marché pour écouler les produits

manufacturés. Cette politique de la bicyclette trouva sa solution dans la colonisation.

1.2. Les objectifs de la colonisation française ou expansion européenne

L'industrialisation de l'Europe a entraîné les industriels, les armées, les commerciaux et les politiques vers d'autres continents tels que l'Afrique. Les voyages entrepris par René Caillé, David Livingstone, Gustav Nachtigal furent déterminants pour l'impérialisme européen en Afrique Noire. Cette ruée quelque peu mal organisée suscita des conflits entre les Etats colonisateurs.

Pour juguler cet état de fait, la conférence de Berlin fut organisée à Berlin (novembre 1884-Février 1885) entre les puissances impérialistes : France, Angleterre, Portugal, Espagne, Allemagne. Ce consensus impérialiste entre ces pays marquera la balkanisation de l'Afrique pour leurs intérêts.

A l'issue de cette conférence, deux objectifs majeurs se sont dégagés pour chaque pays :

- ✓ installer sa présence politique, économique et militaire sur de nouveaux territoires,
- ✓ faire table rase des cultures (religion, système éducatif, économique et politique) des peuples rencontrés et soumis.

Forts de cette réalité, qui a l'allure d'une officialisation de l'impérialismes, la France prit possession de grands pans de territoires en Afrique de l'ouest.

Tous ces buts ne pouvaient se réaliser qu'avec des acteurs français bien éduqués et formés dans divers domaines. L'école en devient un moyen institutionnel pour renforcer la politique coloniale. Par elle, les autorités souhaitaient



instruire et éduquer le peuple afin que l'ignorance soit proscrite.

Dans ces contextes historico-socio-économiques, l'éducation scolaire par le biais de la colonisation française fut introduite en Afrique en général et en Côte d'Ivoire en particulier.

1.3. La mise en œuvre de la scolarisation coloniale

Dans la littérature, l'usage de l'école comme moyen la mise en œuvre de la politique coloniale existe. Les caractéristiques de cette éducation occidentales sont mises en exergue.

Pour Hannah Arendt et Paulo Freire, l'école coloniale, de par sa politique de formation de l'Africain à des fins utilitaires peut être considérée comme une machine de violence, un processus de déshumanisation. Cette nouvelle éducation faisait fi de celle qui existait dans les sociétés africaines. Pourtant,

« Comme toutes autres sociétés, l'Afrique noire, contrairement aux prétentions des colonisateurs, avait-elle aussi ses rêves utopiques qu'elle cherchait à réaliser par le biais de l'éducation de ses enfants. »

(Arendt et Freire, 2012, p.45)

Dans le système éducatif en Afrique traditionnelle des pratiques existaient. Il n'existait pas de séparation réelle entre l'éducation en général et l'instruction dans le sens restreint de l'espace scolaire. Ce système informel avait pour but de former des êtres complets. L'accent était mis principalement sur l'acquisition des valeurs morales et spirituelles et sur la responsabilité sociale et communale sans que soit négligée la préparation à la participation politique.

L'éducation au profit de l'enfant et de l'adolescent était transmise par l'intermédiaire des cérémonies, des rituels, de l'imitation, et par des activités pratiques (la pêche, l'agriculture, la chasse et la cuisine). Chaque famille et chaque clan assumait cette fonction éducative grâce à la lague locale.

Le défi majeur de cette éducation traditionnelle étaient les attaques inter claniques et surtout la traite négrière et le trafic des esclaves. Ces événements ont favorisé la désintégration de l'éducation traditionnelle africaine avant la colonisation.

La colonisation et l'introduction d'une école formelle en Afrique a accéléré et scellé cette désintégration de l'éducation africaine. Cette nouvelle école dont les enseignements se déroulent dans la langue du colon véhicule des valeurs occidentales. En conséquence, selon Joseph Ki-zerbo "education lost its functional role in society. Schools were no longer natural organs connected in vital ways to African society" (1990, p. 18).

Ce qui confirme l'idée selon laquelle ,dans l'école coloniale, l'Africain fut conçu comme une matière première qui devait être façonnée conformément à une idée préconçue du conquérant.

Dans ouvrage *Littérature et développement*, Bernard Mouralis identifie quatre étapes dans l'évolution de l'enseignement formel en Afrique au lendemain de l'introduction de la colonisation européenne :

La première période qui alla de 1885 à 1903, fut hasardeuse sans aucune élaboration de politique d'enseignement précise. Les religieux missionnaires chrétiens étaient à l'avant-garde. Ils s'agissaient pour eux d'enseigner l'évangile aux populations locales. La langue



étant une barrière communicative, l'intérêt de l'administration coloniale consistera en la formation d'un petit nombre de moniteurs et d'instituteurs. Ces enseignants du primaire avaient pour mission de promouvoir la langue et la civilisation française chez les masses laborieuses. Au Sénégal à partir de 1855, fut créée "l'École des Otages" par le Gouverneur de l'AOF Faidherbe. Dès cet instant, le système scolaire devint de plus en plus institutionnalisé, et laïque. A partir de 1903, débuta une expansion et une centralisation considérable de l'administration coloniale. Ce fut l'accélération d'une laïcisation intensive du domaine sacré des missionnaires. Ce revirement radical fut déterminé par une exploitation plus hardie.

Entre 1903 et 1944 qui est en fait deuxième période, l'on assista à une « une exploitation plus systématique des richesses naturelles de l'Afrique colonisée, la doctrine et les politiques coloniales sont devenues beaucoup plus précises et cohérentes. » (Mouralis, p. 64).

Le besoin de vulgarisation de l'administration coloniale a engendré la formation d'un nombre croissant de cadres subalternes indigènes pour aider le personnel européen en nombre réduit. Au-delà de la formation des enseignants du primaire, celle des auxiliaires pour remédier au besoin de main d'œuvre devint une urgence. Il fallait fournir en ressources humaines les secteurs de l'industrie, de l'agriculture, de l'administration et de la santé.

Ainsi, les administrateurs coloniaux mirent en place un système pédagogique uniforme dans ses colonies en Afrique occidentale française (AOF) et en Afrique équatoriale française (AEF). Selon Mouralis :

« Le système d'enseignement colonial avait comme objectif capital la création des possibilités et des environnements favorables aux intérêts économiques et politiques de la bourgeoisie européenne. Comme exigence générale le nouveau système mis en place devait fournir une classe subalterne qui était censée servir d'intermédiaire entre le colonisateur et les populations indigènes et présenter la colonisation comme le seul moyen disponible aux peuples africains pour sortir de leur atrophie culturelle et technologique. » (p. 78).

Georges Hardy (inspecteur de l'Enseignement de l'Afrique Occidentale Française.) confirma cela dans son discours en ces termes. Selon lui, l'école n'est rien qu'un instrument que le colonisateur devrait utiliser afin de façonner l'indigène colonisé pour servir son maître et bienfaiteur le colonisateur : Il écrivit que

« Nous imposons à l'école d'étroites obligations. Nous nous efforçons de l'apparenter de plus en plus étroitement aux intentions essentielles de notre œuvre coloniale, de l'enraciner en pleine terre de réalité, de faire de son enseignement tout entier une préparation aux modes d'existence qui nous paraissent désirables pour les indigènes » (2005, p. 350).

De nombreuses écoles furent construites dans plusieurs villes et villages.

Conscients du fait que le système colonial ne devait exclure personne, les décideurs coloniaux ont imposé que les jeunes filles africaines soient scolarisées. Ce qui disloque l'organisation sociale qui faisait de la femme un être de foyer, utile que les tâches ménagères.



1.4. Le destin inédit de la junte féminine dans l'éducation

Il est indéniable qu'« en instruisant un homme, on instruit une personne, mais en instruisant une femme, on instruit, au sein de la cellule humaine qu'est la famille, toute une génération appelée à naître et à évoluer sous sa tutelle et son influence », toute analyse du système d'éducation implique pour être complète, l'examen de la place réservée à l'enseignement féminin.

Avant la Seconde guerre mondiale, le pourcentage de jeunes filles dans les effectifs de l'enseignement en Afrique Noire plafonnait à environ 10% dans les petites classes, 5 à 7% dans les classes de fin d'études primaires ; en ce qui concerne les écoles primaires supérieures et les écoles fédérales (William Ponty). La proportion restait encore faible malgré les efforts de sensibilisation. Après la Seconde guerre mondiale, parallèlement à l'accroissement de l'enseignement féminin a connu une progression.

La justification de cette réalité résiderait dans la prétendue réticence des parents africains à laisser leurs filles fréquenter l'école. A l'après-guerre, une telle conception disparut. de plus on peut remarquer que ce phénomène, dans la mesure où il a persisté, est lié à l'orientation « assimilatrice » de l'enseignement colonial : peut-être, n'était-il en fin de compte qu'une réaction instinctive (dans une certaine mesure salutaire), de défense de la société africaine qui, soit dit en passant, ne semblait point ignorer les incidences et les répercussions, pour l'avenir et les perspectives de l'Afrique Noire, des résultats d'une telle éducation chez les jeunes filles africaines. Comme dans bien d'autres domaines, l'on constate l'attitude classique du colonisateur. En effet, par mépris souverain des peuples

africains, et de son incompréhension des phénomènes sociaux qui se déroulent sous ses yeux, il juge unilatéralement, par rapport à ses propres objectifs, et interprète suivant ses propres intérêts, tel ou tel aspect du comportement des peuples qu'il opprime.

En fait, l'un des freins au développement de l'enseignement féminin a été le progressif affaiblissement des mœurs de la société citadine en Afrique Noire. D'une part, du fait justement du retard important de l'enseignement féminin, un grand nombre de fonctionnaires « évolués » vivant en majorité dans les agglomérations citadines n'ont pas pu ou ne peuvent pas trouver à se marier à des jeunes filles répondant à leurs aspirations.

1.5. La scolarisation de la Côte d'Ivoire coloniale

L'instauration de l'éducation scolaire en terre ivoirienne est l'oeuvre du français Arthur Verdier (1835-1898). Dans le contexte colonial, ce négociant "installa en 1871 à Assinie en se consacrant, se voua à l'agriculture "le seul gardien du pavillon français",.Ainsi, en 1880, il obtint à titre gracieux du roi (Amon N'Douffou II) le droit de cultiver du café à Elima, près de la lagune Aby, face à Adiaké. '

Pour la promotion de l'alphabétisation des employés (hommes et femmes) travaillant dans ses plantations, Verdier créa une école, à Elima. Les cours ont effectivement débuté en 1882. Vu le succès de ce projet, les autorités françaises reconnurent l'école d'Elima et y affectèrent à la demande de Verdier, un enseignant français de formation en 1887, Fritz Emile Jeand'heur, (en provenance d'Algérie).

Le système fut calqué sur celui de la France. La conviction que l'éducation française est un puissant moyen conduit à une politique hardie. En effet,



‘ « l’éducation est officielle et structurée comme en France, du cours préparatoire première année au cours moyen deuxième année. Elle fonctionnera pendant trois ans avant d’être transférée en 1890 à Assinie par Marcel Treich-Laplène, le nouveau résident de France. Le 1^{er} février 1893, le premier rapport d’inspection de l’administration affirme avec une pointe de satisfaction que car l’école fonctionne régulièrement. Elle compte 35 élèves inscrits.

De 1893 à 1896, Binger, le premier Gouverneur de la colonie développe des écoles laïques tenues par des instituteurs français et des moniteurs locaux. Aussi, pour organiser l’enseignement en Côte d’Ivoire, Binger fait-il appel à la Société missionnaire africaine de Lyon (SMAL) à laquelle « (...) Rome avait confié la préfecture apostolique de Côte d’Ivoire.

En janvier 1895, les pionniers de l’éducation catholique débarquent à Grand-Bassam et commencent à enseigner. Les missionnaires s’implantent à Bonoua et Assinie en 1897 et, en 1898, à Jacqueville. Une convention signée avec l’Administration coloniale assure protection et salaires aux missionnaires. Les ouvertures d’écoles se multiplient. Les missionnaires catholiques agissaient dans les colonies sous la supervision de leur hiérarchie qui coordonnait les activités à travers le monde. Des conventions définissaient les rapports entre les missionnaires avec les forces en présence. Elles indiquaient les devoirs des missions catholiques qui étaient globalement chargées d’introduire la foi parmi les peuples autochtones. Elles engageaient les États à protéger les missionnaires qui

avaient par ailleurs obligation d'enseigner exclusivement dans la langue officielle du colonisateur »

Pour les uns, l'école aurait été l'un des nobles effets de la générosité coloniale, elle aurait apporté la civilisation occidentale aux peuples colonisés. Cette école, formant une élite, aurait été le vecteur de l'entrée dans la modernité.

2. L'impact de l'éducation coloniale sur le vécu des Ivoiriens

2.1. Le vécu culturel insufflé par l'éducation coloniale

L'éducation est la transmission par un peuple de sa civilisation d'une génération à une autre. Elle est un moyen pour instaurer la vision de la colonisation française. Selon Genty de Bussy,

« la France a[vait] pris pour auxiliaire de sa marche le plus puissant moyen de civilisation, l'instruction, elle se devait de pacifier, d'éclairer ces contrées d'y répandre à nouveau les bienfaits de la science [...] d'accorder tous ses efforts à l'agriculture et ainsi d'opérer dans le pays cette révolution morale et matérielle qui lui incombait » (1835 : 466-479)

L'école était chargée d'une mission civilisatrice. Selon Genty de Bussy, « il convenait de leur apporter cette nourriture intellectuelle que rend indispensable, dans tous les étages de la vie, l'état avancé de notre civilisation. » (1835, t. 1, p. 469) Les rites traditionnels sont abandonnés au profit des habitudes françaises. Les habitudes alimentaires des classes moyennes et supérieures se renouvellent : Les appareils électroménagers participent à cette réalité. Des pratiques adoptées par les Ivoiriens comme l'usage de la langue française, l'habillement à l'occidentale, l'éducation



des populations impactent leur mode culturel. Ce qui les fait paraître plus proches de la civilisation française.

Les rites culturels trouvés par les colons sont jugés sauvage par ceux-ci. Les symboles culturels tels que les masques subirent toutes sortes d'aventures. Une seule idée leur était attribuée : pour le colon les masques étaient juste des objets de décoration ; ils furent soit détruits lors des luttes anti coloniales ou transportés dans des musées français. Ils perdent de leur valeur. Cas du tambour Atchan qui fut transporté en France par l'administration coloniale. Les danses, les musiques françaises et occidentales concurrence celles du terroir. Le Jazz, le blouse par exemple sont des danses et musiques prisées par les colonisés. De nos jours, la jeunesse qualifie ces danses ivoiriennes de folkloriques. Les musiques ivoiriennes ont été modernisées.

2.2. Les conséquences liées aux croyances religieuses

L'Afrique poste coloniale connaissait deux religions majeurs l'Islam et l'animisme. Les Africains avaient leurs moyens spirituels pour entrer en contact avec un être Supra, créateur de l'Humain. Les colons se sont attelés à les combattre pour asseoir leur politique d'assimilation. Les écoles à base chrétiennes étaient subventionnées par l'économie coloniale. Dans le succès social, l'on sublimait ceux qui ont pu se socialiser grâce à l'éducation occidentale. En outre, la société ivoirienne connut la christianisation par l'action des missionnaires. Dans chaque région existe une école missionnaire. Comme l'écrit Mouralis,

« l'enseignement était essentiellement le domaine des missionnaires chrétiens qui, largement indépendants de l'administration coloniale, s'intéressaient à la formation des prêtres. Les

missionnaires ont instauré une instruction religieuse nécessaire à la moralisation de la société. » (1984, p. 59).

Les rituels ancestraux y sont si diabolisés que le colonisé se détourne d'elles et adopte le christianisme. Cette religion importée change les mœurs. Les dimanches sont réservés à des cultes chrétiens dans plusieurs villes et hameaux. Des pèlerinages dans des lieux saints chrétiens sont entrepris par les Ivoiriens chaque année à coups de milliards.

La construction d'une nouvelle identité religieuse. Des religions africaines à obédience christianisme apparurent : le christianisme céleste ; l'Harrisme. Dans cette galaxie, les religions purement africaines sont victimes. Elles sont taxées de paganisme, d'animisme. Selon Jean Marie Adiaffi (1999), la religion africaine n'est pas polythéiste comme le pensent les autres, mais monothéiste. Cette idée de polythéisme entre dans la politique des Européens et notamment des missionnaires, de dénigrer et de détruire les valeurs africaines dont la religion africaine. L'œuvre des missionnaires chrétiens de l'époque coloniale s'est pérennisée. Les vellétés d'autonomie religieuse ont conservé des vestiges chrétiens. En outre, les religions dites animistes que défendent des acteurs tels que Adiaffi, sont continuellement qualifiées d'idolâtrie donc diabolique.

2.3. La langue de communication usuelle entre les Ivoiriens

Le français devient la seule langue de communication. Dans l'administration coloniale et à l'école seule cette langue avait droit de citer. Dans le système éducatif fut instauré le symbole. Un d'archétype composé de coquille d'escargot que l'on posait au cou de l'élève qui était surpris en train de



communiquer dans sa langue africaine. Langue d'ailleurs est classée comme dialecte, ethnies patoises.

Senghor s'oppose à cette pratique quand il affirme qu'il ne saurait y avoir de culture pour les jeunes hommes et jeunes filles d'Outre- Mer, même et surtout pour les membres de l'élite s'ils ne sont instruits de leur propre civilisation : de leur langue, de leur philosophie, de leur art. La théorie de la "table rase" du Nègre est un non-sens : l'enseignement Outre-mer qui ignore les civilisations autochtones, est un contresens (94).

Malgré les reformes apportées au système après la conférence de Brazzaville de 1944, l'école coloniale en Afrique se montrait incapable de rejeter la politique d'assimilation favorisée par l'ensemble de l'entreprise coloniale. De nos jours de nombreux ivoiriens n'ont Le français comme langue maternelle. Les médias d'Etat n'offrent que quelques minutes par moment aux langues locales. C'est en l'occurrence grâce à l'émission *nouvelles du pays* que certains découvrent que leur propre langue existe.

2.4. Les pratiques économiques dans la société dite moderne

L'école apparut en effet comme l'auxiliaire des objectifs économiques de la colonisation. Le travail forcé fut instauré pour la production des matières agricoles et minérales.

'impôt de capitation s'y est invité. Désormais chaque citoyen est contribuable doit pour cela verser un montant de sa richesse en numéraires dans les caisses de l'Etat. Dans cette division des tâches, les colons s'adonneraient aux activités industrielles et laisseraient les activités agricoles aux mains des populations locales. Dans tous les cas, la force

physique de celles-ci était sollicitée à vil prix. L'école permit de forces des auxiliaires coloniaux. Ce sont des colonisés qui ont su lire et écrire. Ils accompagnaient les colons au quotidien en qualité de commis.

Une grande part de la population s'adonne à la production de cultures agricoles de rentes pour leur commercialisation vers la métropole. Ainsi le cacao, le café, le palmier à huile qui fut attrayant pour la colonisation continuent d'être des sources de revenus aussi bien pour l'Etat ivoirien que pour les populations qui s'adonnent à ces cultures.

La grande innovation est l'introduction de la monnaie dans les transactions entre les peuples colonisés. Le franc CFA en est un exemple palpable. Cette monnaie dont la source remonte depuis les années 1946, est utilisée dans les ex colonies. Mais les idéologies, les circuits de rentabilité et même la source de fabrication restent intacts.

3. La nouvelle organisation politique

3.1. Les instances politiques modernes

Le cercle est une région géographique plus vaste instauré. Les régions furent érigées en cantons. Ceux-ci sont généralement des populations dispersées géographiquement mais ayant certaines similitudes. Dans tous les cas, cette répartition était réservée au pouvoir discrétionnaire du pouvoir colonial. Toute opposition ou révolte contre tout découpage était matée.

Le pédagogue Paulo Freire, analyse de la conquête et l'endoctrinement culturel. Il affirme que « [t]out acte de conquête suppose un sujet qui conquiert et un objet conquis. Le sujet conquérant impose ses vues à l'objet



conquis qui devient par là une chose dans les mains du conquérant. » (2012 :13)

De ces vues les modes de désignations sont apparus avec des termes nouveaux. Les rois, chefs traditionnelles sont restés des collaborateurs externes à la structure étatiques. Ils sont confinés à leur sphère de considération où ils ont à peine des pouvoirs de police ou de L'instance suprême est le président de la République qui a pouvoir national sur le territoire. Au niveau local, agissent ses représentants (préfets, sous-préfets) . Le pouvoir est déconcentré pour être plus proche des populations.

3.2. Les modes de désignation des détenteurs du pouvoir

Le pouvoir colonial s'impliquait dans le mode de désignation des chefs locaux. Les structures et les modes précoloniaux étaient moins acceptés par les administrateurs coloniaux. Le legs de pouvoir par héritage n'entraînait pas dans le canon des valeurs de la France républicaine. Ils préféraient nommer ou collaborer avec ceux qui adhéraient à la colonisation, en sommes des chefs soumis.

Les populations colonisées furent convaincues de gré ou de force que leur salut, leur destin se trouve dans l'éducation scolaire française. Différents acquis africains ont de ce fait subi des métamorphoses : La racine politique africaine et multiséculaire de gouvernance des tribus ou clans se métamorphose sous le joug colonial. Désormais ne peut diriger le peuple qui veut. En effet

« les chefs locaux sont désinvestis de leurs fonctions, pour être remplacés par une nouvelle élite formée sur les bancs de l'école française. **un système très élitiste et sélectif** est mis en place où la récompense de

l'éducation est l'accès à des postes dans l'administration. » (Desel, p.2013)

Des notions tels que présidents, députés, ministres enrichirent le vocabulaire des populations. Le vote s'instaura surtout vers 1944 après la conférence de Brazzaville. Les élus sont des politiciens formés à l'école coloniale. Tous les pères des indépendances sont des diplômés de cette école coloniale. Les chefs traditionnels sont des intellectuels ou d'anciens fonctionnaires.

Ces pratiques de vote ont court de nos jours avec le sceau du terme démocratie. Chaque cinq ans selon des normes occidentales sont élus les tentateurs des pouvoirs. Le président de la République, les Députés, les maires sont élus. Des pratiques et des termes inconnus dans l'Arique précoloniale.

Conclusion

Notre étude visait à mettre en relation l'éducation coloniale et le vécu des Ivoiriens. La psychologie de l'éducation s'y invite. Il s'agit de mieux comprendre l'empan cognitif et conatif de cette éducation sur le vécu de ceux à qui elle s'adresse.

La base théorique est le socioconstructivisme social. Cette théorie qui prône l'importance des facteurs sociaux et culturels dans la construction et des représentations de l'individu est pertinente. De par le discours de Jules Ferry, les colons ont d'une part crée des représentations et des stéréotypes sur les cultures en présences. La culture française était sublimée. L'éducation coloniale fut le vecteur



pour consolider cette approche coloniale fondée sur une mission civilisatrice.

Le parcours nous révèle que cette éducation occidentale instaurée par la France coloniale reste une tache indélébile pour le destin du peuple ivoirien. Justement, c'est à cette fin que les colons souhaitaient y parvenir. Selon Genty de Bussy,

« la France a[vait] pris pour auxiliaire de sa marche le plus puissant moyen de civilisation, l'instruction », elle se devait de « pacifier, d'éclairer ces contrées d'y répandre à nouveau les bienfaits de la science [...] », d'accorder tous ses efforts à l'agriculture et ainsi d'opérer dans le pays « cette révolution morale et matérielle qui lui incombait » (1835, p.466)

L'œuvre civilisatrice par l'éducation coloniale est un héréditaire pour le vécu des Ivoiriens. Le but est une imitation de la vie occidentale plus précisément française. Les facultés intellectuelles et comportementales des Ivoiriens en sont impactées dans tous les domaines de la vie active.

L'éducation occidentale est devenue un impératif. Chaque famille y inscrit son enfant. L'Etat a légiféré pour en faire une obligation, selon le terme de la scolarisation obligatoire.

Les langues nationales sont confinées au risque de disparaître. Cette situation dénote la perte de culture par une grande majorité de la population ivoirienne. En réalité dans la vision coloniale,

« L'enseignement se propose avant tout de répandre dans la masse la langue française afin de fixer la nationalité. Il doit tendre ensuite à doter l'indigène d'un minimum de connaissances générales mais indispensables, afin de lui assurer des conditions

matérielles d'existence meilleures, d'ouvrir son esprit à la culture française, à la civilisation occidentale ».
(Merlin, 1921,p.34)

De façon officielle il est annoncé que - « Le contenu de nos programmes n'est pas une simple affaire pédagogique. L'élève est un moyen de la politique indigène. » (Circulaire n° 107, 1933.)

L'histoire coloniale laisse des traces indélébiles chez le peuple colonisé. Les structures éducatives sont conservées par les autorités ivoiriennes malgré l'acquisition de l'indépendance. Par exemple, les langues ivoiriennes sont exclues des curricula scolaires. Le français est resté langue d'enseignement. Cette continuité s'est affirmée dans presque tous les domaines : les vêtements officiels (cravate et vestes), les logements (ciment, toiture métallique), pratiques fêtes religieuses chrétiennes (décrétées jours fériés) etc.

La psychologie est dominée par l'acceptation du modernisme. Selon Bandura, les individus apprennent en observant des modèles et en évaluant les conséquences de leurs actions. Effectivement, ceux qui ont fait preuve de l'assimilation de cette éducation occupent les beaux rôles dans la société. Les décideurs politiques et les grands fonctionnaires y sont valorisés.

Les Ivoiriens ont-ils compris que le modernisme véhiculé par la colonisation offre le bonheur ?

Toutefois, Comme le dit Senghor « la culture et la civilisation à transmettre dans les écoles d'une société donnée ne doivent pas être une transplantation artificielle de l'extérieur. » (1966,42)



Il incombe aux Ivoiriens de faire la synthèse. Ce qui consiste à puiser dans la culture occidentale ce qui est constructif et positif sans oublier la leur.

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Réflexions sur l'encadrement des projets innovants en Lettres et Langues étrangères : bilan de l'application de l'arrêté n°1275

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Résumé :

Cet article analyse la faisabilité des projets innovants dans le domaine des Lettres et Langues étrangères, dans le cadre de l'Arrêté n °1275 en Algérie. Il explore les défis spécifiques rencontrés par ces projets, souvent moins soutenus que ceux des sciences et techniques. L'étude met en évidence les leviers nécessaires pour leur succès, tels que la formation des porteurs de projets et un meilleur accompagnement. L'article souligne l'importance de renforcer l'innovation dans ce secteur, en s'appuyant sur des approches interdisciplinaire et structurée. Enfin, il évalue l'impact socio-économique des projets innovants pour la région.

Mots-clés : *Domaine des lettres et des langues étrangères, projet innovant, Start-up, arrêté ministériel n ° 1275, entrepreneuriat.*

Reflections on the Supervision of Innovative Projects in Letters and Foreign Languages: Assessment of the Implementation of Decree 1275

Abstract:

This article analyzes the feasibility of innovative projects in the field of Letters and Foreign Languages, within the framework of Decree 1275 at the University of Algeria. It explores the specific challenges faced by these projects, which are

often less supported than those in scientific and technical fields. The study highlights key factors for their success, such as the training of project leaders and improved support. The article emphasizes the importance of strengthening innovation in this sector through an interdisciplinary and structured approach. Finally, it assesses the socio-economic impact of innovative projects on the region.

Keywords: *Field of Letters and Foreign Languages, Innovative Project, Start-up, Ministerial Decree No. 1275, Entrepreneurship.*



Introduction

L'initiative ministérielle, incarnée par l'arrêté n° 1275 du 27 septembre 2022, marque une étape clé dans la modernisation du système éducatif algérien, visant à adapter les universités aux défis de l'économie de demain. Dans un contexte où les disciplines scientifiques et techniques occupent souvent le devant de la scène, l'objectif est également de revaloriser des domaines comme les lettres et les langues, souvent perçus comme moins orientés vers l'innovation et le développement économique. Cette initiative s'appuie sur la conviction que l'innovation est un moteur indispensable de croissance, non seulement sur le plan académique, mais aussi dans la dynamique économique du pays.

L'objectif principal de cette réforme est d'établir une passerelle entre le monde académique et le monde économique, en transformant des recherches et idées innovantes en projets concrets pouvant participer activement à la vie économique. Dans ce cadre, l'accent est mis sur la collaboration entre l'éducation, la recherche et l'industrie, afin de favoriser l'employabilité des jeunes diplômés et de stimuler l'entrepreneuriat, y compris dans des domaines moins prisés, comme celui des lettres et des langues. La vision du Ministère est claire : les universités algériennes doivent se réinventer en tant que moteurs d'innovation dans tous les secteurs, y compris dans des champs disciplinaires traditionnellement considérés comme moins porteurs d'opportunités économiques.

Cette démarche soulève toutefois plusieurs questions essentielles. Comment l'initiative a-t-elle été mise en œuvre

dans un domaine comme celui des lettres et des langues, où les projets innovants sont souvent moins soutenus par rapport aux disciplines scientifiques et techniques ? Comment les projets innovants peuvent-ils être efficacement encadrés et soutenus pour répondre aux besoins éducatifs et socio-économiques spécifiques de la région ? Quels sont les leviers et les défis dans l'encadrement de ces projets ?

Cet article s'intéresse précisément à cette question en présentant plusieurs projets innovants soutenus à l'Université de Mascara, dans le domaine des lettres et des langues. À travers l'analyse de ces projets, nous chercherons à identifier les défis spécifiques rencontrés par ces disciplines dans le cadre de l'initiative 1275, tout en explorant les leviers de réussite et les opportunités qu'ils peuvent offrir pour un avenir plus intégré et plus tourné vers l'innovation économique.

1. Objectifs et Politique de l'État à Travers l'Arrêté n° 1275

L'initiative ministérielle n° 1275 du 27 septembre 2022 représente une avancée majeure dans la politique de modernisation du système universitaire algérien, incarnant la volonté de l'État d'adapter les universités aux défis et exigences de l'économie contemporaine. Cette réforme s'inscrit dans un projet ambitieux, dont l'objectif est de créer des ponts solides entre les savoirs académiques et les besoins immédiats et futurs du secteur économique. Le Ministère de l'Enseignement supérieur et de la Recherche scientifique reconnaît que l'innovation est au cœur de cette dynamique et que le développement d'un environnement propice à la recherche et à l'innovation dans les universités est crucial pour le développement du pays.



L'Arrêté n° 1275 met donc l'accent sur la valorisation des projets académiques, en transformant les idées et les recherches des étudiants et chercheurs en produits ou services concrets et durables. L'objectif principal est de faire en sorte que les projets innovants issus de l'université soient non seulement des réponses aux enjeux académiques, mais qu'ils trouvent aussi leur place dans le tissu économique national, voire international. Cette démarche permet ainsi de contribuer activement à la transition économique du pays en favorisant une meilleure adéquation entre la formation universitaire et le monde des affaires.

Le Ministère œuvre également pour rapprocher les deux mondes que sont l'université et l'entreprise, dans une optique de renforcement de l'employabilité des étudiants. En permettant une intégration accrue des étudiants dans des projets collaboratifs, l'État cherche à doter les jeunes diplômés de compétences pratiques et d'une culture entrepreneuriale, à même de répondre aux défis de l'économie de demain. Le but est d'encourager l'entrepreneuriat et de soutenir les jeunes chercheurs dans la création d'entreprises innovantes.

Cette initiative rejoint un objectif plus large de développement du secteur de l'enseignement supérieur, dans lequel la collaboration entre les secteurs de l'éducation, de la recherche et de l'industrie est considérée comme un facteur clé pour renforcer l'impact social et économique de l'enseignement supérieur. Dans ce cadre, l'université se voit attribuer un rôle d'acteur central dans le développement de solutions innovantes qui répondent aux besoins du marché, qu'il soit national ou international. Il devient ainsi un véritable laboratoire de l'innovation, où la recherche

scientifique et l'innovation technologique sont mises au service du développement socio-économique.

Il est cependant crucial de noter que certains domaines, comme les Lettres et les Langues, traditionnellement perçus comme moins porteurs sur le plan économique comparativement aux disciplines scientifiques et techniques, bénéficient également de cette initiative. L'Arrêté 1275 s'efforce de rééquilibrer cette situation en reconnaissant la pertinence et le potentiel de ces disciplines dans l'innovation, notamment en matière de culture, de communication, et d'interactions entre différents secteurs économiques. L'objectif est ainsi d'intégrer pleinement ces domaines dans la dynamique de modernisation et de transformation de l'université, afin qu'ils jouent un rôle actif dans la réponse aux besoins économiques et sociaux actuels. Ce changement de perspective ouvre de nouvelles opportunités pour les étudiants et chercheurs dans ces disciplines, et leur permet de se positionner comme acteurs clés du développement innovant du pays.

2. Explication de l'arrêté ministériel n° 1275 du 27 septembre 2022

L'arrêté ministériel n° 1275 du 27 septembre 2022 a pour objectif de définir les modalités d'élaboration d'un projet de mémoire de fin d'études, dans le cadre de la création d'une start-up par les étudiants des établissements d'enseignement supérieur. Cet arrêté vise à promouvoir l'esprit entrepreneurial et l'innovation parmi les étudiants, en leur offrant un cadre structuré pour la création d'entreprises génératrices de richesse et d'emplois. Il se décline en plusieurs dispositions définissant les principes et les modalités de ce dispositif.



L'article 1 de l'arrêté précise que cet arrêté fixe les modalités d'élaboration d'un projet de mémoire de fin d'études, ayant pour objectif la création d'une start-up. Ce mémoire est conçu comme une étape essentielle dans la formation des étudiants en vue de l'obtention de leur diplôme universitaire.

L'article 2 souligne que l'objectif fondamental de ce projet de mémoire est de former une génération d'étudiants entrepreneurs capables de se tourner vers des activités entrepreneuriales innovantes. Ces projets de start-up doivent être basés sur les principes de l'innovation et de la technologie, dans le but de proposer des solutions techniques, technologiques ou numériques au service des entreprises, qu'elles soient existantes ou nouvelles. L'accent est mis sur l'innovation comme levier pour répondre aux défis économiques contemporains.

L'article 3 stipule que les étudiants inscrits à ce programme bénéficient d'une formation spécifique pour élaborer un business plan. Ce programme vise à les préparer à rédiger un mémoire de fin d'études qui pourra se transformer en projet de start-up. Cette formation est essentielle pour assurer que les étudiants disposent des compétences nécessaires pour développer un projet viable et durable.

L'article 4 indique que tous les étudiants en dernière année de licence, master ou doctorat dans des disciplines variées, telles que l'ingénierie, l'architecture, les sciences vétérinaires, ainsi que d'autres spécialités, peuvent participer à la préparation d'un projet de mémoire de fin d'études en vue de la création d'une start-up.

L'article 5 précise que les étudiants inscrits à ce dispositif suivent une formation centrée sur le modèle d'affaires. Cela inclut des connaissances essentielles pour développer une entreprise, telles que la gestion financière, le marketing, la stratégie de développement, et d'autres compétences cruciales pour la réussite d'une start-up.

L'article 6 mentionne que tout étudiant porteur d'une idée susceptible d'évoluer en start-up peut bénéficier de l'accompagnement de l'incubateur d'entreprises de son établissement universitaire. Cet accompagnement vise à fournir aux étudiants les ressources nécessaires pour transformer leur idée en un projet concret et viable, tout en les guidant tout au long de la préparation de leur mémoire.

L'article 7 évoque la possibilité pour les étudiants de former des équipes de travail composées de 2 à 6 membres issus de différentes spécialités et facultés. Cette approche collaborative permet de favoriser la diversité des idées et compétences, essentielle pour la création d'une start-up innovante.

L'article 8 précise que le projet de mémoire doit prendre la forme d'une "idée de start-up". Les étudiants ne doivent pas seulement rédiger un mémoire académique, mais aussi conceptualiser et élaborer une idée innovante qui pourrait se développer en une start-up viable.

L'article 9 impose que les étudiants présentent leur projet devant un comité scientifique et des experts dans leur domaine, comprenant le superviseur du projet, un membre de l'incubateur d'entreprises ou de la maison de l'entrepreneuriat, ainsi qu'un représentant des partenaires économiques et sociaux. À la suite de cette présentation, les étudiants obtiennent leur diplôme universitaire ainsi qu'un



diplôme spécifique de start-up, visant à les qualifier comme porteurs de projets innovants.

L'article 10 mentionne que les projets les plus remarquables sont inscrits dans un concours national des meilleures start-ups. Les projets primés bénéficient d'un soutien financier de la part du ministère de l'Enseignement Supérieur et de la Recherche Scientifique, ainsi que de partenaires économiques et sociaux, favorisant ainsi la concrétisation de ces projets.

Cet arrêté constitue un cadre structuré et encourageant pour les étudiants souhaitant transformer une idée en start-up. En facilitant l'accompagnement, la formation, et l'accès à des ressources nécessaires à la création d'une entreprise, il contribue à la valorisation de l'innovation au sein des universités et à la transition vers une économie numérique et entrepreneuriale.

3. Explication de l'arrêté n° 008 du 23 février 2025 modifiant l'arrête n°1275

L'arrêté n° 008 du 23 février 2025 modifie et précise les dispositions de l'arrêté n° 1275 du 27 septembre 2022 qui régit l'élaboration du projet de mémoire de fin d'études en vue de la création d'une entreprise par les étudiants des établissements d'enseignement supérieur. Cette modification vise à élargir le cadre et à renforcer les modalités d'accompagnement et de formation des étudiants désireux de se lancer dans l'entrepreneuriat à travers la création d'entreprises économiques innovantes. L'objectif reste le même : développer l'esprit entrepreneurial et favoriser la création de start-ups et autres formes d'entreprises génératrices de richesse et d'emplois.

L'article 1 modifié redéfinit l'objet du projet de mémoire. Ainsi, au lieu de se limiter à la création d'une start-up, le projet de fin d'études se voit élargi à la création d'une entreprise économique en général. Cette modification permet de couvrir une gamme plus large d'initiatives entrepreneuriales, incluant non seulement des start-ups, mais aussi d'autres formes d'entreprises économiques innovantes.

L'objectif du mémoire est désormais précisé comme étant de créer une génération d'étudiants entrepreneurs ayant la volonté et la capacité de s'orienter vers l'entrepreneuriat. Il met également en avant l'aspect d'innovation dans la création d'entreprises économiques, qu'elles soient des start-ups, des spin-offs ou d'autres formes d'entreprises économiques génératrices de richesse et d'emplois.

L'article 3 modifié présente deux formules pour l'élaboration du mémoire : une première formule qui comprend deux parties, une théorique et une pratique, sous forme de modèle commercial ou de fiche technique et économique d'un projet d'entreprise ; et une deuxième formule entièrement pratique, consistant uniquement en un modèle commercial ou une fiche technique et économique du projet d'entreprise. Cette approche offre plus de flexibilité aux étudiants en fonction de la nature de leur projet, leur permettant ainsi de choisir la formule la plus adaptée à leurs idées entrepreneuriales.

L'article 5 révisé insiste sur la formation complémentaire que les étudiants doivent recevoir. Celle-ci comprend des ateliers pratiques portant sur des aspects essentiels de la création d'une entreprise, tels que l'élaboration de modèles d'affaires, le marketing, la gestion, la comptabilité, la



finance, ainsi que des formations spécialisées en fonction de la nature des idées innovantes.

L'article 6 modifié étend le dispositif d'accompagnement aux étudiants étrangers inscrits dans des établissements d'enseignement supérieur algériens. Ces étudiants, en dernière année de leur parcours académique, peuvent bénéficier d'un accompagnement par les interfaces universitaires (incubateur d'entreprises, centres de développement de l'entrepreneuriat, centres de soutien technologique et à l'innovation), afin de les aider à concrétiser leur projet de création d'une entreprise économique.

L'article 8 introduit une nouvelle structure au sein des établissements d'enseignement supérieur : la Cellule d'Orientation. Cette cellule a pour mission d'orienter les étudiants porteurs d'idées et de projets économiques vers l'interface universitaire la plus appropriée pour les accompagner dans la création de leur entreprise. Elle est composée de plusieurs responsables et directeurs, notamment ceux des incubateurs d'entreprises et des centres de développement technologique et à l'innovation. Cette nouvelle structure vise à renforcer l'accompagnement des étudiants tout au long de leur démarche entrepreneuriale.

L'article 9 stipule que les étudiants qui préparent un mémoire sur la création d'une entreprise économique obtiennent, après présentation et discussion de leur projet devant un comité d'experts spécialisés, un diplôme universitaire ainsi qu'un certificat attestant de leur projet de création d'entreprise économique. Ce certificat est un outil valorisant pour les étudiants, leur permettant de légitimer leur projet auprès des partenaires économiques et sociaux.

L'arrêté modifie également la terminologie employée dans l'arrêté précédent. Le terme "start-up", présent dans plusieurs articles de l'arrêté n° 1275, est remplacé par "projet de création d'une entreprise économique", afin de refléter l'élargissement du champ des projets entrepreneuriaux visés par cette initiative.

L'arrêté n° 008 du 23 février 2025 vise à améliorer et à préciser les modalités de création d'entreprises par les étudiants en fin de parcours académique. Il permet une plus grande souplesse dans l'élaboration du mémoire de fin d'études, tout en renforçant le dispositif de formation et d'accompagnement des étudiants. Cette modification contribue à la dynamisation de l'entrepreneuriat et à l'accompagnement des projets innovants dans les établissements d'enseignement supérieur en Algérie.

4. Mécanismes d'application de l'arrêté ministériel n°1275

L'arrêté ministériel n° 1275 vise à stimuler l'innovation et l'entrepreneuriat au sein des universités algériennes. Il repose sur plusieurs mécanismes visant à intégrer les projets innovants dans les programmes académiques tout en répondant aux besoins du marché. L'objectif est de favoriser la transition des projets académiques vers des projets concrets, tout en stimulant l'économie locale et nationale.

Les projets sont souvent menés par des équipes multidisciplinaires composées d'étudiants de différents horizons (sciences, gestion, lettres, etc.), ce qui favorise la diversité des approches et l'innovation. Chaque projet doit inclure un Business Model Canvas (BMC) et une fiche technique, permettant aux étudiants d'intégrer les aspects pratiques de la création d'entreprise. À la fin de l'année académique, les étudiants présentent un mémoire détaillant



leur travail, les obstacles rencontrés, et l'analyse du potentiel commercial du projet.

L'encadrement est un élément clé, avec un accompagnement par un ou plusieurs encadrants spécialisés, selon les besoins du projet. L'évaluation se fait à la fois de manière continue et finale, à travers une soutenance devant un jury composé d'experts académiques et professionnels. L'objectif est d'évaluer la faisabilité, la créativité, et l'impact économique des projets.

Pour soutenir ces initiatives, un financement est prévu, notamment par des partenariats avec des institutions financières et des agences de soutien à l'entrepreneuriat. Ce financement peut couvrir diverses dépenses liées à la recherche, au prototypage, et aux études de marché. En parallèle, des espaces dédiés à l'innovation sont aménagés dans les universités, offrant des équipements modernes pour la création de prototypes et la collaboration entre étudiants et entreprises locales.

La protection des idées est également une priorité, avec la mise en place de Centres d'Accompagnement à la Technologie et à l'Innovation (CATI). Ces centres aident les étudiants à protéger leur propriété intellectuelle et à accéder à des outils de prototypage avancés, comme des imprimantes 3D ou des logiciels de modélisation. Ce soutien technologique et juridique permet aux étudiants de transformer leurs idées en projets concrets et commercialisables.

Ainsi, l'arrêté 1275 transforme les universités algériennes en incubateurs d'innovation, en facilitant la collaboration entre les étudiants, les entreprises, et les institutions

financières, tout en protégeant les droits des créateurs et en soutenant le prototypage des idées.

5. Comment élaborer un projet de diplôme/startup dans le cadre de l'Arrêté Ministériel n°1275

Le Ministère de l'Enseignement Supérieur et de la Recherche Scientifique (MESRS) en Algérie a conçu ce guide afin d'accompagner les étudiants porteurs de projets innovants dans le cadre de l'Arrêté Ministériel n°1275. Ce document a pour but de simplifier la conception et la rédaction des projets de diplôme ou de startup en offrant une structure bien définie et des explications détaillées pour chaque étape du processus. Un exemple illustratif est fourni, celui d'une unité de production de jus naturel à base de plantes médicinales, ce qui permet de mieux comprendre les différentes étapes du projet.

Le guide est structuré autour de six axes principaux pour accompagner la rédaction et la présentation d'un projet innovant, avec un focus particulier sur l'application de l'Arrêté Ministériel n°1275. Le premier axe, Présentation du projet, détaille les étapes de conception, en mettant l'accent sur l'idée du projet, les objectifs à atteindre, et la constitution de l'équipe de travail. Il est crucial de définir le domaine d'activité, les acteurs impliqués, et les valeurs proposées, comme l'innovation, la performance et la durabilité.

Le deuxième axe, Aspects innovants, invite à identifier les innovations introduites, que ce soit en termes de nouveaux processus ou de technologies spécifiques, tout en valorisant des approches durables comme l'utilisation des déchets de production.

Dans le Plan de production et d'organisation, l'accent est mis sur les différentes étapes de production et l'organisation



du projet. Chaque phase doit être clairement définie pour garantir une gestion fluide. L'approvisionnement en matières premières, la création d'emplois, et l'identification des partenaires clés sont aussi des éléments essentiels à prendre en compte.

Le Plan financier traite de la gestion des coûts, des prévisions financières, et de la gestion de la trésorerie. Une estimation précise des coûts et des prévisions financières sous différents scénarios est nécessaire pour évaluer la viabilité à long terme du projet.

Enfin, le Prototype expérimental aborde la présentation du prototype, qu'il soit tangible ou numérique, et guide les étudiants dans la création d'un modèle fonctionnel de leur projet. Le guide constitue un outil précieux pour les étudiants souhaitant développer un projet innovant en lien avec l'Arrêté n° 1275, en offrant une structure détaillée et des exemples concrets pour chaque étape du processus.

6. Présentation de projets innovants soutenus à l'Université de Mascara

6.1 E-Learn Pro

Le projet E-Learn Pro est une initiative innovante visant à créer un centre de formation à distance, conçu pour répondre aux besoins éducatifs diversifiés de la population de la wilaya de Mascara, en Algérie. Ce projet s'inscrit dans un contexte où les contraintes de temps, les barrières géographiques et les besoins spécifiques de certaines populations, comme les personnes sourdes, malentendantes et non-voyantes, limitent l'accès à une éducation de qualité. E-Learn Pro propose une solution flexible et inclusive, en utilisant les technologies modernes pour offrir des

formations accessibles à tous, quel que soit leur lieu de résidence ou leurs contraintes personnelles.

6.1.1 Objectifs et innovations

L'objectif principal d'E-Learn Pro est de fournir une plateforme d'apprentissage en ligne qui transcende les barrières traditionnelles de l'éducation. Le projet vise à offrir des cours dans divers domaines, tels que les langues, les sciences, les mathématiques, les arts et la technologie, tout en intégrant des fonctionnalités adaptées aux besoins spécifiques des apprenants sourds-muets et non-voyants. Par exemple, la plateforme propose des cours en langue des signes, des sous-titres pour les vidéos, des logiciels de reconnaissance vocale et des contenus en braille. Ces innovations technologiques permettent de créer un environnement éducatif inclusif, où chaque apprenant peut progresser à son rythme, indépendamment de ses limitations physiques ou géographiques.

6.1.2 Fonctionnement de la Plateforme

E-Learn Pro fonctionne grâce à une plateforme en ligne interactive, accessible 24 heures sur 24 et 7 jours sur 7. Les apprenants peuvent s'inscrire facilement, choisir parmi une variété de cours, et bénéficier d'un suivi personnalisé. La plateforme propose des ressources pédagogiques variées, telles que des vidéos, des quiz interactifs, des forums de discussion et des simulations, rendant l'apprentissage à la fois engageant et efficace. Les parents peuvent également suivre les progrès de leurs enfants, tandis que les enseignants ont accès à des outils pour adapter leur enseignement aux besoins individuels des apprenants.



6.1.3 Analyse stratégique et marketing

Le projet cible plusieurs segments de marché, notamment les enfants, les adultes en reconversion professionnelle, et les personnes ayant des besoins spécifiques. Pour atteindre ces publics, E-Learn Pro mise sur une stratégie de marketing digitale, incluant une présence active sur les réseaux sociaux, des webinaires interactifs, et des partenariats avec des institutions éducatives et des entreprises technologiques. La plateforme est conçue pour être conviviale et accessible, avec une interface intuitive qui facilite la navigation et l'inscription.

6.1.4 Impact social et économique

E-Learn Pro a le potentiel de transformer l'accès à l'éducation dans la wilaya de Mascara. En offrant des formations de qualité à distance, le projet contribue à réduire le chômage, à renforcer les compétences de la population, et à stimuler le développement économique local. De plus, en intégrant des technologies adaptées pour les personnes sourdes et non-voyantes, E-Learn Pro favorise l'inclusion sociale et l'égalité des chances, en permettant à ces populations marginalisées d'accéder à des opportunités éducatives et professionnelles.

E-Learn Pro est un projet ambitieux qui combine innovation technologique, accessibilité et inclusion sociale. En proposant une plateforme d'apprentissage en ligne adaptée aux besoins diversifiés de la population, ce projet vise à révolutionner l'éducation à distance en Algérie, tout en contribuant au développement socio-économique de la région. Avec un plan d'affaires solide, une équipe dédiée et

des partenariats stratégiques, E-Learn Pro se positionne comme un acteur clé dans le paysage éducatif moderne.

6.2 Le projet My Inspiration

Le projet My Inspiration est une initiative innovante qui vise à révolutionner l'apprentissage des langues étrangères, en particulier le français, en combinant la pédagogie Montessori avec une plateforme numérique interactive. Ce projet s'adresse aux apprenants de tous âges, aux enseignants et aux parents, en leur offrant des outils pédagogiques modernes et une méthode d'enseignement alternative pour faciliter l'acquisition des compétences linguistiques.

6.2.1 Contexte et problématique

L'apprentissage des langues étrangères, notamment le français, représente un défi majeur pour de nombreux apprenants en Algérie. Les méthodes traditionnelles d'enseignement, souvent basées sur la mémorisation et la répétition, ne parviennent pas à susciter l'intérêt et la motivation des apprenants. Par ailleurs, les étudiants universitaires, en particulier ceux des filières scientifiques, sont confrontés à des cours spécialisés en français, ce qui nécessite une maîtrise rapide et efficace de la langue. Ces défis ont conduit à la conception du projet My Inspiration, qui propose une solution innovante pour faciliter l'apprentissage des langues étrangères.

6.2.2 Objectifs du projet

Le projet My Inspiration a pour objectif principal de créer un environnement d'apprentissage stimulant et interactif, en s'appuyant sur la pédagogie Montessori comme fondement.



Cette approche vise à offrir un cadre d'apprentissage où les apprenants peuvent évoluer de manière autonome tout en étant soutenus par des méthodes pédagogiques novatrices.

L'un des objectifs spécifiques du projet est d'offrir une formation linguistique et pédagogique de qualité. Pour ce faire, My Inspiration propose des formations en français langue étrangère (FLE) ainsi qu'en français sur objectifs spécifiques (FOS). Ces formations sont adaptées aux besoins des apprenants, qu'ils soient élèves du primaire, étudiants universitaires ou enseignants, et sont conçues pour répondre aux spécificités de chaque groupe.

Le projet met également un accent particulier sur la promotion de l'autonomie et de la motivation des apprenants. Grâce à la pédagogie Montessori, les apprenants sont encouragés à explorer et à manipuler un matériel pédagogique conçu pour favoriser l'apprentissage autonome. Cette méthode favorise la découverte active, permettant ainsi aux apprenants de devenir les acteurs principaux de leur propre apprentissage.

Une autre dimension clé du projet est la facilitation de l'accès à des ressources pédagogiques innovantes. My Inspiration inclut la création d'une application en ligne permettant aux utilisateurs d'acheter du matériel Montessori et de suivre des formations à distance. Cette plateforme numérique offre ainsi une flexibilité et une accessibilité accrues, permettant aux apprenants d'accéder aux ressources pédagogiques depuis n'importe où et à tout moment.

Enfin, le projet vise à améliorer les performances scolaires et linguistiques des apprenants. En utilisant des méthodes pédagogiques modernes et interactives, My Inspiration

cherche à renforcer les compétences linguistiques des apprenants, tout en boostant leur confiance en eux et leur capacité à communiquer efficacement dans un contexte académique et professionnel.

6.2.3 Méthodologie et approche pédagogique

Le projet My Inspiration s'appuie sur la pédagogie Montessori, une méthode éducative centrée sur l'enfant, qui encourage l'apprentissage par l'expérience et la manipulation d'un matériel sensoriel. Cette approche permet aux apprenants de développer leurs compétences linguistiques de manière naturelle et intuitive, en explorant des concepts abstraits à travers des activités concrètes.

Le matériel pédagogique Montessori, conçu spécifiquement pour l'apprentissage des langues, inclut des outils tels que des roues de conjugaison, des étiquettes de grammaire, et des jeux interactifs. Ces outils permettent aux apprenants de comprendre et de mémoriser les règles de conjugaison, de grammaire et de vocabulaire de manière ludique et engageante.

6.2.4 Innovation et valeur ajoutée

Le projet My Inspiration se distingue par son approche innovante, qui combine la pédagogie Montessori avec les technologies numériques. L'application en ligne, baptisée My Inspiration, offre une plateforme conviviale pour l'achat de matériel pédagogique et l'accès à des formations en ligne. Cette application permet également aux enseignants et aux parents de suivre les progrès des apprenants, tout en leur fournissant des ressources pédagogiques adaptées.

En outre, le projet vise à former des enseignants aux méthodes Montessori, afin de diffuser cette approche



pédagogique dans les écoles publiques et privées. Cette initiative contribue à enrichir les pratiques éducatives en Algérie, en offrant aux enseignants des outils et des stratégies modernes pour améliorer l'apprentissage des langues.

6.2.5 Résultats attendus

Le projet My Inspiration vise à atteindre plusieurs résultats concrets, en se concentrant sur des aspects clés du développement des apprenants et de l'enseignement.

L'un des résultats principaux est l'amélioration des performances linguistiques des apprenants. Grâce à des méthodes pédagogiques adaptées, les apprenants devraient montrer une meilleure maîtrise du français, notamment dans les domaines de la conjugaison, de la grammaire et du vocabulaire. Ces progrès permettront aux apprenants d'acquérir une solide base linguistique, facilitant leur communication en français.

Un autre objectif important du projet est l'augmentation de la motivation et de l'engagement des apprenants. Grâce à des méthodes d'enseignement interactives et ludiques, qui intègrent des activités pratiques et stimulantes, les apprenants devraient être plus motivés et impliqués dans leur apprentissage. Cette approche vise à rendre l'apprentissage du français plus attractif et dynamique.

Le projet met également l'accent sur le développement de compétences sociales et cognitives. En s'appuyant sur la pédagogie Montessori, qui favorise l'apprentissage par l'expérience et la découverte active, le projet contribue au développement des compétences sociales, émotionnelles et cognitives des apprenants. Cela inclut des aptitudes telles

que la concentration, la créativité et la résolution de problèmes, qui sont essentielles pour leur épanouissement personnel et professionnel.

Enfin, un des objectifs ambitieux du projet est la diffusion de la pédagogie Montessori. My Inspiration vise à former un nombre significatif d'enseignants aux méthodes Montessori, contribuant ainsi à l'amélioration globale de l'éducation en Algérie. Cette formation d'enseignants permettra de répandre ces méthodes innovantes à une échelle plus large, favorisant ainsi une approche pédagogique plus moderne et adaptée aux besoins des apprenants.

Le projet My Inspiration représente une initiative ambitieuse et innovante, qui vise à transformer l'enseignement des langues étrangères en Algérie. En combinant la pédagogie Montessori avec les technologies numériques, ce projet offre une solution efficace pour surmonter les défis liés à l'apprentissage du français. Grâce à son approche centrée sur l'apprenant et son matériel pédagogique innovant, My Inspiration a le potentiel de révolutionner l'éducation linguistique, en offrant aux apprenants les outils nécessaires pour réussir dans un monde de plus en plus connecté et multilingue.

7. Synthèse des projets innovants en lettres et langues à l'Université de Mascara

Dans le cadre de l'Arrêté Ministériel 1275, l'Université de Mascara s'engage activement dans la promotion de projets innovants, alignés avec la politique nationale visant à renforcer l'entrepreneuriat étudiant et à favoriser l'émergence de startups dans divers domaines. Si les projets scientifiques et technologiques sont souvent mis en avant, il est essentiel de souligner que l'innovation ne se limite pas à



ces secteurs. Les lettres et les langues offrent également un terrain propice à l'entrepreneuriat, où les idées novatrices peuvent répondre à des besoins éducatifs, culturels et sociaux majeurs.

L'Arrêté 1275 encourage une dynamique de transformation universitaire en intégrant l'esprit entrepreneurial dans toutes les disciplines. C'est dans ce cadre que des projets comme E-Learn Pro et My Inspiration ont vu le jour, illustrant que l'innovation en lettres et langues est non seulement possible, mais aussi essentielle pour le développement de l'éducation et de la formation.

E-Learn Pro est une initiative de formation à distance qui vise à rendre l'éducation accessible à tous, notamment aux personnes en situation de handicap. Grâce à des technologies avancées comme la langue des signes, des sous-titres et des contenus en braille, le projet permet de créer un environnement d'apprentissage inclusif et flexible pour les apprenants, contribuant ainsi à l'égalité des chances et à la réduction des inégalités éducatives.

My Inspiration, de son côté, réinvente l'apprentissage des langues en combinant la pédagogie Montessori avec une plateforme numérique interactive. Ce projet vise à faciliter l'acquisition du français de manière ludique et autonome, tout en développant les compétences sociales et cognitives des apprenants. Il permet également de former les enseignants aux méthodes Montessori, enrichissant ainsi les pratiques pédagogiques en Algérie.

Les projets E-Learn Pro et My Inspiration démontrent que l'innovation en lettres et langues est non seulement réalisable, mais qu'elle représente également un levier de transformation pour le paysage éducatif et socio-

économique du pays. À travers l'Arrêté 1275, l'État algérien encourage une approche transversale de l'entrepreneuriat universitaire, incitant les étudiants et les enseignants de toutes disciplines à concevoir des solutions répondant aux défis actuels.

Ainsi, l'université doit poursuivre cette dynamique en valorisant davantage les projets issus des lettres et de la didactique langues étrangères, en intégrant des dispositifs d'accompagnement spécifiques pour les initiatives dans ces domaines. L'avenir de l'innovation universitaire ne repose pas uniquement sur les avancées technologiques, mais aussi sur la capacité à repenser les modes d'apprentissage et de transmission du savoir dans un monde en constante évolution.

8. L'impact des projets innovants

Ces projets montrent comment les enseignants de l'Université de Mascara utilisent le cadre offert par l'Arrêté Ministériel 1275 pour encourager l'innovation et répondre à des besoins spécifiques de la société. E-Learn Pro et My Inspiration illustrent parfaitement les objectifs de l'État algérien en matière d'éducation, de développement économique et d'inclusion sociale. Ces initiatives ne se contentent pas d'offrir des solutions aux défis éducatifs, elles participent activement à la transformation du paysage éducatif en Algérie, tout en contribuant à l'épanouissement personnel et professionnel des apprenants.

Ces projets témoignent de la capacité de l'Université de Mascara à accompagner des idées novatrices qui sont en adéquation avec les objectifs stratégiques de l'État, notamment en matière d'inclusion sociale, de développement des compétences et de modernisation du



secteur éducatif. Ils soulignent également l'importance de soutenir les projets innovants pour stimuler la croissance socio-économique et améliorer l'accès à une éducation de qualité pour tous.

9. Réflexion critique et perspectives d'avenir

L'encadrement des projets innovants dans le cadre de l'Arrêté Ministériel 1275 a révélé des forces, mais aussi des défis importants pour améliorer l'efficacité de ces initiatives à l'avenir. Les projets E-Learn Pro et My Inspiration à l'Université de Mascara ont montré qu'il est essentiel de mieux préparer les porteurs de projets, notamment en matière de gestion financière, de planification stratégique et de création de business modèles. Il serait également bénéfique de renforcer la collaboration interdisciplinaire en facilitant les échanges entre acteurs variés, comme les chercheurs, les enseignants et les professionnels.

Un autre point à améliorer est l'accompagnement post-lancement, qui reste souvent insuffisant. Un suivi plus soutenu, incluant des programmes de mentorat et un accès facilité à des financements supplémentaires, pourrait aider les porteurs de projets à surmonter les difficultés liées à la gestion de la croissance. De plus, il est nécessaire de promouvoir une culture de l'innovation au sein des établissements d'enseignement supérieur, en intégrant des formations pratiques et en créant des espaces collaboratifs pour stimuler la créativité des étudiants.

La gestion des ressources financières et humaines reste également un défi, nécessitant plus de transparence et de simplification des procédures de financement. Enfin, pour garantir la pérennité des projets, il est crucial de développer

des modèles économiques durables, de diversifier les partenariats et de s'adapter aux évolutions technologiques et sociétales.

Pour finir, bien que les projets soutenus par l'Arrêté 1275 aient un grand potentiel pour encourager l'innovation et l'entrepreneuriat, leur gestion et leur encadrement doivent être constamment ajustés pour relever les défis émergents et garantir leur succès à long terme.

Conclusion

L'analyse des projets innovants que nous avons nous-mêmes encadrés à l'Université de Mascara dans le cadre de l'Arrêté ministériel n°1275 démontre que cette réforme ne se limite pas à un cadre réglementaire récent, mais constitue déjà un levier concret et efficace d'intégration professionnelle pour les étudiants. Contrairement à l'idée que l'innovation concernerait surtout les disciplines scientifiques et techniques, l'expérience menée dans les domaines des lettres et des langues confirme qu'il est possible de transformer des compétences académiques en solutions économiques viables.

Les exemples d'E-Learn Pro et, plus particulièrement, de My Inspiration sont à ce titre significatifs. Ce dernier a non seulement obtenu le label officiel du Ministère algérien de l'Économie de la Connaissance, des Start-up et des Micro-Entreprises, mais a également déjà concrétisé le lancement de son activité sur le terrain. Cette réussite témoigne d'une passerelle effective entre l'université et le marché du travail, permettant aux étudiants de devenir acteurs de l'économie avant même la fin de leur cursus. Ces résultats tangibles



confirment que l'arrêté 1275, en intégrant la formation entrepreneuriale dans les cursus, favorise l'émergence de solutions immédiatement opérationnelles et répondant à des besoins locaux identifiés.

Au-delà de la satisfaction des besoins éducatifs, tels que l'élargissement de l'accès à la formation à distance ou l'amélioration de l'apprentissage des langues, ces projets démontrent que les compétences développées dans le cadre universitaire peuvent être directement transférées vers la création d'entreprises ou de services innovants. Ils illustrent ainsi la capacité des filières en lettres et langues à s'inscrire pleinement dans les dynamiques de l'économie de la connaissance.

L'expérience concrète conduite à l'Université de Mascara montre que, lorsqu'ils bénéficient d'un encadrement structuré, les projets innovants dépassent largement le cadre d'un simple exercice universitaire. Ils se traduisent par une insertion professionnelle directe, la création effective d'entreprises et l'intégration active des étudiants dans le tissu économique local et national, à l'image du succès de My Inspiration. L'Arrêté 1275 apparaît ainsi comme un instrument stratégique déjà pleinement opérationnel, capable de transformer la formation universitaire en un vecteur de développement socio-économique, tout en positionnant l'université comme un acteur clé de l'économie de la connaissance et de l'innovation pédagogique.

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Character Depiction and Its Levels in the Novel *I Will Offer You a Gazelle* by Malek Haddad

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Abstract:

The study seeks to uncover Malek Haddad's artistic and intellectual vision, and how he employs characters as a means of expressing issues of identity and freedom in the context of the Algerian Revolution. It also highlights the role of women (such as the character "Yamina") as a symbol of the homeland and liberation, and analyzes the relationship between the intellectual and the revolution through the main protagonist.

This research paper adopts the analytical method to deconstruct the narrative structure of the novel, focusing on characterization techniques and their semantic dimensions at the character level, thereby contributing to a deeper understanding of Malek Haddad's narrative style and his position on historical and social issues in Algeria.

Keywords: *character structure, characterization, Malek Haddad, I Will Offer You a Gazelle, Algerian novel.*

La représentation des personnages et ses niveaux dans le roman *Je t'offrirai une gazelle* de Malek Haddad

Résumé

Cette étude vise à mettre en lumière la vision artistique et intellectuelle de Malek Haddad, et à examiner la manière dont il utilise les personnages comme moyen d'exprimer les questions d'identité et de liberté dans le contexte de la Révolution algérienne. Elle met en évidence le rôle des femmes – telle que le personnage de « Ghazala » – en tant que symbole de la patrie et de la libération, et analyse la relation entre l'intellectuel et la révolution à travers le protagoniste principal.

La recherche adopte une approche analytique pour déconstruire la structure narrative du roman, en se concentrant sur les techniques de caractérisation et leurs dimensions sémantiques au niveau des personnages. Cela contribue à une compréhension plus approfondie du style narratif de Malek Haddad et de sa position vis-à-vis des enjeux historiques et sociaux en Algérie.

Mots-clés : *structure du personnage, caractérisation, Malek Haddad, Je t'offrirai une gazelle, roman algérien.*



Introduction:

The novel *I Will Offer You a Gazelle* by the Algerian writer Malek Haddad is one of the literary works that provoke contemplation because of the depth of its characters and the richness of their psychological and social levels. Malek Haddad, known for belonging to the generation of the Algerian Revolution and resistance literature, presents in this novel a complex human tableau reflecting struggles of self and identity amid a turbulent colonial reality. Hence, character depiction emerges as one of the most important artistic elements worthy of study, where the author's skill is evident in sculpting multi-dimensional characters that carry within them the contradictions of existence and the questions of freedom, love, and belonging. In the world of the novel, characters are not limited to being mere names moving within the events of the narrative, but rather living entities that grow and develop, bearing visions and ideas reflecting the author's view of the world. In *I Will Offer You a Gazelle*, Malek Haddad presents characters belonging to different levels—psychological, social, and symbolic—making them highly complex and rich.

These characters range from the main protagonist, who embodies the struggle of the Algerian intellectual between love and revolution, to secondary characters representing segments of Algerian society under the weight of colonialism and cultural alienation. Female characters, such as "Gazelle," also appear as symbols of the homeland, dream, and liberation, adding an aesthetic and ideological dimension to the text.

Through this research paper, we will attempt to analyze the levels of character depiction in the novel, beginning with clarifying the place of character in the literary work and the methods of its presentation, moving through the techniques of its depiction, and arriving at the levels of the character's presence, interactions, and references, as well as the symbolic connotations carried by these characters, for a deeper understanding of Malek Haddad's artistic and intellectual vision.

1. The Place of the Character in the Novel:

The character in the novel is like the soul in the body or the blood flowing in the veins. From this standpoint: "No one disputes that the character lies at the very heart of the novel's existence... there is no novel without a character to lead the events, organize the actions, and give the story its narrative dimension." This highlights the importance of the character's presence with all its dimensions, especially the psychological one, which reflects everything social surrounding the character, as well as the physical dimension forming it.

"Moreover, the fictional character is considered the only element where all other formal elements intersect, including the temporal and spatial coordinates necessary for the novel's growth and development", and the character "is a constitutive and essential part of narrative cohesion."

This cohesion is clearly evident in the novel *Heads of the Devils*, as it interacts with all the structures composing the narrative text and plays a major role in activating the dynamics of the plot.

"And the character in the novel, in particular, is merely a representation of an idea or thesis that enters into conflict



with other characters and theses—i.e., the individual as he exists in reality, the living human who acts, lives, and thinks. The character is considered a source of inspiration in the novel; it is the main driver of its events, organizing the narrative and its elements—controlling it—whether fictional or real. The individuals of the novel, story, and play are the ones around whom these events revolve. When the reader of a novel can see himself inside a character or discover an aspect of himself in it, this means that it is a fundamental pillar of the narrative structure. It achieves the organic cohesion between the elements of the novel—time, place, event, and different narrative types that unify them. It is important for the reader, for the more attractive and convincing the character, the more the reader embodies himself or his inner world in behavioral movements focused on the character he identifies with.” Idris Boudeba also acknowledges the importance of the character and its prominent role in the narrative architecture, saying: “The fictional character is one of the basic elements in building a story. The writer cannot dispense with it, because he cannot depict life without people who speak and act. The characters of the fictional world multiply as much as the actions and ideas multiply and intertwine; the wider this world, the more the writer needs to create characters to fill it consistently.” “No critic or literary scholar can overlook the role of the character in the novel, regardless of the subject on which he focuses. We may even go so far as to say that the development of the art of the novel through different literary schools is manifested in the depiction of fictional characters and the clarification of their role in life and their perspective on it, which reflects the

writer's vision and affiliation with this or that school—whether starting from the romantic or realistic method". The fictional character is like the beating heart of every novel. "And the character is one of the most important elements on which the story is based. In reality, the vitality of the story is linked to the existence of characters, because the existence of the story stems from the story's characters. The character is the human being moving within the context of events, and it may be an animal character used symbolically to reveal an underlying human character aiming at moral instruction, as in *Kalila and Dimna* and other didactic stories." Thus, all writers, authors, and critics agree that the character is the backbone on which events are built and through which they interact; there can be no narrative structure without characters. They have a more prominent role compared to other narrative elements that make up the novel.

2. Methods of Presenting Characters

The author, in portraying the characters of his story, resorts to direct and indirect means, and each writer has his own style and method. He seeks to present his characters in the best form and most beautiful appearance, as is the case with the novel under study. This is perhaps one of the most important features of the novelistic writing of Ayman Al-Otoun.

2.1. The Direct (Analytical) Method:

This is when "he draws his characters from the outside, explaining their emotions, motives, thoughts, and feelings, commenting on some of their actions, interpreting others, and often giving us his opinion of them frankly without



equivocation,” and “it is the method in which the author portrays his characters from the outside, analyzes their emotions, motives, and feelings, and often passes judgment on them.”

We also find that Chareibet Ahmed Chareibet says in his book *The Development of the Artistic Structure in the Contemporary Algerian Story*: “It is a direct method, meaning that he draws it from the outside, where the storyteller mentions the character’s actions, explains their emotions and feelings in a frank style in which his own personality is revealed and his guidance of his characters and their ideas according to his need and the aim he has drawn, as their features appear.”

2.2. The Indirect (Dramatic) Method:

The novelist uses it to give his characters room to express themselves and reveal their inner selves. It is the method that “sets himself aside, allowing the character to express itself and reveal its essence through its own speech and actions. He may also clarify some of its traits through the speech of other characters about it and their comments on its actions. These characters here take the role of the chorus in Greek theatre: they comment on the events, clarify their progression, and highlight their moral consequences.”

Thus, the narrator allows the character “to lift the veils from its essence through confessions, stream of consciousness, and inner monologue. In this way, the character is revealed to us through the dramatic method.”

We also find that in modern criticism, the dramatic method is preferred because “revealing the character from

the inside out is more effective and more precise in expression than describing it externally.”

The importance of careful observation and lived experiences in crafting the story’s plot and developing it can be applied to character portrayal. A writer who wants to present a lively, truthful character must delve into the study of human nature in general and be aware of human motives and emotions.

Each method has its advantages in shaping what is in the writer’s mind, whether direct or indirect. A skillful writer can choose from each method what suits his desired aim in portraying his characters, in order to illuminate and highlight multiple aspects of their roles. Some authors even combine the two methods in presenting their characters, due to their interest in their characters and in bringing them closer to the reader. The character is what determines the quality and success of the novel and captivates the reader with enjoyment and suspense.

3. Methods of Character Portrayal

The methods of character portrayal have multiplied, and each writer has his own method. They are limited here to three methods:

3.1. The Descriptive Method:

The novelist portrays the character through its movement, actions, and its struggle with itself or with others, observing its growth through events and incidents, giving the most attention to the external world.



3.2. The Introspective Method:

This is the method that enables the novelist to enter the inner world of the fictional character and depict what goes on there of thoughts, emotions, and feelings, and the visions, dreams, and memories that alternate within it in their spontaneity, thus revealing the truth of that character. Muhammad Azzam defines it in his book *The Poetics of the Narrative Discourse* as “the method in which the novelist enters the inner world of the fictional character, as in ‘consciousness novels,’ whose roots go back to the discoveries of modern psychology, where these novels rely on the technique of introspection, soliloquy, and the character’s internal monologue.”

3.3. The Reportive Method:

This is the method in which the narrator/author presents the fictional character by describing its conditions, emotions, and thoughts, often determining its general features from the outset and presenting its actions in a storytelling style – that is, in the past tense and in the form of summaries – commenting on its actions and explaining them in a direct manner.

Thus, each writer has his own way of portraying his characters, and each of the three methods has its importance in revealing an aspect of the character – by depicting everything surrounding it internally and externally and describing everything related to it accurately – so that it reaches the reader and leaves a good impression on him, as if it were a real, not imagined, character.

4. Levels of Character Presence in the Novel *I Will Offer You a Gazelle* by Malek Haddad

4.1. Types of Characters in the Novel:

Type of Character	Characters in the Novel	Explanation of Presence
Main Characters	Narrator / Yamina / Moulay	Central, developed characters with great influence on the plot
Static Characters	Narrator / The Martyred Friend / Mozart / Gisèle Doroc / Ali / Maurice / François de Lizio / Jean Doroc	Support the events but are less developed and influential
Secondary Characters	Elders / Sudanese women / Harkis / French officers / The fiancé / Kabash / Nadia	Do not change or develop much during the story
Stereotypical Characters	Commander Lieutenant Masson / The Sudanese slave / Grada	Represent predetermined ideas or traits

4.2. Analysis of Main Characters

4.2.1. *The Narrator in the Novel:*

The voices in the novel are multiple, as an attempt to create a world where the characters driving the narrative merge with the narrator's voice, revealing the tension between the public lives of the characters and their private conflicts, such as Mozart's struggle between loyalty to the



homeland and his influence by French culture. He deepens the contemplative tragedy and highlights the suffering of characters such as Gisèle or the Sudanese slave as victims of colonialism and a patriarchal society. He also contributes to the historical connection of the characters by merging individual events with the historical context of Algeria, reminding us of colonial oppression without direct rhetoric. He is a reflection of the writer's own crisis: like the characters in his novels, Malek Haddad lived the identity struggle between French (the language of writing) and Algerian (the sense of belonging). The narrator in *I Will Offer You a Gazelle* reflects this rift through the twists of the narrative.

Rejection of French later:

After independence, Haddad stopped writing in French, considering it the language of the colonizer. This rejection is hinted at in the novel through his subtle irony toward "Frenchified" characters.

The narrator in *I Will Offer You a Gazelle* is not a neutral storyteller but a critical voice conveying the crisis of the Algerian under colonialism, using a style that blends realism and symbolism. Through this narrator, Haddad turns the novel into a space for the question of identity more than just a plot. In the novel, the narrator is not an active character in the events—he does not directly participate in the plot or interact with the other characters. He is an external narrator, often using the third person, acting as an omniscient observer in some parts, revealing the characters' secrets and inner thoughts without having a physical presence in the story.

However, this does not mean his role is passive! The narrator plays indirect but decisive roles in shaping the events and interpreting them:

A. Controlling the pace of events and guiding the reader: deciding what and when to reveal, hiding certain motives (e.g., of Gisèle Doroc or Mozart) and revealing them later to create dramatic irony; shifting between past and present to link events to their historical context.

B. Interpreting events through language and symbolism: not entirely neutral, directing attention through linguistic choices—describing the “gazelle” as a symbol of the stolen woman/nation, using subtle sarcasm when speaking of the colonizers, adding a tragic dimension through implicit comments on the fate of the Sudanese slave or Yamina.

C. Breaking the barrier between reader and characters: sometimes allowing the reader into the characters’ stream of consciousness (e.g., Moulay or Nadia), making us feel part of the events despite his absence; in conflict scenes, focusing on silent gestures instead of dialogue to deepen the tragedy.

D. Expressing the author’s voice: embodying Haddad’s critical view of colonialism and identity; scenes where intellectual characters (like Mozart) are incapable of action reflect Haddad’s frustration with Algerian intellectuals under colonialism. His poetic language (despite writing in French) reminds us that the novel is itself a struggle against the colonizer’s language.

Can he be considered a “character”? No—he is not referred to by name or identity, and he does not interact with others. If anything, he is a collective voice expressing the concerns of Algerian society, an invisible witness to history.



E. Clarifying comparison: The narrator's role in *I Will Offer You a Gazelle* is not to appear as a character or materially affect events (through dialogue or actions) but to control the reader's perception of the characters and events through narration, symbolism, and emotional guidance. He is a tool for Haddad to convey his political and existential ideas, especially the struggle over identity and language – like a hidden camera capturing events from multiple angles but carefully choosing what to show in order to serve the novel's message: exposing Algeria's wounds under colonialism and the search for lost identity.

4.2.2. *Moulay (the fragmented character):*

His name suggests Islamic or Arab belonging. He may be a traditional or resistant character, representing authentic values in the face of Westernization. Originally, he was "a bankrupt prince in love who had more palm trees than illusions in the heart of a poem. His parents died, poverty was born, and Moulay became a driver in one of the trans-Saharan transport companies, driving an old Lancia truck with double traction. He is the son of the city of Ouargla – 'a man who crosses the desert, a sailor of the desert and a sailor of hearts.'"

A complex character embodying the Arab intellectual's struggle and the crisis of identity between ideals and reality, between love and belonging, between dreams and collapse. His fragile psychological makeup and ideological affiliation make him a tragic figure who ends in escape as the only solution.

4.2.3. *The character of Yamina (the subjugated woman):*

Yamina is considered the central character in the novel, representing the Algerian woman who suffers from the contradiction between tradition and liberation. She is a symbol of beauty and mystery, but also a victim of social and political circumstances. Her relationship with the protagonist, Moulay, reflects the struggle of identity and the desire to break free from constraints. "Moulay at that time would meet Yamina"; the character of Moulay engages in conversation with Ali Al-Shahham: "Moulay had a strange pipe made from sugar cane and tin, with its tube immersed in a small container that held rose-scented water. Moulay would cross distances and delve into the desert." Another dialogue between Yamina and Moulay – the Algerian woman, who might be more attached to traditions compared to the character of Giselle. Her common name in Algeria makes her a symbol of the repressed or steadfast woman.

4.3. Dimensions of character depiction in Malek Haddad's novel *I Will Offer You a Gazelle*:

Nadia: An Algerian and French woman who represents the role of the beautiful female in the novel – "Nadia was short and beautiful" – whether as an independent character or as part of the network of relationships that affect the protagonist. She may symbolize modernity or hidden resistance.

4.3.1. *The Sudanese slave:*

A character that may represent slavery or marginalization in Algerian society, bearing symbolic meanings of double



oppression (racial and social). His presence highlights the layers of injustice in Algerian society.

4.3.2. Maurice:

His name indicates that he is French or a colonizer, making him a symbol of colonial authority or the complex relationships between Algerians and colonizers; an authoritative character, but his presence raises questions about coexistence and conflict. "He trusts, even believes, in the author," which made him appear in many parts of the novel and its events. "He insisted more than once that the author was Algerian, saying to him, 'Then you are Algerian.'" "But he is a poor gentleman, according to the narrator."

"He was busy with crossword puzzles," "a frequent conversationalist with the author" due to the narrative relationship between him and the author, "dialogue and questions he posed to the author"; "he loves rosé wine, is downcast, and does not want the writer to exhaust himself completely."

4.4. The frame of reference in character formation:

4.4.1. Jean Doroc (the torn identity):

He is a Frenchman living in Algeria, which makes him a character suffering from a dual identity; on the one hand, he belongs to the colonizer, and on the other, he lives among Algerians and is influenced by them. This duality creates within him a conflict between loyalty to colonialism (which he may represent functionally or socially) and his sympathy for the suffering of the Algerian people.

Haddad shows through him the problem of belonging, especially during the Algerian revolution, when the dividing lines between “enemy” and “friend” were not clear. Regarding the relationship with “the other,” Jean Doroc is sometimes portrayed as a cultural bridge between the French and Algerian worlds, but he suffers from isolation and lack of full acceptance from either side; this isolation may be an expression of the tragedy of the French settlers (*pieds-noirs*) who were born in Algeria but remained strangers to it. This makes him one of the central characters reflecting identity and existential struggles in the context of French colonialism in Algeria. Here is an analysis of his character based on its features in the novel.

4.4.2. François de Liseau as a symbol of French colonialism and its impact on the Algerian self:

This novel is one of the literary works that reflect the cultural and identity struggle during the colonial and revolutionary periods in Algeria. Malek Haddad depicts François de Liseau with colonial representation; “he is a high-ranking French officer” and a colonial official, embodying the authority of the colonizer and his values. He is portrayed as an arrogant character who believes in the superiority of French civilization and looks down on Algerians, considering them “culturally inferior.” His relationships with Algerian characters reflect inequality and oppression, showing harsh or paternalistic treatment toward them.

Internal conflict and contradiction: De Liseau sometimes appears as a complex character suffering from internal contradictions, especially if he feels guilt or doubt about the



legitimacy of colonialism. But this does not erase his role as part of the machinery of oppression. In Malek Haddad's works, French characters are often revealed through their contradictions, showing the falseness of the colonial "civilizing mission."

Relationship with the Algerian protagonist: If De Liseau meets a central Algerian character (such as an intellectual or a revolutionary), the relationship between them may be adversarial or full of challenge, with the protagonist resisting the cultural or political hegemony represented by the Frenchman.

Historical symbolism: The name "François de Liseau" may allude to historical French figures linked to colonialism, deepening his symbolic dimension as a representation of abstract colonial authority. What can be concluded is that François de Liseau in Malek Haddad's novel is not just an individual, but an embodiment of the colonial system with all its violence and racist vision. Through him, the author exposes the psychological and cultural effects of colonialism on Algerians and reveals the contradictions of the French colonial project.

4.4.3. Kabache as a character from the popular class:

The presence of this character recurs for a functional reason in Malek Haddad's work. The character of "Kabache," "the commander's clerk in the branch, and Yamina did not like Kabache, and he in turn had an ear that listens and sees, and he was Arab but not from the South," is one of the secondary characters reflecting some social and

psychological aspects of Algerian society during the French colonial period.

He lives in an Algerian environment suffering from poverty and colonial oppression, representing the simple human type trying to live despite daily repression; he may symbolize the oppressed person who tries to adapt to a bitter reality without the ability for actual rebellion. Haddad shows through him how colonialism turns a human being into an exhausted creature living on the margins of history. In the novel, Kabache interacts with other characters who suffer from isolation or the search for identity, highlighting Algerians' inner conflict between belonging and rejecting the colonial reality.

The study of the characters in Malek Haddad's *I Will Offer You a Gazelle* remains open to many readings, with the structure of the character as the main driving force of the narrative. This is what the novelist focused on through his use of characters in the work, with their diversity between main and secondary characters and other types, placing us among different roles that move within a narrative vision seen by the author and imposed by the events of the novel, along with other elements from which the narrative is formed. This is what we sought to clarify through studying the character – its presence, types, conflicts, and dramatic development, and how it was described and depicted in the novel.



Conclusion:

Through our study of the levels of building and depicting the character in Malek Haddad's *I Will Offer You a Gazelle*, we reached several conclusions as follows:

- The character is an essential element in shaping the narrative text.
- Referential characters dominated the novel, represented in characters with social, metaphorical, and historical references.
- The image of social characters was largely embodied in the novel, while metaphorical ones were represented by the love story between Moulay and Yamina and Giselle's love for the author. The first story expressed true love, while the second was an imagined, illusory love story. Hatred was embodied in the characters of Yamina and Kabache, while the historical aspect was represented in the character of "the author," marginalized in identity and belonging.
- The description relies on the external aspect, represented in the outer appearance of the characters, their actions, and features, while the internal aspect seeks the inner traits, contents, secrets, and psychological conflicts of the characters, including their contradictions.
- The novelist varied his characters' names between Arabic and foreign names, for a deliberate purpose.
- The narrator's presence was evident behind his characters, giving them the shape of multiple voices through which he expressed what was on his mind.

- The novel depicted a social and historical reality experienced by the author in a certain historical period, and we can glimpse his presence in the character of “the narrator,” who represents the marginalized human being – starting a journey to search for his identity, foundations, and Arabness through the manuscript he wrote and published without signing his name on it, which hints at the narrator’s personality.

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From exercise to writing competence: An analysis of teaching practices in high school

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Abstract

The reference to the model of the editorial processes provides a structuring framework for the organization of the didactic intervention and can represent, for the teacher, a relevant support in the planning of activities aimed at learning the editorial skills. It allows a shift of the attention from the analysis of the finished product to the consideration of the editorial process and, consequently, to question the teaching practices of written production.

Keywords : Editorial processes- professional practices – revision- rewriting- written production

De l'exercice à la compétence en écriture : une analyse des pratiques d'enseignement au lycée.

Résumé

Le recours au modèle des processus rédactionnels constitue un cadre structurant pour concevoir l'intervention didactique et offre à l'enseignant un appui pertinent dans la planification d'activités visant le développement des compétences en écriture. Ce modèle favorise un déplacement du regard du produit fini à une prise en compte du processus rédactionnel dans ses différentes phases et incite ainsi à une réflexion sur les pratiques pédagogiques en matière de production écrite.

Mots-clés : Processus rédactionnels – pratiques professionnelles – révision – réécriture – production écrite

Introduction

The teaching of written production confronts teachers with a plurality of sometimes contradictory expectations. On the one hand, they are responsible for preparing students for the normative requirements of the various written tests ; on the other hand, they must promote the development of a more autonomous and thoughtful writing. In this dual perspective, teachers mobilize various pedagogical approaches : training exercises, model text analysis, collective correction sessions.

However, this diversity of practices does not seem to meet the students' heterogeneous needs or overcome their difficulties in writing. Among the obstacles frequently encountered, there is a difficulty in organizing and structuring complex thinking, insufficient mastery of textual coherence as well as lexical and grammatical deficiencies hindering a clear expression of ideas. There are also emotional barriers, such as lack of inspiration or self-confidence, which hinder the fluidity and relevance of writing (Barré-de Miniac, 2000 ; Bore, 2000).

At the same time, teachers are faced with structural constraints that hinder their pedagogical action : limited time for individualized support, and pressure of the programs. In this context, the teaching of written production at high school is part of a complex framework, marked by cognitive and didactic issues.

From this perspective, the hypothesis advanced in this article is that the students' difficulties with writing are partly due to the inadequacy of an explicit teaching of cognitive and metacognitive strategies of writing, especially as regards planning, the structuring and revision of texts. The objective



will then be to question current practices of teaching writing and to examine to what extent they allow or not to develop in students an autonomous and effective writing skill.

1. The theoretical foundations

1.1. The theories of writing

Since the 1980, much research has led to a better understanding of the mechanisms underlying the teaching and learning of writing, particularly the editorial processes. Among these works, the psycho-cognitive model, influenced by the cognitive approach, has allowed a better understanding of the cognitive and pedagogical dimensions that shape the approach and development of writing in individuals. This model helps to structure the teaching of written production, focusing on editorial processes rather than the finished product (Garcia-Debanc, 1986 ; Garcia-Debanc & Fayol, 2002).

Thus, written production, according to Hayes & Flower, is seen as a complex activity, structured around three fundamental processes : planning, writing and revision which itself subdivides into two main operations : critical reading, identifying errors, and focusing on correcting these errors to enhance the clarity of the text (Garcia-Debanc, 1986).

The review is therefore a process that occupies a central place. It is not limited to a simple correction, but involves a dynamic back and forth between the different stages of writing (Fayol, 1984). The objective is to improve both the form and content of the text, gradually adjusting and refining each part of the work written. It becomes an essential tool to refine the consistency and clarity of writing,

contributing both to the enrichment of the text and to the management of the cognitive processes involved (Halte, 1981).

This process, which is essential for written production, may occur at different points in the writing process, sometimes even before the initial formulation of certain sentences, and is mainly intended to alleviate cognitive overload by addressing a specific task at a time (Fayol, 1997). This also highlights the particularly demanding nature of writing, emphasizing that it is based on the simultaneous management of multiple cognitive processes. The writer, even in the earliest stages of his development, is led to plan his ideas, put them into words, organize his speech, respect linguistic standards and continuously revise what he produces (Hayes & Flower, 1980).

For novice writers, this multiplicity of tasks – which involve working memory, attention, language and discursive skills – represents a major challenge. The absence of automation in certain sub-processes—such as transcription or syntactic formulation—considerably heightens cognitive load, thereby reducing the resources available for other aspects of the task (Bessonnat, 2000). Cognitive overload can hinder textual coherence, fluency, and revision, thereby complicating the production of effective writing. This highlights the importance of targeted pedagogical support to help young writers gradually develop strategies for managing such complexity.

In addition, Hayes's (2012) model of skillful writing development emphasizes the central rôle of personal engagement and the learning environment in building scriptural skills. If cognitive processes – such as planning, writing or reviewing – are essential dimensions of scriptural



activity, the model pays particular attention to motivational elements. The perceived value of the task, the perception of competence (Viau, 1994), the learner's personal goals, his or her self-esteem as a writer and the the emotions associated with writing strongly condition his or her involvement in the activity (Hayes, 2012).

The development of these skills is part of a broader social, cultural and educational framework. As such, the professional practices of teachers play a decisive rôle : the nature of the didactic devices proposed, The quality of the support provided and the evaluation methods directly influence student engagement and the consolidation of their writing skills (McCutchen 1988 ; Hayes & Flower 1980 ; Hayes 2012). In short, scriptural development cannot be considered independently of the educational context and the interactions that structure it.

1.2. The explicit teaching of editorial processes

In his revised model (2012), Hayes emphasizes the need for explicit and structured instruction on writing processes, especially for novice writers who struggle to simultaneously manage the multiple dimensions of this complex activity. This perspective joins the work of Scardamalia and Bereiter (1986), who defend the idea that scriptural expertise does not develop spontaneously, but through the progressive teaching of cognitive and metacognitive strategies. Thus, the implementation of explicit didactic approaches, such as teaching the planning, writing and revision phases, allows students to better understand the task requirements and approach them in a more controlled way (Graham & Harris, 2005). In addition, a gradation of the requirements, taking

into account the level of development of the students, makes it possible to limit cognitive overload by temporarily lightening some components of the task to better support others (De La Paz, 1999). These approaches promote not only improved writing performance, but also the development of commitment, autonomy and confidence as writers (Graham et al., 2013). Far from being reduced to the transmission of techniques, this structured support aims to equip students so that they gradually become able to mobilize, independently and thoughtfully, the various processes necessary for the production of effective writings.

Hayes (2012) emphasizes the importance of organizing writing instruction in a way that supports students in simultaneously managing the different processes involved, while preventing cognitive overload. They suggest reducing this burden by focusing on specific sub-processes, while allowing students to practice through a variety of writing situations and assessment criteria. The use of feedback, especially from peers, can also improve the text by providing an outside perspective.

It is in this context that the explicit teaching of written production strategies takes on all its importance. Researchers such as Rosenshine (2012) and Archer and Hughes (2011) highlighted the effectiveness of explicit teaching. Which is to teach in a clear and systematic way the strategies and skills necessary for successful writing. By providing learners with concrete tools to plan, write and review thoughtfully, explicit teaching breaks down these complex processes into clear and affordable steps. For example, by guiding students through pre-writing strategies (such as developing detailed plans), revision (such as critical reading) and reformulation, teachers help learners focus



their attention on specific aspects of the text, reducing cognitive overload. This approach is also supported by research on the explicit teaching of reading and writing strategies, such as Swanson and Hoskyn (1998), which have demonstrated that the implementation of structured and explicit teaching promotes student autonomy while improving their ability to manage cognitive processes efficiently (Fayol, 2002 ; Fabre-Cols, 2002). In addition, this explicit teaching also includes the integration of motivation as a key factor, encouraging students to actively engage in each stage of written production and to become aware of the importance of their own learning process (Duhamel, Leclaire, & Neumayer, 1981 ; Bucheton, 2000). Thus, the explicit teaching of writing strategies, in conjunction with the principles of the Hayes model, provides a systematic and thoughtful approach to support students in their development of skillful writing.

1.3. The constraints of young writers

Young writers are forced to deal with three main constraints : prior knowledge that is not directly accessible and usable ; the conventions and rules of written production, and rhetorical problems (Hayes & Flower, 1980). On the other hand, the difficulty for the young learner-writer lies not only in knowing where to start, but also in managing language errors, identifying misunderstandings, dealing with grammatical problems and lack of clarity, and assessing the extent to which the text aligns with the intended goals. This often places the learner in a state of cognitive overload" (Fayol & Gombert, 1987). So, how can

we help young learners manage these writing and rewriting operations ?

Again, the acquisition of written production and its mastery would be based much more on “better management of memory resources.” (Chanquoy & Alamargot, 2002). These cognitive resources represent the mental energy mobilisable by an individual in the performance of a given task but they are limited because, given its reduced capacity, memory is unable to maintain and manipulate them at the same time if they become too numerous, too complicated» (Foulin, J & Mouchon, 1998). Therefore, to reduce its impact on the entire system, Hayes & Flower propose not to simultaneously treat all dimensions involved in writing in order to reduce cognitive overload, which can lead to significant improvements (Roussey, & Piolat, 2005). Moreover, the implementation of “procedural facilitations” could also ease the task for students while leaving them to face it in its entirety (-Garcia Debanc, & Fayol.2002). This is made possible through various writing situations, training exercises and the development of evaluation criteria that enable to activate and mobilize this or that under editorial process, while relieving students of other tasks in order to foster self-control of scriptural activity.

The proofreading/ evaluation, « which implies diagnosis, the selection of a correction strategy, modified or not, is a very important and operative injunction in the review process, but can also be ineffective because one cannot read over everything at the same time. »(Fayol, 1997). So, to make it more effective, students are taught to re-read successively on different aspects : global organization, structural or semantic, interphrastic organization, construction of such textual area, management of such problem... etc. (Reuter,



1996) Finally, the «feedbacks» provided by an interlocutor in the context of a text revision can help the learner to appreciate the clarity of his written production. (Fayol, 2002) Indeed, if a peer helps a novice writer through questions and comments, the resulting dialogue allows the writer to have a different attitude towards his text and his written production can be improved.

2. Methodological approach : observation of teaching practice

In the context of this article, we planned to conduct a classroom observation in a secondary-level French class, with the aim of concretely analyzing the teaching and learning process of written production. This approach seeks to describe and analyze the course of the sessions, to identify the place given to rewriting by the different participants, and to better understand the pedagogical practices implemented as well as the dynamics of interaction between the teacher and students around this competence.

The classes selected for this study belong to general secondary education in the Constantine wilaya. The sample consists of two mixed-class groups : one in grade 3, specialty Letters, and the other in grade 2, specialty Sciences. The pupils concerned are enrolled in public secondary schools and follow an ordinary school curriculum.

The observation was carried out in collaboration with three French teachers working in different high schools of the wilaya of Constantine. To ensure their anonymity, they will be designated throughout this study by the letters A, B and C

The first teacher, referred to here as Professor A, holds a Bachelor's degree in Literature and has acquired substantial experience, having taught in secondary education for fifteen years. Professor B, who also holds a Bachelor's degree, has been working in the same field for seventeen years, demonstrating both professional stability and proven pedagogical expertise. As for Professor C, with ten years of professional experience, he possesses a solid understanding of teaching practices and the specific challenges of the educational environment.

The observed sessions were not scheduled in advance ; their timing was determined by the availability of the participating teacher. Despite several attempts to engage other teachers, most declined to collaborate, which resulted in an eight-month gap between the initial observations and the final session. In total, three writing preparation sessions were observed, focusing on the production of argumentative and expository texts, in line with the annual curriculum progression for the third-year level (January–February) and the second-year AS level (October–November).

2.1. Observation method

No recording devices were used during the observation. We adopted a discreet presence in the classroom so as not to disrupt established routines. Our approach consisted of direct observation and note-taking, guided by a grid specifically designed to systematically follow the progression of each session, objectively describe the behavior of participants throughout the lesson, and assess whether teachers were adhering to official pedagogical guidelines or continuing to rely on traditional practices. We were also interested in determining whether teachers



encouraged students to use rough drafts and engage in multiple stages of rewriting before producing a final version, or whether the process remained limited to writing and immediately copying the text in its final form.

2.2. Evaluation Grid

In order to avoid passive observation and ensure a rigorous and structured analysis, we used an observation grid largely developed from the work of researchers who have explored the assessment of written production. This method particularly inspired by those proposed by specialists such as Brown (2004), who emphasized the importance of clear and objective criteria for evaluating students' written productions. The framework thus designed allows for a systematic follow-up of the sessions, objective descriptions of the behaviors and interactions of participants, while assessing whether teachers are applying current pedagogical recommendations or continuing to favor more traditional teaching methods. Furthermore, the grid allows us to observe whether teachers encourage the use of rough drafts and successive revisions, or whether they favor a more linear process, consisting simply of writing and then copying the final version.

2.3. Analysis of the observation results

The experience we had while attending written expression sessions with the three teachers gives rise to an overall impression : despite the changes made in the official curricula, the approach to teaching writing still follows the old method. In other words, writing is not mastered as such but is practiced under the constraints of a model that does

not place the student in a real production context. Written expression is treated as a simple 'magical synthesis' exercise (Reuter, 1996, p. 15), based on neither theory nor any real learning of writing. It is viewed as an imitation exercise focused on morphology, grammar, and vocabulary.

2.3.1. Overview of the phases involved in the writing production session

Professor A begins the two-hour session by reviewing the argumentative text model, explaining to the students that the goal is to write a short argumentative text following the models previously studied. He encourages motivation by asking students to suggest topics, before choosing one that he had already prepared: 'Television has many benefits. Support this thesis with some illustrated arguments.' He emphasizes the importance of planning, stating that every writing task should begin with a work plan, which he writes on the board, outlining the three key parts: Introduction, Development, Conclusion. He then explains that the introduction should present the topic and position, the development should provide ideas supporting the topic (in this case, the benefits of television), organize them, illustrate them, and connect them using logical connectors.

The teacher presents the students with a summary chart designed to guide them in organizing their arguments and examples. He provides specific expressions to introduce each step of the argumentation. For the first argument, he recommends using phrases such as 'First,' 'In the first place,' or 'At the beginning.' To introduce subsequent arguments, he suggests expressions like 'Next,' 'Furthermore,' 'On the other hand,' » and 'Finally.' Regarding the introduction of examples, he highlights phrases like 'Indeed,' 'This is how,'



or 'Namely.' In order to encourage student participation, which seems to be relatively low, the teacher engages the class in a question-and-answer game, through which he helps them develop some key arguments. These include propositions such as: 'Television allows us to entertain ourselves,' 'It provides essential information,' and 'It brings culture to our homes.' Furthermore, he emphasizes the importance of the conclusion, which he defines as the moment when the student must summarize the points developed in the body of the text in order to close the essay coherently. At the end of this preparatory phase, the teacher invites the students to begin their writing, clarifying that he will collect their work, written on double sheets, at the end of the session. The students, who are very unmotivated and even bored, immediately begin writing. Some students write directly in a clean copy the idea that comes to their mind, while others try to come up with ideas by discussing among themselves, asking the teacher to write certain terms, and then copying the sentences, one after the other, into a clean version of the text.

Professor B begins the writing production session by recalling Project (2), « Organizing a Debate of Ideas ». He defines the debate as an exchange of viewpoints between two opposing theses, where each party attempts to convince the other. He announces that the objective is to write a short argumentative text on the theme of progress. Before starting, he emphasizes the importance of carefully reading the topic to avoid misinterpretations, off-topic responses, and omissions.

The topic, written on the board, revolves around the following debate : « *Some parents send their children to work*

under the pretext of teaching them responsibility. A debate on this subject has taken place in the school newspaper. Write your contribution to this debate by using irony to critique the reasons these parents might give.» The professor then guides the students in analyzing the topic, introducing the key question : ‘Should children be forced to work or not ?’ He highlights that there are two possible viewpoints : some believe that children should enjoy their childhood, while others think they should work to become responsible.

The teacher guides the students in writing their argumentative text by outlining the structure to follow : an introduction to present the topic and pose the question, followed by a development divided into two parts. He advises limiting the arguments to three and using logical connectors, markers of cause and consequence, as well as opinion verbs. In the first part, students are instructed to defend child labor by citing examples, particularly from developing countries, emphasizing the benefits for the child, such as responsibility and strength. For the counterargument, the teacher encourages students to address the arguments against child labor, such as the importance of education and play. The text concludes with a statement of the student’s position. The teacher stresses the importance of clarity, the use of simple sentences, both main and subordinate clauses, and adherence to grammatical rules. He then asks the students to write the text at home and bring it to the next session.

Professor C begins the writing session in a positive atmosphere by providing instructions for the explanatory essay : ‘Today’s task is to write an informative or explanatory text. In this type of essay, you need to present and describe a phenomenon, object, or issue, and possibly



analyze its causes and consequences in an objective manner.' He writes the topic on the board: 'You observe that, nowadays, nature is sacrificed for the development of human activities. Explain why this phenomenon is intensifying year after year.' The teacher reminds students to create an outline, emphasizing that the introduction should briefly introduce the topic and inform the reader about how the topic will be developed. After the students remain silent, he offers a suggested introduction: 'With progress and development, nature suffers continuous degradation that worsens every day. What are its causes?' He continues, explaining that the development should describe the phenomenon, explain the causes, and, if relevant, outline the consequences. The teacher advises the students to keep their writing objective, avoiding personal pronouns ('I' or 'we'), and recommends using definitions and paraphrasing to clarify concepts. He stresses that sentences should be short, clear, and free of unnecessary elements. Finally, he reminds the students that the goal is to inform; they should write in the present tense, include data and dates, and make comparisons.

According to the teacher, the conclusion should wrap up the essay by either providing solutions or considering the future. Unlike the others, Professor C recommends that students read relevant documents related to the topic and complete the assignment at home.

2.4. The limitations of these pedagogical practices related to writing

The observation of the teaching practices adopted by the instructors allows us to highlight some shortcomings.

- The topics proposed by the three teachers immediately place students in situations of producing complex texts, based on vague instructions (write, contribute to this debate with irony, explain the phenomenon...) that lead to cognitive overload (see the first section), as they have not been prepared for the writing process. We believe that studying the instructions a teacher gives to students before asking them to write is essential. As mentioned in the first section, a « productive » (EVA Group : 103), coherent, and precise instruction indicates clear directions for the task, establishes a manageable assignment, and allows for a step-by-step focus on the different levels of the text (planning, drafting, rewriting...), with the aim of reducing the overall cost of the task and minimizing cognitive overload.

- The teachers attempted to recall the thematic characteristics of the texts, as well as the use of connectors and linkers, in order to support the students. While this approach is necessary, it remains insufficient. Indeed, to succeed in written production, students must not only master the structure of the text but also possess an in-depth understanding of the theme they are writing about. To better prepare students for this task, the teacher could, either at the beginning of the session or after the first draft, provide varied documents and texts related to the theme (Petitjean, 1981 ; Reuter,1996). This approach would not only make the topic more accessible but also foster deeper reflection on the content, while contributing to the correction of substantive errors and reinforcing their understanding of the subject.

- We observed that all three teachers mention the importance of developing a plan, yet the concept they refer to does not align with the planning model proposed by Hayes and Flower. The latter emphasizes understanding the



purpose of the text (why ? For whom ?) and creating a guiding framework for writing by activating and organizing ideas. This planning process is essential for supporting students in developing the writing process itself. However, for Professors A and C, the term 'planning' refers more to the school-specific structure of a text, understood as a rôle juxtaposition of sections (introduction, body, and conclusion), rather than as a dynamic process of constructing a coherent written work meant for a reader (not a corrector). This, in our view, limits students' ability to engage in the writing process effectively. As for Professor B, 'planning' refers solely to the text model, which provides little help to students in accomplishing the writing task.

- In terms of idea formulation, the students we observed expressed difficulties, with some stating they had no ideas, while others filled the page with a stream of incoherent words. This reflects, without a doubt, the consequences of inadequate preparation and the lack of a structured planning process.

This planning phase, which should ideally help students set a goal, activate prior knowledge, and prioritize ideas, is not effectively carried out. As a result, students who are unable to plan and who must generate ideas that may not already exist find themselves blocked. They are also required to adhere to spelling, grammar, and vocabulary choices, which demands significant cognitive energy. The formulation of ideas is a fundamental aspect of content development. What should students do when they are not taught how to use a draft and are not asked to rewrite their texts using one ?

- The use of revision seems to be completely neglected, or rather ignored. We observed that the students do not know how to draft a rough draft. They make no corrections or modifications, except for spelling errors. Some even prefer to leave empty spaces rather than cross out words, and then ask the teachers how to spell or translate certain words, which they later write directly on their final copy to avoid 'spoiling' it. Others, less inclined to make an effort, choose to write directly in a clean copy. As for the teachers, they do not seem to recognize the importance of a rough draft in the process of acquiring writing skills. They never mention the use of rough drafts, do not require them, and do not ask students to proofread or rewrite to improve their work. For example, Teacher (A) merely helps students translate certain terms or formulate sentences, without ever encouraging them to rewrite or fully engage with the rough draft. However, the reality of writing clearly shows the opposite : there is no successful writing without revision ; there is no progress without rewriting, and there is no rewriting without a rough draft.

Conclusion

We think the students are showing little enthusiasm because, as we have seen, they don't know how to write, what the actual act of writing is. They ignore the value of the draft and the rôle of rewriting in scriptural practice. In turn, the teacher projects practices inherited from the school tradition onto the pupils. That's why we join Elizabeth Bing and Garcia-Debanc, (1989) in saying that a profound transformation in teachers' practices is indispensable to the



application of a pedagogy of writing success. And for this, we believe that a professional training of teachers is essential and «must above all contribute to the development of capacities for setting up and managing written production situations in the classroom which promote the construction of writing skills among pupils» (Garcia-DEBANC, 1989 :26).

And to enable teachers to better analyze the writing tasks they give their students, understand the difficulties they impose on them and question the practices usually adopted, Garcia-DEBANC proposes to test teachers in a complex writing task. Indeed placed in situations of writing unpublished (Yves Reuter made teachers write plagiarized polars, or erotic novels) (Garcia- DEBANC, 1989 : 41) Teachers can challenge writing situations that the traditional method has taught them, which may cause favourable changes in professional attitudes and practices.

We also believe it is important that the teacher :

- Teach the operations of the editorial process to his students, to enlighten them on the mechanisms of writing, through the practice of the draft (Bore, 2000). And here we insist on the importance of time as an essential factor in allowing students to think-write for themselves (Charolles, 1986 ; Bucheton, 2000).

- Applies the technique of procedural facilitations with its students, relying on precise basic instructions, to allow them to learn and master each operation of the scriptural process.

- The teacher should demonstrate through practice the purpose of drafting and rewriting : the draft is a crucial tool that enables the creation of a high-quality final product through a continuous process known as rewriting (Foulin, & Mouchon. 1998). The act of crossing out or revising is not a

sign of failure but rather a transformative gesture that generates meaning. Writing is a process that requires time, effort, and patience.

- The teacher must also take on a rôle similar to that of a supportive parent with a sufficient level of education—someone capable of offering effective guidance to a child. This means stepping down from the traditional authoritative position to adopt a more empathetic and reassuring stance that inspires student confidence. By offering individualized support (Fabre-Cols,2002), the teacher helps foster a serious and productive approach to writing, which is essential for meaningful progress.

- Furthermore, it is important to question whether the time allocated to foreign language instruction—especially writing—is sufficient to allow for genuine learning and practice of written production activities (Anis,1988). Without adequate time and structured support, the development of writing competence is inevitably hindered.

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The Reality of Physical Education Classes for Females in Vocational and Professional Training Centers in Algeria

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Abstract

This study aimed to ascertain the reality of sports participation among females in vocational and professional training centers, evaluating whether it meets the aspirations of the students and trainees. A survey was conducted on a sample of 320 students out of a total of 1237 students across the Mostaganem province, representing 25% of the total population. The findings indicated that while there is a high level of participation in physical education and sports classes, it does not fully meet the expectations due to various social barriers and a lack of sufficient motivation for those excelling in sports activities by the administration. Additionally, there is a scarcity of sports competitions specifically for females at these training centers.

Keywords: Physical Education Class, Vocational and Professional Training Centers.

La réalité des cours d'éducation physique pour les femmes dans les centres de formation professionnelle en Algérie

Résumé

Cette étude visait à évaluer la pratique sportive des femmes dans les centres de formation professionnelle et à évaluer si elle répond aux aspirations des élèves et des stagiaires. Une enquête a été menée auprès d'un échantillon de 320 élèves sur un total de 1 237 élèves répartis dans la province de Mostaganem, soit 25 % de la population totale. Les résultats ont révélé que, malgré un niveau élevé de participation aux cours d'éducation physique et sportive, celle-ci ne répond pas pleinement aux attentes en raison de divers obstacles sociaux et d'un manque de motivation de la part de l'administration pour les élèves qui excellent dans les activités sportives. De plus, les compétitions sportives réservées aux femmes sont rares dans ces centres.

Mots-Clés : Cours d'éducation physique, Centres d'entraînement professionnel.



Introduction

The discussion of sports begins with its historical evolution, initially rooted in competitions aimed at enhancing combat skills among youth, including archery, spear throwing, and horse racing. Over centuries, the concept of sports has transformed, now promoting team spirit, fair competition, leisure, and physical fitness, while also bolstering national pride. Modern sports, often centered around a ball: kicked, thrown, or struck, embody a contemporary perspective where accessibility for all is paramount.

The UNESCO Global Document on Physical Education and Sport emphasizes that the genuine practice of any individual's rights depends on the availability of opportunities to exercise choice and develop physically, mentally, morally, and psychologically. Ensuring accessibility to physical education and sports for all community segments is crucial, given their social significance, humanitarian purposes, and moral values. The document asserts that engagement in physical education and sports is an inherent right.

Today's diverse sports landscape serves as a vibrant element of global culture, transcending traditional customs and bridging differences across genders and individuals. This is captured in the enduring slogan "Sport for All," popularized since the issuance of the Sports for All Charter in 1975.

While it is idealistic to believe that sports are universally accessible, the reality that sports foster moral refinement, promote international harmony, and enhance life

understanding is undeniable. Sports strengthen individuals, making them more resilient and productive, thereby contributing significantly to societal progress (Kedadra & Labihi, 2021, p. 225).

Physical education is not merely a component of the educational curriculum but a holistic system with objectives that complement other educational goals. It plays a pivotal role in nurturing youth (Al-Adili, 2022, p. 135). Today, educational activities extend beyond academic performance, aiming to develop students' personalities, direct their interests, and unveil their potentials in various life aspects, including sports and cultural engagements.

These activities are essential elements of the curriculum, aligning with the school life concept to foster comprehensive and integrated growth. By the end of their education and training, students are equipped to navigate their professional and personal lives independently and responsibly, thereby effectively contributing to their society's objectives.

Vocational and professional training centers in Algeria are crucial for socialization, acting as a secondary educational environment following the family. These centers aim to prepare students and trainees to become productive members of society. Within their structured curricula, physical education and sports play an integral role, conducted under the guidance of skilled instructors. These activities strive to fulfill educational objectives through the diversification of physical activities. The effectiveness of these classes is significantly influenced by the environment in which they are held, highlighting the importance of optimizing resource use and addressing challenges that might hinder educational achievements.



However, physical education has often been culturally and socially perceived as predominantly male-oriented. Dr. Hassan Mohamed El Hassan pinpoints four primary social factors that impede female participation in sports activities:

- Socialization of women.
- The social and environmental context in which women live.
- The nature of societal values.
- The formal and informal social institutions to which women belong. (Jaballah, 2021, p.147)

These insights underscore that sports activities are more than mere physical exercises; they embody educational philosophies with defined concepts, objectives, principles, and criteria. Curriculum designers now recognize them as crucial elements of the educational process. Without adequately involving female students in sports activities tailored to their capabilities, inclinations, needs, and readiness, the educational objectives of vocational training centers cannot be fully realized (Kanaan, 2010, p.489).

Despite the recognized benefits of sports and the mandatory nature of physical education classes in these centers, females, particularly in certain regions, often face a disparity between their strong desire to participate in sports and the actual conditions they encounter, influenced by various inhibiting factors (Kedadra and Labihi, 2021, p.225). Based on the previous discussion, the following questions can be raised:

General Question

- Do sports activities at vocational and professional training centers meet the aspirations of female students?

Specific Questions

- What is the level of female participation in physical education and sports classes at these centers?
- Does the social environment affect the sports practices of female students at these centers?
- Are there sufficient incentives for females to engage in sports at these centers?

General Hypothesis

- The practice of sports by females at vocational and professional training centers is fraught with several deficiencies.

Specific Hypotheses

- The level of female participation in physical education and sports classes at these centers is generally moderate.
- The social environment impacts the sports practices of female students at these centers.
- Adequate incentives for females to engage in sports at these centers are lacking.

Research Objectives

- To encourage females to participate in sports.
- To discover sports talents among females.
- To provide the necessary requirements for females to engage in sports at these centers.



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- To identify the real reasons why some females are reluctant to participate in sports at these centers.
- To illustrate the importance of physical education and sports in alleviating social pressures and providing recreation for young women.

Reasons for Choosing the Topic:

- A scarcity of studies focusing on physical education and sports classes in vocational training centers.
- An interest in the category of vocational training center students.

1. Previous Studies (Literature review)

A. Study by Brahimi Umm al-Saud (2019): "Women and Sports in the Arab World: Legitimacy of Ambition and Inevitability of Reluctance."

This study dissected the reality of female athletes in the Arab world, with a focus on Algeria, exploring how societal values, norms, stereotypes, and gender discrimination shape this reality. Initially, the study discusses the concept of women's sports globally, its historical evolution, and the challenges it has overcome through the sustained efforts of feminist organizations that managed to break away from conservative ideologies, thus enhancing women's positions in leadership roles and ensuring a better balance in decision-making related to them, as well as supporting their presence in international delegations.

The study draws primarily on books, articles, newspapers, and particularly reports from international sports bodies, concluding that despite the legitimate aspirations to engage in these vital activities, the reluctance

has become an inescapable reality due to cultural, social, and political barriers. (Brahimi, 2019, pp. 51-66)

B. Study by Mohamed Heizoum et al. (2019): *"The Impact of Social Controls on Females' Participation in Physical Education and Sports: A Field Study in Some High Schools of Laghouat Municipality."*

This study aimed to investigate the impact of social controls on the participation of females in physical education and sports classes. Utilizing a descriptive method and survey tools, the sample included 80 female students and 10 teachers.

The study concluded that traditional customs and norms significantly impact the psychological and social states of females, influencing their participation in physical education and sports. It highlighted how family life and parental attitudes play a crucial role in directing females towards engaging in physical education and sports classes. Moreover, gender mixing was identified as a barrier to female participation in these activities. (Heizoum et al., 2019, pp. 51-73)

C. Study of Eid Mohamed Kanaan (2010) titled *"Barriers to Participation of Female Students in Northern Jordan Schools in School Sports Activities"*.

This study aimed to identify the barriers to participation faced by female students in grades 7, 10, and secondary grade 2 in Northern Jordan schools in school sports activities. For this purpose, the researcher developed a questionnaire consisting of six areas, comprising 50 items addressing issues related to participation barriers in school sports activities.



The study sample consisted of 1,511 randomly selected female students. The data analysis revealed that the barriers to participation in school sports activities fell into two groups. The first group included barriers related to the religious aspect, sports facilities and capabilities, and academic achievement, with mean scores of 2.81, 2.77, and 2.64, respectively. The second group included barriers related to the psychological, social, and health aspects, with mean scores of 2.40, 2.28, and 2.19, respectively.

The overall averages for the barriers included in the second group were lower than those in the first group. The results also indicated statistically significant differences ($\mu = 0.50$) due to the effect of grade level, geographical location, and cumulative average on the participation of female students in school sports activities.

Lastly, the study provided a set of recommendations emphasizing the necessity to provide the essentials for practicing sports activities in schools, such as building indoor sports halls and allocating adequate budgets for purchasing the necessary sports equipment and devices. (Kanaan, 2010, pp. 485-526)

2. Methods

To effectively address the research questions and validate the hypotheses, a rigorous scientific approach is required. For this study, a descriptive methodology was employed to capture an accurate depiction of the current state of sports participation among females in vocational training centers.

2.1 Research Population and Sample:

The research sample consisted of 320 female students, selected from a total pool of 1237 students across vocational training centers in Mostaganem. This sample represents approximately 25% of the total student population in these centers, ensuring a representative cross-section for statistical analysis.

2.2 Research Tools:

The primary tool used in this study was a survey, recognized for its effectiveness in gathering detailed information about specific issues or conditions within a given population.

2.3 Research Domains:

2.3.1 Temporal Scope:

The study was conducted over a period spanning from September 2023 to February 2024, allowing for comprehensive data collection and analysis.

2.3.2 Spatial Scope:

The research was carried out across multiple sites, including:

- Vocational Training Center and Professionalization Mostaganem 1
- Vocational Training Center and Professionalization Mostaganem 3
- Vocational Training Center and Professionalization Masra
- Vocational Training Center and Professionalization Mzeghran



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- Vocational Training Center and Professionalization
Fornaka
- Vocational Training Center and Professionalization
Kheir ed-Din
- Annex Ain Nouissy
- National Institute Specialized in Vocational
Training Ben Zahra Mostaganem

2.4 Statistical Analysis:

To analyze the collected data, several statistical tools were utilized:

- Percentages (%) were calculated to provide a clear understanding of the distribution and proportions within the data.
- The Chi-square test (χ^2) was employed to determine the significance of observed differences in categorical data across the defined groups.
- Pearson's correlation coefficient was used to measure the strength and direction of association between two continuous variables.

3. Results and Discussion

Table N°01: Axis One / Level of female participation in sports activities at vocational and professional training centers

Question	Responses						Statistical Significant	χ^2 Table Value	χ^2 Calculated
	No	Some what	Yes	Percentage (%)	Frequency	Percentage (%)	Significant	5.99	193.31
1- Do you participate in physical education and sports?	Percentage (%)	Frequency	Percentage (%)	Frequency	Percentage (%)	Frequency	Significant	5.99	193.31
	22.5	72	8.44	27	69.06	221			
2- If you answered "No" to the first question, what are the reasons for abstaining?	Mixing	Wearing High	Medical Reasons	Percentage (%)	Frequency	Percentage (%)	Significant	5.99	36.10
	Percentage (%)	Frequency	Percentage (%)	Frequency	Percentage (%)	Frequency			
	17.5	14	17.5	14	65	52			



3- What is your level of interest in physical education and sports?	High				Medium	Low	313.31	5.99	Significant
	Frequency	Percentage (%)	Frequency	Percentage (%)	Frequency	Percentage (%)			
	253	79.06	59	18.44	08	2.5			
4- What is the purpose of your participation in physical education and sports classes?	Expend Excess Energy				Improvement	Recreation	156.32	5.99	Significant
	Frequency	Percentage (%)	Frequency	Percentage (%)	Frequency	Percentage (%)			
	98	30.63	202	63.13	20	6.25			

From the analysis of Table (01) regarding female participation in sports activities at vocational and professional training centers, the findings are as follows:

- For the first question, the calculated χ^2 value of 193.31 significantly exceeds the critical value of 5.99 at a 0.05 significance level with 2 degrees of freedom. This significant discrepancy indicates that a majority of students and trainees at these centers actively participate in physical education and sports classes.
- For the second question, the calculated χ^2 value of 36.10 also surpasses the critical value of 5.99 at the same significance level and degrees of freedom. This

result signifies that most students and trainees who do not participate in physical education and sports classes are hindered by medical conditions that officially exempt them from participation.

- For the third question, the calculated χ^2 value of 313.31, which is much higher than the critical value of 5.99, suggests a substantial interest in physical education and sports classes among the majority of students and trainees at these centers.
- For the fourth question, the χ^2 value of 156.32, exceeding the critical threshold, indicates that the primary motivation for most students and trainees participating in physical education and sports classes is to enhance their physical fitness.

Based on these observations, several conclusions can be drawn:

- A significant 69.06% of students and trainees at vocational and professional training centers engage in physical education and sports classes, with the primary exceptions being those with medical exemptions.
- A notable 79.06% of these participants express a high level of interest in these activities.
- The predominant objective for 63.13% of the participants is to improve their physical fitness.

Hence, the first specific hypothesis stating that "The degree of female participation in physical education and sports classes at vocational and professional training centers is generally moderate" is refuted. Instead, the data reveals a high level of active participation among females in these



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programs, illustrating a robust engagement in physical education and sports within this educational context.

Table N°02: Axis Two / Impact of the Social Environment on Sports Participation among Female Students at Vocational and Professional Training Centers

Question	Responses						χ^2 Calculated	χ^2 Table Value	Statistical Significance
1- Does any family member oppose your participation in physical education?	Yes			No			213.09	5.99	Significant
				Sometimes					
				Percentage (%)					
	Frequency	Percentage (%)	Frequency	Percentage (%)	Frequency	Percentage (%)			
	64	20	28	8.75	228	71.25			
2- Does any family member	Yes			Sometimes		No	113.14	5.99	Significant

encourage you to practice sports?	Frequency	Percentage (%)	Frequency	Percentage (%)	Frequency	Percentage (%)	141.11	5.99	Significant
	76	20.38	49	15.31	195	60.94			
3- Do your parents provide you with a sports uniform to practice sports?	Yes				Sometimes		141.11	5.99	Significant
	Frequency	Percentage (%)	Frequency	Percentage (%)	Frequency	Percentage (%)			
	96	30	43	13.43	211	65.94			
4- If selected, would you accept to join a team at the institution?	Yes				Maybe		39.31	5.99	Significant
	Frequency	Percentage (%)	Frequency	Percentage (%)	Frequency	Percentage (%)			
	137	42.81	54	16.88	129	40.31			

From Table (02) analyzing the impact of the social environment on sports participation among female students at vocational and professional training centers, the following insights are derived:

- For the first question, the calculated χ^2 value of 213.09, which is greater than the table χ^2 value of 5.99 at a significance level of 0.05 and 2 degrees of freedom, indicates a significant difference favoring



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the majority. This suggests that most students and trainees participate in physical education and sports classes without family opposition.

- For the second question, the calculated χ^2 value of 113.14, which is greater than the table χ^2 value of 5.99, implies that the majority of students and trainees do not receive sufficient familial encouragement to participate in physical education and sports classes.
- For the third question, the calculated χ^2 value of 141.11 indicates that the majority of students and trainees do not have sports uniforms provided by their parents.
- For the fourth question, the calculated χ^2 value of 39.31, which is greater than the table value, shows that the majority of students and trainees are willing to join institutional sports clubs if selected.

From these results, several conclusions can be drawn:

- 71.25% of the guardians of students and trainees at the centers do not oppose their daughters' participation in physical education and sports classes.
- 60.94% of students and trainees at the centers do not receive adequate encouragement from their families to participate in these classes.
- 65.94% of students and trainees at the centers do not have their sports uniforms provided by their parents.
- 42.81% of the students and trainees at the centers are ready to join sports clubs within the institution if selected.

These findings confirm the second specific hypothesis that "The social environment impacts the sports

participation of female students at vocational and professional training centers." The results underscore that the social environment does indeed pose certain barriers to the students' full participation in sports activities at these centers.

Table N°03: Axis Two / Degree of Motivation for Females in Sports Activities at Vocational and Professional Training Centers

Statistical		Significant		
χ^2 Table Value		5.99		
χ^2 Calculated		470.43		
Responses	No	Percentage (%)		90.31
	Don't Know	Frequency	289	
		Percentage (%)	8.75	
	Yes	Frequency	28	
		Percentage (%)	0.74	
		Frequency	03	
Question		1-Is there a sports team at your institution?		



2- If there is a sports team at the institution, are you willing to join?	Yes				Someti	No	54.64	5.99	Significant
	Frequen	Percenta	ge (%)	Frequen	Frequen	Percenta			
	156	48.75	49	15.31	115	35.94			
3- Are there any sports tournaments specifically for females organized by your institution?	Yes				Someti	No	397.72	5.99	Significant
	Frequen	Percenta	ge (%)	Frequen	Frequen	Percenta			
	02	0.63	45	14.06	273	85.31			
4- Does the administration encourage those who excel in sports activities?	Yes				Maybe	No	522.25	5.99	Significant
	Frequen	Percenta	ge (%)	Frequen	Frequen	Percenta			
	00	00	21	6.56	299	93.44			

Based on Table (03) regarding the motivation of females to engage in sports activities at vocational and professional training centers, the analysis reveals the following:

- The calculated chi-square value for the first question is 470.43, which substantially exceeds the critical chi-square value of 5.99 at a 0.05 significance level and 2 degrees of freedom. This significant difference favors the highest frequency response, indicating that the majority of female students and trainees at vocational and professional training centers reported the absence of a sports team in their respective institutions.
- The second question showed a calculated chi-square value of 54.64, again surpassing the critical value of 5.99 at the same significance level and degrees of freedom. This significant difference also favors the highest frequency, suggesting that the majority of female students and trainees at these centers are willing to join a sports team if one were available.
- For the third question, the calculated chi-square value was 397.72, which is greater than the critical chi-square value of 5.99. Thus, the difference is significant in favor of the highest frequency, meaning that most female students and trainees responded that their institutions do not organize sports tournaments specifically for females.
- The fourth question resulted in a calculated chi-square value of 522.25, exceeding the critical chi-square value of 5.99. This significant difference indicates that the majority of female students and trainees at these centers confirmed the lack of adequate motivation from the administration for those excelling in sports activities practiced within the institution.



From these findings, the following conclusions can be drawn:

- 90.31% of students and trainees confirm the absence of a sports team at their institution, while 48.75% express a readiness to participate should one be available.
- 85.31% report the absence of sports competitions specifically for females at their institution.
- 93.44% highlight a significant lack of motivation from the administration for females excelling in sports activities.

Therefore, the specific hypothesis, "There are insufficient incentives for females to engage in sports at vocational and professional training centers," has been confirmed. The general hypothesis stating that "The practice of sports by females at vocational and professional training centers is marked by several deficiencies" is also supported by the research findings.

Conclusion

From the comprehensive analysis of the study results, it is clear that the participation of females in sports activities within vocational and professional training centers is marked by several challenges. Despite a strong interest and significant participation in physical education and sports among female students and trainees, the provisions at these centers fall short of meeting their aspirations.

This shortfall is primarily due to the inadequate support and motivation from the administration for students

excelling in sports, coupled with the absence of dedicated sports teams and organized competitions for females.

The importance of sports practice extends beyond gender and is crucial for fostering societal principles such as social integration, tolerance, and respect. Brahim (2019, p. 52) supports this view, highlighting that sports activities serve not only as a right but also as a vehicle for societal integration. Additionally, Zahiya Jab Allah emphasizes the broad impacts of sports, noting both physiological and psychological benefits that contribute to stronger social bonds within groups and across societies.

Historical educational theorists such as Froebel, Pestalozzi, and Rousseau have recognized the value of integrating sports and games into community settings to promote moral values and social cohesion, advocating for the inclusion of women in these activities to reap societal benefits broadly.

In line with these insights, Dr. Yasmin Taher points out that sports activities enhance an individual's health, physical condition, and moral standing, preparing them for productive endeavors. Sports are also pivotal in facilitating international communication and cultural exchanges.

Despite these recognized benefits and ongoing efforts to develop the sports sector in Algeria, women's participation remains notably limited and is characterized by inconsistency and regression, a situation corroborated by Taher and Zouag (2019, p. 150) and underscored by the findings of this research.

The study thus concludes that while there is an evident passion and engagement among females in sports within vocational and professional training centers, significant improvements are required to address the deficiencies and



ensure that sports practices align more closely with the aspirations and needs of female students and trainees.

Recommendations

- Implement appropriate sports programs to encourage female participation at vocational and professional training centers.
- Enforce strict medical criteria for granting exemptions only when absolutely necessary.
- Focus on motivating female students who excel in sports activities at these centers.
- Establish sports teams for females at these centers.
- Schedule sports tournaments and competitions specifically for females at these centers.

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The Reality of Interactive Environments and Their Impact on Supporting E-Learning in Arab Universities

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Abstract

Higher education teaching has undergone several changes at the level of Arab universities. This is due to educational technology, which has become a real challenge for university teachers. Consequently, university professors have attempted to adapt the educational process to these current developments, managing it in light of the reality of interactive environments. They seek to digitize the educational content provided to students in an integrated manner, with the noble goal of ensuring the quality of higher education in line with modern requirements. In light of this, we have recently observed the emergence of intensive efforts by higher education institutions, led by professors, to program education by launching its content virtually through electronic platforms. These platforms are completely different from traditional, face-to-face education, which focuses on delivering lessons in real-world settings. This is due to several reasons, including : overcoming the dangers of diseases and viruses ; avoiding overcrowding in classrooms ; saving effort, time, and money, which hinders the smooth and efficient flow of education within university educational environments ; and providing effective means for distance learning.

Keywords: *higher education, interactive environments, e-learning, e-content, Arab universities.*

La réalité des environnements interactifs et leur impact sur le soutien à l'apprentissage en ligne dans les universités arabes

Résumé

L'enseignement supérieur a connu plusieurs changements au niveau des universités arabes. Cela est dû à la technologie éducative, qui est devenue un véritable défi pour les enseignants universitaires. Par conséquent, les professeurs ont tenté d'adapter le processus éducatif à ces évolutions actuelles, en le gérant à la lumière de la réalité des environnements interactifs. Ils cherchent à numériser le contenu pédagogique proposé aux étudiants de manière intégrée, avec le noble objectif d'assurer la qualité de l'enseignement supérieur en adéquation avec les exigences modernes. À cet égard, nous avons récemment observé l'émergence d'efforts intensifs de la part des institutions d'enseignement supérieur, menés par les professeurs, visant à programmer l'enseignement en lançant son contenu virtuellement à travers des plateformes électroniques. Ces plateformes diffèrent totalement de l'enseignement traditionnel en présentiel, qui repose sur la transmission des cours dans des environnements réels. Cela s'explique par plusieurs raisons, notamment : surmonter les dangers liés aux maladies et aux virus ; éviter la surcharge des salles de classe ; économiser les efforts, le temps et l'argent, ce qui entrave le bon déroulement et l'efficacité de l'enseignement dans les environnements universitaires ; et fournir des moyens efficaces pour l'apprentissage à distance.

Mots-clés : enseignement supérieur, environnements interactifs, e-learning, e-contenu, universités arabes.



Introduction:

Arab universities have realized the great importance of distance education, and thus rushed toward finding possible solutions and proposals to enhance this virtual mode of learning, especially with the emergence of the Corona pandemic, which pushed most Arab countries into a distinctive enabling environment in the field of e-learning. From this, we notice that the combination of face-to-face education and its virtual counterpart has become a necessary requirement “to open all channels of effective communication between administration, students, professors, and researchers in order to expand the horizons and outlets of acquiring knowledge, and not limit it to face-to-face education only. In a world where the element of time has become relative with the advancement of digital and communication means, and the availability of new educational tools and approaches, competition to develop, produce, and share knowledge has become sharper and faster, as it represents the wealth of knowledge societies and the foundation of their renaissance (Lakhder, 2023).”

Thus, the teacher in Arab universities moved in teaching educational contents in order to keep pace with that transformation from paper-based or traditional education to following a new and modern pattern, which is interactive e-learning. The latter had occupied a larger space in theoretical studies among Arab researchers, while its application remained absent for a long period due to several reasons, including: the lack of experts and specialists in the field of interactive environments to train and guide professors in teaching through them. On the other hand, it

was found only in a very small number of private institutions that imposed fees for it. But with the spread of technological means and progress, it became obligatory for the Arab individual to keep pace with this development, and learning to communicate through these means across different environments and contexts became a real gain for the producing party to promote it commercially. Consequently, higher and specialized bodies emerged calling from all sides toward enabling methods and skills of interactive communication, which has become highly and fundamentally relied upon given the positive results produced by information and communication technologies after receiving some form of distance education.

Thus, interactive learning posed a challenge with no alternative left for higher education institutions but to adopt it as one of the modern and effective patterns of university education.

This research required us to formulate a set of hypotheses, the most important of which are:

- The existence of a lack of interactive learning within Arab university environments.
- The weakness in the level of instructors who are supposed to have a high level of training in e-learning.
- The inability of some professors to use interactive platforms that support students' learning at the university level.
- The decline in the level of students who live with the technology of the era with all its tools and equipment, and yet are confronted with traditional classrooms where education is almost boring.

Our ultimate objective in this research paper is:



- To contribute to creating an educational environment based on participation and interaction, making the student an essential element in it, thereby pushing him to break the monotony of education in the real environment, and enabling him to collaborate with educational teams through which they are prepared for the Arab and global labor market in the future, with the final outcome being the support of Arab culture and the reinforcement of its civilizational and social belonging.
- To enhance students' communication, linguistic, and social interaction skills, and to help them express their ideas freely and respect the opinions of others.
- To provide Arab university students with reinforcement of their educational and personal abilities through preparing interactive presentations and participating in their activities, which unleashes their creative energies and innovative abilities.
- To develop in them critical thinking and analytical thinking skills through interactive discussions, raising questions, purposeful dialogue, and analyzing information and data, which provides a good dimension for understanding the content of the material presented to them.
- To develop and support the quality of education in Arab universities in a way that corresponds with the educational visions of global university education.

Discussing these elements aims to reach the following results: Has Arab higher education succeeded in teaching students through interactive environments? And how has it

benefited from electronic platforms to advance and develop the level of university knowledge content?

1. The Concept of University E-Learning, Its Advantages and Objectives:

1.1. The Concept of University E-Learning:

The concept of e-learning has taken on many definitions, most of which indicated the use of contemporary technological media within educational environments. It has therefore been defined as “one of the forms of distance education using modern communication mechanisms in order to deliver information to learners as quickly as possible and at the lowest cost, in a way that allows the management and control of the educational process, and the measurement and evaluation of learners’ performance (Sharif Murad, Azzouz Mounir, 2018).” It is one of the latest methods through which we provide education based, for example, on laser discs or audiovisual tapes. Thus, university e-learning can be defined as education that relies on modern communication means to deliver lessons to students at this level, which often depend on the use of high-quality techniques oriented toward digitization, for both economic and knowledge purposes.

1.2. The Advantages of University E-Learning:

E-learning at the university level has several advantages, some of which are:

- a) It helps both professor and student diversify research sources and information based on its techniques that simulate contemporary reality.
- b) It provides students with a set of technical skills necessary for graduating human competencies that keep



pace with current developments, through intensifying the use of electronic means in teaching and communication, and disseminating knowledge and information.

- c) University e-learning helps in: “transmitting educational experiences by presenting topics in a model manner (Mustafa, 2012).”
- d) It is characterized by the possibility of repeating outstanding educational practices (Mustafa, 2012), which increases the professor’s expertise because the presence of educational models enriches his teaching position, and such practices are facilitated for him through the repetition of his teaching actions.
- e) It contributes to reducing some of the professional burdens of the professor that usually waste his time, such as “the optimal use of audio and video techniques and related multimedia, and reducing the administrative burdens of the teacher, such as receiving assignments, and recording attendance... (Mustafa, 2012).”
- f) It creates for students an interactive learning environment, usually characterized by the presence of communication channels that encourage purposeful discussions and the exchange of educational experiences among them, such as virtual classrooms.
- g) It is considered an important element in planning the advancement of universities, as it helps higher and responsible bodies in universities to plan well to generalize electronic technologies across all higher education institutions, making them cover the largest part within the surrounding society.
- h) The organization of university institutions’

administrative work, linking them with society and the labor market, and contributing to their development and advancement.

2.3. The Objectives of E-Learning:

E-learning aims to support interactive environments in higher education institutions through: (Sharif Murad, Azzouz Mounir, 2018)

- a) Providing a flexible educational environment, and preparing a qualified teaching staff skilled in using modern teaching strategies and methods. Supporting the process of interaction between students, learners, and assistants through the exchange of experiences, opinions, and purposeful discussions and dialogues.
- b) Enabling teachers to acquire technical skills to use modern educational technologies.
- c) Enhancing the curriculum through engaging in electronic activities.
- d) Providing the learner with self-learning skills.
- e) Developing the role of teachers in the educational process so that it keeps pace with successive scientific and technological developments.
- f) Making training more flexible and freeing it from complex constraints, as study is characterized by the absence of temporal and spatial barriers such as the need to travel to university centers and training institutes.
- g) Developing the individual's personality spiritually, mentally, physically, and emotionally, and cultivating his inclinations and talents while advancing his abilities and skills.
- h) Providing students with information and knowledge that traditional education cannot deliver.



- i) Eradicating informational illiteracy among workers in all fields of education.

2. Interactive Environments: Their Concept, Positives and Negatives

3.1. The Concept of the Interactive Environment:

The interactive educational environment is considered one of the environments that ensures the education of students in a refined and diverse manner, adopting scientific methods that help in understanding educational contents at the university level, requiring active student engagement and participation with others while receiving scientific knowledge. Thus, interactive environments in their modern concept differ from old methods of education, as they provide direct education through advanced tools and platforms that contribute in one way or another to effectively involving the student in learning university educational content, where his learning revolves in a lively communicative environment in which he is the backbone, and the teacher a guide and mentor.

If the concept of e-learning is the delivery of educational content to students through more technological means relying on the tools and mechanisms of the digital age—defined as “education in which educational content is delivered through electronic media such as the Internet, intranet, satellites, laser discs, or audiovisual tapes, and can be defined as a method of education using modern communication mechanisms such as the computer, networks, and multimedia”—then interactive e-learning is: “the teacher directly interacting with students, and all students being able to interact with each other directly and

with the teacher at the same time. This mode of learning involves direct shared interactive indicators with sound and image; shared screens, and the possibility of storing information for future uses (Al-Saeed, 2013)."

From this we derive the concept of the interactive environment, and according to the definition of Mahwous Mohamed Mahwous Falah, it is: "a free educational network, a safe and easy method used to exchange ideas and share educational contents. It also provides an opportunity to access assignments and view the contributions and works of student groups. Parents can log in with their own accounts to see their children's grades and assignments, and the teacher can communicate with parents and notify them of late assignments and activities through the site. In addition, the teacher can communicate with his students in the classroom, and other students in other classrooms (Falah, Mahwous Mohamed Mahwous, 2009)."

Interaction is classified into two types, as illustrated in the following figure:

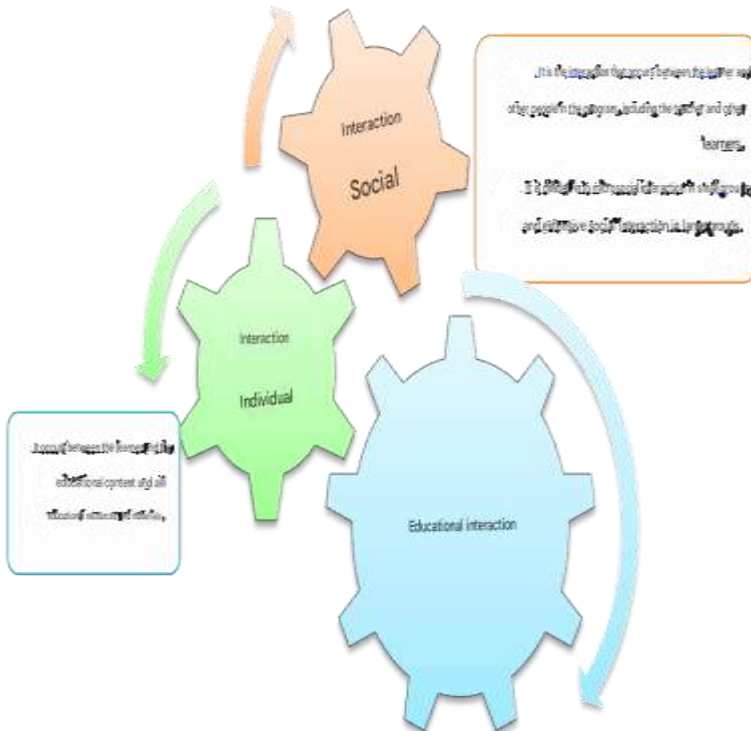


Figure No. (01): Types of Educational Interaction (Mahmoud, 2012).

Thus, interactive education constitutes an educational system in its own right that relies on what is called educational software, which represents an integrated whole in terms of the multiplicity of sources for delivering curricula to students on the internet, as well as educational programs and various educational activities. Thus, it constitutes synchronous and asynchronous learning, in

which the student is able to receive scientific knowledge in his field of specialization at any time and in any place using “educational technology tools, information, and interactive communication in a way that enables the teacher to evaluate the student (Hanan, 2018),” while overcoming the obstacles that prevent his interactive learning in real environments.

Given the importance of the topic of interactive environments in modernizing methods and strategies of university education, and because they contribute to transforming it from traditional education into a more developed and interactive one among its components during the teaching process, thereby making it distinguished by a qualitative shift from traditional systems to others, we will explain in the following section the positives and negatives of interactive environments in university education:

a) Positives and Negatives of Interactive Environments in Arab University Education:

1. Positives of Interactive Environments in Arab University Education:

These environments have been characterized by interactive features, whose necessity and importance have been emphasized within the teaching of knowledge content for university students, internet users, and faculty members. Those who expressed their appreciation for such environments in advancing and promoting the Arab university, especially in times of crises, as they found them an outlet for solving some of the obstacles to teaching and learning faced by the university professor and his students inside classrooms in reality. Perhaps the most important features of interactive education within university environments are:



- Interactive environments encourage students to exchange ideas and knowledge information. They contribute to participation, and educational electronic platforms help in sharing content between the different educational and learning components across distances and places.
- Uploading lessons and lectures through secure and more interactive electronic platforms that represent their private environment, including an element of attraction in presenting their information and their own contents.
- They rely on teaching in the language they understand in addition to containing translation, as they provide contents in other languages for those studying in languages other than their own and for foreigners. This facilitates communication for them and speaking in a correct, expressive, and understandable language.
- They led to the creation of training rooms specialized for professors in the field of communication technology and linguistic communication.

Through examining the reality of the educational environment of our university institutions, we notice that there are several obstacles standing in the way of the effectiveness of distance education, the facilitation of digital transition, and the replacement of e-learning and distance education with the required effectiveness in the organizational and academic environment. Based on scientific observation, field monitoring, and through evaluating the experience of distance education during the Corona crisis, we can record a set of obstacles that prevent

the success or effectiveness of distance education in our universities, in order to alert officials to the need to work on addressing them, correcting imbalances, and preparing the appropriate ground for the success of this type of education.

3.2. Negatives of Interactive Environments in Arab University Education:

- a) They require the use of technological devices for long periods of time, causing students impaired vision and physical fatigue for both teachers and students, especially since they are available at all times, and some of them access them at very late hours of the night due to their special circumstances, such as working students. Thus, although positive, they cause health damages.
- b) Lack of training in dealing with these environments among most professors in Arab universities, which reduces the use of some professors of them, and this is due to their habit of traditional education.*
- c) The tools used are imported from foreign parties, requiring the activation of the Arabic language at times. Therefore, most programs compatible with these environments are programmed in languages other than Arabic.
- d) The interruption of the internet signal or its weak flow causes many troubles for all students, and thus wastes a lot of their time. This is because the majority of their basic education in Arab schools lacked such interactive environments, so their education was fundamentally based on traditional education.



Conclusion:

In general, we notice that Arab universities were prompted by special and very urgent circumstances to adopt education through interactive environments, among which we mention:

1. The openness of e-learning to various university environments, and it is no longer monopolized by foreigners.
2. The urgent need to improve the quality of training in line with the requirements of ensuring the quality of education and its nature in distance learning to keep pace with the development of universities in developed countries.
3. The abundance of problems and the pressures of pedagogical supervision and institutional management in light of the increasing number of students in classrooms.
4. The spread of infectious diseases and epidemics such as the Corona pandemic in the recent period, which required changes in many aspects of life: intellectual, cultural, political, and social, etc.

These and many other circumstances formed a strong motive for Arab higher education institutions to teach students through interactive environments, which led them to strive hard to add alternative methods with new intelligent procedures and applications that enhanced the pedagogical aspect across all its branches. They contributed to providing knowledge contents to students with more technical and advanced methods, undertaking to deliver

information to them in a constructive interactive way, indicating the extent of their success in attempting to localize the features of this educational pattern in university environments. What proves this is that they ensured the launch of supported electronic platforms for teaching university knowledge contents to students, such as the Moodle platform adopted in teaching students remotely in Algeria and other countries around the world.

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Self-differentiation and its relationship to job satisfaction among primary education teachers – A field study on a sample of primary education teachers

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Abstract:

The current study aimed to reveal the correlation between self-differentiation and job satisfaction among primary education teachers. The sample consisted of 70 male and female teachers (22 males, 48 females), who were selected in a simple random way from schools in the city of Médéa. Two scales were also used: the self-differentiation scale prepared by Al-Kaabi (2007), and modified by Al-Jabbari (2015). The job satisfaction scale was prepared by Lester, P. (2005), translated by Musa Farouk Abdel Fattah Sunna (2006), and modified by Al-Shammari (2015). The descriptive approach was also used to suit it and the nature of the study, and after applying the statistical and social package system (SPSS), the results resulted in: There is no correlation between self-differentiation and job satisfaction, and there are no differences between primary education teachers in both the level of self-differentiation and the level of job satisfaction, attributed to the gender variable (male-female).

Keywords: self-differentiation, job satisfaction, primary education teachers.

L'autodifférenciation et son lien avec la satisfaction professionnelle chez les enseignants du primaire – Une étude de terrain menée auprès d'un échantillon d'enseignants du primaire

Résumé

La présente étude visait à mettre en évidence la corrélation entre la différenciation de soi et la satisfaction professionnelle chez les enseignants du primaire. L'échantillon était composé de 70 enseignants (22 hommes et 48 femmes), sélectionnés de manière aléatoire simple parmi les écoles de la ville de Médéa. Deux échelles ont été utilisées : l'échelle de différenciation de soi élaborée par Al-Kaabi (2007) et modifiée par Al-Jabbari (2015), ainsi que l'échelle de satisfaction professionnelle élaborée par Lester, P. (2005), traduite par Moussa Farouk Abdel Fattah Sunna (2006) et modifiée par Al-Shammari (2015). L'approche descriptive a été adoptée afin de l'adapter à la nature de l'étude, et après l'application du logiciel statistique SPSS, les résultats ont montré qu'il n'existe aucune corrélation entre la différenciation de soi et la satisfaction professionnelle, et qu'il n'existe pas de différences entre les enseignants du primaire concernant à la fois le niveau de différenciation de soi et le niveau de satisfaction professionnelle, attribuées à la variable du sexe (homme-femme).

Mots-clés : *différenciation de soi, satisfaction professionnelle, enseignants du primaire*



Introduction

Educational work, whatever its nature, reference, or pedagogical framework to which it belongs or on which it is based, cannot achieve its objectives or reach its ultimate goal except by considering one of its main components, which is the teacher, as the link between the pupils and what is presented to them of knowledge, information, and skills. He is the cornerstone without which the structure of education cannot stand.

This cannot be achieved except through the teacher's confrontation with the problems that he faces during his difficult professional path with the pupils, with the parents, and even with the school administration. To face these problems, the teacher needs a cognitive-psychological means that distinguishes him from his colleagues in dealing with the situations he encounters according to the mental abilities he possesses and the extent of his reliance on himself in making his decisions.

The subject of self-differentiation is one of the important topics because it is related to two internal psychological capacities: it enables the individual to distinguish between his thoughts and feelings, and a capacity in the field of interpersonal relations that enables him to enter into intimate relations with other individuals and at the same time maintain independence from them. This makes him positively associated with indicators of psychological health as a cognitive and behavioral means to control responses according to the mental and cognitive abilities of the individual and the extent of his reliance on himself in

solving his problems and making his decisions (Kafafi, 2009).

In the field of education, the teaching profession is considered one of the most burdensome professions with work pressures. Muftah Mohamed Abdelaziz confirms that among the most stressed professions are those working in the teaching profession, alongside medicine, nursing, and the police (Hansali, 2014, p. 10).

However, working in the teaching profession does not only require training or preparation but rather requires job satisfaction, which contributes to the continuation of work and performing it satisfactorily. Therefore, job satisfaction is considered one of the signs of the teacher's psychological adjustment, making him more productive, more positive in interaction, and this satisfaction increases the more the teacher excels in solving his problems through his awareness of himself, its importance, and its social status.

Job satisfaction is an internal feeling that drives the individual to exert effort and mastery in work and increase production without feeling tired or bored, with a sense of comfort and an internal desire to participate in activities with the work group and make it a priority of his concerns, without external factors affecting the performance of the tasks assigned to him.

Hence came the idea of researching the topic through the importance of both self-differentiation and job satisfaction as two variables that deserve study...

Through revealing the relationship between them and the variables associated with it, and from this starting point, the current study problem can be defined in the following question:



Is there a correlational relationship between self-differentiation and job satisfaction among primary school teachers, and the following sub-questions arise accordingly:

- Are there differences in the degrees of the self-differentiation scale among primary school teachers attributed to the gender variable (male–female)?
- Are there differences in the degrees of the job satisfaction scale among primary school teachers attributed to the gender variable (male–female)?

Study Hypotheses

The study hypotheses are as follows:

- First hypothesis: There is a statistically significant correlational relationship between the degrees of self-differentiation and the degrees of job satisfaction among primary school teachers.
- Second hypothesis: There are no statistically significant differences in the degrees of the self-differentiation scale among primary school teachers attributed to the gender variable (male–female).
- Third hypothesis: There are statistically significant differences in the degrees of the job satisfaction scale among primary school teachers attributed to the gender variable (male–female) in favor of males.

Study Objectives:

The study sought to achieve the following objectives:

- To measure both the level of self-differentiation and job satisfaction among the sample members.

- To identify the differences in the degree of self-differentiation according to the gender variable (male-female).
- To identify the differences in the degree of job satisfaction according to the gender variable (male-female).
- To reveal the nature of the correlational relationship between self-differentiation and job satisfaction among the sample members.

Study Significance:

The research gains importance, whether from the theoretical or practical side, through the following:

A. Theoretical Importance:

- Self-differentiation is considered one of the most important basic influences on personality, and therefore any deficiency in this psychological-cognitive factor may hinder the individual from proper psychological adjustment.
- Job satisfaction is regarded as one of the signs of psychological adjustment and among the most important indicators of happiness in an individual's life.
- The importance of the group targeted by this study, as teachers are among the most exposed categories to work pressures throughout their demanding professional career.

B. Practical Importance:

- Through this study, it is possible to identify the level of self-differentiation among primary school teachers.



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- Through this study, it is possible to identify the level of job satisfaction among primary school teachers.
- The importance of the study also lies in proposing some suggestions and recommendations that may contribute to reducing the effects associated with weak ability to face pressures and frustrations that teachers experience during their professional career.

1. Theoretical and Procedural Definition of Study Concepts:

1.1. Self-Differentiation:

Definition of Bowen (1979):

“It is a multidimensional construct consisting of two abilities: an internal psychological ability that enables the individual to distinguish between thoughts and feelings, and an ability in the field of interpersonal relationships whereby the individual enters intimate relationships with others while at the same time maintaining independence from them” (Al-Jabbari, 2015, p. 34).

Procedurally, self-differentiation is defined as: the total score obtained by a primary school teacher on the self-differentiation scale used in this study, prepared by Al-Kaabi (2007) and modified by Al-Jabbari (2015).

1.2. Job Satisfaction:

Hoppok defined *job satisfaction* as: “A set of psychological, functional, and environmental conditions that make the employee satisfied with his work” (Al-Adili, 1983, p. 116).

Ston defined it as: “The state in which the individual harmonizes with his job and work, and becomes a person absorbed by the job, interacting with it through his

occupational ambition and his desire for growth, advancement, and achieving his social goals through it" (Anwar, 2003, p. 195).

Procedurally, job satisfaction is defined as: the total score obtained by a primary school teacher on the job satisfaction scale used in this study, prepared by Lester (2005) and translated by Moussa Farouk Abdel Fattah Senna (2006) and the modification of Al-Shammari (2015).

5.3. Primary School Teacher:

He is defined by Adli Suleiman (1999) as:

"the basis of the educational process, representing the direct relationship with all students and the school administration. Alongside his teaching work, he deals with the school administration in the tasks assigned to it, as well as participating in the school's extracurricular life" (p. 28).

We define the primary school teacher procedurally as a graduate of the Higher School for Teachers, who teaches pupils in the primary school from the first to the fifth year, with the aim of bringing about the desired change in the learners' behavior.

2. Previous Studies:

2.1. Studies addressing self-differentiation:

- **Study of Skowron & Friedlander (1998):** *"The relationship of self-differentiation to psychological symptoms"*. The study aimed to identify the relationship between self-differentiation and psychological symptoms. To achieve this goal, the Self-Differentiation Scale (DSI) and the Hobketer (1974) scale were applied to a sample consisting of (127) adults, (53) males and (74) females. After



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statistical treatment of the data using (Pearson's correlation coefficient, one-sample t-test, and two-independent-samples t-test), the study concluded with confirmation of Bowen's theory that self-differentiation is inversely related to psychological symptoms.

- **Study of Al-Oboudi (2008):** *"Self-differentiation and its relation to family cohesion among employees of Al-Mustansiriya University."* The study aimed to identify the relationship between self-differentiation and family cohesion among employees of Al-Mustansiriya University. To achieve this goal, the researcher applied Al-Kaabi's (2007) Self-Differentiation Scale and prepared a Family Cohesion Scale on a sample of (400) male and female employees. After statistical analysis of the data using (Pearson's correlation coefficient, one-sample t-test, and two-independent-samples t-test), the study concluded that there is a high level of self-differentiation and family cohesion among the employees of Al-Mustansiriya University. It also showed that the variables of gender, educational attainment, and social status had no effect on self-differentiation, whereas an inverse relationship appeared between self-differentiation and family cohesion among the employees of Al-Mustansiriya University.
- **Study of Muijil (2012):** *"Marital similarity in self-differentiation among employees of Baghdad University."* The study aimed to identify the relationship between self-differentiation among men (husbands) and self-differentiation among women (wives). To achieve this

goal, Al-Kaabi's (2007) scale was applied, based on Skowron and Schmitt's (2003) scale, on an intentional sample consisting of (88) husbands and wives. After statistical analysis of the data using (bivariate correlation coefficient, one-sample t-test, two-independent-samples t-test, and Alpha coefficient for internal consistency), the study concluded that there is a high level of self-differentiation among men (husbands), while women have a moderate level of self-differentiation. It also showed that there is no difference between the sexes in self-differentiation, with a positive and strong correlation between men's (husbands) self-differentiation and women's (wives) self-differentiation, which indicates the existence of marital similarity in self-differentiation.

Study of Jabar (2014): *"Psychological differentiation and its relation to personality traits among students of Al-Qadisiyah University."* The study aimed to identify the relationship between psychological differentiation and personality traits among students of Al-Qadisiyah University. To achieve this goal, a Psychological Differentiation Scale was developed based on Wittekin's theory, and a Personality Traits Scale by "Burt," prepared by Al-Ghanam (2005), was applied to a sample consisting of (400) students of Al-Qadisiyah University, (213) males and (187) females. After statistical analysis of the data using (Pearson's correlation coefficient, one-sample t-test, and two-independent-samples t-test), the study concluded that there is a high level of psychological differentiation and personality traits among **Psychological Differentiation and Personality Traits**

Al-Jabbari's Study (2015): *Titled "Personality Types According to the Enneagram Theory and Their Relationship to*



Cognitive Load and Self-Differentiation."

The study aimed to identify the nature of the relationship between personality types according to the Enneagram theory and both cognitive load and self-differentiation among students of the Technical Institute in Kirkuk. To achieve this goal, the Self-Differentiation Scale prepared by Al-Kaabi was applied, as well as the Personality Types Scale according to the Enneagram theory prepared by the researcher, and the Cognitive Load Scale prepared by the researcher, on a sample consisting of (200) male and female students chosen randomly. After processing the data statistically using (Pearson's correlation coefficient, the t-test for two independent samples, the t-test for one sample, Spearman-Brown reliability coefficient, and two-way ANOVA), the study concluded that:

- There is a statistically significant positive correlation between self-differentiation and each of the personality types (the perfectionist, the romantic, the achiever, the observer, the adventurer, and the leader).
- The relationship was positive but not statistically significant between self-differentiation and the personality types (the helper, the loyalist, and the peacemaker).
- There is a statistically significant positive correlation between cognitive load and each of the personality types (the helper, the achiever, the observer, and the leader).
- The relationship was positive but not statistically significant between cognitive load and the personality

- types (the perfectionist, the loyalist, and the peacemaker).
- The relationship was negative and not statistically significant between cognitive load and the personality types (the romantic and the adventurer).
 - There were no statistically significant differences between students in self-differentiation according to the variables of (gender and grade).
 - There were no statistically significant differences between students in cognitive load according to the variables of (gender and grade).
 - The research sample is characterized by a high level of self-differentiation.
 - The research sample did not feel cognitive load.
 - The dominant personality type among institute students is the achiever type.
 - There were no statistically significant differences among students in personality types according to the Enneagram theory as a whole and according to the variables of (gender and grade), except for the helper and achiever types, where significant differences were found in relation to the gender variable in favor of females.
 - As for the grade variable, significant differences were found in only three types (the perfectionist, the achiever, and the adventurer) in favor of the second grade.

Alaa Al-Din's Study (2016): Titled *"Self-Differentiation and Family Role Performance and Their Relationship to Social Anxiety and Depression among University Students."* The study aimed to identify the relationship between (self-differentiation and family role performance) and (social



anxiety and depression) among university students. To achieve this goal, the study applied the revised Self-Differentiation Inventory (DSI-R), the Family Adaptability and Cohesion Evaluation Scales (FACES), and the Depression Scale standardized for the Jordanian environment (Al-Dhawib, 2006), on a sample of (305) Jordanian university students. After statistically processing the data using (Pearson's correlation coefficient, the t-test, one-way ANOVA, and multiple and hierarchical regression methods), the study concluded that:

- Differentiation, family cohesion, and family adaptation are negatively correlated with social anxiety and depression.
- The gender variable had an effect on self-differentiation in favor of males on the overall scale of self-differentiation and its subscales.

Mazwari and Boukara's Study (2018): Titled "Self-Differentiation and Its Relationship with Self-Efficacy and the Ability to Make Academic Decisions among First-Year Secondary School Students."

The study aimed to identify the relationship between self-differentiation and both self-efficacy and the ability to make academic decisions. To achieve this goal, a Self-Differentiation Scale was prepared by the two researchers, and Nevin's Egyptian scale (2011) was applied to measure self-efficacy To measure self-efficacy, the School Decision-Making Ability Scale of Khalifa Zouwari Ahmed (2011) was applied to a sample consisting of (120) male and female students. After processing the data statistically using (Pearson correlation coefficient, the T-test for two

independent samples, and the analysis of variance test), the study concluded the following:

- The existence of a positive correlation between self-differentiation and self-efficacy among first-year secondary school students.
- The existence of a positive correlation between self-differentiation and the ability to make school decisions among first-year secondary school students.
- The overall score of the self-differentiation scale differs according to the levels of self-efficacy among first-year secondary school students.
- The overall score of the self-differentiation scale differs according to the levels of decision-making ability among first-year secondary school students.
- There are statistically significant differences in the degree of self-differentiation between the sexes in favor of males.
- There are statistically significant differences in the degree of self-efficacy between the sexes in favor of males.
- There are no statistically significant differences in the degree of decision-making ability between the sexes.

2.2. Studies addressing job satisfaction:

Study of Aounali Hamza (2016):

Entitled *Job Satisfaction and Its Impact on the Educational Performance of the Teacher – A Field Study in Primary Schools in the City of Sidi Okba*.

The study aimed to investigate the impact of job satisfaction on educational performance. To achieve this goal, observation was relied upon by focusing on the relationships among teachers within the institution, with



each other, and with the administration, as well as their behavior toward students, and observing the surrounding environment. In addition, a questionnaire was prepared by the researcher that included (04) areas: personal data – working conditions and their terms – school social relations – pedagogical means.

The sample consisted of (80) teachers (28 male teachers and 52 female teachers). The study method was the descriptive method. After processing the data statistically using (frequencies, percentages, arithmetic mean), the study results were as follows:

- A clear decline in the level of job satisfaction among teachers.
- A decline in the level of satisfaction with the administrative style.
- A clear decline in the level of satisfaction with social factors.
- A clear decline in the level of satisfaction with the profession.
- There is an effect of job satisfaction on educational performance, as job satisfaction is one of the influencing factors on educational performance.

Study of Aichaoui Wiam and Qasem (2016):

Entitled *Marital Abuse and Its Relationship to Job Satisfaction Among Working Women in the City of Ksar El Boukhari*.

The study aimed to investigate marital abuse and its relationship to job satisfaction. To achieve this goal, the Marital Abuse Questionnaire for Women in Relationships (prepared by Noura Al-Huda Dahman, 2006, adapted to the Algerian environment) and the Job Satisfaction Scale of

Minnesota (1967), adapted to the Algerian environment by Salim Ben Aouda (2008), were applied to a sample consisting of (30) married working women. The study method was the descriptive correlational method. After processing the data statistically using (frequencies, percentages, arithmetic mean, analysis of variance, Levin's test, and Pearson correlation coefficient), the study results were as follows:

- There is a negative correlation between the total degree of marital abuse and the total degree of job satisfaction.
- There is a negative correlation between each component of marital abuse and the total degree of job satisfaction.
- There are differences between the total degree of marital abuse and the levels of job satisfaction.

Study of Ben Moufek and Ben Safi (2017):

Entitled **Job Satisfaction and Its Effect on Teacher Performance - A Comparative Study Between Teachers in Public Schools and Teachers in Private Schools in the Wilaya of Djelfa**. This study addressed the topic of job satisfaction and its effect on teacher performance, as a comparative study between teachers in public schools and teachers in private schools in the Wilaya of Djelfa. It aims to identify the level of job satisfaction among teachers regarding their profession from the material, moral, social, and familial aspects, and to attempt to link it with teacher performance. To achieve this goal, a questionnaire was prepared by the researcher, which included (05) areas: personal data - material income - nature of supervision - promotion opportunities - teacher performance.

The questionnaire was applied to a sample of (23) teachers, consisting of (17) teachers in the public school and (06)



teachers in the private school. The study method is the descriptive comparative method, and after processing the data statistically using (frequencies, percentages, arithmetic mean, and Pearson correlation coefficient), the study results were as follows:

- Material income affects the performance of both public school teachers and private school teachers.
- The nature of supervision affects the performance of public school teachers and does not affect the performance of private school teachers.
- Promotion opportunities do not affect the performance of either public school teachers or private school teachers.
- There are differences in performance between teachers of the two schools in terms of:

First: The factor of age and seniority, as the public school directly employs university graduates, unlike the private school, which only trusts individuals with high experience and competence.

Second: The working conditions of the teacher in the private school are more suitable, since the number of students inside the classroom does not exceed (19) students, whereas in the public school, the classroom contains more than (35) students. This is one of the most important factors of performance and has a decisive effect on the success of any educational process.

Third: The most important aspect of the difference between the two schools is that the public school has a pedagogical educational dimension, whereas the private school has a commercial educational dimension.

Fourth: The administrator in the private school attracts qualified teachers, unlike the public school. Fifth: Despite the lack of satisfaction with salaries in both public and private schools, the teachers in private schools are proficient in the subject matter and able to achieve its objectives, unlike the teachers in public schools, who are dissatisfied, unqualified, and unable to achieve its objectives.

Belhout's study (2018): Titled *Job Satisfaction and Its Relationship with Achievement Motivation: A Field Study among Primary School Teachers*. The study aimed to investigate job satisfaction and its relationship with achievement motivation among a sample of primary school teachers in the city of Ksar El Boukhari, Médéa Province. To achieve this goal, the study applied the Job Satisfaction Scale prepared by "Weiss" and translated by Muneera Mohamed Abda (1996), and the Achievement Motivation Scale by "Hermans" (1979), translated into Arabic by Farouk Abdel Fattah Moussa, on a sample consisting of (70) teachers, including (30) male teachers and (40) female teachers. As for the study's method, it was the descriptive-correlational method, and after processing the data statistically using (frequencies, percentages, arithmetic mean, Scheffe's test to study differences, Pearson correlation coefficient), the study results were as follows:

- There is a positive correlation between job satisfaction and achievement motivation among primary school teachers.
- There are differences in job satisfaction among primary school teachers between the genders (male-female), in favor of the males.
- There are no differences between the genders (male-female) in achievement motivation.



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Ouabou and Nouri's study (2018): Titled *Job Satisfaction and Its Relationship with Achievement Motivation: A Field Study among Secondary School Teachers*. A field study on a sample of secondary school teachers in the municipality of Tablat, Médéa Province. The study aimed to investigate job satisfaction and its relationship with achievement motivation among secondary school teachers. To achieve this goal, the study applied the Teacher Job Satisfaction Scale by Abdelrahman Saleh Al-Azraq and the Motivation Scale prepared by Abdelrahman Saleh Al-Azraq on a sample consisting of (60) teachers, (30) male teachers and (30) female teachers. As for the study's method, it was the descriptive-correlational method, and after processing the data statistically using (frequencies, percentages, arithmetic mean, Al Fakronakh test, t-test for two independent samples, Pearson correlation coefficient), the study results were as follows:

- There is a positive relationship between job satisfaction and achievement motivation among secondary school teachers.
- There is a significant relationship between satisfaction with salaries and material benefits and achievement motivation.
- There is no significant relationship between satisfaction with the extent of professional fulfillment and achievement motivation.
- There is a positive correlation between satisfaction with the nature of the work and its conditions and achievement motivation.

- There is no relationship between satisfaction with the relationship with administrators and achievement motivation.
- There are no significant differences between the genders in job satisfaction scores and achievement motivation scores.

2.3. Discussion of Previous Studies:

Through reviewing the results reached by previous studies, it is expected that what the current study employs as research value is:

- The differences in the results regarding differences in both self-differentiation scores and job satisfaction scores according to the gender variable may support and enhance the accuracy of results in favor of some previous studies.
- Studying the correlation between self-differentiation and job satisfaction among primary school teachers, given that this relationship has not been addressed in previous studies in the Algerian context – within the limits

In the limits of what the researchers have learned – and this is what is added to previous studies.

3. The Applied Aspect:

3.1 Research Method:

In this study, we relied on the descriptive method, which is: "a method among the methods of research that studies the phenomenon qualitatively, clarifying its characteristics, and quantitatively, clarifying its size, variables, and degrees of correlation with other phenomena" (Abdelhadi, 2000, p.173).



2.2 Research Tool:

2.2.1. *The Self-Differentiation Scale*

In this study, the self-differentiation scale prepared by Al-Kaabi (2007) and modified by the researcher Jnar Abdelkader Ahmed Al-Jabbari (2015) on the Iraqi environment was used. This scale consists of (34) items distributed over four dimensions, described as follows:

- **Emotional Reactivity:** reflects emotional flooding, emotional responsibility, or excessive sensitivity, and represents (08) items, which are: (1, 6, 10, 12, 16, 19, 26, 33).
- **I Position (my position as an individual):** reflects a clear self-awareness and the individual's ability to adhere to his beliefs in a steady manner under external pressures, and represents (08) items, which are: (4, 7, 11, 13, 17, 21, 27, 30).
- **Emotional Cutoff:** reflects the feeling of threat due to intimacy, affection, excessive weakness, and the tendency to face danger in relationships through excessive use of defenses, avoidance, and denial, and represents (08) items, which are: (2, 3, 8, 14, 18, 24, 31, 32).
- **Fusion with Others:** reflects excessive emotional involvement, preoccupation, and merging with important parents and others, and represents (10) items, which are: (5, 9, 15, 20, 22, 23, 25, 28, 29, 34) (Al-Jabbari, 2015).

For each item of the scale, there is a five-point response scale, giving the following choices: Never (01), Rarely (02), Sometimes (03), Often (04), Always (05). These scores are reversed for the emotional reactivity items except for the two

positive items (12) and (26), for all the emotional cutoff items, for the fusion with others items, and for the two items (27) and (30) of the I Position dimension. Thus, the maximum score a respondent can obtain is (170) (34×5), and the minimum is (34) (34×1).

If the total score ranges between (34–79), it indicates low self-differentiation.

If the total score ranges between (80–124), it indicates moderate self-differentiation.

If the total score ranges between (125–170), it indicates high self-differentiation.

2.2.2. Job Satisfaction Scale

In this study, the scale prepared by Lester, P. (2005), translated by Mussa Farouk Abdel Fattah Sanah (2006), and adapted by Al-Shammari (2015) on the Saudi environment, was used. This scale consists of (55) items, of which (34) are positive items and (21) are negative items, distributed across 09 dimensions, described as follows:

1. **Supervision:** represented by 09 items with the following numbers: 5, 9, 14, 25, 34, 37, 40, 45, 51.
2. **Colleagues:** represented by 06 items with the following numbers: 12, 17, 26, 31, 33, 46.
3. **Working Conditions:** represented by 09 items with the following numbers: 13, 15, 22, 29, 35, 41, 42, 47, 55.
4. **Advancement:** represented by 07 items with the following numbers: 1, 3, 18, 24, 27, 36, 43.
5. **Security:** This dimension is represented by 04 items and carries the following numbers: 10, 20, 23, 52.
6. **Relationships:** This dimension is represented by 03 items and carries the following numbers: 2, 4, 30.



7. **Responsibility:** This dimension is represented by 07 items and carries the following numbers: 8, 28, 32, 44, 48, 49, 54.
8. **The work itself:** This dimension is represented by 05 items and carries the following numbers: 7, 16, 21, 38, 39.
9. **Distinction:** This dimension is represented by 05 items and carries the following numbers: 6, 11, 19, 50, 53.

It is scored according to a graduated scale from one to five, where there are five options before each item, namely: (Strongly Disagree - Disagree - Cannot Decide - Agree - Strongly Agree). The positive statements of the scale are given the following grades respectively: (1, 2, 3, 4, 5), which are the statements that carry the following numbers: (1, 2, 3, 9, 10, 11, 12, 14, 15, 16, 17, 19, 21, 22, 25, 26, 27, 28, 30, 33, 34, 36, 39, 43, 45, 46, 47, 48, 49, 50, 51, 52, 53, 55).

As for the negative statements, they are given the reverse of this gradation, i.e. (5, 4, 3, 2, 1), and the negative statements include the following numbers: (4, 5, 6, 7, 8, 13, 18, 20, 23, 24, 29, 31, 32, 35, 37, 38, 40, 41, 42, 44, 54). Thus, the highest score that the respondent can obtain is (275) as (55x5), and the lowest score that can be obtained is (55) as (55x1).

If the total score ranges between (55-128), it indicates low job satisfaction. If the total score ranges between (129-201), it indicates moderate job satisfaction. If the total score ranges between (202-275), it indicates high job satisfaction.

2.3. The Pilot Study:

An exploratory study was conducted on a primary sample of (30) individuals, including (09) male teachers (30%) and (21) female teachers (70%). We selected the individuals using a non-probability sampling method, namely the incidental sample (random sample), for the purpose of verifying the validity and reliability of the two scales on the pilot sample before using and applying them on the actual study sample.

1. Psychometric Properties of the Study Tools:

The psychometric properties of the Self-Differentiation Scale:

A- Validity of the Scale:

- **Face Validity:**

The scale used in Jabari's study (2013) was presented to a group of judges (professors) in psychology and educational sciences at the university, and the experts (professors) agreed to retain all items with some modifications in the wording of the items. It should be noted that the final form of the scale does not differ much in essence from the scale used in Jabari's study (2013), since no item was deleted and the modifications were limited to the linguistic aspect only.

- **Discriminant Validity:**

The scores of the sample individuals on the scale were arranged in a descending distribution, then 27% was taken from both ends of the distribution to obtain (8) individuals from each extreme, meaning we had two extreme samples equal in number, with each group consisting of (8) individuals. One is called the upper group and the other the lower group. After that, the arithmetic means and standard deviations were extracted for each group, then the "t" value was calculated to test the difference between the two extreme groups. It was found that the calculated "t" value



(7.83) is greater than the tabular “t” value (2.14) at the significance level ($\alpha = 0.05$) with degrees of freedom ($n_1+n_2-2=14$). This indicates that the calculated “t” is statistically significant at the level ($\alpha = 0.05$), which means that the scale has the ability to discriminate between the two extreme groups, thus indicating the validity of the scale.

B- Reliability of the Scale:

- **Split-Half Method:**

After dividing the scale into two equal halves, the Pearson correlation coefficient between the two halves was calculated, which amounted to (0.77). After applying the Spearman-Brown correction formula, the obtained value was (0.88), which is a highly acceptable value and indicates the reliability of the scale.

- **Internal Consistency Method**

- The reliability degree of the scale was established according to this method by relying on the Alpha Cronbach coefficient for each dimension and for the scale as a whole. After calculating the consistency coefficients for each dimension and for the scale as a whole, the following results were obtained:

The internal consistency coefficient for the dimension of emotional reaction: 0.58.

The internal consistency coefficient for the dimension of self-position: 0.45.

The internal consistency coefficient for the dimension of emotional detachment: 0.79.

The internal consistency coefficient for the dimension of integration with others: 0.70.

As for the internal consistency coefficient for the scale

as a whole: 0.83, which are highly acceptable values and indicate that the scale enjoys high reliability.

- **The psychometric properties of the job satisfaction scale:**

A- The validity of the scale:

Apparent validity:

The scale used in Al-Shammari's study (2015) was presented to a group of experts (professors) in psychology and educational sciences at the University of Medea. The experts (professors) agreed to retain all items with some modifications in the wording of the items. It should be noted that the final form of the scale does not differ much in essence from the scale used in Al-Shammari's study (2015), as no item was deleted and the modifications were limited only to the linguistic aspect.

- ***Discriminant validity:***

The scores of the sample individuals on the scale were arranged in a descending distribution, then 27% was extracted from both ends of the distribution, obtaining (15) individuals from both extremes, meaning that we had two extreme groups of equal number, with each group containing (8) individuals. One group was called the upper sample and the other the lower sample. Afterwards, the means and standard deviations were calculated for each sample, and the "t" value was computed to indicate the difference between the two extreme groups. It was found that the computed "t" value, estimated at 2.05, was less than the tabulated "t" value, estimated at 2.18, at the significance level ($\alpha = 0.05$) and degree of freedom ($n_1 + n_2 - 2 = 28$). This means that the computed



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“t” value is statistically significant at the level ($\alpha = 0.05$), which indicates that the scale has the ability to discriminate between the two extreme groups, thereby proving the validity of the scale.

- **B- The reliability of the scale:**

- *Split-half method*

After dividing the scale into two equal halves, the Pearson correlation coefficient between the two halves was calculated, which amounted to 0.89. After applying the Spearman-Brown correction coefficient, the value obtained was (0.94), which is highly acceptable and indicates the extent of the scale's reliability.

- *Internal consistency method:*

The reliability degree of the scale was established according to this method by relying on the Alpha Cronbach coefficient for each dimension and for the scale as a whole. After calculating the consistency coefficients for each dimension and for the scale as a whole, the following results were obtained:

The internal consistency coefficient for the dimension of supervision: 0.87.

The internal consistency coefficient for the dimension of colleagues: 0.86.

The internal consistency coefficient for the dimension of work conditions: 0.81.

The internal consistency coefficient for the dimension of advancement: 0.88.

The internal consistency coefficient for the dimension of security: 0.30.

The internal consistency coefficient for the dimension of salaries: 0.33.

The internal consistency coefficient for the dimension of responsibility: 0.43.

The internal consistency coefficient for the dimension of the work itself: 0.71.

The internal consistency coefficient for the dimension of recognition: 0.66.

As for the internal consistency coefficient for the scale as a whole: 0.93, which are highly acceptable values and indicate that the scale enjoys high reliability.

3. The population and the basic study sample

3.1. The study population:

The original population from which the study sample was drawn includes all primary school teachers working in the primary schools located within the geographical boundaries of the administrative district of Al-Medea. Their total number reached (213) male and female teachers distributed across 25 schools, with the number of male teachers being (67), representing (31%), and the number of female teachers being (146), representing (69%). We obtained this data from the inspectorate of primary education of the district of Medea – Wilaya of Medea.

3.2. The Basic Study Sample:

There are many methods for selecting the study sample. In this study, reliance was placed on the simple random sample because the study population is homogeneous, consisting of primary school teachers. The study sample was represented by selecting a sample that constitutes (38%) of the original population, which numbered (213) male and



female primary school teachers, excluding the pilot study sample, which numbered (30), to obtain a sample composed of (70) male and female teachers from the total number of teachers in primary schools located within the boundaries of the city of Medea - Algeria - (48 females and 22 males).

3.3. The Scope of Conducting the Study:

The study required fieldwork in order to test the formulated hypotheses. Accordingly, the basic study was conducted in primary schools within the boundaries of the city of Medea - Algeria - where the study instruments represented by the Self-Differentiation Scale and the Job Satisfaction Scale were distributed to the individuals of the basic study sample at the beginning of November 2019 until the end of December 2019.

3.4. The Statistical Methods Used:

The Statistical Package for the Social Sciences (SPSS), which includes many common statistical procedures and enables the researcher to analyze the relationship between two or more variables, was used. Through this program, we were able to analyze the study data using the following statistical tools: Pearson's correlation coefficient, the "T" test for differences between two independent samples, the arithmetic mean, the standard deviation, frequencies, and percentages.

4. Presentation of Study Results

4.1. Presentation of Results Related to the Self-Differentiation Scale:

The arithmetic mean scores of the individuals of the basic study sample were estimated at (110.21), which indicates that the individuals of the sample enjoy a moderate level of self-differentiation. This is compared with the total scores of the Self-Differentiation Scale, which range between (73 and 148). As for the standard deviation, its value was estimated at (14.76), and this value is considered small, which indicates that the nature of the data or values is close and therefore homogeneous.

4.2. Presentation of Results Related to the Job Satisfaction Scale:

The arithmetic mean scores of the individuals of the basic study sample were estimated at (195.20), which indicates that the individuals of the sample enjoy a moderate level of job satisfaction. This is compared with the total scores of the Job Satisfaction Scale, which range between (114 and 240). As for the standard deviation, its value was estimated at (23.86), and this value is considered small, which indicates that the nature of the data or values is close and therefore homogeneous.

Third: Presentation, Discussion, and Interpretation of Results Related to the First Hypothesis: This hypothesis states the following: There is a statistically significant correlation between self-differentiation and job satisfaction among primary school teachers.



Presentation of the Results of the First Hypothesis:

Table (01): Value of Pearson's Correlation Coefficient Between the Scores of Self-Differentiation and Job Satisfaction

Variables of the Sample	Value of "r"	Statistical Significance of "r"	Calculated Significance Value	Significance Level Adopted
Self-Differentiation – Job Satisfaction	-0.27	0.82	0.05	Not Significant

It is observed from Table (01) that the value of Pearson's correlation coefficient ($r = -0.27$) is not statistically significant, since the calculated significance value is greater than the significance level adopted ($\alpha = 0.05$). Therefore, the null hypothesis, which states that there is no statistically significant correlation between self-differentiation and job satisfaction among primary school teachers, is accepted.

Interpretation and Discussion of the Results of the first Hypothesis

First:

It appears from the results of the second hypothesis that there is no statistically significant correlation between self-differentiation and job satisfaction among primary school teachers, because the value of the Pearson correlation coefficient is not statistically significant at the adopted significance level ($\alpha = 0.05$). Therefore, it can be said that the first hypothesis has not been achieved.

Also, no study was found that supports or contradicts this result within the scope of the researcher's knowledge, and this result may be considered logical when comparing the dimensions of job satisfaction with the dimensions of self-differentiation, since most of the components of job satisfaction do not correspond with the dimensions of self-differentiation, except for one or two dimensions in the field of interpersonal relationships. Returning to the theories that dealt with job satisfaction in general, we find that it is based either on material incentives or on moral incentives, meaning that job satisfaction stems from external sources resulting from the various influences provided by external relations, whereas self-differentiation is based on internal influences (the extent of an individual's ability to direct his life from within). This result may lead us to believe in the absence of a direct relationship between self-differentiation and job satisfaction. However, despite this, the correlational relationships remain present between psychological variables (which are considered outcomes of self-differentiation) and some dimensions of the job satisfaction variable, particularly in the field of interpersonal relationships.

Fourth: Presentation, discussion, and interpretation of the results related to the second hypothesis

This hypothesis states the following: there are no statistically significant differences in self-differentiation attributable to the gender variable (male-female) among primary school teachers.



Table (02): Results of the “t” test for the differences between males and females in the self-differentiation variable.

Gender	Sample size	Mean	Standard deviation	“t” value	Calculated significance value	Adopted significance level	Significance
Male	22	112.5	19.02	0.87	0.075	0.05	Not significant
Female	48	109.16	12.44				

It is clear from Table (02) that the value of ($t = 0.87$) is not statistically significant because the calculated significance value (0.075) is greater than the adopted significance level ($\alpha = 0.05$). Consequently, the null hypothesis is accepted, which states that there are no statistically significant differences between males and females in the self-differentiation variable, despite the existence of differences in the means of self-differentiation scores according to gender. The arithmetic mean for males was (112.50), which is higher than the mean for females, which was (109.16). However, these differences did not reach the level of statistical significance. Accordingly, it can be said that the second hypothesis has been achieved, despite the existence of differences in mean self-differentiation scores according to gender, but these differences did not reach the level of statistical significance.

This result is consistent with the findings of Al-Aboudi's study (2008), Mu'ijil's study (2012), and Al-Jabbari's study (2015), which concluded that there are no statistically significant differences according to the gender variable. However, this result differs from many other studies and scientific research, such as the study of Alaa al-Din (2013),

Jabbar's study (2014), and the study of Mazouari and Boukara (2018), which indicate in their findings the existence of differences in self-differentiation attributable to the gender variable (male-female), in favor of males.

The absence of differences in the level of self-differentiation between males and females can be explained by the nature of family upbringing, and specifically the upbringing related to the education of females in the Algerian environment, where the current upbringing of females has become no different from the social upbringing of males. This has provided them with psychological characteristics that enabled them to be at the same level of self-differentiation as their male counterparts.

And the lack of differences in the level of self-differentiation between males and females can be explained by the nature of family upbringing, especially that related to the upbringing of females in the Algerian environment, where the current upbringing of females has become no different from the social upbringing of males. This has provided them with psychological characteristics that allowed them to be at the same level of differentiation, and this is consistent with Bowen's theory that there is no difference between males and females. The reason for this can be attributed to the environment, where individuals, including the category of teachers, live in a homogeneous environment containing social relations and interactions that lead to the dissolution of differences between the sexes.

As for the differences recorded in the degree of differentiation in favor of males, this may be due to the sensitivity of female emotions, as we find them giving importance to connection more than to separation, which makes them more inclined to rely on their families to the



degree of dependence on them. However, these differences remain statistically insignificant.

Fifth: Presentation, Discussion, and Interpretation of the Results Related to the Third Hypothesis

There are statistically significant differences in the scores of the job satisfaction scale attributable to the gender variable (male-female) in favor of females among primary education teachers.

Table (03): Results of the “t” Test for the Differences Between Males and Females in the Job Satisfaction Variable

Specialization	Sample	Arithmetic Mean	Standard Deviation	“t” Value	Significance Value	Significance Level Adopted	Job Satisfaction
Males	22	189.50	27.04	-1.36	0.27	0.05	Not significant
Females	48	197.81	22.06				

It is clear from Table (03) that the value of ($t = -1.36$) is statistically insignificant because the calculated significance value (0.27) is greater than the significance level adopted ($\alpha = 0.05$). Therefore, the null hypothesis is accepted, which states that there are no differences between the sexes attributable to the variable of job satisfaction, despite the existence of differences in the arithmetic means of job satisfaction scores according to the gender variable, where

the arithmetic mean for males (189.50) is less than the arithmetic mean for females (197.81). However, these differences did not reach the level of statistical significance.

It is evident from the previous table that there are no differences in the variable of job satisfaction attributable to gender (male-female), as the differences were not statistically significant at the significance level ($\alpha = 0.05$). Hence, it can be said that the third hypothesis was not confirmed, despite the existence of differences in the arithmetic means of job satisfaction scores according to the gender variable. However, these differences did not reach the level of statistical significance.

This result agrees with what was reached by the study of Midawi and Bouziane (2016) and the study of Wabel and Nouri (2018), which concluded that there are no statistically significant differences according to the gender variable. This result differs from what was concluded by many scientific studies and research such as the study of Belhout (2014). Perhaps this explains the alignment of our study's results with those of Midawi and Bouziane (2016) and Wabel and Nouri (2018), as they reached the same result.

The reason for the lack of effect of the gender factor on the level of job satisfaction may be due to the equality of tasks assigned to both genders, such as teaching and administrative tasks, as both genders face the same working conditions and pressures, the same material and moral difficulties, use the same tools and techniques in work, the same motivation to achieve, have the same rights and obligations, receive the same salaries, are subject to the same regulatory laws, have equal opportunities for promotion to higher pedagogical and administrative positions, undergo the same training during service, possess the same academic



and professional qualifications and knowledge, share the same ambitions and needs, and are driven by the same motivations to achieve job satisfaction.

Conclusion:

Through the results of the study, it can be said that the hypotheses of our research were not confirmed except for the second hypothesis, as the study concluded that:

- There is no correlation between self-differentiation and job satisfaction, and the reason for this may be that job satisfaction has an external source resulting from the various influences granted by external relationships, whereas self-differentiation is based on internal influences (the extent of an individual's ability to direct his life from within).
- There are no differences among primary school teachers in both the level of self-differentiation and the level of job satisfaction attributed to the gender variable (male – female).

These results remain relative within the limits of the study sample, its tools, as well as the place and time of its implementation.

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E-management as an entry point to activate the activities of business organizations in light of the transition to the digital economy

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Abstract:

The rapid development of information and communication technology to model the emergence of a new style of management in the light of the increasing competition and the challenge in front of business organizations in order to improve the level and quality of its services, which is what has been termed the electronic management. Therefore, this study aimed to highlight the importance of trying to adopt electronic management model by business organizations to activate their activities especially in light of the transition to the digital economy.

Keywords: *E-administration, business organizations, digital economy, information and communication technologies.*

E-management comme point d'entrée pour activer les activités des organisations d'affaires à la lumière de la transition vers l'économie numérique

Résumé :

Le développement rapide de la technologie de l'information et de la communication a permis l'émergence d'un nouveau style de gestion à la lumière de la concurrence croissante et du défi auquel sont confrontées les organisations

commerciales afin d'améliorer le niveau et la qualité de leurs services, ce que l'on a appelé la gestion électronique. Par conséquent, cette étude vise à mettre en évidence l'importance d'essayer d'adopter le modèle de gestion électronique par les organisations commerciales pour activer leurs activités, en particulier à la lumière de la transition vers l'économie numérique.

Mots-clés : *E-administration, organisations commerciales, économie numérique, technologies de l'information et de la communication.*



Introduction:

In recent decades, the world has witnessed rapid technological developments in all areas of life, with information and communication technologies having the greatest share of these developments. Which is truly considered the most important pillars and foundations of the progress and development of countries. In economics, what is called the digital economy has emerged, which is characterised by being more expansive, competitive and profitable. It created a completely new situation for the life and development of business institutions.

The information revolution and its technologies are considered one of the most important challenges facing business organizations at the present time, which must be kept pace with in order to increase the efficiency of administrative work, because it has become difficult for them to work at the present time as they used to work in previous periods, but they have to adapt and deal with rapid change and development, and therefore the continuity of development of various aspects of administrative work is necessary for the success of institutions in achieving their goals. Hence, the importance of adopting the electronic management system emerges as an opportunity through which the institution can benefit from modern information and communication technologies in light of the transformations witnessed by the global economy.

The transition to e-management is not a path of luxury, but rather an inevitability imposed by global changes. In fact, contemporary business organizations need it to undertake the tasks of managing their various functions and activities

to achieve the new desired goals with the greatest efficiency and effectiveness. Modern management models or traditional businesses are no longer suitable for the growing environment in terms of quantity and quality. Thus, an alternative work environment emerged, which is the digital virtual world, which prioritizes the development of intellectual capital and interest in encouraging renewal, innovation and excellence in performance by relying on modern technologies, mainly represented by the Internet, intranets, extranets and other advanced and renewable technical means that have been harnessed to create a culture and work environment appropriate to the organization's goals and find a place for it on the map of contemporary market economies.

The problem of the study:

Contemporary business organizations face major and rapid changes in their rhythms, reflecting new business requirements that require rapid response, which can be ensured through their use of e-management applications and their integration with the information and knowledge system they possess. Therefore, adopting the concept of e-management has become an urgent necessity to ensure the activation of organizations' performance in the context of competition, survival and development.

Given the importance of this term and the need for business organizations to apply it, we will try through this research paper to answer the following problem:

How does e-management affect the activation of business organizations' activities through the set of applications it provides?



Study objectives:

The main objectives of the study can be summarized as follows:

- 1) Identifying the concept of e-management and its importance as a modern alternative to traditional management.
- 2) -2 Highlighting the most important elements of e-administration functions.
- 3) -3 Formulating a cognitive framework for integrating the relationship between e-management and business organizations as one of the supporting tools for raising their efficiency, effectiveness and sustainability.

The importance of the study:

The topic of e-management in business organizations is of great importance, based on the fact that the shift towards this method is the basis for activating and improving the activity of business organizations. E-management is not limited to making formal changes in the methods of providing transactions and services to customers, but rather in re-engineering and restructuring the activities, operations and administrative procedures themselves in support of the quality and competitiveness that various institutions seek to achieve. Accordingly, it can be said that the importance of the study is highlighted through:

The importance of e-management for business organizations.

- It seeks to clarify and highlight the role of applying e-management in activating the performance of organizations, by eliminating the manifestations of routine, weakness,

slowness in performance, and mismanagement of resources, in a manner consistent with the goals and aspirations of modern societies.

Study methodology used:

In light of the nature of the research and the objectives we seek to achieve, the research methodology will be descriptive and analytical. We have relied mainly on scientific books, references, and scientific research published in peer-reviewed and specialized scientific journals that have addressed the subject directly or indirectly, to analyze the various concepts included in the research, and then propose some important recommendations.

Study axes:

To answer the problem of our research, we will address the following main axes in this intervention:

1. The first axis: the conceptual and theoretical framework of e-management.
2. The second axis: Elements and functions of electronic administration.
3. The third axis: The effects of the application of e-management on business institutions.

1. The conceptual and theoretical framework of e-management.

The current era is the era of information and communications due to the rapid and successive developments in the field of increasing the capabilities of information storage media in light of the widespread availability of the use of the World Wide Web (the Internet), which led to the transition from an industrial society to an



information society, and this resulted in a gradual shift from regular activities to electronic activities, and what is known as electronic management emerged, which aims to reduce and shorten procedures, and speed up their implementation, which results in increased performance efficiency.

1.1. The concept of e-management:

The term e-management is considered one of the modern administrative terms, which appeared as a result of the huge revolution in information and communications networks. Many researchers have addressed the concept of e-management, as globalists have defined it as “the use of the results of the technological revolution to improve the levels of performance of institutions, raise their efficiency, and enhance their effectiveness in achieving the desired goals.”¹

As for Ghanem, he defines e-management as “the exchange of business and transactions between parties through the use of electronic means instead of relying on the use of other physical means such as direct communication means.”²

Al-Salmi defines it as “the process of mechanizing all the tasks and activities of the administrative institution by relying on all the necessary information technologies to achieve the goals of the new administration in reducing the use of paper, simplifying procedures, and eliminating the fast and precise routine of tasks and transactions so that each administration is ready to link with the e-government later.”³

E-administration can also be defined as the electronic application of services that leads to interaction and communication between the institution and customers,

between the government and businesses, and carrying out internal operations and interconnecting businesses with each other electronically in order to simplify and improve aspects of democratic administration related to citizens and businesses alike.⁴

E-government refers to the administration that is based on the use of computers, intranets, extranets and the Internet, which provide various websites to support and enhance access to information and services and deliver them to citizens and business institutions in society with transparency, efficiency and high fairness.⁵

As a more comprehensive and optimal definition of e-administration, it is “an administrative strategy for the information age, working to achieve better services for citizens and institutions with optimal exploitation of available information sources by employing the available material, human and moral resources within a modern electronic framework in order to optimally exploit time, money and effort and to achieve the targeted demands with the required quality.”⁶

1.2. Objectives and gains of e-management

The idea of e-management goes far beyond the concept of mechanization of work departments within the institution, to the concept of integrating data and information between different and multiple departments, and using that data and information to direct the institution’s work policy and procedures towards achieving its goals and providing the necessary flexibility to respond to successive variables, whether internal or external.

E-management includes all components of management, including planning, implementation, follow-up, evaluation



and motivation. However, it is distinguished by its ability to create knowledge continuously and employ it to achieve goals. E-management depends on developing the information structure within the institution in a way that achieves the integration of vision and then the performance of work (e-management file). The most important goals and gains of e-management can be highlighted in the following points⁷:

1. Managing and following up on the various departments of the institution as if they were a central unit.
2. Focusing the decision-making point on its action points while giving greater support in monitoring it.
3. Collecting data from its original sources in a unified manner.
4. Reducing decision-making obstacles by providing and linking data.
5. Reducing expenditures in following up on various management operations.
6. Employing information technology to support and build a positive corporate culture among all employees.
7. Providing data and information to beneficiaries immediately.
8. Continuous learning and knowledge building, providing a number of electronic services to employees allows them to engage in dialogue, discussion, self-education and electronic correspondence.

9. Increase the connection between employees and senior management and follow up and manage all resources.
10. Improving performance and assisting the institution and its senior management in planning, implementation, follow-up and evaluation. For senior management, it is an electronic work and business management system.
11. Providing an integrated work system by increasing the interconnectedness of financial, human, information, technological and administrative resources in order to achieve optimal utilization of the institution's resources⁹.
12. Automatic follow-up and continuous reminders of the institution's employees regarding their tasks and duties.
13. Combining the concepts and mechanisms of resource management (EIS), CRM, and customer management (ERP) into one system.
14. Preserving and documenting all activities, outputs, documents and basic data of the institution electronically.
15. Electronic linking between the institution's branches located in more than one geographical area.
16. Extreme flexibility in dealing with information and updating it periodically.
17. Raising the efficiency and productivity of administrators and employees in institutions, and providing services in record time and with the least possible effort.
18. Increased data accuracy, as confidence in the validity of the reused exchanged data will be high and there



will be no concern about inaccurate information or errors resulting from manual entry.

19. Strengthening transparency and working with complete clarity, which adds credibility to the work of government institutions and others.

1.3. Reasons for the transition to e-management by business organizations:

The shift to e-management is not a path of luxury, but rather an inevitability imposed by global changes. The idea of integration, participation and the use of information has become one of the determinants of success for any institution. Scientific and technical progress and the continuous demand to raise the quality of outputs and ensure the safety of operations are all matters that have called for administrative development towards e-management.¹¹The time factor is one of the most important areas of competitiveness between institutions. It is no longer acceptable to delay the implementation of operations under the pretext of improvement and enhancement, as the opportunities available to institutions are linked to the timing factor. The reasons for electronic transformation can be summarized in the following points¹²:

1. Complex procedures and processes and their impact on increasing business costs.
2. Immediate decisions and recommendations that may cause an imbalance in the application.
3. The need to unify data at the institution level.
4. Difficulty in determining performance measurement rates.

5. The necessity of providing the circulating data to the employees of the institution.
6. Moving towards employing the use of technological development and relying on information in decision-making.
7. Increasing competition between institutions and the need for mechanisms for excellence within every institution seeking to compete.
8. The inevitability of achieving continuous communication between workers across the scope of work.

2. Elements and functions of e-management

The essence and philosophy of e-management lies in changing the style and method of dealing and interacting between employees, customers, and governmental and private institutions of all orientations, types, and sizes. This new concept of e-management necessitates organizing various transactions and services and restructuring them electronically.

2.1. Elements of electronic management:

E-governance consists of three elements¹³:

1. Computer hardware: Hardware is the physical components of the computer, its systems, networks, and accessories.
2. Software: It means the mental part of computer systems and networks, such as: email programs, databases, accounting programs, network management systems, programming language translators, and programming auditing tools.



3. **Communication Network:** It is the electronic links extended across the communication fabric of the intranet, extranet, which represents the value network for the organization and its electronic management, and the Internet.
4. **Knowledge Workers:** At the heart of these components, it consists of digital leaders, knowledge resource analysts, intellectual capital in the organization, and managers.

2.2. The importance of extranet and intranet for business organizations

The Internet, Intranet and Extranet play a prominent role in the progress of organizations and their transformation into digital organizations. Their importance can be highlighted as follows:

2.2.1. Intranet:

An intranet is defined as “the private network of a specific organization that uses Internet technology, and is designed to meet the information needs of the organization’s employees. The intranet also refers to the scientific application of using Internet and web technologies in the organization’s internal network; for the purpose of raising the efficiency of administrative work, improving the mechanisms for sharing resources and information, and benefiting from shared computer technologies.”¹⁴In addition, the intranet can provide organizations with several advantages, including¹⁵:

- Improving the level of communication.

- Providing information at the right time and place according to the needs of employees.
- Training and re-educating the organization's employees.
- Enhancing the efficiency required to be achieved in business performance.
- Support interactions at the global level.

It can be said that the intranet does not work alone, but rather works through Internet technology and is usually linked to the organization's external network, the extranet. From the intranet and extranet networks, information technology is used to move the organization to the level of working with electronic management in its internal environment and in managing its relations with its external environment.¹⁶.

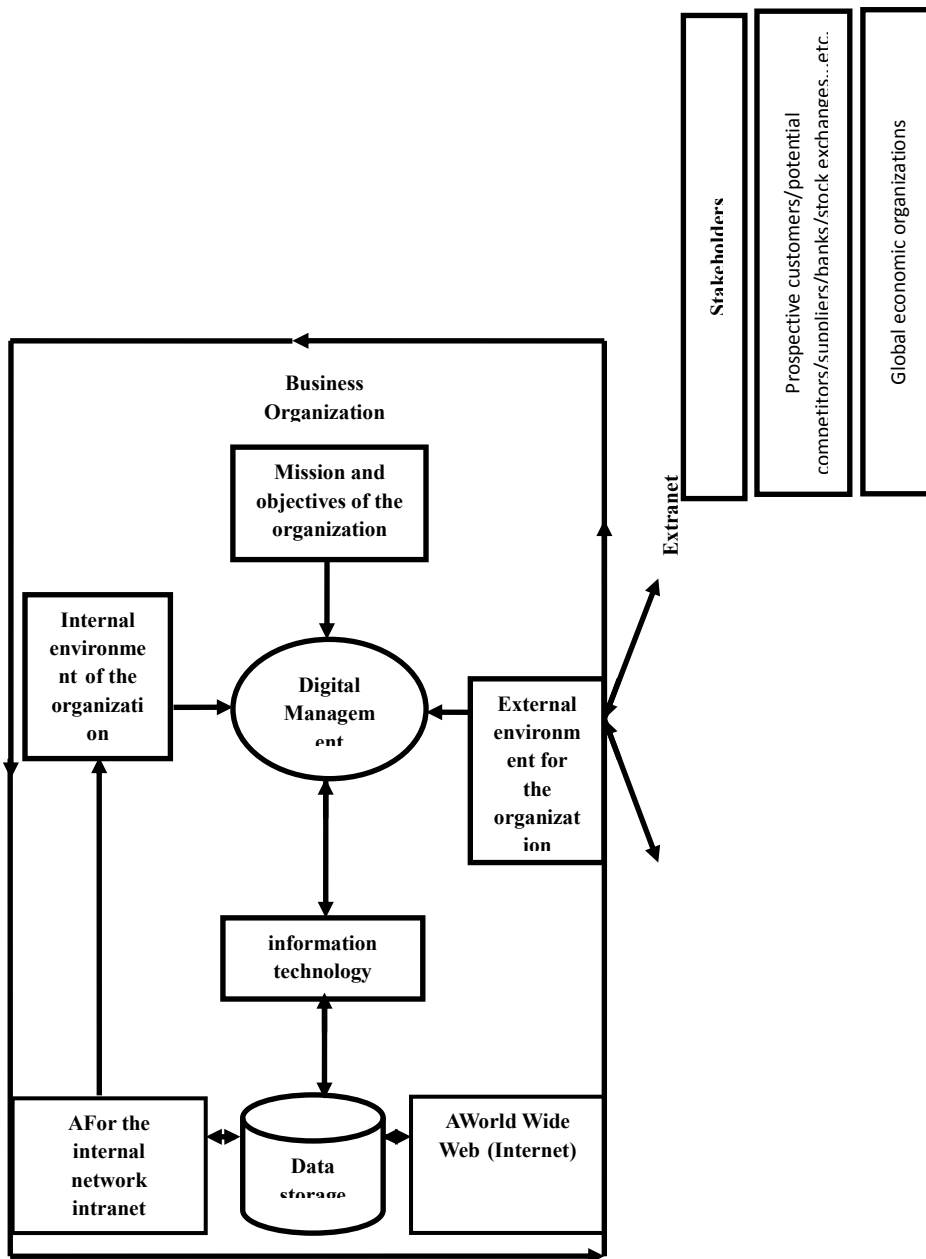
2.2.2. Extranet:

An extranet is defined as "the network that connects the intranets of companies, clients, and research centers that share common business interests, and provides them with the exchange and sharing of information while maintaining the privacy of each company's local intranet." It is a private enterprise designed to meet people's information needs and the requirements of other organizations in the business environment.¹⁷ The extranet is one of the most popular technologies at this stage of the information age, due to the cost reduction and great facilities it provides in administrative operations and interaction with beneficiaries. It is based on Internet technologies and is directed to beneficiaries in the external environment, but within a limited scope of the type of relationship that the company wants. The extranet has allowed companies to share their



systems and local networks with geographically distant groups or companies at a very low cost. This type of network has also allowed companies to deal with suppliers of raw materials and deal with distributors and beneficiaries in a distinguished manner, but this was not without a price, as the price was some risk to information security.¹⁸.

The following chart shows the importance of the intranet and extranet in the organization.¹⁹.





2.3. E-administration functions:

The tremendous development in the current era, the era of technological wealth, has led to clear changes in jobs.

Traditional management, which has been transformed into electronic functions; for the optimal use of time, money, effort and energies, contemporary information technology has contributed to the formation of modern management that relies on information systems in planning, designing organizational structures and managing collective work teams, and achieving coordination and remote control. The most important functions of modern electronic management can be highlighted in the following:

2.3.1. Electronic planning

Electronic planning depends on focusing primarily on using strategic planning and striving to achieve strategic goals, where decisions are made using electronic systems in planning their work comprehensively to serve the various departments of the organization and its management. Electronic planning also depends, in light of electronic wealth, on using new knowledge systems such as decision support systems, expert systems, and artificial neural network systems. It also depends on simplifying work systems and procedures.

2.3.2. Electronic organization:

Electronic organization is the loose framework for a broad distribution of authority, tasks, and horizontal network relationships that achieves instant coordination everywhere, in order to achieve the common goal of the parties to the organization. With the Internet, there is a shift from an

organization focusing on formal organizational structures and characteristics to an organization focusing on a single shared goal²⁰.

Ghanem states that the electronic organization of contemporary organizations depends on making changes in the levels and form of organizational structures, transforming them from the long form to the flat form. It also requires making changes in the organizational structures themselves; to confront all the problems of traditional administrative organizations and eliminate them. This is done by grouping functions, redistributing specializations, or excluding some administrative units from the organization, and creating some new organizational units.²¹.

Najm adds that there are changes that are consistent with the reorganization of organizations and institutions in light of the communications and information revolution, and they are as follows:²²:

1. Network organization, which is characterized by being a flexible organization for communication and cooperation between individuals.
2. The Internet achieves super-wide networking among all employees via the internal network.
3. With business networks and the Internet, it has become possible to achieve a new type of companies, which are virtual companies.

2.3.3. Electronic guidance

Electronic guidance in contemporary organizations depends on the presence of electronic leaders who seek to activate the role of dynamic goals and work to achieve them. It also depends on the presence of leaders capable of dealing



effectively electronically with other individuals, and the ability to motivate and cooperate with them to accomplish the required tasks. Self-leadership is the most prominent in electronic management. The electronic leader is required to make quick and immediate decisions, which makes him need to develop special directions and rules for different situations that help him respond quickly.

Some basic skills that must be available in electronic leadership can be mentioned:

- E-Knowledge Skills
- Effective communication skills with others.
- Administrative skills²³.

2.3.4. Electronic monitoring:

Electronic monitoring is closer to trust-based monitoring rather than traditional monitoring based on relationships and formal accountability. This explains the increasing trend towards emphasizing electronic trust and electronic loyalty between employees and management. This transforms monitoring as an asset into monitoring as a process and continuous flow. There are many advantages to electronic monitoring, including:²⁴

1. It achieves continuous control rather than periodic control.
2. Achieving real-time and real-time control instead of past-based control. It achieves:
Click control instead of report control.
3. Minimal internal surprises in control: Nothing escalates within the organization without knowing about it first.
Which minimizes internal surprises.

4. Electronic monitoring requires and even stimulates relationships based on trust, which reduces the administrative effort required for monitoring.
5. Over time, electronic control reduces the importance of control based on inputs or processes in favor of increasing emphasis on results. It is therefore closer to control by results.
6. Electronic monitoring helps everyone to be involved in knowing what is happening in the organization to a large extent; in order to achieve monitoring requirements and reduce surprises and crises in the organization.

3. The effects of applying e-management on business institutions

From the above, we have discussed the most important benefits and advantages resulting from the uses of electronic administration. In this context, we will try to focus on these effects related specifically to business institutions in light of cyberspace and the transition to the digital economy, where we can detail the most important of these effects through the following analysis:

3.1. At the organizational level:

The shift is taking place from traditional organizational structures based on functional foundations to structures designed on the basis of information flows that are dynamic and constantly interact with external and internal variables. The organizational structure within this new model is based on the following pillars:

- Activating the functions of strategic management in order to achieve the highest added value through the



precise formulation of the institution's message, strategic leadership, strategic control, and others in order to activate the institution's orientations towards achieving its goals.

It includes joint functional units that carry out functions of an advisory nature, including human resources management, financial management, planning management, research and development management, and others.

It also includes executive functional units that carry out production operations and others. Through this, the institution seeks to build high degrees of integration and immediacy in dealing with customers, suppliers, owners, and everyone who has an interest in it.²⁵.

3.2. At the leadership level:

We have previously discussed the importance of this element in activating the application of e-government, and within this context we are trying to show this role at the level of the business institution within the digital model, as leadership is basically shared, mutual and integrated, and the pivotal task of leadership within this climate is to direct, develop and empower individuals towards the electronic model and achieve its advantages represented in immediacy, innovation and spreading the thought and logic of distinguished work among everyone.²⁶.

3.3. At the human resources level:

The human resource that carries knowledge represents the real and most important capital for a business institution within the transition to the electronic model through the ability to understand the requirements of information and

communication technologies and the opportunities they provide and the methods of dealing with them. This is mainly evident through the following:

- High degree of activity and dynamism in performing work.
- A high degree of reciprocal relationships, as they work with the logic of interconnection, integration, interdependence, and the development of visions of joint work and team spirit.²⁷.

3.4. At the level of finance and accounting:

Thanks to the continuous electronic connection with internal and external variables and around the clock 24 hours a day without interruption, the institution is provided, under this digital system, with various financial transactions on financial markets, customers, suppliers and shareholders, as well as providing all financial and accounting documents, which enables it to complete various transactions within this framework with ease, speed, extreme flexibility and high technology, and with the least possible number of employees²⁸.

3.5. At the planning level:

The transition to the electronic model depends on a clear vision of what this new technology can contribute to achieving the organization's goals, especially in the long term, by obtaining environmental information, whether external, public or private, as well as internal, which enables it to identify opportunities, threats, strengths and weaknesses, formulate its strategic goals with complete clarity, and monitor the necessary material resources,



competencies and human skills with the least effort, in the fastest time and with the utmost accuracy.²⁹.

3.6. At the decision-making level

The capabilities of the institution's management, especially the higher ones, are supported by the skills of diagnosing problems, identifying different alternatives and evaluating them as a result of the information it obtains within the electronic system, which it relies on to activate and support its decisions at all levels, take the necessary measures in record time and correct deviations.³⁰.

3.7. At the level of control:

Thanks to digital technologies, it is easy to detect errors and correct deviations with the necessary speed, and to activate self-control through training and qualification processes, good definition of tasks and duties, and receiving and exchanging information with great flexibility through open communication channels with all parties around the clock.

3.8. At the production level:

Thanks to the use of computer-aided design and production systems, control and measurement through systems integrated into production processes based on digital information and the superior use of communication technologies, the organization is able to benefit from the following:

- Access to sources of raw materials with complete ease and in the fastest time.

- Financing possibilities, access to skilled labor at reasonable wages, and various technological and organizational consultations and guidance, etc.
- Easy access to technologies related to production design and engineering.

All these elements enable the organization to produce and deliver on time, which is a feature of today's superior and leading organizations.³¹.

3.9. At the marketing level:

There is no doubt that e-administration, through its multiple digital spaces, enables all business institutions of all kinds to access multiple markets and collect the necessary information about them, and the possibility of carrying out, in return, the processes of promotion, distribution, concluding deals, collecting dues, etc., and all of this is within the e-commerce services, where E-administration represents the strong support for this type of services, thanks to linking all ministries and government departments related to business fields and all institutions in the country and the outside world to the electronic model.

3.10. At the level of customers, social environment and environment:

In addition to the aforementioned uses, businesses within this digital format are able to quickly access and attract transactions from targeted customer segments, maintain constant communication with them, listen to their suggestions and aspirations, and also communicate with and interact positively with all other segments of society. This also enables them to constantly monitor environmental



conditions and work to control the causes of environmental degradation.³².

conclusion:

From the above, it can be said that organizations in the digital age need to keep pace with this era and to understand and exploit modern technology well, but this depends on the presence of good management that knows how to deal with these technologies and harness them for the benefit of their organizations, and to develop strategic plans for the required transformation, and to qualify human cadres with high efficiency, while ensuring the necessity of spreading and generalizing the digital culture among the workers in these organizations.

In light of the development of business organizations and the multiplicity of their work places and clients, whether inside the organization or external clients, the role of using technology in managing institutions has become more effective and influential on the organization as a whole or its clients, as well as one of the determinants of planning, periodic follow-up and continuous performance development. Therefore, it has become necessary, even imperative, for organizations to quickly adapt to the changes resulting from these interactions, and in order for this to be achieved, they must obtain the necessary and appropriate information in terms of size, quality and time to respond quickly to changes in the size and form of demand, which makes it a more flexible organization and able to keep pace with the current era.

Information is one of the most important assets of modern organizations, as it provides them with competitive ability, speed and flexibility in performance. Organizations that wish to succeed under this system must change their approach that was prevalent under the traditional system due to the change in business conditions and environment.

Finally, the basic requirement for success in the digital economy era can be summed up in one phrase: the necessity of adopting electronic management.

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L'esthétique stylistique dans la poésie moderne africaine

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Résumé

Classiquement, la poésie est définie comme étant l'art de bien dire. Elle est le plus souvent perceptible, formellement, à travers certains éléments essentiels que sont, les vers, les strophes, les rythmes, les rimes, l'occupation paginale, etc. Ce n'est pourtant pas ce qui est observé sur le plan formel dans la nouvelle poésie africaine moderne qui invente ses propres règles d'écriture. Ce sont ces nouveaux aspects formels que nous nous proposons d'étudier stylistiquement ; car cette écriture apparaît comme un nouveau style poétique adopté par les poètes africains modernes.

Mots-clés : Style ; Esthétique, stylistique ; Rupture ; Poésie africaine moderne.

Stylistic aesthetics in modern African poetry

Summary

Classically, poetry is defined as being the art of good statement. It is generally perceptible, formally, through certain essential elements that are, the worms, the stanzas, the rates/rhythms, the rhymes, the page occupation, etc. It is however not what is observed on the formal level in the new modern African poetry which invents its own writing rules. These are these new formal aspects that we propose to study stylistiquement ; because this writing seems a new poetic style adopted by the modern African poets.

Keys words : Style; Stylistic esthetics; Rupture; Modern African poetry.

Introduction

L'étude stylistique que nous voulons mener porte sur l'exploration d'un style nouveau d'écriture. En effet, défini comme étant « une étude des particularités d'écriture d'un texte »¹, la stylistique se présente à la fois comme « une méthode et une pratique, c'est-à-dire, une discipline »² qui a pour objet la description d'un code langagier, en vue de détecter et de démonter les éléments qui le composent, pour l'élaboration d'une grille permettant une orientation du corps d'analyse. Aussi Georges MOLINIE écrit que la stylistique « est l'étude des conditions verbales, formelles, de la littérarité »³. Cherchant à comprendre cette définition de MOLINIE, nous avons voulu définir la littérarité qui est le caractère ou l'élément qui fait d'une œuvre, une œuvre littéraire car elle prend en compte les aspects formels du texte, le contenu du texte, l'intertextualité, le style d'écriture, etc. Aussi, la stylistique est perçue comme étant « l'étude scientifique du style, de ses procédés et de ses effets, spécialement dans les œuvres littéraires »⁴. Ainsi, pour traiter le sujet de la stylistique, il nous revient d'abord d'appréhender la notion de style.

Ainsi, selon BUFFON, « *le style, c'est l'homme même, c'est-à-dire que le style, c'est l'écart par rapport à la norme linguistique. Cet écart peut être de différents ordres mais il vise à produire un effet chez le lecteur (ou chez l'auditeur)* »⁵.

¹ www.wikipedia.org, La Stylistique, consulté le 20 novembre 2010.

² MOLINIE (G.), *Éléments de stylistique française*, Paris, PUF, 1986, p. 9

³ MOLINIE (G.), *Dictionnaire de rhétorique*, Paris, Librairie Générale Française, 1992, p. 3.

⁴ *Dictionnaire Le Robert*, Paris, Le Robert, 1992.

⁵ Propos de Georges-Louis Leclerc de Buffon, cité par Wikipédia, *La Stylistique*, Op.cit.



A Karl COGARD d'indiquer qu'il « est perçu comme le lieu où se manifeste la singularité d'un auteur et son caractère. Il est l'indice de son originalité »⁶. Cette perception du style de BUFFON et de COGARD nous laisse comprendre que la stylistique offre une occasion d'étudier l'originalité d'un auteur, c'est-à-dire sa particularité d'écriture puisqu'elle est une étude scientifique du style.

C'est dans cette perspective qu'intervient cette étude portant sur *l'esthétique stylistique dans la poésie négro-africaine*. Pour mieux appréhender cette esthétique stylistique dans la poésie négro-africaine, nous analyserons d'abord les formes classiques de la poésie puis, nous analyserons stylistiquement ces aspects nouveaux de cette poésie qui rompt avec les normes et standards de la poésie classique.

1. Les fondamentaux de la poésie

La poésie est, en effet, un genre littéraire très ancien aux formes variées, écrites aussi bien en vers qu'en prose. Dans ce genre littéraire, un intérêt particulier est accordé à la forme, c'est-à-dire au signifiant. La poésie, tout comme les autres genres littéraires, est plus ou moins perceptible, de façon évidente, à travers certains éléments essentiels. Elle est une expression imagée et rythmée de la pensée qui utilise les rythmes, les sonorités, le lexique, tout en les transformant. On pourrait globalement définir la poésie comme étant l'art de bien dire. C'est ce qui aboutit très souvent à la constitution d'un langage qui lui est propre. Ce langage est

⁶KARL COGARD, *Introduction à la stylistique*, Paris, Flammarion, 2001, p. 13

fondé sur des jeux d'images et des formulations particulières.

Pascal ASSOA ne pensait pas si bien dire quand il écrit : « le plus souvent, la poésie désigne le caractère de ce qui parle particulièrement à l'imagination, au cœur, de ce qui évoque, suggère, touche, émeut, charme »⁷.

Poursuivant sa perception de la poésie, il déclare : « *genre normatif, voire technique, la poésie est perçue comme l'un des genres littéraires les plus méticuleux. (...) Les études menées dans la poésie classique négro-africaine montrent que ce genre littéraire se reconnaît à travers des éléments qui lui sont spécifiques, à savoir la rime, la strophe, le rythme, etc. ces éléments sont les fondamentaux de la poésie.* »⁸

En règle générale, la poésie classique s'observe aussi et surtout par le respect scrupuleux de la strophe qui comporte le plus souvent les mêmes nombres de syllabes ainsi que la structure et la disposition des vers qui sont pratiquement identiques. Généralement, les poèmes classiques sont disposés comme suit : 2 quatrains + 2 tercets, constituant ainsi des poèmes à forme fixe. Ceux-ci ont occupé une place importante dans la poésie française. Pour la plupart, ils sont de formes très courtes et ne comportent pas grand-chose de plus qu'une stricte observation des règles. Ils sont surtout des « poèmes de circonstance, et les grands poètes se sont rarement astreints à enfermer leurs pensées dans ces cadres étroits »⁹.

En clair, la poésie est « un art du langage qui fait une utilisation maximale des ressources de la langue : le travail

⁷ Pascal ASSOA N'GUESSAN, *La Nouvelle poésie d'Afrique noire francophone ; rupture, rénovation et transgressions*, Paris, L'Harmattan, 2016, p.15.

⁸ *Id.*, P.37

⁹ *Id.*, P.18



sur la forme démultiplie la puissance de la signification »¹⁰. La poésie perd ainsi sa puissance d'émouvoir car, ayant axé toute l'énergie pour parfaire sa forme, l'essentiel du message a disparu ; valorisant ainsi la forme au détriment du fond.

2. Les éléments de rupture entre la poésie classique et la poésie moderne

Dans la sous partie précédente nous avons montré que la poésie était soumise à des règles déjà préétablies. Ainsi, dès l'instant qu'un texte poétique se soustrait de toutes ces normes préétablies, en se traçant une autre voie qui lui est particulière, il s'inscrit dans le schéma d'une poésie de rupture, s'il se réclame du genre poétique. Dans la poésie classique française, en effet, un texte poétique met l'accent sur le respect des rimes, du nombre de syllabes par vers et bien d'autres éléments. Dès lors, lorsque l'on retrouve un poème dans lequel ne sont pas respectées toutes ces règles, nous sommes dans le cadre de la transgression et donc il s'inscrit dans la poésie de l'innovation ou peut-être de la rupture. Cette notion de rupture provient des propos employés par Georges NGAL dans son avant-propos quand il affirme :

« Des modifications formelles et stylistiques, saisies comme "rupture", à l'intérieur du champ littéraire africain, nous placent au cœur d'une contradiction [...] Rupture indique que le maniement du langage en littérature procède non par "révolution formelle" mais par "évolution"¹¹ ».

¹⁰ *Id.*, P.15

¹¹ Georges NGAL, *Création et rupture en littérature africaine*, Paris, L'Harmattan, 1994, p.7.

Abondant dans le sens de la poésie de rupture, Pascal ASSOA utilise ces termes :

Parlant de rupture et de transgression, il nous est intéressant de rappeler que le verbe « transgresser » sur lequel a été forgé le nom transgression veut dire : passer outre, passer par-dessus une règle, une norme, un ordre, enfreindre une loi, violer une interdiction, refuser de respecter l'ordre établi, le code, la convention, rompre avec le statu quo.

Tous les verbes sollicités pour traduire l'idée de transgression montrent bien que, dans ce concept, il y a à la fois un aspect social, éthique et idéologique. Transgresser, c'est désobéir, c'est se révolter, c'est se mettre en marge d'une chose jugée normale ou habituelle.¹²

Comme précisé par Pascal ASSOA, tous les verbes traduisant l'idée de transgression montrent bien qu'il y a à la fois un aspect social, éthique et idéologique dans ce concept. Et puisque « transgresser » c'est désobéir, c'est se révolter ou se mettre en marge d'une chose jugée normale ou habituelle, les poètes de la nouvelle génération décident donc de ne plus suivre des règles qui leur sont dictées et n'ayant aucune relation avec leur milieu ou encore avec leur vécu quotidien. C'est en cela que Frédéric GRAH MEL affirme que pour mieux comprendre cette idée de poésie de rupture africaine, il faut se pencher sur les dires de Frédéric Pacéré Titinga qui nous situeront sur le but et les raisons de cette nouvelle création poétique :

C'est peut-être Frédéric Pacéré Titinga qui rendra le mieux l'idée d'une écriture poétique nouvelle à travers cette réflexion qui a tout l'air d'une boutade : « Je n'ai pas à cœur de m'imposer des règles de conduite édictées ailleurs que dans mon milieu. (...).

¹² Pascal ASSOA N'GUESSAN, Op.cit., P.11



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Je tiens en effet à ne chercher référence que par rapport à mon propre milieu ».¹³

A ces propos de GRAH MEL, Pascal ASSOA précise que cette pensée de Frédéric Pacéré Titinga laisse découvrir le fait que :

« la nouveauté poétique se caractérise, d'une part, par le souci de ne pas suivre ce qui vient d'ailleurs par mimétisme, d'autre part, par le refus d'un ou des écrivains de poursuivre dans la voie supposée être normative et régulière »¹⁴.

De ce qui précède, il faut comprendre que les écrivains africains, plus particulièrement les poètes, ont le désir de ne plus vivre sous les règles édictées et imposées. Ils ne supportent plus le mimétisme dans l'écriture de la poésie qui devient comme un fardeau pour eux. On peut déduire que cette écriture de la rupture ou la nouveauté poétique s'observe ainsi en termes d'abandon des habitudes devenues trop classiques et trop ennuyantes. Elle est l'expression de l'indépendance et de la liberté poétique.

Pascal ASSOA continue en précisant les aspects sur lesquels cette poésie de rupture ou de l'innovation pourrait être décelée :

Au plan formel, le caractère nouveau de la poésie s'observe à travers une écriture qui fait fi des normes formelles établies non seulement par le genre poétique, mais aussi, et surtout par la poétique de la poésie négro-africaine telle que tracée par les pionniers que sont Léopold Sédar Senghor, Aimé Césaire, Léon Gontran Damas, David Diop, ...¹⁵

¹³ Frédéric GRAH MEL, « Table ronde avec Pacéré Titinga » in *Fraternité matin* n° 4853 du 30 décembre 1980.

¹⁴ Pascal ASSOA N'Guessan, Op.cit., P.10

¹⁵ Pascal ASSOA N'GUESSAN, Op.cit., PP.9-10

La poésie de la rupture se caractérise donc par une poétique qui affecte les normes classiques de l'écriture. Elle fonctionne ainsi sur la base de ruptures, d'innovations et n'est plus élaborée sur le modèle des premiers poèmes négro-africains francophones dont la forme et le contenu sont reconnaissables a priori. Cette poésie de rupture se plaît alors à réinventer de nouvelles règles d'écriture à travers un style particulièrement nouveau. Elle fait sauter les barrières génériques en mêlant harmonieusement poésie et dialogue, poésie et conte, poésie et dramaturgie, poésie et élégie... Au plan linguistique, elle élabore un cocktail de langues superposant ainsi langue française à d'autres langues à savoir l'italien, l'anglais, l'agni, le baoulé, le malinké, le moré etc. Aussi n'hésite-t-elle pas à faire cohabiter divers registres de langues dans une même situation d'énonciation. La langue de niveau soutenu est associée à la langue de niveau populaire, et même à la langue argotique. C'est ce que Pascal ASSOA a eu à souligner quand il dit que

« Ce choix délibéré d'écriture donne naissance à des phénomènes récurrents et nouveaux. Il s'agit entre autres, de la poétique de l'hybride, du dévergondage textuel, des interférences linguistiques, de la transgression orthographique et grammaticale, etc., mais aussi de cette poétique orientée vers des thèmes nouveaux. »¹⁶

En somme, la poésie de rupture en Afrique noire d'expression française fonctionne comme une poésie hybride qui se manifeste à travers certains de ces éléments très distinctifs :

- Le mélange de genres qui en constitue l'une des caractéristiques essentielles. Ainsi, dans les poèmes, nous

¹⁶ Pascal ASSOA N'Guessan, Op.cit., P.38



remarquons le non- respect de la séparation des genres traditionnels. Nous trouvons donc des aspects du conte, du théâtre, du roman, etc., dans la poésie moderne.

- Le mélange de langues : En Afrique noire francophone, dans la poésie de rupture, la langue française est, par moments, doublée de langues occidentales ou de langues africaines. Cela ouvre une porte à cette écriture sur le plurilinguisme qui se caractérise par la présence d'au moins deux langues dans une situation d'énonciation donnée.

- Le mélange des registres de langue : très souvent nous avons l'imbrication du registre soutenu dans le registre familier, du registre argotique dans du registre courant, vice versa.

- Le sabotage des règles de l'orthographe et de la grammaire française : Saboter, c'est détériorer volontairement ou détruire de façon intentionnelle. Les poètes de la rupture transgressent ou subvertissent délibérément les règles d'orthographe et de la grammaire française.

- L'emploi anarchique de la ponctuation : Dans certains poèmes de la rupture, la ponctuation n'obéit à aucune règle. Elle est même souvent réinventée. Le but essentiel de cette démarche consiste en la transgression de la langue coloniale.

- L'usage abusif de l'onomatopée africaine ou la fausse onomatopée : selon Pascal ASSOA, l'onomatopée « désigne les sons naturels à travers des mots tels que atchoum, cocorico, miam-miam, tic-tac...ou artificiels à travers les mots broum, pin-pon, tam-tam... ».¹⁷ Cette onomatopée

¹⁷ Pascal ASSOA N'Guessan, Op.cit., P.165

africaine est fausse parce qu'elle n'offre qu'une correspondance phonique entre le signifié et le signifiant qu'elle est censée désignée.

- Le dévergondage textuel : Le dévergondage textuel concerne les normes du langage, notamment les normes morales ou sociales, ainsi que la tradition des pratiques littéraires. Quand dans une œuvre donnée ces règles sont rejetées, subverties, il y a dévergondage textuel. Le professeur Pierre N'DA, l'instigateur de ce mot, en a parlé pour faire davantage allusion aux libertés que se donnent les écrivains par rapport aux normes de la langue et de l'écriture littéraire. Il écrit à ce sujet :

Au plan de la forme, de l'énoncé narratif et de la pratique textuelle, elle se manifeste par la subversion des canons classiques, par une grande liberté dans l'expression et même une joyeuse désinvolture du langage. C'est cette écriture éclatée et ce style débridé que j'appelle dévergondage textuel.¹⁸

Dans des œuvres poétiques d'Afrique noire francophone, le dévergondage textuel est généralement caractérisé par les transgressions liées au sexe et les transgressions religieuses car le dévergondage se définit comme étant le manque de pudeur, la dépravation des mœurs, l'inconduite ou la transgression des tabous ou des interdits liés au sexe.

Tel que présenté, ces éléments de rupture seront stylistiquement étudiés à travers certains poèmes négro-africains pour montrer, selon Karl COGARD, l'expression de l'originalité de ces poètes (leur singularité) et aussi l'écart par rapport à la norme linguistique.

¹⁸ Pierre N'DA, « Transgressions, dévergondage textuel et stratégie iconoclaste dans le roman négro- africain » in *Lumières africaines*, Washington, University press of the South, 1997, p. 79.



3. Etude du style de la rupture dans la poésie africaine moderne

S'appuyant sur la pensée de Léo SPITZER, telle que transcrit par GUIRAUD, « le style, c'est l'homme ; et l'œuvre, l'expression d'une nature et d'une aventure »¹⁹. De cette perception du style, la poésie de la rupture qui est un nouveau style d'écriture donne lieu d'analyse stylistique car, revenant toujours sur la définition de KARL COGARD, il « est perçu comme le lieu où se manifeste la singularité d'un auteur et son caractère. Il est l'indice de son originalité »²⁰. Cette perception nous permet aisément de relier la stylistique à l'originalité d'écriture d'un auteur étant donné que cette stylistique est une science qui étudie l'originalité d'un auteur. Dès lors, GUIRAUD poursuit en ces termes :

La stylistique, ainsi conçue, n'est qu'un mode particulier de la critique littéraire, qui reconstruit l'œuvre, son origine, ses intentions, sa signification, sa genèse à partir de l'analyse du style [...] On pénètre au centre de l'œuvre à partir d'un détail qui est pour SPITZER, un trait stylistique ; c'est-à-dire une façon d'écrire particulière et qui s'écarte de l'usage normal.²¹

Ainsi, pour mieux faire ressortir l'esthétique stylistique dans la poésie moderne, nous présenterons les marques de l'originalité, les particularités et les singularités des auteurs dans certains recueils poétiques négro-africains de notre corpus d'étude à travers l'étude du style de Léo SPITZER.

¹⁹ GUIRAUD (P.), Op. Cit., p. 31

²⁰ KARL COGARD, *Introduction à la stylistique*, Paris, Flammarion, 2001, p. 13

²¹ GUIRAUD (P.), Op. Cit., p. 32

3.1. Le mélange de genres

L'un des éléments faisant ressortir le style particulier d'écriture des poètes de la rupture est le fait que, dans cette poésie, ils se plaisent à inventer de nouvelles formes en faisant apparaître dans leurs poèmes d'autres genres littéraires pour créer un style nouveau, propre aux africains. Ce que Jean Marie Adiaffi a appelé N'ZASSA²² ou encore l'écriture de l'hybride. Ainsi, dans ce style nouveau, nous avons une poésie enrichie de récit, théâtre, conte, etc. ; Ce sont ces éléments que nous nous attèlerons à découvrir dans les poèmes qui nous étudions.

3.1.1. *Poésie mêlée de théâtre*

La particularité du texte théâtral réside dans le fait que l'auteur s'y exprime uniquement à travers les paroles de ses personnages et ne peut intervenir directement dans le dialogue. Ainsi, une pièce de théâtre développe trois types d'énoncés, qui se distinguent visuellement les uns des autres par des variations typographiques : les paroles prononcées par les personnages (les répliques) qui sont transcrites sans enrichissement typographique particulier ; les noms des personnages qui prennent la parole ou de ceux qui sont présents sur scène, sont transcrits le plus souvent en capitales d'imprimerie et les didascalies qui sont les indications scéniques permettant de décrire les faits et gestes des personnages, tout en situant les actions. Les didascalies donnent les informations relatives au lieu de l'action, aux gestes ou déplacements des personnages, aux intonations,

²² NZASSA est un mot akan qui signifie la combinaison de plusieurs éléments. Ainsi le style NZASSA est un style d'écriture nouveau permettant de combiner plusieurs genres littéraires. Ce concept est né de la combinaison du roman avec les autres genres.



aux bruits, aux costumes, etc. Elles sont généralement en italique.

C'est sur ces didascalies que nous allons insister pour montrer la présence de la dramaturgie dans la poésie africaine nouvelle.

▪ La dramaturgie dans *Crépuscule équinoxial*

Le chapitre XVI du recueil poétique *Crépuscule équinoxial* intitulé « **nous aurions fait un rêve** » est une belle illustration de mélange de genres. Ainsi, dans ce poème, PUIS NGandu Nkashama écrit comme s'il était dans un texte théâtral en faisant intervenir les didascalies qui sont les éléments essentiels qui caractérisent le théâtre. De la page 61 à 65, nous en trouvons sur toutes les pages. Mais nous en présenterons quelques-unes : « les hommes s'avancent lentement vers la femme, l'entourent jusqu'à la rendre invisible. Ils étendent leurs bras sur elle, poings serrés », page 61 (1^{ère} didascalie) / « une femme crie dans les coulisses : », page 62 (4^{ème} didascalie) / « Le chœur, récitant et lisant du même ton monocorde, lassé et lassant », page 63 (10^{ème} didascalie) / « elle s'allonge par terre, et tente de se confondre avec la nuit et le sol noir », page 64 (15^{ème} didascalie) et « les tambours et les murmures se mêlent sans fin, en un rythme obsédant et lancinant », page 65 (17^{ème} didascalie).

Dans ce petit chapitre de cinq (5) pages, le poète a pris la peine de mieux faire ressortir la nature dramaturgique de ce poème à travers ces dix-sept didascalies ; toute chose qui fait ressortir son originalité. Ainsi, avant toute intervention, le poète s'est donné la liberté de présenter les actions et situer

le lecteur sur la présence des personnages qui agissent. En le faisant, il confère à ce texte une nature théâtrale.

▪ **La théâtralisation de *Reflets dans l'œil du cyclone***

A l'image de PUIS NGandu, le poète Lord AFANKOE s'est mis dans la peau d'un dramaturge. Ainsi, avant toute déclamation, il s'est permis d'attribuer la parole à un personnage qu'il invente pour planter le décor d'une pièce théâtrale afin de permettre la facilité de lecture de ce poème. En voici quelques-unes : « une voix sibylline », page 9 (1^{ère} didascalie) / « la même voix sibylline », page 10 (2^{ème} didascalie) / Septième didascalie : « une voix étouffée et lointaine », page 54 (7^{ème} didascalie) / « la voix du père lointaine, puis montante », page 66 (10^{ème} didascalie) / « la voix du frère toute proche maintenant », page 86 (13^{ème} didascalie) / « voix d'un homme averti dans l'assistance », page 110 (16^{ème} didascalie) et « le juge », page 132 (18^{ème} didascalie).

A travers ces extraits, il ressort que l'abondance de didascalies dans des recueils poétiques traduirait la volonté manifeste des poètes de sortir du carcan traditionnel pour essayer de nouvelles expériences scripturales.

Ainsi, en mélangeant poésie et théâtre, les poètes de la nouveauté envisagent apporter de la vivacité à la poésie et attirer l'attention du lecteur sur la facilité de lecture et le plaisir qu'apporte la lecture d'une œuvre poétique.

3.1.2. Poésie et narration

La narration dans un texte consiste à l'auteur de faire le récit d'événements, réels ou imaginaires, impliquant des faits, des personnages, des lieux, des actions et un narrateur. Ainsi, nous pouvons avoir comme genres narratifs: le



roman, la nouvelle, le conte, la fable. Dans cette étude, nous nous intéressons au conte et au roman.

3.1.3 Poésie et conte dans Poème d'une termitière

▪ **Le système d'énonciation**

Certaines expressions, à les entendre, nous plongent inéluctablement dans un univers de conte. Ce sont des expressions telles que : il était une fois ; en ce temps-là ; autrefois ; etc.

Aussi, dans ce poème, l'auteur à cinq(5) reprises nous entraîne dans un univers de conte à travers : « En ce temps-là / La terre appartenait / Aux têtes cabossées » (page 47) ; « En ce temps-là / L'empire était / Aux têtes cabossées » (page 47) ; « En ce temps-là / Le pouvoir était / Aux têtes cabossées » (page 50) ; « En ce temps-là / L'empire était toujours / Des têtes cabossées » (page 52) et « En ce temps-là / La famille était toujours / De têtes cabossées » (page 55). A travers l'expression « en ce temps-là » doublé du verbe « être » conjugué à l'imparfait de l'indicatif, nous nous retrouvons dans un texte narratif et plus précisément, dans un conte.

▪ **L'usage du chant**

En Afrique le chant joue un rôle très important dans le conte de sorte que, pendant les soirées de conte, lorsque le conteur fait une partie de sa narration, il y a des pauses et certaines personnes, qui sont affectées à cette tâche, entonnent des chants pour maintenir en haleine l'auditoire. Le chant, composé d'une introduction, un couplet, un refrain, un pont, et un outro, est perçu dans ce recueil de

poème à travers l'une de ses composantes essentielles qu'est le refrain.

C'est ainsi que, dans *poème d'une termitière*, le poète fait intervenir des dix (10) refrains pour découper son poème en plusieurs parties. En voici quelques-unes :

- **Premier refrain** : « *Le soleil s'endort / Et, / L'homme s'endort* », répété trois (3) fois aux pages 26, 27 et 28
- **Cinquième refrain** : « *Bayé ! / Bayé ! Bayé ! / Au secours ! Au secours ! / Au secours !* », répété quatre (4) fois aux pages 67, 68, 70 et 73
- **Septième refrain** : « *Bèè Bèè bèè, / Bèè Bèè bèè, / C'est une bègue / Qui vend de la bière* », répété quatre (4) fois aux pages 87, 88, 89 et 91
- **Dixième refrain** : « *Fils de mes pères, / Ramène moi, / Ramène moi à Barma ; / Le soleil s'endort / Et, / L'homme s'endort* », répété trois (3) fois aux pages 114, 115 et 117.

A travers ces dix(10) refrains, le poète PACERE Titinga transforme son poème en une chanson composée de onze (11 parties) reliées les unes autres par ces transitions que constituent ces différents refrains. Par ces refrains, le poète fait passer l'essentiel de son message.

En ralliant ainsi le chant à cet univers poétique, le poète veut sûrement passer à une culture de l'oralité à travers le conte.

3.1.4 Poésie et roman dans *Parulies rebelles*

Un récit se reconnaît par le fait qu'il rapporte, à travers un narrateur, une histoire débutant par un état initial pour aboutir à un état final, dans un contexte spatio-temporel bien déterminé. Ainsi, le récit est à la fois le produit de l'histoire (ce qui est raconté) et de la narration (la façon dont le



narrateur raconte l'histoire). Il passe par la voix d'un narrateur (plus ou moins visible dans le texte) qui raconte l'histoire. La lecture de ce poème de TOH BI Emmanuel nous plonge dans une narration bien organisée avec une histoire, des personnages, des situations initiale et finale.

▪ L'histoire

Parulies rebelles raconte l'histoire de l'intrusion de parulies dans la bouche du poète. Cette intrusion de parulies a eu pour effet de paralyser tout le corps du poète à telle enseigne que le poète est incapable de jouir physiquement et moralement de la vie. Elles mènent une vie impossible au poète.

▪ Les personnages

Les personnages de ce poème sont : Les parulies, Les leucocytes républicains, Le Timo, La fille d'Irié Bi Kla, Gohi Lou Irié, Etc.

▪ Les indications spatiales

Les indices de l'espace ou du lieu de déroulement de l'histoire dans ce poème sont abondants de sorte à faire de ce poème, un récit. Nous avons entre autres : « Partout dans la cité » (page 14), « Au coin des rues » (page 15), « Dans la ville » (page 21), « Dans la savane » (page 22), « Dans mon village » (page 26), « Sur la place publique du village » (page 39), « L'Université » (page 55), Etc.

▪ Les temps verbaux

Le récit se rédige avec les temps de base que sont : le passé simple, l'imparfait, le plus-que-parfait et le présent de

narration. Généralement dans un récit, le passé simple assure la narration des faits; l'imparfait assure l'arrière-plan. Quant au présent, il actualise les faits, en produisant un effet de simultanéité entre l'histoire et la narration.

Ainsi, dans ce poème, les temps privilégiés par TOH Bi sont l'imparfait et le présent de narration.

- **L'imparfait** : Dans ce poème a permis de faire la description et montrer l'état d'âme de ses personnages et du poète (« *La fille d'Irié Bi Kla **était** exemplaire / Sa fougue **encensait** nos cœurs de romarins / Son éveil **emplissait** la maison* »), à la page 16 et « *Les visages en sont sortis rayonnants / Le mien s'en est tiré comme il **était** quand je m'asseyais* », à la page 17. L'imparfait a aussi permis de montrer quelques actions de ce poème : « *Ma mère **confectionnait** le pot-au-feu* » de la page 17 et « *Antique point de soulagement / Où se **heurtaient** des rangées de cruches* » de la page 53.
- **Le présent de narration** : La grande partie de ce poème est narrée au présent en vue d'actualiser les faits racontés pour les faire revivre et faire ressentir les émotions intenses vécues par le poète. Ainsi, à la page 13, il plante le décor de l'histoire : « *Parulie qui **lit** ... / Qui **entonne** ... / Qui **visionne*** ». Puis, il déballe les actions qui s'enchainent au fil de l'histoire : « *Ils se **défroquent** / Ils se **fondent** dans la nature* », (page 22) ; « *Les parulies **sont** les maîtres / Qui **professent** éminemment la tragédie* » (page 26) ; « *Ils **vont** / Ils **viennent** / Ils **reviennent** / Ils **imposent** / Ils **légifèrent** / Ils **font** / Ils **défont** / Ils **montent** / Ils **démontent** / Ils **remontent*** », à la page 44. Enfin, il montre les conséquences négatives des parulies sur la vie du poète qui va vivre des situations intenable : « *Je **saigne** des*



gencives » à la page 23 et « *Et moi j'étouffe / Je m'affaiblis / Je me liquéfie* », à la page 32

Par ce présent de narration, le poète retrace et actualise les actions de telle sorte que lorsque nous lisons ce poème, nous nous retrouvons dans le fil de l'action.

3.2. Le mélange des langues

Les poètes africains modernes, en plus du mélange des genres, se sont attachés à une écriture multilingue. En effet, ces poètes se plaisent à mélanger plusieurs langues dans un même recueil poétique. Ce qui relève de l'esthétique stylistique marquant leur originalité.

3.2.1. Français et Latin

Dans *Crépuscule équinoxial*, Pius NGANDU Nkashama a bien voulu franchir les barrières linguistiques en faisant cohabiter la langue française à la langue des savants qui est le latin. Ainsi, dans son recueil poétique écrit en langue française, il s'est permis d'intituler l'un de ses poèmes « *arma virumque cano* » et cette expression apparaît quatre (4) fois dans ce poème aux pages 51, 52 et 53. En le faisant, il veut montrer qu'il peut passer d'une langue à une autre en entretenant des liens logiques.

3.2.2. Français et Espagnol

Toujours dans *Crépuscule équinoxial*, le poète, en plus des langues française et latine, fait encore intervenir la langue espagnole. Ainsi, à la page 19, dans son poème intitulé « le cri », il utilise des mots tels que « *avigunda* », « *carrera* », « *el camino* » et « *ramblas* ». Puis, il décide d'écrire un autre poème qu'il intitulera « *una suegra* ». Dans ce poème, il

formulera aisément des phrases, à la page 59, constituent soient en français et en espagnol comme : « entrada / entrez per aqui / salida / sortez per aqui » ; soient des phrases, aux pages 59 à 60, consituées purement en espagnol telles que : « quien tiene / una suegra / tiene un / tesoro » (page 59).

Une telle manipulation des langues occidentales entre elles témoigne d'une bonne maîtrise de ces langues et de la volonté du poète de les faire cohabiter les unes avec les autres.

3.2.3. Français et langue africaine

Les poètes africains de la nouveauté, dans leur volonté de sortir des normes classiques, vont jusqu'à faire intervenir les langues africaines dans leurs poèmes pour marquer l'originalité et la spécificité de ces poèmes. C'est ainsi que Lord AFANKOE a jugé bon d'allier la langue française à certaines langues africaines dans son poème *Reflets dans l'œil du cyclone*. Dans cet élan, il convoque des mots en langues ivoiriennes tels que : « Attoungblan » (pages 12 et 121), « Ahinlin » (page 18), « Bissa / Dowré / Dôdô Guéhi » (page 19), « Ahinlin / Wêmôwa » (pages 38 et 44), « Bossombian » (page 44), « Mingoué / Sankofa » (page 97), « Kita » (page 105) et Et « têtatê », à la page 118. Il va jusqu'à utiliser des mots comme « Eia » et « Bendre », à la page 13 qui sont respectivement dans les langues peuhl et moré.

3.2.4. Français et Anglais

L'une des langues étrangères que les poètes africains de la nouveauté aiment utiliser est la langue anglaise. C'est pourquoi, Lord AFANKOE l'utilise dans son poème *Reflets dans l'œil du cyclone* précisément à la page 23 à travers cette



parole empruntée des propos de Robert Nesta Marley : « jah would never give / The power to a baldhead ».

3.3. Le sabotage des règles orthographiques et grammaticales

La plupart des poètes de la nouveauté, en créant un style nouveau d'écriture, enfreignent à certaines règles grammaticales et orthographiques. Ainsi, dans notre corpus, le non-respect de ces règles est observé à différents niveaux.

▪ L'absence de ponctuation

En grammaire, la définition que nous retenons généralement de la phrase est celle qui stipule que la phrase est un mot ou groupe de mots organisés de sorte à obtenir un sens. Elle commence par une lettre majuscule et se termine par un point. Ce dernier principe est très déterminant dans la constitution d'une phrase car sans ponctuation il ne saurait avoir de phrase.

Cependant, lorsque vous prenez *Crépuscule équinoxial* de Pius NGANDU Nkashama et *Reflets dans l'œil d'un cyclone* de Lord AFANKOE, nous remarquons une absence criarde de ponctuation qui est une volonté des auteurs de se démarquer des normes générales. Par cette absence de ponctuation, ces poètes veulent retenir l'attention du lecteur en lui indiquant qu'il y a un problème à cerner. Par conséquent, il devrait prendre le temps de bien lire afin de cerner la pensée profonde du poète.

▪ L'orthographe des mots

Dans leurs écrits, les poètes se plaisent à inventer de mots nouveaux ou à déconstruire des mots existants. Tel est le cas

de Pius NGANDU qui crée trois (3) mots à partir d'un mot à la page 42 de *Crépuscule équinoxial* à travers cet extrait : « *au milieu des étoiles / de **constellations** / en cons / en stella / en stations* ». il utilise le même procédé à la page 55 avec le mot « *hirondelle* » qu'il déconstruit en deux (2) mots: « *sous les portiques de la douleur / le jour de **l'hirondelle** / de l'hiron / de la ndelle* »

▪ Des phrases inachevées

Ces poètes, pour se démarquer, ont tendance à utiliser un style d'écriture qui interpelle. Ainsi, ils formulent des phrases difficiles à cerner car étant inachevées. C'est justement ce que Pius NGANDU fait dans *Crépuscule équinoxial* à la page 43 : « *j'ai senti dans ma / chair **la douleur de la** / j'ai senti la douleur de la / terre j'ai senti / **sur les joues les** / j'ai senti les larmes des / mères sur des océans* ». Cette construction s'observe encore de la page 44 à 45 avec cette fois ci, un grand désordre organisé par le poète afin de troubler le lecteur dans ses incohérences. En examinant ce long extrait, nous nous trouvons dans un labyrinthe. Que la lecture soit faite du haut en bas, de la gauche à la droite, de la colonne A à la colonne B, le sens du texte est difficile à cerner car le poète a pris la peine de désorienter le lecteur à travers des phrases inachevées ; rendant ainsi une compréhension difficile de son texte. A travers ces phrases inachevées, nous percevons l'expression d'une peine profonde qui empêcherait le poète d'aller jusqu'au bout de ses mots.

Ainsi, par ce procédé d'écriture qui comporte assez d'inachevé et de déconstruction phrastique, le poète nous plonge dans un univers poétique nouveau avec de nouvelles règles d'écriture inventées qui sont propre au poète.



3.4. Les fausses onomatopées

La plupart des poètes modernes utilisent abusivement des onomatopées africaines qui sont en majorité faites de mots en réalité vides de sens proches de l'onomatopée. Ainsi, dans *Parulies rebelles*, TOH Bi en a créé deux (2) : « *gou-goudou ! gou-goudou ! gou-goudou ! / goudou ! goudou ! goudou / goudougoudougoudou ! goudougoudougoudou ! / goudougoudougoudou !* » (page 40) et « *Dôba ! Dôba ! Dôba ! Dôba !* » (page 46).

Il en est de même pour Lord AFFANKOE, dans *Reflets dans l'œil du cyclone*. Elles se présentent comme suit : « *Mingoué Mingoué Mingoué-goué / Mingoué Mingoué Mingoué-goué / Mingoué Mingoué Mingoué-goué / Mingoué Mingoué Mingoué-goué* » aux pages 60, 62, 97, 98, 105, 106 et 110.

Et enfin, PACERE Titinga a aussi fait usage de ces fausses onomatopées dans son recueil intitulée *Poème d'une termitière* aux pages 87 à 91 en ces termes : « *Bèè Bee bèè / Bèè Bèè bèè* », « *Bèè Bèè bèè / Bèè Bèè bèè* », et « *Bèè Bèè bèè / Bèè Bèè bèè* ».

Conclusion

Cette étude du style menée sur la poésie moderne africaine nous a permis de découvrir une poésie de la rupture avec les normes classiques préétablies depuis l'occident. En effet, jugée trop contraignante par les poètes africains, ces poètes ont bien voulu leur indépendance scripturale afin de produire des textes qui cadrent avec leurs réalités. Dès lors, ils se sont séparés des balises formelles qui rendaient la poésie trop hermétique. Comme barrières

brisées, nous avons les barrières générique et linguistique. Dans la nouvelle écriture poétique, les poètes africains ne font plus de différence au niveau du genre car dans un poème, il peut y avoir tous les genres littéraires. Il en est de même au niveau de la langue. Ceux-ci se plaisent à entremêler les langues africaines dans les langues internationales qu'ils se permettent le plus souvent de saboter à souhait. Ce mélange de genre et de langue représente les réalités sociales de l'Afrique étant donné que le peuple africain est un peuple de cohabitation, de vivre ensemble, un peuple habitué à la fraternité et la cohésion sociale. Ce style nouveau d'écriture poétique rend donc ainsi ces poèmes stylistiquement très riches.

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Developing AI-Driven Soft Skills in Algerian EFL Master's Students: Challenges and Prospects for Research Competence

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Abstract:

This paper explores Algerian EFL master students' soft skills in using technology and AI-driven tools in completing research projects and dissertations. In this context, an exploratory/quantitative method was adopted through a twelve-question online structured questionnaire administered to eighty-seven (87) students (Master 1 and Master 2) from the English Department at M'Hamed Bougara University of Boumerdes. The primary objective was examining how the learners use AI-driven technology in research and identifying their challenges when completing their tasks. Despite the numerous benefits of AI in research, the results showed the students' limited soft skills, on the one hand, and their poor academic research skills, on the other. These were attributed to a lack of sufficient training, coupled with inadequate methodology teaching, which focuses on traditional pedagogy rather than a digital one. Addressing these issues would require strategic technology and AI-driven tools' implementation by prioritizing extensive teacher/student training on soft skills and ethical guidelines to maximize AI's potential in research-oriented learning. Ultimately, equipping EFL students with AI-enhanced soft

skills will bridge the gap between traditional instruction and modern research requirements, preparing them for academic and professional success in an increasingly digital world.

Keywords: *AI-driven soft skills, Algerian EFL Master students, research competence, academic writing, information literacy.*

Développement des compétences relationnelles basées sur l'IA chez les étudiants algériens en master d'anglais langue étrangère : défis et perspectives pour la recherche en matière de compétences

Résumé :

Cet article examine les compétences transversales des étudiants algériens en Master EFL dans l'usage des technologies et des outils fondés sur l'intelligence artificielle pour la réalisation de projets de recherche et de mémoires. Une enquête exploratoire à visée quantitative a été menée à l'aide d'un questionnaire structuré en ligne composé de douze questions, administré à 87 étudiants de Master 1 et 2 du Département d'anglais de l'Université M'Hamed Bougara de Boumerdès. L'objectif principal était d'analyser l'intégration des technologies basées sur l'IA dans la recherche académique et d'identifier les difficultés rencontrées. Les résultats ont mis en évidence des compétences transversales limitées ainsi qu'une faible maîtrise des pratiques de recherche, dues à un manque de formation spécifique et à un enseignement méthodologique traditionnel. Pour combler ces lacunes, une intégration stratégique des outils numériques et de l'IA est nécessaire, accompagnée d'une formation approfondie des enseignants et des étudiants portant sur les compétences transversales et les enjeux éthiques. Renforcer ces compétences permettrait de mieux répondre aux exigences de la recherche contemporaine et de préparer les étudiants EFL à réussir dans un environnement académique et professionnel de plus en plus numérique.

Mots-clés : *Compétences transversales liées à l'IA, Étudiants algériens en Master d'anglais langue étrangère (EFL), compétence en recherche, écriture académique, culture informationnelle.*



Introduction

In today's world, artificial intelligence (AI) is one of the most powerful technological tools that shapes the settings of academic research. Indeed, AI instruments play a key role in collecting data, gathering references, and finding solutions to a given problem in different fields. This explains its growing importance in all disciplines and fields, such as medicine, human sciences, literature, and linguistics, among others. However, while AI offers important benefits in the field of research and marks a noteworthy force in the research process, it also presents key constraints and limitations. Particularly, it brings problems related to ethics, data quality, reliability, and interpretation of the results.

As previously noted, artificial intelligence has been broadly explored by many researchers, with some research works emphasizing the important role of AI in education, while other studies have presented opposing views and highlighted their concerns and challenges. These controversies and variations among researchers disclose the complexity of AI in research and education. To the best of the researchers' knowledge, few empirical investigations have examined how AI, as a specific form of research support, operates within actual classroom environments in Algeria, especially from the perspectives of students. By all accounts, there is limited understanding of how AI tools are perceived, adopted, or challenged in research-based educational practices. This lack of localized insight presents a clear research vacuum that calls for contextualized inquiry.

In light of the identified research gap and the complex dynamics surrounding AI integration in Algerian academic

research, the following research questions are posed to guide the present investigation and deepen our understanding of learners' perceptions, practices, and challenges related to AI use in educational settings.

- RQ 1: Do Algerian EFL master's students use technological and AI-driven tools when conducting research projects and completing dissertations?
- RQ 2: What challenges do they face when doing research?

By answering the two questions, the study also aims to join Algerian researchers' efforts to provide a timely and relevant perspective by clarifying students' AI-driven practices when doing research and by reviewing the existing literature to draw on theoretical frameworks from different Algerian and international research works.

1. Literature Review

1.1. Studies on AI Importance in Research

Artificial intelligence offers a wide range of tools in research which trigger knowledge from different perspectives (Achili and Zerrouki, 2024). In this context, the implementation of AI in research reforms how knowledge is created, applied and interpreted. Along the same lines of ideas, this has generated practical and philosophical implications. AI integration serves as an extension to human capabilities as machine algorithms are used to recognize and analyze large datasets and employed in medical research to predict disease results (Topol, 2019).

According to Marshall and Wallace (2019), artificial intelligence also plays a great role in research and research methodology as it changes and filters thousands of research papers. In the same line, Mazzoti (2023) adds that AI reveals



interdisciplinary value when it helps in analyzing ancient texts and deciphering their scripts. As a matter of fact, AI systems influence decisions related to research and education in general as its efficiency enables researchers to analyze data in a short period of time, limits human biased judgment, and promotes interdisciplinary cooperation and collaboration, as Bullock et al. (2020) claimed.

1.2. Learners' Experiences and Perceptions of AI Implementation in Research

AI implementation in research has triggered the attention of many scholars in recent years, fueling a heated debate and a wide range of inquiries among students and researchers. As AI tools become more shared in research contexts, numerous studies have been conducted to explore how learners view the role and impact of integrating AI in research. These investigations explore AI usefulness and its ability to improve the research process in an efficient way. They tackle all perspectives and perceptions of AI in research and technology in general. The research outcomes are of significant advantage as they provide insights into AI and how it shapes academic research.

In a study conducted by Zhang and Dafoe (2019) on the American public's attitudes towards artificial intelligence integration into education, the investigation concluded that most of them support the idea of integrating AI and welcomed technology by claiming that it is a useful tool that improves productivity, more specifically in analyzing data and literature reviews.

Similarly, research conducted by Almassaad, Alajlan, and Alebaikan (2024) explored how university learners in Saudi

Arabia perceive AI tools. They collected their data from a cross-sectional survey which yielded 859 responses. They also examined the challenges they face when using AI tools. The findings revealed that the majority of students implement AI, and more frequently, ChatGPT in their studies. They stated that AI tools are useful and helpful because they save time, collect data, and bring references. However, they demonstrated their use with some reservations. They argued that AI tools might hinder the process of doing research through ethical issues like plagiarism, reducing human creativity and autonomy, and providing unreliable information. In addition, they raised the matter of fees that could be an obstacle to having access to AI tools.

In the same vein, Chan and Hu (2023) introduced another study which investigated university learners' attitudes and perceptions of integrating AI technologies in higher education. They collected their data from a survey which was distributed to 399 students at the University of Hong Kong. The results of the study showed that learners have positive views towards AI implementation. They argued that AI tools assist students in academic research and support them to write essays and research papers. Similar to the previous outcomes, learners highlighted some challenges of AI, such as ethics, accuracy, and privacy, among others, and suggesting more institutional ethical guidance in education and research.

Alshanberi et al. (2024) also examined the perceptions and challenges of AI integration among students of Batterjee Medical College. The sampling of the study was composed of 131 participants who answered a questionnaire. The findings demonstrated that AI tools are of paramount



importance, and learners perceive them positively as useful ways of research and education in general.

In a more recent investigation, Alshamy, Al-Harthi, and Abdullah (2025) studied the learners' perceptions and attitudes towards AI integration in research and education. They provided surveys to 555 learners and 168 academics from Oman, Sultan Qaboos University. The outcomes demonstrated that both groups express their willingness in implementing AI. Learners reported that AI tools are useful in research and writing assignments; academics found it helpful in teaching and assessment. They characterized AI with innovation and efficiency, but referred to challenges and concerns like plagiarism and over-reliance. The study recommendations were presented in promoting training in the effective way of applying AI with ethical guidelines to enhance research and education.

1.3. Research on ChatGPT: Perceptions and Attitudes

Baidoo-Anu and Ansah (2023) discussed the role of ChatGPT in promoting learning and teaching. They stated that this AI tool is beneficial and improves learning and teaching in providing formative feedback and assessment. However, they highlighted some challenges related to it, like generating wrong information. Consequently, they recommended that policy makers should find a solutions to use this tool in a way that could serve education and research effectively.

A similar investigation conducted by Dergaa, Chamari, Zmijewski, and Ben Saad (2023) also highlighted the cardinal role of ChatGPT in academic research. The study emphasizes the potential advantages and disadvantages of

using the tool academic writing and research. The findings of the study revealed that while ChatGPT improves productivity in research, it raises risks about the authenticity and credibility of the content and information. Hence, they called for other investigations that tackle ethical considerations of implementing AI in research; they suggest further recommendations which ensure transparency implications in the research process and maintain creativity to enhance the process of research in the era of AI.

In the same year, Sullivan, Kelly, and McLaughlin (2023) explored the opportunities, concerns and challenges of using ChatGPT into research. They claimed that despite the fact that Chat GPT tool offers many opportunities and benefits, it causes some challenges and obstacles when integrating it in research. The outcomes of this study demonstrated the lack of studies about learners' perspectives and the best way to use ChatGPT to improve the research process and learning in general.

Additionally, Van Horn (2024) examined learners' perceptions towards the use of ChatGPT. The researcher conducted an exploratory qualitative analysis to discover the impact of the tool in EFL classes among Korean learners. The researcher collected data through survey and interviews, conducted among 120 learners. The findings revealed that students hold positive attitudes toward the use of ChatGPT and explained that it plays a role in developing their skills. The results also stressed the role of AI in improving autonomous learning. Further, the researcher suggested some recommendations, such as refining the quality and types of AI tools.

Through the analysis of this review, it is notable that there is a lack of studies, specifically those which tackled learners'



perceptions towards AI, particularly in the context of research. While a few studies address AI in general in Algeria, the views of learners are still under-represented. As a result, this study is instrumental in examining students' perceptions and perspectives on AI integration in research, addressing an important gap in existing literature.

2. Method

An exploratory/quantitative framework was adopted to examine Algerian master students' research skills in using technology and AI tools when completing research projects and dissertations. The research involved a purposive sample of eighty-seven (87) students, aged 25 to 55, from the Department of English, Faculty of Letters and Languages, M'Hamed Bougara University of Boumerdes. An online structured questionnaire, carefully designed and piloted, consisted of 12 items across two sections, covering topics such as research skills, AI use practices, benefits, and ethical considerations. The data collection phase spanned from April 24th, 2025, to May 1st, 2025, by assuring the participants a full voluntary participation condition to take part in the survey. Through the selected methodology and tool, the study aimed to provide insights into the current state of students' research competence and the ways they use and perceive technology and AI tools as beneficial assistance when doing research.

3. Results` Presentation and Analysis

As previously outlined, the questionnaire is divided into two principal sections, each covering a different thematic area. The analysis proceeds in a stepwise way that follows

each section's answers, accompanied by their corresponding figures and percentages. Due to page limitations, only the most salient questions are visually represented through graphs, while the remaining questions are reported descriptively in narrative form as follows:

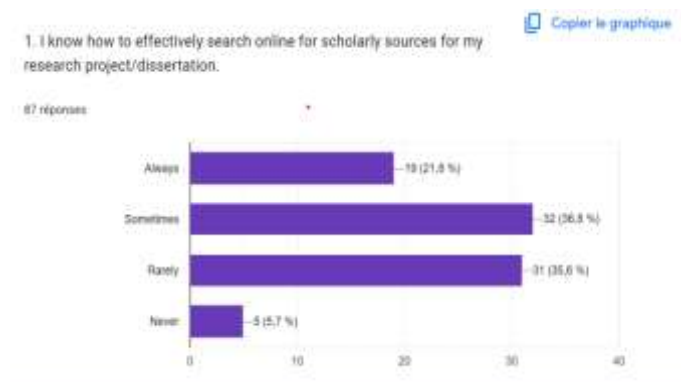


Figure 01. Online search for scholarly resources

Answers to the first question, dealing with the students' self-assessment of their online research capacities for research projects or dissertation completion, show the small related number of students (21.8%) who confirm their knowledge of effectively searching scholarly materials. Yet, *sometimes* (36.8%) and *rarely* (35.6%) answers suggest that more than 70% of students struggle to find reliable online sources. This is supported by 5.7% of the respondents who express their complete lack of knowledge, suggesting a critical gap that can negatively impact their academic performance. Despite students' early instruction on research methodology and bibliographic research, the findings highlight a noted need for more support and guidance on data research to enhance students' abilities and boost their skills in navigating scholarly information.

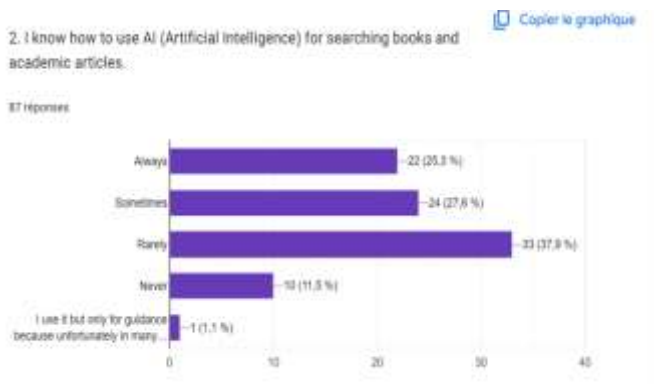


Figure 02. AI use to search academic resources

The above-reported inconsistency and difficulty in searching online resources do not concern the poor bibliographic research skills but also the students' incapacity to use AI to do the same tasks. In fact, the highest percentage of respondents (37.9%) admit their *rare* use of AI, as they don't know how to use it, in addition to 11.5% of the students who stated they *never* use it for academic purposes. Significant percentages of students who feel comfortable with AI use are also reported in the graph, with 25.3% of the students reporting that they *always* know how to use AI effectively and 27.6% indicating that they *sometimes* manage to do so. This indicates the mitigated use of AI, with some students who seem to adopt it in their research, while the majority still lack the appropriate knowledge, skill, and confidence to integrate it into their research habits.

3. I regularly use research tools such as Google Scholar, JSTOR, or Scopus when working on my dissertation/project.

Copier le graphique

67 réponses

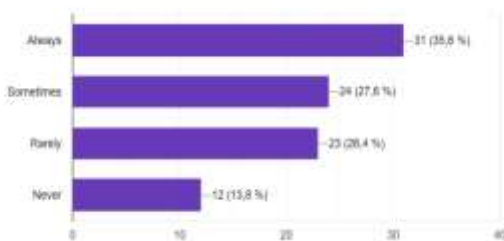


Figure 03. Research data-bases` use for research

In an attempt to assess the frequency of using research tools such as Google Scholar, JSTOR, or Scopus, the results show the general population (35.6%) frequently use them by answering *always*. The second category of respondents (27.6%) answer *sometimes*, closely followed by *rarely*, with 23 responses (26.4%). Less significant responses are reported from 12 respondents (13.8%) who claim *never* using the mentioned academic research tools for their dissertation/project work. Combined, the *rarely* and *never* answers reflect a considerable number of students who are quite reluctant to use research platforms, either due to research methodology shortfalls or potential barriers to accessing the platforms.

Regarding participants` training on citation and reference management tools such as Zotero, EndNote, or Mendeley, the majority of respondents (33.3%) report inadequate preparation, as they rarely received training on these tools. These respondents are closely followed by those who *never* (32.2%) received adequate training. Besides, only 19.5% (17 respondents) report *sometimes* receiving sufficient training, while just 12.6% (11 respondents) select *always*.



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Collectively, the percentages highlight a potential area for improvement in academic preparation and support services. These percentages also show the poor rate of respondents who truly master reference tools, calling therefore for extensive training to enhance students' citation skills.

As concerns students' ability to automatically format research bibliographies according to the academic standards (APA, MLA, etc.), the graph shows that a significant majority lacks consistent knowledge of this skill. Most respondents (40.2%) answer *rarely*, closely followed by 24.1% (21 respondents) reporting *never* having this knowledge. This indicates that nearly two-thirds of the students *rarely* or *never* use automatic formatting despite its availability on all students' personal computers' Microsoft Word's bibliography automation features. Only 18.4% (16 respondents) each selecting either *always* or *sometimes* know how to use this functionality, signaling an important gap in utilizing automatic tools.



Figure 04. AI use and relevant sources location

Technology use in academic research has been extended to AI employment in research papers by asking the students how comfortable they are when using AI for locating credible and relevant sources for literature review. Challenges in doing so is expressed by the majority of participants (39.1% respondents) who *rarely* find it easy to use AI for this purpose. The second largest group (31%) is the one including students who *sometimes* use artificial intelligence, indicating occasional reference to new technologies when conducting research. Similar percentages are reported among the participants who report using AI *always* or *never* (16.1% each) for locating credible sources for their literature review. The overall results show mixed experiences with AI as a research tool, with a slight tendency toward difficulty rather than ease for academic resources identification.

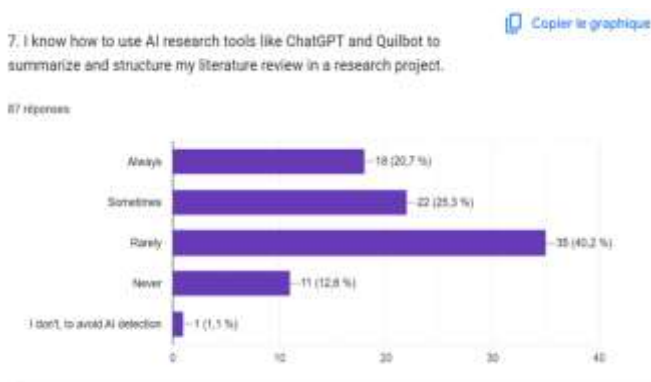


Figure 05. ChatGPT and QuillBot use in Literature Review

Using ChatGPT and QuillBot to summarize and structure literature reviews is also a question raised in the present survey. The question aims to assess the students` adoption of these popular tools when conducting research. Most



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respondents, 40.2% (35 respondents), indicate their rare use of the tools for literature review. The second largest category (25.3%) report their occasional use by answering *sometimes*, while 20.7% (18 respondents) of the respondents confirmed their AI usage by selecting *always*. Only a few participants (12.6%) indicate they never know how to use AI tools for literature review. Overall, the general findings suggest that despite the growing accessibility of AI tools, most students *rarely* or *never* know how to efficiently benefit from these technologies to complete their work.

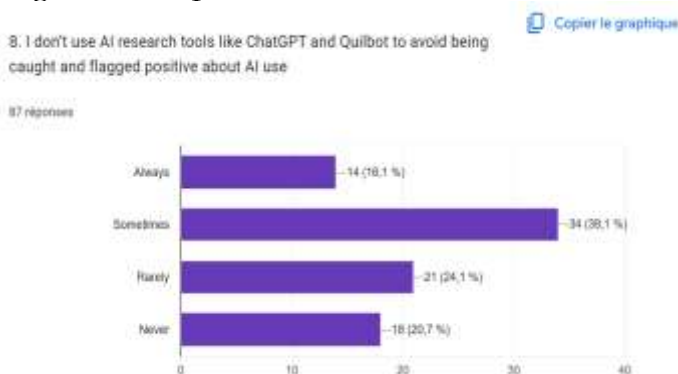


Figure 06. ChatGPT and QuillBot and AI detection

Concerns about being flagged for AI use is also raised here to account for the limited or extended use of ChatGPT and Quillbot. The results show that the large majority of the participants (39.1%) indicate their occasional employment of the two tools by answering *sometimes*. The second largest group (24.1%) *rarely* avoids AI tools for this reason. However, 16.1% (14 respondents) express their constant fear by answering *always* avoiding the tools to prevent being caught. Combined, the *always* and *sometimes* responses` rate show how the students fear of AI detection could impact

tool usage for a majority of the students. This reflects the importance of psychological barriers concerning the possible negative consequences of AI utilization in academic research. Yet, a minority (44.8%) *rarely* or *never* change their AI usage on detection concerns, indicating some students' capacities to cope with this matter.

As concerns students' challenges with organizing and synthesizing sources when writing literature review, the largest majority (43.7%) report their difficulty with this academic task by answering *sometimes*, closely followed by 27.6% (24 respondents) indicating *always* facing these challenges. Only a minority, 19.5% (17 respondents) of the sample answer *rarely*, followed by a small sample of respondents who *never* experience difficulties in this area. Together, 71.3% of participants either *always* or *sometimes* struggle with organizing and synthesizing sources for literature reviews, highlighting that this is a common challenge in academic research. The small minority of *rarely* and *never* options suggest that source organization and synthesis represent significant pain points for most participants in the survey.

On the question of challenges in finding appropriate sources for research topics, the graph shows that the latter is a common difficulty for most participants. The largest population (40.2%) report on their occasionally faced challenges, while 31% (27 respondents) indicate they always encounter such difficulty. Only a minority of respondents (19.5%) point to their *rare* struggle with source identification, and 12.6% (11 respondents) *never* face these challenges. The overall results show how the majority of students struggle with the research process due to the problem of source



finding, which remains a persistent obstacle for most of them.

In an attempt to look into students` experience with academic writing itself and how they handle writing a whole project, most respondents (40.2%) state that they *sometimes* face difficulties with academic writing, while 24.1% report that they *always* struggle with it. A more confident population display lower scores when answering *rarely* and *never* (18.4% each). This indicate mixed experiences among the participants, with the ones having difficulties as the most prevalent in this survey. The findings suggest that academic writing is significant, despite its variation among students. This underscores the need for more support and instruction before moving to use technology-tools or AI ones, as academic writing is revealed challenging in itself as a skill.

12. I feel that more support and guidance are needed to improve my research and writing skills through AI-powered technology.

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87 réponses

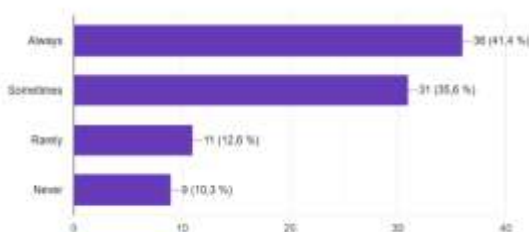


Figure 07. Need for AI Support in Research and Writing

To conclude the survey, the participants are asked to give their opinion on the necessity to improve research competence through support and guidance on the effective use of AI-powered technology in research. A significant percentage (41.4%) is reported among the respondents who

answered positively the questions. This proportion is closely supported by respondents (35.6%) who answered sometimes. This shows that over three-quarters of the respondents recognize the urgent need for assistance in implementing AI tools to improve their research competence. Only 12.6% of the respondents answered rarely, and 10.3% answered never. Clearly, the findings highlight a strong demand for academic and institutional assistance to help students bridge the existing gap between their current digital literacy level and the academic requirements of completing a dissertation or research project.

Overall, the results reveal Master's students' major problems in academic research and writing, namely, using digital and AI tools. Students' lack of confidence in essential research skills like searching for credible sources and literature organization is highlighted. Few students are familiar with research databases besides Jstor, Google Scholar, and Scopus, or reference management tools like Zotero, Mendeley, and Microsoft Word's automated referencing device. As for AI adoption, the significant majority express their incapacity to use it effectively, and some avoid it for fear of AI use detection and the subsequent sanctions. Challenges are not limited to technology-based tools, as most participants expressed their struggle with academic writing and source synthesis. Finally, the findings point to the strong need for more methodology training and support to construct both traditional and AI-based research skills.

4. Discussion

In an age of digital innovation, promises are expected to make academic research more prolific and accurate by



implementing technology and AI tools. However, the noted gap between digital resources and master students' reported concerns and actual skills shows how limited the participants are regarding research competence and technology employment in completing research projects and dissertations. This finding supports Almassaad et al. (2024) and Alshamy et al. (2025), who underscored the students' positive attitudes toward AI and their lack of confidence and inadequate training to effectively use AI. This also aligns with Van Horn (2024), who emphasized learners' desire for flexibility and support when integrating AI in educational settings, and Sullivan et al. (2023), who noted the need for more studies and strategies that ensure appropriate implementation of tools like ChatGPT in academic contexts.

One of the most prevailing concerns is the students' low confidence when engaged in online searches for scholarly materials. To find credible sources to build the review of literature part, most participants expressed their lack of knowledge and poor skills in doing so. It is evident that without a strong basis in research fundamentals, students can risk surveying irrelevant materials, which may negatively impact the credibility and quality of their work. Such observations are mirrored in the work of Zhang and Dafoe (2019), who reported students' recognition of the usefulness of AI in filtering and analyzing data and their unawareness of how to assess the quality or reliability of the information retrieved.

In a similar vein to recent studies, the study sheds light on the restricted use of AI by the majority due to a lack of competence and fear of being flagged for academic dishonesty. Despite AI-driven benefits in research, ChatGPT

and QuillBot are avoided, suggesting an urgent need for clearer institutional ethical guidelines that support responsible AI use and draw its limitations. This result finds strong evidence in Dergaa et al. (2023) and Baidoo-Anu and Ansah (2023), who raised concerns over the uncontrolled employment of ChatGPT and the absence of clear usage policies, leading to ethical misuse and misinformation.

Another significant finding deals with students' employment of traditional academic databases and citation management tools. Technological tools such as Zotero, EndNote, and Mendeley are underused due to inadequate training on these tools, and even the most basic one, like Microsoft Word formatting features, available for everyone using Microsoft. A clearly established void between students' use or non-use of the tools underscores an essential requirement for technology-based referencing devices. These findings emphasize the conclusions set by Achili and Zerrouki (2024) and Bullock et al. (2020), who asserted that objectivity in data analysis is only realized when coupled with digital literacy and proper training on the different AI and technological instruments.

Difficulties in organizing and synthesizing information when crafting a literature review are also highlighted. The results underscore that even when students manage to collect appropriate sources and use AI-driven resources, they often struggle with critical analysis and organization of the information into coherent academic evidence. This finding aligns with Chan and Hu (2023), who reported that although learners view AI positively for its support in essay and paper writing, they also note persistent challenges in organizing content and maintaining academic rigor.



The last revealed insight brings to light the need for institutional support, as most respondents signal their strong desire for more guidance in using AI technologies to boost their research competence and academic writing skills. A need for structured pedagogical training is felt throughout the data analysis to address not only the technical aspects of academic research but also the ethical use of AI. Alshamy et al. (2025) and Alshanberi et al. (2024) confirmed this need, emphasizing the importance of developing comprehensive training programs and ethical guidelines to promote responsible and effective AI integration in research and education.

Conclusion

This paper looked into Algerian EFL master students' research literacy in the digital age by exploring their actual skills, practices, and perceived benefits of technology and AI tools in research. The findings highlighted a critical disconnection between the accessibility of digital and AI-driven research tools and the students' capacity to use them effectively in academic settings. Despite their openness toward technology integration into their research projects, most students encounter substantial challenges, including inadequate training, low confidence, and reserve towards AI use for ethical reasons. Collectively, these challenges can hinder students' abilities and motivation, leading to poor academic quality and shadowed integrity.

In this vein, the results draw crucial implications for higher education institutions, highlighting an urgent

necessity for training on research methodology in general, and AI in particular. More courses and workshops should be initiated to introduce highly effective AI-assisted research engines such as Research Rabbit, Connected Papers, Litmaps, Consensus AI tools which can make a great difference in the way we approach research in general, and literature review writing in particular. Likewise, priority should be given to training on online search strategies, citation formulation and management, and source evaluation in an attempt to enhance students' academic writing competence and digital literacy. Also, challenges stemming from ethical concerns over AI use should be addressed efficiently through institutional guidelines and charts, which set clear rules on students' responsible and honest application of AI technologies.

In accordance with the previous recommendations, methodology traditional courses should be revised, considering the importance of targeted guidance in literature review writing, information synthesizing, and critical data analysis. It is only then that students' can combine the efficient information gathering skill and their capacity to assess the information accuracy and sources' credibility to produce high-quality academic work. Ultimately, universities should promote open dialogues on AI use and its ethical and responsible implementation in research, by fostering a culture of technological confidence and demystifying AI use.

Integrating these recommendations may close the gap between theory and practice, enhancing students' research skills by turning them from digital tool consumers to competent researchers prepared to prosperously grow in a technology-driven academic context.



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Modeling the marketing of Islamic banking services using the Analytic Hierarchy Process “Case of Algeria”

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Abstract :

This study aims to build a model for marketing Islamic banking services using the Analytic Hierarchy Process (AHP). This model ranks all the criteria associated with the elements of the marketing mix for Islamic banking services, as well as the alternatives represented in Islamic banks and Islamic banking windows in traditional banks. The model that was built consists of forty-seven (47) criteria, including seven (7) main criteria (elements of the marketing mix for Islamic banking services), each criterion branches into a group of sub-criteria. The study concluded by determining the relative importance of the elements of the marketing mix for Islamic banking services, where the criterion “Islamic banking services” ranked first with a percentage (27.5%), followed by the criterion “individuals” with a percentage (22.2%), then the criterion “pricing” with a percentage (17.1%), then the criterion “promotion” with a percentage (12.2%), then the criterion “distribution” with a percentage (09.3%), then the criterion “operations” with a percentage (06.4%), and the criterion “physical evidence” ranked last with a percentage (5.3%). As for the ranking of alternatives, Al Salam Bank achieved the highest percentage in terms of the importance of the banking marketing mix (40.6%), followed by Al Baraka Bank with a percentage (33.9%) then Islamic banking windows in traditional banks as a third alternative with a percentage (25.5%).

Keywords: Marketing mix for Islamic banking services, Islamic banks, Islamic banking windows, Analytic Hierarchy Process

Modélisation du marketing des services bancaires islamiques à l'aide du processus analytique hiérarchique « Cas de l'Algérie »

Résumé :

Cette étude vise à élaborer un modèle de commercialisation des services bancaires islamiques à l'aide du processus analytique hiérarchique (PAH). Ce modèle classe tous les critères associés aux éléments du mix marketing des services bancaires islamiques, ainsi que les alternatives représentées dans les banques islamiques et les guichets bancaires islamiques des banques traditionnelles. Le modèle élaboré comprend quarante-sept (47) critères, dont sept (7) critères principaux (éléments du mix marketing des services bancaires islamiques), chaque critère se divisant en un groupe de sous-critères. L'étude a conclu en déterminant l'importance relative des éléments du mix marketing pour les services bancaires islamiques, où le critère « services bancaires islamiques » s'est classé en première position avec un pourcentage (27,5 %), suivi du critère « particuliers » avec un pourcentage (22,2 %), puis du critère « tarification » avec un pourcentage (17,1 %), puis le critère « promotion » avec un pourcentage de 12,2 %, puis le critère « distribution » avec un pourcentage de 9,3 %, puis le critère « opérations » avec un pourcentage de 6,4 %, et enfin le critère « preuves physiques » qui arrive en dernière position avec un pourcentage de 5,3 %. En ce qui concerne le classement des alternatives, Al Salam Bank a obtenu le pourcentage le plus élevé en termes d'importance du marketing mix bancaire (40,6 %), suivie par Al Baraka Bank avec un pourcentage de 33,9 %, puis les guichets bancaires islamiques dans les banques traditionnelles en tant que troisième alternative avec un pourcentage de 25,5 %.

Mots clés : *Marketing mix pour les services bancaires islamiques, banques islamiques, guichets bancaires islamiques, processus analytique hiérarchique*



Introduction

Islamic banking institutions face many situations that require assistance in order to make a decision regarding them, whether the assistance is according to qualitative methods such as previous experiments and others, or by developing models and procedures that rely on quantitative and qualitative methods such as operations research, and multi-criteria modeling that is used to quantify qualitative criteria and thus provide assistance. To make decisions that are used in many fields, especially: choosing the banking marketing mix that leads to supporting the competitive ability of the Islamic bank to achieve its goals.

The problem of studying :

We will try to understand the importance of each element of the banking marketing mix in marketing Islamic banking services in influencing customers to move towards these services, to answer the question posed in the following problem:

What is the appropriate marketing model for marketing Islamic banking services in Algeria?

Main Hypothesis:

The marketing mix elements have significant importance in marketing Islamic banking services in Algeria.

Sub-Hypotheses:

- The services component is considered essential in marketing Islamic banking services in the Algerian market.
- Pricing plays a big role in marketing Islamic banking services in Algeria.

- Promotion is an important factor for marketing Islamic banking services in the Algerian market.
- Distribution plays an important role in bringing banking services closer to customers in Algeria.
- The role of service providers (individuals) is essential to achieve the success of marketing Islamic banking services in Algeria.
- Banking operations contribute to the efficient and organized provision of services, which affects the customer experience in Algeria.
- Physical evidence plays a role in providing a convenient and attractive environment for customers while receiving banking services in Algeria.

Objectives of the study:

The objectives of the study were formulated according to the results that the researchers seek to achieve, whether at the theoretical or field level, by building a model that enables the banking institution to design the appropriate strategic plan for marketing Islamic banking services (whether the factors that it controls completely or the factors that it can influence in a relative way). This model also enables analyzing, arranging, and then evaluating the alternatives and weighting them until their position in the Algerian banking market becomes clear.

This study aims to:

- Building a multi-criteria evaluation model for marketing Islamic banking services, and testing it on banks and Islamic banking windows in Algeria;
- Analyzing and comparing the study alternatives to determine the impact of Islamic banking marketing standards on the performance of banks and Islamic banking windows in traditional banks;
- Assistance in updating the marketing activity of Islamic banking services in a way that is compatible



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with the social and economic conditions of Algerian society;

- Helping to match the banking services provided by banks and Islamic banking windows in traditional banks with the contents of Islamic banking formulas;

Limitations of the study:

The scope and limits of the research can be determined by the following dimensions:

- Spatial boundaries:

Interviews were conducted, whether face-to-face or using e-mail and social media, with a group of experts and practitioners in the field of banking in various regions of Algeria.

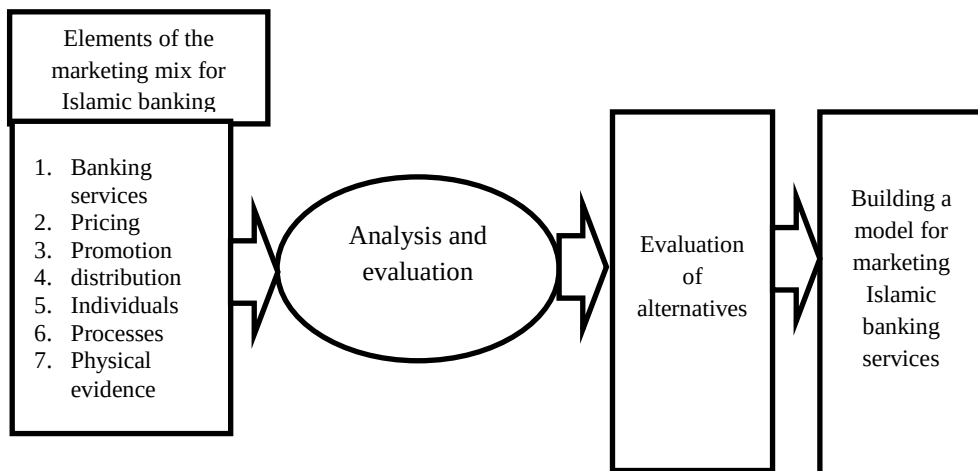
- Temporal limits:

The theoretical and field study was conducted during the time period from April 2024 to the end of June 2024.

Objectivity border:

Through this study, we are trying to link the analysis and evaluation of the marketing of Islamic banking services on the one hand and the marketing approach to evaluation on the other hand, especially with regard to dimensions related to the marketing of Islamic banking services.

Study model



Previous Studies:

Several studies dealt with this topic from different aspects, and the most important of these studies and the closest to our topic mention the following:

- **Afzal Hossain and others2020 " Banking service in Bangladesh: The impact of service marketing mix on purchase intention of university students "**

This study explored the effects of a service marketing mix onBangladeshi students' purchase intention in the context of bank marketing. Four out of seven elements of mix marketing.product of service .price, people, and process were found to have a significant effect onpurchase intention. It also indicates that these elements are more critical for service organizations like banks to attract university students. The other three elements, such as place, promotion, and physical evidence, were found no significant relationship with purchase intention.



- **Mohammad Anwar Hossain,Md. Zahidi Islam**
2015 "Marketing Mix (7Ps) and Marketing
Performance of Some Selected Islamic Banks: An
Analysis"

This study examined the relationship between the elements of the marketing mix (Ps 7) and banking performance, and concluded that the effective use of the marketing mix increases banking performance and vice versa. The study was conducted at the level of four selected private Islamic commercial banks in Bangladesh, and concluded that people and material and practical evidence are the most Highly linked to banking performance rather than product, price, promotion and place, all Islamic banks must employ skilled people, improve physical evidence and develop processes to be customer-friendly for attractive and sustainable banking performance.

- Saenuri Dahari. Muhamad Abduh. Kim-ShyanFam." 2015Measuring Service Quality inIslamic Banking:Importance-PerformanceAnalysisApproach".

This study examined the main dimensions of service quality in Islamic banks using performance analysis. A structured, self-administered questionnaire was used. A total of 276 usable questionnaires were obtained, and their results were analyzed to reveal the main dimensions of the quality of Indonesian Islamic banking services. The performance of the banks was also analyzed and evaluated. He revealed five main dimensions of evaluation: reliability, relationship between the bank and customers, tangibles, Sharia issues, and prices.

- **Benefit from previous studies :**
 - -The most important benefits from previous studies are the following:
 - Effective use of the marketing mix increases banking performance and vice versa.

- Banking marketing allows conducting marketing research and studies on customers, competitors, markets and everything related to the banking environment.
- Banks vary in levels of adoption of banking marketing.
- Determine the main criteria for the marketing mix that were adopted in the study.
- Identifying the most important concepts for applying the hierarchical analysis method in the field.
- Hierarchical analysis helps to exploit the opportunities available to banks and avoid expected risks.

- **The advantage of this study over previous studies**

This study was distinguished from its predecessors by analyzing and evaluating the marketing mix for Islamic banking services, using the hierarchical analysis process, to build a model suitable for marketing Islamic banking services at the local and even international levels.

1. Theoretical framework for marketing Islamic banking services :

The marketing of Islamic banking services aims to develop banking services that are a vital and fundamental factor in carrying out various marketing activities effectively followed by the Islamic bank. This ensures the continuity and enhancement of its activity in the long term, leading to the retention of current customers and the attraction of potential ones, and increasing its competitive ability in the active market. The development process of Islamic banking services aims to enhance the competitive position of the Islamic bank and thereby increase its profitability in the long term.



1.1. Definition of Islamic Banking Services Marketing;

The marketing of islamic banking services is defined as all human efforts related to the flow and provision of banking and cooperative services and ideas from islamic banks to customers and beneficiaries. It aims to satisfy their financial and social needs, contribute to economic and social development, and achieve financial and moral benefits for shareholders, employees, and the community, all in accordance with islamic sharia principles(alamgheribi abdelfatah,, 2015, p. 376)

1.2. The importance of marketing for Islamic banks:

The importance of marketing in Islamic banks is evident through many aspects and areas, the most important of which are mentioned in the following points: (oukal amar, 2023, pp. 112-113)

- The Islamic bank relies on investment more than lending in the field of employing its money, which means that it needs to develop and innovate an integrated mix of banking services that contribute to meeting the needs of the client and achieving the goals of the bank.
- The Islamic bank also seeks to adopt renewal and innovation in its banking services, whether in terms of their content or how to present them, and this requires it to conduct marketing studies and market research to know the needs and desires of its customers and develop services through which the bank works to meet those needs, as this also requires studying the market and knowing the extent of its segmentation into sectors, as each sector has its own requirements.
- Studying competitors and knowing their strengths and weaknesses enables the Islamic bank to compare its

performance with them, and contributes to strengthening its strengths and getting rid of its weaknesses.

- Islamic financing methods such as speculation, participation, and markup are new methods that are not widespread in banking, which means that they require great marketing efforts to convince customers and beneficiaries, especially those who do not have prior and accurate knowledge of these methods.
- It is necessary to study the market and know the market share before producing banking services.
- The nature of the work of Islamic banks obliges them to seek to benefit from the advantages of the multiplicity of services they provide, as well as obliges them to bear the burdens and obstacles they face, such as their relationship with the central bank, competition from traditional banks in addition to counter media, and this makes it necessary to increase their marketing efforts.
- Marketing activities for cooperative services need a deep understanding of the feelings and emotions of the beneficiaries, and for this, Islamic banks need to apply modern marketing methods such as service marketing, social marketing, and relationship marketing, all of which are concerned with focusing on the psychological, moral, and social aspects in their marketing.
- Knowing the needs of customers to provide banking services that suit their needs and desires, identifying target markets, maintaining the market share of the bank, preparing the promotional mix suitable for the banking service and the market, as well as adjusting the appropriate distribution methods.

1.3. The reality of marketing Islamic banking services and the elements of its success:



In the Algerian banking market, there are twenty-nine (29) banks and financial institutions. This includes six (06) public banks and fourteen (14) private banks, among which are two Islamic banks (Al Baraka Bank 'Algeria' and Al Salam Bank), and nine (09) financial institutions.

1.3.1. Study population:

It consists of individuals who work (practitioners) in marketing positions at both Islamic and conventional banks (Islamic banking windows), specialized academics in the field of marketing, and experienced individuals in Islamic banking services.

1.3.2. The Analytic Hierarchy Process for Decision Making:

The Analytic Hierarchy Process (AHP) is an analytical method that addresses complex decision-making problems involving multiple factors (Thomas M. & Cook Robert A. Russell, 1993, p. 467). It is designed for situations where it is necessary to measure thoughts, feelings, and emotions that influence the decision-making process, providing a numerical scale to determine the priorities of the alternatives (Hamdy A. Taha, 2017, p. 567). AHP is a constructive technique that deals with complex decisions.

The process of hierarchical analysis is a structural chain technique aimed at helping researchers deal with complex decisions. This method is used to rank different options based on their importance. Hierarchical analysis is useful when there is a complex decision without a clear answer. It can be used in multiple areas, including building a marketing model for Islamic banking. The hierarchical model involves defining evaluation criteria and comparing alternatives to determine the best option. Linear algebra is used to calculate the importance of criteria using matrices. It can be useful in selecting products

or services, prioritizing maintenance, and making other complex decisions.(Andrew J. Hoisington, Steven Schuldt, & Jeneé Jagoda, 2021).

1.4. Building an evaluation model for the elements of the marketing mix for Islamic banking services:

Building an expanded marketing model for Islamic banking services includes integrating the 7Ps framework while taking into account Islamic principles through:(Mohammad Anwar Hossain & Md. Zahidul Islam, 2015)

1.4.1. *Product:*

- Core services: We consider core Islamic banking products, such as Mudaraba (profit sharing), Murabaha (cost-plus financing), and Ijara (leasing).
- Value added services: represented by complementary services such as financial consulting, Takaful (Islamic insurance) and wealth management.

1.4.2. *Price:*

- Profit-sharing model: aligning pricing with Islamic Sharia principles, avoiding interest-based fees.
- Transparency: Clearly communicating prices to customers, with an emphasis on ethical practices.

1.4.3. *Place (distribution):*

- Physical channels: Evaluating the locations of branches, ATMs and service centres.
- Digital channels: Evaluation of online banking platforms, mobile applications and online banking.

1.4.4. *Promotion (promotion):*

- Educational campaigns: educating customers about the principles of Islamic banking.



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- Ethical messages: enhancing trust, social responsibility and community well-being.

1.4.5. *Process (treatment):*

- Service Delivery: Improving processes to achieve efficiency and customer satisfaction.
- Compliance: Ensuring adherence to Sharia guidelines while providing the service.

1.4.6. *Physical environment:*

- Designing branches and service areas in line with Islamic aesthetics.
- Tangible evidence: providing tangible evidence of service quality and ethical standards.

1.4.7. *People (people):*

- Staff training: Training staff on Islamic finance principles.
- Customer Interaction: Promoting positive interactions between employees and customers.

The evaluation model for the elements of the marketing mix for Islamic banking services involves constructing a hierarchical structure. Its base consists of a set of alternatives represented by Islamic banks and windows in Algeria, which are evaluated based on the sub-criteria derived from the decomposition of the main criteria representing the marketing mix elements for Islamic banking services. The goal is to reach an assessment of these elements' importance at the top of the hierarchy.

1.5. The main and sub-criteria used in building the model:

The study by Afzal Hossain and others in Bangladesh in 2020 indicated that four out of seven elements of the banking marketing mix (service, price, people, and process) have a

significant impact on purchase intention.(Hossain, 2020, p. 372).

2. Developing a Model for Analyzing and Evaluating Marketing for Islamic Banking Services:

We aim to build a model for evaluating the marketing mix elements of Islamic banking services using the hierarchical analysis process. This model will be applied to Islamic banking institutions in Algeria, including both dedicated Islamic banks and Islamic windows within conventional banks. The model consists of seven main criteria representing the banking marketing mix elements and forty sub-criteria. These criteria will be aggregated using the hierarchical analysis method, and pairwise comparisons will be made based on the judgments of experts in the field of Islamic banking (both practitioners and academics).

2.1. The main and sub-criteria used in model construction

In our study, after conducting interviews with a number of experts in the field of Islamic banking (12 experts: 06 practitioners, 06 academics), we arrived at the following main and sub-criteria:

1. Islamic Banking Services:

- Diversity of Islamic banking services
- Legitimacy of Islamic banking services (“halal”)
- Profitability of Islamic banking services
- Technology in Islamic banking services
- Development of Islamic banking services
- Reputation of Islamic banking services

2. Pricing of Islamic Banking Services:

- Legitimacy of pricing for Islamic banking services
- Transparency in pricing for Islamic banking services
- Competitiveness of pricing for Islamic banking services
- Privileges in pricing for Islamic banking services



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- Psychological pricing for Islamic banking services

3. Promotion of Islamic Banking Services:

- Advertising
- Public relations
- Sales activation
- Publicity and publishing
- Personalselling
- Word of mouth
- Internet

4. Distribution of Islamic Banking Services:

- Geographic suitability
- Use of financial technology
- Islamic banking branches
- Call center
- Availability (banking hours)

5. Service Providers in Islamic Banking:

- Competence of Islamic banking service providers
- Religious motivation among Islamic banking service providers
- Persuasiveness of Islamic banking service providers
- Organizational structure of Islamic banking service providers
- Customer orientation among Islamic banking service providers

6. Physical Evidence for Islamic Banking Services:

- Comfort of windows and waiting areas for both genders
- Building size and interior/exterior design
- Air conditioning and heating
- Parking facilities
- Security and safety measures
- Digital platform

7. Islamic Banking Operations:

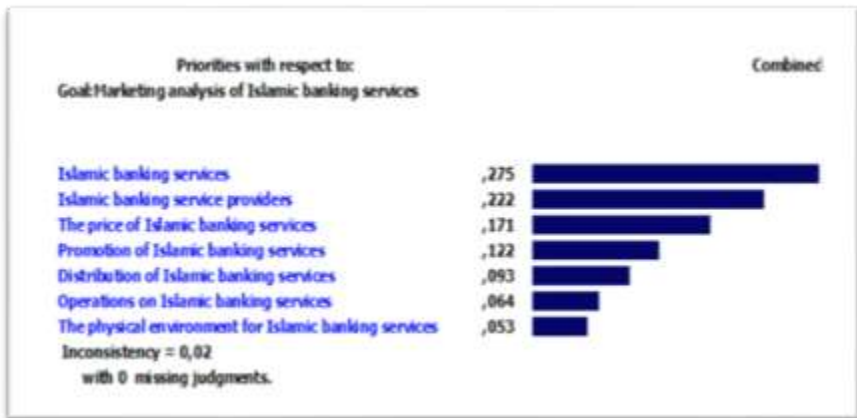
- Legitimacy of Islamic banking operations

- Technology in Islamic banking operations
- Quality and accuracy of Islamic banking operations
- Simplicity of Islamic banking procedures
- Terms and conditions of banking operations

2.2. The pairwise comparison results for the main criteria

After completing the pairwise comparison interviews and analyzing them using the hierarchical analysis program, the ranking of the marketing mix elements for Islamic banking services in terms of importance, according to the opinions of the surveyed experts, became evident. As shown in the figure below:

Figure 01: Pairwise Comparison Results for the Main Criteri



Source: Prepared by the student based on the outcomes of the Expert Choice program

From the above figure, we observe that the pairwise comparison results for the main criteria indicate the following:

- The Islamic banking service element ranks first with a percentage of 27.5%. This confirms the importance of this



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element as the foundation of Islamic banking operations and a critical criterion for the target market.

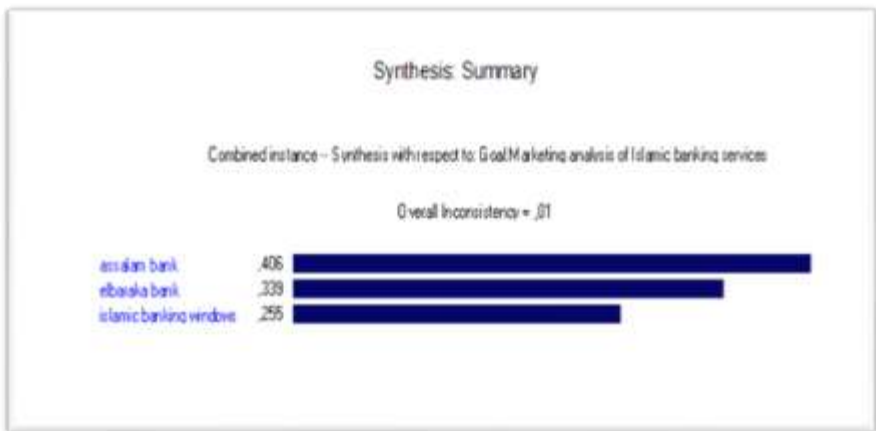
- Service providers in Islamic banking rank second with a percentage of 22.5%. This underscores the validity and accuracy of the results, given the close link between the service and its providers. Effective marketing of Islamic banking services relies on the role played by service providers (individuals).
- Pricing of Islamic banking services ranks third with a percentage of 17.1%. Price serves as a comparative criterion, and in the context of Islamic banking, it represents legitimacy.
- Promotion of Islamic banking services ranks fourth with a percentage of 12.2%. This element directly and indirectly impacts the marketing of Islamic banking services through media awareness, highlighting advantages, and emphasizing their importance for individuals and institutions. Persuasion efforts are crucial for the targeted market segment.
- Distribution of Islamic banking services ranks fifth with a percentage of 9.3%. While less critical than the previous elements, distribution plays a vital role in making services accessible to a broader geographic audience. Electronic banking distribution has become a primary alternative to traditional distribution.
- Islamic banking operations rank sixth with a percentage of 6.4%. Operational procedures and mechanisms are not top priorities for customers compared to the preceding marketing mix elements.
- Physical evidence for Islamic banking services ranks seventh with a percentage of 5.3%. This criterion has less impact on customers due to its association with external banking facilities.

The consistency ratio (CR) in this comparison is 2%, which falls within the acceptable range according to the hierarchical analysis method (5%).

2.3. Final Ranking of Alternatives

The final ranking of alternatives reveals that Al Salam Bank achieved the highest evaluation due to its diverse offerings and high marketing efficiency. It obtained the highest percentage in terms of the importance of the banking marketing mix (40.6%). Al Salam Bank had an advantage across most of the main criteria and many sub-criteria. Following closely is Baraka Bank with a percentage of 33.9%. Thirdly, Islamic windows in conventional banks ranked at 25.5% as an alternative, despite excelling in certain sub-criteria, as shown in Table (04-02). It's worth noting that the consistency ratio (CR) in this comparison was 1%, which falls within the acceptable range according to the hierarchical analysis method (5%).

Figure 02: Pairwise Comparison Results for Alternatives Regarding Main Criteria



Source: Prepared by the student based on the outcomes of the Expert Choice program



Table No. (04-02): Includes the final ranking of the alternatives according to the main criteria

Alternatives Standards	Al Salam Bank	Al Baraka Bank	Islamic banking windows
Islamic banking services	39.6%	37.8%	22.6%
Pricing of Islamic banking services	38.5%	33.5%	28%
Promoting Islamic banking services	43.8%	32.7%	23.5%
Distribution of Islamic banking services	34.9%	34.5%	30.6%
Individuals providing Islamic banking services	45.2%	32.3%	22.5%
Islamic banking operations	40.1%	31.0%	28.9%
Physical evidence of Islamic banking	37.9%	31.5%	30.6%
General ratio	40.6%	33.9%	25.5%

Source: Prepared by the student based on the outcomes of the Expert Choice program

3. Results:

3.1. Theoretical Study Results:

Marketing in Islamic banks is not limited to service marketing alone. This makes marketing for Islamic banking services encompass both product marketing strategies and service marketing strategies. Consequently, the work of marketers in Islamic banks becomes more complex, necessitating increased attention from Islamic banking management in this field. Banking marketing works to enhance the relationship between banks and customers, improving

communication between the two parties. This aids in better understanding customer needs and meeting them effectively. Additionally, banking marketing contributes to enhancing the reputation of financial institutions and achieving long-term gains.

Given the challenges facing Islamic banking services, a comprehensive reengineering of the sector is required at both local and global levels. This reengineering should enhance competitiveness and enable the sector to better meet customer needs. Furthermore, adherence to recognized Islamic financial and accounting standards regionally and globally is crucial. Additionally, embracing modern banking technological advancements is essential.

The intensifying competition among banks to attract customers necessitates a keen understanding of banking marketing concepts. This understanding is crucial for attracting customers to the bank and, consequently, increasing the deposits held by them.

Marketing plays a special role in the development and activation of banking operations. Like other services, banking services require continuous marketing efforts built on specific, highly sensitive programs, distinct from those used for marketing tangible goods, given the unique nature and characteristics of banking services.

3.2. Field Study Results:

3.2.1. Selecting Influential Criteria for Marketing Banking Services:

The study involves choosing criteria that impact the marketing of banking services in general and Islamic banking services in particular. This selection is based on a list of 47 criteria extracted from leading global studies in this field. Similar criteria are merged, and any overlapping confusion is removed. Additionally, the recommendation is to classify the



criteria into groups for clearer and easier pairwise comparisons. Each group should contain no more than seven (07) criteria. Thus, the proposed evaluation model results from integrating previous studies and expert insights.

3.2.2. *The Proposed Model:*

- The proposed model consists of seven main criteria representing the marketing mix elements for Islamic banking services, along with forty sub-criteria.
- This model assists banks in identifying strengths and weaknesses in their marketing performance and enables them to devise optimal marketing strategies.
- Decision-makers can use this model to plan future strategies for enhancing the overall performance of the banking industry, especially Islamic banking, contributing to the local economy. This underscores the importance of evaluating the marketing of Islamic banking services for banks, customers, institutions, and even governments.
- The model, built in this study, combines essential criteria derived from relevant previous studies and expert opinions. It also includes some criteria not previously used. The results of pairwise comparisons indicate that the primary criterion “Islamic banking service” is the most crucial in marketing Islamic banking services, with the highest importance percentage (27.5%) compared to other main criteria. It is followed by the primary criterion “Individuals providing Islamic banking services” with a percentage of (22.2%), then “Price of Islamic banking service” with (17.1%), followed by “Promotion of Islamic banking services” with (12.2%), and “Distribution of Islamic banking services” with (09.3%). Finally, the criterion “Physical

- evidence of Islamic banking services” has a percentage of (05.3%).
- The two primary criteria, “Islamic banking service” and “Individuals providing Islamic banking services,” together account for (49.9%) of the total main criteria."

3.3. Recommendations and Suggestions:

1. Emphasize Halal Practices in Banking:

- Prioritize halal practices in banking operations and avoid various forms of riba (usury). This enhances credibility and legitimacy for Islamic banking services.

2. Diversify Banking Services:

- Tailor banking services to meet the needs and preferences of different customer segments (individuals, professionals, institutions).

3. Enhance Pricing Transparency:

- Ensure transparent pricing by simplifying contract terms and providing clear explanations that align with customers' understanding, avoiding complexity or ambiguity.

4. Evaluate Islamic Banking Institutions:

- Use a marketing approach to assess Islamic banking institutions. Consider marketing criteria, especially the marketing mix elements for Islamic banking services. Such evaluation helps retain existing customers and attract new ones.

5. Establish Marketing Management:

- Create dedicated marketing management within Islamic banks and their branches to keep pace with industry developments. Increase customer awareness and openness to global markets while delivering efficient banking services.

6. Shift from Services to Product Concepts:

- Adapt to competitive changes in the banking sector by transitioning from a service-oriented approach to a product-oriented one, especially in Islamic banking.



7. Develop E-Banking Platforms:

- Enhance the electronic presence of Algerian Islamic banking institutions. Develop user-friendly websites to provide efficient and rapid banking services to customers both domestically and internationally. However, website development is just the first step; effective marketing strategies should guide customer-centric design.

8. Focus on E-Banking Dimensions:

- Address e-banking dimensions in Algeria, including infrastructure requirements (technical challenges related to building and developing human resources), legal considerations (alignment with societal norms and legal frameworks), and business development challenges (differentiation, continuity, and competitiveness).

9. Invest in Human Capital:

- Islamic banking institutions in Algeria should invest in human capital through retraining and training programs across all dimensions. Achieving religious awareness among employees, current clients, and potential clients is essential.

10. Gradual Separation of Windows from Banks:

- Consider gradually separating banking windows from banks into independent agencies or standalone banks, particularly in the context of Islamic banking.

Conclusion:

The integration of administrative work with modern technology solutions, in their information and communication aspects, has led to the emergence of a direct relationship between digital management, as one of the outcomes of this technology, and employee performance in banks and financial

institutions. This has led to improved work performance and the provision of high-quality services by applying well-known measurement standards (responsiveness, reliability, safety, tangibility, and empathy). Financial institutions are required to keep pace with the developments of the modern technology era and adopt the various solutions and applications it imposes, particularly those related to digital solutions. Therefore, the experience of digitizing financial services in Algeria is still young, but the future development of the sector depends on the thoughtful adoption of modern technologies, efforts to disseminate and expand them, and the creation of a culture for customers and banks that reduces face-to-face interaction, transforming services into virtual and electronic ones..

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The role of administrative courts of appeal in protecting rights and freedoms: A reading of law No. 22-13

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Abstract:

Following the 2020 constitutional amendment, the Algerian legislature issued a set of ordinary and organic laws, which fall within the framework of what are known as judicial reforms. Foremost among these is Law No. 22-13, amending the Code of Civil and Administrative Procedure. The most important aspect of the latter, in the area of administrative disputes, is the organization of administrative courts of appeal, which the constitutional amendment stipulated the establishment of as a second level of litigation in administrative matters. The existence of these courts is considered a significant contribution to the protection of rights and freedoms.

Keywords: Administrative disputes; Administrative Courts of Appeal; Human rights; Public freedoms.

Le rôle des cours administratives d'appel dans la protection des droits et des libertés : une lecture de la loi n° 22-13

Résumé :

À la suite de la révision constitutionnelle de 2020, le législateur algérien a adopté un ensemble de lois ordinaires et organiques, s'inscrivant dans le cadre de ce que l'on désigne par les réformes judiciaires. Parmi ces textes, figure en premier lieu la loi n° 22-13 modifiant le Code de procédure civile et administrative. L'apport le plus marquant de cette dernière, dans le domaine du contentieux administratif, réside dans l'organisation des cours administratives d'appel, dont la création a été prévue par la révision constitutionnelle en tant que deuxième degré de juridiction en matière administrative. L'existence de ces juridictions constitue une contribution majeure à la protection des droits et des libertés.

Mots-clés : *Contentieux administratif; Cours administratives d'appel; Droits de l'homme; Libertés publiques.*



Introduction

Administrative litigation procedures in Algeria have been subject to numerous criticisms due to their shortcomings, most notably their inability to enable citizens to directly protect their rights and freedoms against the administration through the judiciary. This is due to their inability to appeal administrative judicial decisions issued in disputes to which they are a party. Even if they are able to exercise their right to appeal before the Council of State, they lose their right to appeal before it.

Perhaps these criticisms prompted the constitutional founder, in the 2020 constitutional amendment, to provide for administrative courts of appeal, which previously did not exist within the structures of the administrative judicial system. These courts are administrative judicial bodies whose work is shaped by the Council of State, a supreme administrative judicial body that ensures respect for the law and the unification of judicial jurisprudence. Thus, the administrative judicial structures in Algeria now include administrative courts, administrative courts of appeal, and the Council of State.

In response to the provisions of the Constitution, the legislator initiated a number of laws that included a set of judicial reforms, the most prominent of which are: Law No. 22-13 amending Law No. 08-09 on Civil and Administrative Procedures.

This law includes several new procedural provisions, including procedures related to administrative disputes. The most prominent of these provisions is the establishment of administrative courts of appeal as final arbitrators for

appeals of judicial decisions issued by administrative courts, especially since the establishment of these courts is considered an important step in the protection of rights and freedoms.

On this basis, the problem raised by the subject of this study relates to the role played by the administrative courts of appeal, stipulated in the 2020 constitutional amendment and regulated by the provisions of the judicial reform laws issued in 2022, in protecting rights and freedoms.

This problem can be formulated in the following question: **To what extent do administrative courts of appeal contribute to the protection of rights and freedoms?**

In the following, we will attempt to answer this problem by dividing our study into the following axes:

1. The theoretical framework of administrative courts of appeal:

The Algerian constitutional amendment of 2020 established administrative courts of appeal, which was followed by a series of legal texts embodying it (MAZOUZI, Faris. 2023, p. 256), including: Organic Law No. 22-10 on the Judicial Organization; Law No. 22-07 on the Judicial Division; Law No. 22-13 amending the Code of Civil and Administrative Procedure; and Executive Decree No. 22-435 defining the territorial jurisdiction of administrative courts of appeal.

With the issuance of this constitutional amendment and the laws embodying it, the administrative judicial organization in Algeria is complete, with the establishment of first-instance courts (administrative courts), second-instance courts (administrative courts of appeal), and the Court of Cassation (Council of State).



Accordingly, administrative courts of appeal are considered an important judicial body in the Algerian administrative judicial system, especially since their establishment was based on a text from the constitutional founder. From this perspective, within our study of the theoretical framework of administrative courts of appeal, we will address the definition of the latter and determine their structural and human composition. This will be achieved by dividing this discussion into the following two points:

1.1. Definition of Administrative Courts of Appeal:

Although the legislature is not authorized to provide definitions, it has provided a definition for administrative courts of appeal – as with other ordinary and administrative judicial bodies – given their jurisdiction.

The legislature's definition of administrative courts of appeal is essential, given that the legislature is authorized to determine the jurisdiction of judicial bodies in general, including administrative judicial bodies, of which the administrative courts of appeal are one. Their jurisdiction cannot be left open or subject to the discretion of the judge, given their direct connection to the protection of rights and freedoms.

Returning to the legislative provisions, according to Article 29 of Organic Law No. 22-10 of June 9, 2022, relating to the judicial organization, as well as Article 900 bis of Law No. 08-09 of February 25, 2008, containing the Code of Civil and Administrative Procedure, added by Article 7 of Law No. 22-13 of July 12, 2022, amending the Code of Civil and Administrative Procedure, the Administrative Courts of

Appeal are the appeal authority¹ for decisions issued by the Administrative Courts, in addition to adjudicating cases authorized by specific legal provisions.

According to Article 8 of Law No. 22/07 of May 5, 2022, containing the judicial division, there are six (06) Administrative Courts of Appeal, located in the capital, Oran, Constantine, Ouargla, Tamanrasset, and Bechar. According to Article 900 bis 05 of the Code of Civil and Administrative Procedures, added by Article 07 of Law No. 22-13, the Administrative Courts of Appeal adjudicate disputes brought before them in a collective formation consisting of at least three 03 judges, including a president and two 02 assistants with the rank of advisor, unless the law provides otherwise.

Accordingly, the Administrative Courts of Appeal are the judicial bodies that adjudicate administrative disputes²,

¹ An appeal is defined as:

- A legally defined procedure undertaken by the parties to a lawsuit, through which they expose the flaws they perceive in the judicial ruling issued against them, with the aim of amending or annulling that ruling.
- A regular appeal against a ruling issued by a court of first instance, through which the legal dispute is brought before a higher court to seek the annulment or amendment of that ruling.
- The initial ruling issued by a court of first instance is referred to the Court of Appeal, which is the court of second instance. When the latter issues a ruling, that ruling becomes final.

- AL-SHARFI, Ali Hassan. 2005. *The Right to Appeal Judicial Rulings*, Riyadh, Saudi Arabia: Naif Arab University for Security Sciences, pp. 4-6.

² Administrative disputes are all matters related to the legal system of administrative litigation theory, judicial procedural law, or administrative litigation. One of their characteristics is that they are litigation aimed at protecting the public interest in the state by judicially protecting the legal system of individual rights and freedoms from administrative aggression and arbitrariness.



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ensuring two-tiered litigation in administrative matters. This was first stipulated in the 2020 constitutional amendment³. These courts issue their rulings based on a collective composition, as they are competent to adjudicate appeals of judicial decisions issued by administrative courts and to adjudicate disputes authorized by specific legal texts. There are six such courts located within the judicial councils of the following regions: Algiers, Oran, Constantine, Ouargla, Tamanrasset, and Bechar.

1.2. Composition of the Administrative Courts of Appeal:

The composition of the Administrative Courts of Appeal is divided into two parts: structural and human; we will address these in the following two points:

- AWABDI, Amar, 1998. *The General Theory of Administrative Disputes in the Algerian Judicial System*, Algeria: Office of University Publications., Vol. 2, 1, pp. 240-250.

According to the text of Article 800 of Law No. 08/09 dated 02/28/2008, which includes the Code of Civil and Administrative Procedure, the administrative courts decide "... by an appealable judgment in all cases in which the state, the province, the municipality, a public institution of an administrative nature, national public bodies, and national and regional professional organizations are a party to the lawsuit...", which means that the presence of the state, the province, the municipality, a public or national institution, or national or regional professional organizations as a party to any judicial dispute makes it a dispute of an administrative nature.

³ Article 179 of Presidential Decree No. 20-442 dated 12/30/2020 regarding the issuance of the 2020 Constitutional Amendment stipulates that: "...the Council of State represents the body regulating the work of the Administrative Courts of Appeal, the Administrative Courts, and other bodies adjudicating administrative matters".

1.2.1. Composition of the Administrative Courts of Appeal, given their structural division:

The Administrative Courts of Appeal are structurally divided into chambers and divisions, with the number of chambers and divisions corresponding to the nature and scope of the courts' judicial activity, as we will attempt to clarify below:

- **Chambers of the Administrative Courts of Appeal:**

According to Article 34 of Law No. 22-10 regulating the Judicial Organization, the Administrative Courts of Appeal comprise a number of chambers, which are divided into them by order issued by the President of the Court after consulting the Governor of the State.

This means that the number of chambers into which the Administrative Courts of Appeal are divided is not subject to the law; rather, it is subject to the discretion of the President of the Court, in consultation with the Governor of the State, depending on the nature and extent of the court's judicial activity.

- **Divisions of the Administrative Courts of Appeal:**

According to Article 32 of Law No. 22-10 regulating the Judicial Organization, the administrative chambers of the Administrative Courts of Appeal may be divided into divisions by order of the President of the Administrative Court of Appeal.

This means that the division of the chambers of the Administrative Courts into divisions, like the division of the latter into chambers, is subject to the discretion of the President of the Court, in consultation with the President of



the Court, depending on the nature and extent of its judicial activity.

1.2.2. Composition of the Administrative Courts of Appeal, based on their human resources:

Administrative Courts of Appeal are divided, from a personnel perspective, into the ruling judges, the Governor of State and his assistants, and court clerks, as we will attempt to clarify below:

► Ruling Judges:

According to Article 30 of Law No. 22-10 on the Judicial Organization, the Administrative Courts of Appeal consist of:

- A court president with at least the rank of a State Councilor.
- One or two vice presidents of the court president, if necessary.
- Chamber presidents.
- Department heads, as required.
- Counselors.

► State Governor:

According to Article 30 of Law No. 22-10 on the Judicial Organization, the State Governor is a judicial body composed of judges, headed by a Chief State Governor with the rank of Counsellor to the Council of State, and assisted by Assistant State Governors.

The State Governor's body is similar to the administrative judicial system in general, including the State Governor in

the Administrative Courts of Appeal and the Public Prosecution in the ordinary judiciary.

According to Article 36 of the same law, the Administrative Courts of Appeal include a State Governor, who performs the duties assigned to him under the provisions of the Civil Procedure Code and under special legal provisions.

The Administrative Courts of Appeal, according to Article 30 above, are composed of:

- Chief State Governor.
- Assistant State Governors, as required.

► **Registry:**

In addition to the judges, the Administrative Courts of Appeal have a registrar, like other judicial bodies. This registrar determines the organization and functioning of the court through regulations. It works to ensure the smooth running of the court's structures by maintaining records and attending court sessions, as is the case in other courts (GHALLABI, Bouzid. HAMSHA, Mekki. 2023, p. 308).

These duties are hardly different from those performed by clerks in ordinary courts, and are considered essential personnel for any judicial body, regardless of the nature of the dispute and the level of litigation.

2. Achieving Judicial Security as a Manifestation of the Role of Administrative Courts of Appeal in Protecting Rights and Freedoms

Judicial security is a modern concept through which states strive to create a favorable environment for the judiciary (Group of authors, 2019, p. 43) to perform its role in accordance with constitutional principles and the



requirements of legal provisions, thus protecting rights and freedoms.

If judges, through various courts and judicial councils, are t (he means by which judicial security can be achieved, the existence of administrative courts of appeal can contribute more effectively to achieving the latter, through the manifestations of judicial security that can only be achieved through their presence.

On this basis, within this section, we will address the concept of judicial security, the manifestations of judicial security achieved through administrative courts of appeal, and assess the role of judicial courts in achieving judicial security, dividing it into the following points:

2.1. The Concept of Judicial Security:

Judicial security has been defined by a set of broad and narrow definitions.

Among the broad definitions of judicial security is that it is:

- One of the pillars of the rule of law, which aims to protect human rights (SALEM, Hashem Ahmed Mahmoud. 2022, p. 2868).
- The neutrality of the judiciary, which builds litigants' confidence in the judiciary when it adjudicates judicial disputes (Group of authors, Op. cit., p. 44).
- Confidence in the judiciary, as it is a constitutional goal that the judiciary seeks to achieve (IMAD, Kazem Daham. ATTIA, Marwan Hassan. 2023, p. 76).
- A narrow definition of judicial security is:
- The unity of judicial rulings in similar disputes (Ibid., p. 76).

- The function of the judiciary, represented by the unification of judicial reasoning and the creation of judicial unity.
- The quality of judicial rulings.
- Harmony between the law and the judiciary (AL-MUSLIMANI, Muhammad. 2020, p. 36).

From the above, it appears that judicial security, in its narrow sense, is close to the concept of the judicial function, which the Algerian constitutional founder limited to protecting rights and freedoms, on the one hand, and achieving judicial security, on the other⁴. This is a role undertaken by certain judicial bodies, and its achievement is usually linked to the higher judicial bodies. Judicial security, however, is a more comprehensive concept, as security is linked to the psychological factor of the litigant, through which he or she relates to the judiciary. Therefore, it is linked to the former's trust in the latter, a connection that makes its concept more in line with the broader meaning than the narrow meaning. Therefore, we can say that judicial security is considered one of the most important pillars of a state of law, given its fundamental connection to the role of protecting rights and freedoms in the state. This is achieved through the correct application of the law by the judiciary, which creates consistency between the law and judicial rulings and decisions, and builds trust among litigants in the latter.

2.2. Aspects of Achieving Judicial Security Through Administrative Courts of Appeal:

The existence of administrative courts of appeal contributes to achieving judicial security. The most

⁴ Article 164 of Presidential Decree No. 20-442.



important aspects of achieving judicial security through the establishment of administrative courts of appeal are as we will attempt to address below:

2.2.1. *Settling Disputes Within a Reasonable Time:*

Settling lawsuits within a reasonable time is one of the foundations of a fair trial. Therefore, a fair trial has emerged as a human right in the judiciary. Administrative disputes have become among the most prominent disputes where calls for settling judicial disputes within a reasonable time have increased, especially in countries that have adopted a dual judiciary system⁵, where individuals defend their rights against the ruling authorities of the state (the administration). Judgments issued against these authorities are characterized by slowness⁶.

In reality, for objective, historical, and procedural reasons unique to administrative disputes, the continuous increase in the number of lawsuits awaiting settlement has led to the emergence of a problem that has continued to escalate, known as the slowness of administrative judicial justice⁷.

⁵ The dual judicial system refers to the existence of a duality in the judicial system, which is divided between the ordinary judiciary and the administrative judiciary, with the latter specializing in adjudicating disputes involving the administration.

⁶ BADIAF, Tariq-Brik Abdel Rahman. 2024. "The Role of Administrative Courts of Appeal in Confronting the Dilemma of Slow Justice", *Journal of Rights and Freedoms*, Issue 2, p. 215.

⁷ In France, the worsening phenomenon of consolidating cases before the administrative judiciary has prompted consideration of solutions that would reduce the backlog of cases. This would ensure the resolution of administrative disputes within a reasonable timeframe, as this is essential for achieving a fair trial and improving judicial work.

- BADIAF, Tariq-Brik Abdel Rahman. Op. cit., p. 217.

The slowness of issuing judicial decisions is inconsistent with the requirements of achieving judicial security, as one of the foundations of judicial security is the issuance of judicial rulings without delay. This does not mean rushing or expediting the settlement of judicial disputes, but rather expediting their consideration⁸.

Therefore, the establishment of administrative courts of appeal is considered one of the mechanisms through which the phenomenon of slowness in issuing judicial decisions can be eliminated, which can be issued within a reasonable period of time. This is because the existence of these courts reduces the burden on administrative judges, who, given the existence of administrative courts and the Council of State as purely administrative judicial bodies, would find themselves faced with a huge number of judicial disputes that would be difficult for them to resolve within a reasonable period of time.

- While the Council of State, in addition to exercising its advisory powers and its jurisdiction as a magistrate, found itself adjudicating administrative disputes as a first- and last-instance judge at times, and as an appellate judge at other times. This burdened it with judicial disputes that it was unable to adjudicate within a short period of time. However, the establishment of administrative courts of appeal makes these courts solely competent to appeal administrative judicial decisions. Given that there are six (6) of these courts, distributed across the national territory, and that their original jurisdiction is to adjudicate appeals against judicial decisions, this can contribute to adjudicating appeals against them within a reasonable period of time.

⁸ Group of Authors. Op. cit., p. 68.



2.2.2. *The connection between administrative litigation and administrative action:*

The subject of the administrative litigation relates to a human right, with the aim of protecting this right from actions taken by the administration that have affected or violated it⁹. Judicial duality, which results in the presence of an administrative judiciary alongside the ordinary judiciary, is fundamentally based on the existence of disputes in which the administration is a party. On this basis, it can be said that the connection between administrative litigation and administrative action as a manifestation of achieving judicial security through the administrative courts of appeal is embodied by the jurisdiction of the administrative judiciary to protect rights and freedoms against the administration. This gives citizens confidence that their rights and freedoms, which can be violated or violated by the administration, are protected by the administrative judiciary.

Thus, judicial security through this aspect is not achieved through the existence of administrative courts of appeal per se, but rather through the establishment of a judiciary specialized in adjudicating disputes in which the administration is a party. Since the administrative courts of appeal are part of the administrative judiciary, they contribute to achieving judicial security by protecting rights and freedoms against the administration.

⁹ BALOUSHA, Sharif Ahmed, 2016. *Litigation Procedures Before the Administrative Judiciary: A Comparative Analytical Study*, 1st ed, Cairo, Egypt: Center for Arab Studies, p. 58.

2.3. Assessing the role of administrative courts of appeal in achieving judicial security:

The protective view of the judiciary is the dominant aspect in the view of judicial security; therefore, judicial security is viewed as a protective barrier for the benefit of individuals against the transgressions of each other, on the one hand,

On the other hand, it serves as a barrier against the abuse of the rights and freedoms of these individuals, in addition to representing protection for public authorities¹⁰.

However, achieving judicial security as one aspect of protecting rights and freedoms through administrative courts of appeal, while it can build confidence among citizens, cannot be asserted as having an absolute role in protecting rights and freedoms, given:

2.3.1. The connection between achieving judicial security and the psychological aspect:

Judicial security, despite its connection to the foundations of the rule of law, is distinguished by being a technical term in its formulation and psychological in its impact¹¹, as the citizen must feel that his rights are protected by the state¹².

On this basis, it becomes clear that judicial security is based on the litigant's sense of confidence in judicial rulings, and in

¹⁰ GHAMJA, Abdel Majeed. “*The Principle of Legal Security and the Necessity of Judicial Security*”, intervention during the 13th Conference of the African Group of the International Association of Judges, Husseinia Association of Judges, Laboratory of Studies, Cooperation, and Modernization, Ministry of Justice, Morocco, March 28, 2008, p. 17, with modifications.

¹¹ SALEM, Hashem Ahmed Mahmoud. Op. cit., p. 2869.

¹² RADI, Mazen Lilo. June 2020. “Achieving Legal Security in Light of the Exceptional Nature of Administrative Law”, *Al-Musansiriya Journal of Arab and International Studies*, Proceedings of the Tenth International Conference on: Legal Security in Light of Contemporary Legal Conditions, held on: June 5, 2022, Special Issue, p. 14.



administrative matters, it is based on the citizen's confidence that judicial decisions will protect him from the administration. Thus, it becomes clear that achieving judicial security is based on the psychological factor within the litigant, believing that their rights and freedoms will be judicially protected against administrative arbitrariness. In reality, this feeling may not be realized by all citizens, especially those who have been unable to obtain favorable judicial decisions (lost their case). In this case, they believe that the judiciary has not guaranteed their rights, and thus their sense of confidence in its decisions is not realized. Consequently, judicial security is not achieved, from their perspective. While this situation applies to administrative judicial disputes, we cannot exclude disputes adjudicated by administrative courts of appeal, as they are considered part of the administrative judiciary.

- Therefore, despite the positive role played by the existence of administrative courts of appeal in achieving judicial security in practice, this sense may cease with the mere filing of a lawsuit. That is, it stems from the citizen's sense and confidence in the existence of a judiciary to which they can resort to protect their rights from administrative abuse. However, as previously explained, confidence in the rulings of the administrative judiciary remains a relative matter.

2.3.2. The Link Between Administrative Litigation and the Existence of Specialized Judiciary:

In countries that have adopted judicial dualism, including Algeria, administrative litigation is defined as being heard by a specialized judiciary, the administrative judiciary, to exercise oversight over the actions of the administration.

This in itself constitutes an important guarantee for achieving judicial security¹³, as administrative litigation is fundamentally designed to protect the rights and freedoms of individuals against the administration¹⁴.

In this regard, it is worth noting that litigants' confidence in the administrative judiciary stems from its being a specialized judiciary. In reality, a specialized judiciary does not simply imply the existence of judicial duality, i.e., it does not merely entail the presence of an administrative judiciary alongside the ordinary judiciary. A specialized judiciary requires judges with specialized training in administrative disputes, in addition to a specific law for the latter. Although not all litigants are aware of this, some are, which leaves their confidence in judicial rulings and decisions as a mechanism for protecting their rights and freedoms vis-à-vis the administration insufficient.

2.3.3. The Impossibility of Measuring the Achievement of Judicial Security:

Achieving judicial security, as we noted above, is based on citizens' sense of confidence in judicial decisions. This makes it a relative matter in all cases, as it is absolutely impossible to ascertain whether judicial security has been achieved or not. The justification for this is that it is impossible to truly determine the extent of citizen confidence in the judiciary in general, or litigants in particular, and therefore it is impossible to determine the extent of judicial security. The reason for not being able to know the extent of judicial security achieved in an absolute

¹³ BALOUSHA, Sharif Ahmed. Op. cit., p. 156.

¹⁴ RAZIQ, Burhan. 2011. *Principles and Rules of Administrative Judiciary Procedure*, 1st ed., Damascus: Legal Library, p. 58.



manner is due to the inability to measure the extent of confidence in judicial rulings, even studies, whether legal, social or psychological - in Algeria - did not address the measurement of this confidence, as they did not include any questionnaire or even an interview or...etc. through which it is possible to know the extent of citizens' confidence in the fact that the administrative courts of appeal can provide them with protection from the arbitrariness of the administration, especially since the law regulating the latter did not exceed three (03) years.

3. Improving judicial work as a manifestation of the role of administrative courts of appeal in protecting rights and freedoms

Judicial work is a traditional concept that is considered the foundation of judicial structures and judges. Therefore, improving it is both the goal of the judicial authority and a demand of litigants. This demand is not limited to merely issuing a legal text, or merely feeling confident in the judiciary, or... Rather, it is an ongoing demand and an unwavering goal of any law or judicial structure.

If judges, through the various courts and judicial councils, are the mechanism or interface through which the improvement of judicial work can be expressed, then stipulating the existence of administrative courts of appeal can contribute more effectively to improving the latter, through the manifestations of improved judicial work that their presence can achieve. On this basis, we will address in this section the concept of judicial work, the aspects of improving judicial work through administrative courts of

appeal, and assess the role of judicial courts in improving judicial work, by dividing it into the following points:

3.1. The Concept of Judicial Work:

Judicial work has been defined by a set of definitions, the most important of which are:

- Work of a functional nature, embodied in the state's role in carrying out judicial duties.
- Work through which legal certainty is achieved in a specific factual situation¹⁵.
- Work practiced and implemented by the state, and its exercise is restricted to judges¹⁶.
- Accordingly, judicial work consists of two parts: one procedural and the other functional. The functional aspect represents the judicial function, which is the judicial protection of rights and freedoms and the unification of judicial jurisprudence. The procedural aspect, on the other hand, represents the set of actions regulated by procedural law and embodied in the form, procedure, or approach imposed by law for the performance of judicial functions¹⁷.
- From the foregoing, we can say that judicial work – both its functional and procedural aspects – refers to the work of the judiciary, which is the work performed by judges through various courts and judicial councils. It is work that embodies the constitutional principle of the judge's role in unifying judicial jurisprudence and protecting society, rights,

¹⁵ FAHMY, Wagdi Ragheb. 1974. *The General Theory of Judicial Work in the Code of Civil Procedure*, Alexandria, Egypt: Mansha'at Al-Maaref, p. 101.

¹⁶ RAZIQ, Burhan. Op. cit., p. 59.

¹⁷ FAHMY, Wagdi Ragheb. Op. cit., pp. 123-124.



and freedoms. This is achieved through the exercise of judicial functions in accordance with the provisions of the law, judicial rulings, and decisions, in accordance with the forms and procedures required by legislative and regulatory texts for the exercise of judicial functions.

3.2. Aspects of Improving Judicial Work Through the Administrative Courts of Appeal:

The presence of administrative courts of appeal within the structures of the administrative judiciary contributes to improving judicial work through a number of aspects, the most prominent of which are creating consistency and consistency between the judicial structures in the country and bringing justice closer to citizens.

Below, we will attempt to address the aspects of improving judicial work through the administrative courts of appeal, through the following:

3.2.1. Creating consistency and consistency between the judicial structures in the country:

Prior to the 2020 constitutional amendment and the laws embodying it –referred to above– there was an imbalance and inconsistency between the structures of the administrative judicial system and the structures of the ordinary judicial system¹⁸, leaving litigants before two

¹⁸ SMAILI, Awatif. 2023. “The Distribution of Jurisdiction among the Structures of the Administrative Judiciary in Algeria after the 2022 Judicial Reform and the Establishment of Administrative Courts of Appeal”, *Journal of Ijtihad for Legal and Economic Studies*, Issue 3, p. 212.

completely different judicial systems under the Algerian judiciary.

- However, with the establishment of administrative courts of appeal, some of the differences between the ordinary and administrative judicial systems have been eliminated. This is achieved through the emergence of some similarities between them, as follows:

- The Council of State, as the highest body in the administrative judiciary, corresponds to the Supreme Court in the ordinary judiciary. It is competent to adjudicate appeals in cassation and unify judicial jurisprudence.

- Administrative courts of appeal in the administrative judiciary correspond to the existence of judicial councils. They are competent to adjudicate appeals against first-instance rulings.

- Administrative courts in the administrative judiciary correspond to the ordinary courts in the ordinary judiciary. They are competent to adjudicate appeals submitted to them for the first time, as courts of first instance. Prior to the establishment of the Administrative Courts of Appeal, the ordinary judiciary consisted of (courts, judicial councils, and the Supreme Court), while the administrative judiciary consisted of (administrative courts and the Council of State). This reflects a clear lack of homogeneity between the two systems. However, with the establishment of the Administrative Courts of Appeal as administrative judicial bodies competent to appeal decisions issued by the Administrative Courts, there has been a homogeneity between the two judicial systems. This can contribute to improving judicial work, based on the premise that this homogeneity actually enables litigants in administrative



matters to exercise their right to appeal and their right to appeal by cassation simultaneously.

Therefore, if improving judicial work as a mechanism for protecting rights and freedoms, and consistency and similarity between the structures of the administrative judiciary and the structures of the ordinary judiciary, is one of the mechanisms for improving judicial work, then this mechanism can only be embodied through the establishment of the Administrative Courts of Appeal, which can rightfully be considered a judicial means for constitutionally enshrining the protection of rights and freedoms.

3.2.2. *Bringing Justice Closer to the Citizen:*

By establishing the Administrative Courts of Appeal, the legislator; It sought to bring justice closer to citizens, especially in the southern states¹⁹, avoiding the criticisms that administrative disputes were subject to. In doing so, it contributed to the smooth running of justice by ensuring a fair trial in administrative matters²⁰. Through this, it created more effective ways for the administrative judiciary to protect rights and freedoms.

Before the establishment of the Administrative Courts of Appeal, litigants could only exercise their right of appeal before the Council of State, a central supreme judicial body. This stems from the lack of proximity of justice to citizens, which could constitute a violation of their rights and

¹⁹ MALOUK, Saleh. 2023. "The Legal System of the Administrative Courts of Appeal: Organization and Jurisdiction", *Al-Ijtihad Journal of Legal and Economic Studies*, Issue 03, p. 234.

²⁰ ShARIFI, Farid. BEN OMER, Muhammad Salih. 2024. "The Establishment of Administrative Courts of Appeal in Algeria", Issue 2, p. 136.

freedoms, thus negatively impacting the role of the judiciary in protecting rights and freedoms.

However, with the establishment of the Administrative Courts of Appeal, citizens are no longer required to travel to the Council of State in the capital to exercise their right of appeal. They can now exercise their right of appeal before the Administrative Courts of Appeal located at the level of the judicial councils of Algiers, Oran, Constantine, Ouargla, Tamanghsst, and Bechar. This means that justice has been brought closer to citizens with the establishment of these latter courts.

3.3. Assessing the role of administrative courts of appeal in improving judicial work:

We cannot deny the contribution of establishing administrative courts of appeal to protecting rights and freedoms by improving judicial work, given that their establishment achieves consistency and harmony between the structures of the ordinary and administrative judiciary and brings justice closer to citizens. However, the role of administrative courts of appeal in this area remains limited. Although the harmony between the structures of the administrative and ordinary judiciaries has eliminated the fundamental differences between them by creating convergence between them, it remains only a relative harmony or similarity. This also applies to bringing justice closer to the citizen, as we will attempt to clarify below:

3.3.1. Relative harmony between the judicial structures of the state:

Although some consider the establishment of administrative courts of appeal to achieve harmony between



the structures of the ordinary and administrative judiciaries, this harmony only appears at the procedural level (appeal before the court of first instance, then appeal before the court of second instance, then appeal for cassation before the higher judicial authority). However, it has not achieved harmony between the judicial structures, as the judicial councils in the ordinary judiciary do not correspond to judicial councils in the administrative judiciary. Although this is consistent with the specificity of the administrative judiciary, the existence of an appellate judicial body at the level of each judicial council in the ordinary judiciary does not exist in the administrative judiciary, given that the administrative courts of appeal are regional in nature, as we noted above. Therefore, while improving judicial work plays a role in protecting rights and freedoms, and creating consistency between the regular and administrative judiciary plays a role in improving this work, protecting rights and freedoms through improving judicial work by creating consistency and consistency between the administrative and regular judicial structures remains a relative or limited matter.

3.3.2. Relative Approach to Justice to Citizens:

Although some believe that the establishment of administrative courts of appeal brings the administration closer to citizens, especially in the southern states, particularly Tamanrasset, which has contributed to bringing justice closer to the citizens of the south. This is achieved by comparing this with the situation that prevailed under the regional administrative chambers, where the southeast was subordinate to the regional administrative chambers at the

level of the Judicial Council of Ouargla, which constituted an obstacle for litigants due to the great distance between the states²¹, bringing justice closer to citizens has not been effectively achieved through the establishment of administrative courts of appeal. This is due to the fact that these courts are regional, requiring citizens to travel to exercise their right to appeal. The regional nature of the administrative courts of appeal makes bringing justice closer to citizens a relative matter, as instead of them going to the Council of State in the capital to exercise their right to appeal, they go to the regional administrative courts to exercise the same right. This means that there is indeed a bringing of justice closer to citizens, but it is only a relative bringing, as long as the citizen still has to go to exercise his right to appeal administrative decisions.

- Therefore, we can say that the real way to bring justice closer to the citizen is through the establishment of an administrative court of appeal, parallel to each judicial council. This brings the administration closer to the litigant and creates equality among litigants in all states. This equality is absent under administrative courts of appeal, as citizens of the court's headquarters are not forced to travel to exercise their right to appeal, unlike citizens of other states. Equality, as we know, is a constitutional principle upon which the judiciary in Algeria is based. This equality cannot be achieved simply by establishing regional administrative courts of appeal. Based on this, we can say that while improving judicial work as a mechanism for protecting rights and freedoms by bringing justice closer to the citizen, the protection of the latter remains relative as long as

²¹ MALOUK, Saleh. Op. cit., p. 234.



bringing justice closer to the citizen remains relative due to the regional nature of the administrative courts of appeal.

4. Establishing constitutional principles as a manifestation of the role of administrative courts of appeal in protecting rights and freedoms.

Establishing constitutional principles is the foundation for protecting rights and freedoms. The establishment of administrative courts of appeal is one manifestation of this establishment of these principles, as they enable better protection of rights and freedoms in accordance with constitutional provisions.

However, the protection of rights and freedoms in the Algerian judicial system through the establishment of administrative courts of appeal, which embodies constitutional principles, while its role is undeniable, is nevertheless marred by some shortcomings.

From this perspective, our study of the establishment of constitutional principles as a manifestation of the role of administrative courts of appeal in protecting rights and freedoms requires addressing the concept of establishing constitutional principles and the manifestations of these principles through administrative courts of appeal. We then assess the role of the establishment of administrative courts of appeal in protecting rights and freedoms, by dividing this axis into the following points.

4.1. Establishing the concept of enshrining constitutional principles:

Constitutional principles represent the various values contained in the provisions of the constitution, which may

be general or specific. Their existence determines the form of the state, the nature of its system of government and political system, its constitutional institutions, and the rights and freedoms of its individuals, etc.

From this perspective, they are principles to which the state, with all its institutions and individuals, must adhere²², because failure to respect them undermines the constitutional controls governing the state.

Enshrining constitutional principles is a concept that seeks to make the principles contained in the constitution part of the state's legal system, thereby making them binding and applicable to all individuals and institutions within the state. This means that enshrining constitutional principles means transforming constitutional texts and provisions into a tangible reality in the legal life of the state. From this perspective, it appears that the mechanism through which constitutional principles can be enshrined is through legal texts or legislative mechanisms. The latter transforms constitutional principles from mere principles into provisions that must be respected, applied, and enforced. This is followed by the role of other relevant bodies or institutions within the state, which implement these legal (legislative) texts and make them obligatory to respect, thereby ensuring the embodiment of constitutional principles in the legal life of the state.

²² AL-ABBASI, Muhammad Khalid Muhammad, *Constitutional and Legal Principles as a Guarantee of Human Rights in the Face of Counter-Terrorism Measures*, Faculty of Law, Menoufia University, Egypt, p. 140.



4.2. Manifestations of the Embodiment of Constitutional Principles Through Administrative Courts of Appeal:

The role of administrative courts of appeal in protecting rights and freedoms is evident in many aspects, including the enshrinement of constitutional principles. This latter is evident through the contribution of the establishment of administrative courts of appeal to the embodiment of the principle of two-tier litigation, the unification of judicial jurisprudence in administrative matters, and the exercise by the Council of State of its constitutionally assigned powers. Accordingly, we will address the manifestations of the embodiment of constitutional principles through the establishment of administrative courts of appeal, addressing the following points:

4.2.1. Embodying the principle of two-level litigation:

The principle of two-level litigation is of paramount importance, as a judicial ruling is subject to review by a higher court than the court that issued it, as if it had never been adjudicated. This is to correct any errors that may have occurred. It also provides the opportunity for litigants in a lawsuit to rectify any arguments and evidence they missed before the court of first instance²³.

Therefore, strengthening the administrative judicial structures with administrative courts of appeal provides a second opportunity for multiple judges to review cases. This will undoubtedly achieve better justice²⁴ and greater protection of litigants' rights, especially since the principle of two-level litigation, which ensures the possibility of

²³ ShARIFI, Farid. BEN OMER, Muhammad Salih. Op. cit., p. 137.

²⁴ MALOUK, Saleh. Op. cit., p. 235.

submitting a dispute to a second judicial body for review, results in the correct and proper application of the law. If a first-degree judge makes a mistake, the second-degree judges will rectify this, whether the error is in fact or in law. This is due to the fact that the second-degree judges have the authority to annul or amend the first-degree ruling, or to rescind the ruling as they see fit to resolve the judicial dispute²⁵.

This demonstrates that the establishment of administrative courts of appeal directly contributes to the actual embodiment of the principle of two-level litigation in administrative matters. This principle was stipulated as a general principle in the judicial field for the first time within the constitutional amendment, after it had been a principle in criminal disputes only. Article 165 of Presidential Decree No. 20-442 dated 12/30/2020, which included the constitutional amendment of 2020, stipulated that: "...the law guarantees two-level litigation and determines the conditions and procedures for its implementation." This indicates that the constitutional founder stipulated that two-level litigation is a constitutional principle and delegated to the legislator the authority to embody this principle in the reality of judicial practice, which was actually embodied through the provision to establish administrative courts of appeal in accordance with what we mentioned above.

4.2.2. Unifying Judicial Jurisprudence in Administrative Matters:

The Algerian constitutional founder, through Article 149 of the 2020 constitutional amendment, granted the Supreme

²⁵ BOUDIAF, Amar. 2008. *Administrative Judiciary*, 2nd ed., Algeria: Jour Publishing and Distribution., p. 24.



Court and the Council of State the authority to ensure the unification of judicial jurisprudence throughout the country. This means that the Council of State is the body responsible for ensuring the unification of judicial jurisprudence in administrative matters.

Unifying judicial jurisprudence in general, including judicial jurisprudence in administrative matters, effectively contributes to the protection of rights and freedoms. This is achieved through its role – that is, judicial jurisprudence – in issuing similar judicial rulings in similar judicial disputes. This leads to the realization of the principle of equality between litigants, the principle of judicial security, and other principles that embody the protection of rights and freedoms.

4.2.3. The Council of State's exercise of its constitutionally assigned powers:

Previously, the legislator did not succeed in distributing the rules of jurisdiction for the Council of State, burdening it and transforming it into a final court of first instance and a court of appeal, in addition to the cassation function, which is considered its natural jurisdiction.²⁶

Therefore, the establishment of administrative courts of appeal alleviates the pressure on the Council of State, as the exercise of its original – constitutional – powers requires freeing it from all the tasks that could impact its actual role. This allows it to devote itself to its original and fundamental powers, namely cassation, thus contributing to enhancing its performance in the field of judicial reasoning²⁷.

²⁶ MAZOUZI, Faris. Op. cit., p. 448.

²⁷ Ibid, pp. 453-455.

Therefore, the establishment of administrative courts of appeal contributes to enabling the Council of State to carry out the tasks assigned to it by the constitution, namely its role as a judge of law and a body evaluating the rulings of lower judicial bodies adjudicating administrative disputes, in addition to its role in unifying judicial reasoning in administrative matters. In doing so, it contributes to the embodiment of constitutional principles and, consequently, to achieving better protection of rights and freedoms.

4.2.4. Assessing the Role of Administrative Courts of Appeal in Embodying Constitutional Principles:

The establishment of administrative courts of appeal contributes to the protection of rights and freedoms by embodying constitutional principles, namely the embodiment of the principle of two-tiered litigation, the unification of judicial jurisprudence, and the exercise by the Council of State of its constitutional jurisdiction.

However, the establishment of administrative courts of appeal, while it effectively embodies constitutional principles and thus protects rights and freedoms, is in fact incomplete, particularly with regard to the principle of two-tiered litigation, whose application in administrative matters is relative, not absolute. Furthermore, the Council of State's jurisdiction exceeds the powers assigned to it by the constitution, which overburdens it and thus impacts its fundamental role as defined by the constitution. We can clarify this by addressing the following two points:



4.2.5. The relativity of the legal embodiment of the principle of two-stage litigation:

While the constitutional principle of two-stage litigation aims to ensure the integrity and impartiality of judicial rulings and decisions, and ensures that the judiciary examines the case presented to it at more than one stage, thus giving it a crucial role in protecting the rights of litigants, squandering the principle of two-stage litigation would squander the opportunity for the parties to a legal dispute to defend themselves, thus violating constitutional principles and, through them, infringing on the rights and freedoms that must be protected. While the Algerian legislator has embodied the principle of two-level litigation through a set of laws issued in 2022, which include what may be termed judicial reform laws, the legislator has not fully respected the principle of two-level litigation in administrative matters. This is evident in the exception to the specific jurisdiction of administrative courts of appeal, stipulated in Article 900 of the Code of Civil and Administrative Procedure, added by Article 7 of Law No. 22-12, which states:

“...the Administrative Court of Appeal of Algeria has jurisdiction, as a first instance, to adjudicate claims to annul, interpret, and assess the legality of administrative decisions issued by central administrative authorities, national public bodies, and national professional organizations.”

The above text means that the administrative courts of appeal, with regard to disputes related to centralized administrative decisions, whether in terms of claims to annul, interpret, or assess the legality of such decisions, do not adjudicate the case as a court of appeal, but rather as a

court of first instance. The Council of State is competent to adjudicate the case as an appellate judge, in accordance with Article 10 of Organic Law No. 22-11 of June 9, 2022, regulating the organization, functioning, and powers of the Council of State. This impacts the application of the principle of two-level litigation, a principle that could have been embodied in all administrative disputes by granting jurisdiction to adjudicate appeals against centralized administrative decisions to the Administrative Court of Algiers, granting jurisdiction to appeal rulings issued by the latter to the Administrative Court of Appeal of Algiers, and granting jurisdiction to appeal the latter's rulings to the Council of State.

4.2.6. The Council of State exceeds its constitutional powers:

The Council of State, in accordance with the provisions of the 2020 constitutional amendment; It is considered the body responsible for ensuring the unification of judicial reasoning. It is also the body regulating the work of the administrative courts of appeal, the administrative courts, and other bodies adjudicating administrative matters. It is also the body responsible for upholding the law.

However, if we return to Law No. 22-10, which regulates the organization, functioning, and powers of the Council of State, we find that the Council of State is competent, in addition to what we mentioned above, to:

- Appeal decisions issued by the Administrative Courts of Appeal of the city of Algiers, in accordance with Article 10 of the same law, in its capacity as an appellate judge.



- It is competent to adjudicate cases delegated to it by special provisions, in accordance with Article 11 of the same law.

Although these two powers may appear, from a superficial perspective, to have no impact on the constitutional powers of the Council of State, they do in fact impact its exercise of those powers, as they contribute to burdening it with a set of powers added by law, which negatively impacts its role, both in terms of the quality of its decisions and in terms of the speed with which it resolves disputes brought before it, etc.

Conclusion:

In conclusion, we can say that the establishment of administrative courts of appeal is an effective step toward protecting rights and freedoms. This is an undeniable step, as the existence of these courts will contribute to the protection of rights and freedoms through the range of powers they exercise. Their presence can contribute to achieving judicial security, improving judicial work, and embodying constitutional principles.

However, the role of these courts in protecting rights and freedoms remains limited, given the shortcomings in the legal texts regulating the establishment and operation of administrative judicial bodies, making this role relative. Accordingly, **we conclude this study with the following findings and suggestions:**

- Administrative courts of appeal are the final judicial bodies in administrative matters, by virtue of which the

structural organization of the administrative judiciary in Algeria is completed. This is based on the fact that they are the foundation upon which the principle of two-tiered litigation is realized in the administrative judiciary, as in the ordinary judiciary. The administrative courts of appeal, like other administrative judiciaries, and even ordinary courts, have the constitutional mandate to protect society and the rights and freedoms of citizens. However, we believe that in order for the judicial organization in Algeria to be complete in a manner consistent with the ordinary judiciary, six administrative courts of appeal should not be sufficient. This is because, in order to realize the true purpose of the constitutional text establishing these courts, on the one hand, and to achieve harmony between the administrative judiciary and the ordinary judiciary, on the other hand, and in order to embody the principle of bringing justice closer to citizens as one of the aspects of protecting the rights of litigants, on the third hand, the establishment of these courts must be generalized across all judicial councils.

Administrative disputes in Algeria are subject to Law No. 09-08, which includes the Code of Civil and Administrative Procedure.

This law was amended by Law No. 22-13 to meet constitutional requirements, including the generalization of the principle of two-level litigation and the establishment of administrative courts of appeal.

However, we believe this is insufficient, as the specific nature of administrative disputes requires the creation of a special legal system. Therefore, a special law must be enacted to regulate litigation procedures in administrative matters (the Administrative Disputes Law or the Code of Procedures before the Administrative Judiciary). In doing



so, the legislator has facilitated the knowledge of the procedures they must follow in the event of a legal dispute between them and the administration, thereby contributing to the better protection of rights and freedoms. We also believe that the training of judges specialized in adjudicating administrative disputes will significantly contribute to the creation of judges specialized in protecting the rights of litigants vis-à-vis the administration, while also protecting the administration itself. It will also contribute to the creation of a specialized administrative judiciary that reinforces the judicial duality that exists in Algeria.

- Administrative Courts of Appeal contribute directly to the protection of rights and freedoms, as they are a judicial body. The judiciary is an authority entrusted by the Constitutional Courts with the responsibility of protecting society and the rights and freedoms of citizens. However, the existence of Administrative Courts of Appeal embodies better protection of rights and freedoms by enshrining certain principles that contribute to this. These principles can only be better achieved in the administrative judiciary with the presence of Administrative Courts of Appeal.

This is evident in several aspects, the most important of which are: achieving judicial security, improving judicial work, and enshrining constitutional principles.

- The existence of Administrative Courts of Appeal contributes to achieving judicial security as a newly emerging concept. Through its role in the possibility of resolving administrative judicial disputes within a reasonable period, as well as through the creation of a judiciary specialized in resolving disputes in which the administration is a party, in addition to the ordinary

judiciary that is between persons of private law, but despite that, the role of administrative courts of appeal in protecting rights and freedoms by achieving judicial security remains a limited role, given the connection of judicial security to the psychological aspect of the litigant, in addition to its connection to the existence of a specialized judiciary, in addition to the impossibility of measuring the achievement of judicial security, which makes us believe that achieving judicial security as one of the most important aspects of protecting rights and freedoms through the existence of administrative courts of appeal remains a relative matter whose effective role in protecting rights and freedoms cannot be determined, as it remains limited to the existence of a specialized administrative judiciary in the full sense of the word, whether in terms of the composition of the judiciary or in terms of the existence of a special legal system.

- The establishment of administrative courts of appeal contributes to improving judicial work, as the latter is the goal of the judiciary and a demand of litigants, through its role in creating consistency or similarity between the various judicial bodies in the state, as well as bringing justice (the judiciary) closer to the citizen. However, this consistency and convergence, despite attempts to create them through the establishment of administrative courts of appeal, their existence remains relatively consistent, given that the number of administrative courts of appeal does not exceed six (06), as they are regional courts.

In contrast, appeals in the ordinary judiciary are not regional, as their decisions can be appealed at the level of judicial councils.



This leads us to believe that improving judicial work by attempting to create consistency between ordinary judiciaries and administrative judiciaries, as well as bringing justice closer to the citizen, requires, first, the generalization of the presence of administrative courts of appeal by stipulating their establishment at the level of each judicial council, and making administrative courts present wherever each ordinary court is located.

This is the only thing we can call consistency between the ordinary judiciary and the administrative judiciary, and this is the only way to achieve justice closer to the citizen in an actual manner, not in a formal or relative manner.

- The establishment of administrative courts of appeal contributes to respecting constitutional principles in the state, and these principles are many, including general and specific. Among the principles specific to the judiciary in general and administrative disputes in particular are respect for the principle of two-level litigation, unification of judicial reasoning, and the exercise of jurisdiction by judicial bodies (the Council of State).

In fact, we cannot deny that the establishment of administrative courts of appeal will achieve these constitutional principles, but the reality itself indicates that some of these principles are not respected or embodied except in a relative manner, as is the case with the principle of two-level litigation regarding appeals against centralized administrative decisions, which the Administrative Court of Appeal of Algeria has jurisdiction over as a first-degree judge, and the Council of State decides on them as an appeal judge. This does not only mean infringing on the principle of two-level litigation, but also infringing on the Council of

State's exercise of its constitutional jurisdiction as a supreme administrative court competent to adjudicate appeals by cassation and unify judicial reasoning in administrative matters, not appeals against judicial decisions. Through this, it also affects the principle of unification of judicial reasoning, and we believe that the solution to reach the actual embodiment of the role of administrative courts of appeal in embodying Constitutional principles can only be achieved through full respect for the principle of two-level litigation in administrative matters, in compliance with constitutional provisions, by granting the jurisdiction to adjudicate centralized administrative cases to the Administrative Court of Algiers, provided that their appeal is before the Administrative Court of Appeal of Algiers, and that they are appealed by cassation before the Council of State.

Thus, we respect the principle of two-level litigation, the principle of unifying judicial interpretation, and the principle of the Council of State exercising its constitutional powers simultaneously.

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The Limits of Religious Freedom in Islamic Theology

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Abstract

Theology was able to place an important place for it among the Islamic sciences, to the point that it was presented in the rank in honor of its subject honor, which is the search for the same duty of existence. That made speech syntax for her, However, he started at a later period as if he deviates from his original goal on the day that some Islamic factions made him an exclusionary theology and sent him a line of speech directed by the logic of the surviving division and the allegations of Milli and beekeeping preference. The ego has the side of the other, or even the opponent, and coexists with it, claiming that it possesses the truth and rightness that goes on with the surviving group alone. He devoted the separation of Muslims and dispersed them, colliding with the jurisprudence of the unity of the ummah, which the Qur'an and Sunnah called for, supported by the discourse of the surviving group, which became a weapon in reviving the tendency of atonement, exaggeration and fanaticism, after all the group of truth and salvation were poured into a pool of its origins that no one shared in that.

Key words: *theology, religious pluralism ,Surreal theology, surviving division ,atonement.*

Les limites de la liberté religieuse dans la théologie islamique

Résumé

La théologie a pu se faire une place importante parmi les sciences islamiques, au point qu'elle a été présentée au rang d'honneur de son sujet d'honneur, qui est la recherche du même devoir d'existence. Cependant, il a commencé à une période ultérieure comme s'il s'écarterait de son objectif initial le jour où certaines factions islamiques lui ont fait une théologie d'exclusion et lui ont envoyé une ligne de discours orientée par la logique de la division survivante et les allégations de Milli et de préférence apicole. L'ego prend le parti de l'autre, voire de l'adversaire, et coexiste avec lui, prétendant qu'il possède la vérité et la justesse qui ne concernent que le groupe survivant. Il a consacré la séparation des musulmans et les a dispersés, heurtant la jurisprudence de l'unité de l'oumma, que le Coran et la Sunna appelaient de leurs vœux, soutenue par le discours du groupe survivant, qui est devenu une arme pour raviver la tendance à l'expiation, à l'exagération et au fanatisme, après que tout le groupe de la vérité et du salut a été versé dans une piscine de ses origines que personne ne partageait dans ce domaine.

Mots clés : *théologie, pluralisme religieux, théologie surréaliste, division survivante, expiation.*



Introduction

What becomes immediately apparent upon returning to Islamic heritage, particularly during the dawn of Islam, is that Muslims of that era were under the guardianship of two powerful authorities in terms of thought and practice: divine revelation authority and prophetic authority. They would be commanded and comply, called upon and respond, and forbidden and abstain. Such power was alongside the strong presence of the Prophet's personality (peace be upon him) and the tremendous spiritual infusion of Islamic values and teachings. The Prophet was able to form a society of brotherhood, unity, and harmony because religious rulings (fatwa) were confined within the scope of prophethood and flowing with meanings from the authority of revelation, which had not yet ceased.

Thus, a unified code in faith and practice was formulated, albeit on an oral level. This means that plurality and diversity regarding matters of faith and rulings did not exist at all in the presence of the chosen trustworthy Prophet (peace be upon him). However, this unified image of religiosity did not last long. Disagreement soon emerged after the period following the Prophet's death, and the decisive turning point in the history of the Islamic caliphate was represented by the state of hostility and conflict that reached the point of drawing swords, which would affect the witnesses of the prophetic community (the Companions) over an issue that did not touch the core of religion but its branches: leadership (imamate).

This event fulfilled the prophetic predictions about the division of the nation, as evidenced by the narration of

Abdullah ibn Amr: "There will surely come upon my nation what came upon the Children of Israel. The Children of Israel split into seventy-two sects, and my nation will split into seventy-three, exceeding them by one. All of them will be in Hell except one sect." They asked, "Which is this one sect?" He said, "What I and my companions are upon" (Al-Ajurri, 1997, 307-308). All theological sects adopted this hadith in their polemical confrontations with their opponents.

The science of theology (*kalam*) emerged in this turbulent political scene, taking on the task of defending the creed against its opponents. Although its origins were purely political, it was nourished by political disagreement among Muslims regarding the issue of retribution for Uthman's blood and the resulting loyalty and disavowal. Historically, it is noticeable that theology has witnessed more fervour in its activity within Islamic society than outside it. The issue of leadership and others captured the attention of the theological mind, leading to diversified opinions, multiple visions, escalated debate, widespread hysteria of excommunication and innovation accusations, and the entrenchment of an exclusionary, accusatory mentality embodied by all sects that sought to monopolise the concept of the one saved sect and centralise salvation within the victorious denomination and its righteous followers.

Despite this, the features of this saved sect were not clearly defined in the text of the hadith, whose chain of transmission and content were later questioned. The Prophet did not establish a scale and standard by which the saved sect could be distinguished from the perishing ones, except by following what he and his companions were upon. All sects attribute their sayings and actions to the Sunnah.



What is the position of theological science toward the reality of sectarian diversity and plurality that characterised the history of creeds? Why did theological sects seek to convince others of their principles and doctrines while rejecting and excluding other sects sharing the same religion, claiming they possessed the truth and were on the straight path? Did politics play a role in reducing and diminishing the margin of religious freedom within Islamic society?

Regarding the methodology adopted in this article, we have employed analytical and inductive approaches, as they are most suitable for the topic, allowing us to return to texts from references or sources and explore their contents and deconstruct them to serve our research purposes. Additionally, we used the comparative method whenever necessary to approach the sayings and doctrines of different sects.

1. Sectarian Victory

The spirit of excommunication overwhelmed most theological practices and doctrinal debates because the adopted "straight path theology" was classificatory and exclusionary: either a believing survivor or a perishing infidel. Theological science, which in its essence was directed toward defending the creed, was transformed into a defence of the premises and axioms of sects, victory for them, and compelling opponents to accept their doctrines.

Imams and scholars worked to achieve religious truth, defining the boundaries of research and engagement, and empowering us to accept any innovation with evidence, regardless of its proponent's claim that it originated from the Quran, Sunnah, reason, or reality. "From this perspective, we

often observe in theological research that the claimant's argument is made through the Quran, Sunnah, or reason, but it is rejected and ignored because it contradicts the consensus of scholars and theologians of that school" (Hubb Allah, 2002, 67).

Now we move to witness this exclusionary, excommunicatory reality among sects, all of which raise their hands to the same sky and turn their necks toward the same qibla. The guardians of creed proceeded from a logical observation: either you believe what we believe or you become infidels, and there is no middle ground between our logic and your contradiction, because religious truth is one and does not accept diversity or plurality and can only be concentrated in one party and a specific sect, each claiming it is distributed here.

"This means centralising truth within a specific school and the impossibility of stating any kind of overlap or distributional truth among schools" (Hubb Allah, 2002,72).

2. Historical Materials in the Culture of Theological Exclusion (A Reading in the Excommunication Literature of Sects)

2.1. Excommunication Among the Kharijites

The Kharijites were perhaps the first sect to inaugurate an excommunicatory "straight path theology" and create a dark scene for the community of monotheism, acting as the first political-religious movement to bargain Muslims' creeds in the name of the text. They classified them as either infidel apostates whose blood and honour could be violated or believing survivors, according to the group's doctrine. They applied their sectarian scale to the Companions, starting



with the Battle of Siffin (37 AH), bargaining creeds with politics.

"The Kharijites unanimously agreed on declaring Ali ibn Abi Talib (may God be pleased with him) an infidel for accepting arbitration, though they differed on whether his infidelity constituted polytheism or not. They unanimously agreed that every major sin is infidelity, except the 'Najdites', who do not say this. They unanimously agreed that God Almighty punishes perpetrators of major sins with eternal torment, except the 'Najdites', followers of Najda (d. 169 AH). (Al-Ash'ari, 2017, 140).

All books on sects and religions have confirmed the consensus of this group's members on excommunicating their opponents and declaring jihad against them, even including common people who committed major sins, considering them acts of infidelity that expel one from the religion. Every opponent, present or absent, received a certificate of departure from religion, accompanied by the joyful news of suffering and loss in both worlds. Such conduct allowed them to build a revolutionary philosophy against subjects (perpetrators of major sins) and rulers in the name of the sacred.

Their history was one of rebellion, revolt, and uprising against rulers. Loyalty and disavowal were the pillars of Kharijite belief.

"They are united in saying disavowal of Uthman and Ali (may God be pleased with them both), and they prioritise this over every act of obedience. They do not validate marriages except on this basis, they excommunicate perpetrators of major sins, and they see uprisings against the imam when he contradicts

the Sunnah as right and obligatory" (Al-Shahrastani, 2008, 93).

We can recall the Kharijite excommunicatory and exclusionary text in its Ibadi form, which allowed us to examine the Kharijite corpus without the mediation of a loyalist or opposing historian. The pillar of Ibadi imams in Algeria, Amhammad ibn Yusuf Atfiyyesh (d. 1332 AH), went on to say that the Ibadi school was correct and considered that an Ibadi's doubt in his school was infidelity and hypocrisy, as not all Islamic sects are equal with the Ibadis in righteousness and certainty. In his commentary on the book "Al-Nail wa Shifa al-Alil" by Al-Thamini (d. 1223 AH), he says,

"A person must distinguish his religion as he distinguishes the path to his home. The one who doubts that it is correct and that our opponents' religion is wrong is a hypocrite even if he is from among us, and he will not smell the fragrance of Paradise even if he prays until the bone of his forehead emerges, or fasts perpetually, and gives charity without limit" (Atfiyyesh, 1983, 430-431).

This approach is a fraction of the exclusionary, monopolistic Kharijite theology saturated with the spirit of excommunication and elimination that takes the principle of sectarianism and bias in dealing with the different other, expressing a unique extremism in centrality against a condemned marginal majority, thereby muffling the voice of Islam calling for tolerance and acceptance of difference. "Recognition of the other is not something incidental to Islam but is a characteristic that has distinguished it throughout the ages" (Al-Sheikh, 2017, 295).



2.2. Excommunication Among the Shiites

The Shiite mind harboured a strong desire for excommunication and exclusion of anyone who deviated from their principles, particularly the imamate. They considered it a dividing line between infidelity and faith, considering it a fundamental principle of religion. Hence came their denial and condemnation of everyone who rejected this principle or considered it among the branches. The first imamate is established for Ali (may God be pleased with him), and no one rejects this rule except an ignorant person or an apostate.

If we examine the Imami heritage in this regard, we will locate sufficient texts of savagery due to their abundant theological production. They stated that anyone who denies Ali's imamate is considered a true infidel, even if they appear to be Muslim (Hubb Allah, 2014, 430).

The idea of principles played a prominent role in that sharp distinction between sects, as human interpretations were presented to distinguish the good from the bad in belief. This is what the Shiite doctrinal mind represents, like other theological minds, in excommunicating the opponent and tormenting and humiliating him. Either a believer in the caliphate of Abu Bakr and Umar, or a rejecter of infallibility, or a denier of the text and changer of the concept of Mahdiism, or a rejecter and doubter of the imamate of the twelve – all of these necessitate infidelity, heresy, and expulsion from religion. Even sects that agreed with them on the first guardianship of Ali (peace be upon him) were not spared, their sin being that they differed from them in the order of imams, like the Ismailis and Zaidis.

"It should be known that for all who departed from the Twelver Shiite sect among individual Shiites, like the Zaidis, Waqifis, Fathis, and the like, the apparent ruling is that their status is like that of the Nasibis in what we mentioned, because whoever denied one of them (peace be upon them) was like one who denied them all, as narrated in their reports" (Al-Bahrani, n.d., 189).

This creed needed authority to be strengthened and expanded. Merging with politics and approaching the sultan serves the sect's desire for victory for its doctrines and defeat for others. This doctrine was written for the Twelver Shiite mind with the establishment of the Safavid state in Iran under Shah Ismail I (d. 930 AH), who was strongly attached to the Imami Shiite school. He did not delay in imposing sectarian and political unification.

"Ismail, after seizing Tabriz, imposed the Twelver Shiite school on its inhabitants and forced them to wear the Qizilbash sign, persecuted his Sunni opponents and killed about twenty thousand of them, testing them in various ways..." (Al-Taqus, 2009, 54-55).

The Imamis, like other sects, believed they were intended by the hadith of the saved sect and were carriers of the burden of defending religion and preserving its traditions, eliminating every foreign innovation that disturbs this religion, especially at the level of creed, and achieving the required Islam. "We found the saved sect to be the Imami sect because they separated from all schools, and all schools have shared in the fundamentals of creeds, and this is solid verification" (Al-Jazairi, 2010, 224).



2.3. Excommunication Among the Mutazila

The Mutazila were able to build principles of belief that unified their followers, and undoubtedly the final formulation of Mutazila doctrines was preceded by disputes, disagreements, and debates with sects. The Mutazila research culminated in five principles considered sacred in the sect's history, which became the focus of doctrinal research. They taught them to people as the testimony is taught to one seeking the religion of Islam.

"None of them deserves the name of Mutazila until he combines the doctrine of the five principles: monotheism, justice, promise and threat, the intermediate position between two positions, and commanding right and forbidding wrong. When these five characteristics are complete in a person, he is a Mutazila" (Al-Khayyat, 1925, 126-127).

The Mutazila made the principle of commanding right and forbidding wrong a pretext for exposing opponents' faults so they would receive their share of disgrace and torment if they did not recant their claims and opinions, while they were advocates of freedom and supporters of reason. "Know that one of the things our sheikhs (may God have mercy on them) relied upon in excommunicating the Mujabbira and Mushabbaha was ignorance of God Almighty" (Al-Busti, 1129 AH, 20).

The Mujabbira also received ample refutation and confutation from Judge Abd al-Jabbar (d. 415 AH), who presented many proofs in his books that refute their doctrines and criticise them, concluding that the philosophy of determinism announces its adherent's departure from religion and negates his creed due to the implications that follow from it, corrupting monotheism and justice and

trivialising promise and threat, which cannot be detailed here. The judge's ruling on them was:

"These Mujabbira, with their knowledge of the ugliness of these ugly things, attributed them to God Almighty without shame or regard... their condition became worse than that of other infidels... so their condition became worse than that of other false claimants among atheists, anthropomorphists, and others for these reasons" (Ibn Ahmad, 1996, 778).

The anthropomorphists had a share in this, especially since the Mutazila had devoted themselves to transcendence to the degree that they negated attributes, fleeing from the multiplicity of eternals, as the judge was asked about this: "Why did you label them with this and accuse them of it and exclude them from being monotheists?" (Al-Balkhi, Ibn Ahmad, Al-Jashami, 2017, 160).

The Mutazila also excommunicated everyone who rejected and did not acknowledge the creation of the Quran, and monotheism was dropped from him because that doctrine was considered a subsidiary doctrinal principle touching the essence of monotheism, so he had no share in religion.

The Mutazila, like other sects, sought help from politics to support their creed and spread their doctrines, which was strengthened by Al-Mamun's (d. 218 AH) declaration of this, in fulfilment of his Mutazila belief. He began by corresponding with jurists to test scholars on the doctrine of the created nature of divine speech, foremost among them the people of hadith and their jurists. This was in the year 218 AH, as narrated by Al-Tabari (310 AH). The message carried the final formulation of the creed in Mutazila language:



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"The Commander of the Faithful sees that you should seek the repentance of whoever said his doctrine, since that doctrine was pure infidelity and pure polytheism in the Commander of the Faithful's view. If he repents from it, publicise his matter and desist from him. If he persists in his polytheism and refuses that the Quran is created through his infidelity and atheism, strike off his neck and send his head to the Commander of the Faithful" (Al-Tabari, n.d., 641).

These texts were considered historical evidence of the Mutazila's involvement in sectarian oppression and faith-based racism that they practised against their opponents. The notion of freedom they defended became merely a slogan hiding behind fanaticism that narrows and rejects the other. "All Islamic schools imposed their existence through rejecting the other, and their true features were only clarified by excluding and excommunicating him. There is no meaning for true tolerance except negating the self, because sectarian relations are based on affirming and sanctifying it while negating the other. So its choices are ontological, placing it between existence and non-existence" (Al-Gharabawi, 2008, 48).

2.4. Excommunication Among the Asharites

The Asharite school did not depart from the concept of the saved sect. Abu al-Hasan al-Ashari (d. 324 AH) revealed in his writings the people of deviation and innovation from sects opposing Asharite beliefs. "After this, many of those who deviate from the truth among the Mutazila, people of predetermination, Haruriyya, and people of deviation in what they innovated and opposed the Book, Sunnah, and what the Prophet (peace be upon him) and his companions

were upon, and what the nation agreed upon, like the actions of the Mutazila and predeterminists" (Al-Ashari, n.d., 7-8).

Imam al-Juwayni (d. 478 AH) also continued refuting opposing schools, like the doctrine of the Shiite text proponents, criticising their doctrine and supporting the Sunni opinion on pledge and choice. "The claim of text has failed and collapsed; the truth has become clear to its seekers and emerged... the falsity of their school in particular has become evident" (Al-Juwayni, n.d., 68).

Politics had a share in supporting this school. The Ash'arite faith was able to penetrate the heart of the Seljuk minister Nizam al-Mulk (d. 485 AH), who declared it an official creed, announced from pulpits, streets, and markets, and people were tested in it as the state's official creed. "The Asharites dominated during the Seljuk era under the sovereignty of Shafi jurisprudence and the Nizamiyya school, the school of Minister Nizam al-Mulk, with one school: perhaps it was the first step toward one thought or one party in thought and politics" (Al-Khayun, July 2011, 34).

Al-Ghazali (d. 505 AH) was not far from this exclusionary behaviour and confiscatory mentality of certainty and truth. His book "Fada'ih al-Batiniyya" (Scandals of the Esotericists) carried a clear and scandalous image of the mentality of despotism and domination, permitting blood and violating honour without regard for the humanity of religious vision and the human nature of all knowledge derived from text. It did not carry harbingers of tolerance, dialogue, and humility because the accomplished belief stimulated feelings of hatred, criticism, cursing, and excommunication, issuing



rulings of killing, displacement, and lying in wait for them and treachery:

"The concise statement about it is to follow with them the path of apostates in considering blood, wealth, marriage, validity of judgements, and fulfilment of worship... The obligation is only to kill them and purify the face of the earth from them – this is the ruling on those whose infidelity is judged among the Esotericists. Permission or obligation to kill them is not limited to their state of fighting, but we assassinate them and shed their blood because whenever they engage in fighting, their killing becomes permissible" (Al-Ghazali, n.d., 156).

Although the spirit of tolerance appeared in some of Al-Ashari's works, the followers had the greatest surge in judging creeds and appropriating truth from all theological sects. Here is Abu Ishaq al-Shirazi (d. 476 AH); after reviewing the fundamentals of Sunni Asharite belief, his judgement on whoever deviated from this corpus was:

"Whoever believes other than what we have indicated among the people of truth belonging to Imam Abu al-Hasan al-Ashari (may God be pleased with him) is an infidel, and whoever attributes to them other than that has excommunicated them, so he becomes an infidel by excommunicating them" (Al-Shirazi, 1988, 111).

2-5. Excommunication Among the People of Hadith

The current of creedal Salafism succeeded in building a theological system based on transmitted knowledge (relying on the Quran and Sunnah with little regard for reason), employing the text, the Prophet's traditions, and those of the Companions and Successors. By this, the people of Sunnah

and the community are known. Here came their opposition to reason in all its manifestations in matters of religious fundamentals (creed).

"These are the schools of people of knowledge, people of tradition, and people of Sunnah who adhere to its roots, are known by it, and are followed in it, from the Prophet's companions (peace be upon him) to our day. I have met those I met among the scholars of Hijaz, Sham, and others upon it. Whoever opposes anything of these schools, criticises them, or finds fault with their adherents is an innovator outside the community, departing from the path of Sunnah and the way of truth" (Ibn Abi Ya'la, n.d., 24).

This is the Sunni Hanbali belief that was formulated for common people, following the path of the predecessors and their traditions, away from the innovations of people of debate and theology. Since the issue of creating the Quran was a heated issue around which debate flared between theologians and people of hadith, the Hanbalis had a harsh position regarding this doctrine:

"The Quran is God's speech; He spoke it, it is not created. Whoever claims the Quran is created is a Jahmi infidel. Whoever claims the Quran is God's speech and stops, not saying 'not created', is worse than the first statement. Whoever claims our utterances and recitation of it are created while the Quran [itself is not] is a Jahmi. Whoever does not excommunicate all these people is like them" (Ibn Abi Ya'la, n.d., 29).

As for Ibn Hambal's follower (d. 536 AH), he made the Asharite position (which distinguished between eternal self-speech and the Quran written in copies as letters and sounds) exceed the position of Christians and Jews: "The Asharites contradicted with their innovation the text of the



Book, explicit Sunnah, proofs of reason, and consensus of people of religions from Jews and Christians, and exceeded the infidels of Quraysh in denying the Quran. We seek refuge in God, O brother, from this doctrine. Praise be to God for safety from this misguidance and ignorance" (Al-Shibl, n.d., 548).

Politics also played a major role in supporting the creed of people of hadith through issuing the Qadiri Creed (attributed to the Abbasid Caliph al-Qadir Billah (d. 422 AH)), which became a reference in determining belief, confiscating religious freedoms, and remained a ready authoritarian faith corpus for common and elite people, defended by political authority:

"This creed adopted the Hanbali vision and excessively favoured their positions, while targeting other Muslims and permitting the blood of some of them merely for adhering to a belief contrary to what was stated in it" (Al-Rifa'i, 2001, 6).

The goal of the document was to eliminate the activity of theologians and declare all opposing creeds as innovation, foremost the Mutazila. The authority of this creed extended over all Abbasid regions as a sacred text requiring obedience and threatening people of innovation, as Ibn al-Jawzi (597 AH) mentions in the incident of al-Qadir Billah's demand for repentance from people of Mutazila, Rafida, and others:

"Yamin al-Dawla and Amin al-Milla Abu al-Qasim Mahmud complied with al-Qadir Billah's command and followed his path in his territories that he appointed him over, from Khorasan and others, in killing Mutazila, Rafida, Ismailis, Qaramita, Jahmiyya, and anthropomorphists, crucifying, imprisoning, and exiling them, ordering their cursing from Muslim pulpits, and removing every group of

innovators and expelling them from their lands" (Ibn al-Jawzi, n.d., 66).

After this tour in the history of sects and the past of creeds, and our brief examination of the theologians' work in the field of creed and their position toward the other, we reach some results that can be recorded at the level of theorising and practising the theological mind that determined the pattern of relationship with the other through antagonism:

There is a fundamental cause that played a role in generating the logic of exclusion and aversion, preventing forms of objective, pure dialogue free from sectarian impurities, manipulation, and plotting against the other: the methodological flaw represented in the polemical method adopted by theological research and arguments. "Undoubtedly, the polemical method based on persuasion and not leading to reaching truth helps increase disagreement among its adherents, where each of the debaters clings to his opinion and has no readiness to abandon it, and all this increases the intensity of disagreement" (Al-Maghribi, 1994, 126). Its goal is not searching for truth but rather exposing the opponent's faults and disgracing them despite starting from the opponent's premises and accepting them, seeking to belittle and confound him in pursuit of victory and breaking the opponent, not truth itself.

Abu al-Qasim al-Isfahani al-Shafi (d. 535 AH) says, "The scholars of the predecessors said, 'We have not found anyone among the theologians from past times to our day who returned to his opponent's position or moved from his school to his debater's school, which proves they engaged in



what abandoning is better than engaging in''' (Al-Isfahani, n.d., 100-101).

Conclusion

Finally, we conclude that no religious system throughout history has been spared from fanaticism and schism, which feeds on the hostile view of difference and variation. This was true for the history of Islamic theological science, which lives in atmospheres charged with conflict and antagonism, and in which and through which the phenomenon of excommunication, innovation accusation, and declaring people sinful took root, withdrawing all opportunities for coexistence and rapprochement with the other.

Therefore, to ward off this dark scene, it is necessary to begin among followers of all schools and sects to read the theological corpus anew, where pure reason advances with the intention of deconstructing the structures and mechanisms that fed religious violence and fanaticism that broke the back of the Islamic nation, aiming to obliterate them and activate the project of scientificity of theological study that new theology should carry as its concern.

This would place religious knowledge before the imperative of openness to human and social sciences, opening the door of interpretation to overcome the complex of imitation and the possibility of reviewing sources of reception, reading mechanisms, and understanding tools in order to provide a radical, not patchwork, solution to the problem of coexistence among those who differ from the children of this religion.

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A Comparative Analysis of the Organization and Presentation of Middle School Science Curricula: Physical Sciences and Technology in Algeria and Science in the United States as a Model

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Abstract:

The study aims to analyze and compare how the chemistry content is organized and presented in the physical sciences and technology curriculum for the middle school level in Algeria and the science curricula for the equivalent educational level in the United States of America. We followed the descriptive method in this study, adopting analytical and comparative approaches in the way the contents of the chemistry subject are presented and organized in both curricula. We used a standard grid that includes several criteria specific to the organization and application of the content in the curriculum.

The study concluded that there is a difference in the organization and presentation of the chemistry education content in the physical sciences and technology curriculum at the middle school level in Algeria compared to the science curriculum in the United States of America. This is due to each country's educational perspective and policy in general, and science education policy in particular, and the differences in the educational philosophies guiding each educational system.

In light of the findings of this study, the physical sciences and technology curriculum at the middle school level in Algeria can be developed to adopt modern teaching practices, reinforce practical and experimental aspects in education, and adopt a comprehensive approach that integrates knowledge, skills, and scientific values.

Keywords: Curriculum, science, chemistry, teaching, middle school education, analysis, comparison.

Analyse comparative de l'organisation et de la présentation des programmes d'enseignement des sciences au collège : Les sciences physiques et la technologie en Algérie et les sciences aux États-Unis comme modèle

Résumé :

L'étude vise à analyser et à comparer la manière dont le contenu de la chimie est organisé et présenté dans le programme des sciences physiques et de la technologie pour le niveau intermédiaire en Algérie et dans les programmes de sciences pour le niveau éducatif équivalent aux États-Unis d'Amérique.

Nous avons suivi la méthode descriptive dans cette étude, en adoptant des approches analytiques et comparatives dans la manière dont les contenus de la matière chimie sont présentés et organisés dans les deux programmes. Nous avons utilisé une grille standard qui comprend plusieurs critères spécifiques à l'organisation et à l'application du contenu dans le programme d'études.

L'étude a conclu qu'il existe une différence dans l'organisation et la présentation du contenu de l'enseignement de la chimie dans le programme des sciences physiques et de la technologie au niveau de l'école moyenne en Algérie par rapport au programme des sciences aux États-Unis d'Amérique. Cela est dû à la perspective et à la politique éducative de chaque pays en général, et à la



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politique d'enseignement des sciences en particulier, ainsi qu'aux différences dans les philosophies éducatives qui guident chaque système éducatif.

À la lumière des résultats de cette étude, le programme d'enseignement des sciences physiques et de la technologie au niveau du collège en Algérie peut être développé pour adopter des pratiques d'enseignement modernes, renforcer les aspects pratiques et expérimentaux dans l'éducation et adopter une approche globale qui intègre les connaissances, les compétences et les valeurs scientifiques.

Mots-clés : *Programme d'études, science, chimie, enseignement, enseignement secondaire, analyse, comparaison.*

Introduction

Most countries in the world seek to modernize their educational systems and build standards specific to them, in order to keep pace with the developments in science, technology, and development. Curricula are considered among the main components of the educational system, and thus curricula and their components must receive great attention from those in charge of this modernization.

Our study focuses on science curricula due to their effective role in the scientific education of the citizen. According to Donnelly (2004), science education should not be limited to the acquisition of scientific facts only, but should aim to humanize science by linking it to the learners' experiences and cultural contexts. This approach enhances deeper interaction, critical thinking, and a sense of the importance of scientific knowledge, which can motivate students to pursue lifelong learning.

To improve the physical sciences and technology curriculum in Algeria and align it with global developments, this critical analytical comparative study was conducted between it and the science curriculum of the United States of America, as it is one of the leading countries in science teaching due to its use of unified standards in science education. Our focus was on the chemistry content in both curricula as it is part of science and technology education and is taught using the experimental research approach, which allows students to acquire skills specific to this approach, connects them to their daily lives, helps them solve daily problems, provides them with knowledge and skills that help them understand and interpret surrounding phenomena, and gives them manual skills and positive



attitudes toward science and scientists. The study was limited to the middle school level of pre-university education in Algeria due to the sensitivity of this stage, which is the first phase where chemistry is taught.

The study seeks to provide a precise comparative analysis that highlights strengths and weaknesses and clarifies the impact of structural differences on student learning, and to propose applicable improvements in developing the physical sciences and technology curriculum in Algeria based on successful international practices.

Several studies published in the *Journal of Curriculum Studies* have addressed the topic of analyzing and developing science curricula. For example, Bartholomew et al. (2004) analyzed how curriculum content contributes to shaping learners' scientific identity. Medway (1997) also conducted a precise comparison between science curricula in England and Wales, highlighting the importance of clarity in educational objectives. Fensham (1992) discussed the tensions arising from implementing national curricula in diverse local contexts, pointing to the need to adapt to cultural and social needs.

This study presents an introduction highlighting the importance of science education at the middle school level and the reasons for choosing the subject of comparison between the Algerian and American curricula. It explains the study methodology and the adopted comparison criteria. Then, it provides a descriptive comparative presentation of the features of the two curricula in light of the specified criteria, with a critical analysis of the results. Finally, it presents the conclusions and recommendations drawn, highlighting the scientific contribution of the study to the

development of the physical sciences and technology curriculum in Algeria.

1. Methodology of the Study:

We used the descriptive method in this study, adopting analytical and comparative approaches in the way the chemistry content is presented and organized in the physical sciences and technology curricula for the middle school level after the reform (First Generation and Second Generation), and the science curriculum for the equivalent level in the United States of America.

1.1. Study Sample:

It consists of the following documents:

Algeria:

- The physical sciences and technology curriculum for the middle school level issued starting from 2003 (First Generation Curriculum)
- The curriculum issued starting from 2015 (Second Generation Curriculum)
- Teacher's guide
- Accompanying document
- Textbook adaptation documents
- The Orientation Law for Education (2008)
- The General Reference for Curricula (2009)
- The Methodological Guide for Curriculum Design (2009)

United States of America:

- Reports related to unified science teaching standards across the states



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- The science curricula of a public school named *Madison Public School* located in the state of New Jersey, accessed through its website (www.madisonpublicschools.org)
Through the school's website, we used the following documents:
- (*Curriculum Resources*): includes appendices about standards and curricula
- (*Curriculum Document*): includes the curriculum of each subject for each grade level
- (*Information Assessment*): includes documents related to assessment
- (*Teaching Learning Framework*): documents related to teaching and learning

1.2. Study Tool:

The study tool consists of a standardized grid on how to organize and apply content, used for analysis and comparison. It includes criteria specific to the organization and implementation of curriculum content, and consists of the following criteria:

- Definition of the middle school level in Algeria and its equivalent in the United States
- Start and duration of chemistry instruction
- Chemistry content curriculum
- Method of content presentation
- Total instructional hours and their distribution
- Teaching methods and strategies, tools, and activities
- Appendices (documents attached to the curricula)

The grid was applied to the physical sciences and technology curricula for the middle school level in Algeria

issued starting in 2003 (First Generation Curricula) and the same curricula issued in 2015 (Second Generation Curricula), and to the science curriculum for the middle school level in the United States of America.

Application of the Grid Criteria to Chemistry Content in the Physical Sciences and Technology Curriculum in Algeria and the Science Curriculum in the United States of America:

After analyzing the two curricula, we recorded the following based on the criteria of this grid:

2. The Middle School Stage in Algeria and Its Equivalent in the United States of America:

In Algeria, it is the middle stage of the pre-university education system, which consists of three stages: primary, middle, and secondary. The middle school stage in Algeria currently lasts four years and is organized according to the following three phases:

- First: the *homogenization and adaptation phase*, which aims to reinforce the achievements of primary education, and includes the first year of middle school
- Second: the *support and deepening phase*, which aims to raise the student's cultural, scientific, and technological levels, and includes the second and third years of middle school
- Third: the *fourth year of middle school*, which is the *deepening and orientation phase*, and its role is to prepare the student for either secondary education or vocational and apprenticeship training (*General Reference for Curricula*, 2009, p. 36)



In the United States of America, pre-university education is called “school.” Public schools are divided into elementary and secondary education, with differences in how grades are structured from one state to another. The following common models prevail in most states:

- (K-5): elementary school, (6-8): middle school, (9-12): high school
- (K-6): elementary school, (7-9): junior high school, (10-12): senior high school
- (K-8): elementary school, (9-12): high school
- (K-6): elementary school, (7-12): combined junior and senior high school

The middle school stage (6-8) corresponds to the middle school level in Algeria. This stage lasts three years and includes the following levels: Grade 6, Grade 7, and Grade 8.

3. Start and Duration of Chemistry Instruction:

Chemistry is taught in Algeria for four years, i.e., throughout the entire middle school stage. Each school year, one field is dedicated to chemistry out of three or four fields within the subject of physical sciences and technology, which is equivalent to 14 lessons per year.

In the United States of America, chemistry concepts are taught over one academic year during middle school in one unit out of three units, consisting of 52 lessons. This may be in the sixth, seventh, or eighth grade depending on the curriculum of each state or each school.

As for the starting age for studying chemistry, it is 11 years in Algeria. In the United States, the age at which chemistry is introduced at this stage varies depending on the year in which chemistry is taught. For example, if the

chemistry unit is studied in the sixth grade, the starting age is (11–12) years, and so on. The ending age for this stage is estimated to be between 15 and 16 years in both countries.

4. Chemistry Curriculum Content:

In Algeria, chemistry is taught as part of the Physical Sciences and Technology curriculum, and the chemistry content is referred to as the "field of matter and its transformations." Firstly, it is noticeable that the term "chemistry" is absent from the title of the Algerian curriculum, and the term used ("matter and its transformations") is an incomplete expression of one of the definitions of chemistry, which is: "the science of the structure of matter and chemical reactions." Secondly, knowledge and concepts from technology are also absent as content domains, even though the curriculum title refers to three subjects: physics, chemistry, and technology.

In the United States, chemistry is taught within the science curriculum, which consists of eight categories of standards: –Unifying concepts and processes in science, – Science as inquiry, –Physical science, –Life science, – Earth and space science, –Science and technology, – Science in personal and social perspectives, –History and nature of science. The physical science standard includes physics, chemistry, and energy.

In addition to the educational programs, students may receive other optional programs before or after school (school-age child care), which are not free and are conducted within the school.



5. Presentation of Content:

In Algeria, content is presented in curricula in a table divided horizontally and vertically. In the first-generation curricula, the horizontal section was called the "domain," divided into units, and presented in a table consisting of three columns titled, from right to left: –Content and concepts, –Examples of activities, –Competencies. The third column, allocated to competencies, included the following elements: –Facts, –Concepts, –Principles and generalizations, –Rules and laws, –Theories, –Attitudes and values, –Skills, –Direct and indirect experiences. These are, as can be seen, not competencies but rather "acquired elements" (des acquis) or competency resources (des ressources de compétences).

In the second-generation curricula, it is called a "field," divided into segments, and each segment is further divided into units presented as partial learning situations. Thus, the content components are presented in a table with seven columns along with other curriculum elements titled, from left to right: –Field, –Final competency, –Competency components, –Knowledge resources, –Types of learning situations, –Competency criteria and indicators, –Time allocated for the field.

There has been a change in how content elements are presented and in their nature between the first and second generation of physical sciences and technology curricula, indicating a correction of the shortcomings identified at the beginning of the reform, which led to the revision and development seen in the second-generation curriculum.

In the United States, content is also presented in a horizontally and vertically divided table. For example,

Madison Public School divides science content into units, each unit into lessons, and the content components are presented in a table with five columns: –Objectives, –Key content and skills, –Suggested assessments, –Standards, –Number of lessons for implementation. The table also includes an overview of the lesson before presenting the content.

6. Total Time Allocation and Distribution:

In Algeria, chemistry is taught during some weeks of the academic years within another subject – Physical Sciences and Technology – with a total estimated time allocation of 56 hours distributed across four years of middle school.

In the United States, chemistry is taught within the science curriculum, consisting of 52 lessons, with each session lasting between 40 and 50 minutes, totaling approximately 44 hours in one year of middle school.

7. Teaching Methods, Strategies, Tools, and Activities:

In Algeria, there was a significant change in this aspect between the first- and second-generation curricula. In the first-generation curricula, multiple teaching methods were listed, including: the experimental method, the historical emergence method, the project-based method, the modeling method, and the problem-solving method.

In the methodological guide for preparing second-generation curricula (2009), some paragraphs infer teaching and learning strategies expressed as types of approaches: problem-solving approach, project approach, and scientific approach. According to our assessment, the curriculum designers allocated two parts of the accompanying document for this component of the second-generation



curricula (issued in 2016): the section on subject presentation and the annual learning plan section. Teaching strategies were expressed through what was called “learning situations.” These consist of basic learning situations or initial ones, integration situations, and problem situations.

Learning situations enable mastery of knowledge and represent stages in learning planning and tools. According to the accompanying document (2016, p. 8), the learning plan starts from a relatively complex initial situation requiring analysis between students and the teacher to determine the required tasks and identify the necessary knowledge resources and their sources, with resolution postponed to the end of the plan. Basic learning situations are designed to acquire competency resources as presented in the curriculum and consist of a series of (learning) activities aimed at building new concepts, laws, rules, or scientific attitudes and values to serve as resources for constructing the targeted competency.

Afterward, learning integration is required, and a learning integration situation is proposed to facilitate resource integration. The next step is solving the initial situation. The final stage of this plan is evaluating the competency through a proposed formative evaluation situation (which may coincide with the formal periodic assessment period). The plan concludes with a pedagogical remediation plan directed at correcting students' difficulties and the teacher's plan.

Analysis of this curriculum component shows that curriculum developers did not allocate a detailed section specifically naming the adopted strategy or theory to implement the content knowledge and concepts. Parts of this

section are scattered across documents. For example, the methodological guide for preparing curricula in Algeria includes paragraphs from which teaching strategy activities can be inferred, as they are labeled with terms uncommon in educational literature and use various expressions to describe operations or implementation steps such as: – method, – approach, – guidelines, – pedagogy, – curriculum implementation guidelines, – how to acquire resources, – method of teaching and learning curriculum content, – plan, – strategy.

In the United States, science curricula tend to align with national science teaching standards, which include six main domains (1996, National Science Education Standards):

1. **Standards for science teaching:** describe what science teachers at all grade levels should know and be able to do.
2. **Standards for professional development:** offer a vision for enhancing teachers' professional knowledge and skills.
3. **Standards for assessment:** define criteria for evaluating the quality of assessment practices in science education.
4. **Standards for science content:** outline what students should know, understand, and be able to do in science across all grades (K–12).
5. **Standards for science education programs:** define conditions needed for quality school science programs.
6. **Standards for science education systems:** provide criteria for evaluating the overall performance of science education systems.



These science standards are considered the most comprehensive and essential. According to El-Mohssine (2002), science teachers create inquiry-based programs for their students, guide and lead instruction, incorporate continuous assessment in their teaching, design and prepare learning environments that give learners the time, space, and resources needed for science learning, and build scientific communities that reflect the intellectual power, inquiry mindset, and social values of science. They actively participate in the developmental and improvement plans for the school's science programs. These curricula are characterized by their reliance on scientific inquiry.

8. Appendices (Curriculum Accompanying Documents):

According to Algeria's general curriculum reference document, the accompanying materials are divided into three categories:

- **Student-targeted documents:** textbooks, printed and audiovisual materials.
- **Teacher-targeted documents:** guides, accompanying documents, and textbook adaptation guides.
- **Documents for other stakeholders:** relevant supporting materials.

Each first-generation curriculum, issued starting in 2003 for each middle school year, was accompanied by a textbook and an accompanying document. The accompanying document consists of: – Introduction, – General guidelines, – Specific pedagogical guidelines, – Appendix.

The second-generation curricula issued in 2016 were accompanied by several important documents designed according to the competency-based approach, including two

documents for all four years issued in 2016: the accompanying document and the accompanying document's introduction for middle school. Between 2016 and 2019, each of the four grades received a teacher's guide titled: "Teacher's Guide" or "Guide to Using the Physical Sciences and Technology Textbook." The accompanying document consists of the following elements: –Introduction, –Subject-related difficulties, –Learning plan, –Suggested learning situations, –Assessment, –Other subject components.

The introduction to the accompanying document for middle school consists of: –The role of the accompanying document, –How curricula are developed, –Commentary on graduation profiles, –Commentary on the conceptual matrix, –Commentary on the participation table, –Commentary on the annual program table, –Teaching, –Assessment, –General recommendations.

In the United States, each district or school has its own curriculum, books, and appendices. For example, Madison Public School has a website (www.madisonpublicschools.org) offering a collection of documents, including:

- **Curriculum resources:** containing appendices related to standards and curricula.
- **Curriculum documents:** containing the curriculum for each subject at every grade level.
- **Assessment information:** containing documents related to evaluation.
- **Teaching learning framework:** documents related to teaching and learning.



Discussion and Analysis of Results:

The comparison reveals several differences between the two curricula:

1. **Unified Educational System in Algeria:** The educational system is standardized across the entire Algerian territory, whereas in the United States, each state has the freedom to choose the educational system suitable for it.
2. **Instruction Time for Chemistry Concepts:** The instructional time allocated to chemistry concepts in both countries is similar. The difference lies in how it is distributed: Algeria spreads the instructional time over all years of the stage with specific teaching periods, while the United States allocates one academic year at the middle school level for instruction, with timing and year depending on each state's specific context.
3. **Age of Beginning Chemistry Instruction:** In Algeria, the age to begin chemistry instruction is standardized nationwide, unlike in the United States, where it varies depending on each state's context, considering students' individual differences.
4. **Curricular Integration:** In Algeria, chemistry is taught as part of the physical sciences and technology curriculum. In the United States, it is integrated within the science curriculum.

The Algerian education system is centralized nationwide, governed by the same laws, with limited flexibility and controlled by centralized directives. The U.S. educational system is decentralized, flexible, and adjustable based on the particularities of each state, allowing schools greater

freedom to adapt curricula locally and provide additional resources.

This difference stems from each country's educational philosophy. Flexibility in curricula became essential, especially during the COVID-19 pandemic, which forced countries to change and adapt their curricula based on health conditions.

5. **Curriculum Structure and Evaluation Focus:** The Algerian curriculum for physical sciences and technology focuses on competencies and their components, the knowledge mobilized for those competencies, and evaluation indicators and criteria. In contrast, the U.S. science curriculum focuses on objectives, content, skills, and evaluation standards.
6. **Pedagogical Approaches:** The Algerian curriculum adopts the competency-based approach, where materials are acquired and integrated to achieve competencies, which are then evaluated. The U.S. science curriculum adopts constructivist learning based on inquiry, aiming to acquire skills through content mastery followed by evaluation.
7. **Supporting Materials:** The U.S. curriculum provides more diverse support materials such as digital websites, interactive activities, and resources, while the Algerian curriculum is mostly limited to printed documents.

These differences reflect the impact of each country's adopted educational philosophy, which influences how curriculum content is presented, teaching methods, instructional resources, and supporting materials.

Despite Algeria's official adoption of the competency-based approach, its practical implementation faces several



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obstacles, such as large student groups and the lack of equipped laboratories. This explains the limited flexibility and diversity in teaching methods and educational resources.

The U.S.'s adoption of constructivist, inquiry-based learning explains its strong emphasis on projects, experiments, practical activities, and linking content to real-life contexts. This philosophy aims to make the learner the center of the educational process, equipping them with critical thinking and problem-solving skills.

Conclusion:

The organization and presentation of chemistry education content in the physical sciences and technology curriculum at the middle school level in Algeria differs from the science curriculum in the United States. This is due to each country's general educational outlook and policy, especially regarding science education, as well as differing educational philosophies.

Algeria uses a **centralized teaching system**, where the Ministry of National Education sets teaching goals, prepares curricula, related supplements, and standardized textbooks applied across the entire country.

Chemistry concepts are not taught in independent curricula but are integrated into the physical sciences and technology curriculum. These concepts are allocated to one domain called *Matter and Its Transformations*, included in every year of the middle school stage (four years) and

extending into secondary education. Throughout both stages, the term "chemistry" is not explicitly mentioned.

In terms of strategies and methods, chemistry teaching in the first-generation curricula included several approaches: experimental, historical emergence, project-based, modeling, and problem-solving. Second-generation curricula adopted strategies based on learning situations.

The U.S. education system, however, is **decentralized**, considered a model of non-centralized systems, allowing states, districts, and schools broad space for educational development. Education responsibility in the U.S. is left to each state or local administration. Each state has its own Department of Education and is subject to its own governing laws regarding staff recruitment, student schooling systems, school funding, curricula, and textbooks. The U.S. federal government does not determine what students should learn or their expected achievement level in any subject at any grade level. However, the U.S. Department of Education sets broad educational guidelines such as *National Standards* for each subject and *National Goals*.

Chemistry concepts are not taught through a standalone curriculum but are integrated into the science curriculum. These concepts are presented during one academic year in middle school and are explored more deeply in high school. As for teaching strategies, science teachers in the U.S. adopt scientific programs based on inquiry-based learning.

Recommendations:

- Gradually grant Algerian educational institutions greater flexibility to adapt teaching methods according to student needs and local environmental



conditions, and improve responsiveness in emergencies.

- Promote the use of inquiry-based and experimental learning strategies, with a strong focus on projects, experiments, and practical activities that connect content to real-life situations in the teaching of physical sciences and technology.
- Organize continuous professional development programs for teachers to enhance their ability to implement active learning and use modern educational resources.
- Review content distribution and include more practical applications that link scientific concepts to students' daily lives while considering individual differences.
- Adopt international science teaching standards to keep pace with global developments in educational curricula.
- Develop educational resources and curriculum supplements, such as digital guides and interactive media, to support self-directed and active learning.

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From the Ethics of Speech to the Ethics of Action: On the Centrality of Moral Praxis in 'Urwa ibn al-Ward

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Abstract

*The ethical thought of 'Urwa ibn al-Ward (d. ca. 607 CE), one of the most prominent poets of the **Šu'lūk movement** in pre-Islamic Arabia, represents a unique transformation in Arab moral imagination. His poetry transcends the traditional confines of rhetorical pride and verbal glorification of values such as generosity, bravery, and tribal solidarity, moving instead toward an **ethics of praxis** in which ideals are validated through action. Unlike many of his contemporaries, who celebrated virtue in verse without embodying it in life, 'Urwa made ethical commitment inseparable from concrete acts: aiding the poor, redistributing wealth, and defending the dignity of the marginalized. In this sense, his poetic and social practice anticipates a form of **moral philosophy rooted in action**, where dignity and justice stand above social hierarchies and inherited privileges. Thus, 'Urwa's legacy may be read as an early articulation of an indigenous Arab philosophy of ethics that places human dignity at the center of social life and offers an alternative model to contemporary debates on justice, solidarity, and moral renewal.*

Keywords (English): 'Urwa ibn al-Ward; Šu'lūk poetry; ethics of praxis; dignity; solidarity; social justice; pre-Islamic philosophy; Arab moral thought.

De l'éthique de la parole à l'éthique de l'action : De la centralité de la praxis morale chez 'Urwa ibn al-Ward

Résumé

La pensée éthique de 'Urwa ibn al-Ward (m. v. 607 ap. J.-C.), l'un des poètes les plus emblématiques du mouvement des **Ṣu'lūk** dans l'Arabie préislamique, incarne une transformation décisive de l'imaginaire moral arabe. Sa poésie dépasse les limites traditionnelles de l'orgueil rhétorique et de la glorification verbale de valeurs telles que la générosité, le courage ou la solidarité tribale, pour s'orienter vers une **éthique de la praxis**, où les idéaux ne prennent sens qu'à travers l'action. Contrairement à nombre de ses contemporains qui se contentaient d'exalter la vertu par les mots, 'Urwa liait l'engagement moral à des gestes concrets : secourir les pauvres, redistribuer les richesses, défendre la dignité des opprimés. Sa pratique poétique et sociale esquisse ainsi une véritable **philosophie morale de l'action**, où la dignité et la justice priment sur les hiérarchies sociales et les privilèges hérités. L'héritage de 'Urwa peut dès lors être lu comme une première formulation d'une philosophie éthique arabe autochtone, plaçant la dignité humaine au cœur de la vie sociale et offrant un modèle alternatif aux débats contemporains sur la justice, la solidarité et le renouveau moral.

Mots-clés : 'Urwa ibn al-Ward ; poésie ṣu'lūk ; éthique de la praxis ; dignité ; solidarité ; justice sociale ; philosophie préislamique ; pensée morale arabe.



Introduction

The study of ethics in the Arab intellectual heritage often privileges the Islamic philosophical tradition – al-Fārābī, Ibn Sīnā, al-Ghazālī, Ibn Rushd – while neglecting the **pre-Islamic poetic ethos** as a legitimate source of moral reflection. Yet, the *Jāhilī* poets, particularly those marginalized by tribal society, articulated sophisticated moral positions that deserve recognition as proto-philosophical discourses. Among these voices, ‘**Urwa ibn al-Ward** (d. ca. 607 CE) stands out for transforming the experience of *ṣu‘lūk* life from mere rebellion into a **philosophy of ethical revolution**, where the protection of human dignity becomes the supreme principle. His poetic corpus represents a radical intervention in Arab moral imagination, situating dignity, justice, and solidarity as values above lineage, power, and wealth (‘Urwa ibn al-Ward, 1997).

The figure of the *ṣu‘lūk* in pre-Islamic Arabia has often been romanticized as a bandit, a rebel, or a vagabond. Scholars such as James Montgomery (1996) describe the *ṣu‘lūk* as embodying both exclusion and resistance, living at the margins of society and challenging tribal hierarchies. For many of them, such as al-Shanfarā, rebellion meant adopting violence and alienation as a form of existence. ‘Urwa ibn al-Ward, however, **transformed marginality into an ethical program**, grounding his rebellion not in vengeance or nihilism but in solidarity with the weak, redistribution of resources, and the refusal of humiliation. In this sense, he reconstituted the values of his society, inaugurating a **moral**

revolution that placed human dignity (*karāma insāniyya*) above power and bloodline.

This orientation toward **dignity as a supra-constitutional value** situates ‘Urwa within a broader philosophical conversation. In Western thought, dignity has been theorized as the foundation of morality and law, from Kant’s imperative to treat humanity always as an end (Kant, 1996) to Habermas’s account of dignity as the normative ground of human rights (Habermas, 2010). Similarly, Rawls (1971) centers justice on fairness and the protection of the least advantaged, while Fanon (1961) interprets liberation as the recovery of dignity from systems of oppression. ‘Urwa’s ethics resonate with these frameworks, yet emerge independently, rooted in the lived struggles of pre-Islamic society. His contribution demonstrates that **Arab thought possesses indigenous philosophies of practical ethics**, anticipating and enriching modern debates on justice.

Furthermore, ‘Urwa’s philosophy of action (*falsafat al-fi‘l*) highlights the primacy of **ethical praxis** over rhetorical ornamentation. Whereas many pre-Islamic poets glorified generosity and bravery through boastful verse (*fahr*), ‘Urwa insisted that morality is validated only through concrete deeds: feeding the hungry, sheltering the destitute, protecting the oppressed. In this, he parallels Aristotle’s notion of *praxis* in the *Nicomachean Ethics*, where virtue is realized not in theory but in action (Aristotle, 2009, Book VI). Yet, unlike Aristotle, who grounded ethics in reason, ‘Urwa anchored it in compassion and responsibility for others. His poetics thus bridge the gap between **moral philosophy and lived experience**, offering a uniquely Arab articulation of applied ethics.



At the same time, 'Urwa's legacy invites us to **reconsider the place of Arab heritage in global philosophical discourse**. The neglect of figures like him is partly due to Orientalist readings that treated Arab poetry as mere aesthetic ornamentation, denying its intellectual substance (Said, 1978). By reading 'Urwa as a philosopher-poet of dignity, this study challenges such reductive perspectives, demonstrating that Arab ethical thought contains profound resources for addressing universal problems. His transformation of *ṣu'lūk* marginality into a moral revolution anticipates the postcolonial insight that resistance must be grounded in ethical reconstruction, not merely political rupture (Fanon, 1961).

The relevance of 'Urwa's philosophy extends powerfully into the **21st century**, an age marked by ethical crises: rampant individualism, consumerist reduction of values, and indifference to suffering. Contemporary philosophers such as Nussbaum (2011) and Sen (2009) emphasize that justice must be evaluated by the dignity and capabilities of the weakest. This mirrors 'Urwa's centuries-old conviction that a society is measured not by its wealth or power but by its treatment of the marginalized. His moral vision thus provides an **alternative ethical framework for contemporary debates**, offering a model of revolutionary ethics grounded in dignity, solidarity, and justice rather than ideology or identity.

Accordingly, this paper argues that 'Urwa ibn al-Ward articulated a coherent **Arab philosophy of moral revolution**, one that redefined values through three major dimensions: (1) the move from the ethics of speech to the ethics of action; (2) the transformation of *ṣu'lūk* rebellion into

a moral revolution against social injustice; and (3) the affirmation of human dignity as a supra-constitutional value. Finally, the study explores the **contemporary significance** of ‘Urwa’s philosophy, showing how his ethical insights can inspire a renewed moral discourse for the present.

By revisiting ‘Urwa’s ethical legacy, we not only recover an overlooked dimension of Arab thought but also contribute to the **pluralization of moral philosophy**. His life and poetry exemplify how philosophy can emerge not from abstract systems but from lived struggle, poetic testimony, and revolutionary ethics. In a world fractured by inequality and moral decay, ‘Urwa ibn al-Ward’s voice reminds us that **without dignity there is no humanity, and without solidarity there is no justice**.

1. Beyond Rhetoric: The Move from Abstract Morality to Practical Ethics

The prevailing ethos of pre-Islamic poetry often celebrated generosity (*karam*), bravery (*šajā’a*), and loyalty (*waffā’*) through extravagant self-praise or tribal boasting. ‘Urwa, however, went beyond such verbal assertions. His poetry consistently devalues **mere claims** to virtue, insisting instead that morality is validated only through action: feeding the hungry, sheltering the destitute, and defending the oppressed. As he declares in one of his oft-cited verses:

“I divide my wealth among the poor, though I myself may go hungry, for no honor lies in withholding what another desperately needs.” (‘Urwa ibn al-Ward, *Dīwān*, ed. ‘Abd al-Majīd Ghānim, 1997, p. 45).



Here, the emphasis is not on the **intention** (*niyya*) or on eloquent moral claims but on **tangible intervention in the world**. This anticipates what philosophers later framed as the primacy of **praxis** over theory.

1.1. Action Before Intention and Speech

In ethical philosophy, particularly in the Aristotelian tradition, **praxis** (πρᾶξις) refers to morally-informed action in the human sphere, distinct from mere theoretical knowledge (*theoria*). Aristotle insists in the *Nicomachean Ethics* (Book VI, 1140b) that the highest expression of virtue is “an activity (praxis) in accordance with reason.” Similarly, ‘Urwa understood virtue as an activity rather than an abstract value. His generosity was not contingent on promises or on recognition but was enacted in concrete moments of decision: giving away food, protecting the marginalized, or sharing his provisions with those abandoned by their tribes.

This stance also resonates, albeit differently, with **Immanuel Kant’s emphasis on duty** as a categorical imperative. While Kant prioritized the moral intention behind action (*Groundwork of the Metaphysics of Morals*, 1785), ‘Urwa inverts the order: for him, the **external deed itself** becomes the very ground of moral worth. His practice illustrates what Spinoza called “ethics as power-in-action” (*Ethica*, Part IV), where the adequacy of the act lies in its real effect of sustaining and empowering life.

1.2. Poetic Testimony: The Ethos of Rescue and Sharing

‘Urwa’s verses repeatedly depict him as a rescuer of the afflicted (*ighāthat al-malhūf*), an act deeply resonant with the

later Islamic ethical tradition. In one fragment, he portrays himself as standing against hunger and misery:

“When the night covers them and they have no shelter,
I light for them a fire and share what food I have.”
(*Dīwān ‘Urwa ibn al-Ward*, p. 62).

The act of lighting a fire is symbolic: it is both a literal offering of warmth and a metaphor for **hospitality and communal care**. Here, poetic imagery translates directly into an **ethical program of action**, embodying the shift from saying to doing.

1.3. Toward an Arab Philosophy of Moral Praxis

Through such lived ethics, ‘Urwa effectively transformed the **Şu‘lūk ethos** from a mere rebellion against tribal hierarchies into a **moral revolution** centered on protecting human dignity (*karāma insāniyya*). His life demonstrates that Arab thought harbored its own traditions of **practical ethics**, independent yet comparable to classical and modern Western philosophy.

Thus, if Aristotle placed the good in *praxis*, and if Kant placed morality in the universality of intention, and Spinoza in the empowerment of life through adequate action, then ‘Urwa ibn al-Ward offers a **distinctively Arab synthesis**, where morality is realized in acts of solidarity: feeding, rescuing, and dignifying the weak. His poetry stands as early testimony that **ethics is not merely a philosophy of words but a philosophy of deeds**.

2. In the Moral Revolution Against Authority: Şu‘lūk Culture and the Reconstitution of Values

The figure of ‘Urwa ibn al-Ward represents a decisive transformation in the meaning of **şu‘lūk existence**, shifting it



from a mere act of rebellion against tribal authority into a profound moral revolution aimed at dismantling social injustice and reconstituting values. Traditionally, the *ṣuʿlūk* poets were marginalized outcasts—often expelled from their tribes, dispossessed of wealth, and condemned to a life of wandering. Many, such as al-Shanfarā and Taʿabbata Sharran, embraced this marginality as a mode of violent resistance against the established order (Montgomery, 1996). ʿUrwa, however, took a different route: he infused this experience with an **ethical dimension**, transforming it into a deliberate struggle against the entrenched structures of **class stratification, exploitation, and contempt**. His poetry does not merely denounce authority but calls for a redistribution of wealth, mercy toward the poor, and a re-centering of dignity as the foundation of social life (ʿUrwa ibn al-Ward, *Dīwān*, 1997, p. 51).

In this sense, *ṣuʿlūk* practice becomes analogous to what **John Rawls (1971)** later theorized as the necessity of “justice as fairness.” Rawls argued that the legitimacy of a social order depends on whether it secures the fair distribution of primary goods and opportunities. ʿUrwa’s verses embody this ethos centuries earlier, presenting a radical critique of monopoly and hoarding while valorizing the act of **sharing wealth with the disenfranchised**. For instance, he repeatedly depicts himself dividing his provisions among the poor, even at the expense of his own survival, thus enacting what Rawls would later call the **difference principle**, where inequalities are only justified if they benefit the least advantaged members of society (Rawls, 1971, p. 75). In this light, ʿUrwa’s poetry can be seen as an early Arab

articulation of distributive justice, rooted not in theoretical abstraction but in lived ethical praxis.

Moreover, 'Urwa's transformation of *ṣu'lūk* values directly challenges the social logic of **Herbert Spencer's social Darwinism**, which naturalized competition and hierarchy as the basis of social organization. Whereas Spencer (1896) emphasized survival of the fittest in both nature and society, 'Urwa inverted this principle: for him, the measure of humanity is not dominance over others but solidarity with the weakest. By rejecting hoarding and exploitation, and by placing the marginalized at the heart of his moral philosophy, he asserts that **true human flourishing requires justice, empathy, and interdependence**, not ruthless competition. This radical stance reflects a counter-ethic to the ideology of strength, anticipating later critiques of social inequality.

In this regard, 'Urwa also anticipates the **anticolonial ethics of Frantz Fanon**. In *The Wretched of the Earth* (1961), Fanon emphasizes that liberation requires not only political independence but also a reconstitution of values, where the dignity of the oppressed becomes the foundation of a new humanism. Similarly, 'Urwa's poetic voice elevates the status of the marginalized—those abandoned by tribal structures, the hungry, the destitute—as the **bearers of authentic human meaning**. His fire, lit at night to feed strangers, becomes a symbol of what Fanon would describe as the reclamation of humanity from systems of dehumanization (Fanon, 1961, p. 44). In both cases, the ethical revolution emerges from the margins, redefining the moral compass of society.

Finally, 'Urwa ibn al-Ward's moral revolution through *ṣu'lūk* practice demonstrates that the foundations of **justice**



as a condition of humanity are not the monopoly of modern Western philosophy but have deep roots in Arab intellectual traditions. His revalorization of marginalized groups, critique of exploitation, and emphasis on wealth redistribution reflect a **philosophy of justice-in-action**, centuries before systematic theories emerged in Europe. When read alongside Rawls's fairness, Spencer's evolutionary ethics, and Fanon's liberationist humanism, 'Urwa's poetry offers a unique case of indigenous moral philosophy—one that transforms outlaw existence into a revolutionary ethic of dignity. His legacy suggests that Arab thought had long anticipated the idea that **a society that abandons its weakest members forfeits its humanity**.

3. Human Dignity as a Supra-Constitutional Value

The philosophy of 'Urwa ibn al-Ward articulates one of the most radical ethical insights of pre-Islamic Arabia: that **human dignity (*karāma insāniyya*) is the ultimate value, higher than any constitution, law, or human authority**. In his poetry, 'Urwa refuses to measure human worth by lineage, tribe, or material wealth; instead, he anchors value in the **ability to preserve and protect dignity**, both for oneself and for others. As he declares in his verse: "If I meet the hungry, I share what I have, for no nobility endures when the weak are humiliated" (*Dīwān*, 1997, p. 58). This anticipates later ethical frameworks—such as Kant's categorical imperative, which asserts that humanity must always be treated as an end in itself (Kant, 1996, p. 36)—by insisting that dignity cannot be subordinated to external classifications of power.

Second, ‘Urwa’s vision entails a **universal right to life and the enjoyment of resources**. His poetry frequently frames food, water, shelter, and security as **shared goods**, not monopolized privileges. In one striking fragment, he writes: “I roam the land with little, but I share with those who have nothing, for life’s bounty is not mine alone” (*Dīwān*, p. 63). Such verses anticipate modern human rights discourse, where the **Universal Declaration of Human Rights (1948)** recognizes dignity as “inherent” and inseparable from social and economic entitlements. While ‘Urwa spoke from the margins of tribal Arabia, his ethical stance resonates with contemporary debates in international law where dignity is framed as a **supra-constitutional norm**, limiting the power of states (Habermas, 2010, p. 473).

Third, ‘Urwa’s **social position**—as a member of a tribe yet allied with the marginalized—allowed him to **reverse the function of privilege**. Instead of using his status for domination, he placed his social capital in the service of the poor. In modern legal philosophy, this resembles the principle of “**responsibility of privilege**”, which frames wealth and power not as rights but as **ethical duties** (Nussbaum, 2011). By redistributing wealth and protecting the disenfranchised, ‘Urwa demonstrates that superiority is not an exemption from responsibility but its very foundation. This stance resists hierarchical models of society and instead grounds community in **moral reciprocity**.

Fourth, ‘Urwa’s prioritization of dignity echoes the **postcolonial ethics of Fanon**, who argued that colonialism’s gravest violence was its systematic assault on the dignity of the colonized (Fanon, 1961). For Fanon, liberation meant reclaiming humanity beyond imposed legal frameworks. Similarly, ‘Urwa’s moral revolution contests the **structural**



violence of tribal hierarchies – the exclusion of the poor, the abandonment of the orphan, the humiliation of the outsider. His insistence that “there is no humanity without dignity” (*Dīwān*, p. 70) situates him as an early voice in the global struggle against systemic humiliation.

Finally, this supra-constitutional philosophy of dignity challenges us today to reconsider the foundations of **law and justice**. Legal scholars such as Ronald Dworkin (2011) insist that dignity functions as the “**master principle**” of constitutional interpretation, constraining positive law. ‘Urwa’s legacy offers a similar corrective: no law or constitution that legitimizes inequality or humiliation can claim moral authority. His poetry thus prefigures the argument that **dignity is not granted by states but inherent in human existence**, serving as the ultimate ground for justice and ethics across all times.

4. The Need for ‘Urwa ibn al-Ward’s Philosophy Today

In the contemporary world, marked by what Zygmunt Bauman (2007) calls “liquid modernity,” we face a profound **ethical crisis**: hyper-individualism, consumerism, and social indifference corrode solidarity. This decline in communal responsibility is stark when compared to ‘Urwa ibn al-Ward’s insistence on **collective care and interdependence**. While today’s global economy often celebrates accumulation and self-interest, ‘Urwa’s voice insists that ethical life begins in the act of sharing, rescuing, and dignifying the weak. His philosophy thus exposes the **moral poverty of neoliberal ethics**, calling for a return to solidarity as the foundation of humanity.

Second, ‘Urwa provides the resources to articulate an **“ethics of revolution”** grounded in dignity rather than ideology. Whereas modern revolutions often collapse into partisan conflict or ideological absolutism, ‘Urwa’s example suggests that the essence of revolution lies in **ethical transformation**, not merely political power. His poetry illustrates that to overturn injustice is not only to topple rulers but to **restructure values**, placing human dignity above wealth, lineage, or coercion. This resonates with Hannah Arendt’s idea that revolution must inaugurate a **“new beginning”** rooted in human freedom (Arendt, 1963, p. 21). ‘Urwa’s revolution is thus timeless: a call for values that transcend political systems.

Third, ‘Urwa’s moral philosophy can serve as a **counterpoint to contemporary individualism**. In societies where consumption often dictates value, and where indifference to suffering is normalized, his insistence on solidarity and generosity provides a **radical critique of modern ethics**. Martha Nussbaum (2011) argues for a “capabilities approach” to justice, where societies are measured by their ability to secure basic human flourishing. ‘Urwa anticipated this logic, insisting that **the measure of society is not the strength of its powerful but the dignity of its weakest members**.

Fourth, in the 21st century, debates on **social justice and global inequality** require philosophical voices that transcend Eurocentric paradigms. By retrieving ‘Urwa’s philosophy, scholars can enrich global ethics with an **indigenous Arab model of practical justice**, rooted in solidarity and dignity. His poetry offers an alternative moral language for discussing wealth redistribution, care for the vulnerable, and ethical responsibility. This opens the



possibility of a **cross-cultural dialogue** where Arab ethical traditions engage with Rawls, Sen, and Nussbaum on equal footing.

Finally, the enduring relevance of ‘Urwa’s philosophy lies in its **practicality**. His ethics are not abstract ideals but lived actions: sharing food, lighting a fire for strangers, rescuing the destitute. These acts form what Paul Ricoeur (1992) would later call an “ethics of solicitude”—a moral framework grounded in **care, justice, and recognition**. In a world fractured by inequality, displacement, and alienation, ‘Urwa’s voice invites us to craft a new revolutionary ethics that transcends ideology and returns to the **primordial truth: there is no humanity without dignity, and no justice without solidarity**.

Conclusion

The philosophical legacy of ‘Urwa ibn al-Ward, often described as the “generous outlaw” (*al-ṣu lūk al-karīm*), invites us to reconsider the foundations of ethics in both their historical depth and contemporary urgency. His thought does not remain confined to poetic ornamentation or rhetorical display, but instead establishes a radical moral stance where human dignity (*karāma insāniyya*) stands above lineage, wealth, and even political authority. By shifting the ethical paradigm from verbal proclamation to lived praxis, ‘Urwa embodies an early Arab formulation of what modern political philosophy might call a **supra-constitutional value**—a principle so fundamental that it transcends positive law, social hierarchy, and political contingency. His

life and poetry remind us that without dignity, the very definition of humanity collapses, and that every individual has the right to participate in the resources and goods of life.

In this sense, 'Urwa's philosophy constitutes not merely a reflection of pre-Islamic tribal values but a **critique of their limitations**, exposing the futility of hollow pride and inherited privilege. By redistributing his wealth, defending the marginalized, and aligning his social status with the cause of the vulnerable, 'Urwa transforms the ethics of generosity into an **ethics of responsibility**, where superiority is measured not by accumulation but by service. This anticipates, in many ways, later discourses on social justice, solidarity, and egalitarian ethics found in both Islamic and global traditions.

Furthermore, the relevance of 'Urwa's moral project is heightened in our present age, marked by consumerism, radical individualism, and widespread ethical erosion. The ethical crisis of the twenty-first century, dominated by alienation and indifference, calls for models of **revolutionary ethics** that transcend ideology and power struggles. Here, 'Urwa's philosophy offers an invaluable framework: a moral revolution grounded in dignity rather than dogma, in solidarity rather than self-interest, in justice rather than domination. His poetic voice resonates as a timeless reminder that ethical renewal does not emerge from abstract systems alone but from embodied practices of care, responsibility, and collective belonging.

Thus, the study of 'Urwa ibn al-Ward is not a nostalgic return to a distant past, but a **re-appropriation of indigenous ethical resources** capable of engaging contemporary debates on social justice, constitutional values, and human dignity. It demonstrates that Arab



intellectual heritage holds within it not only literary beauty but also profound moral insights that can enrich modern philosophical discourse. In recovering 'Urwa's vision, we discover a philosophy that refuses the reduction of ethics to words and insists that the true measure of human greatness lies in action.

In conclusion, 'Urwa's ethical experience challenges us to rethink the hierarchy of values that govern modern life. It reminds us that human dignity must remain the compass of all political, legal, and social systems, a value beyond negotiation and compromise. By placing dignity above law, solidarity above division, and praxis above rhetoric, 'Urwa ibn al-Ward provides both a historical example and a living resource for the construction of a more just and humane world. His thought, rooted in the deserts of pre-Islamic Arabia yet resonating across centuries, continues to urge us toward a philosophy of action, responsibility, and dignity – one that remains indispensable to the renewal of ethics in the twenty-first century.

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Communication Barriers and Their Impact on Performance Efficiency at the Directorate of Youth and Sports

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Abstract

All organisations comprise different administrative levels that operate in an integrated and interdependent manner to achieve their objectives. These levels exchange various types of information and data, and one of the key pillars adopted by organisations to ensure the accurate and effective delivery of such information and data in pursuit of their goals is communication. Communication cannot be separated from organisation, as it is essential during the planning of objectives and remains of urgent importance. Moreover, employees advance in their work to achieve set goals. It is also crucial for managers and employees, enabling every individual within the organisation to understand their role and contribute to the attainment of organisational objectives. Communication serves as the dynamic driver of institutions and is both an administrative and social process; no organisation can be conceived without internal communication. It regulates and guarantees relationships among individuals and departments, ensuring their integration and harmony in ways that advance the organisation's activities.

Keywords: Administrative communication barriers, job performance.

Les obstacles à la communication et leur impact sur l'efficacité des performances à la Direction de la jeunesse et des sports

Résumé

Toutes les organisations comprennent différents niveaux administratifs qui fonctionnent de manière intégrée et interdépendante pour atteindre leurs objectifs. Ces niveaux échangent différents types d'informations et de données, et la communication est l'un des principaux piliers adoptés par les organisations pour garantir la transmission précise et efficace de ces informations et données dans le cadre de la poursuite de leurs objectifs. La communication est indissociable de l'organisation, car elle est essentielle lors de la planification des objectifs et reste d'une importance capitale. En outre, les employés progressent dans leur travail pour atteindre les objectifs fixés. Elle est également cruciale pour les dirigeants et les employés, permettant à chaque individu au sein de l'organisation de comprendre son rôle et de contribuer à la réalisation des objectifs de l'organisation. La communication est le moteur dynamique des institutions et constitue un processus à la fois administratif et social ; aucune organisation ne peut être conçue sans communication interne. Elle régule et garantit les relations entre les individus et les services, assurant leur intégration et leur harmonie de manière à faire progresser les activités de l'organisation.

Mots-clés : *Obstacles à la communication administrative, performance professionnelle.*



Introduction

All organisations consist of various administrative levels that function in an integrated and interconnected manner to achieve their objectives, exchanging different types of information and data among these levels. There is no doubt that communication is one of the fundamental pillars adopted by organisations to ensure the accurate and proper transmission of this information and data to achieve their goals effectively. Communication cannot be separated from organisation, as it is essential during the planning of objectives and remains of pressing importance as employees progress in their work, striving to accomplish the established goals. It is also crucial for managers and employees to ensure that each individual in the organisation is aware of their role, thereby contributing to goal attainment (Musaed bin Abdullah Al-Madhi, n.d., p. 4). Communication is therefore regarded as the adhesive that binds the components of an organisation together and enhances its overall level of performance.

Communication plays a significant role in all administrative processes, including planning, monitoring, coordination, and decision-making. Unsurprisingly, many organisational problems stem from poor administrative communication practices between management and staff. Ensuring clear communication facilitates the smooth flow of information within the core of an organisation, thereby contributing to organisational performance efficiency. As performance improvement requires effective communication to provide employees with speed, accuracy, and effectiveness in accomplishing work tasks, establishing the

necessary communication systems to enhance performance efficiency is imperative. Moreover, addressing communication barriers that hinder effectiveness and negatively impact employees' performance is essential.

This necessity underscores the importance of identifying communication barriers within organisations to eliminate them and providing the administrative, human, environmental, psychological, and social resources needed to support administrative work and improve employee performance efficiency. Indeed, performance effectiveness cannot be achieved in the absence of robust communication systems, which ensure the continuity of organisational activities and their longevity (Al-Masri, 2000, p. 11).

Through our attendance during a considerable number of working hours at the Directorate of Youth and Sports, we observed deficiencies in the administrative communication process. This prompted us to focus this study on identifying the primary administrative communication barriers within this institution from the perspective of its employees. These barriers act as obstacles that prevent the communication process from being carried out correctly and as needed. Although some employees possess professional experience, shortcomings persist in effectively transmitting information and achieving the objectives sought by both staff and management.

This observation motivated us to shed light on this issue in the context of administrative communication practices at the Directorate of Youth and Sports in Tamanrasset Province to identify the key barriers that hinder the smooth functioning of communication and determine the principal methods that management may adopt to mitigate these challenges. Given the emphasis placed by sports



administration in general and by the Directorate of Youth and Sports in Tamanrasset Province in particular on improving and developing employee performance through effective communication, this study seeks to examine how communication can facilitate the delivery of necessary information and data to employees, as well as ensure the swift and flexible transmission of instructions and directives.

Accordingly, this research aims to investigate administrative, environmental, and personal communication barriers that affect employees' performance and disrupt workflow between individuals and departments. It also aims to explore, from the employees' perspective, the leading strategies that management could adopt to address these challenges. The following central research question guides this investigation:

What are the communication barriers that impact employees' job performance from the perspective of employees at the Directorate of Youth and Sports in Tamanrasset Province?

1. Theoretical Background

1.1. Key Concepts in the Study

Identifying the concepts upon which the research is based is among the most important scientific and methodological steps that any researcher must undertake. This process defines the theoretical and practical scope of the study, facilitates a deeper understanding of what the researcher aims to achieve, delineates the variables that may influence the study, and ensures their accurate specification to avoid erroneous conclusions.

1.1.1. Definition of Barriers

- *Linguistic Definition:* The term “‘awq” (barrier) in Arabic refers to prevention, hindrance, or obstruction and denotes anything that deters people from doing good deeds, as well as distractions from life events (Al-Fayruzabadi, 2003, p. 179).
- *Terminological Definition:* Barriers are defined as all factors that prevent, disrupt, or affect the exchange of information, whether by impeding its transmission or reception, distorting its meaning, or influencing its quantity (Maher Abdullah Al-Saad, 2003, p. 78).

1.1.2. Definition of Administrative Communication

- *Linguistic Definition:* Linguistically, communication refers to connecting one thing to another; the term "waṣl" denotes reaching, arriving at, or delivering something. The verb "ittaṣala" means remaining connected without interruption (Al-Fayruzabadi, 5113 AH, p. 138).
- *Terminological Definition:* Krech and Crutchfield define communication as the exchange of meanings between individuals, primarily through their use of familiar and mutually understood symbols (Muhammad Salamah Muhammad Ghabbawi & Al-Sayyid Abdel Hamid Atiyyah, 1991, p. 8).

Administrative communication has also been defined as any process undertaken by a member of an organisation to transmit a specific message intended to effect change in another party. This message may include information, instructions, or directives intended to ensure the smooth functioning of organisational activities (Muhammad Naji Al-Jawhar, 2000, p. 15).



1.1.3. Definition of job performance

- *Linguistic Definition:* The term "performance" (adā') in Arabic derives from the verb "addā" (to perform, deliver, or fulfil), meaning to discharge, convey, or complete a task. For example, "addā al-amānah" signifies the fulfilment of trust or responsibility. Moreover, "ta'diyah" indicates the settlement or execution of a right or duty (Al-Razi, Muhammad ibn Abi Bakr, 2004, p. 17).
- *Terminological Definition:* Job performance refers to the activity, skill, or effort exerted by an individual, whether physical or mental, to accomplish the duties assigned to them. This behaviour results in a measurable change in efficiency and effectiveness, through which organisational goals, as predetermined by the institution, are achieved (Hamdawi Wassila, 2004, p. 123).

One hour further defines job performance as an individual's engagement in the various activities and tasks that constitute their role. Performance can be assessed along three key dimensions: the level of effort exerted, the quality of that effort, and the pattern of performance (Ashour Ahmad Saqr, 2005, p. 25).

1.1.4. Definition of Sports Management

Sports management is defined as the process of planning, leading, and supervising members of a sports organisation through the utilisation of all available resources to achieve desired objectives (Talhah Hossam al-Din, 1997, p. 8).

Previous studies

Previous studies constitute the theoretical foundation and scholarly support upon which the researcher relies and from which they derive their investigation. To ensure academic accuracy, it is essential to review the existing scientific literature and the distilled insights of earlier studies on the subject.

Building on the general interest in sports management and the specific commitment of the Directorate of Youth and Sports in Tamanrasset Province to enhance and develop employee performance through effective communication enabling staff to access essential information and data, as well as ensuring the swift and flexible transmission of directives and instructions this study seeks to investigate administrative, environmental, and personal communication barriers that influence employee performance and hinder workflows between individuals and departments. It also aims to identify the key strategies that management may adopt to address these barriers, drawing on employees' perspectives.

The following overarching research question guides this investigation:

- **What are the communication barriers that affect employee performance from the perspective of employees at the Directorate of Youth and Sports in Tamanrasset Province?**

Subquestions:

- What are the organisational communication barriers that influence job performance from the perspective of employees at the Directorate of Youth and Sports in Tamanrasset Province?



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- What are the personal communication barriers that influence job performance from the perspective of employees at the Directorate of Youth and Sports in Tamanrasset Province?
- What are the key strategies that management at the Directorate of Youth and Sports could implement to overcome communication barriers?

1.2. Key Concepts in the Study

Identifying the concepts on which the research is based is among the most crucial scientific and methodological steps that any researcher must take, as it defines the theoretical and practical scope of the study, facilitates a clear understanding of the researcher's aims, and delineates variables that may influence the research. Such conceptual clarity also helps avoid inaccurate conclusions. The principal concepts underpinning this study are as follows:

1.2.1. Definition of Barriers:

- *Linguistic Definition:* The term “‘awq” (barrier) in Arabic refers to prevention, obstruction, or hindrance and describes anything that deters people from doing good deeds, as well as distractions caused by life events (Al-Fayruzabadi, 2003, p. 179).
- *Terminological Definition:* Barriers refer to the exchange of facts, ideas, opinions, or emotions, requiring a process that results in mutual understanding among all parties, without necessarily implying complete agreement

between them (Lotfi Rashid Muhammad, 1992, p. 11).

1. Definition of Administrative Communication:

- *Linguistic definition:* Communication linguistically denotes linking one thing to another, reaching or arriving at a point, delivering or conveying something, and maintaining an uninterrupted connection (Al-Fayruzabadi, 2003, p. 138).
- *Terminological Definition:* Krech and Crutchfield define communication as the exchange of meanings between individuals, primarily achieved through the use of familiar and mutually understood symbols (Muhammad Salamah Muhammad Ghabbawi & Al-Sayyid Abdel Hamid Atiyyah, 1991, p. 8).

1.2.2. Definition of Administrative Communication Barriers:

- Administrative communication barriers are defined as a set of factors that obstruct or influence the content of information exchanged during communication. These may include distortion of content owing to the characteristics of either the sender or receiver, or as a result of language or organisational structure (Andrew Szilagyi & Marc J. Wallace, 1412 AH, p. 621).

1.2.3. Definition of job performance:

- *Linguistic Definition:* The term “performance” (adā’) derives from the verb “addā” (to perform, deliver, or fulfil), meaning to carry out, convey, or settle a task. For example,



“addā al-amānah” signifies fulfilling trust or responsibility, and “ta’diyah” denotes completing or executing a duty (Al-Razi, Muhammad ibn Abi Bakr, 2004, p. 17).

- *Terminological Definition:* Job performance is the activity, skill, or effort exerted by an individual, whether physical or intellectual, to complete assigned tasks. This behaviour leads to measurable changes in efficiency and effectiveness, through which the organisation’s predetermined objectives are achieved (Hamdawi Wassila, 2004, p. 123).

1.3. Contextual Definition of Job Performance in this Study:

In this study, job performance refers to the activities carried out by employees of the Sports Administration at the Directorate of Youth and Sports in Tamanrasset Province to accomplish their assigned duties.

1.3.1. Definition of Management

Taylor defines management as the precise knowledge of what is required from individuals to accomplish, followed by ensuring that the task is performed in the best and most cost-effective manner (Mohamed Metwally Afifi, 2001, p. 27).

1.3.2. Definition of Sports Management

According to Sones, Kelly, Blatch, and Beetle (1990), sports management refers to the skills associated with planning, organising, directing, monitoring, budgeting,

leading, and evaluating within an institution that provides sports, physical activities, or recreational programmes (Ibrahim Abdel Aziz, 1983, p. 41).

2. Previous studies

Previous studies represent a crucial source of theoretical support upon which the researcher relies as a foundation for their investigation. To ensure scientific rigour and accuracy, it is essential to consult existing scholarly work and draw upon the distilled findings of earlier studies.

Study 1: Bouatit Jalal Eddine (2009–2010)

This study, entitled *“Organisational Communication and Its Relationship with Job Performance”*, was conducted as part of a master’s degree in Organisational Behaviour and Human Resource Management. The study aimed to examine the relationship between organisational communication and job performance among employees at Sonelgaz Annaba.

The researcher adopted the descriptive method as the most suitable approach for this investigation and used a questionnaire as the primary data collection tool. The study’s findings revealed the following:

- A moderate positive correlation between downwards communication and job performance was found among the study sample.
- A moderate positive correlation between upwards communication and job performance was found among the study sample.
- There was no significant effect of age or seniority level on job performance.



Study 2: Hassan Al-Shehri (2004–2005)

This study, entitled *“Barriers to Administrative Communication and Their Role in Job Performance”*, aimed to examine the role of administrative communication techniques in enhancing job performance and to identify the communication barriers that reduce employees’ performance levels. The researcher employed a descriptive–analytical approach and utilised a questionnaire as the primary tool for data collection. The questionnaires were distributed via a simple random sampling method, targeting 122 officers in the Riyadh region.

The main findings of the study were as follows:

- Administrative communication plays a vital role in solving problems faced by decision-makers through its positive effects, which include accuracy in task execution and the provision of essential instructions to subordinates for addressing challenges.
- By ensuring the rapid and accurate delivery of necessary information to decision-makers, communication techniques significantly contribute to improving employees’ performance.
- The primary communication barriers stem from outdated administrative communication methods and the lack of training and qualifications of employees in utilising modern communication techniques.

2.1. Study Hypotheses

Main Hypothesis:

- Numerous communication barriers affect the job performance of employees in the Sports

Administration at the Directorate of Youth and Sports in Tamanrasset Province.

Sub Hypotheses:

- The absence of a clear organisational structure is one of the primary organisational barriers affecting the job performance of employees in the Sports Administration at the Directorate of Youth and Sports in Tamanrasset Province.
- Several human communication barriers influence the job performance of employees in the Sports Administration at the Directorate of Youth and Sports in Tamanrasset Province.
- Enrolling employees in training programmes to improve their communication skills is among the most effective strategies for overcoming administrative communication barriers.

3. Research Methodology

Scientific methodologies are considered a system of clear rules and procedures employed by researchers to arrive at results that are as accurate and objective as possible and to substantiate those results. This obliges the researcher to adopt a clear methodological framework that facilitates the study and diagnosis of the problem. A methodology can thus be defined as the approach leading to the discovery of truth in the sciences, guided by a set of general principles that regulate the research process and ensure its systematic execution, ultimately enabling the researcher to reach well-founded conclusions (Rashid Rawani, 2002, p. 119).

This study is classified as a descriptive study, which typically aims to report the characteristics of a specific phenomenon or situation with a focus on precise



delineation. In this case, the research investigates a clearly defined topic: identifying administrative communication barriers within the Directorate of Youth and Sports, analysing them, and examining their impact on job performance. The descriptive method was selected as the most suitable approach for this research, as it shares several key phases with other methodologies, including identifying and defining the research problem, formulating hypotheses, selecting an appropriate sample, choosing and preparing data collection tools, establishing criteria for data classification, and presenting and analysing findings in clear, meaningful terms. The ultimate aim is to derive generalisations of significance that contribute to the advancement of knowledge (Deobold B. Van Dalen, as cited in Muhammad Nabil Noufal et al., 1984, p. 313).

3.1. Methods and Tools Used in the Research

The use of any research methodology necessitates reliance on appropriate tools and techniques that enable researchers to access the required information and accurately assess the reality of the study (‘Aliyan & Ghoneim, 2000, p. 81). Data collection tools represent a set of instruments, methods, and approaches employed to gather the necessary information and data for completing the research. In this study, the following tools were used:

3.1.1. Document Analysis Method:

This involved reviewing various references, sources, and dissertations across relevant disciplines related to the research topic and its associated elements. All materials pertinent to the study were analysed thoroughly while

maintaining academic integrity in collecting factual content. This method served as the foundation of the research and provided the theoretical background for the study, forming the basis of its chapters.

3.1.2. Questionnaire Method:

A questionnaire was employed as the primary data collection instrument for this study. After its preparation, the questionnaire was distributed to the study population. It was first subjected to a validity test and reviewed by seven (7) professors at the Institute of Physical Education and Sports at Sidi Abdallah and the University Centre of Tamanrasset. Their comments on the questionnaire items were carefully considered, and necessary adjustments were made, including the removal of unsuitable questions.

To achieve the objectives of the study and test its hypotheses, a questionnaire tailored to the topic was developed following an in-depth review of the literature on communication. The questionnaire comprises four sections, as follows:

The first section focused on collecting personal data about the sample participants, as this information is essential for identifying the characteristics of the study sample.

- **Section One:** Organisational communication barriers.
- **Section Two:** Environmental communication barriers.
- **Section Four:** Key strategies to overcome administrative communication barriers.

A **five-point Likert scale** was used to measure participants' responses to the questionnaire items. This scale was chosen to enhance precision by providing participants with a broader range of options. On this scale, the number



(1) represents the lowest level, whereas (5) represents the highest level.

3.2.. Study Sample

A sample is not merely a portion of the research population as commonly understood; rather, it is a deliberate selection carried out in accordance with specific scientific rules and criteria to ensure that its results are generalisable to the entire population. The sample is defined as the segment of the study population from which field data are collected. It represents a subset of the whole population, essentially, a group of individuals who accurately reflect the larger population, allowing for meaningful research conclusions. A sample is therefore considered a model or set of cases from which probabilistic judgments can be drawn, supporting both practical procedures and theoretical inferences. The sampling units may consist of individuals, neighbourhoods, streets, cities, or other entities.

Given the relatively small size of the organisation under study and in line with the descriptive method and case study approach, this research examined the entire study population, which included all male and female employees at the Directorate of Youth and Sports, except staff members who could not be interviewed.

4. Validity and Reliability of the Research Tools

1. **First application:**
2. At this stage, the aim was to assess the clarity and comprehensibility of the questionnaire items for participants, including the appropriateness of the

language and terminology used. This phase also allowed for the identification of any potential field challenges that could arise during data collection. After confirming the questionnaire's suitability, a full-scale field application was initiated.

3. **Second application:**

4. This stage focused on testing the reliability and validity of the research questionnaire to ensure its accuracy as a measurement tool.

Questionnaire characteristics

- **Validity of the Questionnaire:**
- According to Assaf, a questionnaire is considered valid "if it measures what it was designed to measure" (Assaf, 2000). To determine the validity of the questionnaire, multiple methods were employed:
 - **Expert validity:** The questionnaire, in its initial form, was presented to a panel of seven (7) experts. On the basis of their feedback, certain statements were modified or rephrased for greater clarity and appropriateness. The researcher implemented the recommended changes, which included revising and removing some items to ensure the questionnaire's alignment with the study's objectives and its suitability for accurate measurement.
- **Reliability of the Questionnaire**
- To verify the reliability of the research instrument, Cronbach's alpha coefficient was used to test internal consistency. The results are summarised in Table 1.



Table 1

Reliability Coefficients of the Study

Axis	Number of Cases	Reliability Coefficient
Axis 1	37	0.86
Axis 2	37	0.75
Axis 3	37	0.93

The Cronbach's alpha test results indicate that the reliability coefficient for Axis 1, *Organisational Administrative Communication Barriers*, is 0.86, whereas Axis 2, *Human Administrative Communication Barriers*, is 0.75. The reliability of Axis 3, the final axis, is 0.93. These coefficients demonstrate that all axes have acceptable reliability levels, confirming that the questionnaire meets the study's objectives and that its results are stable and dependable.

5. Statistical processing

No researcher can dispense with statistical methods and techniques, regardless of the type of study being conducted, whether social or economic, as statistics provide precise descriptions and guide researchers toward accurate approaches and sound results (Mohamed El-Sayed, 1970, p. 74). In this study, statistical processing of the collected data was performed via SPSS software. The study variables were coded clearly and systematically to avoid any ambiguity in the interpretation of assigned codes. Each variable and its corresponding code were documented in a list, and the participants' data, along with the questionnaire data, were entered into the software after proper numbering to ensure data verification when necessary.

To determine the range of the five-point Likert scale used in the study, the following steps were applied:

1. The range was calculated as $5 - 1 = 4$.
2. The range was divided by the number of scale points ($4 \div 5 = 0.84 \div 5 = 0.8$) to determine the exact cell width.
3. This value (0.8) was added incrementally to the minimum value of the scale to set thresholds for each category.

Based on this calculation, the Likert scale intervals were defined as follows:

- **1.00 to 1.80:** Strongly disagree – indicating strong disagreement with the statement, varying by the axis being measured.
- **1.81 to 2.60:** Disagree – indicates disagreement with the statement, varying by the axis being measured.
- **2.61 to 3.40:** Neutral – indicating a moderate response or partial agreement, varying by the axis being measured.
- **3.41 to 4.20:** Agree – indicating agreement with the statement, varying by the axis being measured.
- **4.21 to 5.00:** Strongly agree – indicating strong agreement with the statement, varying by the axis being measured.

Afterwards, the following calculations were performed:

a. **Pearson's** correlation coefficient: This coefficient is calculated between each item's score and the total score of its corresponding axis to determine the construct validity and internal consistency of the study instrument.

b. **Cronbach's** alpha coefficient: This coefficient is used to determine the reliability of the research instrument.

Statistical methods applied in the study

The researcher utilised the following statistical techniques:



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- **Frequencies and percentages:** Employed to describe the characteristics of the study population and to determine participants' responses to the axes covered by the study instrument.
- **Arithmetic Mean and Standard Deviation:** Calculated to assess the participants' responses regarding the different axes of the study.

6. Presentation, Analysis, and Discussion of Results Related to the First Hypothesis

The **first hypothesis** states:

"The absence of a clear organisational structure is one of the main organisational barriers that affect the job performance of employees in the Sports Administration at the Directorate of Youth and Sports in Tamanrasset Province."

Table 2

Descriptive Statistics of Organisational Communication Barriers Affecting Job Performance

No	Statements	Responses					Mean	SD	Rank
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree			
1	Delay in receiving orders and instructions from top management	F	16	16	3	2	3,24	1,422	18
		%	43.2	43.2	8.1	5.4			
2	Lack of clarity in the organisational structure	F	12	18	2	5	4,00	0,972	2
		%	32.4	48.6	5.4	13.5			

	regarding lines of supervision									
3	Incompatibility between specialisation and the nature of the work		15	7	10	4	1	3,84	1,167	3
			40.5	18.9	8.1	10.8	2.7			
4	High centralisation in decision- making and work		15	9	3	9	1	3,76	1,300	4
			40.5	24.3	8.1	24.3	2.7			
5	Excessive communication (frequent meetings, large flow of information)		6	4	7	15	5	2,76	1,300	5
			16.2	10.8	18.9	40.5	13.5			
6	Multiple tasks assigned to one position ("work overload")		5	5	5	11	11	2,51	1,407	6
			13.5	13.5	13.5	29.7	29.7			
Overall Mean = 3.51										

The table above clearly shows that participants somewhat agree on the presence of organisational communication barriers within the Sports Administration at the Directorate of Youth and Sports in Tamanrasset Province, with an overall mean score of approximately 3.51 out of 5. This average falls within the third category of the five-point Likert scale (2.61–3.40), which corresponds to the “Somewhat Agree” option in the research instrument



(questionnaire). The findings related to each barrier are as follows:

1. **Delays** in Receiving Orders and Instructions from Top Management
2. This barrier ranked first in importance, with a mean score of approximately 4.26; 43.2% strongly agreed, and 43.2% agreed with its presence. This delay may be attributed to organisational factors, such as the large number of administrative levels, or to department heads' negligence in relaying information promptly due to personal motives. In contrast, 5.4% disagreed with this statement.
3. Lack of Clarity in the Organisational Structure Regarding Lines of Supervision
4. This barrier ranked second, with a mean score of 4.00; 48.6% agreed, and 32.4% strongly agreed with its existence, whereas 13.5% disagreed.
5. Mismatch **between** Employees' **Specialisations** and the Nature of Their Work
6. Ranking third, this barrier obtained a mean score of approximately 3.84. Among the respondents, 40.5% strongly agreed and 18.9% agreed, whereas 10.8% disagreed with this statement.
7. High Centralisation of Work and Decision-Making
8. This factor was ranked fifth, with a mean score of 3.76. A total of 40.5% strongly agreed, 24.3% agreed, and 8.1% somewhat agreed, whereas 24.3% disagreed and 2.7% strongly disagreed with this barrier.
9. Multiple Tasks Assigned to a Single Position (Work Overload)

10. This barrier ranked thirty-first in importance, with a mean score of approximately 2.51. The responses were divided, with 13.5% each strongly agreeing, agreeing, or somewhat agreeing, while 29.7% disagreed and 29.7% strongly disagreed with this statement.
11. Excessive Administrative Communication
12. Excessive communication (e.g., frequent meetings or overwhelming information flow) ranked twenty-eighth, with a mean score of 2.76. A total of 16.2% strongly **agreed**, 10.8% **agreed**, and 18.9% somewhat agreed, whereas 40.5% disagreed and 13.5% strongly disagreed with its classification as a barrier.

Based on the results obtained, which reflect the perspectives of employees at the Directorate of Youth and Sports in Tamanrasset Province regarding personal administrative communication barriers, several communication barriers are perceived as moderately significant (falling within the third category of the Likert scale: 2.61–3.40) and are believed to affect their job performance. These barriers are as follows:

1. **Delays in Receiving Orders and Instructions from Top Management:**
2. According to the findings, this is considered the most critical organisational barrier at the Directorate of Youth and Sports. Such delays prevent employees from receiving essential work-related information on time, which negatively impacts their ability to complete assigned tasks promptly, often resulting in delays in fulfilling duties. These results are consistent with the findings of Ali Hassan Al-Shehri in his study



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“Administrative Communication and Its Role in Job Performance.”

3. **Lack of Clarity in the Organisational Structure Regarding Lines of Supervision:**
4. The absence of a clearly defined organisational structure outlining supervisory lines leads to overlapping responsibilities and confusion regarding roles. Employees may be uncertain about whom to approach for information, orders, instructions, or guidance, which undermines effective communication. Therefore, establishing a clear organisational structure is essential, and neglecting this step constitutes a significant administrative communication barrier.
5. **Mismatch between Employees’ Specialisations and the Nature of Their Work:**
6. Employees' roles often differ from those of their academic or professional specialisations, resulting in poor alignment between staff competencies and job requirements. This mismatch means placing the wrong person in the wrong position, which frequently leads to decreased performance efficiency. This barrier impacts communication from two perspectives: first, confusion and inefficiency, as employees are unable to carry out their duties effectively without prior training; second, demotivation, particularly when an employee’s role or position does not match their qualifications or expectations.
7. **High Centralisation of Work:**

8. Excessive centralisation in administrative operations and the lack of delegation of authority constitute key barriers to administrative communication that negatively impact job performance. This is due to the insufficient training of subordinates in handling various tasks through active participation, whether in decision-making or implementation. These findings are consistent with those of Omar Hassan Al-Shehri's study.

Accordingly, on the basis of the results obtained, which indicate that employees of the Directorate of Youth and Sports perceive numerous administrative communication barriers, including the absence of a clear organisational structure, the first hypothesis is accepted.

6. Presentation, Analysis, and Discussion of Results Related to the Second Hypothesis

The second hypothesis states:

"There are numerous human communication barriers that affect the job performance of employees in the Sports Administration at the Directorate of Youth and Sports in Tamanrasset Province."



Responses to Human Communication Barrier Items

N o.	Statement	Responses					Mean	SD	Rank
		Strong ly Agree	Agree	Neutral	Disagr ee	Strong ly Disagr ee			
1	Differences in employees' understanding and interpretation of orders and instructions	13 35.1	18 48.6	4 10.8	1 2.7	1 2.7	4,11	, 0906	
2	Difficulty speaking fluently when discussing work-related matters	13 35.1	17 45.9	4 10.8	3 8.10	00 00	3,95	0,998	2
3	Weak written communication skills in reporting information	12 32.4	14 37.8	5 13.5	3 8.1	3 8.1	3,78	1,228	3
4	Lack of trust between supervisors and subordinates	3 8.1	8 21.6	2 5.4	10 27.0	14 37.8	2,35	1,399	20

es									
5	Reluctan	2	6	2	20	7	2,35	1,136	19
	ce to	5.4	16.2	5.4	54.1	18.9			
	communi								
	cate with								
	others								
Overall Mean = 3.21									

Table 3 shows that the overall mean score for the axis of *personal communication barriers* is approximately 3.17 out of 5, which indicates that, to some extent, administrative communication barriers affect job performance at the Directorate of Youth and Sports, according to employees’ perspectives.

The table also reveals several notable personal communication barriers, summarised as follows:

1. **Differences in Employees’ Understanding and Interpretation of Orders and Instructions:**
2. This barrier ranked first, with a mean score of 4.11. Among the respondents, 35.1% strongly agreed and 48.6% agreed with its existence, whereas 2.7% disagreed or strongly disagreed, and 10.8% were neutral.
3. **Difficulty Speaking Fluently When Discussing Work-Related Issues:**
4. This barrier ranked third, with a mean score of 3.95. The responses revealed that 35.1% strongly agreed and 45.9% agreed, whereas 10.8% were neutral. Moreover, 8.1% strongly disagreed that this item was a barrier.
3. **Weak Written Communication Skills in Reporting Information:**



4. This barrier ranked fourth, with a mean score of 3.78. Among the respondents, 32.4% strongly agreed, 37.8% agreed, and 13.5% were neutral. In contrast, 8.1% strongly disagreed, and 3.8% disagreed with this statement.
5. **Negative Attitudes Towards Colleagues:**
6. This barrier ranked fifth, with a mean score of 3.70. Approximately 24.3% strongly agreed, 35.1% agreed, and 29.7% were neutral. On the other hand, 8.1% strongly disagreed, and 2.7% disagreed that this factor was a barrier.
7. **Reluctance to Communicate with Others:**
8. This barrier ranked nineteenth in order of importance, with a mean score of 2.35. Among the participants, 16.2% strongly agreed, 5.4% agreed, and 5.4% were neutral, whereas 54.1% strongly disagreed and 18.9% disagreed with this statement.
9. **Lack of Trust between Supervisors and Subordinates:**
10. This barrier also ranked nineteenth, with a mean score of 2.35. A total of 8.1% strongly agreed, 21.6% agreed, and 5.4% were neutral. Conversely, 27.1% strongly disagreed, and 37.8% disagreed that this factor was a significant barrier.

These results, which reflect employees' perspectives at the Directorate of Youth and Sports in Tamanrasset Province, clearly reveal that moderately significant administrative communication barriers (mean scores ranging from 2.61 to 3.40 on the Likert scale) are perceived as affecting job performance. These barriers include the following:

- Differences in employees' understanding and interpretation of instructions.
- Difficulty speaking fluently during work discussions.
- Weaknesses in written communication skills.
- Negative attitudes toward colleagues.

The findings highlight that while trust issues and reluctance to communicate scored lower in terms of perceived importance, challenges in interpreting messages, expressing ideas clearly, and maintaining positive interpersonal relationships are seen as notable communication barriers influencing job performance.

1. **Differences in Employees' Understanding and Interpretation of Orders and Instructions:**
2. Variations in employees' behaviour, work experience, and the positions they occupy constitute a key factor that hinders the achievement of organisational goals. The sender of a message often formulates it in a manner that aligns with their educational level and professional expertise. Similarly, the recipient interprets the message on the basis of their own academic background and professional experience. This mismatch in encoding and decoding messages often results in misinterpretation, ultimately obstructing effective communication between the sender and receiver.
3. **Weak Expressive Ability and Word Choice:**
4. The sender's ability to choose appropriate words when communicating is crucial. Poor word choice or inadequate expression often leads to distortion of meaning and misunderstanding, making this a significant communication barrier.



5. Difficulty Speaking Fluently When Discussing Work-Related Issues:

6. The inability of an employee to speak confidently, openly, and clearly during discussions of work matters is considered a significant administrative communication barrier related to the message sender. This limitation prevents employees from effectively expressing strengths and weaknesses in their field of work, resulting in incomplete or unclear information being shared with others. Even if the sender possesses relevant knowledge, a lack of fluency may withhold critical information, making this one of the most important personal communication barriers.

7. Negative Attitudes Towards Colleagues:

8. Negative perceptions of colleagues in the workplace often lead to mistrust, whether during discussions about specific tasks or in assigning responsibilities. Feelings of arrogance or disdain between parties obstruct communication, reduce collaboration, and foster poor workplace relationships. Such attitudes disrupt the natural flow of communication, confirming findings from Ali Hassan Al-Shehri's study *"Administrative Communication and Its Role in Job Performance."*

In conclusion, these results clearly indicate that employees of the Directorate of Youth and Sports perceive numerous human (personal) communication barriers that significantly affect their job performance. Therefore, the second hypothesis is accepted.

7. Presentation, Analysis, and Discussion of Results Related to the Third Hypothesis

The **third hypothesis** states:

“Enrolling employees in training programmes to increase their ability to address communication challenges is among the most important strategies for overcoming administrative communication barriers.”

Table 4

Responses to Items on Strategies to Overcome Administrative Communication Barriers

No.	Statement	Responses					Mean	SD	Rank
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree			
1	Enrolling employees in training programmes	20	10	4	2	1	4,51	0,6510	1
		54.1	27.0	10.8	5.4	2.7			
2	Messages should include simple, clear, and expressive wording to convey content effectively.	18	17	2	00	00	4,43	0,6030	2
		48.6	45.9	5.4	00	00			
3	Tailoring messages to the receiver's perspective, not solely the sender's	19	12	6	00	00	4,35	0,7530	3
		51.4	32.4	16.2	00	00			
4	Sending information in smaller	21	10	4	1	1	4,32	0,9730	4
		56.8	27.0	10.8	2.7	2.7			



units to
facilitate
understandin
g

5	Training leaders and staff in new techniques and respect for teamwork values	16 43.2	10 27.0	3 8.1	4 10.8	4 10.8	3,81	1,391	5
6	Including motivational elements in messages to encourage subordinates	15 40.5	11 29.7	1 2.7	6 16.2	4 10.8	3,73	1,427	6
Overall Mean = 4.19									

The overall mean score for strategies to overcome administrative communication barriers was 4.19 out of 5, indicating that employees at the Directorate of Youth and Sports in Tamanrasset Province strongly agree on the importance of these strategies. The results can be summarised as follows:

1. Enrolling Employees in Training Programmes:
2. This strategy ranked first in importance, with a mean score of 4.51. Among the respondents, 54.1% strongly agreed, 27.0% agreed with its significance, and 10.8% were neutral. Opposition was minimal, with 5.4% strongly disagreeing and 2.7% disagreeing.
3. Using Clear and Expressive Wording in Messages:

4. This strategy also ranked highly, with a mean score of 4.43. A total of 48.6% strongly agreed, 45.9% agreed on its importance, and 5.4% were neutral. Notably, no respondents disagreed, emphasising a unanimous perception of its value.
5. Tailoring Information **from** the Receiver's Perspective
6. With a mean score of 4.03, this strategy was strongly supported by 40.5% who strongly agreed and 29.7% who agreed, whereas 24.3% were neutral. Only 2.7% strongly disagreed, and 2.7% disagreed, indicating a strong overall consensus on its necessity.
7. Breaking Information into Smaller Units for Clarity:
8. This measure received a mean score of 4.32, with 56.8% strongly agreeing and 27.0% agreeing. A further 10.8% were neutral, and only 2.7% strongly disagreed or disagreed, reflecting overwhelming approval.
9. Training Leaders and Staff in New Methods and Teamwork Values:
10. Ranking lower in importance (mean = 3.81), this strategy was supported by 43.2% strongly agreeing and 27.0% agreeing, whereas 8.1% were neutral. Opposition was slightly higher, with 10.8% strongly disagreeing and 10.8% disagreeing.
11. **Motion** Elements in Messages
12. This strategy also ranked lower (mean = 3.73) and was supported by 40.5% strongly agreeing and 29.7% agreeing, with 2.7% neutral. Moreover, 16.2% strongly disagreed, and 10.8% disagreed, indicating slightly more division in opinion.

Based on the results obtained, which reflect the perspectives of employees at the Directorate of Youth and



Sports in Tamanrasset Province regarding strategies for overcoming administrative communication barriers, it is evident that there are moderately significant measures perceived as having a substantial impact on improving job performance. These measures fall within the fourth category of the Likert scale (2.61–3.40), with an overall mean score of 3.84. The most significant strategies are as follows:

1. **Enrolling Employees in Training Programmes:**
2. According to employees, this is among the most important strategies adopted by management to overcome administrative communication barriers. Training enables employees to improve their skills and align their capabilities with job requirements. This finding partially aligns with that of Al-Rubaian's (2002) study, which also emphasised the role of professional development in improving communication effectiveness.
3. **Using Simple and Expressive Wording in Messages:**
4. Formulating messages in clear and straightforward language facilitates the recipient's understanding of their content and purpose, thereby ensuring that communication achieves its intended objective.
5. **Tailoring Information from the Receiver's Perspective**
6. Sending messages in a style that aligns with the recipient's level of knowledge and experience enhances comprehension and effectiveness. In verbal communication, this requires the sender to use terminology or expressions familiar to the recipient, thus preventing distortion or incomplete delivery of the message.

7. **Breaking Information into Smaller Manageable Units**

8. Communicating work-related data within smaller, department-specific units helps ensure that messages are transmitted accurately, free from distortion, and effectively achieve their intended purpose. This strategy contributes to the overall success of the communication process.

In conclusion, the findings clearly demonstrate that enrolling employees in targeted training **programs** is perceived as one of the most effective strategies for addressing administrative communication barriers. Therefore, the third hypothesis is accepted.

Conclusion

The topic of communication processes within organisations is complex and multifaceted. This modest study does not claim to cover every aspect of the issue but instead aims to provide a focused examination of this critical area. On the basis of the results obtained, this research sought to explore key factors closely related to communication and its impact on organisational effectiveness, particularly within sports administration in Tamanrasset Province, an area that remains underexplored in the academic literature.

The findings reveal that there are numerous administrative communication barriers at the Directorate of Youth and Sports, as perceived by its employees. This underscores the necessity for the administration to implement appropriate measures to address these obstacles



to establish effective communication systems. This goal is essential for ensuring that objectives are met and that plans are executed efficiently, without distortion or misinterpretation of information and data exchanged among staff members.

Among the recommendations that we hope will be considered by the Directorate of Youth and Sports are the following:

Recommendations

Based on the findings of this study, the following recommendations are proposed for the Directorate of Youth and Sports in Tamanrasset Province to enhance administrative communication and improve overall job performance:

- Clarify organisational regulations and ensure that all employees are regularly informed of any changes or updates affecting their work.
- Foster an environment of mutual trust between leaders and subordinates, as well as among employees, by organising regular meetings and discussions to exchange viewpoints, thereby promoting stronger interpersonal relationships.
- By involving them in decision-making processes, subordinates can play a key role in increasing morale and engagement.
- Regular training programmes should be implemented for employees to develop and refine their communication skills.

- Promote the role and importance of administrative communication within the Directorate, emphasising its positive impact on efficiency and goal attainment.
- An effective communication system that ensures smooth information flow is established and maintained, enabling staff to access essential data easily. This enhances coordination, cooperation, decision-making, problem-solving, and knowledge-sharing between employees and managers, ultimately improving job performance.
- The social relationships among employees should be strengthened, leveraging their positive effects on administrative communication and overall productivity.
- Excessive administrative communication at the expense of task execution can be avoided by allocating specific timeframes for communication activities.
- Encouraging greater employee participation in administrative decision-making fosters better coordination, consultation, and integration across different management levels. This should be achieved by promoting dialogue and constructive debate.
- Adopting and valuing employees' constructive ideas and proposals can enhance working relationships between managers and staff.
- Conduct further studies and research on communication barriers to address challenges that hinder effective administrative communication, both within sports administration broadly and at the Directorate of Youth and Sports in Tamanrasset specifically.



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Le rôle de l'environnement universitaire dans le développement de l'intention entrepreneuriale chez les étudiants : Cas de l'Ecole Supérieure d'Economie (ESE) d'Oran

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Résumé :

Cette étude vise à identifier la contribution de l'environnement universitaire dans le développement de l'intention entrepreneuriale chez les étudiants algériens, en mettant l'accent sur le rôle de la formation académique et l'accompagnement des étudiants par l'Incubateur dans la stimulation de l'intention entrepreneuriale.

L'étude a été menée à travers un questionnaire auprès d'un échantillon de 100 étudiants au sein de l'Ecole supérieure d'économie d'Oran ESEO. La collecte de données et l'analyse des résultats ont été réalisées via le logiciel SPSS V27. Le test de fiabilité du modèle et la vérification de l'hypothèse de recherche ont été réalisés par le logiciel Smart PLS V 4.

On a conclu qu'il existe une influence positive de l'environnement universitaire sur l'intention entrepreneuriale chez les étudiants de l'ESEO.

Mots clés : *développement, environnement universitaire, étudiant, Incubateur, , intention entrepreneuriale.*

The role of the university environment in the development of entrepreneurial intention among students:

The case of Oran's Ecole Supérieure d'Economie (ESE)

Abstract:

This study aims to identify the contribution of the university environment in the development of entrepreneurial intention among Algerian students, focusing on the role of academic training and student support by the Incubator in stimulating entrepreneurial intention.

The study was carried out using a questionnaire with a sample of 100 students at the Ecole supérieure d'économie d'Oran ESEO. Data collection and results analysis were carried out using SPSS V27 software. Model reliability testing and verification of the research hypothesis were carried out using Smart PLS V 4 software.

It was concluded that there is a positive influence of the university environment on entrepreneurial intention among ESEO students.

Key words: *development, university environment, student, Incubator, entrepreneurial intention.*



Introduction

Aujourd'hui, de nombreux étudiants algériens sont attirés par l'idée de créer leur propre entreprise plutôt que de chercher un emploi traditionnel. Parallèlement, le domaine de l'entrepreneuriat est devenu multidisciplinaire, étudié et analysé par des économistes, des sociologues, des historiens, des psychologues, ainsi que des experts en sciences du comportement et en gestion. (Filion L. , 1997).

En raison de son importance, le développement de la culture entrepreneuriale chez les jeunes étudiants est devenu l'un des principaux objectifs de l'université. De nombreuses recherches ont émergé sur ce sujet. Cette tendance s'est accompagnée d'une intensification des efforts gouvernementaux pour la création d'entreprises. Les autorités nationales et régionales mettent en place des politiques et des stratégies visant à stimuler l'initiative privée et l'entrepreneuriat.

Cependant, un déficit en culture entrepreneuriale est notable. L'université demeure l'un des acteurs clés dans la promotion de cette culture auprès des jeunes étudiants. Étant donné que le marché du travail formel est saturé, la plupart des étudiants peinent à trouver des opportunités d'emploi. Il est donc crucial d'encourager l'entrepreneuriat pour mobiliser leur enthousiasme, leur énergie et leurs ambitions, afin de contribuer au développement économique. (Homida & Kacem, 2017)

L'intention entrepreneuriale des étudiants représente un enjeu stratégique pour l'université, mais également pour les autres parties prenantes (pouvoirs publics, entreprises, etc.). Des politiques d'accompagnement et d'appui à la création

d'entreprises sont mise en place pour encourager les étudiants de l'enseignement supérieur. L'étudiant algérien à son tour évalue son intérêt à poursuivre une carrière entrepreneuriale influencé par différents facteurs qui affectent son intention entrepreneuriale.

Dans cette perspective, cette étude vise à identifier la contribution de l'environnement universitaire dans le développement de l'intention entrepreneuriale, en mettant l'accent sur le rôle de la formation académique et l'accompagnement des étudiants par l'Incubateur dans la stimulation de l'intention entrepreneuriale.

Notre problématique de recherche s'articule autour de la question centrale suivante :

Est-ce que l'environnement universitaire contribue positivement au développement de l'intention entrepreneuriale chez les étudiants de l'ESEO ?

Pour y répondre à notre problématique, nous avons choisi de nous faire guider par l'hypothèse suivante :

- **H₀** : Il n'existe aucune relation significative entre l'environnement universitaire et l'intention entrepreneuriale chez les étudiants de l'ESEO.
- **H₁** : Il existe une relation significative entre l'environnement universitaire et l'intention entrepreneuriale chez les étudiants de l'ESEO.

Les variables clés de la recherche : Ce modèle de base montre que *l'intention entrepreneuriale* est une variable endogène, qui est équivalente à une variable dépendante latente qui ne peut pas être mesurée de façon directe. En revanche, *l'environnement académique* est une variable exogène représentant la variable indépendante latente.

La méthodologie de recherche : Dans le cadre de notre enquête empirique, nous avons élaboré un questionnaire



destiné aux étudiants de cycle secondaire « Master » de l'ESEO. Ce questionnaire visait à explorer leurs intentions en matière d'entrepreneuriat. Après avoir obtenu l'approbation éthique nécessaire, nous avons distribué le questionnaire à un échantillon de 100 étudiants de différentes spécialités, durant la période de mois de Mai et mois d'Avril 2024. Les données collectées ont ensuite été analysées à l'aide de outils statistiques comme le SPSS V 25 et le Smart PLSV 4, afin de tester l'hypothèse de recherche et de tirer des conclusions pertinentes.

L'état de l'art : Dans un premier temps, nous passerons en revue les principaux travaux qui ont dominé le champ de l'intention entrepreneuriale. Ces fondements théoriques sont essentiels pour comprendre l'évolution des idées et des hypothèses qui ont guidé les recherches jusqu'à ce jour.

L'objectif de l'étude de (Tounes, 2006) « L'intention entrepreneuriale des étudiants » est d'Analyser le développement de l'intention entrepreneuriale chez les étudiants en formation et comprendre l'influence des variables psychologiques, socioculturelles et économiques sur cette intention. L'étude a conclu que La formation en entrepreneuriat impacte positivement l'intention entrepreneuriale des étudiants, tout comme le soutien social perçu et les opportunités économiques.

Les chercheurs (Belattaf & Nasroun, 2013) , dans leur thèse de doctorat « Entrepreneuriat et création d'entreprises.Facteurs déterminant l'esprit d'entreprise » .Ils ont abordé le facteur « niveau d'instruction des entrepreneurs » comme un déterminant principal. Une enquête est menée auprès 58 entrepreneurs, les résultats obtenus sont comme suit. Les études et formations suivies

ont également une influence sur le choix du secteur d'activité. Outre le savoir, les études apportent prestige, savoir-faire et accès à un nombre de réseaux informels.

L'étude de (Amari & Boudabbous, 2014) « L'impact des facteurs économiques sur l'intention entrepreneuriale » a pour objectif d'identifier l'influence des facteurs économiques sur l'intention entrepreneuriale des étudiants universitaires. Le résultat de cette étude confirme l'importance des facteurs économiques dans l'intention entrepreneuriale des étudiants universitaires.

L'objectif de (Laibyassaibi & Abadli, 2018) « L'intention entrepreneuriale chez les étudiants et la formation universitaire » est d'analyser les facteurs influençant l'intention entrepreneuriale des étudiants universitaires, en mettant l'accent sur la formation académique et l'accompagnement entrepreneurial. L'étude a conclu que les formations universitaires en entrepreneuriat, en collaboration avec la maison de l'entrepreneuriat, contribuent à la réussite des objectifs socio-économiques.

1. Cadre conceptuel de l'intention entrepreneuriale

Aujourd'hui, le domaine de l'entrepreneuriat est devenu multidisciplinaire, étudié et analysé par des économistes, des sociologues, des historiens, des psychologues, ainsi que des experts en sciences du comportement et en gestion. (Filion, 1997)

L'Entrepreneuriat se montre vital pour le dynamisme de l'économie, il permet de créer de la valeur ajoutée, et développer le potentiel créatif. Il est considéré comme un vecteur d'innovation mais également comme un puissant créateur d'emplois. En outre, même si pour certains chercheurs la nature et la structure de l'entrepreneuriat



change d'un pays à un autre, il n'en demeure pas moins qu'il existe une forte corrélation entre l'entrepreneuriat et la croissance économique des nations.

1.1. L'entrepreneuriat

Le concept d'entrepreneuriat existe depuis de nombreuses années, mais l'atteinte d'une définition consensuelle reste particulièrement complexe en raison de sa multi dimensionnalité. Différents auteurs ont abordé l'entrepreneuriat sous des perspectives variées, mettant en lumière ses multiples facettes. Il apparaît donc pertinent de présenter certaines définitions clés afin de mieux saisir la nature et la portée de ce concept.

Dans la vision économiste notamment celle de (Vesper, 1984), « L'entrepreneuriat est le processus dynamique qui consiste à créer de la richesse supplémentaire ». Selon Vesper, l'entrepreneuriat est un processus dynamique visant la création de richesse, soulignant la dimension économique et le rôle stratégique de l'entrepreneur dans le développement et la croissance.

D'après (Fillon & Fayolle, 2006, p. 87) ,

« L'entrepreneuriat c'est le processus par lequel des personnes prennent conscience que le fait de posséder leur propre entreprise constitue une option ou une solution viable, ces personnes pensent à des entreprises qu'elles pourraient créer, prennent connaissance de la marche à suivre pour devenir un entrepreneur et se lancent dans la création et le démarrage d'une entreprise. ».

Cette définition met en lumière le lien entre **cognition**, **intention et action**, confirmant que l'entrepreneuriat est un processus dynamique où la réflexion et la préparation

précèdent la mise en œuvre. Elle rejoint les travaux sur les intentions entrepreneuriales (Shapero, 1975) (Davidsson, 1995) qui considèrent l'intention comme une étape clé avant l'action entrepreneuriale.

Pour (Knight, 1921), l'entrepreneuriat consiste à prendre des risques, d'où l'entrepreneur est une personne qui est prête à mettre en jeu sa carrière et sa sécurité financière pour mettre en œuvre une idée, à mettre son temps et son capital dans une entreprise risquée. . Et plus tard, (Drucker, 1985) révisé sa position sur le fait que « l'entrepreneuriat consiste à prendre de risque » en parlant plutôt de l'entrepreneuriat intelligent qui consiste à ne pas prendre de risques.

Quant à (Lepers & Vaesken, 2020), l'entrepreneuriat consiste à comprendre comment, par qui et avec quelles conséquences les opportunités de créer des biens et des services sont concrétisées, exploitées et mises sur le marché.

L'intention entrepreneuriale est un élément central dans le domaine de l'entrepreneuriat qui offre une vision captivante des raisons qui poussent les individus à initier et gérer des entreprises. Elle examine les facteurs psychologiques, sociaux et culturels derrière la décision de se lancer dans des activités entrepreneuriales.

1.2. L'intention entrepreneuriale :

Dans le contexte de l'entrepreneuriat, l'intention entrepreneuriale a été définie de manière variée et enrichissante par divers auteurs.

(Shapero, 1975) a été l'un des premiers chercheurs à explorer le concept d'intention entrepreneuriale. Selon lui, l'intention entrepreneuriale correspond à la volonté psychologique de l'individu de s'engager dans un comportement entrepreneurial spécifique.



(Davidsson, 1995) propose que l'intention entrepreneuriale implique une évaluation subjective des opportunités d'affaires, combinée à une évaluation de la capacité personnelle à poursuivre ces opportunités.

Pour (Fayolle, 2002), l'intention entrepreneuriale fait référence à une propension à entreprendre. Elle signifie un dessein délibéré, une volonté d'accomplir un acte ou de développer un comportement entrepreneurial. (NACHI & BOUDERSA, 2020)

En somme, à travers les diverses définitions des auteurs. L'intention entrepreneuriale renvoie à la volonté et à la disposition d'un individu à s'engager dans des initiatives entrepreneuriales, englobant ainsi la prise de décision et l'action en vue de créer, développer et gérer une entreprise, elle constitue un élément psychologique crucial, incitant l'individu à envisager et à poursuivre des opportunités entrepreneuriales.

I.3. La place de l'intention dans le processus entrepreneurial :

« L'intention entrepreneuriale est une phase majeure du processus de création d'entreprise subdivisée en quatre stades : la propension, l'intention, la décision et l'acte ». (Tounes, 2006, p. 58) .

- **Propension entrepreneuriale :** La première étape du processus se caractérise par une sensibilité à l'entrepreneuriat. Elle résulte d'une combinaison de traits de personnalité, de caractéristiques psychologiques, de réseaux sociaux personnels et professionnels, ainsi que d'expériences antérieures,

qui préparent l'individu à envisager une carrière entrepreneuriale.

- **Intention** : La deuxième phase se distingue par l'émergence d'une idée ou d'un projet d'affaires, plus ou moins formalisé, et par l'engagement personnel dans le processus de création. C'est à ce stade que l'aspiration entrepreneuriale commence à se concrétiser dans l'esprit de l'individu.
- **Décision** : La troisième étape correspond à la finalisation du projet entrepreneurial dans ses détails et à la mobilisation complète des ressources nécessaires (humaines, financières et logistiques) pour sa réalisation.
- **Acte entrepreneurial** : La dernière phase représente le passage à l'action, soit le démarrage effectif de l'activité entrepreneuriale et la mise sur le marché des premiers produits ou services.

Après avoir examiné les différentes phases du processus entrepreneurial, telles que la propension, l'intention et la décision, il est important de se pencher sur la phase cruciale du déclenchement. Le déclenchement représente le passage de l'intention à l'action entrepreneuriale concrète, marquant ainsi le véritable début de l'activité entrepreneuriale.

I.4. les facteurs influençants l'intention entrepreneuriale chez les étudiants :

L'intention entrepreneuriale des étudiants est influencée par une combinaison de facteurs académiques, socio-économiques et culturels, reflétant l'interaction de multiples déterminants qui incitent les jeunes à se lancer dans la création d'entreprise.



1.4.1. *L'environnement universitaire :*

Le niveau de qualification influence la perception de l'entrepreneuriat : pour les étudiants peu qualifiés, créer une entreprise peut apparaître comme une alternative à un emploi salarié peu attractif, tandis que les étudiants plus qualifiés sont mieux à même de saisir les opportunités de marché, notamment dans des secteurs à haute intensité technologique et à forte valeur ajoutée. (Capron, 2009)

▪ **La formation universitaire** constitue un dispositif essentiel d'accompagnement entrepreneurial, fournissant des ressources financières, sociales et cognitives (Ammache Chikh, 2022). Ces ressources incluent des connaissances tacites, acquises par socialisation familiale, et des connaissances formelles, acquises dans le cadre scolaire ou universitaire. (Boutillier, 2012)

▪ **Le centre de développement entrepreneurial (CDE)** offre aux étudiants porteurs de projets un soutien moral, des informations pratiques et un accompagnement pour concrétiser leurs initiatives entrepreneuriales (Laibyassaibi & Abadli, 2018)

▪ **Les incubateurs universitaires** soutiennent les porteurs de projets innovants et favorisent la diffusion d'une culture entrepreneuriale, permettant aux étudiants et diplômés de transformer leurs idées en entreprises concrètes. (Hamdi, 2004)

I.4.2. Le marché de l'emploi :

La pression du chômage et l'absence d'opportunités d'emploi traditionnelles peuvent constituer un catalyseur pour l'entrepreneuriat chez les jeunes, les incitant à créer leur propre entreprise pour relever des défis personnels et sociaux et poursuivre une vision de réussite individuelle. (Germe, 2007)

I.4.3. Besoin d'autonomie et indépendance financière :

L'autonomie, c'est-à-dire la capacité de prendre ses décisions et d'agir de manière indépendante, et l'indépendance financière, permettant de subvenir à ses besoins sans dépendre d'autrui, constituent des facteurs déterminants de la motivation entrepreneuriale. (Gabarret & Vedel, 2015)

En résumé, ces facteurs (environnement universitaire, marché de l'emploi, autonomie et indépendance financière) interagissent pour façonner l'intention entrepreneuriale des étudiants. Comprendre ces déterminants est crucial pour orienter les politiques et programmes visant à soutenir et encourager l'entrepreneuriat, en créant un environnement favorable à l'innovation et à l'épanouissement de la créativité des étudiants.

2. L'étude empirique

L'étude que nous proposons de réaliser est une étude quantitative fondée sur une enquête de terrain en utilisant un questionnaire comme un instrument de collecte des données. Cela nous conduit vers les facteurs influant sur l'intention entrepreneuriale chez les étudiants algériens. Enfin pour répondre aussi bien que possible à notre question



principale et tirer des conclusions pertinentes nous avons été intéressés par un échantillon d'étudiants sélectionnés.

2.1. la démarche méthodologique :

Nous avons basé sur une étude pratique pour répondre en partie sur la problématique à l'intention entrepreneuriale chez les étudiants algériens. C'est pour cela qu'on a adopté la manière de l'étude de terrain en vue de collecter les données de la source même à l'aide d'un questionnaire élaboré par « Google Forms ». Nous avons choisi le questionnaire comme un outil principal de recueil d'informations qu'on va les analyser par la suite. La taille de l'échantillon est composée de 100 étudiants de l'ESEO.

Après avoir recueilli les données via un questionnaire, nous avons d'abord effectué une analyse descriptive à l'aide du logiciel SPSS V 25. Pour assurer la fiabilité de notre modèle, nous avons complété cette analyse en utilisant le logiciel Smart PLS V 4. Ce dernier nous a permis de traiter les données et de vérifier l'hypothèse formulée. Ensuite, nous avons réalisé une analyse descriptive des variables en employant des techniques de tri à plat. Les résultats obtenus ont été illustrés sous forme de graphiques, présentant les différents schémas accompagnés de leurs fréquences exprimées en valeurs ou en pourcentages. En parallèle, nous avons examiné les corrélations entre les variables du questionnaire, confirmant ainsi notre hypothèse de recherche.

2.2. Le test de fiabilité et de cohérence interne :

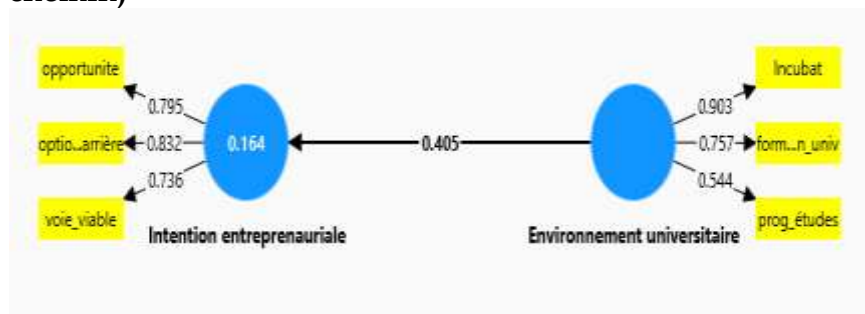
L'utilisation de la méthode PLS dans la modélisation revêt un intérêt significatif pour tester le modèle structurel de

notre recherche. La méthode PLS permet d'estimer les liens causaux entre des groupes de variables. Son programme consiste en la vérification et l'estimation, comprenant deux parties : la première est la vérification du modèle, la deuxième est la vérification du modèle structurel. Afin d'obtenir un modèle structurel pertinent, il est recommandé de suivre les étapes préconisées par Hulland (1999) : vérification de la fiabilité, du coefficient R² et du F² de Cohen.

2.2.1. La cohérence interne et la fiabilité du modèle de recherche

Après l'application de la méthode Algorithme, le modèle structurel permet de tester la significativité statistique des coefficients de chemin dans ce modèle.

Figure 01: cohérence interne du modèle (coefficients de chemin)



Source : Généré par le logiciel SmartPLS

Les résultats révèlent que les cinq variables présentent des charges significatives et positives sur le construit latent de l'intention entrepreneuriale, suggérant ainsi que toutes ces



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variables jouent un rôle important dans la prédiction de l'intention entrepreneuriale.

Tableau 01: Fiabilité des construits

	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance extracted (AVE)
Environnement universitaire	0.689	0.854	0.787	0.562
Intention entrepreneuriale	0.698	0.712	0.831	0.622

Source : Elaboré par le logiciel SmartPLS

L'environnement universitaire affiche un coefficient de composite reliability 0,831, tandis que l'intention entrepreneuriale enregistre un coefficient de de composite reliability 0,787, ce que rapproche de 0,7 seuil de fiabilité acceptable. . Ces résultats confirment une fiabilité satisfaisante, étant donné que tous les coefficients dépassent la valeur minimale recommandée de 0,7.

Le coefficient Average Variance Extracted (AVE) mesure la variance moyenne extraite par les items du questionnaire. L'intention entrepreneuriale affiche le coefficient le plus élevé, avec 0,622, suivi par l'environnement universitaire présente le coefficient 0.562. Ces résultats confirment une validité convergente satisfaisante, étant donné que tous les coefficients dépassent la valeur minimale recommandée de 0,5.

2.2.2. La validation du modèle structurel :

Pour valider le modèle structurel à l'aide de la méthode PLS, il est impératif d'analyser les coefficients de détermination R² de la variable dépendante, qui évalue l'intention entrepreneuriale, et Le F² de Cohen pour évaluer l'impact de

chaque variable dans le modèle. Cohen a catégorisé la taille de l'effet en petites ($F2 \geq 0,02$), moyennes ($F2 \geq 0,15$) ou grandes ($F2 \geq 0,35$).

Tableau 02: Coefficient R2

	R-square	R-square adjusted
Intention entrepreneuriale	0.164	0.155

Source : Elaboré par le logiciel SmartPLS

Le coefficient de détermination R2 pour la variable dépendante (qui mesure l'intention entrepreneuriale) indique que la variable indépendante « Environnement universitaire » explique 15,5% de la variation de l'intention entrepreneuriale.

Tableau 03: F2 de Cohen

	Environnement universitaire	Intention entrepreneuriale
Environnement universitaire		0.196
Intention entrepreneuriale		

Source : Elaboré par le logiciel SmartPLS

Dans cette étude, nous examinons les valeurs de F2 pour évaluer l'impact de la variable indépendante sur l'intention entrepreneuriale. L'analyse révèle que l'Environnement universitaire présente un F2 de 0,196, correspondant à un effet de moyenne taille selon la classification de Cohen.

2.3. Analyse et discussion des résultats

Dans cette section, nous examinerons le traitement et la discussion des résultats tirés du questionnaire en nous appuyant sur l'outil SPSS V 25 pour une discussion approfondie.



II.3.1. Analyse Statistiques :

Pour aborder notre problématique, nous débuterons par une analyse descriptive des aspects suivants.

Axe n°01 : Les renseignements généraux

Q1 : Quel est votre genre ?

Les résultats du tableau descriptif révèlent une forte prédominance féminine parmi les répondants, avec 74 % de femmes. Cette répartition souligne une caractéristique démographique marquante au sein de l'ESE d'Oran.

Tableau 04: Répartition de la population selon le Genre

		Fréquence	Pourcentage	Pourcentage valide	Pourcentage cumulé
Valide	Homme	26	26,0	26,0	26,0
	Femme	74	74,0	74,0	100,0
Total		100	100,0	100,0	

Source : Généré par le logiciel SPSS

Q 2. Quelle année d'études poursuivez-vous actuellement ?

L'analyse de la distribution des répondants selon leur niveau d'études montre que la majorité est inscrite en troisième année du second cycle, représentant 45 % de l'échantillon. Ils sont suivis par les étudiants de deuxième année (30 %), tandis que ceux de première année du second cycle constituent 25 % du total.

Tableau 05: Répartition de la population selon le niveau d'études

		Fréquence	Pourcentage	Pourcentage valide	Pourcentage cumulé
Valide	1ère année Master (Tronc commun)	25	25,0	25,0	25,0
	2ème année Master	30	30,0	30,0	55,0
	3ème année Master	45	45,0	45,0	100,0
	Total	100	100,0	100,0	

Source : Généré par le logiciel SPSS

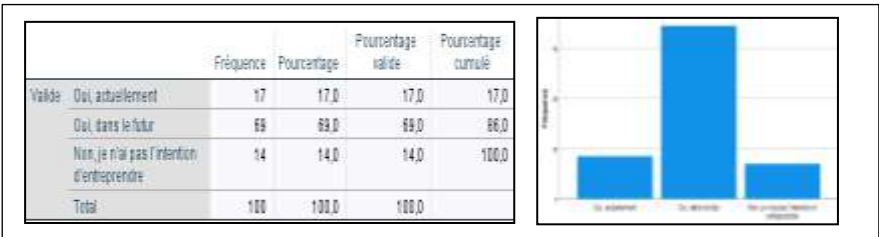
Q3. Quelle est votre spécialité d'études ?

La répartition des répondants selon leur spécialité révèle une diversité notable. En effet, 32 % sont inscrits en Économie des organisations, 24 % en Tronc commun, 17 % en Économie numérique, 11 % en Économie, finance et marchés, 9 % en Économie de l'énergie, de l'environnement et du développement durable, et enfin 7 % en Intelligence économique et stratégies concurrentielles. Cette distribution reflète la pluralité des parcours académiques au sein de l'échantillon étudié.

Axe n°02: L'intention entrepreneuriale :

Q 4. Avez-vous actuellement ou envisagez-vous dans le futur d'entreprendre, c'est-à-dire de créer votre propre entreprise ?

Figure 02 : Intention d'entreprendre chez les étudiants de l'ESEd'Oran



Source : Généré par le logiciel SPSS

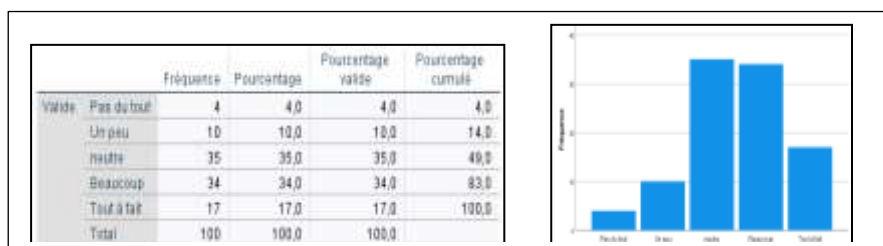


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L'enquête menée auprès de 100 étudiants révèle que 86 % manifestent une intention entrepreneuriale, dont 17 % à court terme et 69 % à long terme, traduisant un fort optimisme et une confiance en leurs capacités à créer une entreprise. En revanche, 14 % des répondants déclarent ne pas souhaiter entreprendre, privilégiant plutôt la stabilité de l'emploi salarié ou d'autres perspectives professionnelles mieux adaptées à leurs compétences et aspirations.

Q 5. Pensez-vous que devenir entrepreneur serait une voie plus viable que de chercher un emploi traditionnel en Algérie ?

Figure 03: Viabilité de l'entrepreneuriat comparée à l'emploi traditionnel en Algérie



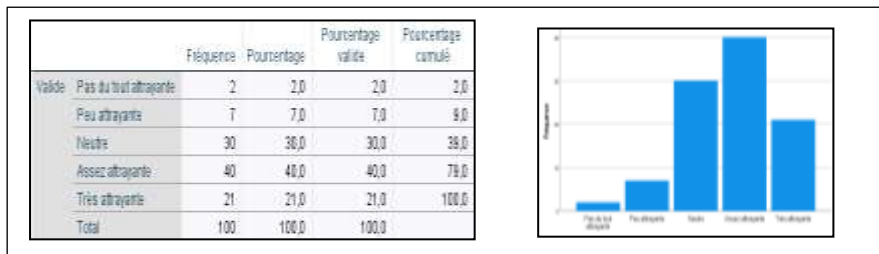
Source : Généré par le logiciel SPSS

L'analyse montre que la majorité des étudiants adoptent une position « neutre » quant à la viabilité de l'entrepreneuriat par rapport à l'emploi traditionnel, reflétant une certaine incertitude face aux avantages et aux risques des deux options. Toutefois, 51 % expriment une opinion favorable, traduisant une confiance marquée envers l'entrepreneuriat comme alternative attrayante, tandis que seuls 4 % rejettent cette voie. Ces résultats mettent en

évidence à la fois l'intérêt croissant pour l'entrepreneuriat et les obstacles perçus, soulignant l'importance de politiques et de dispositifs de soutien adaptés pour promouvoir un environnement entrepreneurial favorable en Algérie.

Q 6. Dans quelle mesure pensez-vous que l'entrepreneuriat est une option de carrière attrayante ?

Figure 04: Attrait de l'entrepreneuriat comme option de carrière



Source : Généré par le logiciel SPSS

Les résultats montrent une diversité de perceptions de l'entrepreneuriat : 61 % des répondants le jugent au moins « assez attrayant », tandis que 16 % le perçoivent comme peu ou pas du tout attrayant. Ces différences reflètent des motivations variées, allant de l'indépendance et de la réalisation d'idées personnelles aux préoccupations liées au risque et à l'incertitude, soulignant la pluralité des attitudes envers l'entrepreneuriat au sein de l'échantillon. Dans l'ensemble, cette analyse met en évidence la pluralité des attitudes envers l'entrepreneuriat et les motivations sous-jacentes qui façonnent ces perceptions.

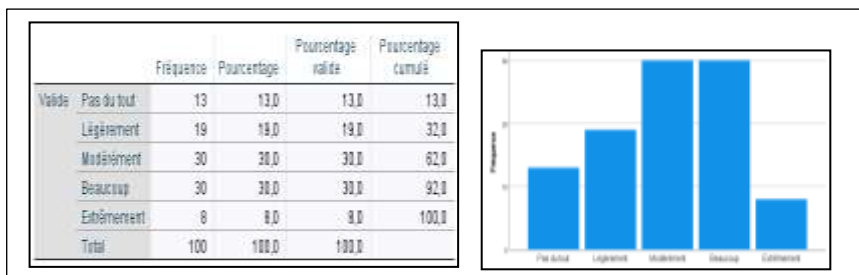


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Axe n°03 : Environnement universitaire :

Q 7 : Pensez-vous que votre formation universitaire a permis à vous aider à développer vos capacités à devenir un entrepreneur réussi ?

Figure 05: L'aide de la formation universitaire



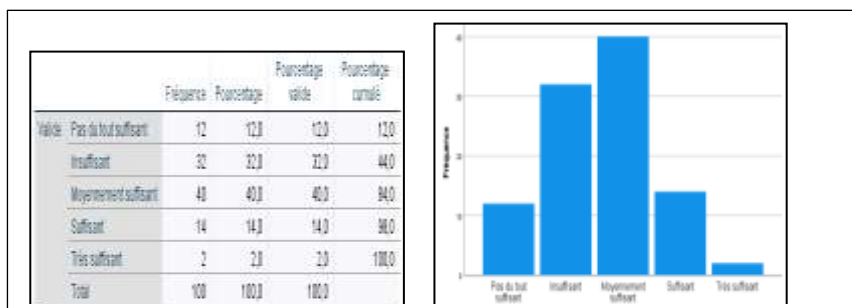
Source : Généré par le logiciel SPSS

La majorité des participants perçoivent l'effet de leur formation universitaire sur le développement des compétences entrepreneuriales comme modéré (30 %) ou très bénéfique (30 %). Un plus petit nombre juge cet impact limité, avec 19 % signalant un effet léger et 13 % aucun effet, tandis que seulement 8 % le considèrent comme extrêmement utile. Ces résultats montrent une variabilité des perceptions quant à l'efficacité de la formation, suggérant la nécessité d'examiner les facteurs sous-jacents et d'adapter les programmes universitaires pour mieux soutenir le développement des compétences entrepreneuriales.

Q 8. Pensez-vous que votre programme d'études actuel vous offre suffisamment d'opportunités pour développer des compétences entrepreneuriales ?

Le diagramme à barres montre que la majorité des étudiants juge les opportunités pour développer des compétences entrepreneuriales dans leur programme « moyennement suffisantes » (40 %), tandis que 32 % les considèrent « insuffisantes ». Seuls 14 % les trouvent « suffisantes », 12 % « pas du tout suffisantes », et un très petit nombre les estime « très suffisantes », reflétant une perception globale mitigée de l'efficacité du programme.

Figure 06: Perception des étudiants sur le développement des compétences entrepreneuriales leur programme d'études



Source : Généré par le logiciel SPSS

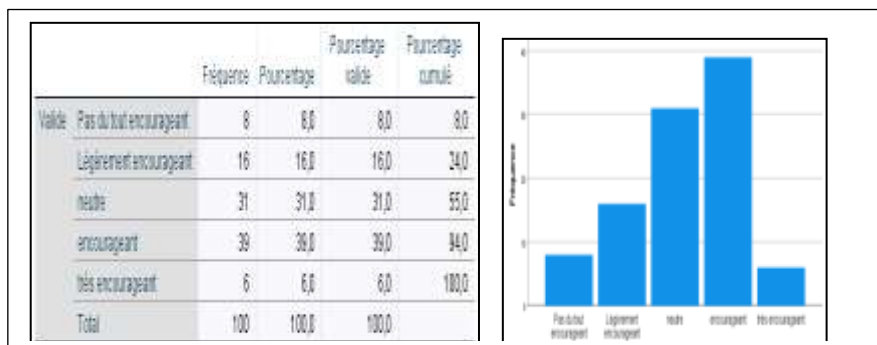
Cette répartition reflète une diversité d'opinions au sein de la population étudiante, soulignant ainsi la nécessité d'identifier les domaines où des améliorations sont nécessaires pour mieux répondre aux besoins des étudiants en matière de développement entrepreneurial.



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Q 9. Dans quelle mesure pensez-vous que la disponibilité de réseau de soutien au sein e l'école , l'incubateur encourage les étudiants à entreprendre ?

Figure 07: Encouragement des étudiants par le réseau de soutien de l'école CDE



Source : Généré par le logiciel SPSS

La majorité des répondants (39 %) perçoit la disponibilité des réseaux de soutien comme « encourageante », tandis que 31 % adoptent une position neutre et 16 % la jugent « légèrement encourageante ». Une minorité estime ces réseaux « très encourageants » (6 %), et 8 % les considèrent « pas du tout encourageants ». Ces résultats révèlent une diversité de perceptions quant à l'effet des réseaux de soutien sur l'encouragement à entreprendre, soulignant la nécessité d'optimiser ces dispositifs afin de mieux répondre aux besoins des étudiants entrepreneurs.

2.3.2. Test d'hypothèse de recherche

Tableau 05: L'hypothèse principale de recherche

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values
Environnement universitaire -> Intention entrepreneuriale	0.405	0.429	0.070	5.774	0.000

Source : Elaboré par le logiciel SmartPLS

Le tableau ci-dessus montre que les valeurs p sont inférieures à 0,05, confirmant ainsi l'hypothèse selon laquelle l'environnement universitaire exerce une influence positive sur le développement de l'intention entrepreneuriale chez les étudiants algériens. Cette relation est statistiquement significative.

Conclusion :

Pour stimuler l'entrepreneuriat dans un pays, il est essentiel de comprendre les motivations qui incitent les individus à créer leur propre entreprise. Au cœur de ce processus se situe l'intention entrepreneuriale, représentant le désir profond de devenir entrepreneur, façonnée par une multitude de facteurs individuels, sociaux et institutionnels.

Les travaux théoriques sur les déterminants de l'entrepreneuriat ont mis en évidence le rôle central de l'éducation dans la décision de se lancer dans la création d'entreprise. L'éducation influence le processus décisionnel par divers canaux : elle permet d'acquérir des connaissances, de développer des compétences managériales et de renforcer la confiance en soi, augmentant ainsi la probabilité de choix entrepreneuriaux.



L'environnement universitaire constitue un levier crucial pour préparer les étudiants à une carrière entrepreneuriale. Les institutions d'enseignement supérieur offrent un cadre propice à l'épanouissement des aspirations entrepreneuriales grâce à des initiatives telles que les maisons de l'entrepreneuriat, les incubateurs, les programmes de formation spécialisés, les concours entrepreneuriaux et les réseaux professionnels. Ces dispositifs créent un environnement favorable à l'exploration, au développement et à la concrétisation de projets entrepreneuriaux, tout en renforçant les compétences pratiques des étudiants et en les préparant aux exigences du monde des affaires.

Sur la base des résultats de notre étude, plusieurs recommandations peuvent être formulées pour renforcer le rôle de l'ESEO dans le développement de l'intention entrepreneuriale chez ses étudiants:

- **Renforcer les programmes de formation entrepreneuriale**, incluant cours spécialisés, ateliers pratiques et études de cas réels.
- **Développer l'accompagnement par des incubateurs et CDE** avec un mentorat actif par des entrepreneurs expérimentés.
- **Multiplier les opportunités d'expérience pratique**, telles que concours et stages entrepreneuriaux.
- **Créer et renforcer les réseaux professionnels**, en facilitant les contacts avec des entrepreneurs, investisseurs et anciens étudiants.
- **Instaurer une culture entrepreneuriale au sein de l'école**, valorisant l'innovation, la prise d'initiative et la réussite entrepreneuriale des étudiants.

- **Soutenir les aspects financiers et institutionnels, via micro-financements, subventions et accompagnement administratif et juridique.**

En conclusion, l'intention entrepreneuriale des étudiants est un phénomène complexe et multidimensionnel, façonné par des facteurs variés et interconnectés. La mise en œuvre de ces recommandations permettrait de créer un environnement académique et institutionnel propice à l'innovation et à l'initiative, contribuant ainsi à former une génération d'entrepreneurs capables de transformer durablement le paysage économique et social de l'Algérie.

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The Physical Education Curriculum between Cultural Change and Socialization

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Abstract:

This research paper aimed to highlight the importance and effectiveness of physical education curricula, and the extent to which cultural and social change is reflected in the elements of socialization, considering that educational curricula are among the most significant channels for directing the social and cultural values of society. In the modern era, societies have become more culturally and socially diverse, which necessitates updating curricula to include topics that reflect this diversity, especially in light of the rapid technological development that no longer concerns only devices and software, but extends to all aspects of daily life. In this context, it has become essential to give careful attention to educational curricula in order to provide students with the knowledge and skills that enable them to cope with these changes. Moreover,

curricula that take social changes into account contribute to the development of effective communication skills among students and the acquisition of the competencies necessary to keep pace with the future labor market.

Keywords: *Physical Education - Curriculum - Cultural Change – Socialization*

Le programme d'éducation physique entre changement culturel et socialisation

Résumé :

Cet article de recherche vise à souligner l'importance et l'efficacité des programmes d'éducation physique, ainsi que la mesure dans laquelle les changements culturels et sociaux se reflètent dans les éléments de socialisation, étant donné que les programmes éducatifs constituent l'un des principaux vecteurs de transmission des valeurs sociales et culturelles d'une société. À l'ère moderne, les sociétés sont devenues plus diversifiées sur le plan culturel et social, ce qui nécessite une mise à jour des programmes scolaires afin d'y inclure des thèmes reflétant cette diversité, en particulier à la lumière du développement technologique rapide qui ne concerne plus seulement les appareils et les logiciels, mais s'étend à tous les aspects de la vie quotidienne. Dans ce contexte, il est devenu essentiel d'accorder une attention particulière aux programmes d'enseignement afin de fournir aux élèves les connaissances et les compétences qui leur permettront de faire face à ces changements. De plus, les programmes qui tiennent compte des changements sociaux contribuent au développement de compétences de communication efficaces chez les élèves et à l'acquisition des compétences nécessaires pour s'adapter au marché du travail de demain.

Mots clés : *Éducation physique - Programme scolaire - Changement culturel - Socialisation*



Introduction:

The present era is witnessing rapid changes in all fields and at all levels, which is reflected in the behavior of both individuals and society. Sociologists have explained some forms and manifestations of social interaction within social institutions, such as competition, conflict, and confrontation, or cooperation, reconciliation, and harmony, as well as containment, which implies investing in two fundamental factors: the gradual factor of time for individuals' adaptation, and the educational curricula and their preparation in accordance with cultural and social change.

Sports culture is considered one of the manifestations of society and a part of general culture; paying attention to it is an indicator of a high cultural level and societal progress. Moreover, sports culture has a clear impact on the health, social, educational, and humanitarian dimensions, in addition to guiding and unifying citizens' emotions and feelings through international events and instilling patriotism.

Among the reasons that also highlight the importance of developing educational curricula is the need for an effective response to the global challenges facing the world today, such as climate change, health crises, economic crises, and others.

1. Definition of Socialization

1.1 Linguistically:

The verb *نشأ* in Arabic means to grow or be raised within a community. *Tanshi'a* (upbringing) therefore refers to rearing or raising a child until maturity, during which the individual

becomes acquainted with society's customs, traditions, systems, and ways of life (Al-Sharaia, 2006, p. 14). According to *Lisan al-Arab* by Ibn Manzur, the term derives from the verb *nasha'a* which means "to grow up" or "to be raised" (Al-Din, 1997, p. 102).

1.2 Terminologically:

Socialization is the process through which individuals acquire knowledge, skills, and predispositions that make them more or less capable of functioning as members of their society. It is also considered one of the social processes, or the means by which the survival and continuity of human generations are ensured. Through it, social and cultural heritage is transmitted, and past experiences are utilized for the benefit of the present and the future (Hisham, 2008, p. 100). It is also the process by which the individual voluntarily acquires the skills, knowledge, attitudes, and motivations present in the group to which they belong (Ma'wadh, 2009, p. 35).

From the above, the following operational definition can be derived:

"Socialization is the process of transforming an individual from a biological being into a social being through social interaction, whereby he or she acquires behaviors, norms, values, and cultural and social orientations that contribute to personality formation and facilitate integration into social life."

2. The Concept of Socialization

Socialization is the process of integrating the individual into the culture of society. Through it, culture is transmitted from one generation to another, transforming the biological



being into a social being through social interaction with others (Ma'rouf, 1993, p. 85). During this process, society's priorities are imposed on the individual, making socialization a form of social pressure exercised by society to shape and adapt individuals to the social system (Miqdad, 2002, p. 57).

Durkheim was the first to use the concept of socialization in its educational sense. He stated that the human being that education seeks to develop in us is not the individual as nature intended, but rather the individual as desired by society. Education, therefore, is the influence exerted by the adult generation on the younger generation that has not yet matured (Émile, *Éducation et Sociologie*, 1989, p. 6).

3. Theoretical Foundations of Socialization

The challenge of socialization lies in how to shape the individual throughout life stages to become a competent member of society. Several theories have addressed this process; three were selected for their direct relevance to the conceptual framework of this research.

3.1 Functionalist Theory:

This perspective views socialization as an educational process aimed at transmitting the culture of society. The family satisfies social, psychological, economic, and security needs, provides protection, and grants status, all in order to prepare children for their social roles. The theory emphasizes that the family functions as a subsystem that interacts with its elements to preserve social structure and maintain equilibrium. Thus, family socialization fosters social adjustment and links individuals to the learning

process. Children adopt the attitudes and behaviors of their parents through imitation and modeling, which assigns specific roles to males and females that all members adhere to (Al-Khashab, 1982, p. 143).

3.2 Social Learning Theory:

Also known as observational learning theory, it assumes that human beings, as social creatures, live within groups, interact with others, and are influenced by them. According to this theory, individuals can acquire many behavioral patterns simply by observation, as others serve as models whose behaviors are imitated. Learning is explained primarily in terms of external processes, while little emphasis is given to internal processes such as memory and cognition, as well as to the core principles of traditional learning theory (Saleh, 2001, p. 275).

3.3 Social Education Theory:

Durkheim defined socialization (or education) as the process of removing the biological dimension and shaping the psychology of the individual by instilling social behavior patterns. The theory holds that in early childhood, the individual is merely a biological being devoid of social characteristics. Socialization, which is closely linked to education, enables interaction between the individual's learning capacities and the social conditions that transform the child into an active social being capable of engaging in the life of society (Hassan, 2005, p. 141).

Accordingly, all theories agree that socialization is an educational process through which individuals acquire traditions and customs, though they differ in their explanations of the mechanisms through which this occurs.



4. Factors Influencing Socialization

4.1 Social Class:

Patterns of dress, eating habits, greetings, general behavior, values, customs, and ideals vary according to social class and can even differ within the same region. The interests of the wealthy class differ from those of the poor, just as the aspirations of rural youth differ from those of urban youth.

4.2 Ideology/Belief:

The ideological and intellectual formation of an individual stems from deep-rooted beliefs. Following a particular religious or political ideology shapes the type of socialization an individual undergoes according to the orientation of their surrounding environment.

4.3 Natural Environment:

This refers to the geographic and environmental conditions in which individuals live. The environment shapes temperament, responses, and behaviors, and even climate affects lifestyle and culture, influencing social behavior and daily practices. Natural resources also play a role in shaping individuals' upbringing.

4.4 Political and Economic Conditions:

The political system directly affects socialization. In democratic societies, individuals are socialized to value freedom of thought, expression, and equality of rights and duties. By contrast, dictatorial regimes raise individuals to accept submission and obedience. Socialist systems shape

socialization according to political ideology and state control. Similarly, economic systems shape educational processes and production methods. Agricultural societies socialize individuals around kinship ties and land, while industrial societies shape individuals to meet the demands of industrial production.

4.5 Educational Level:

Socialization is influenced by the educational level of the individual, family, neighborhood, and society at large. Education here includes cultural, scientific, and pedagogical dimensions (Zayd, 2003, pp. 36–38). The educational and cultural level of the family directly impacts the methods of socialization. Families with higher education tend to use balanced approaches such as freedom, democratic treatment, personality development, and the provision of information necessary for stability.

5. Institutions of Socialization

5.1 The Family:

The family bears the greatest responsibility and plays a crucial role in determining the behavioral patterns that the child will display in adulthood. Undoubtedly, a person's personality, worldview, and absorption of traditions, customs, and behavioral norms are the product of what the child receives within the family from the day of birth (Muhammad Sh., 1997, p. 209).

5.2 The School:

The school represents the child's second environment, where the individual spends a considerable part of life receiving different forms of education and knowledge. It is a



fundamental factor in shaping personality, attitudes, behavior, and relationships with the larger society (Shafiq, 2004, p. 36). Schools also achieve intellectual and cultural integration among children from families with diverse perspectives on the prevailing process of socialization. They are also considered a means of social mobility (Ali W., 1993, p. 49).

Furthermore, the school is a public institution of socialization, where social norms and roles are taught through education and training in the skills and social behaviors required. Accordingly, the school has specific responsibilities toward the process of socialization, summarized as follows:

- Providing psychological care for the child and assisting in problem-solving.
- Considering the child's abilities in all aspects of education and upbringing.
- Giving special attention through cooperation with other social institutions, particularly the family.
- Ensuring conditions that guarantee the child's sound psychological and social development.

5.3 Peer Groups:

Peer groups play an important role in the process of socialization and in the individual's social development. They influence norms and enable individuals to take on multiple social roles not available outside the group. Peer groups often consist of individuals in the same stage of development, with similar needs and demands, which creates a sense of equality among them. The extent to which the individual is influenced by the group depends on loyalty

to it, acceptance of its norms and values, the cohesion of its members, and the type of interaction within it.

The most important effects of peer groups on socialization include:

- Supporting physical growth through sports activities, and intellectual and social development through hobbies.
- Establishing social norms and developing sensitivity and critical thinking toward certain standards.
- Providing opportunities to assume new social roles such as leadership.
- Helping achieve the primary goal of social development: independence and self-reliance.
- Offering opportunities to experiment with and practice new behavioral standards.
- Providing opportunities to assume social responsibility.

5.4 Mass Media:

The various forms of mass media, through the dissemination of information, facts, news, and opinions, influence socialization by transmitting diverse types of culture. They also satisfy psychological needs such as entertainment, recreation, access to news, general knowledge, and cultural awareness, while supporting attitudes and reinforcing values and beliefs.

However, media influences the behavior and thinking of young people in a way that makes them passive recipients rather than active participants in ideas and representations. Since they do not interact with media messages, they are influenced by them without reciprocally shaping them,



which weakens their perception of their self-image (Khalil, 2000, p. 50).

6. Objectives of Socialization

- To enable the transformation of the individual from a biological being into a human being with socially acceptable behaviors and actions. This includes transitioning from a dependent child unable to meet basic needs into an individual with a sense of social responsibility.
- To instill the culture of society within the individual's personality. The relationship between culture and socialization is reciprocal: each influences and is influenced by the other. One of the most significant functions of socialization is preserving the culture of society and transmitting it across generations.
- To regulate behavior and satisfy needs in ways consistent with religious values and social norms. This teaches individuals how to control or limit undesirable impulses.
- To teach individuals social roles that vary by gender and age. For example, the role of a woman differs from that of a man, and the role of a child differs from that of an adult. It should be noted that the importance of social roles also varies across societies (Al-Khatib, 2002, p. 97).

7. The Role of Educational Curricula in Socialization

Educational curricula play an important role in socialization by linking lessons to the psychological and social life of the child. The aim of education is not to instill a

set of dry facts for students to memorize, but rather to prepare them to enter society as citizens whose psychological needs are respected—such as love, affection, success, freedom, self-reliance, self-confidence, responsibility, and the development of positive habits like self-expression and respect for others. In this way, the individual becomes a creative, productive, and innovative personality who contributes to their own development and that of society, ensuring continuity in fulfilling social roles with efficiency and positive interaction (Rashwan H., 2005, p. 164).

The most important roles of educational curricula in socialization can be summarized as follows:

- Shaping the individual's personality, attitudes, tendencies, and worldview.
- Providing students with values, symbols, ethics, concepts, beliefs, norms, and skills necessary for interacting with their environment (Mahjoub, 2005, p. 31).
- Equipping students with various patterns of behavior and modes of learning and thinking characteristic of society (Fatima Z., 2000, p. 214).
- Forming groups with clear goals that believe in specific values.
- Refining natural instincts and habituating individuals to sound practices.
- Modifying and refining children's innate intelligence through scientific approaches.
- Serving as a means for the continuity of society, and as a way to define life with its material, social, and moral responsibilities (Sharif A., 2004, p. 13).



8. Socialization in the Physical Education Curriculum

The purpose of studying socialization in physical education and sports is to provide a general framework that explains how different social and psychological influences, as components of the socialization process, can enhance participation and performance in physical activity. Research on sports socialization has been closely tied to the development of the sociology of sport (Bahi, 2004, p. 42).

Piaget stated that children learn principles of turn-taking and exchange through play and role distribution, which motivates them to achieve by learning competition. This social learning of competitive practices in sports extends to other social domains. Play and competition thus form a fundamental component of socialization and represent a vital part of social experience. They also provide a unique environment arising from participation in physical activity, where individuals acquire skills necessary for effective participation in social, political, and economic spheres throughout life—especially during youth. Through sport, individuals also develop broad behavioral patterns such as leadership, personality traits, cooperation, and societal values like achievement and fair competition (Muhammad M., *Sport and Social Education*, 2007, p. 65).

Educational institutions and sports clubs are among the most influential social institutions in socialization. Within them, sports activities are practiced under the supervision of responsible leaders who guide and regulate students' and athletes' behavior physically, psychologically, and socially. They thus play a vital role in socialization, as competitive situations provide rich experiences and values that deeply influence the socialization of students and athletes.

Moreover, social relations within the classroom or team strongly affect socialization, as the relationship between teacher and student, or coach and athlete, is based on democratic participation, guidance, and sound mentoring. This fosters group cohesion, good relations, cooperation, mutual understanding, and selflessness.

The physical education teacher, in particular, plays a key role in the socialization of students during lessons by providing numerous social skills through activities, such as training in leadership, followership, loyalty, cooperation, fair competition, selflessness, honesty, and sincerity in performance. Teachers should also consider students' abilities, needs, and interests when selecting lesson activities (Bahi, 2004, p. 46).

According to Mustafa Al-Sabah (2007), sports competitions highlight healthy values and correct practices, providing a model for society that reflects cooperation and mutual assistance. The main objective is to reveal and utilize individuals' personal capacities, skills, and aptitudes to achieve the greater goals of society and to enhance its role and position in socialization (Muhammad M., 2007, p. 67). Physical education and sports, as social phenomena, aim to instill in individuals various aspects of acceptable social behavior such as cooperation, good morals, and sportsmanship. Sport in general has thus come to play a significant role in individuals' lives, and consequently in their socialization and overall social development.

9. Causes of Cultural Change:

9.1 Natural Causes:

The natural factors of cultural change refer to the extent of human interaction with the geographical environment,



considering that ecology refers to the relationship between the human group and the geographical environment (Ahmed, M., 1989, p. 977). Ihsan Mohammed (2009) states that man cannot work to change the features of his natural environment without engaging in a series of human relations based on interaction and cooperation. Man continues to invent tools and create means that help him strengthen his relationship with his natural environment (Al-Ahmad, 2009, p. 268). We believe that, despite the importance of natural factors in cultural change, they cannot be considered the main or fundamental factor, due to the interconnection and interdependence of the factors of change and their mutual influence on one another.

9.2 Ideological Causes:

Ideology is considered a purposeful intellectual movement that has effectiveness in influencing the social structure and social relations, and it reflects its effects on socialization, causing changes that affect values and ideas. These ideas emerge as a result of human relations with other groups and social institutions and the way of dealing with them, which helps generate new ideas that drive change. Ideological factors are linked to the prevailing intellectual doctrines and beliefs in society, associated with cultural and technological trends, as well as traditions and intellectual values. Any change in them consequently leads to a change in these customs, values, and traditions (Al-Dessouki, A., 2004, p. 26).

It becomes clear to us that movement is connected with skill and creativity, which gives meaning to human activity (Al-Shafei, A., 2000, p. 65). Hence, philosophy raises a

dialectical question about whether these activities and experiences that constitute the curriculum have their educational value, enabling the acquisition of values and experiences through curriculum organization, activity management, teaching methods, and pedagogical strategies. Therefore, the physical education curriculum at all stages must go beyond teaching concepts so that the concept of skill does not dominate over knowledge (Zaghloul, 2004, p. 25). Thus, the philosophy of the curriculum is the nurturing environment of the values, meanings, and customs that distinguish society, and which give meaning to motor skills, interpret them, and clarify them. Its importance can be summarized as follows:

- Providing a clear vision for defining the meanings and implications of terms and concepts.
- Establishing standards based on value judgments for educational curricula.
- Monitoring educational phenomena and identifying their knowledge sources.
- Evaluating educational practices and analyzing the values associated with them while clarifying their dimensions.
- Giving specific concepts for principles and assumptions to provide controls and professional skills.
- Making appropriate choices among alternatives in light of the nature of educational experience and the needs of society.
- Employing and generalizing important concepts and principles such as adaptation, growth, and progress.



- Coordinating the outcomes of education within the educational system and with other systems and subjects (Salama, 2006, p. 6).

9.2 Philosophical Orientations of the Physical Education Curriculum:

A good curriculum in physical education is one that absorbs the various intellectual and social currents in society. It is a curriculum that coexists with cultural and educational problems, and understands the role of physical education in society, which reflects several intellectual, social, cultural, and educational considerations. This is what is referred to as the philosophical orientations of the curriculum, which represent a set of guiding ideas for all its elements, processes, implementation, follow-up, and evaluation. A curriculum devoid of philosophical orientations (educational or social) is merely a random collection of uncoordinated experiences, skills, and attitudes, whose outcome is ultimately weak and ineffective (Harjah, 2005, p. 42). These orientations can be summarized as follows:

9.2.1 The Physical Education Curriculum as a Reflection of Society's Culture:

The primary role of education is the transmission of culture through educational institutions. Physical education plays an important role in this regard as a form of education concerned with transmitting cultural heritage related to movement, physical activity, play, and recreation. It thus provides students with opportunities to become familiar with all aspects of human culture both locally and

internationally, to interact with them, and to participate positively in their activities and manifestations. Hence, the curriculum serves as an effective means of transmitting the culture of society, its symbols, and its dynamics in a systematic and objective manner.

9.2.2 The Physical Education Curriculum as a Reflection of Values and Meanings:

Throughout history, sport has played a major role in adopting values and instilling noble meanings in its practitioners. Despite some negative practices in contemporary sports that have greatly harmed the image of sport, civilization, and values, school physical education remains the faithful guardian and authentic repository of noble educational values and meanings. Activities and skills are carefully selected to achieve behavioral values, and physical education is often regarded as a value system that builds a mature human personality committed to socially accepted morality. Sportsmanship and values such as cooperation, understanding, teamwork, and organized play have long been praised as values and meanings particular to physical education.

9.2.3 The Physical Education Curriculum as an Adaptive Framework for the Individual in Society:

The philosophy of the physical education curriculum goes beyond the traditional frameworks of curricula in other educational subjects. It transcends the concept of academic and cultural achievement toward broader horizons and larger goals beyond the walls of school. It provides opportunities for socialization with the social and cultural standards of society, helping practitioners accept the



prevailing social structure and their positions as individuals within institutions and organizations. This led Broman to describe it as “primary or pre-social adaptation.” Here emerges the concept of socialization as various processes of social interaction in which the student becomes accustomed during physical education classes, acquiring recognized behavioral norms and values through the organization of physical education, its programs, and various educational activities. Through social interaction and reciprocal relations during physical and sports activities, the student is able to adapt functionally and socially to his community.

9.2.4 The Physical Education Curriculum and Contemporary Educational Currents:

In most advanced societies, physical education is given great priority, with efforts directed toward improving education and adopting contemporary educational currents. The role of physical education has shifted from mere attention to the body to concern for the individual as a whole, through heritage. The philosophy of the curriculum has changed from a focus on the traditional physical education lesson with formal activities to a comprehensive lesson with internal and external activities aimed at providing a holistic physical culture. This is linked to the individual and his lived reality, in line with modern life, aiming to establish a healthy lifestyle for youth that continues throughout their lives in the face of new social and cultural changes, which negatively impact individual lifestyles, including health and fitness deficiencies (Al-Shafei, A., 1998, pp. 89-92). We believe that a good physical education curriculum is one that assumes a selective and

optional role in presenting forms of physical culture, since not all activities are suitable for all societies, and what is old and ineffective must evolve.

9.3. Social Foundations of the Curriculum:

These are the strong influences of the society in which the student lives, which affect the curriculum (planning, design, modification, or development) and guide it to achieve its goals in preserving its cohesion, identity, heritage, values, and in achieving social, economic, and cultural progress, as well as fulfilling its national, pan-Arab, and human roles in harmony with the philosophy believed in by the society. These influences are represented by the cultural heritage of the society, the prevailing values and principles, the needs and problems it seeks to address, and the goals it strives to achieve. In light of these, the philosophy of education is determined, which in turn determines the goals of the curriculum, its content, its organizational method, teaching strategies, means, and activities, all working within a coherent framework to achieve the desired social goals (Olayan, 1983, p. 41).

9.3.1 Social Interaction and the Curriculum:

This refers to the process of reciprocal influence among members of society in direct or indirect situations, which result in positive or negative behavioral changes. Sociologists have explained some forms and manifestations of social interaction within social institutions, including competition, conflict, and confrontation, or cooperation, reconciliation, and consensus, as well as containment, which means the gradual investment of time for the adaptation of individuals who cannot engage in direct competition or



cooperation. The phenomenon of social interaction requires the curriculum to do the following:

- Emphasize the values of fair competition that achieve excellence and progress by providing a suitable school environment that stimulates such spirit, such as through diverse educational/learning situations.
- Address the concept of containment as a form of social interaction by incorporating into the curriculum the ability to adapt to desirable modern innovations that do not threaten our Arab and Islamic values, so that this generation becomes useful members and good citizens in their society. In doing so, the curriculum contributes to achieving the true meaning of socialization (Al-Makkawi, 2006, p. 75).

9.3.2 Social Roles of the Curriculum:

- The curriculum content should include rich and advanced experiences.
- The school curriculum should prepare a learner capable of harmonizing with his society and his era.
- The school curriculum should not produce only one type of citizen but should encourage diversity.
- Education should pay attention to family education (Qura, 1977, p. 50).

Thus, it can be said that the influence between society and the school curriculum is mutual and continuous. Here lies the importance of the social foundation in curriculum construction, as educational curricula are the strongest foundations influencing the characteristics of graduates, which in turn are reflected in the characteristics of society.

10. Causes of Cultural Change:

10.1 Natural Causes:

The natural factors of cultural change refer to the extent of human interaction with the geographical environment, considering that ecology refers to the relationship between the human group and the geographical environment (Ahmed, M., 1989, p. 977). Ihsan Mohammed (2009) states that man cannot work to change the features of his natural environment without engaging in a series of human relations based on interaction and cooperation. Man continues to invent tools and create means that help him strengthen his relationship with his natural environment (Al-Ahmad, 2009, p. 268). We believe that, despite the importance of natural factors in cultural change, they cannot be considered the main or fundamental factor, due to the interconnection and interdependence of the factors of change and their mutual influence on one another.

10.2 Ideological Causes:

Ideology is considered a purposeful intellectual movement that has effectiveness in influencing the social structure and social relations, and it reflects its effects on socialization, causing changes that affect values and ideas. These ideas emerge as a result of human relations with other groups and social institutions and the way of dealing with them, which helps generate new ideas that drive change. Ideological factors are linked to the prevailing intellectual doctrines and beliefs in society, associated with cultural and technological trends, as well as traditions and intellectual values. Any change in them consequently leads to a change in these customs, values, and traditions (Al-Dessouki, A., 2004, p. 26).



It becomes clear to us that movement is connected with skill and creativity, which gives meaning to human activity (Al-Shafei, A., 2000, p. 65). Hence, philosophy raises a dialectical question about whether these activities and experiences that constitute the curriculum have their educational value, enabling the acquisition of values and experiences through curriculum organization, activity management, teaching methods, and pedagogical strategies. Therefore, the physical education curriculum at all stages must go beyond teaching concepts so that the concept of skill does not dominate over knowledge (Zaghloul, 2004, p. 25). Thus, the philosophy of the curriculum is the nurturing environment of the values, meanings, and customs that distinguish society, and which give meaning to motor skills, interpret them, and clarify them. Its importance can be summarized as follows:

- Providing a clear vision for defining the meanings and implications of terms and concepts.
- Establishing standards based on value judgments for educational curricula.
- Monitoring educational phenomena and identifying their knowledge sources.
- Evaluating educational practices and analyzing the values associated with them while clarifying their dimensions.
- Giving specific concepts for principles and assumptions to provide controls and professional skills.
- Making appropriate choices among alternatives in light of the nature of educational experience and the needs of society.

- Employing and generalizing important concepts and principles such as adaptation, growth, and progress.
- Coordinating the outcomes of education within the educational system and with other systems and subjects (Salama, 2006, p. 6).

10.2 Philosophical Orientations of the Physical Education Curriculum:

A good curriculum in physical education is one that absorbs the various intellectual and social currents in society. It is a curriculum that coexists with cultural and educational problems, and understands the role of physical education in society, which reflects several intellectual, social, cultural, and educational considerations. This is what is referred to as the philosophical orientations of the curriculum, which represent a set of guiding ideas for all its elements, processes, implementation, follow-up, and evaluation. A curriculum devoid of philosophical orientations (educational or social) is merely a random collection of uncoordinated experiences, skills, and attitudes, whose outcome is ultimately weak and ineffective (Harjah, 2005, p. 42). These orientations can be summarized as follows:

10.2.1 The Physical Education Curriculum as a Reflection of Society's Culture:

The primary role of education is the transmission of culture through educational institutions. Physical education plays an important role in this regard as a form of education concerned with transmitting cultural heritage related to movement, physical activity, play, and recreation. It thus provides students with opportunities to become familiar



with all aspects of human culture both locally and internationally, to interact with them, and to participate positively in their activities and manifestations. Hence, the curriculum serves as an effective means of transmitting the culture of society, its symbols, and its dynamics in a systematic and objective manner.

10.2.2 The Physical Education Curriculum as a Reflection of Values and Meanings:

Throughout history, sport has played a major role in adopting values and instilling noble meanings in its practitioners. Despite some negative practices in contemporary sports that have greatly harmed the image of sport, civilization, and values, school physical education remains the faithful guardian and authentic repository of noble educational values and meanings. Activities and skills are carefully selected to achieve behavioral values, and physical education is often regarded as a value system that builds a mature human personality committed to socially accepted morality. Sportsmanship and values such as cooperation, understanding, teamwork, and organized play have long been praised as values and meanings particular to physical education.

10.2.3 The Physical Education Curriculum as an Adaptive Framework for the Individual in Society:

The philosophy of the physical education curriculum goes beyond the traditional frameworks of curricula in other educational subjects. It transcends the concept of academic and cultural achievement toward broader horizons and larger goals beyond the walls of school. It provides

opportunities for socialization with the social and cultural standards of society, helping practitioners accept the prevailing social structure and their positions as individuals within institutions and organizations. This led Broman to describe it as “primary or pre-social adaptation.” Here emerges the concept of socialization as various processes of social interaction in which the student becomes accustomed during physical education classes, acquiring recognized behavioral norms and values through the organization of physical education, its programs, and various educational activities. Through social interaction and reciprocal relations during physical and sports activities, the student is able to adapt functionally and socially to his community.

10.2.4 The Physical Education Curriculum and Contemporary Educational Currents:

In most advanced societies, physical education is given great priority, with efforts directed toward improving education and adopting contemporary educational currents. The role of physical education has shifted from mere attention to the body to concern for the individual as a whole, through heritage. The philosophy of the curriculum has changed from a focus on the traditional physical education lesson with formal activities to a comprehensive lesson with internal and external activities aimed at providing a holistic physical culture. This is linked to the individual and his lived reality, in line with modern life, aiming to establish a healthy lifestyle for youth that continues throughout their lives in the face of new social and cultural changes, which negatively impact individual lifestyles, including health and fitness deficiencies (Al-Shafei, A., 1998, pp. 89-92). We believe that a good physical



education curriculum is one that assumes a selective and optional role in presenting forms of physical culture, since not all activities are suitable for all societies, and what is old and ineffective must evolve.

10.3 Social Foundations of the Curriculum:

These are the strong influences of the society in which the student lives, which affect the curriculum (planning, design, modification, or development) and guide it to achieve its goals in preserving its cohesion, identity, heritage, values, and in achieving social, economic, and cultural progress, as well as fulfilling its national, pan-Arab, and human roles in harmony with the philosophy believed in by the society. These influences are represented by the cultural heritage of the society, the prevailing values and principles, the needs and problems it seeks to address, and the goals it strives to achieve. In light of these, the philosophy of education is determined, which in turn determines the goals of the curriculum, its content, its organizational method, teaching strategies, means, and activities, all working within a coherent framework to achieve the desired social goals (Olayan, 1983, p. 41).

10.3.1 Social Interaction and the Curriculum:

This refers to the process of reciprocal influence among members of society in direct or indirect situations, which result in positive or negative behavioral changes. Sociologists have explained some forms and manifestations of social interaction within social institutions, including competition, conflict, and confrontation, or cooperation, reconciliation, and consensus, as well as containment, which

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Thus, it can be said that the influence between society and the school curriculum is mutual and continuous. Here lies the importance of the social foundation in curriculum construction, as educational curricula are the strongest foundations influencing the characteristics of graduates, which in turn are reflected in the characteristics of society.



Conclusion:

In conclusion, the Physical Education curriculum is regarded as a means to develop learners' physical skills and abilities, as well as an effective tool for consolidating social values and strengthening cultural identity. Sports activities and practices play a significant role in shaping a sound and balanced personality capable of keeping pace with social and cultural changes. At the same time, they contribute to preserving the foundations of socialization and cultural dimensions, thereby ensuring the preparation of an aware and responsible generation capable of contributing to development and keeping up with modernization in various fields.

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Les conflits intercommunautaires entre logiques sociales et paradoxes de régulation : le cas de la localité de Béoumi (Côte d'Ivoire)

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Résumé

La résolution des conflits intercommunautaires ne peut reposer exclusivement sur l'intervention étatique. Le cas de Béoumi illustre les limites d'une approche centralisée, où la prédominance des figures politiques nationales a marginalisé les mécanismes traditionnels locaux, pourtant porteurs de légitimité. Bien que les affrontements aient cessé, la paix demeure précaire, nourrie par des frustrations historiques, des rivalités économiques, des divergences culturelles et une méfiance institutionnelle. Cette étude analyse les dynamiques sociales à l'origine du conflit, les mécanismes de résolution mobilisés, et les perceptions locales qui en découlent, afin de proposer une approche plus adaptée à la gestion des conflits en contexte multiculturel.

Mots clés : *Conflits intercommunautaires, résolution des conflits, mécanismes traditionnels*

Intercommunity conflicts between social logics and regulatory paradoxes: the case of the locality of Béoumi (Côte d'Ivoire)

Abstract

The resolution of inter-community conflicts cannot rely exclusively on state intervention. The case of Béoumi illustrates the limitations of a centralised approach, where the predominance of national political figures has marginalised

traditional local mechanisms, despite their legitimacy. Although the clashes have ceased, peace remains precarious, fuelled by historical frustrations, economic rivalries, cultural differences and institutional mistrust. This study analyses the social dynamics behind the conflict, the resolution mechanisms mobilised, and the resulting local perceptions, in order to propose a more appropriate approach to conflict management in a multicultural context.

Keywords: *Inter-community conflicts, conflict resolution, traditional mechanisms*



Introduction

L'année 2019 a vu plusieurs conflits intercommunautaires éclater en Côte d'Ivoire. Parmi ceux-ci, figure celui de la localité de Béoumi qui apparaît comme celui ayant connu le plus d'ampleur. En effet, survenu d'une altercation entre un chauffeur de minicar, d'origine malinké et un conducteur de moto-taxi qui lui est Baoulé, cette querelle a dégénéré dans la ville de Béoumi. Il a impliqué deux (02) quartiers (quartier Baoulé et Dioulabougou) et les treize (13) villages de la commune (Agonassou, Ando Kékrenou ; Bonikro ; Dékréta ; Djamala-N'Zué ; Kénéfoué ; Kouadio-Sakassou ; Kouébo-Kan ; Linguébo ; Mandanou ; Mangré-Dan ; Tiessou 1 ; Tiessou-Démakro). Ce conflit a fait 16 morts, 120 blessés, au moins 300 personnes déplacées, avec des pillages et dégâts matériels significatifs¹ entre les deux communautés.

Face à cette situation de vive tension et de forte dégradation de la cohésion sociale entre les communautés baoulés et malinkés à Béoumi, plusieurs actions gouvernementales ont été entreprises pour ramener et consolider la paix entre ces communautés. Dans la même dynamique, plusieurs autorités privées et certaines personnalités de la société civile ont aussi mobilisé des ressources pour ramener la paix à Béoumi. En somme, toutes ces personnalités ont rencontré les différentes communautés et engagé des actions de médiation, afin que la paix revienne définitivement dans la zone. Des appels pressants à l'apaisement des cœurs et à la réconciliation ont été lancés, les chefs coutumiers, les chefs de communautés, les guides

¹<https://www.connectionivoirienne.net/2019/06/22/cote-d'ivoire-le-bilan-des-affrontement-de-beoumi-passe-a-16-morts/>

religieux, les leaders des jeunes et les femmes ont été exhortés à s'impliquer dans le rapprochement des deux communautés afin que le vivre ensemble soit définitif et que les activités économiques reprennent pour le bonheur des populations². Chacun à son niveau est amené à être messager de la paix et de cohésion sociale dans le département de Béoumi. Aussi, la population a été invitée à s'éloigner des manipulations des hommes politiques. Enfin, une somme de 500 000 FCFA a été remise à chaque ayant-droit de personne décédée et 50 000 FCFA à chaque blessé. Les communautés baoulé et malinké, opposées lors de ce conflit, ont reçu chacune 5 millions de FCFA pour soutenir leurs membres ayant perdu des biens³.

L'ensemble de ces efforts consentis pour ramener et maintenir la paix et la cohésion sociale dans les communautés montre l'ampleur du conflit de Béoumi. Cependant, tous ces sacrifices de la part du gouvernement ivoirien, de certains leaders politiques, des jeunes leaders d'opinion et de la société civile semblent ne pas ramener la paix définitive entre les communautés à Béoumi. Même si la tension s'est apaisée au fil du temps, il faut souligner que ce conflit a marqué négativement toute la population ivoirienne à cause de l'usage des armes légères et de petits calibres par les deux communautés protagonistes. Du coup, ce sont des valeurs sociales déjà établies qui canalisent leurs hostilités (Alois Hahn, 2018). L'agressivité se trouve presque toujours unie aux causes objectives d'un groupe donné. Aussi, le constat fait état d'une dégradation des rapports entre les communautés du fait du manque de solidarité et de

²https://www.gouv.ci/_actualite-article.php?d=2&recordID=10072&p=314.

³https://www.gouv.ci/_actualite-article.php?recordID=10216.



mésentente entre les cadres de la localité qui sont majoritairement suivis et écoutés. Cette situation amplifie la crispation, la méfiance, la crainte et le manque de confiance entre les populations qui sont en permanence sur le « qui-vive » et qui craignent un retour à la violence. C'est donc la preuve de l'existence d'un conflit latent qui peut se dégénérer à tout moment entre les communautés de la localité. Tous ces différents constats démontrent aussi l'échec des mécanismes de résolution mobilisés pour résoudre ce conflit. Ainsi, chercher à comprendre cette problématique de gestion de conflit constatée, au centre du pays et singulièrement à Béoumi, est le but de cette étude. Cela implique une réorientation des approches. La gestion de conflits en tant que phénomène social, doit être cernée afin d'en saisir les relations problématiques.

1. Méthodologie

L'étude repose sur une approche qualitative, fondée sur des enquêtes menées dans treize (13) villages de la commune, auprès de 75 acteurs locaux : chefs de village, jeunes, autorités administratives, leaders religieux et membres de la société civile. L'échantillonnage a été réalisé par la méthode dite de « boule de neige », en l'absence de base de sondage formelle, permettant d'identifier des informateurs clés. Les données sont recueillies via des entretiens semi-directifs, ont porté sur la perception du conflit, les mécanismes de résolution mobilisés, et les attentes des communautés. Les entretiens sont retranscrits et analysés selon une grille thématique, en mobilisant la théorie de l'analyse proactive de Luc Reyhler (1999). Cette

approche a permis de saisir les contradictions, les motivations et les représentations des acteurs impliqués.

2. Résultats de l'étude

2.1. Dynamiques socioéconomiques et politiques à l'origine du conflit

2.1.1. Structuration socio-spatiale et culturelle

L'installation historique des Malinkés en périphérie des villages baoulé vise à maintenir un équilibre socio-spatial et culturel : « *Ici dans village là, c'est Gôdê seulement, il n'y a pas d'autres communauté avec nous. Mais, il y a des Dioula (Malinké) et les gbozo pêcheurs qui sont sur nos terres vers le fleuve Bandama là-bas. C'est 3 kilomètres d'ici,* » (M.T., Chef de village, Communication personnelle, avril, 2020). Cette séparation, renforcée par une urbanisation anarchique, a accentué les clivages identitaires (les pratiques religieuses, alimentaires et hygiéniques) et les rivalités territoriales :

« Leur affaire de islam là. Quand tu arrives dans un coin, si tu veux savoir qu'ils sont là il ne faut pas te presser. Tu vas voir dès qu'on va dire 4 heures net, ils vont crier pour te réveiller. Alors que le Baoulé n'aime pas ça, lui il travaille au champ. La nuit aussi où il va se reposer là, voilà dioula qui va venir crier dans tes oreilles. Quand tu es avec eux tu ne dors pas bien. Epis, ils dorment avec bœuf, ils se réveillent avec bœuf. Assiettes ils mangent dedans, leurs moutons viennent manger dedans et ils s'en foutent. Ils versent l'eau sale partout, » (K.J., Président de jeune, Communication personnelle, avril, 2020).

2.1.2. Rupture du système de tutorat

Le système de tutorat, qui permettait aux autochtones d'encadrer les allochtones, s'est progressivement effondré :



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« Avant si ton tueur ne t'a pas donné place pour t'installer, tu ne peux pas quitter ailleurs pour venir t'installer. Mais, maintenant là ils viennent s'installer sans passer par nous. Et c'est leurs parents déjà là qui les fait venir. Comme ils ont duré ici là, épis ils ont marié nos sœurs là, ils pensent que c'est normal, » (K.J., Président de jeune, Communication personnelle, avril, 2020).

Les jeunes malinké, devenus autonomes, contestent désormais l'autorité des chefs baoulé, générant une crise de légitimité. Aussi, l'urbanisation rapide et les lotissements post-crise de 2002 ont affaibli l'autorité traditionnelle autochtone, favorisant une expansion malinké hors du cadre coutumier : « *Ils ne respectent plus quelqu'un, même le chef. Ils ont des lots pour construire partout sans passer par le chef ou les notables,* » (P.F., Notable, Communication personnelle, avril, 2020).

2.1.3. Domination économique

Les Malinkés ont acquis une position dominante dans les secteurs du commerce, du transport et de la pêche. Cette réussite économique est perçue comme une menace par les Baoulés, qui tentent de reconquérir des espaces économiques, souvent au prix de tensions :

« Ce sont les Malinkés qui font la ville actuellement. Au commerce quand tu vas, tout ce que tu vois là-bas c'est pour eux. Et l'un des conflits qu'on nous appelle tous les jours pour régler, c'est le problème de places au marché. Ça créé des palabres entre les femmes : femmes Baoulé et femmes Dioula... Parce que les femmes Dioula sont là depuis longtemps. Maintenant les femmes Baoulé sont rentrées dans le commerce aussi et les places ne suffisent pas comme le marché

est devenu petit, » (C.Y., Chef malinké, Communication personnelle, avril, 2020).

2.1.4. Autonomisation politique malinké

La mise en place de structures politiques internes malinké, indépendantes de l'autorité coutumière baoulé, est perçue comme une défiance et a nourri un sentiment d'exclusion et de dépossession chez les autochtones :

« Ils ont maintenant créé des soutiens des parties politiques, et c'est eux seulement qui sont les membres. Ils font des organisations en barrant les routes sans même avoir l'avis du chef et des notables ni du président des jeunes, » (Q.K., Chef de village, Communication personnelle, avril, 2020).

2.2. Cohabitation conflictuelle

2.2.1. Évitement et méfiance

La méfiance entre les communautés s'est traduite par une stratégie d'évitement, notamment dans les villages baoulés qui refusent l'installation malinké :

« Actuellement les gens se regardent en chiens de faïence ici et s'évitent beaucoup. Très souvent les baoulé ne veulent pas que les autres communautés, surtout les Malinkés, s'installent tout près d'eux, » (S.A., Autorité Administrative, Communication personnelle, avril, 2020).

Cette attitude repose sur le manque de confiance et les partis en présence ont tendance à rester sur leurs gardes. Aussi, la coprésence de certains jeunes démobilisés malinkés dans la ville, le sentiment de haine à l'endroit de l'autre sont autant de faits qui attisent le sentiment de méfiance entre les populations.



2.2.2. *Divergences idéologiques et politiques*

Les divergences autour de la propriété des ressources, la mémoire de la rébellion de 2002, et les aspirations politiques malinké ont cristallisé les tensions. Le conflit de Béoumi apparaît ainsi comme l'expression d'un déséquilibre structurel entre domination économique et légitimité politique. Les formes de discours associées à la propriété des ressources sociales sont de nature à jeter les bases de la discorde. Autour de la ressource hydrique par exemple, le discours Malinké visant à faire passer l'activité de pêche comme la propriété d'un groupe ethnoculturel immigré (les Bozo) est de nature à montrer les écarts de perception sur la propriété de l'eau :

« Mais de toi à moi, depuis quand les Baoulés pêchent ? Est-ce que les Baoulés sont des pêcheurs ? Non. Baoulé lui c'est son champ qu'il connaît. Il ne connaît pas autre chose. Mais quand on parle de pêche ici, ils se lèvent et ils veulent parler aussi, » (K.J., Président de jeune, Communication personnelle, avril, 2020).

Ce discours est la manifestation de l'abus d'hospitalité des étrangers malinké que les Baoulés ont « gentiment » accueilli : « *Mais chez eux là-bas il y a l'eau non, pourquoi ils ne restent pas là-bas pour pêcher ? C'est parce que le Baoulé est gentil qu'aujourd'hui ils peuvent faire ce qu'ils font là,* » (K.K., Président de jeune, Communication personnelle, avril, 2020).

Au registre de la divergence politique, le besoin d'émancipation politique des Malinkés est significatif. En effet, le besoin de convertir leurs ressources économiques en ressources d'expression politique est un enjeu capital pour les Malinkés. Le fait de s'autonomiser politiquement (en

ayant leur propre structure politique de règlement des litiges) est un acte de rupture du contrat implicite qui lie le tuteur historique au protégé devenu "arrogant" : « *Comment toi tu peux comprendre ça. Ton fils⁴ arrive au village et il ne vient pas te saluer. Et c'est toi le père, le chef, c'est toi qui te déplaces pour aller le saluer. C'est normal ça !* » (K.B., Chef canton, Communication personnelle, avril, 2020).

2.3. Déclenchement du conflit et mécanismes de résolution

2.3.1. L'élément déclencheur

Le conflit a éclaté à la suite d'une altercation entre un chauffeur malinké et un conducteur de moto-taxi baoulé. La diffusion de fausses informations sur les réseaux sociaux a amplifié les tensions, provoquant des affrontements violents causant 16 morts, 120 blessés et plus de 300 déplacés avec des dégâts matériels significatifs⁵

2.3.2. Mécanismes traditionnels

Les mécanismes coutumiers reposent d'abord sur l'écoute publique. Cela se déroule sous la forme d'un tribunal à participation libre. Ainsi, toute personne du village désireuse de suivre peut s'y rendre. C'est le moment où le chef et ses notables prennent la version des deux parties, « *je convoque très souvent les parties en conflits pour les écouter avec mes notables. Ici c'est comme ça. Et chaque communauté Gôdê fait ça* », [un chef de village]. Ensuite, le tranchement par le chef et ses notables, « *après avoir écouté avec mes notables, on analyse ce que chacun a dit en leur posant beaucoup de questions pour*

⁴ La métaphore du fils est mobilisée pour exprimer la relation du chef canton à un ministre du gouvernement, « fils » de Béoumi. Le chef canton dénonce l'attitude jugée arrogante du fils Malinké devenu ministre qui bafoue l'autorité politique du chef canton.

⁵ Ibid.



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savoir qui est dans la vérité. Et on donne raison à celui qui est dans la vérité. C'est comme ça », (K.B., Chef canton, Communication personnelle, avril, 2020).

Enfin, le pardon rituel avec l'imposition d'amendes symboliques et la mobilisation du fétiche.

En effet, le fait que la victime ne formule pas de dédommagement au coupable peut être considéré comme la manifestation d'une rancune entretenue. De ce fait, il existe des amendes préalablement établies par l'autorité de régulation villageoise. Elles s'appliquent après la reconnaissance et le pardon. Les amendes sont diversement constituées selon la faute commise. Elles sont constituées de boissons alcoolisées (casiers de vins, casiers de bière, bouteilles de liqueurs), d'animaux domestiques (poulets, cabris, moutons, bœufs), de vêtements (pagnes, foulards) :

« Après qu'on ait tranché, on demande à celui qui a tort de demander publiquement pardon et on les réconcilie pour toujours. Une fois cela est fait, alors on passe aux amendes de réparation s'il y a lieu d'amender. On peut demander à celui qui tort d'envoyer soit un cabri, casiers de vins ou bières ou bien liqueur. Souvent même on peut te demander d'envoyer pagnes et foulards. Ça dépend de l'ampleur du problème », (K.B., Chef canton, Communication personnelle, avril, 2020).

Les amendes varient selon les types de conflits et le degré de gravité estimé de l'affaire à régler. Le degré de gravité est estimé par l'entité en charge du règlement des conflits. Ainsi, l'amende elle-même n'est pas déconnectée des rapports sociaux de cohabitation, de soumission et d'intégration. C'est pour cela que les cas de récidive sont

plus sévèrement amendés, et les cas de multi récidivisme encore plus sévèrement que les cas de récidive.

Même si elles sont symboliquement attribuées à l'individu « qui a commis la faute », les amendes sont des punitions à orientation familiale et collective. Elles sont formulées de sorte que la famille s'implique dans le remboursement. D'ailleurs, il est collectivement admis que ce n'est pas le fautif qui vienne s'acquitter des amendes : il délègue un membre de sa famille (paternelle de préférence) pour lui servir d'entremetteur. La société Gôdê part du principe selon lequel la déviance d'un individu en société est le reflet du dysfonctionnement ou de la démission de l'institution familiale.

Quant au fétiche, il joue un rôle central dans la dissuasion et la régulation des comportements.

Il y a des compétences dans le processus de résolution des conflits qui échappent aux autorités locales de gestion des conflits. Ce manque justifie la présence du fétiche dans ce processus. Une fois le conflit réglé et tranché, le fétiche apparaît comme l'outil qui sonde les pensées les plus enfouies des antagonistes. Il devient le symbole de la vérité et de la punition. Il fonctionne comme un organe de régulation de comportements sociaux. Il punit les coupables à des degrés divers en fonction de la faute commise. Il réduit ou oublie la peine du coupable lorsque ce dernier avoue publiquement son crime et promet de ne plus s'y adonner. En effet, le fétiche fonctionne comme un mécanisme rétroactif : dans l'imaginaire local, il rappelle et sanctionne les contrevenants aux lois du village, sans les prévenir. Sa punition prend diverses formes. Elle peut prendre la forme d'une petite maladie passagère, d'une petite maladie récurrente, d'une grave maladie récurrente, d'une chute



dans les affaires, d'une infertilité ou d'une mort brutale. Du coup, le fétiche est la police des engagements individuels et collectifs. Il scelle la confiance entre des parties préalablement en conflit en les rassurant : toute velléité obscure sera systématiquement sanctionnée. Ainsi, sa place du fétiche dans le processus de règlement des conflits est de participer au renforcement de la confiance renouvelée entre les parties en présence.

2.3.3. Mécanismes étatiques

Le processus de résolution de la crise de Béoumi a été marqué par la forte présence de figures étatiques. Il s'agit notamment de personnalités ministérielles. Il revient fréquemment que l'intervention de ces personnalités a activement participé au retour au calme dans la localité. Pourtant, le retour au calme est loin de signifier un retour à la paix. Les émissaires du gouvernement (Sidi TOURE et Mariatou KONE, le Médiateur de la République, messieurs Jean-Claude KOUASSI et Amadou KONE) déployés à Béoumi sont considérées par les Gôdê comme des cadres du RDR, l'une des souches du parti au pouvoir. Pourtant, dans l'imaginaire populaire autochtone, le RDR n'est pas sans reproche dans la crise qui a endeuillé les populations ivoiriennes en général et les populations du centre en particulier. Alors dans l'opposition, le RDR s'est longtemps vu approprié la paternité de la rébellion. Si bien que dans les consciences populaires, il y a une confusion entre ce parti politique et les rebelles. Et même si ce parti est aujourd'hui fondu dans une nouvelle coalition politique, cette identité de « père de la rébellion de 2002 » lui colle à la peau :

« C'est la guerre qui a gâté la Côte d'Ivoire. C'est la rébellion. Ils sont venus tout gâter. Regardez ce que Bouaké est devenu. Avant quand on dit Bouaké, n'importe qui arrive, il ne veut plus partir chez lui... aujourd'hui Bouaké fait peur. Bouaké est devenu dangereux. Tu es dans la ville et tu as peur... tout ça à cause de quoi, la rébellion. Parce que eux ils veulent gouverner donc ils doivent nous tuer... Ça fait trop mal... un bon Baoulé ne peut jamais oublier ça. Jamais⁶ », (D.H., Leader communautaire, Communication personnelle, avril, 2020).

Pour les parties en conflit, l'implication des autorités étatiques dans le processus de résolution de la crise est le signe que la voix des deux parties a porté. Pour les autochtones, il s'agit de rappeler aux étrangers que le Baoulé est l'autochtone exclusif à Béoumi :

« C'est la femme, Mariatou Koné, c'est elle qui a dit la vérité. C'est elle qui a parlé et puis elle a calmé le cœur des Baoulés. Elle a reconnu que ce sont les Malinkés qui ont tort. Ici c'est chez les Baoulés. Ici c'est chez nous. On vous a accueilli, vous avez eu l'argent c'est vrai. Mais ici là, c'est chez nous. Elle a bien dit ça. C'est quand elle a fini de dire ça que le chef canton lui-même s'est levé pour dire de laisser tomber », (K.B., Chef canton, Communication personnelle, avril, 2020).

Pour la communauté Malinké, la volonté manifeste d'expression politique et d'autonomie a été exprimée et entendue :

⁶Ce verbatim est mobilisé dans le cadre de ce travail comme une donnée secondaire. Il a été réalisé dans un village situé hors de l'aire géographique retenue par cette étude, mais reste tout autant pertinent du fait du contexte dans lequel il a été enregistré.



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« Aujourd’hui tout le monde comprend qu’on doit vivre ensemble. Malinké et puis Baoulé, on est ensemble c’est pas aujourd’hui... en tout cas nous, ça va. La façon qu’ils ont réglée, ça nous plaît. Parce qu’il n’y a plus de conflit, tout le monde peut sortir pour chercher pour lui, chacun peut faire ce qu’il veut maintenant. Donc ça va », (C.Y., Chef malinké, Communication personnelle, avril, 2020).

L’obéissance à l’autorité étatique est l’idéologie propre aux deux communautés pour justifier l’arrêt des hostilités. Toute autre forme de persistance aurait été interprétée comme une insoumission à l’autorité politique suprême. Pour les Baoulé, l’accord du chef canton a entraîné une série d’allégeance dans le rang des chefs de village et des leaders de jeunesses. En initiant la tournée dans les villages des localités impliquées dans le conflit, le chef canton de Béoumi a désactivé la mobilisation autochtone :

« Le chef canton lui-même a fait le tour de tous les villages pour dire de laisser. C’est pour ça que ça a cessé... il est venu ici. Il nous a dit de laisser tomber tout, que les gens sont venus demander pardon. C’est comme ça on a dit on a compris », (K.A, Chef de village, Communication personnelle, avril, 2020).

Cependant, si la figure étatique a participé à l’apaisement des conflits entre Malinké et Baoulé à Béoumi, elle demeure insuffisante car le climat de paix qui prévaut semble être précaire dans la localité. En effet, la forte présence de l’Etat dans cette résolution est la cause de frustration au sein des communautés en opposition. Les deux parties expriment leur accord sur le caractère précaire de la paix retrouvée, mais sont en désaccord avec la manière dont le processus de

résolution de la crise a été conduit. L'absence d'un cadre d'expression individuel et collectif en est la cause. Dans la logique autochtone, la résolution des conflits est un cadre d'expression et d'écoute. Un cadre de démocratisation de la parole. Un cadre de libre participation, où la participation et la non-participation sont des indicateurs d'une bonne ou d'une mauvaise résolution. Un cadre où les désaccords sont exprimés et les frustrations exposées : « *Pendant le règlement tout le monde doit s'exprimer librement et on doit les écouter sans interrompre quelqu'un* », (K.B., Chef canton, Communication personnelle, avril, 2020).

En prenant pour espace de rassemblement la préfecture et en mobilisant la convocation individuelle comme moyen de participation, l'autorité ministérielle ordonne la présence de l'autorité coutumière. Pour une crise dont les racines sont profondément ancrées dans l'histoire de l'immigration locale, les différentes parties ont le sentiment qu'une tribune d'expression ne leur a pas été réellement offerte :

« Le Préfet a convoqué tous les chefs coutumiers du canton et les imams. Aussi le gouvernement a dépêché des autorités politiques pour régler le conflit. Mais au lieu d'écouter les deux protagonistes et trancher puis affliger des amendes s'il y en a, non, ils nous ont demandé de faire plutôt des concessions. Le conflit a été politisé dans tout son aspect. Il n'y a pas eu de vérité dans ce règlement, et nous en tant que chef, on a peur des conséquences qui peuvent surgir après car le cœur du problème n'est pas réglé. Le conflit de Béoumi a eu un autre sens complètement », (K.A., Chef de village, Communication personnelle, avril, 2020).

Pour les leaders communautaires rencontrés, les différentes rencontres convoquées à la préfecture ressemblaient plus à des convocations d'information



auxquelles ils sont déjà habitués. En effet, à l'issue des différentes rencontres, ni coupable, ni victime n'ont été clairement identifiés. Laissant ainsi la porte ouverte aux interprétations diverses : chacun se constitue en victime et désigne systématiquement l'autre camp comme le coupable :

« Ils n'ont pas bien résolu. Nous tous on sait ça. Ils n'ont pas écouté les gens, ils n'ont pas tranché. On ne sait pas qui a raison qui a tort. Tout le monde n'a pas parlé... à la fin on n'a pas dit si c'est les Dioulas ou bien si c'est les Baoulés qui ont raison. Quand c'est comme ça, on demande pardon comment ! » (G.N., Notable, Communication personnelle, avril, 2020).

La mise à l'écart des procédures endogènes de résolution des conflits a donc conduit à l'étouffement des expressions individuelles et collectives. A la place de la tribune d'expression collective attendue, s'est succédée une scène de plainte publique avec, en toile de fond, l'image du « gouvernement qui demande pardon à tout le monde ». Les deux parties n'ont pas eu de cadre d'expression démocratique. Les autochtones estiment que les victimes et les coupables n'ont pas été clairement identifiés par le processus de règlement. Ce qui constitue une limite conséquente pour entretenir les velléités d'affrontement communautaire.

2.3.4. Hybridation conflictuelle

Le processus de résolution de la crise a créé des frustrations collectives que les populations ont parfois du mal à exprimer. La difficulté à l'exprimer relève du fait qu'elle implique la dégradation des rapports sociaux de collaboration avec les autorités administratives locales de

haut niveau. En effet pour les populations, le processus de résolution a, par endroit, dégradé l'autorité des chefs traditionnels qui ont pris part au processus. Pour eux, l'administration s'est succédé à l'ensemble des autorités autonomes traditionnelles, les réduisant parfois au statut de coursier, d'informateur : : *« Ils nous ont appelé et on est allé. Ils ont parlé et on nous a dit de venir sensibiliser, parler à la population que la crise est finie. Qu'on ne doit plus faire palabre parce que palabre n'est pas bon. C'est ce qu'on a fait »*, (M.T., Chef village, Communication personnelle, avril, 2020).

A un degré supérieur, l'implication du chef canton dans l'activité d'information, de sensibilisation et d'appel au calme est vécue comme une forme de dégradation de l'autorité traditionnelle suprême : *« Le chef canton lui-même il a fait une tournée dans tous les villages. Il est venu et il a dit aux gens de laisser tomber. Il est venu porter le message du ministre Sidi TOURE »*, (M.T., Chef village, Communication personnelle, avril, 2020).

La dévalorisation de l'autorité coutumière dans le processus de règlement est de nature à frustrer la communauté autochtone. Le peuple Gôdé estime qu'il est la victime du conflit, compte tenu du fait que l'agression vient de la communauté Malinké. De ce fait, pour eux, il est "malséant" de demander à leur leader communautaire de porter le message de paix à son peuple. Cela se passe comme si, implicitement, les autorités administratives porteuses du règlement couvrent la culpabilité Malinké dans l'avènement de la crise.

Dans leur grande majorité, les leaders communautaires affirment que le processus de résolution du conflit de Béoumi et l'accalmie sur laquelle elle a débouché ne sont pas de nature à rassurer ses principaux acteurs. La remise en



cause du processus de résolution est le principal argument de cette thèse. En effet, les deux parties (autochtone et Malinké) n'accordent pas du crédit au processus de résolution du conflit de Béoumi. Cela s'explique en partie par le fait que la technique mise en œuvre échappe à la connaissance de celles-ci. Il existe des outils et des techniques de résolution des conflits par lesquels les communautés locales résolvent leurs litiges. Ces outils et techniques sont portés par les valeurs communautaires et rejettent l'autoritarisme. Les conflits sont alors réglés sur la base des fondements historiques et des remords profonds qui leur ont donné forme et que tout le monde partage :

« Quand on dit qu'on veut résoudre quelque chose, on doit savoir c'est qui et puis qui, qui se bat. On doit savoir pourquoi ils se battent. On doit les écouter d'abord. C'est quand on a fini ça, qu'on peut dire maintenant toi, tu as raison. Toi, tu n'as pas raison... C'est pour ça que le chef est là. Il n'a pas de camp. Il est le chef pour tout le monde », (K.B., Chef canton, Communication personnelle, avril, 2020).

La scarification des techniques locales de résolution est l'une des causes de la précarisation de la paix sociale locale. Dans l'entendement général des autochtones, l'implication des acteurs gouvernementaux s'inscrivait dans une dynamique d'impulsion de l'ensemble du corps sociale Malinké à demander pardon au tuteur Baoulé. Dans l'entendement des Malinkés, il s'agissait d'ouvrir une lucarne d'expression pour que les sources de discordes (palabres des femmes au marché, insubordination de la jeunesse des deux communautés, liberté de manifestation politique, la régulation de la pêche locale...) soient étalées :

« Moi je n'étais pas étonné de la crise... Je ne serai même pas étonné si la crise se répétait... Le vrai truc qui a fait qu'il y a eu la crise on n'a pas parlé de ça », (A.P., Présent de jeunes, Communication personnelle, avril, 2020).

Le processus, tel que mené a fait naître l'espoir de voir les problèmes étalés au grand jour pour une résolution profonde et réelle. Au lieu de cela, le spectre étatique et sa doctrine du « pardon mutuel » a ruiné les espoirs des deux parties.

Pour la grande majorité des dignitaires rencontrés, la mobilisation des outils et techniques culturels de règlement des conflits serait plus appropriée pour une résolution profonde et durable de la crise. La forte présence de l'Etat est de nature à produire de renfermement de certains acteurs capitaux (les chefs notamment). Pris entre leurs fonctions de subalterne administratif et de porte-voix du peuple, ils glissent vers la première et enterrent les douleurs réelles ressenties par le peuple. Ce faisant, on parvient à une double structuration de point de vue des populations : l'une portée par le chef (et étouffée par sa double casquette) et l'autre portée le corps social : « *Le chef peut dire qu'il a compris. D'accord. Mais et nous ? Nous on n'a pas dit oui hein* », (A.P., Présent de jeunes, Communication personnelle, avril, 2020).

2.3.5. Perceptions sociales de gestion du conflit : facteurs d'entretien de la paix précaire

Les efforts institutionnels de résolution du conflit de Béoumi ne sont pas uniformément perçus à l'intérieure des communautés. Une double tendance contradictoire est observée dans la dynamique de la recherche de la paix durable à Béoumi, au soir des violences intercommunautaires. La première est structurée autour de



la participation des organisations de la société civile à l'effort de paix.

Pour l'implication de la société civile dans la recherche de la paix, des Organisations Non Gouvernementales (ONG) locales réunies au sein d'une plateforme ont décidé d'unir leurs forces dans la consolidation de la paix. On devrait donc s'attendre à une fusion d'objectifs et à une vision d'ensemble autour de l'idéal de paix tant recherchée. Pourtant le constat est tout autre. Les ONG réunies au sein de la plateforme sont inscrites dans une dynamique de lutte politique ouverte pour le contrôle du leadership « bénévole ».

La seconde est relative à la statue symbolisant la paix, érigée dans la ville par les autorités administratives. Elle présente une famille composée d'acteurs habillés en apparats traditionnels symbolisant la pluri culturalité de la localité. L'on devrait s'attendre à une identification et à une appropriation de cette œuvre par les populations, indépendamment de leurs communautés d'origine. Le constat laisse apparaître un rejet de la statue par certains membres de la communauté Baoulé, sous prétexte qu'elle ne serait pas représentative de la réalité culturelle locale.

De ces deux constats se dégage le problème de la légitimité des acteurs associés à la lutte pour le retour de la paix. Pourquoi les figures associées à l'effort de paix à Béoumi combattent-ils l'effort qu'ils sont sensés accompagner ?

L'inscription des ONG dans le processus de paix de Béoumi s'inscrit exclusivement au niveau de la sensibilisation communautaire. Leur proximité avec la population leur confère une légitimité pour passer plus facilement les messages.

La représentativité des femmes au sein de la société civile a été suscitée par les autorités administratives. Pour ce faire, elles ont été encouragées à se mettre en une association avec une présidente. Or, les associations féminines sont traversées par la bipolarisation communautaire. Deux femmes étaient candidates pour la présidence de l'association des femmes : l'une Baoulé et l'autre Malinké. Après la victoire de la candidate autochtone, les femmes Malinké vont se désolidariser de l'association des femmes. Cette désolidarisation fait suite au refus de la candidate Malinké d'être la vice-présidente⁷ de la candidate élue.

Les femmes Malinké abandonnent ainsi l'association des femmes de Béoumi aux mains des femmes Baoulé pour créer un groupement rival. Mais la création de ce groupement rival va attiser la fracture entre les autochtones et les administrateurs. Pour les autochtones en effet, il ne souffre d'aucun doute que l'administration a pris le parti de la communauté Malinké. Cela est notamment perceptible dans la résolution des conflits. Car au lendemain de la création du mouvement féminin rival, celui-ci va jouir de la reconnaissance de l'autorité préfectorale. Les deux organisations féminines participent ainsi aux rencontres de la société civile.

3. Discussion

Le conflit intercommunautaire de Béoumi (Côte d'Ivoire), survenu en mai 2019 entre les communautés Baoulé et Malinké, s'inscrit dans une dynamique plus large de tensions identitaires et foncières observées dans plusieurs

⁷ Selon la règle électorale, la candidate arrivée en deuxième position devient systématiquement la vice-présidente de la présidente élue. Ce qu'a refusé la partie Malinké.



régions d'Afrique de l'Ouest. À travers une comparaison avec les cas de Bouna (Côte d'Ivoire), du Burkina Faso et du Nigeria, cette synthèse met en lumière les racines communes de ces conflits, les limites des réponses étatiques, et les pistes pour une résolution durable.

3.1. Conflits enracinés dans les tensions identitaires et foncières

À Béoumi, les rivalités entre Baoulé autochtones et Malinké allochtones sont alimentées par des enjeux politiques, économiques et démographiques. La domination commerciale des Malinké, la réappropriation des ressources par les Baoulés, et la crise du tutorat coutumier ont cristallisé les tensions. Ce schéma se retrouve à Bouna, où les Koulango (autochtones) et les Peulh (allochtones) s'affrontent autour de l'accès aux terres et de la transhumance. Au Burkina Faso, les conflits entre autochtones et Peulh sont exacerbés par la stigmatisation liée au terrorisme, tandis qu'au Nigeria, notamment dans les États du Plateau et de Kaduna, les affrontements entre communautés chrétiennes autochtones et Peulh musulmans sont nourris par des rivalités foncières, religieuses et politiques.

Ces conflits traduisent une ethnicisation des rapports sociaux et politiques, comme l'ont analysé Mahier et al. (2018), où les appartenances communautaires deviennent des vecteurs de revendication et de confrontation.

3.2. Réponses étatiques et marginalisation des mécanismes traditionnels

Dans chacun de ces contextes, les réponses étatiques ont été marquées par une forte centralisation, souvent déconnectée des réalités locales. À Béoumi, l'intervention de figures politiques affiliées au pouvoir a affaibli la légitimité des autorités coutumières Baoulé, compromettant la médiation. À Bouna, l'intervention militaire et la médiation locale ont été entravées par la contestation de la chefferie Koulango. Au Burkina Faso, la répression sécuritaire a pris le pas sur la médiation, et les autorités locales sont peu reconnues. Au Nigeria, les commissions d'enquête et la militarisation ont échoué à enrayer les cycles de violence. Comme le souligne Alfred Babo (2010), la reconnaissance mutuelle des autorités traditionnelles est essentielle pour une paix durable. Luc Reyhler (1999) insiste également sur la nécessité d'une médiation légitime, capable d'intégrer les griefs profonds des parties.

3.3. Dynamiques de paix et obstacles à la réconciliation

Les initiatives de paix dans ces contextes ont souvent pris la forme de cérémonies symboliques, de dialogues intercommunautaires ou de forums interreligieux. Toutefois, la mémoire du conflit, les traumatismes non traités et l'absence de justice restaurative freinent les processus de réconciliation. À Béoumi, la dualité politique entre Baoulé et Malinké entretient une méfiance persistante. À Bouna, l'accès inégal aux ressources et la stigmatisation des Peulh entravent la cohésion. Au Burkina Faso, la peur du terrorisme fragilise les efforts de paix, tandis qu'au Nigeria, la politisation et les représailles communautaires alimentent les tensions.



Jean-François Bayart (1996) et René Otayek (2003) rappellent que les conflits africains sont souvent des conflits d'ordre, où la souveraineté locale et la reconnaissance des structures communautaires sont au cœur des enjeux.

Conclusion

Le conflit intercommunautaire de Béoumi révèle les limites d'une résolution centralisée et politisée des crises sociales. Si l'intervention étatique a permis de suspendre les violences, elle n'a pas restauré une paix véritable. La marginalisation des mécanismes traditionnels, la politisation des médiateurs, et l'absence d'un cadre d'expression démocratique ont contribué à la précarisation de la cohésion sociale.

Pour une résolution durable, il est impératif de réhabiliter les mécanismes culturels et traditionnels, en tenant compte de la complexité des identités locales. Les piliers de toute démarche de résolution doivent s'appuyer sur une connaissance fine des dynamiques sociales, sur une reconnaissance mutuelle des légitimités en présence, sur la transparence et l'écoute des parties opposées. La paix ne peut être décrétée : elle se construit dans le respect des mémoires, des cultures et des institutions locales.

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Natural Language Processing on Social Media Platforms: A Socio-Literary Perspective

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Abstract:

This field represents a new area of research, as it combines methods used across various domains, including natural language and social processing, machine learning, diagnostics, and information retrieval. It also incorporates semantic technologies. Leveraging the social nature of interactions that occur among individuals on social media platforms offers fertile ground for exploration, enabling participants in this space to express their opinions and play central roles in virtual communities and worlds.

This virtual interaction provides a nurturing environment for numerous and complex social processes. It somewhat reflects elements of classical social dynamics such as cooperation and conflict – but at a distance, using a specific type of language. The vocabulary and topics discussed continue to expand, especially when considering the time factor. This leads users to adopt abbreviations, signs, and symbols as intelligent communicative strategies based on semantics derived from experience and a shared semantic field. These semantic codes quickly spread among users, forming a kind of social language born in the virtual environment.

Keywords: *Linguistic communication, Semantic Web, Social media platforms.*

Traitement du langage naturel sur les plateformes de réseaux sociaux : une perspective socio-littéraire

Résumé :

Ce domaine représente un nouveau champ de recherche, car il combine des méthodes utilisées dans divers domaines, notamment le traitement du langage naturel et social, l'apprentissage automatique, le diagnostic et la recherche d'informations. Il intègre également les technologies sémantiques. L'exploitation de la nature sociale des interactions qui se produisent entre les individus sur les plateformes de réseaux sociaux offre un terrain fertile pour l'exploration, permettant aux participants de cet espace d'exprimer leurs opinions et de jouer un rôle central dans les communautés et les mondes virtuels.

Cette interaction virtuelle offre un environnement propice à de nombreux processus sociaux complexes. Elle reflète en quelque sorte des éléments de la dynamique sociale classique, tels que la coopération et le conflit, mais à distance, en utilisant un type de langage spécifique. Le vocabulaire et les sujets abordés ne cessent de s'étendre, en particulier si l'on tient compte du facteur temps. Cela conduit les utilisateurs à adopter des abréviations, des signes et des symboles comme stratégies de communication intelligentes basées sur la sémantique dérivée de l'expérience et d'un champ sémantique partagé. Ces codes sémantiques se répandent rapidement parmi les utilisateurs, formant une sorte de langage social né dans l'environnement virtuel.

Mots-clés : *Communication linguistique, Web sémantique, Plateformes de réseaux sociaux.*



Introduction

Language emerges as a fundamental tool of social communication—a crucible in which cultural and civilizational elements are fused. It serves as a medium of interaction among individuals, groups, and societies. Indeed, we cannot envision civilizational progress without language. Linguistic communication is the means through which individuals exchange experiences and knowledge, and through which cultural and civilizational elements are transmitted from one society to another. It is also a measure of development and progress; the more a society is capable of communicating with others, the more elevated its cultural status becomes.

This is why linguistic communication attracts considerable interest from specialists. The linguistic interaction between social actors enables individuals to influence and be influenced in the pursuit of meeting their needs and achieving their objectives. Communication, in all its cultural and civilizational dimensions—what we refer to as *linguistic communication*—represents a vital element in the exercise of dominance. As Ibn Khaldun put it, “the vanquished is always enamored with imitating the victor.”

Sociolinguistics has been defined as “*the study of language in its relation to society*” (1). Therefore, the value of sociolinguistics lies in its ability to clarify the nature of language in general and to highlight specific characteristics of a particular language. Accordingly, scholars of society recognize that linguistic facts can enhance their understanding of the social fabric. In this context, the sociology of language can be defined as “*the study of society*

in relation to language" (2), which is essentially the reverse of the definition of sociolinguistics.

The difference between sociolinguistics and the sociology of language does not lie in the elements themselves but rather in the focus of interest. This distinction depends on whether the researcher prioritizes language or society, as well as their proficiency in analyzing both linguistic structures and social elements. In practice, there is a considerable overlap between the two fields.

The social nature of language has become clearly evident. Antoine Meillet highlighted this aspect in his famous article "*How Words Change Their Meanings*", where he defined language as a social phenomenon, relying on the ideas of the renowned sociologist Émile Durkheim (3). Social phenomena— which constitute the subject matter of sociology—are characterized by several key features, the most important of which are:

- They are manifested in general systems that individuals of a given society collectively follow, organizing their communal life and coordinating their relationships with one another and with others.
- They are not created by individuals, but rather emerge from the nature of social life; they are "*products of the collective consciousness*" (4).
- When an individual deviates from any such system (given their external and coercive nature), society reacts with resistance, either through material or moral punishment.

As for the functions of social language, it serves both the individual and the community in many ways, including:

- a. Facilitating communication among actors and the exchange of knowledge and experiences.



- b. Expressing the individual's various needs (5).
- c. Intellectual development, which is linked to linguistic growth—learning spoken or sign language gives rise to mental images and conceptual thinking.
- d. Associating language with cultural and civilizational frameworks and reference systems.
- e. Psychological function: language allows the individual to vent emotions and alleviate internal pressures, especially in moments of emotional intensity.

In light of the evolution of social media tools and platforms, an important question arises: Can languages be processed on social media networks? How is this done, and to what extent does it affect the effectiveness of communication in the future?

We will attempt to answer this question by defining the concept of communication, identifying the main forms of social media, discussing the relationship between language and artificial intelligence, and exploring the concept of natural language processing (NLP) and the social semantics of the web.

1. Defining Concepts

1.1. The Concept of Communication

The concept of *communication* originates from the Latin word *communis*, which means “common” or “shared.” Accordingly, communication as a process involves participation or mutual understanding regarding an idea, feeling, attitude, behavior, or action (6). It is one of the oldest aspects of human activity and plays a significant role in every individual's life. Communication influences people in various ways and is considered one of the fundamental

traits of humanity—whether it takes the form of images, music, direct or indirect interaction, informative or persuasive content, frightening or entertaining messages, clear or ambiguous, intentional or random. Communication is the channel that connects us to humanity.

There are many definitions of communication. For example, Carl Hovland defines it as: "*Communication is the process by which the communicator presents stimuli (usually linguistic symbols) in order to modify the behavior of other individuals (the message receivers).*" (7)

What is notable across the many definitions (many of which we have omitted here) is that the term *communication* is used in various contexts and carries multiple connotations. In its singular form (*communication*), it refers to the transmission of ideas, information, and attitudes between individuals or groups. In its plural form (*communications*), it refers to the means or channels that carry the content of communication.

Specialized studies and research in communication theory began in the United States during the 1940s. Various studies contributed to shaping a theoretical framework around communication systems. After multiple attempts, communication theory managed to define its subject and establish new perspectives (8). Linguistic communication became one of the specific branches studied within this theory, and it involved precise definitions of various concepts. With the involvement of mathematicians and communication engineers, the field defined its focus as a reflective inquiry into the distinctive features of each sign system used between two entities (either living beings or technological systems) aiming at communicative goals.



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Based on this, Charles Cooley describes communication as: "That mechanism through which human relations exist and develop. It involves the growth and sharing of symbolic meanings through the dissemination of these symbols across space and their persistence through time. It includes facial expressions, gestures, signs, tone of voice, words, writing... everything that serves to transmit a message." (9)

1.2. Digital Communication / The Concept of New Media

There is no consensus among theorists regarding a unified definition of *new media*. Initially, the term referred to the technical evolution that brought about synchronization between text, image, and sound. Over time, it evolved to encompass all tools used by individuals within society to communicate. The *High-Tech Dictionary* defines new media as: "*The convergence of computers, computer networks, and multimedia.*" (10)

Another definition describes it as: "*A set of media practices that emerged from media platforms operating within a dynamic communication environment, shaped by information and communication technologies.*"

Additionally, *PC Magazine* defines new media as: "*Forms of communication in the digital world, including publication on CDs, DVDs, and more importantly, on the Internet.*" (11)

1.3. The Concept of Social Media Networks

Social media networks refer to those websites that emerged with the so-called second generation of the web (*Web 2.0*), enabling users to interact within virtual communities formed based on shared interests or affiliations (such as

university, country, journalism, company, etc.). These platforms allow for direct communication through services such as messaging, participating in others' profiles, and accessing shared updates and personal information. (12)

Many technology experts confirm that **social media platforms currently dominate 71% of the global media and communication market**. Each platform has its own distinct characteristics and strengths in delivering content. However, they all share a common feature: **the ability to facilitate human communication without spatial or temporal constraints**. Based on this, some researchers categorize *social media* as one of six types of *social communication media*. (13)

English Translation:

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Let me know if you'd like to include the references (1) and (2) in a specific style (APA, Chicago, etc.) or translated into English.

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2. Defining Concepts

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Based on the analysis, **social media** can be defined as digital platforms (websites or applications) where a user begins by creating a personal account on one of the available social networking platforms such as Facebook, Twitter, etc., within the global Internet network (Web). This allows the user to build a **database, a digital presence, and a virtual identity (Profile)** through which they can publish data, comments, documents, photos, and videos. (14)

This process progresses into **networking and sharing**, where users add friends, form groups, or join pre-existing networks of subscribers and users. These may start with circles such as friends, classmates, neighbors, colleagues, or family members. Users then engage in real-time communication by exchanging comments, opinions, and media content. These interactions occur **instantaneously, at any moment the user chooses**, across the network. (15)

This invention has **profoundly reshaped the principles of freedom of expression and publication**, reinforcing democratic thinking, human rights, and other political, social, and commercial values. Communities have formed around these platforms due to their **ease of use, low cost, and lack of need for technical expertise**, leading some to believe that such tools could spur **a global shift in thought and behavior**. Studies indicate that modern individuals, particularly in the West, **rely daily on Facebook for social**

interaction and Google for knowledge, commerce, marketing, and advertising.

3. Most Prominent Social Media Platforms

1. Facebook (16)
2. Twitter
3. Google+
4. LinkedIn
5. Pinterest

Other widely used platforms include:

- YouTube
- WhatsApp
- Telegram
- Instagram

Classification of Social Media Tools

1. Web-Based Platforms (Online Media)

- Examples: Facebook, Twitter, blogs, chat sites, email.
- In the context of media, they are seen as **the fourth system**, complementing the traditional three (print, radio, television).

2. Mobile-Based Applications

- These include smartphone apps and personal digital assistants.
- Mobile devices are considered **the fifth media system**. (17)

4. Other Types Based on Traditional Media Platforms:

There are also types of social media based on **traditional media platforms**, such as **radio and television**. Many channels, radio stations, and programs have launched their own social media platforms, to which features like **interactivity, digital integration, and on-demand access**



have been added. These developments have brought such platforms closer to the broader concept of **new media**.

After having explored the concept of social media, we now turn our attention to another key concept—**Artificial Intelligence (AI)** and its relation to **Natural Language Processing (NLP)**.

5. Artificial Intelligence and Natural Language Modeling:

Artificial Intelligence (AI) represents a vast interdisciplinary research field that spans various domains such as scientific inquiry, industrial application, education, and more. The scope of AI includes:

- **Industrial aspects:** The development of intelligent tools and devices.
- **Software-based aspects:** Programming systems that respond to individual, collective, and societal needs.
- **Philosophical and social aspects:** The increasingly critical question of the **reciprocal control between human and machine**.

The philosopher **Herbert Marcuse** addressed this issue in his renowned book *One-Dimensional Man* (1964), where he warned of the potential for machines to surpass human control. He envisioned a scenario where humans, who are naturally both **agents and recipients** of influence, might be reduced to mere recipients—**"one-dimensional beings"**.

Despite the relatively primitive state of AI in his time, Marcuse foresaw the emergence of technologies—such as AI and social engineering—that could reshape social relations. In this context, **language** plays a pivotal role in constructing **virtual social networks**, which in turn shape **individual behaviors**, and eventually influence **social, political,**

economic, and cultural dynamics. This process becomes a strategic entry point for forming, guiding, or even **generating public opinion.**

Marcuse cautioned against humans continuing to interact with these technologies passively, without asserting their role as active agents (from the network analysis concept of IGO - “I Go” or “I Act”).

Natural Language Processing (NLP) within AI:

One of the most important branches of AI is **Natural Language Processing (NLP)**. This domain aims to enable machines to **understand natural human language**—both written and spoken—through comprehensive multi-level analysis and generation processes. NLP facilitates the development of **interactive environments** that enable seamless **communication between humans and machines.** (19)

This capability paves the way for analyzing **public opinion** at local, regional, and even continental scales.

The Arabic Language and NLP:

Among the world’s languages, **Arabic** has gained increasing attention in the field of AI, as it is:

- One of the **most widely spoken languages** globally.
- Ranked **fourth** in terms of number of speakers—after Chinese, Hindi-Urdu, and English.

Arabic is highly **processable by computational systems** and is capable of achieving advanced levels of integration—**if sufficient resources, funding, and institutional support** are made available. This positions the Arabic language as a **prime candidate** for application in modern AI technologies,



particularly in **social media, digital communication, and public opinion modeling.**

6. Methodologies Used in Natural Language Processing (NLP):

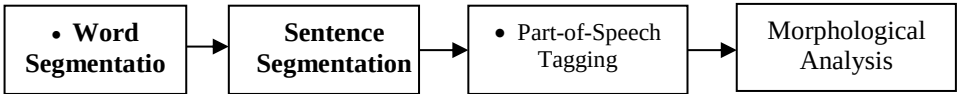
There are **two main methodologies** commonly employed in natural language processing tasks: one is **knowledge-based**, and the other is **learning-based**—with the possibility of combining both approaches. (20)

The **knowledge-based methodology** relies on **manually written rules**, crafted by experts in the field of NLP. This approach requires a deep understanding of **linguistic rules, language structures, and intuition** in addition to technical expertise.

The **preprocessing stages** of natural language tasks typically include the following core components, as illustrated in the figure:

- **Word segmentation**
- **Sentence splitting**
- **Part-of-speech tagging**
- **Morphological analysis**
- **Syntactic parsing and text segmentation**

Figure 01: Represents the components involved in the preprocessing tasks of Natural Language Processing (NLP)



Source (21): Diana Maynard et al., Natural Language Processing for the Semantic Web, trans. Khalid bin Abdulrahman Al-Miman, Wujuh Publishing and Distribution, Kingdom of Saudi Arabia, 1st ed., 2019, p. 41.

It is important to point out here that the process requires familiarity with terms and concepts related to computers, operating systems, and data analysis (in English), which may pose difficulties for those who are not proficient. This includes understanding the concept of the NLP pipeline and its core components, as well as some widely used open-source tools. It should also be noted that, while the performance of low-level NLP tasks is generally high, tools vary in their efficiency—not only in terms of accuracy but also in the way tasks are performed and in the nature of the outputs. These differences are largely due to the distinct linguistic theories that each tool is based on (22).

We can thus conclude that it is impossible for a mathematical model to fully replicate a naturally modeled problem. The best mathematical model that can be developed is merely a simplified and approximate representation of it.

The main challenges faced in computational modeling of natural languages can be summarized as follows:

- a. The challenge of linking language as a system of symbols (sounds, words, structures...) to its real-world referents and meanings (23).
- b. Imagination is an essential component of human thought. Therefore, the insurmountable challenge lies not



only in constructing an ontology of the real world, but also in building an ontology of the imaginary.

7. Sentiment Analysis / Opinion Mining

One of the most essential aspects of text comprehension is the identification and classification of opinions, sentiments, and emotions. This task may range from categorizing user reviews on specific products to understanding the sentiments conveyed in tweets, tracking opinions over time, identifying the views of influencers and leaders, and generating summaries based on collective opinions (24).

Sentiment analysis within text is the process of analyzing text to understand people's opinions. This excludes the analysis of emotions expressed through other media such as images or videos, as those do not fall under the scope of natural language processing (NLP) techniques (25). In its simplest form, this process involves identifying whether a person is speaking positively or negatively about something. However, opinions can take on more ambiguous forms and express a wide range of emotions that vary in intensity (e.g., liking something, fear, shock, anger, comfort, pleasant surprise...). Emotions may also relate to specific aspects of a product or event, leading to degrees of contradiction (e.g., liking some elements while disliking others).

Sentiment analysis tools can be extremely useful across almost all industrial sectors. While customer reviews and opinions may be the most obvious targets for opinion mining tools, there are numerous other applications, such as analyzing political and social sentiments toward governments, events, elections, and so forth. Opinion mining tools take a piece of text as input and produce output

in the form of information that determines whether the text contains opinions, the nature of those opinions (positive, negative, etc.), the intensity of the opinion, and other relevant features (26).

At first glance, opinion mining may seem like a simple task—where a basic system looks for the presence of positive or negative words (such as "hate," "good," "bad," etc.) and then generates an opinion accordingly. However, in practice, sentiment analysis is much more complex due to the inherently ambiguous and nuanced nature of natural language. This complexity is especially pronounced on social media platforms, where people often use unconventional language to express their emotions. They may include negative expressions in their posts, ignore grammar and spelling rules, employ sarcasm or irony, and assume that the reader has prior knowledge that helps decode the meaning (27).

One major challenge in opinion mining is distinguishing between an opinion about a person or thing and an event related to that person or thing. For example, expressions of sadness or shock may not necessarily indicate a negative sentiment, even if the content of the message is negative. Many sentiment analysis tools fail to make this distinction. Another significant difficulty lies in dealing with sarcasm, which is widespread in social media content. First, the system must detect the presence of sarcasm—an inherently challenging task. Then, it must understand how sarcasm or irony affects the polarity of the opinion. This is why the U.S. intelligence community has reportedly announced plans to purchase real-time surveillance software for social media users, with specific capabilities to detect sarcasm (28).



7.1. Subtasks of Opinion Mining:

From the preceding discussion, it is clear that there are several issues that need to be addressed, including:

Polarity Detection: This task involves determining whether a given statement is positive, negative, or neutral.

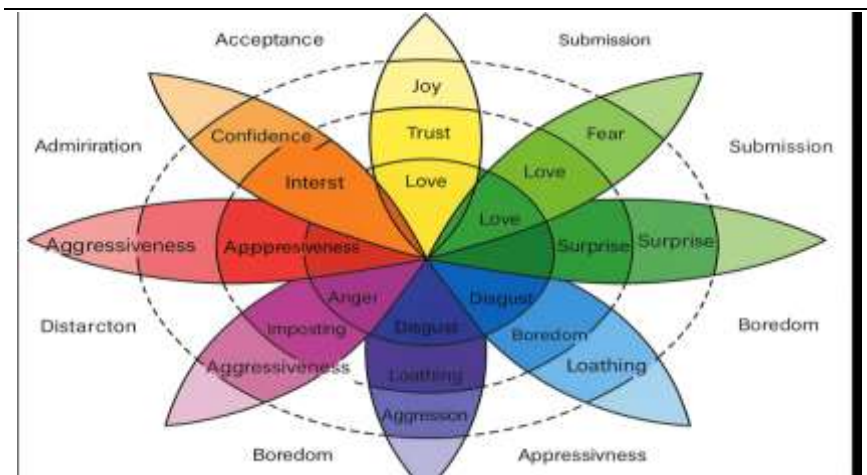
Opinion Target Identification: Often, it is not enough to know whether an opinion is positive or negative unless we also know specifically what the opinion is about.

Opinion Holder Identification: Similar to identifying the opinion target, this task involves determining who holds the opinion in question (29).

Sentiment Aggregation: Sentiments can be identified at various levels, typically at the sentence/phrase level or the document/post level. Tweets, for instance, are usually composed of a single sentence, but sometimes consist of multiple sentences. Generally, opinion detection occurs at the tweet level, but is implemented using sentence-level methodologies (30).

Emotion Detection: Practical opinion mining tools are increasingly moving away from traditional tools that merely detect positive/negative sentiments and are instead adopting emotion-based approaches. These approaches classify opinion-bearing texts based on the emotions they express. However, the task of defining a clear and comprehensive set of emotions is a difficult one. Several attempts have been made to establish standards, but there is no current consensus on a core set of emotions. Most efforts derive their frameworks from Plutchik's Wheel of Emotions, illustrated in the following figure:

Figure 02: Plutchik's Wheel of Emotions



Source (31): Diana Maynard et al., Natural Language Processing for the Semantic Web, trans. Khalid bin Abdulrahman Al-Maiman, Wujuh Publishing and Distribution, Kingdom of Saudi Arabia, 1st ed., 2019, p. 171.

Recently, opinion mining methods have increasingly focused on social media platforms, with a new trend toward applying these techniques proactively rather than reactively. Understanding public opinion in this way could have implications for forecasting future events for governments and media outlets seeking to predict responses to events and policies, as well as for individuals looking to anticipate stock performance and many other areas (32). However, adapting these tools to handle social media networks is by no means an easy task. As a result, there remain many challenges facing the development of opinion mining tools, and



performance levels remain low compared to many other natural language processing tasks.

8. Youth Language on Social Media

Social networking platforms have introduced a new form of writing, where the Arabic language is written using Latin letters—either in a French or English accent—commonly referred to as “Arabtini” or “Arabizi.” This refers to the mixing of Arabic with English or French while speaking or writing, as in saying: *bonne nuit* or *ok* (33).

The use of Latin letters instead of Arabic has emerged in digital messaging and online chatting, especially with the rapid spread of computers and mobile phones among youth and younger generations. "Although it is currently difficult to measure the full extent of this phenomenon, observers cannot ignore its widespread presence among the new generation throughout the Arab world. There is, however, an impression that a return to the Arabic script is beginning to take shape in social media platforms" (34).

Writing in Arabic Script:

The Arabic script ranks second after the Latin alphabet in terms of the number of languages that use it. Many languages adopt the Arabic script writing system. However, the Arabtini phenomenon generally remains confined to text messaging, computer chatting, and certain social media platforms such as WhatsApp, Facebook, Twitter, Google, and the like. The primary reason appears to be that, in the early stages, these devices did not support Arabic keyboards—though this has since changed.

8. Natural Language Processing in Social Media Networks

Leveraging the social nature of interactions between individuals and groups forms the fundamental basis for the widespread dissemination of social media platforms. These platforms enable people to express their opinions, play roles in a virtual society, and collaborate remotely. For instance, in the realm of microblogging, Twitter alone has more than 300 million active users who post millions of tweets daily (35).

Currently, the dynamic engagement with these high-value, large-scale, short-lifecycle media streams has become a daily challenge for both institutions and individuals. Consequently, the need for intelligent, semantics-based methods to process and extract useful information from this data is steadily increasing. This domain represents a novel research field that intersects with several disciplines, including natural language processing (NLP), machine learning, diagnostics, information retrieval, and semantic technologies.

Traditional search methods are no longer sufficient to address the information-seeking behaviors within social media networks. These behaviors have evolved toward meaning-making, learning, investigation, and social inquiry. Semantic technologies possess the potential to assist humans in better adapting to the overwhelming information generated by social media content, thereby supporting the interpretation of information and informed decision-making in the context of vast and constantly changing media resources (36).

Unlike news articles and other online texts that are carefully crafted, social media content poses unique challenges to semantic technologies due to its massive volume, noisy and unstructured nature, and inherent social characteristics.



8.1 Extracting Public Opinion Trends (Tracking Opinion Evolution on Social Media)

Understanding natural language is considered one of the greatest challenges of artificial intelligence—or even the complete problem of AI (Schank & Abelson, 1977). Extracting opinions from text and identifying which parts of the text contain subjective content is a key problem in natural language processing. Opinion mining, sentiment extraction, and viewpoint analysis are often used interchangeably to refer to this area.

Opinion mining is a field of research that aims to enable automated systems to detect human opinions expressed in written (or eventually spoken) natural language. It involves tracking and identifying perspectives embedded in text (37). The domain also overlaps with computational linguistics, information retrieval (IR), text mining, natural language processing, machine learning, statistics, and predictive analytics, among others.

A wide range of applications has been developed to enable opinion mining, which has been the focus of substantial research in recent years. These applications have achieved high classification accuracy using various techniques that heavily rely on statistical sciences, artificial intelligence, machine learning, and natural language processing.

8.2 Social Media Streams: Characteristics, Challenges, and Opportunities

Social media networks allow users to connect with one another to share content (such as website links, photos, and videos), experiences, and professional information, in

addition to social interaction with friends. In essence, this technology enables communication in various forms—spontaneous and informal, semi-formal, or even formal. Users create posts or updates, and social networks disseminate them within the user's social circle. The key distinction between social networks and traditional web pages lies in the fact that users of social media are not merely passive consumers of information; rather, many of them are active content producers.

Social media platforms can be categorized according to different spectrums—based on the type of communication between users, the mode of information exchange, or how users interact with media streams:

Interest-based platforms such as Twitter encourage users to form connections with others who share common interests, regardless of whether they know each other in real life. These connections are often one-way and do not require mutual consent. The shared content typically appears in reverse chronological order as a stream of messages (38).

Social networking sites like Facebook encourage users to connect with people they have real-life relationships with. These platforms allow for the exchange of information and interaction through comments and responses on shared content.

Professional networking platforms such as LinkedIn aim to facilitate professional acquaintance in a career context, where having a connection with a specific individual often serves as a form of endorsement or recommendation (39).

Content-sharing and discussion services include blogs, video-sharing platforms (YouTube, Vimeo), presentation-sharing platforms (SlideShare), and discussion or review forums (e.g., CENT). Some blogs are even configured to



automatically broadcast updates to users' Facebook and Twitter accounts. While these characteristics pose significant challenges, they also offer opportunities to develop new methodologies that are better tailored to the social media environment:

Short messages (microtexts): Tweets and Facebook messages are very brief, which makes semantic-based approaches more effective when enriched with additional contextual information—such as embedded links and hashtags.

Noisy content: Social media content often includes unconventional spellings (e.g., 2moro instead of tomorrow), irregular use of uppercase letters, emoticons, and distinctive abbreviations. Therefore, specific techniques have been developed to normalize such text to its standard form.

Temporal dimension: In addition to linguistic analysis, social media content can be analyzed based on temporal sequences—a challenge that has not yet received sufficient scholarly attention.

Social Context:

The social context is essential for accurately interpreting social media content. Semantic-based methods should exploit social media data to automatically derive semantic models of networks, assess user authority, and group users with similar characteristics into clusters (40).

Multilingualism:

Social media content is characterized by a high degree of multilingualism. Therefore, automatic language identification is a crucial step for distinguishing between

different types of social media content, allowing them to be processed using appropriate algorithms tailored to specific language groups.

Conclusion

The field of technological development and its impact on language and society constitutes a new and fertile area of research that intersects linguistic techniques, symbolic repertoires, and technological advancement, including automated diagnostics and information retrieval. These technologies increasingly rely on semantic elements, thereby shifting the role of the social actor from the notion of instrumental reason to that of communicative reason—as conceptualized by Jürgen Habermas. In this context, the social dimension of interactions among virtual actors becomes a foundational and rich domain for exploration.

Social media networks serve as bridges between real social formations and the technologies that transform them into virtual structures whose behaviors can be predicted and orientations controlled. The purpose behind such control often depends on the dominant actors within these technologies—sometimes driven by commercial and marketing objectives, and at other times by narrow personal interests. More profoundly, these networks can help define virtual social relationship systems that mirror and influence the fabric of real-world society. They enable the construction of specific mechanisms for shaping and directing public opinion, which, in itself, has become a new form of the public sphere, as discussed by Habermas in his seminal



work The Structural Transformation of the Public Sphere (1989).

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Appendix

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**The effect of macroeconomic variables on the level of
economic welfare In Arab Countries
A case study of a sample of Arab countries during the
period 2007-2016**

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Abstract:

*This study aims to examine the impact of macroeconomic variables on the level of welfare in a sample of Arab countries over the period **2007–2016**, using panel (longitudinal) data models.*

The analysis employed both fixed effects and pooled regression models supported by the application of appropriate statistical tests, which indicated that the random effects model was the most suitable for the sample data.

The findings reveal a positive impact of trade openness and foreign exchange reserves on welfare levels in the sampled countries, while government spending and inflation exert a negative influence.

Key words: Macroeconomics, welfare, growth economic, Panel data.

**L'effet des variables macroéconomiques sur le niveau de bien-être
économique dans les pays arabes**

**Étude de cas portant sur un échantillon de pays arabes au cours de la
période 2007-2016**

Résumé:

Cette étude vise à examiner l'impact des variables macroéconomiques sur le niveau de bien-être dans un échantillon de pays arabes au cours de la période 2007-2016, en utilisant des données de panel (longitudinales).

L'analyse a employé à la fois des modèles à effets fixes et à effets regroupés, soutenue par l'application de tests statistiques appropriés, lesquels ont indiqué que le modèle à effets aléatoires était le plus adapté aux données de l'échantillon. Les résultats révèlent un impact positif de l'ouverture commerciale et des réserves de change sur les niveaux de bien-être dans les pays étudiés, tandis que les dépenses publiques et l'inflation exercent une influence négative.

Mots clés: *Macroéconomie, bien-être, croissance économique, données de panel.*



Introduction

The concept of welfare has deep historical roots, tracing back to the Greek philosopher Plato and his vision of the ideal city. Despite the widespread use of the term “welfare state” in both political and social discourse as well as in academic literature, its modern application reflects the idea that the state bears the primary responsibility for ensuring the welfare of its citizens. Consequently, contemporary welfare is often synonymous with the welfare state. In this context, macroeconomic policies adopted by governments play a vital role in achieving satisfactory welfare levels for their societies.

Like other nations, Arab countries strive to maximize societal welfare and improve their positions in global welfare rankings. However, they generally remain behind European and East Asian countries. Therefore, it becomes essential for these states to adapt their economic policies to attain this goal.

From the above, the following research question arises:

To what extent do macroeconomic variables affect welfare levels in Arab countries?

To answer this question, we start from the following hypotheses:

- The degree of trade openness is one of the determinants of welfare in some Arab countries, and therefore its impact is positive.
- Inflation rate is considered as a determinant of welfare in the sample countries.
- The exchange rate is considered as a determinant of welfare in the sample countries.

- Foreign exchange reserves have a positive impact on the economic welfare of the sample countries.

Objectives of the study

The following are the objectives of the study

- Assess the extent to which trade openness influences economic welfare.
- Examine the effect of inflation on welfare.
- Evaluate the role of the exchange rate in determining welfare outcomes.
- Analyze the contribution of government expenditure to the enhancement of economic welfare.
- Investigate the stabilizing role of foreign exchange reserves and their impact on welfare.

1. Theoretical Framework of Welfare Economics

1.1. Concepts of Economic Welfare

Welfare economics is concerned with objectively measurable social outcomes within the realm of economic theory. National income, defined as the flow of goods and services, is directly associated with welfare: the higher the national income and the more equitable its distribution, the greater the economic welfare of society. Welfare economics also evaluates economic efficiency and the systems related to resource allocation, aiming to maximize social utility and create conditions through which economic policies can enhance societal welfare. Such policies may involve encouraging productive enterprises and ensuring fairness in distribution through taxation, thereby boosting production and fulfilling societal needs.

Welfare Frontier: This concept represents the maximum level of welfare an individual in society can enjoy, given the



welfare levels of all others. No situation within the welfare frontier reflects maximum social welfare, while no point outside it is attainable by the society.

Welfare State: A welfare state is one in which the government assumes clear and formal responsibility for achieving the basic welfare of its citizens by providing diverse social services to enhance both economic and social welfare. This model emerges when society or its leaders are convinced that individual welfare-alongside maintaining order and national security-is of such importance that it cannot be left to traditions, informal arrangements, or private enterprises alone. Rather, it becomes a governmental obligation, stemming from a conviction in the essential role of individual welfare in safeguarding social order and national stability (Hussein, 1999, p18).

1.2. Methods of Measuring Welfare

The level of economic welfare is determined using a combination of quantitative and qualitative variables. Quantitative measures include the level and pattern of consumer spending, whether on food or non-food items, and the level of services such as healthcare, entertainment, and education.

Qualitative measures encompass non-monetary aspects, such as the right to participate in decision-making processes that shape interpersonal relationships, the enjoyment of democracy, and the assurance of justice (Hilal, 2006, p36).

Measuring welfare also directly focuses on income levels, taking into account prevailing price levels (i.e., adjusting for inflation), as well as the degree of equity in income distribution across social groups. Several indices are used to

assess the extent of societal welfare or lack thereof, as outlined in the literature (Jasim & Ahmed, 2014, p45).

A. Pareto Optimality Criterion

Pareto optimality is a hypothetical state that cannot be practically applied due to the assumptions on which it is based for determining the level of welfare. These assumptions include the existence of only two individuals representing society and only two goods, as well as the economy being in a state of full employment. Pareto relied on the traditional indifference curve theory to explain optimality through the use of the Edge worth Box. The essence of this hypothesis is that the income distribution leading to welfare can only be achieved through an increase in average income; in other words, economic growth rates must exceed population growth rates.

B. Lorenz Curve

The Lorenz Curve is one of the most widely used indicators of economic welfare since 1905 due to its simplicity. It is an upward cumulative frequency curve that is directly related to the concept of cumulative frequency distribution. It measures the relationship between the relative accumulation of households (or individuals) and the relative accumulation of incomes (or expenditures).

C. Theil Index

In 1967, the English statistician Theil indicated that economic welfare could be measured using proportional statistical formulas that show the degree of fairness in income distribution. This is done by calculating the approximate value of income represented by the Theil index.



By comparing the Theil index value to the average per capita income, the level of economic welfare can be determined: the smaller the difference, the greater the economic welfare and fairness in income distribution, and vice versa. Theil calculates the approximate value of income using the following formula:

$$T = \sum q_i (\log q_i) \cdot (1/n) \quad T = \sum q_i (\log q_i) \cdot (1/n)$$

Where:

- T = Theil index for the approximate value of income
- n = Number of individuals, households, or total social groups
- q_i = Income of group i

2. Study Instrument

2.1. Concept of Panel Data

Different types of data in general can be used in empirical (applied) analysis, including time series, cross-sectional data, and panel data.

- A set of data that observes a phenomenon over specified time periods is called a time series, where both the value of the observation and its order are important.
- Cross-sectional data consist of a set of observations for a group of individuals during one time period or at a single point in time (e.g., crimes recorded in 50 U.S. states in a given year).
- Panel data refer to datasets that combine both time series and cross-sectional data (**Ranjit, 2007,155**).

If cross-sectional data are measured over the same time period, panel data are called **balanced panel data**. If the time period differs from one cross-sectional unit to another, they

are called **unbalanced panel data** (Baltagi, Jung, & Song, p122).

Panel data are also known as “pooled data” when they include large numbers of units, and as “longitudinal data” when they contain long time series. These terms are often used interchangeably in applied literature. In this study, we will use the term **panel data** (Free & Kim, 2007, p22).

2.2. Advantages of Panel Data

Panel data models are among the most modern econometric models and have several characteristics that make them among the most effective tools in economic measurement and analysis (Gujarati, 2011,p55):

- They account for heterogeneity between units (e.g., differences in economic characteristics between countries) and in the variables used in measurement.
- They provide richer informational content compared to time series or cross-sectional data alone, resulting in more degrees of freedom.
- They allow for detecting and measuring the effects caused by changes in study variables over time, which cannot be captured using only cross-sectional or time-series data.

2.3. Basic Panel Data Models

Panel data models generally consist of three main types (Gujarati, 2011,p60):

- **Pooled Regression Model (PRM):**

This is the simplest panel data model, assuming that all coefficients are constant across time periods. The mathematical form is: *(formula omitted in original text)*



- **Fixed Effects Model (FEM):**

In this model, time or cross-sectional dummies capture individual or temporal differences. The term "fixed effects" means that the intercept β_0 for each cross-sectional unit does not change over time, with variation occurring only across units.

- **Random Effects Model (REM):**

In this model, the intercept $\beta_0(i)$ is treated as a random variable with mean μ . The REM is also called the "error components model" because the error term has two components: one for cross-sectional error (v_i) and one for the combined error term (ε_i).

2.4. Tests for Choosing Between Panel Data Models

- **Breusch-Pagan Lagrange Multiplier Test (1980):**

This test compares PRM and REM based on the Lagrange multiplier related to residuals from the OLS method.

- **Hausman Test (1978):**

This test determines whether FEM or REM is more appropriate by checking if the individual effects are correlated with the independent variables.

- H_0 : No correlation $\rightarrow$ Both FEM and REM are consistent, but REM is more efficient.
- H_1 : Correlation exists $\rightarrow$ FEM is consistent and preferred.

The test statistic follows a Chi-square distribution with $k - 1$ degrees of freedom.

- **Restricted F-test (Fisher Test):**

Used to choose between PRM and FEM. If the calculated value is greater than or equal to the tabulated F-value (or p-value ≤ 0.05), FEM is preferred.

3. Empirical Study

3.1. Temporal and Spatial Framework

The study sample consists of six Arab countries: Algeria, Tunisia, Egypt, Morocco, Oman, and Jordan. These countries were primarily selected based on data availability for the study period extending from 2007 to 2016.

3.2. Study Variables

This applied section relies on a set of variables, represented as follows:

- **Dependent variable:** Economic welfare index
- **Independent variables:** Macroeconomic variables selected based on data availability:
 - Trade openness (OPENS)
 - Inflation rate (INF)
 - Exchange rate (RE)
 - Government expenditure (G) as a percentage of GDP
 - Foreign exchange reserves (TR)

The data used in this study were obtained from the World Bank.



3.3. Descriptive Statistics

Table 1: Descriptive statistics for the study variables

Variable	PROS	RE	OUV	INF	GDPP	G	TR
Mean	56.0229	16.3252	91.3775	4.9204	1.08E+11	108.037	3.91E+10
Median	55.7806	3.7903	98.6964	4.1142	8.00E+10	108.175	1.52E+10
Maximum	60.4781	109.443	155.619	18.3168	3.18E+11	167.325	1.95E+11
Minimum	50.0482	0.3845	30.0336	-0.8729	1.71E+10	69.3534	5.89E+09
Std.Dev.	2.6712	29.4737	29.6209	4.0385	7.98E+10	21.4048	5.50E+10
Observations	60	60	60	60	60	60	60

Source: Outputs from EVIEWS 10

The table above shows clear variation in mean values, primarily due to differences in units foreign exchange reserves (TR) are in USD. Most variables, including the economic welfare index, are computed indices. The lowest standard deviations were recorded for the economic welfare index and inflation rate, indicating relatively small differences in observations of these variables across the countries during the study period. Oman recorded the highest welfare index value (60.47) in 2012, indicating advanced conditions for citizen welfare, while Egypt recorded the lowest in 2014.

4.3. Correlation Matrix

Figure 1: Pearson correlation matrix among all study variables

	PROS	RE	OUV	INF	GDPP	G	TR
PROS	1.000000	-0.418620	0.679688	-0.465414	-0.828440	-0.043625	-0.400893
RE	-0.418620	1.000000	-0.417227	0.018790	0.438957	-0.211128	0.943291
OUV	0.679688	-0.417227	1.000000	-0.493962	-0.832391	0.230806	-0.398432
INF	-0.465414	0.018790	-0.493962	1.000000	0.474344	-0.137141	0.018288
GDPP	-0.828440	0.438957	-0.832391	0.474344	1.000000	-0.251711	0.443068
G	-0.043625	-0.211128	0.230806	-0.137141	-0.251711	1.000000	-0.253559
TR	-0.400893	0.943291	-0.398432	0.018288	0.443068	-0.253559	1.000000

Source: Outputs from EVIEWS 10

The table represents correlations between variables. There are correlations greater than 0.5 between some variables. However, the welfare index showed relatively weak correlation with exchange rate (TC), government expenditure (G), foreign reserves (TR), and inflation.

3.5.. Panel Data Model Estimation

Pooled Regression Model (PRM)

Table 2: Pooled regression model estimation

variable	Coefficient (β)	Std. Error	t-Stat	P- Value	Significant at 10%
Constant	65.26959	1.715985	37.6158	0.0000	Yes
RE	-0.01420	0.018023	-0.827428	0.4117	NO
OUV	-0.01764	0.010957	-0.699440	0.4873	NO
INF	-0.096138	0.051687	-1.860010	0.0684	No
GDPP	2.88E-11	4.10E-12	-6.86322	0.0000	YES
G	-0.035	0.008529	-4.158207	0.0001	YES
TR	...1.135E-12	9.70E-12	0.115892	.09082	No

Source: Outputs from EVIEWS 10

Observations from the pooled model:

- Parameter significance: All variables are significant at 10% except for foreign reserves and trade openness.
- Overall significance: F-test value of 30.88 is significant at 5%, indicating overall model significance.
- Goodness of fit: R-squared = 0.77, meaning the independent variables explain 77% of the variation in foreign direct investment inflows; 23% is explained by other factors not included in the model.



3.6. Fixed Effects Model (FEM)

Table 3 : Fixed Effects Model (FEM)

Variable	Coefficient (β)	Std. Error	t-Statistic	P-Value	Significant at 10%
Constant	56.35127	1.166794	48.2958<E'''	0.0000	Yes
RE	0.034817	0.008663	-0.8274	0.4117	No
OUV	0.012469	0.005835	-0.6994	0.4873	No
INF	-0.060624	0.035408	-1.8600	0.0684	No
GDPP	-3.27E-12	1.83E-12	6.8632	0.0000	Yes
G	-0.014571	0.008529	-4.1582	0.0001	Yes
TR	4.86E.12	4.50E-12	0.1159	0.9082	No

Source: Outputs from EVIEWS 10

- The intercept varies across each cross-sectional unit (country); fixed effects are shown in Appendix 1.
- Parameter significance: All variables except exchange rate are insignificant at 10%.
- Overall significance: F-test value = 82.54, significant at 5%, indicating the model is overall significant.
- Goodness of fit: R-squared = 0.94, implying 94% of variation is explained by the independent variables; 6% by others.

-

Random Effects Model (REM)

Source: Outputs from EVIEWS 10

- Parameter significance: All variables significant at 5% except trade openness.
- Overall significance: F-test value = 37.14, significant at 5%, indicating overall model significance.
- Goodness of fit: R-squared = 0.94.

3.7. Model Selection Tests

Breusch-Pagan Lagrange Multiplier (LM) Test

Based on EVIEWS 10, the test compares:

- Null hypothesis: pooled regression model is appropriate
- Alternative: fixed or random effects model is appropriate

Table 4: Model Diagnostics

Test	Statistic	Probability
Honda	6.626324	0.0000
Cross-section	0.392816	0.3472
Period	4.963281	0.0000

Source: Outputs from EVIEWS 10

The test rejects the null, indicating fixed or random effects models are preferable to the pooled model.

Hausman Test

Hypotheses:

- Null: random effects model is appropriate
- Alternative: fixed effects model is appropriate

Table 5: Model Diagnostics

Test Summary	Chi-Sq. Statistic	d.f.	Probability
Cross-section random effects	1.665441	5	0.6552

Source: Outputs from EVIEWS 10

Since the p-value (0.6552) > 0.05, we accept the null hypothesis, indicating the random effects model is suitable.



This implies the sample is randomly drawn from the population.

3.8.. Interpretation of Random Effects Model Results

Table 6: Fixed Effects Model (FEM)

Variable	Coefficient (β)	Std. Error	t-Statistic	P- Value	Significant at 10%
Constant	65.26959	1.715985	37.6158	0.0000	Yes
RE	-0.01420	0.018023	-0.8274	0.4117	No
OUV	-0.01764	0.010957	-0.6994	0.4873	No
INF	-0.09614	0.051687	-1.8600	0.0684	No
GDPP	2.88E-11	4.10E-12	6.8632	0.0000	Yes
G	-0.03500	0.008529	-4.1582	0.0001	Yes
TR	1.135E-12	9.70E-12	0.1159	0.9082	No

Source: Outputs from EVIEWS 10

Table 7: Model Diagnostics

Statistic	Value
R-squared (R^2)	0.94
F-statistic	82.54
Prob(F-statistic)	0.0000

Source: Outputs from EVIEWS 10

- Signs of all parameters related to macroeconomic variables were negative or positive consistent with economic theory.
- A unit increase in inflation decreases welfare index by 6%.
- A unit increase in government expenditure decreases welfare index by 1%.

- A unit increase in foreign exchange reserves increases welfare index by 3%.
- A unit increase in trade openness increases welfare index by 1%.

The results suggest that trade openness and foreign reserves directly support economic vitality and thus enhance welfare and living standards, given their link to foreign currency and import capacity, especially in resource-dependent economies. Inflation negatively impacts welfare by reducing purchasing power. The negative sign on government expenditure may reflect specific characteristics of the sample countries, possibly linked to inflationary effects.

Additional Notes

- GDP and exchange rate variables were statistically insignificant, possibly due to economic and political heterogeneity among the countries.
- The random effects capture country-specific unobserved factors affecting welfare, reflecting economic, political, and social differences across countries.

Conclusion

The static panel data analysis indicates that the **Random Effects Model is the most appropriate** for the study, as the differences among Arab countries are explained by unobserved random factors. The results show that trade openness, foreign exchange reserves, inflation rate, and government expenditure all had a statistically significant



effect on the economic welfare index, while the other variables did not show significance.

The explanatory power of the preferred model (R^2) reached **94%**, which is relatively high. This implies that the included factors explain most of the variations in welfare levels, while the remaining share can be attributed to other unobserved factors not incorporated in the model.

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Constats et défis de l'enseignement archivistique à l'Institut National Supérieur des Arts et de l'Action Culturelle (INSAAC)

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Résumé

Le métier d'archiviste est, dans l'imaginaire collectif, une activité de moindre érudition. Cependant, à l'ère de l'informatique et du numérique, il éveille des curiosités et suscite des vocations multiples chez les professionnels que chez les apprenants. Dans ce contexte, des réformes s'imposent pour que les outils et les moyens d'apprentissage du métier s'adaptent adéquatement aux besoins de formation et des bassins d'emplois en vue de l'insertion efficace des apprenants. Dans cette dynamique, l'Ecole Supérieure de Tourisme, d'Artisanat et d'Action Culturelle (ESTAAC) de l'Institut National Supérieur des Arts et de l'Action Culturelle (INSAAC), seule école de référence publique en matière d'enseignement archivistique et de formation des archivistes en Côte d'Ivoire, ne peut faire l'exception. Cette recherche vise à faire une étude diagnostique et prospective de l'état actuel de la formation archivistique au sein de l'ESTAAC en vue de proposer des pistes de réflexion pour la dynamisation dudit système. Pour y parvenir, la méthodologie privilégiée prend appui sur les bases de l'analyse systémique, de la méthode fonctionnaliste de Bronislaw MALINOWSKI et de la méthode historique de François-Pierre GINGRAS.

Mots-clés : constat, défis, enseignement archivistique, insaac, métier archivistique

Findings and challenges of archival education at the Institut National Supérieur des Arts et de l'Action Culturelle (INSAAC)

Abstract

The profession of archivist is, in the collective imagination, an activity of lesser erudition. However, in the computer and digital age, it awakens curiosity and inspires multiple vocations in professionals and learners alike. In this context, reforms are needed to ensure that the tools and resources for learning the trade are properly adapted to the needs of training and employment pools, with a view to the effective integration of learners. In this context, the Ecole Supérieure de Tourisme, d'Artisanat et d'Action Culturelle (ESTAAC) of the Institut National Supérieur des Arts et de l'Action Culturelle (INSAAC), the only public reference school for archival education and archivist training in Côte d'Ivoire, cannot be an exception. The aim of this research is to carry out a diagnostic and prospective study of the current state of archival training at ESTAAC, with a view to proposing avenues of reflection for revitalizing the system. To achieve this, the preferred methodology is based on systemic analysis, the functionalist method of Bronislaw MALINOWSKI and the historical method of François-Pierre GINGRAS.

Key words: findings, challenges, archival education, insaac, archival profession



Introduction

Ces dernières décennies, l'enseignement consacré aux archives et à la formation des archivistes dans le monde connaît une évolution prodigieuse. Ainsi le regain d'intérêt pour l'information de qualité est-elle une évidence. Cette dernière est aussi manifeste par la pluralité de formations aussi bien contemporaines que spécifiques, complémentaires que compétitives observées dans le secteur de l'information.

À titre d'illustration, les métiers de : record-manager, analystes ou administrateur de Big data, archiviste, gestionnaire de données numériques, spécialiste d'IA, diplomate suscitent aujourd'hui curiosité et vocation chez bon nombre d'apprenants et de professionnels.

Dans ce contexte, la mutation informationnelle induit des transformations techniques, didactiques, pédagogiques et sociales et engendre, en outre, des conséquences directes sur le mode de gouvernance des archives et sur la qualité des conditions de la formation des professionnels des Sciences de l'Information Documentaire, notamment en Archivistique. Dans cette dynamique, des défis nouveaux apparaissent également dans la formation des professionnels de métier et auxquels les institutions de formation doivent satisfaire en vue de répondre efficacement aux besoins des bassins d'emplois.

Cependant, à l'observation du terrain et des enquêtes effectuées à l'Institut National Supérieur des Arts et de la Culture (INSAAC), institution publique pionnière en matière de formation archivistique en Côte d'Ivoire, il en ressort que cet institut de référence ne bénéficie ni de salles Informatique et de numérisation, de GED ou encore de IA,

ni d'ateliers de restauration des documents, ni encore de ressources pédagogiques adaptées et actualisées.

Pourtant, nul n'est censé ignorer qu'à l'ère de l'informatique ou du numérique où nous sommes, rien ne se fait sans la technologie nouvelle. Dès lors, on se pose les questions suivantes :

- Comment l'INSAAC procède-t-il pour répondre aux besoins nouveaux de la formation archivistique des apprenants et des administrations ou entreprises en tant qu'employeurs de ses diplômés ?
- Par quelles ressources didactiques et stratégies pédagogiques l'institut conduit-il les enseignements dispensés aux apprenants ?
- En un mot, quelles sont les forces et les faiblesses du système d'enseignement de l'archivistique à l'INSAAC et comment y remédier ?

À l'analyse du sujet, cette étude vise à faire une étude diagnostique de l'état de la formation archivistique au sein de l'ESTAAC en vue de proposer des pistes de dynamisation dudit système. Les résultats permettront de répondre aux besoins des formateurs et de l'employabilité des apprenants pour une visibilité plus accrue de cette institution publique.

Pour parvenir à ces objectifs, le schéma organisationnel de l'étude regroupe trois (03) parties principales. La première repose sur la présentation du cadre méthodologique et de l'étude. La deuxième explore les forces et les faiblesses du système d'enseignement existant. La troisième analyse les perspectives de dynamisation de la pratique de l'enseignement archivistique au sein de cette institution de référence.



1. Matériels et méthodes

1.1. Cadre de l'étude

Cette partie est consacrée à la présentation du cadre général de l'étude (INSAAC) d'une part et du cadre spécifique (ESTAAC) d'autre part.

1.1.1. Présentation de l'INSAAC

L'INSAAC est un institut d'enseignement supérieur et de recherche à caractère administratif. Il est situé à Abidjan dans la commune de Cocody sur le Boulevard de l'Université.

Cet institut est la résultante de la fusion de l'Institut National des Arts (INA) créé par le décret n° 71- 433 du 10 septembre 1971 et du Centre d'Animation et de Formation à l'Action Culturelle (CAFAC), à travers le décret n° 86-335 du 22 mai 1986. Dans sa forme actuelle, l'Institut National Supérieur des Arts et de l'Action Culturelle (INSAAC) est régi par décret n° 91-663 du 09 octobre 1991. C'est un établissement d'enseignement supérieur et de recherche à caractère administratif.

Il regroupe trois (03) centres et quatre (04) écoles parmi lesquelles, figure, l'École Supérieure du Tourisme, de l'Artisanat et l'Action Culturelle (ESTAAC). Cette dernière forme les professionnels de l'Animation Culturelle, du Patrimoine, de l'Archéologie, en Tourisme et en sciences de l'information documentaire (Archivistique, Bibliothéconomie et Documentation).

1.1.2. Présentation de l'ESTAAC

Après le CAFAC, la dénomination d'École de Formation à l'Action Culturelle (EFAC) succède. L'École Supérieure de Tourisme, d'Artisanat et d'Action Culturelle (ESTAAC) interviendra en 2012 au moment où l'institut fait son basculement intégral dans le système Licence-Master-Doctorat (LMD). Cette appellation sera corroborée le décret N° 2017-126 du 22 février 2017 portant organisation et fonctionnement de l'INSAAC. Ainsi, la durée de la formation passe de deux à trois ans, avec changement du nom des diplômes. Désormais, la formation a une durée de trois (3) ans pour le premier cycle, sanctionné par la Licence et de deux (2) ans pour le second cycle, couronné par le diplôme de Master. L'ESTAAC a pour objectif de promouvoir une formation de qualité aux spécialistes du patrimoine et l'action culturelle et des sciences de l'information documentaire. Cette dernière forme les futurs professionnels de l'action culturelle, du patrimoine, de l'archéologie et dans le domaine les spécialistes des sciences de l'information documentaire, notamment en archivistique, bibliothéconomie et en documentation) de l'animation culturelle, du tourisme, de l'archéologie et du Patrimoine afin de contribuer à la sauvegarde du patrimoine culturel du pays.

Cependant, si les objectifs qui sous-tendent la création de cette école demeurent nobles et d'actualité, il est à noter que des écueils semblent entacher par endroit la formation au sein de cette prestigieuse école. Pour être en harmonie avec les objectifs et missions, nous proposons de conduire cette étude dont les résultats permettront d'ouvrir des perspectives de solutions, afin d'optimiser l'environnement



et les outils de formation pour rendre meilleur le plateau didactique et pédagogique de la formation.

1.2. Démarche méthodologique

Les paradigmes méthodologiques qui concourent à l'élucidation de cette étude à la fois diagnostique et prospective se rapportent aussi bien à l'enquête, aux méthodes d'analyse systémique, historique et fonctionnaliste. Chacune de ces méthodes permet d'éclairer un aspect particulier de l'étude suivant l'opportunité de son intervention. Dans la mise en œuvre de celles-ci, l'on fait recours aux techniques de collecte des informations telles que la recherche documentaire, l'observation directe, l'entretien direct et l'enquête par questionnaire.

2. Résultats de l'étude

Cette étape distingue d'une part les résultats des enquêtes se rapportant à l'historique et à l'état administratif de l'enseignement archivistique et ceux liés à l'état pédagogique de la formation archivistique, d'autre part.

2.1. Historique de la formation en sciences de l'information documentaire à l'INSAAC

2.1.1. *Origine de la formation des Sciences de l'Information Documentaire (SID) à l'INSAAC*

Suivant l'analyse des données recueillies à l'entretien, l'historique de la formation en Sciences de l'Information Documentaire (SID) à l'INSAAC se situe après l'époque des indépendances. À la suite de l'accession à l'indépendance politique le 07 août 1960, les gouvernants successifs de la Côte d'Ivoire ont inscrit, le pays, dans une vision éducative

et formative pratique des citoyens. Des efforts politiques et budgétaires importants ont été consentis en vue d'asseoir un système éducatif performant. De nombreuses réflexions furent ainsi menées sur ledit système notamment avec divers projets. Parmi eux, on a le Projet de Loi de Réforme du Système Éducatif de 1977 et bien plus tard avec la Loi sur l'Enseignement de 1995, du Plan National de Développement du Secteur Éducation-Formation de 1997 et récemment avec les états généraux de l'éducation lancés du 19 juillet 2021 et adopté le 23 mai 2023. Dans ce contexte la volonté de l'État de faire de la Côte d'Ivoire est manifeste. À la lumière de ce qui précède, l'historique de la formation Archivistique et de l'action culturelle en Côte d'Ivoire remonte, dès lors, au décret N° 86-6-336 du 22 mai 1986 portant création du Centre d'Animation et de Formation à l'Action Culturelle (CAFAC). Avec la création du CAFAC, placé sous l'autorité du Ministre Bernard DADIE, l'État de Côte d'Ivoire affichait sa volonté de former des citoyens dans les différentes filières de l'Action Culturelle et du patrimoine, à savoir : l'Animation Culturelle, la Muséologie, la Bibliothéconomie, la Documentation et l'Archivistique.

Antérieurement est-il nécessaire le faire remarquer, les étudiants ivoiriens se formaient dans des pays étrangers notamment en France et singulièrement à Dakar. En 1991, l'État éprouve la nécessité de restructurer ses institutions pour une gestion plus efficiente. Dans ce contexte intervient la fusion des deux établissements de formation en Art et culture que sont l'INA et le CAFAC. De ladite fusion, il en résulte la création de l'Institut National Supérieur des Arts et de l'Action Culturelle (INSAAC) en 1991 suivant le décret supra énoncé. Cet institut, nouvellement créé regroupe en son sein trois (03) centres et quatre (04) écoles dont



l'ESTAAC, le cadre de la présente étude. Par ailleurs, le regroupement de l'INA et du CAFAC a permis de rendre effective non seulement l'existence de l'INSAAC mais surtout d'accroître sa cohérence, son interdisciplinarité et ses performances. Dans cette dynamique, l'institut fait procède à son basculement au système Licence- Master- Doctorat (LMD) en 2012. C'est sous ce format nouveau que les différentes formations sont dispensées et les diplômes octroyés.

Toutefois, cette adaptation de l'INSAAC n'a pas encore de manière suffisante les normes du système et les évolutions technologiques de la société. Ainsi, l'enseignement des Arts, de la Culture et spécifiquement des Sciences de l'Information Documentaire reste miné par diverses difficultés qui se situent aussi bien aux niveaux du secondaire artistique et technique qu'au niveau du supérieur. Cependant, loin à chercher à embrasser l'ensemble des déficits, nous nous focaliserons dans le cadre présent au diagnostic du secteur des SID au niveau de l'enseignement supérieur de l'archivistique à l'INSAAC.

2.1.2. Gouvernance et gestion de la politique éducative et de l'enseignement des Sciences de l'information documentaire

L'administration dédiée à la gouvernance et à la gestion de la politique éducative et de l'enseignement archivistique à l'ESTAAC regroupe une direction, des départements et des structures pédagogiques spécialisées. Les qualités de l'équipe dirigeante de l'ESTAAC sont la disponibilité, l'assiduité, la rigueur et le sens de la responsabilité. À l'observation et à l'analyse des résultats, les responsables

administratifs et pédagogiques de l'ESTAAC ont une haute conscience de leurs missions. Ils sont donc disponibles, attentionnées et ouverts aux besoins des apprenants. Cependant, les enquêtés reconnaissent que les écueils dont souffre l'enseignement archivistique sont au-delà de leurs capacités et qu'il serait idoine que la volonté politique soit véritablement exprimée et marquée par des décisions fortes et concrètes.

2.1.3. Filières et matières d'enseignement en Sciences de l'information documentaire

À l'analyse des réponses recueillies de cette variable, la formation en SID comprend trois spécialités : Archivistique, Bibliothéconomie et Documentation. Chacune de ces spécialités regroupe deux (02) niveaux de parcours : la Licence d'une durée de trois(03) ans et le Master, d'une durée de deux (02) ans, après le premier diplôme. L'accès aux filières se fait exclusivement par concours avec les diplômes du BAC pour la Licence et quant au Master, la Licence est requise. L'ensemble des apprenants bénéficient, en outre, tous d'une bourse universitaire. Au titre des matières d'enseignements, il ressort des échanges qu'elles se répartissent en unités d'enseignements fondamentales, unités transversales et en unités générales. Chacune des UE constitutives regroupe plusieurs éléments disciplinaires ou matières. Parmi ceux-ci on peut distinguer : Histoire et fondamentaux de la pratique archivistique, traitement des archives courantes et intermédiaires , organisation et gestion des archives, Externalisation des documents d'archives, fonds d'archives, Analyse et traitement des documents, Informatique (bureautique), Techniques audiovisuelles, outils de bureautique collaboratifs (Informatique), Archives



d'entreprises et archives spécialisées, diplomatique numérique, Recherche documentaire, GED, Informatique documentaire et bien d'autres. Toutes ces matières, bien qu'étant non exhaustive, sont enseignées à chaque niveau de la formation, à savoir : la Licence professionnelle et le Master professionnel. Cependant, il importe de jeter un regard sur la manière dont les cours sont dispensés aux apprenants dans l'acquisition des compétences. L'observation et la réponse est sans équivoque.

Selon des enseignants et des apprenants enquêtés, les cours sont donnés par les enseignants par unité disciplinaire en classe et par niveau. Toutefois « *l'indisponibilité de salles techniques appropriées et de ressources documentaires et pédagogiques convenables* » contrarie la phase des activités pratiques et expérimentales. Comme le soulignent les enquêtés « *même quand l'enseignant se dispose à faire de son mieux pour transmettre son savoir, il reste contrarié parfois par l'absence des outils techniques : vidéo projecteurs etc..* ». Les enseignements se déroulent, dès lors, de façon théorique. Cette situation laisse un goût de quelque chose d'inachevé au terme des formations. L'apprenant n'a en réalité aucune spécialisation faite à l'intérieur de chaque parcours. Il finit sa formation en tant que généraliste du domaine. En Licence des SID, il est titulaire d'une licence en SID ayant conscience qu'il n'a pas la maîtrise de certains aspects qui composent son parcours. Quant à celui du Master, il est titulaire du Master soit en Archivistique, en Bibliothéconomie ou en Documentation. Or chacun de ces parcours regroupe différents champs de spécialisations : Archivage physique- archivage numérique-gestionnaire de données- Restaurateur- conservateurs. L'apprenant n'a donc

aucune connaissance spécifique liée à son statut d'archiviste. Cet état est décrié par certains auditeurs. Les enquêtés soutiennent que, « *cette situation leur est préjudiciable d'autant plus qu'ils ne savent pas à la fin de leur formation l'option du parcours dont ils sont spécialistes ou experts* ». Les matières enseignées sont multiples et diversifiées. Elles sont dispensées de manière théorique et pratique.

2.1.4. Disponibilité des enseignants et leurs profils

Au sein de l'ESTAAC, le corps enseignant est constitué d'un effectif de soixante-quatorze (74) professeurs. On y distingue principalement deux catégories d'enseignants. D'une part des docteurs avec des spécialités en Archivistique et d'autres ayant des spécialités de matières transversales. Quant aux enseignants de lycée, ils sont les plus nombreux et la plupart est en formation doctorale au sein de l'INSAAC en coopération avec l'IRES-RDEC de Lomé. Ils sont les premiers responsables des enseignements. Ils ont en charge la formation des étudiants en leur dispensant les cours conformément aux maquettes définies par les conseils scientifiques et pédagogiques. Chacun de ces enseignants définit les contenus des cours et les types d'évaluation.

2.1.5. Unités pédagogiques existantes

Les unités pédagogiques sont des regroupements d'enseignants par spécialité. Ces regroupements visent à coordonner les activités pédagogiques de l'établissement. Au sein de l'ESTAAC, trois unités pédagogiques (UP) se distinguent, à savoir :

- l'unité pédagogique des Sciences de l'Information et du Patrimoine (SIP) ;



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- l'unité pédagogique Animation Culturelle, Touristique, Artisanale et Hôtelière (ACTAH) ;
- l'unité pédagogique Gestion d'Économie Culturelle, de Diplomatie Culturelle (GECPC).

À l'orée de chaque rentrée académique, sous la conduite des responsables d'unités, une répartition des enseignements est faite pour chaque enseignant. Ainsi, chacun d'eux est-il invité à l'élaboration des syllabus. Ces derniers sont soumis à la lecture des commissions qui siègent en vue de la validation des propositions effectuées. Cependant, seuls les grandes parties et les chapitres sont discutés. Les contenus proprement dits des cours sont souvent laissés à l'appréciation de l'enseignant. C'est à ce stade, que certains enseignants, nouvelles recrues ou anciens, pensent qu'il serait nécessaire d'approfondir la lecture pour que la teneur des contenus réponde effectivement aux attentes formulées dans les objectifs des apprentissages et avec les sujets des évaluations finales.

2.1.6. Conseil pédagogique de l'ESTAAC

L'ESTAAC dispose d'un conseil pédagogique en charge de veiller à la bonne exécution des enseignements. Ce conseil comprend : un président, un vice-président, un secrétaire général et un secrétaire générale adjoint. Ces membres, mis à part le président, sont désignés par le président du conseil pédagogique de l'ESTAAC.

Le conseil pédagogique a pour missions de statuer et délibérer sur :

- la politique pédagogique de l'école ;
- les orientations pédagogiques de l'école ;

- les maquettes pédagogiques et les maquettes d'enseignement (les programmes de formation) de l'école ;
- les modifications des programmes d'enseignements de l'école ;
- les méthodes pédagogiques et les modes d'évaluation en vigueur ;
- l'évaluation des enseignements et l'adéquation des fascicules et des autres supports avec les objectifs d'enseignements ;
- la formation continue et renforcement des capacités ;
- le mode d'évaluation et de recrutement des étudiants.

Le président actuel de ce conseil est le Dr TANOHI Lévergore, enseignant-chercheur à l'ESTAAC.

2.1.7. Conseil scientifique de l'ESTAAC

Quant au Conseil scientifique de l'ESTAAC, il existe et est composé d'un président, d'un vice-président, d'un secrétaire général et d'un secrétaire général adjoint. Le président a en charge de désigner le vice-président, le secrétaire général, le secrétaire général adjoint et les autres membres. De ce qui précède, le conseil scientifique de l'ESTAAC est chargé de statuer et de délibérer sur :

- la politique scientifique de l'école ;
- les orientations scientifiques de l'école ;
- les programmes de recherche scientifique de l'école ;
- la politique de documentation scientifique et de publication de l'école ;
- les contenus des enseignements et les supports didactiques ;



- les contrats de formation scientifique et de recherche ;
- les demandes d'équivalence des diplômes. Des missions sus-énoncées, ce conseil se réunit généralement pour statuer sur les sujets des étudiants du Master 1 et de ceux du Master 2 en vue de leur encadrement et de la soutenance des mémoires de fin de cycle de formation. Outre ce conseil, l'ESTAAC dispose d'un conseil artistique et culturel de l'ESTAAC.

Ce conseil est chargé de statuer et de délibérer sur la politique artistique de l'école et l'ensemble des activités d'animation de la Vie Universitaire.

2.2. Environnement pédagogique de l'enseignement de l'archivistique à l'INSAAC

À l'observation et selon les entretiens réalisés, l'état de l'enseignement archivistique à l'INSAAC se traduit par des défis multiples.

2.2.1. Dispositif infrastructurel, outils didactiques et pédagogiques

Situé dans l'enceinte de l'INSAAC, l'ESTAAC dispose du point de vue infrastructurel, d'un bâtiment immeuble en R+1. Au rez de chaussée se trouvent : le bureau Directeur, celui des chefs de départements, une salle dédiée au corps enseignants et une salle de cours ayant pour capacité d'accueil soixante étudiants. Cette salle constitue la plus grande salle dont dispose l'école. Au premier étage, se trouvent cinq (05) autres salles de capacité moyenne (45 étudiants) et une autre salle encore faisant office de cellule

d'archives. L'ensemble de ces salles de classe, est approximativement équipé de tables banc, de brasseurs et parfois de climatisation dont la qualité demeure peu satisfaisante. Les conditions atmosphériques des salles sont parfois intenable du fait de l'exiguïté des salles et du nombre élevé des apprenants. Aussi la climatisation est inadéquate et les tables bancs peu appropriés.

Quant au dispositif pédagogique et technique d'enseignement, il est quasi-absent. Chaque enseignant prépare les contenus de ses enseignements selon ses sources de documentation personnelle et utilise les moyens didactiques et outils pédagogiques dont il dispose. Aucun atelier de travaux pratiques ou dirigés n'existe jusqu'à cette époque du numérique. Nonobstant, la volonté des enseignants à donner le meilleur d'eux-mêmes, ils sont confrontés à bien de difficultés de transmission et d'évaluation des compétences des apprenants. Selon les résultats des enquêtes, ces dernières années, des réformes structurelles ont été réalisées avec la réhabilitation de certaines de salles de classe et le recrutement d'enseignant-chercheurs. Cependant, elles demeurent insuffisantes et superficielles. Les difficultés liées à l'absence des outils pédagogiques, techniques et informatiques demeurent. La nécessité de procéder à l'analyse de l'état de l'enseignement archiviste est donc d'actualité afin de relever ces faiblesses une redynamisation optimale du système d'enseignement des SID au sein de cette structure pionnière de formation archiviste en Côte d'Ivoire.



2.2.2. Administration dynamique et peu autonome dans la gouvernance et la politique de gestion éducative et d'enseignement de l'école

Cette étape permet de cerner les difficultés liées à la gestion administrative et éducative de l'ESTAAC. Placée la sous-tutelle de la Direction générale de l'INSAAC, il ressort des enquêtes que les responsables administratifs sont subordonnés aux décisions de l'Administration générale. À ce titre, ils ne peuvent concevoir et entreprendre une quelconque démarche administrative, pédagogique ou managériale aussi innovante soit-elle sans l'avis préalable et l'accord de la Direction Générale. Des lourdeurs administratives étouffent, alors, parfois la réalisation de certains projets comme la création d'un service d'archivage numérique, la construction d'un atelier de restauration des documents et d'un pool d'informatisation et numérisation des documents. Ces différents projets, bien que porteurs d'intérêts, ont été élaborés, mais, sont encore à l'étude dans les tiroirs des dirigeants de l'Institut.

2.2.3. Effectifs d'étudiants en situant de fluctuation et de niveau faible

Pendant plusieurs décennies universitaires, le nombre d'étudiants à l'ESTAAC connaissant un accroissement de ses effectifs d'année en année et surtout dans le parcours Archivistique. Par exemple, sur un effectif de mille trois cent soixante-onze (1371) étudiants que comptait l'école au cours de l'année académique 2021-2022, la filière Archivistique enregistrait la moitié et cela depuis plusieurs années. Un engouement certain est manifeste de la part des étudiants pour cette filière. Cependant, il est à noter que depuis les

rentrées académiques 2024-2025 et 2025-2026, les effectifs d'étudiants ont considérablement été réduits. Toutefois, des effectifs existants, des absences parfois injustifiées sont constatées dans les salles de classes. Des étudiants, paressent et sont moins assidus aux cours. Certains trainent alors des lacunes ; ce qui se ressent dans la manière d'exécuter leurs travaux et activités. Cette attitude impacte négativement le rendement académique et favorise peu l'employabilité des étudiants à la fin de leur cursus. Ce défi devra être relevé par le renforcement du règlement Intérieure et la rigueur des conditions de recrutement des étudiants à l'ESTAAC.

2.2.4. Précarité des conditions d'études et de travail des étudiants

L'excellence s'inscrit dans une vision et un environnement approprié. Cependant, à l'INSAAC, en général et à l'ESTAAC en particulier, les conditions d'apprentissage sont peu reluisantes du fait de l'absence d'infrastructures de cours magistraux au déficit de salles spécialisées et techniques dédiées à l'enseignement du métier d'archiviste. Le patrimoine immobilier affecté à l'ESTAAC se limite à un regroupement de six (06) salles de classe. Chacune d'elles a une capacité d'accueil d'environ cinquante apprenants au maximum. Pourtant, en Licence professionnelle 1, l'effectif atteint en général deux cents étudiants. Dès lors, les étudiants sont contraints à s'asseoir trois ou quatre étudiants par banc, ce qui rend la circulation impossible des enseignants entre les rangés. Les cours d'archivistique se déroulent alors dans des espaces classes réduits et très surchargés lors des cours magistraux (CM), de travaux dirigés (TD) et de travaux pratiques (TP).



Cette situation rend difficile les conditions d'enseignement et d'apprentissage. Les enseignants ne peuvent en aucun cas se pencher sur les besoins individuels des étudiants en difficulté d'apprentissage. Ainsi, ceux qui se laissent intimidés par le nombre pléthorique d'apprenants et qui n'osent exprimer leurs incompréhensions pendant les cours s'enfoncent davantage dans leurs difficultés de compréhension. Pire, les cours spécialisés comme l'informatique documentaire, la GED, la diplomatie numérique, la restauration des documents, et bien qui nécessitent des conditions spécifiques d'apprentissage sont exécutées de manière théoriques. Cette situation ne favorise pas la bonne transmission des cours et l'assimilation optimale des enseignements. Dans ces conditions certains apprenants ont vite fait d'abandonner, certains, à cause du manque de salles spécialisées et de matériels didactiques et pédagogiques appropriés. Les activités de travaux dirigés (TD) ou de travaux pratiques (TP) sont ainsi souvent pas ou ne se réalisent que très peu. Aussi, une fois en cours, les salles exigües sont bondées et l'atmosphère surchauffée du fait du manque de climatisation, ni de ventilateurs adaptés. Cette précarité des conditions d'études impacte négativement les capacités de réflexion, de compréhension et d'assimilation de nombreux étudiants. Cet impact négatif des conditions se ressent beaucoup plus dans les cours des après-midi où la chaleur est à son paroxysme. Il n'est pas rare de constater que certains étudiants dorment pendant les cours et d'autres soient dehors à quelques encablures de l'école. Ces conditions ne favorisent guère le bon apprentissage du métier d'archiviste.

2.2.5. *Persistance de la méconnaissance des réalités du métier d'archiviste et de la formation archivistique*

Le métier d'archiviste ou le domaine de la formation en archivistique est dans l'imaginaire collectif une activité de moindre importance. L'archiviste est perçu comme un simple « gardien de papiers anciens poussiéreux » (Favier 1990, pp10-12) ou « un classeur de documents » (Delmas,1999,p27), cantonné à des tâches techniques et passives. Ainsi ce secteur souffre de nombreux préjugés. Pourtant comme le souligne Kouassi Donatien, Enseignant à l'ESTAAC « le métier d'archiviste est aujourd'hui un des métiers les plus passionnants et les plus porteurs » (entretien du 04 au 08 août 2023 à salle des professeurs). Il en ajoute que « *le marché de l'Archivistique est énorme, il y a assez d'opportunités qui s'offrent aux apprenants* ». Cependant, le métier est dans notre pays à ses débuts. Aussi est-il observable qu'il n'y a pas un grand nombre de structures publiques et privées qui savent véritablement le rôle et l'importance des services d'archives et surtout des archivistes. Dès lors, elles ne cooptent très souvent que de personnes non-professionnelles pour gérer et conserver leurs archives. Lorsqu'elles font face, par la suite à « l'infobesité » ou aux flux documentaires qui les absorbent, c'est en ce moment qu'elles accourent vers les institutions de référence. Cette attitude est préjudiciable à la gestion rationnelle de la mémoire patrimoniale. Toutefois, ces dernières années, les administrations s'orientent de plus en plus vers l'INSAAC à la recherche de stagiaires ou des professionnels de métier. Le métier d'archiviste ou de spécialiste des SID devient davantage connu. Il constitue aujourd'hui, le noyau d'une véritable profession avec des champs de spécialisation en constante évolution. Le champ



de la pratique archivistique crée ainsi une profusion de professions nouvelles, modernes et contemporaines remplissant des fonctions sociales importantes et croissantes, ayant des attributions de plus en plus diversifiées. De ce fait, son apprentissage par des étudiants, des professionnels et des chercheurs doit prendre en charge et dominer l'ensemble des contraintes qu'elles soient juridiques, scientifiques, matérielles, techniques, technologiques, financières et didactiques qu'imposent la gestion actuelle et le fonctionnement des différentes mémoires de notre société. Dans cette dynamique, des réformes s'imposent. Les outils et les moyens d'apprentissage du métier ont évolué avec le temps et les technologies. Aussi la question de la sauvegarde de la mémoire patrimoniale d'une administration ou d'un État constitue une donnée importante qui compte dans les relations sociales et professionnelles. Elle est même au cœur du système de la transformation sociale et intellectuelle de tout pays. L'archivistique s'érige donc comme un métier d'avenir auquel il faut compter, mais surtout il faut donner la chance aux apprenants d'être bien formés afin de bénéficier des atouts d'une insertion socio-professionnelle complète et bien accomplie. Dans cette perspective, BESSE (2015, pp10-13) redéfinit : « *le métier d'archiviste en le projetant vers l'avenir, notamment par la gestion des métadonnées, la sécurité des fichiers numériques, et l'archivage électronique* ».

2.2.6. Déficit d'enseignants qualifiés et spécialisés dans certaines disciplines

L'objectif de cette étape n'est point de faire le procès ou de jeter un discrédit sur la formation et la qualité des enseignants encore moins de minimiser leurs connaissances

et savoir-faire. Il s'agit de décrire un aspect du système dont l'impact entrave la qualité de l'enseignement archivistique. L'ESTAAC dispose, en effet, d'un corps enseignant de niveaux diversifiés, certes, compétents et disponibles. Les profils diffèrent d'un enseignant à un autre. Certains et pour la plupart sont des enseignants de grade d'enseignement secondaire, donc de niveau lycée. Parmi ces derniers, certains ont le savoir-faire et les compétences requises pour transmettre leurs connaissances. Quant à d'autres, les étudiants en parlent. Ils ne disposent pas de connaissances et d'outils pédagogiques appropriés pour la transmission des cours. L'offre pédagogique souffre d'un déséquilibre disciplinaire. Pour Joseph TÉMATÉO (2017, p35) :

« le déficit d'enseignants spécialisés dans des disciplines techniques de l'archivistique comme l'archivage électronique, la diplomatique moderne, description normalisée etc..) constitue un frein majeur à la professionnalisation des formations ».

Cependant, ils ne peuvent le dire à visage découvert. De ce qui précède, des enseignants ont un besoin avéré de renforcement de leurs compétences dans certaines matières spécifiques dédiées à l'enseignement archivistique. C'est une question d'hauteur d'esprit, de responsabilité et de conscience citoyenne. Des enseignants sont, en outre, recrutés avec le diplôme de doctorat. Parmi eux, certains sont des spécialistes et d'autres, non. Il importe de planifier leur mise à niveau avec des modules spécifiques en fonction des besoins afin de les rendre plus performants. Aussi, d'autres encore n'ayant pas encore le doctorat sont recrutés et dispensent directement des cours aux étudiants. Il convient d'harmoniser les contenus des cours avec les enseignants plus expérimentés et disponibles de sorte à



rendre les séances de transmission et d'assimilation plus agréables.

3. Perspectives de dynamisation de l'enseignement archivistique en Côte d'Ivoire

Au terme du diagnostic posé, plusieurs défis se dressent sur le chemin de la dynamisation de la formation archivistique au sein de l'INSAAC. Il sied d'y jeter un regard afin de trouver des pistes de solutions.

3.1. Renouvellement des outils pédagogiques et de l'appareillage technique de formation des archivistes à l'INSAAC et en Côte d'Ivoire

Par ailleurs, avec l'évolution de la discipline de l'Archivistique, de nouvelles méthodes et outils pédagogiques ont été introduits dans l'enseignement. Il sied aux enseignants de l'ESTAAC de suivre des stages à l'étranger et de cours de renforcement de compétences afin de véritablement être opérationnels. Plusieurs enseignants sont conscients des difficultés qu'ils éprouvent à définir les contenus des cours, les approfondir et les méthodes appropriées pour dispenser ceux-ci aux étudiants avec aisance. Ils en sont conscients, mais manquent de courage nécessaire pour exprimer le besoin ou sont peu écoutés par la hiérarchie. À l'ère du numérique et de l'IA, les enseignements en système de gestion et de conservation des archives ont évolué avec le temps. Dès lors, les outils pédagogiques et didactiques devront suivre cette tendance. Aussi faut-il disposer de ces outils et de l'expertise nécessaire de leur mise en œuvre. Cependant, il n'existe pas de salles informatique, ou technique d'apprentissage de tels

éléments. Avec le déficit de salle de numérisation, d'informatique, de salle de traitement et de stockage et de restauration l'enseignement des modules afférents à ces modules devient une gageure au sein de l'école. Cette situation n'est pas sans un impact négatif sur la qualité de la formation et des compétences à développer chez les apprenants. Les logiciels d'archivage professionnel de base, par exemple Archivemeta, ArchivesSpace, Scopearchiv, AtoM, Pleade, Winesis, PMB, SIARD Suite et les normes et standards comme Encoded Archival Description (EAD), Records in Contexts (RiC) qui regroupe les normes ISAD (G), ISAAR (CPF), ISDF et ISDIAH ne sont pas connus et appris des apprenants du fait de l'équipement nécessaire. Selon KONE (2019, pp15-16)

« l'INSAAC peine à recruter des enseignants archivistes ayant une double expertise technique et académique, notamment dans les domaines de l'archivage électronique et de l'ingénierie documentaire ».

Dans cette perspective, la formation continue et le renforcement des compétences des enseignants s'imposent avec la construction de salles et de l'équipement approprié pour un enseignement de qualité en Archivistique.

3.2. Mise à disponibilité de structures de soutien et de renforcement pédagogique des apprenants pendant leur cursus de formation

Une institution qui vise l'excellence et l'employabilité de ses apprenants doit inscrire son système de gestion dans une vision pragmatique et prospective. Dans cette dynamique, Philippe Méirieu (2006, p123) soutient que :



« l'accompagnement pédagogique ne se limite pas à la transmission du savoir. Il suppose la mise en place de structures actives de remédiation, de tutorat, de suivi personnalisé, qui permettent aux apprenants d'atteindre les objectifs de formation avec efficience ».

Dans cette dynamique, le système en vigueur est celui relatif au système Licence-Master- Doctorat (LMD). Dès la première année, il est important d'offrir aux étudiants un tutorat d'accompagnement à travers un séminaire intitulé « Méthodes et techniques d'apprentissage dans le système LMD et aux métiers de l'Archivistique ». Ce séminaire permettra aux nouveaux étudiants tout comme aux anciens qui le souhaitent de se familiariser pour les uns et aux autres, de se ressourcer aux différentes notions et modes de fonctionnement du système LMD. Dans cette dynamique, les techniques de prise de notes, de recherche documentaire et les méthodes d'étude dans certaines disciplines théorique que pratiques professionnelles seront également enseignées. Les étudiants en difficultés devront disposer à leur demande ou à l'observation d'un tutorat de soutien qui peut être animé par les enseignants, des professionnels de métier que des étudiants en année supérieure. Ce cadre devra être institué et formalisé pour permettre à l'ensemble des apprenants d'être outillés aussi bien pour les différentes évaluations que pour les éventuels stages. Dans cette dynamique, il est impératif que l'institution dispose d'un centre d'incubation des pratiques professionnelles liées au métier d'archiviste, surtout avec les évolutions du métier en lien avec des outils du numérique. Ce centre permettra aux étudiants de se familiariser aux logiciels d'archivage professionnel de base et aux techniques de gestion d'un

centre d'archivage. La création de ce centre de simulation archivistique favorisera ainsi la mise en situation pratique et efficace des compétences des apprenants en vue de la réussite de leur employabilité.

3.3. Renforcement des compétences des formateurs-enseignants et gestionnaires administratifs

La discipline de l'Archivistique est une science sociale et humaine. Elle est en pleine mutation suivant l'évolution des sociétés et des technologies nouvelles. À ce titre, son champ d'action s'élargit et reste très dynamique à l'instar des archives et de l'information qu'elle porte, organise, gère et étudie. À l'ère du numérique et de l'IA, les enseignements en système de gestion et de conservation des archives doivent évoluer avec le temps. Dès lors, la pédagogie est en constante progression. L'enseignement de la pratique ne peut donc faire exception de choix que de s'accommoder aux nouvelles méthodes et outils pédagogiques institués par les normes et standards définis par le Conseil International des Archives. Aussi faut-il s'assurer de la disponibilité des outils et de l'expertise nécessaire de leur mise en œuvre. Dans cette dynamique, il est besoin que les enseignants et les membres du corps administratif de l'ESTAAC puissent bénéficier de formations complémentaires en compétences pédagogiques, didactiques et managériales à travers des stages, des voyages d'études, de partages d'expériences avec d'autres institutions de formation en la matière à l'étranger, notamment en France, au Sénégal, au Maroc et à Bruxelles. Ces rencontres d'échanges permettront aux enseignants de bénéficier de nouvelles connaissances et pratiques et surtout de renforcer leurs compétences de transmission et d'évaluation des contenus. Ce qui leur permet de



véritablement être opérationnels. La formation continue et accélérée des enseignants améliorera, en outre, leur champ de connaissances, savoirs, savoir-faire et savoir-être du champ de la discipline. Mieux, ces compétences renforcées, les enseignants seront à mener de donner le meilleur d'eux-mêmes au bénéfice d'un bon rendement et d'un bon apprentissage de nos étudiants. Quel qu'en soit leur profil ou statut (anciennement recruté ou nouvellement), il importe d'identifier les besoins de formation et de renforcement de tous afin de les planifier et les organiser. L'évolution des principes et méthodes de la discipline est très rapide eu égard à celle des technologies et des défis nouveaux. De ce qui précède, la qualité et la performance de l'institution et la crédibilité scientifique et pédagogique des enseignants en dépendent et surtout dans un contexte de concurrence de la société. Les enseignants en sont conscients, mais manquent parfois de courage nécessaire pour exprimer le besoin ou les moyens financiers nécessaires pour effectuer leurs formations. Sans une langue de bois, la mutation rapide de la pratique archivistique reste handicapante au sein de l'institut du fait de l'inexistence de salles informatique, de salle de numérisation, de GED et d'une politique structurée d'insertion sociale des diplômés. Cette situation impacte de façon négative la qualité de la formation ; l'éclosion des compétences des apprenants et la visibilité triomphante de l'image de l'institution. Les logiciels d'archivage professionnel de base, par exemple Archivemeta, ArchivesSpace, Scopearchiv, AtoM, Pleade, Winesis, PMB, SIARD Suite et les normes et standards comme Encoded Archival Description (EAD), Records in Contexts (RiC) qui regroupe les normes ISAD (G), ISAAR

(CPF), ISDF et ISDIAH ne sont pas suffisamment enseignés et maîtrisés. Comment transmettre leurs contenus avec efficacité aux apprenants ? Pourtant leur utilité est indéniable dans la formation des Professionnels en Information Documentaire (PID). Dans cette perspective, la formation continue et le renforcement des compétences des enseignants s'imposent avec la construction de salles et de l'équipement approprié pour un enseignement de qualité en Archivistique. Tout ceci est possible dans un cadre de coopération bien structuré et planifié.

3.4. Besoins de dynamisation des bassins d'emplois et accroissement de la prospection de nouveaux métiers du secteur des SID

Le regain d'intérêt des apprenants pour les formations en archivistique s'accroît positivement dans nos sociétés actuelles. Ainsi assistons-nous à l'éclosion de nouveaux métiers spécifiques, complémentaires et compétitifs. Ce sont : record-manager, analystes ou administrateur de big data, gestionnaire de données numériques, spécialiste d'IA, de veilleur en documentation et archives, diplomate etc. Le secteur attire plusieurs catégories socio-professionnelles et suscite à la fois curiosité et vocation. Aussi les administrateurs publics et privés sont aujourd'hui de plus en plus conscients de l'utilité des archives et de la nécessité de favoriser des conditions favorables leur pérennité, leur sécurité, leur intégrité, leur authenticité, et leur accessibilité en vue de répondre efficacement aux impératifs professionnels et pour satisfaire aux besoins de documentation des processus de fonctionnement des affaires et des prises de décisions éclairées. Dans ce contexte, les administrations et les entreprises sont ouvertes aux



discussions et aux propositions de partenariats et de collaboration avec les structures de formation. Il importe de faire de renforcer les liens avec les partenaires qui existent, mais surtout, il est besoin de prospecter dans l'écosystème administratif des services publics et privés pour dénicher de nouveaux partenaires. L'organisation des activités comme la journée de l'étudiant archiviste de l'INSAAC, le bénévolat administratif des archivistes, la célébration de la journée internationale des archives (09 juin de chaque année), la journée internationale des droits de l'homme à travers les archives (10 décembre de chaque année), sont des opportunités à saisir pour renforcer la proximité de l'institution avec les entreprises et les administrations. De nos l'importance des archives et la place de la documentation dans les entreprises sont indéniables. Nous devons être offensifs sur le terrain de l'emploi afin de trouver les opportunités de stages et d'insertion pour nos apprenants. De plus en plus de nouveaux métiers se créent par une ingéniosité débordante et une innovation grandissante chez les jeunes. L'entrepreneuriat dans le domaine des sciences de l'information documentaire est alors en plein essor avec la dématérialisation ou la digitalisation des services administratifs et privés. Il est donc utile et nécessaire de travailler à offrir les compétences des nouveaux métiers comme l'archiviste numérique, le documentaliste numérique, numériseur, analyste data qui se créent pour favoriser leur employabilité.

Conclusion

La performance d'un système d'enseignement et de formation requiert la disponibilité de ressources diverses et multiformes. Au-delà des murs des bâtiments, celle relative à la disponibilité de personnels qualifiés, de politiques managériales et de biens de ressources documentaires actualisées s'imposent. La disponibilité d'ouvrages de référence physiques et numériques constitue en ce sens un atout appréciable pour le bon fonctionnement de toute structure de formation. Ainsi, les outils didactiques et pédagogiques doivent d'être adaptés pour faciliter la bonne dispensation des enseignements. Un cours qui répond aux aspirations de l'enseignant et des étudiants est un cours bien documenté et bien rendu. Ceci suppose que l'auteur a accès à une bonne documentation lors de sa préparation. Les documents disponibles au CDI de l'institut sont, cependant, en nombre insuffisant (vu le nombre pléthorique d'étudiants) et souvent vétustes encore surannés. La filière d'archivistique étant récente et peu connue, peu de librairies dispose d'ouvrages en la matière. Quant aux ouvrages proposés par certaines, les prix sont, parfois, prohibitifs pour la majorité des étudiants, qui peinent déjà à réunir les fonds nécessaires au transport et au repas quotidiens. L'indisponibilité des ressources de documentation et des supports adaptés de cours constitue un handicap réel dans le transfert des connaissances en enseignement archivistique. De ce fait, certains enseignants se contentent souvent de donner des cours à la limite de leur simple horizon de connaissances, rendant ainsi difficile la compréhension de ceux-ci aux étudiants et tirant ainsi davantage la qualité des enseignements vers le bas. Ces déficits créent un



dysfonctionnement nuisible aux rendements interne et externe de notre système d'enseignement et une suprême anomalie dans l'application du système LMD. Il n'est donc pas rare de constater que lors de certains cours, les étudiants sont dépassés et l'enseignant embarrassé de ne pouvoir pas faire des exemples concrets de certaines pratiques. Par ailleurs, les maquettes pédagogiques ne sont pas véritablement harmonisées de sorte à rééquilibrer les contenus des cours quand le même module est dispensé par exemple par différents enseignants et par niveau. Tout ceci engendre un effet, parfois fâcheux sur l'apprentissage des étudiants, surtout dans un système professionnel où le matériel informatique numérique et technique n'est pas disponible pour accompagner la pratique. Pourtant les axes de la recherche et de l'évolution de la discipline archivistique en France, au Canada et aux USA sont en nette progression. Les pratiques étant dynamiques, il est nécessaire de combler cet état de fait pour une formation complète et de qualité suffisante de l'ensemble des acteurs.

Sources et bibliographie

▪ Sources orales (entretiens)

Nom et prénom(s) de l'interviewé	Qualité/ fonction	Date et Lieu de l'entretien	Objet des entretiens	Heure/ Durée
Dr DAO Salifou	Directeur de l'ESTAAC	Entretien réalisé du 04 au 08 août 2023 à son bureau	Historique de l'INSAAC et de l'ESTAAC Organisation et fonctionnement de l'ESTAAC État des lieux de l'enseignement archivistique Forces et faiblesses Opportunités d'insertion des apprenants Attentes d'amélioration du système	10 h - à 11 h 30
KOUASSI Donatien	Enseignant permanent de l'ESTAAC	Entretien réalisé du 04 au 08 août 2023 à salle des professeur	Dispositif didactique et pédagogique Difficultés rencontrées dans	18h-19h30



		s ESTAAC	l'enseignement archivistiques Besoins en formation Perspectives de dynamisation du système	
OUATTAR A Ibrahim	Délégué de parcours	Entretien réalisé du 04 au 08 août 2023 à son domicile	Degré de satisfaction de l'enseignement des cours Difficultés rencontrées Propositions envisagées	15 h - 16 h

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Organized crime: its concept, effects, and ways to confront it

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Abstract:

Organized crime poses a significant challenge to societies and governments worldwide. It refers to criminal activities that are carefully planned and organized to pursue profit and power through illegal means. Organized crime relies on hierarchical structures resembling military organizations, with leaders making decisions and directing members in carrying out various criminal activities. Its activities range from drug and arms trafficking to human trafficking, money laundering, extortion, and more. These groups collaborate with international networks and transcend national borders, making them difficult to combat. Moreover, organized crime has negative effects on societies, increasing levels of poverty and chaos while threatening political and social stability. Additionally, it undermines national security and erodes trust in laws and government institutions. Effectively combating organized crime requires strong international cooperation and effective coordination among countries.

Keywords: Crime; Organized Crime; Concept; Effects.

Le crime organisé : son concept, ses effets et les moyens de le combattre

Résumé :

Le crime organisé représente un défi majeur pour les sociétés et les gouvernements du monde entier. Il désigne des activités criminelles soigneusement planifiées et organisées dans le but d'obtenir des profits et du pouvoir par des moyens illégaux. Le crime organisé repose sur des structures hiérarchiques semblables à celles des organisations militaires, avec des dirigeants qui prennent les décisions et dirigent les membres dans la réalisation de diverses activités criminelles. Ses activités vont du trafic de drogue et d'armes à la traite des êtres humains, en passant par le blanchiment d'argent, l'extorsion, etc. Ces groupes collaborent avec des réseaux internationaux et transcendent les frontières nationales, ce qui les rend difficiles à combattre. De plus, le crime organisé a des effets négatifs sur les sociétés, augmentant les niveaux de pauvreté et de chaos tout en menaçant la stabilité politique et sociale. Il sape également la sécurité nationale et érode la confiance dans les lois et les institutions gouvernementales. Pour lutter efficacement contre le crime organisé, une coopération internationale forte et une coordination efficace entre les pays sont nécessaires.

Mots-clés : *Crime ; Crime organisé ; Concept ; Effets.*



Introduction

Organized crime is one of the greatest challenges facing global societies in the 21st century. It is a phenomenon that threatens both public safety and stability, and it impacts economic and social development, hindering the paths of justice and the rule of law, this type of crime involves pre-planned and organized criminal activities, conducted in collaboration among established groups, with the aim of achieving financial, political, or authoritative gains. These activities include drug trafficking, human trafficking, tax evasion, money laundering, terrorism, and cybercrime.

Organized crime is characterized by hierarchical organization, where criminal groups follow complex organizational structures, making investigation and combating them a significant challenge for law enforcement authorities. Additionally, organized crime operates across national borders, necessitating effective international cooperation to combat it, and to make progress in combating organized crime, governments and the international community need to take comprehensive and effective measures, leveraging civil society and technological advancements in their systems.

Based on this context, we can pose the following questions:

- What is organized crime and what are its most important characteristics and pillars?
- What are the effects of organized crime and how are they confronted and addressed?

1. The concept of organized crime:

1.1. The concept of crime:

Crime can be defined as an event that occurs, an incident that happens, an act that is perpetrated, or an experience that is undergone, whether intentionally and premeditatedly, negligently without intention or premeditation, where the actor violates prevailing customs and traditions or acts outside the legal framework that protects people from aggression against each other, and deters them from entertaining the idea of committing crimes. (Al-Saati, 2005: 23)

1.2. Jurisprudential definition of organized crime:

Organized crime is defined as unlawful acts committed by a criminal group with a hierarchical organizational structure. It exhibits continuity and operates according to an internal system that assigns roles to its members, ensuring their loyalty and obedience to orders issued by their leaders. The primary objective of these actions is often profit, and criminal groups may use threats, violence, or bribery to achieve their goals. Additionally, their criminal activities may span across multiple countries. (Hamoudi, 2018: 77-78)

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Some define organized crime as a complex and widespread criminal activity carried out by a group of individuals with a high degree of organization. Its aim is typically to enrich the participants at the expense of society and its members. This type of crime often operates through complete disregard for the law and includes crimes against individuals, often associated with political corruption. (Qishah, 2017: 950)

1.3. Interpol's definition of organized crime:

The phenomenon of organized crime has gained significant attention from the international community, leading to the convening of numerous conferences such as the International Conference on Organized Crime. It has been defined as follows: "It is a group of individuals with an organizational structure that relies on bribery and intimidation, or it is the pursuit of common purposes by a group of individuals based on an agreement, using individuals to profit without considering the consequences of the crime on individuals." The definition agreed upon by states and reiterated by Interpol, after criticism of its previous definitions, emphasizes its continuity, defining it as "an organizational structure composed of a group of individuals who continuously commit crimes to achieve intended profits, using methods of intimidation and corruption". (Ayyad & Bousmaha, 2020: 81)

1.4. United Nations definition of organized crime :

According to the United Nations Convention against Transnational Organized Crime, the term "organized criminal group" is defined as follows: "A structured group of

three or more persons, existing for a period of time and acting in concert with the aim of committing one or more serious crimes or offenses established in accordance with this Convention, in order to obtain, directly or indirectly, a financial or other material benefit". (Al-Shamrani, 2001: 31)

Ahmed Jalal Ezz Eldin, a United Nations expert on combating organized crime, defined organized crime as follows: "Organized crime is based on a stable institutional organization, which has a hierarchical structure, levels, an execution base, fixed roles and tasks, opportunities for advancement within the organizational framework, and a strict internal constitution that ensures loyalty and order within the organization. Most importantly, it is characterized by continuity and non-occurrence, as the organization remains operational as long as it achieves success and law enforcement or competing organizations fail to eliminate it ". (2001, p. 08)

1.5. Definition of organized crime by the European Union:

The European Union's Drug and Organized Crime Unit has defined organized crime as follows: "An organized crime group consists of more than one person engaging in a criminal enterprise involving the commission of serious crimes over a long or indefinite period, with each member having a specific role within the criminal organization, aiming to obtain power or achieve profits ". (Dhanaib, 2009:22)

In 1998, the European Union defined organized crime as "a structured group of two or more persons, existing for a period of time and acting in concert with the aim of



committing crimes punishable by deprivation of liberty of a maximum of at least four years or a more severe penalty, whether such crimes are an end in themselves or a means of profit, and using, when needed, intimidation to influence public authorities". (2009, p.23)

1.6. Definition of Algerian legislation:

As a result of the scientific progress witnessed by the world, organized crime has spread and expanded internationally, exacerbating its impact in Arab countries. Despite the majority of European and American countries defining transnational organized crime, most Arab countries did not. The Algerian legislator followed a similar approach by not explicitly defining transnational organized crime but rather incorporating provisions criminalizing it within the Penal Code and Criminal Procedure Law. This was based on the necessity to align national laws with international agreements ratified by Algeria, such as the United Nations Convention against Transnational Organized Crime (Palermo Convention) in 2000, ratified through Presidential Decree No. 02-55 dated February 5, 2002. This was further affirmed through amendments to the Penal Code by Law No. 04-15 dated November 10, 2004, amending Articles 176, 177, and 177 bis to classify offenses such as money laundering and drug trafficking. Additionally, amendments were made to the Criminal Procedure Law by Law No. 04-14 dated November 10, 2004, and further amendments in 2006. (Hamoudi, 2018: 79)

2. Characteristics of organized crime:

The characteristics of organized crime include:

2.1. Planning:

Work within criminal organizations is characterized by a collective nature, relying on role division from preparation to execution. Its modus operandi primarily relies on planning, enabling them to assess available resources and develop precise plans for efficiently carrying out their criminal activities. They often seek the expertise of professionals in administrative, legal, economic, and political fields, who are usually from elite social classes and free from suspicion. (Dhanaib, 2009 :23)

2.2. Organization:

Organization is the primary characteristic of organized crime, referring to the arrangement, coordination, and assembly of members within a comprehensive and integrated structure capable of carrying out criminal activities. This organization ensures that members adhere to an authoritarian, presidential system, where they are under the leadership of a leader, commander, or supreme committee responsible for decision-making and directing members to achieve the group's criminal objectives. The organization also allows members of the criminal group to have a hierarchical relationship based on the efficiency of their organization. Therefore, the organized group distinguishes itself by distributing work among its members. This distribution is one of the manifestations of organized crime and does not necessarily require the organizational structure to take a specific form or for each member to be aware of the specialization or roles of others. Hence, these structures are usually secretive. (Hamoudi, 2018 :81)



2.3. Number of Members:

Many legislations require a specific number of individuals involved in criminal activities, not less than three, to be described as organized crime. This is the approach taken by Italian law and the European Union. However, there are other legislations that do not specify the number of offenders required to classify a crime as organized crime, such as French and German law. On the other hand, the Convention against Transnational Organized Crime stipulated that the gang must consist of three persons, regardless of the nature of the criminal act. **(Bin Amara, 2016: 04)**

2.4. Professionalism:

Perpetrators of organized crime aim to achieve enormous profits in record time. Therefore, it is necessary for them to have dedicated elements for criminal activity, meaning professional criminals with sufficient expertise to follow the methods that achieve their goals and are willing to sacrifice in order to succeed in their mission. **(Qara, 2013: 285)**

2.5. Means of achieving criminal goals:

In order to facilitate the execution of its criminal operations, the organized crime group resorts to the use of specific means, which include violence, threats, or intimidation. Violence may be directed internally against members of the organization in case of violation of the organization's rules, or externally when confronting foreign individuals who obstruct the organization's activities and threaten its existence. Additionally, the criminal

organization may employ other means such as bribery and corrupting government officials to achieve its objectives. (2013, p. 284)

3. Pillars of organized crime: (Shirmat, 2021: 536)

The establishment of organized crime requires the presence of two fundamental pillars, which are:

3.1. Material Element:

The material element is represented by the criminal act according to the criminal text, and it varies depending on the punishable criminal behavior. Legal jurisprudence stipulates three elements for the material element, which are:

The Act: The act constitutes the criminal activity or behavior, involving the commission of an act or the omission of a criminal act as defined by the law.

Criminal Result: The criminal result must be achieved, although modern trends in criminalization no longer necessarily require the occurrence of a criminal result for the commission of certain types of crimes, now referred to as hazardous crimes.

Causal Relationship: If the law requires the occurrence of a criminal result for the commission of the crime, there must be a causal relationship between the act and the result to fulfill the material element and its components.

3.2. Moral Element:

The moral element consists of two forms:

Intentional Commitment: This form is represented by the perpetrator's intention towards the elements of the crime, including the act and the result, known as criminal intent. The member of the criminal organization must be aware in



advance that their criminal behavior contributes, along with other members, to achieving the goals of the criminal organization. Additionally, they are presumed to be aware of the types of crimes committed by this organization.

Criminal Intent towards the Behavior without Result: This form refers to the criminal intent towards the behavior without a resultant criminal outcome, known as mistake.

4. Dimensions of organized crime:

The risks of organized crime have three dimensions: (Marouk, 2000: 137)

4.1. Social Dimension:

This dimension represents the negative consequences resulting from the use of illicit drugs and its impact on individual behavior, health, the proliferation of violence, weapon use, and fear of crime, as well as the undermining of official social organizations such as labor unions.

4.2. Political Dimension:

This dimension signifies the influence on political parties and senior officials in both the public and private sectors, leading to a loss of trust between officials and the populace.

4.3. Economic Dimension:

This dimension represents the economic losses at both the individual and societal levels, threatening the national economy with collapse.

5. Causes of the spread of organized crime: (Abida, 2009: 35-37)

Some of the most important reasons for the spread of these criminal patterns include:

The tremendous advancement in technology, where geographical boundaries blur with societies becoming interconnected through computer networks, satellites, the internet, and global communication networks.

The prevailing globalization system in international relations, which gives more scope for the expansion of organized crime beyond internal and international control and surveillance.

The development and use of advanced weapons in violent crimes, as well as the dissemination of consciousness-altering substances, smuggling of sophisticated weapons, nuclear materials, and their sale by gangs, with the proceeds often invested in drug cultivation.

Insufficient traditional provisions in criminal law to combat organized crime, as perceived by legal scholars among the factors aiding in the spread of organized crime.

Internal conflicts leading to increased organized crime activities, as these conflicts disrupt social control systems, leading to the absence of a viable national law enforcement system, thereby increasing opportunities for existing organized crime groups to operate and creating new opportunities for the emergence of other groups.

6. Images of organized crime:

6.1. Crimes of illicit drug trafficking:

Drug crimes rank at the forefront of illicit activities perpetrated by criminal organizations due to the substantial and rapid profits they yield. Drug crimes vary in their



nomenclature and patterns depending on the manner in which they are conducted, such as drug use or trafficking. They encompass activities including buying, selling, storing, possessing, dealing, treating, delivering, dividing, retailing, and concealing drugs. Socially, these crimes are commonly referred to as drug possession offenses. **(Zayan & Al-Mufti, 2020: 330)**

6.2. Trafficking in women and children and their exploitation:

While it is inherently unthinkable for humans to be subjected to trade, contrary to the most basic human values prevailing in all societies, humanity has witnessed a form of illicit trafficking that targets humans. The significant danger of this criminal activity is evident in the fact that organized crime groups consider it among the lucrative crimes. Human trafficking ranks third globally, following drug and arms trafficking, due to its substantial profits and relatively lower risks, thus prioritizing it. Trafficking in humans, especially women and children, is not a new phenomenon but rather an ancient and ongoing practice. Throughout history, there have been public auctions for the sale of slaves, particularly women, who were purchased for labor on farms, domestic service, or prostitution. **(2020, p. 331)**

6.3. Terrorism crimes:

World leaders have not agreed to unite and combat a certain type of crime as they have agreed to fight terrorism, despite not yet agreeing on a unified concept for these crimes. Conferences, meetings, and forums have been held for this purpose, but they have not yielded results in this

field. The reason for this lies in the overlap of several terms and behaviors, and the different adaptation of each party. This crime often closely resembles the concept of resistance, while on the other hand, it is closer to armed rebellion. Therefore, the common denominator in the concept of these crimes is seen as taking up arms against states and governments. **(Rahmani, p. 355)**

6.4. Money laundering crimes :

Money laundering refers to the act of concealing the true source of funds obtained through illegal means by exporting them, depositing them in banks in other countries, transferring or moving them, using them, or investing them in legitimate activities to evade detection and seizure, presenting them as if they were derived from legitimate sources. Whether the deposit, concealment, transfer, conversion, utilization, or investment is carried out in developed or developing countries, the danger of money laundering operations conducted by organized criminal gangs is evident in that they not only conceal their laundered wealth and proceeds but also resort to legitimate and publicly acknowledged presence within society by engaging in economic activities that do not rely on violence and bring them numerous benefits. **(Mujahideen, 2018: 188)**

6.5. Corruption crimes:

Corruption crimes are considered among the most dangerous crimes to the stability and security of societies, undermining state institutions, ethical values, and justice, and posing a threat to sustainable development and the rule of law. The danger of corruption lies in its connection to other organized crimes and economic crimes, including



money laundering. Today, corruption has become a crime that transcends national borders, placing the international community under the necessity of cooperating to combat it. According to the 2008 annual report published by Transparency International on corruption levels, this phenomenon is prevalent in both rich and poor countries. Bangladesh topped the list of countries suffering from corruption, while Algeria ranked 97th globally. The cleanest countries in terms of corruption include Iceland, Denmark, Finland, and New Zealand. **(Sengouni & Aifaoui: 11)**

6.6. Manufacturing weapons and illegal arms trafficking :

The irregular trade of weapons has led to the emergence of criminal groups specialized in manufacturing and trafficking arms illegally. By manufacturing or assembling firearms from parts obtained illegally, without a license or permission from the competent authority in the country according to its domestic laws. Illegally trafficking arms involves their trade in the market through export, import, acquisition, sale, or generally the movement of weapons from one region or across regions to another country, with the condition that both countries are parties to the agreement. **(Sengouni & Aifaoui, p.15)**

7. Effects of organized crime:

7.1. The Social Effects: (Belwadh, 2013, p. 66)

Erosion of Trust: Organized crime undermines trust within communities, leading to suspicion and fear among residents. People may become reluctant to cooperate with authorities or engage in community activities due to concerns about retribution from criminal organizations.

Disruption of Social Order: Organized crime destabilizes social structures and norms, leading to an erosion of social cohesion. Communities affected by organized crime often experience higher levels of conflict, violence, and insecurity, which disrupt daily life and hinder community development.

Victimization and Fear: Individuals and families living in areas with high levels of organized crime may experience victimization, including extortion, intimidation, and violence. This creates a climate of fear and insecurity, leading to psychological distress and trauma among residents.

Youth Recruitment and Exploitation: Organized crime groups often target vulnerable youth for recruitment into their ranks. Young people may be lured by promises of wealth, power, or belonging, only to become trapped in a cycle of violence and exploitation.

Corruption and Impunity: Organized crime can corrupt public institutions and undermine the rule of law. Corruption within law enforcement agencies, judicial systems, and government institutions allows criminal organizations to operate with impunity, further eroding trust in the authorities.

Stigmatization and Marginalization: Communities affected by organized crime may face stigmatization and marginalization, both from within and outside their communities. This can lead to social exclusion, discrimination, and limited access to opportunities for economic and social advancement.



6.2. Economic Effects: (Shirmat, 2021: 543)

The use of banks in money laundering leads to significant damages to them, such as sudden withdrawals of funds, which result in liquidity gaps for the bank. Additionally, corruption within the banking system, involving some of its leaders taking bribes to facilitate money laundering operations, tarnishes the reputation of banks and undermines trust in them. The principle of trust in banks is fundamentally based on the cleanliness of the funds they manage. This can also undermine confidence in banking personnel due to their tarnished reputation. Furthermore, as money laundering operations rely on foreign currency for ease of movement from one country to another, the demand for foreign currencies increases, leading to the depreciation of the national currency, a deficit in the balance of payments, and a crisis in foreign currency liquidity. This threatens the country's reserves of foreign currencies held by the central bank.

6.3. Political Effects: (2021, p. 543)

Organized crime infiltrates political parties and governmental institutions, including local administrations, leading to the distortion of their policies and the corruption of their law enforcement duties. Deteriorating political situations in countries exacerbate the activities of criminal gangs, resulting in decreased public trust in their leaders and reduced political participation. This leads to a breakdown in consensus between social and political entities, ultimately weakening the structures of the public state.

It is also known that a portion of laundered money is used to finance and support terrorist activities. These funds can also influence the political structure itself, as they finance election campaigns for unknown candidates, pushing them into parliament where they influence legislation and monitor government actions to serve their personal interests and achieve their benefits. Money laundering professionals exploit the media to promote their agendas through advertisements and purchasing advertising space, causing distortion of facts and serving their personal goals at the expense of societal interests, posing a serious threat to the state.

7. Ways to confront organized crime:

7.1. At the internal level: (Belwadh, 2013: 70-71)

Ensuring the provision of tools to the community to understand the scope and motivations of criminal operations, as well as those involved and beneficiaries, by focusing on community education across all sectors and levels and enhancing the sense of security.

Combatting organized crime is not solely the responsibility of governments; it should also involve national associations and civil society organizations collaborating with governmental bodies, particularly in social policies addressing the root causes of organized crime. These organizations play a vital role in implementing programs and campaigns to raise awareness, educate, and train individuals in preventing organized crime.

Utilizing media channels to increase awareness of the dangers of illegal migration, a significant contributor to the proliferation of organized crime across borders.



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Developing media programs aimed at increasing youth awareness of the dangers of harmful ideologies and false promises propagated by organized crime syndicates through online platforms and modern media outlets.

Emphasizing the existence of clearly defined penalties for organized crime in accordance with legal principles, underscoring the importance of legal provisions in defining crimes and punishments.

Urging a review of punitive measures taken against organized crime, moving away from traditional methods by enhancing procedural aspects related to judicial prosecution and leveraging modern techniques for detecting organized crime.

Enhancing border surveillance and migration procedures to track the movements of criminals and promptly inform relevant authorities.

Establishing specialized security units within law enforcement agencies equipped with advanced scientific and technological capabilities to effectively confront the evolving nature of organized crime.

7.2. At the external level: (2013, P. 71-72)

Working towards activating the principle of supporting less developed countries with technological means and technical expertise to combat organized crime.

Promoting regional and international cooperation among law enforcement agencies by providing communication channels, methods of exchanging information and expertise according to clear legal guidelines and mechanisms.

The effectiveness of combating organized crime undoubtedly requires deepening the foundations of solidarity among states. This necessitates a diversified and nuanced approach to international relations. Judicial interaction becomes imperative, as it confronts transboundary organized crime, necessitating the adaptation of judicial prosecution measures to combat the activities of criminal groups that transcend national borders.

The United Nations General Assembly has issued a resolution endorsing international cooperation in criminal matters, expressing its conviction that UN model treaties on international cooperation in criminal matters provide essential tools for enhancing international cooperation and contribute to increasing capabilities in crime prevention.

One of the most significant pillars of international judicial cooperation is extradition, which is considered the most effective means of combating organized crime. For extradition processes between countries to occur smoothly, certain conditions must be met, including the existence of bilateral or multilateral agreements regulating the extradition process, reciprocity, and consideration of the state's interest.

Encouraging border-sharing countries to establish unified databases and information systems dedicated to collecting and analyzing information related to organized crime, especially illegal migration and cross-border smuggling.

Encouraging countries to conclude regional and bilateral agreements to combat transboundary organized



crime and striving for their implementation and follow-up.

Conclusion

In conclusion, tackling the phenomenon of organized crime is a comprehensive challenge that requires international cooperation and comprehensive coordination among governments, security institutions, and civil society. It is a phenomenon that threatens global stability and security, negatively impacts economic and social development, and disrupts the lives of affected communities.

Effectively combating organized crime requires multiple strategies, including enhancing international cooperation, improving legislation and strengthening law enforcement measures, providing necessary support for crime victims, and raising public awareness about the dangers of this phenomenon. Certainly, eliminating organized crime will not be an easy task, but through cooperation and collective efforts, the international community can make tangible progress in combating it and protecting communities from its harmful effects.

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Procedures for Initiating Constitutional Review in Egypt

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Abstract:

The review of the constitutionality of laws is a legal mechanism for embodying the rule of law and justice. It guarantees the protection of the rights and freedoms of individuals and confronts attempts by rulers to encroach upon them under the guise of enacting laws and regulations. No legal rule in the state should contradict the constitutional rule, given that the constitution is the supreme law of the land.

Constitutional justice today has become an effective means of defending these acquired rights enjoyed by individuals through the idea of legality and the rule of law. The Supreme Constitutional Court in Egypt has proven its merit in constitutional review and affirmed the effectiveness and importance of annulment review in protecting rights and freedoms.

Keywords: Constitutional Review, Rule of Law, Judicial Review, Egypt

Procédures pour engager une révision constitutionnelle en Égypte

Résumé :

Le contrôle de constitutionnalité des lois est un mécanisme juridique qui permet de garantir l'état de droit et la justice. Il assure la protection des droits et libertés des individus et s'oppose aux tentatives des dirigeants de les bafouer sous couvert de promulguer des lois et des règlements. Aucune règle juridique dans l'État ne devrait contredire la règle constitutionnelle, étant donné que la Constitution est la loi suprême du pays.

La justice constitutionnelle est aujourd'hui devenue un moyen efficace de défendre ces droits acquis dont jouissent les individus grâce au principe de légalité et à la primauté du droit. La Cour constitutionnelle suprême d'Égypte a prouvé son bien-fondé en matière de contrôle constitutionnel et a affirmé l'efficacité et l'importance du contrôle d'annulation dans la protection des droits et des libertés.

Mots clés : *contrôle constitutionnel, primauté du droit, contrôle judiciaire, Égypte*



Introduction:

The principle of the supremacy of the constitution is one of the most important principles prevailing in comparative constitutional systems because constitutions are superior both organically and substantively. The written or customary constitution enjoys this status as it consists of binding legal rules that organize public authorities in the state, define their formation, powers, and relations with each other and with individuals, by limiting their rights and freedoms, clarifying ways of enjoying them, and regulating them as a reflection of the rule of law and justice. Moreover, the procedures for enacting, amending, and repealing its rules are more stringent and complex than those for ordinary legal rules.

Accordingly, this principle produces important results both practically and legally, directly and explicitly affecting the rights and freedoms of individuals that constitutions seek to protect, preventing interference or restriction except to the extent necessary to regulate them and facilitate their enjoyment.

The principle of hierarchy of legal rules in the state and the principle of parallelism of forms are among the most important effects of constitutional supremacy. Legal rules are arranged in an ascending hierarchy, with the constitution at the top and regulatory decisions at the base. Thus, it is logical that a lower legal rule must not contradict a higher one, otherwise it will be tainted with unconstitutionality. On the other hand, a lower rule contradicting a higher one would amount to amending or

repealing the higher rule, which contradicts the principle of parallelism of forms and the logic of law.

Therefore, most modern constitutions ensure the establishment of constitutional review and enact appropriate legislation to establish and activate bodies responsible for this review, to guarantee respect for the hierarchy of legal rules and their compliance with constitutional provisions, and to entrench constitutional principles to preserve fundamental rights and freedoms.

Although constitutional systems adopt different forms of constitutional review, they fall into two main categories: political review of constitutionality and judicial review of constitutionality, regardless of timing (whether prior or subsequent). This has been confirmed by constitutional jurisprudence, which states: "The constitution of the state is its fundamental law and occupies the highest rank in the legal hierarchy. However, unless it is protected, guaranteed, and enforced by an independent authority whose decisions bind all powers, it remains mere theoretical slogans. As Omar ibn al-Khattab, may God be pleased with him, stated in his famous letter to his appointed judge: a right without enforcement is of no use."

Political review of constitutionality is exercised by a political body, such as the constitutional council or parliamentary authority. Its most important feature is its preventive nature, as it usually occurs before the law is promulgated. If the reviewing authority finds that the proposed law contradicts some or all constitutional provisions, the law cannot be issued until the unconstitutionality is remedied.

Judicial review, on the other hand, entrusts the task of monitoring constitutionality to a judicial body. The most



important Arab model of this type of review is constitutional review in Egypt, which we will study to answer key questions about how this mechanism is activated in the Egyptian system. These questions may be summarized in one: How does the body responsible for constitutional review operate, and what are the basis and justification for its powers? In other words, has the Egyptian legislator succeeded in creating a system of constitutional review that makes this mechanism effective, achieving the advantages of judicial review as recognized in world constitutions like the American model, or do the mechanisms of constitutional review in Egypt bear special features imposed by political and practical considerations stemming from the nature of its system of governance and other factors affecting political and legal life?

We will attempt to answer this by presenting the foundations of constitutional review of laws (first), then the historical development of judicial review in Egypt (second), and finally, the jurisdiction of the Egyptian Supreme Constitutional Court in constitutional review (third).

1. Foundations of Constitutional Review of Laws

What drives us to study the foundations and justifications of constitutional review is the situation where a rigid constitution fails to designate the authority responsible for such review, or when the prescribed mechanism does not ensure effective review. The question arises: may courts of different levels and jurisdictions review the constitutionality of laws on their own initiative despite the absence of an explicit constitutional provision?

A rigid constitution is enacted by a constituent authority higher than the legislature, requiring special, more complex procedures for its amendment or repeal compared to ordinary laws. Therefore, if the constitution is silent on review, it may be appropriate for courts to exercise the power to refrain from applying laws that contradict the constitution. This is the approach taken by American courts, led by the Federal Court, since the late 18th and early 19th centuries. This remains the prevailing view in comparative jurisprudence in defending courts' right to exercise "abstention review" when the constitution is silent. Yet, this approach faced opposition, especially since the French Revolution of 1789 until the establishment of the French Constitutional Council in 1958.

This opposing doctrine relies on several arguments, sparking extensive debate between critics and defenders of judicial review. The French doctrinal conflict became a model for the general debate over whether courts may exercise constitutional review in any country when the constitution is silent on it.

1.1. The View Opposing Judicial Review:

Supporters of this view argue from legal and historical grounds. They argue that constitutional review contradicts the principle of the sovereignty of the nation. They also feared judicial encroachment on parliamentary authority, citing painful past experiences. Furthermore, revolutionary laws such as Articles 10–11 of the Judicial Organization Law of August 16, 1790, prohibited courts from interfering in parliamentary activities, forbidding them from suspending or preventing the enforcement of laws. Their strongest argument is that exercising constitutional review makes



judges abandon their judicial function to engage in political activity.

1.2. The View Supporting Judicial Review:

Proponents of judicial review refuted these arguments. The fear of judicial encroachment on parliament is weak, as past abuses were due to historical circumstances involving parliaments controlling laws and royal decrees. As for the revolutionary prohibitions, they are inconsistent with modern French constitutionalism, where the judiciary is safeguarded by laws ensuring judicial neutrality.

The objection that judicial review transforms judges into political actors is also invalid, since the separation of powers requires cooperation and mutual oversight between branches. Denying courts the ability to review laws would risk parliamentary despotism and violations of the constitution. Moreover, constitutional supremacy is rooted in the fact that the constitution is enacted by the original constituent authority, and therefore it must prevail over all other legal acts. Judicial review is the best guarantee of this supremacy.

Judicial review through abstention has only relative effect, applying to the specific case where unconstitutionality is raised, and thus does not encroach upon legislative authority. Conversely, forcing courts to apply unconstitutional laws constitutes the real violation of judicial independence and the principle of separation of powers. Finally, judicial review is not a political act but a legal one, since the judge's function is to apply the appropriate legal rule to the dispute, rejecting the inferior rule when it contradicts a higher one. This is the prevailing view among

public law scholars who affirm that judicial review is part of the essence of judicial function, unlike assessing the political merits of legislation, which is indeed a political activity.

2. The Historical Development of Judicial Review in Egypt

Constitutional justice in Egypt is relatively recent, beginning with Law No. 81 of 1969 establishing the Supreme Court. Later, Law No. 48 of 1979 established the Supreme Constitutional Court, dated 06/09/1979, though it failed to define its legal nature—one of its major flaws. Since then, various laws have regulated the Supreme Constitutional Court, with successive Egyptian constitutions never omitting reference to it.

It is thus necessary to outline the main stages of its development, as this is crucial in addressing the legal nature of the Court: Is it judicial or political? Before that, we must define the concept of constitutional justice.

2.1. The Concept of Constitutional Justice:

This concept differs depending on the perspective. From an organic perspective, constitutional justice refers to any body empowered to decide on the constitutionality of laws. From a substantive perspective, it refers to any activity whose subject is the examination of constitutionality, regardless of the body performing it.

The organic definition limits constitutional justice to institutions that are courts, excluding others such as constitutional councils. By contrast, under the substantive definition, constitutional justice requires exclusive competence in constitutional review, unlike courts such as the U.S. Supreme Court, which also hears civil, criminal, and administrative cases.



2.2. The Supreme Court:

The Supreme Court was established by Law No. 81 of 1969, which withdrew from ordinary courts their competence to review the constitutionality of laws. Previously, all courts had exercised such review through abstention, refraining from applying unconstitutional laws in specific cases. On 28/08/1980, Law No. 66 of 1970 was enacted regulating procedures and fees before the Supreme Court. Beyond procedural rules, it expanded the Court's powers in constitutional review and conflict of jurisdiction.

2.3 The Supreme Constitutional Court:

The 1971 Constitution defined the Supreme Constitutional Court as an independent judicial body located in Cairo, exclusively competent to review the constitutionality of laws and regulations, and to interpret legislative provisions as specified by law.

It was established by Law No. 48 of 1979, which repealed the Supreme Court Law. Articles 25 and 26 defined its powers as:

- Judicial review of constitutionality of laws and regulations.
- Interpretation of legal provisions.
- Resolution of jurisdictional conflicts and enforcement of contradictory judgments.

The Court was the first in Egyptian judicial history to have exclusive power in constitutional review, marking the shift from abstention review to genuine annulment review.

2.4. Amendments to the Supreme Constitutional Court Law:

Law No. 48 of 1979 has only been amended three times: Law No. 168 of 1998 (amending Article 49/3), Law No. 184 of 2008 (adding Article 44 bis), and Decree No. 48 of 2011 following the January 25 Revolution, which suspended the 1971 Constitution and replaced it with the March 30, 2011 Constitutional Declaration.

The 2014 Constitution dedicated Chapter Four to the Supreme Constitutional Court. Article 191 defined it as “an independent judicial body, based in Cairo.” Article 192 specified its jurisdiction: “The Supreme Constitutional Court exclusively undertakes judicial review of the constitutionality of laws and regulations, interpretation of legislative provisions, resolution of disputes concerning its members, and conflicts of jurisdiction among courts and judicial bodies...” Most recently, Law No. 137 of 2021 (dated 15 August 2021) reorganized the Court anew.

3. The Jurisdiction of the Egyptian Supreme Constitutional Court over Constitutional Review

Constitutional review of laws is considered the most important function of the Supreme Constitutional Court. This jurisdiction is characterized by distinctive features that set it apart from other competencies of the Court.

3.1. Characteristics of the Supreme Constitutional Court’s Constitutional Review

The jurisdiction of the Supreme Constitutional Court in the field of constitutional review is marked by comprehensiveness and centralization. It extends its review to both formal and substantive defects, making it an all-



encompassing jurisdiction which the Court may exercise on its own initiative. The Court exclusively enjoys the authority of review, thereby unifying opinions and avoiding situations of contradiction and conflicting judgments – one of the most notable shortcomings of judicial review of constitutionality.

The constitutional review exercised by the Egyptian Supreme Constitutional Court is both subsequent and prior review, i.e., a dual jurisdiction. However, the 2014 Constitution limited its role to subsequent review only, as this function is more consistent with the importance of judicial oversight in protecting individual rights and freedoms.

It is worth noting that the Egyptian legislator departed from this important constitutional gain in the field of public rights and freedoms when it introduced prior review of constitutionality, limiting it solely to the electoral sphere. This move sparked widespread criticism due to its grave infringement upon individual rights, since elections are considered the true mechanism for achieving democracy.

3.2. Procedures for Initiating Constitutional Review before the Supreme Constitutional Court

Law No. 81 of 1969 on the Supreme Court and Law No. 66 of 1970 on procedures and fees allowed constitutional review to be triggered only by raising a plea of unconstitutionality before the courts examining disputes. If the court deems the plea serious, it must suspend the case and set a deadline for filing the case before the Supreme Court, which would only review the constitutionality of the law challenged.

The situation changed with the establishment of the Supreme Constitutional Court, which was vested with broad powers in constitutional review. Its authority came to include reviewing laws and regulations either upon request by individuals or on its own initiative, by ruling on the unconstitutionality of a law presented to it in the course of exercising its jurisdiction. In Egypt, the Supreme Constitutional Court may exercise constitutional review once a case is brought before it through one of three methods:

3.2.1. Referral Method

If, during the examination of a case, a court or judicial body suspects the unconstitutionality of a legal or regulatory provision, it may refer the matter directly, without fees, to the Supreme Constitutional Court for a ruling on its constitutionality, pursuant to Article 29(a) of the Law on the Supreme Constitutional Court. The referral decision must include the contested provision and the constitutional provision alleged to have been violated.

3.2.2. Incidental Plea of Unconstitutionality

A party in a case before a court or judicial body may raise a plea of unconstitutionality regarding a legal or regulatory provision. If the court considers the plea serious, it must suspend the case until the Supreme Constitutional Court decides on the provision's constitutionality after referral. If the case is not filed before the Court within the time limit set by the court hearing the dispute—no more than three months—the plea is deemed inadmissible. (Article 29(b) of the Law on the Supreme Constitutional Court).



3.2.3. *Ex Officio Review*

The Supreme Constitutional Court may, on its own initiative, examine the constitutionality of a specific provision in the course of exercising its jurisdiction, pursuant to Article 27 of the Law on the Supreme Constitutional Court. It rules on the matter after following the procedures of preparing constitutional cases.

This method does not require the existence of a substantive case pending before another judicial body, nor does it require a party to raise a plea of unconstitutionality. It suffices that the Supreme Constitutional Court is presented with the provision while exercising its competencies, such as constitutional review or interpreting legislative texts and presidential decrees. If the provision is related to the subject matter of its jurisdiction, the Court may examine its constitutionality. Thus, the Court is not merely a body for reviewing laws and regulations.

Conclusion

In conclusion, judicial review has proven its effectiveness in protecting the Constitution and consolidating the rights and freedoms it guarantees. The Egyptian legislator's success in moving from abstention-based review, to incidental review, and finally to a genuine judicial review vested in the Supreme Constitutional Court with full and comprehensive authority represents a significant achievement. The Court has repeatedly affirmed its role in safeguarding the supremacy of the Constitution in various cases brought

before it, thereby confirming the efficiency and effectiveness of this approach.

Accordingly, we recommend that the Algerian legislator benefit from the Egyptian experience, which gradually established an effective judicial review system and ultimately achieved a true constitutional judiciary in both its organic and substantive sense. This can be realized in Algeria following the establishment of the Constitutional Court.

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Fight against Corruption in Algeria in Light of the 2020 Constitutional Reforms

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Abstract

The Algerian state, in its efforts to combat the alarming spread of corruption, has undertaken institutional reforms to empower the relevant authorities. As part of the 2020 constitutional amendment, a new authority, the High Authority For Transparency, Prevention And Fight Against Corruption, was enshrined in the Constitution and granted oversight functions by being included in the chapter dedicated to supervisory authorities. Additionally, it was endowed with authoritative status and structured through a dedicated law rather than a regulatory framework. However, our research has revealed that its composition is largely subordinate to the executive branch, and its powers are too fragmented to effectively and efficiently fulfill its mandate. Furthermore, the absence of provincial delegations hinders its functioning spread from the regional perspective.

Keywords: Corruption; Authority; Transparency; Delegation; Constitutional Reform

Lutte contre la corruption en Algérie à la lumière des réformes constitutionnelles de 2020

Résumé

L'État algérien, dans ses efforts pour lutter contre la propagation alarmante de la corruption, a entrepris des réformes institutionnelles afin de renforcer les autorités compétentes. Dans le cadre de la révision constitutionnelle de 2020, une nouvelle autorité, la Haute Autorité pour la Transparence, la Prévention et la Lutte contre la Corruption, a été consacrée dans la Constitution et s'est vu attribuer des fonctions de contrôle en étant intégrée au chapitre dédié aux autorités de supervision. De plus, elle a été dotée d'un statut d'autorité et structurée par une loi spécifique plutôt que par un cadre réglementaire. Cependant, notre recherche a révélé que sa composition demeure largement subordonnée au pouvoir exécutif et que ses prérogatives sont trop fragmentées pour lui permettre d'accomplir efficacement et de manière efficiente son mandat. En outre, l'absence de délégations provinciales entrave son fonctionnement dans une perspective régionale.

Mots clés: Corruption ; Autorité ; Transparence ; Délégations ; Réforme constitutionnelle



Introduction

Administrative and financial corruption is a pervasive issue that plagues both developed and underdeveloped societies, given its detrimental effects on economic, social, and political development. Therefore, combating and curbing its spread is imperative.

Like many other nations, Algeria has long struggled with administrative and financial corruption across various sectors. Despite its continuous efforts to fight this phenomenon, the country has consistently ranked below average on the Corruption Perceptions Index (CPI)ⁱ.

In its pursuit of eradicating corruption, Algeria has aimed to foster a transparent and credible environment conducive to investment. Furthermore, it was compelled to honor its commitments after signing international anti-corruption conventions. To this end, the state-initiated reforms in the legislative framework governing corruption and established institutional mechanisms for its prevention and suppression. The first step in this process was the enactment of Law 06/01 on the **Prevention and Combat against Corruption**, which served as the basis for the creation of the **National Body for the Prevention and Fight Against Corruption**.

However, the **National Body for the Prevention and Fight Against Corruption** then lacked complete independence, as it operated under the authority of the Head of State. Besides, the creation of the **National Anti-corruption Office** failed to curb the widespread proliferation of corruption across most state institutions, particularly in the absence of genuine political will to combat and curb it. This situation culminated in nationwide

protests in February 2019, where various segments of the population went on manifestation, advocating for reform, the ethical renewal of public life, and the liability of unethical administrators.

In response, the constitutional legislature, via the 2020 Constitutional Amendment, established a new entity – the High Authority – granting it financial, administrative, and functional independence to enhance its effectiveness in combating corruption. To implement this reform, Law 22/08 was enacted to define the structure, organization, powers, and responsibilities of this authority.

This leads us to the fundamental research inquiry:

Is the High Authority for Transparency, Prevention and Fight against Corruption a novel instrument for fighting corruption, or simply a continuation of the previous approach?

Through this research paper, we will attempt to address this question using a descriptive and analytical methodology, following this plan:

- **Section One:** Concept of the High Authority for Transparency, Prevention and Fight against Corruption
- **Section Two:** Structure and Powers of the High Authority for Transparency, Prevention and Fight against Corruption
- **Section Three:** Assessment of the Role of the High Authority in Combating Corruption

1. Concept of the High Authority for Transparency, Prevention and Fight against Corruption

To deliver a comprehensive understanding of the High Authority, we begin by examining the legal framework



underpinning its establishment, followed by a detailed discussion of its definition.

1.1. Legal Basis for the Establishment of the High Authority for Transparency, Prevention and Fight against Corruption

The legal basis underpinning the High Authority for Transparency, Prevention, and Fight against Corruption is anchored in the provisions of the Algerian Constitution, the United Nations Convention Against Corruption (UNCAC), as well as the national anti-corruption legislature.

In a chronological standpoint, the United Nations Convention Against Corruption—adopted by the UN General Assembly in New York on October 31, 2003, and that Algeria ratified with reservations on April 19, 2004—explicitly underscores the necessity for establishing anti-corruption bodies. Specifically, Article 6 mandates that State Parties, according to its essential legal principles, confirm the establishment of one or more entities responsible for preventing corruption and implementing preventive measures.

Furthermore, the convention mandates that states must grant these entities satisfactory independence to enable them to function effectively, free from any undue influence or interference. Additionally, states are required to provide these bodies with adequate human and material resources to ensure their proper functioning.

The High Authority bases its legal framework on the African Union Convention on Preventing and Combating Corruption, which was adopted in Maputo on July 11, 2003 and subsequently ratified by Algeria on April 10, 2006.

Furthermore, I it was created in line with the Arab Convention Against Corruption, drafted in Cairo on December 21, 2010. It is also supported by several other international anti-corruption agreements, including the UN Convention on the Criminalization of Bribery, among others.

In this context, Algeria has sought to align its national legislation with these international conventions. As part of this effort, it enacted **Law No. 06/01ⁱⁱ with respect to the fight against corruption**, Article 17 provided for the establishment of the **National Body for the Prevention and Fight Against Corruption**. This institution was formed to carry out the national anti-corruption strategy, taking over the role previously held by the **National Observatory for the Monitoring and Prevention of Corruption**, which had failed to fulfill its mandate and was dissolved in 2000ⁱⁱⁱ.

Subsequently, a dedicated anti-corruption institution was incorporated into the Constitution through the 2020 Constitutional Amendment. Under Article 202 of this revision, a national body was formally established **for the prevention and fight against corruption** as an **independent administrative authority** endowed with **administrative and financial autonomy**. This body was explicitly named in the Constitution as the **High Authority for Transparency, Prevention and Fight against Corruption**, with its organization left to be determined by law. This regulation was later enacted as **Law No. 22/08 in 2022**.



1.2. The High Authority for Transparency, Prevention and Fight against Corruption, Definition and Characteristics.

1.2.1. *Definition of the High Authority for Transparency, Prevention and Fight against Corruption*

The **Algerian legislator** defined it in **Article 204** of the **2020 Constitutional Amendment** as *an independent institution*."

Similarly, **Article 2 of Law No. 22/08^{iv}** defines it as:

"*The High Authority* is an autonomous organization with legal personality, along with financial and administrative independence."

Meanwhile, **Article 18 of Law No. 06/01** previously described it as:

" An independent administrative body with legal personality and financial autonomy, operating under the authority of the President of the Republic."

Hence, the **High Authority for Transparency, Prevention and Fight against Corruption** is categorized as one of Algeria's **independent administrative authorities**. It is a **constitutional oversight institution** tasked with preventing and combating corruption, fostering **civic values**, promoting a **culture of integrity**, and strengthening **transparency and good governance** within society^v.

It is worth noting that the **Algerian legislator** had previously assigned this task to the National Body for the Prevention and Fight Against Corruption, as specified in Law No. 06/01 on the Prevention and Fight Against Corruption. This indicates that the legislator entrusted the same roles to the High Authority under a different designation. — replacing the term "*body*" with "*authority*".

This distinction is significant: in Algerian legal terminology, the term **"body"** is used for **advisory-only authorities**, while **"authority"** refers to entities with **advisory and/or oversight powers**. Furthermore, by **enshrining the High Authority in the Constitution**, the legislator elevated its status to that of a **constitutional institution**, ensuring its **independence and shielding it from potential external pressures** in carrying out its functions^{vi}.

1.2.2. Characteristics of the High Authority for Transparency, Prevention and Fight against Corruption

The **High Authority for Transparency, Prevention and Fight against Corruption** possesses several distinctive features, counting:

- **Constitutional Status:** The High Authority is a **constitutional organization**, expressly acknowledged by the **2020 Constitutional Amendment** within the **oversight institutions**. It is granted an **entire chapter – Chapter IV –** in the amendment, reinforcing its **authority, independence, and oversight capabilities**^{vii}.
- **Regulatory Power:** The High Authority has been granted **regulatory authority**, enabling it to **make binding decisions**. Some of these powers are outlined in **Article 205 of the 2020 Constitutional Amendment**, and further expanded upon in **Law No. 22/08**.



▪ **Supervisory Nature:**

In contrast to the National Authority for the Prevention and Fight against Corruption, that was an advisory body under the 2016 constitutional amendment—performing its advisory functions through recommendations, views, or reports—the High Authority for Transparency, Prevention, and Fight against Corruption is a supervisory authority. It was considered one of the regulatory institutions, ensuring that the constitutional legislator positioned it within the proper framework^{viii}.

▪ **Independence of the High Authority for Transparency, Prevention, and Fight against Corruption:**

The High Authority functions autonomously and is not subordinate to any entity, allowing it to perform its functions effectively and without external influence. This contrasts with the National Authority for the Prevention and Fight Against Corruption, which was placed under the authority of the President of the Republic, as outlined in Article 202 of the 2016 constitutional amendment and Article 18 of Law 06/01. This subordination raised doubts about its independence and integrity, ultimately leading to a absence of concrete anti-corruption actions^{ix}.

▪ **Legal Organization of the High Authority:**

The High Authority for Transparency, Prevention, and Fight against Corruption is created by law rather than by regulation, reinforcing its independence—particularly if a truly representative parliament emerges from the people's determination. This contrasts with the National Authority

for the Prevention and Fight Against Corruption, which was created by regulation, as it was placed under the direct authority of the President of the Republic.^x.

2. Composition and Powers of the High Authority for Transparency, Prevention, and Fight against Corruption

Article 16 of Law 22/08 stipulates that **"The High Authority is composed of two bodies: the President of the High Authority and the Council of the High Authority."**

2.1. Composition of the High Authority for Transparency, Prevention, and Fight against of Corruption

2.1.1. President of the High Authority:

Article 21 of Law 22/08 specifies that the President of the High Authority is chosen by the President of the Republic for a five-year term, renewable once. This resembles the nomination process for the President of the former National Authority for the Prevention and Fight against Corruption, who was nominated by means of presidential decree.

As the legal representative of the High Authority, the President holds numerous focal prerogatives and powers, including:

Powers of the President of the High Authority:

- Developing the National Strategy for Transparency, Prevention, and Fight against Corruption, ensuring its enactment and follow-up.
- Preparing the draft action plan of the High Authority.
- Drafting the internal regulations of the High Authority.
- Exercising hierarchical authority over all staff members.



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- Preparing the draft fundamental law governing the staff of the High Authority.
- Managing the activities of the High Authority's Council.
- Preparing the draft annual budget of the High Authority.
- Drafting the annual report of the High Authority and submitting it to the President of the Republic after approval by the Council.
- Upon receiving or discovering information that suggests criminal offenses, referring the matter to the competent Public Prosecutor or the Court of Auditors, depending on jurisdiction^{xi}.
- Strengthening international cooperation and the sharing of information with anti-corruption bodies internationally.
- Periodically updating the Council of all reports received and the actions engaged^{xii}.

2.1.2. The Council of the High Authority:

- The Council of the High Authority consists of 12 members, appointed by presidential decree for a non-renewable five-year term. The composition is as follows:
- Three (3) members chosen by the President of the Republic from among independent national figures.
- Three (3) judges, one from the Supreme Court, one from the Council of State, and one from the Court of Auditors, selected respectively by the High Council of the Judiciary and the Council of Judges of the Court of Auditors.

- Three (3) independent figures, selected on the basis of the expertise they have in financial and/or legal matters, their integrity, and their experience in corruption fighting. They are appointed by the Council of the Nation, the President of the People's National Assembly, and the Prime Minister or Head of Government, depending on the circumstances.
- Three (3) representatives from civil society, selected by the President of the National Civil Society Observatory from among individuals recognized for their commitment to transparency and the prevention and fight against corruption.^{xiii}

According to Article 23 of Law 22/08, and in comparison, to the former National Authority for the Prevention and Fight against Corruption, the Algerian legislator has provided the High Authority with a diverse composition that includes national figures, judges, independent personalities, and representatives from civil society. This mixed structure aims to combine the legal expertise of judges with the field experience of other selected members, ensuring a balanced and multidisciplinary approach to fighting corruption.

Additionally, the legislator deliberately ensured that the judges do not come from a single judicial body. Instead, the selection includes:

- A judge from the Supreme Court (rank not specified).
- A judge from the State Council.
- A judge from the Auditors' Court.

This multiplicity in judicial backgrounds allows for the exchange of expertise, with each judge contributing their specialized knowledge in their respective domain.



Furthermore, the inclusion of civil society representatives in matters of transparency, corruption prevention, and anti-corruption efforts is expected to enhance the effectiveness of preventive measures^{xiv}.

The legislator also worked on granting independence from an organizational perspective by setting the membership term at five (5) years, non-renewable. The lack of a set term could expose members to dismissal at any time, which was the method initiated by the legislator in the preceding National Authority. The non-renewable condition specifies the legislator's careful approach in organizing this authority and ensuring that the same members do not remain for more than five years^{xv}.

Through Article 24 of Law 22/08, the legislator has ensured adequate protection for the members of the High Authority while performing their duties. This protection shields them from all forms of assault, defamation, threats, and other violations, reinforcing their ability to operate independently and with no external pressure.

To support the principle of prevention and Fight against Corruption, the Council of the High Authority has been entrusted with several essential responsibilities, including:

- Reviewing and approving the draft National Strategy for Transparency, Prevention, and Fight against Corruption after it is prepared by the President.
- Inspecting and approving the High Authority's action plan presented by the President.
- Issuing directives to relevant institutions and bodies in cases of integrity violations, a power that was beforehand absent in the former National Authority for the Prevention and Fight against Corruption.
- Reviewing corruption-related cases submitted by the President, analyzing them, and deciding on the necessary measures or actions to be taken.
- Providing opinions on issues referred to it by the government, parliament, or any other relevant institution.
- Assessing and giving recommendations on international cooperation projects related to corruption prevention with international bodies and organizations^{xvi}.

The Council of the High Authority has a **hybrid function**, combining:

1. **Advisory responsibilities** – issuing recommendations and opinions.
2. **Supervisory and regulatory powers** – ensuring oversight and taking corrective measures when integrity violations occur.

By granting the Council the power to issue orders to institutions in cases of wrongdoing, the High Authority gains real enforcement power, enhancing its efficiency in preventing and combatting corruption^{xvii}.



2.2. Powers of the High Authority for Transparency, Prevention, and Fight against Corruption

The High Authority for Transparency, Prevention, and the Fight Against Corruption was created under Article 27 of Law 22/08 to prevent and combat corruption while also promoting international cooperation and technical assistance in this domain. To effectively address this challenge, it is granted extensive powers proportional to the gravity of the issue it aims to tackle.

The Algerian legislator has defined the prerogatives of the High Authority in Article 205 of the 2020 Constitutional Amendment and Articles 4 to 15 of Law 22/08.

2.2.1. Powers of the High Authority According to the Constitution

- Article 205 of the 2020 Constitutional Amendment states the key functions of the High Authority for Transparency, Prevention, and Fight Against Corruption, including :
- Formulating a National Strategy for Transparency, Prevention, and the Fight Against Corruption, overseeing its implementation, and tracking its progress. Unlike the preceding National Authority for the Prevention and Fight Against Corruption, which was limited to proposing a comprehensive anti-corruption policy, the High Authority is also tasked with directly promoting transparency and preventing corruption.
- Gathering, processing, and communicating information related to its area of jurisdiction and providing it to relevant authorities.

- Informing the competent judicial institutions and the Court of Auditors of observed violations, and issuing orders to institutions and relevant bodies when required.
- Encouraging, applying, and spreading a culture of transparency, prevention, and fight against corruption.
- Providing opinions on legal texts related to its area of specialty.
- Participating in the training of personnel within organizations responsible for transparency, prevention, and fight against corruption.
- Contributing to the moralization of public life and strengthening the principles of transparency, good governance, prevention, and fight against corruption.
- Supporting civil society and other key stakeholders in the fight against corruption^{xviii}.

2.2.2. Powers of the High Authority According to Law No. 22/08

In addition to the powers drawn in the 2020 Constitutional Amendment, the High Authority for Transparency, Prevention, and Fight Against Corruption has various powers that enable it to fulfill its main task of attaining the highest levels of integrity and transparency in the administration of public affairs. The Algerian legislator set these powers under Chapter II of Law No. 22/08, specifically in Articles 4 to 15, which include the following:

A. Preventive and Awareness-Raising Powers

- Assisting public administrations as well as any natural or legal person in the prevention and fight



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against corruption by collecting, centralizing, analyzing, and disseminating any information or recommendations that could help halt and detect corruption.

- Carrying out periodic assessments of legal instruments related to transparency, corruption prevention, and anti-corruption measures, and assessing the efficacy of administrative procedures in achieving these goals as well. Additionally, the High Authority is empowered to propose appropriate mechanisms for improvement. Notably, the law does not specify which mechanisms should be adopted, leaving the High Authority with discretionary power to determine suitable actions on a case-by-case basis^{xix}.
- Creating an collaborative system with the aim of engaging civil society and organizing and encouraging activities related to the efforts aiming at gaining transparency and fighting corruption.
- Fostering transparency and integrity in charitable, religious, cultural, and sports activities, as well as in public and private societies, by formulating and enforcing appropriate anti-corruption regulation.
- Coordinating and overseeing anti-corruption efforts and preventive measures through regular reports, supported by statistics and analysis, submitted by relevant sectors and stakeholders^{xx}.
- Enhancing collaboration with regional and international organizations specialized in corruption prevention and the fight against corruption.

- Collaborating with regional and international institutions to exchange information for combating corruption.
- The High Authority also carries out awareness-raising and training activities targeting various sectors of society, including public and private institutions, organizations, and civil society. These activities aim to promote ethical public life, reinforce transparency and good governance, and strengthen anti-corruption efforts.
- After performing its key duties—such as evaluation, data collection, and proposing preventive mechanisms—the High Authority is responsible for preparing an yearly report specifying its actions, which is then submitted to the President of the Republic.
- Despite being recognized as a legally autonomous body with financial and administrative independence, the High Authority's independence is not complete. It remains under the authority of the executive branch, mostly the President of the Republic, who finally decides the outcome of its reports and recommendations.

C. Oversight and Regulatory Powers

The High Authority for Transparency, Prevention, and Fight Against Corruption plays a decisive oversight role in successfully combating corruption. To ensure the effectiveness of its monitoring functions, the law requires all public institutions, bodies, and both public and private individuals or entities to cooperate with the High Authority and afford any demanded material and documents required



for carrying out its duties. Failure to comply with these obligations may result in legal sanctions under obstruction of justice laws.

According to Law No. 22/08, the High Authority's oversight powers include the following:

- Receiving, processing, ...and overseeing asset declarations to promote transparency in political life and public affairs, safeguard public property, and uphold the integrity of public officials.
- Public officials are meant to make declarations about their assets before the High Authority involves elected members of municipal and provincial councils.
- Meanwhile, the President of the Republic, members of Parliament, the Prime Minister, Ministers, Constitutional Court, the President of the Court of Auditors, Central Bank Governor, magistrates, and governors must disclose their assets before the Supreme Court^{xxi}.
- The legislator requires that the disclosure of possessions be precise and meet all legal requirements, otherwise the public servant commits the crime of failing to declare assets or making a false declaration, when the High Authority determines that the disclosure is incomplete or incorrect^{xxii}.
- The High Authority for Transparency, Prevention, and the Fight Against Corruption carries out financial and administrative investigations into the advent of illicit enrichment by civic employers who cannot explain a substantial surge in their financial status.

The High Authority oversees the agreement of Government bodies, local communities, public organizations, economic institutions, associations, and other entities subject to transparency and anti-corruption regulations^{xxiii}.

- When the High Authority notices a violation of the quality and efficiency of the actions applied within public administrative institutions, associations, and bodies tasked with combatting corruption, it launches recommendations for measures to address these violations within the timeframe it stipulates^{xxiv}.

The High Authority for Transparency, Prevention, and the Fight Against Corruption exercises these powers either on its own initiative or upon receiving a report from a natural or legal person possessing information, data, or evidence related to acts of corruption.

The legislator, in Article 6 of Law 22/08, stipulates that the notification or report must be written, signed, and contain all elements related to corruption. It is also required to appropriately identify the notifier.

Shall the High Authority for Transparency, Prevention, and Fight against Corruption observe an abuse of integrity and transparency rules, it may notify the competent public prosecutor, after taking the actions outlined in Article 10 of Law 22/08.

The High Authority may also, if there is substantial evidence indicating unjustified enrichment of a public official, submit a report to the Public Prosecutor at the Sidi Mohamed Court. This report may request precautionary measures, including the renewal of banking operations or the seizure of assets for three months, based on a court order issued by the court's president^{xxv}.



Thus, the High Authority for Transparency, Prevention, and the Fight against Corruption now has the authority to notify the public prosecutor of actions and facts with a criminal nature. In contrast, the former National Anti-Corruption Authority was limited to reporting observed violations to the Minister of Justice^{xxvi}.

3. Evaluating the Role of the High Authority in Combating Corruption

To assess the role of the High Authority for Transparency, Prevention, and Fight against Corruption, we must measure its independence, because independence is the foundation upon which institutions tasked with combating corruption rely to carry out their duties objectively and impartially, free from pressure. Consequently, we will divide this section into two parts: the first part will focus on studying the High Authority's independence from an organizational perspective, and the second will emphasize on studying its operational independence.

3.1. The Organizational Independence of the High Authority

The composition of the High Authority is one of the main characteristics that can disturb its work and independence^{xxvii}. An indicator of its independence will be that the constitutional legislator in the 2020 constitutional amendment specified the composition of the High Authority through a legislative text rather than by regulation, which is considered a guarantee for its members to perform their duties without being subject to any pressures or restrictions from any authority^{xxviii}.

The legislator also relied on a system of participation between all state powers in appointing the members of the High Authority, where the appointment is limited to the President of the Republic, the Supreme Judicial Council, the Council of Judges of the Court of Accounts, the President of the Senate, the President of the National People's Assembly, the Prime Minister / Head of Government, as applicable, and the President of the National Observatory for Civil Society.

Nevertheless, although the legislator has modified the appointment process within the National Authority, the President of the High Authority is still appointed solely by the President of the Republic, along with three other members. This has a negative impact on the exercise of its work with full independence. A better option would be to elect its president instead of appointing them, ensuring transparency and credibility for the High Authority when facing the public^{xxix}.

Conversely, the duration of the term and its non-cancellation constitute key criteria for evaluating the independence of the High Authority. Legally, both the President and the board members of the High Authority serve a five (5) year term. However, Article 24 of Law No. 22/08 states that "The members of the council are appointed by presidential decree for a non-renewable term of five (5) years, and their duties come to an end under the same conditions."

This implies the likelihood of ending the term and discharging members before the end of their term. It is noteworthy that the cases that end membership in the High Authority are specified in Article 26 of Law No. 22/08, which include the following: the end of the term, voluntary



resignation, loss of the eligibility criteria that qualified the member for appointment, conviction for a felony or deliberate misdemeanor, death, exclusion due to unexcused absences from three consecutive council meetings, or involvement in serious actions or conduct that conflict with their obligations as a member of the High Authority. In the cases of exclusion or misconduct, the council must reach a majority decision to revoke the member's status.

What becomes evident is that the executive branch, embodied by the President of the Republic, exerts significant influence over the High Authority by appointing its president and three additional members. This undermines the body's independence. Furthermore, even the three judicial members, who are part of the judiciary, are appointed by the President of the Republic, who also serves as the head of the Supreme Judicial Council. This creates an indirect reliance on the President, further compromising the autonomy of the High Authority.

In addition to the senior executives who were performing their duties at the National Authority and whose transfer to the High Authority has been decided, it appears that they are appointed by a presidential decree. Article 15 of Presidential Decree No. 06/413^{xxx} stipulates that "The roles of Secretary-General, Head of Division, Director of Studies, Head of Studies, and Deputy Director are considered high-ranking state positions. Appointments to these roles are made through presidential decrees, based on recommendations submitted by the Head of the Authority."

This analysis is established by Article 19 of Law No. 22/08, which states: "The list of high state positions within the High Authority and their classification is determined in

accordance with the applicable laws and regulations." It is known that appointments to high state positions are made by presidential decree or executive decree. This marks the functional independence of the High Authority, as it does not control the process of hiring senior executives tasked with high-level duties.

It is important to highlight that senior executives within independent administrative authorities were initially appointed by the head of the respective authority. However, beginning in the year 2000, the legislature shifted this approach, granting the President of the Republic the sole authority to appoint senior officials within these independent bodies. This shift has resulted in a gradual erosion of the authority's independence and an increasing influence of the executive branch over its operations.^{xxxi}.

3.2. The Functional Independence of the High Authority

From a functional perspective, the High Authority for Transparency, Prevention, and Fight against Corruption demonstrates a degree of independence. This is particularly evident in the process of drafting internal regulations, which are prepared by the President of the Authority and subsequently adopted by the Authority's Council. This stands in contrast to other independent administrative authorities, where the internal regulations are typically drafted by the Chairman of the Council, approved by the Council, and only take effect after being endorsed by the Prime Minister. This distinction highlights a greater level of autonomy for the High Authority in managing its internal governance.

The President of the High Authority is responsible for drafting the staff regulations governing the Authority's



employees. This draft is submitted to the government and ultimately issued as a regulatory text. Furthermore, the President prepares the annual budget proposal, which is reviewed and approved by the Authority's Council. Once the budget is approved, the President of the Authority is granted the authority to oversee and approve expenditures, ensuring the financial operations align with the Authority's objectives. ^{xxxii}.

Even though the High Authority enjoys a certain degree of independence in preparing its budget, the executive branch is the one that allocates the funds among various central structures. In other words, it is the source of its revenues. It is also restricted in its spending, as it is subject to oversight^{xxxiii} by an accountant appointed by the Minister of Finance, which limits its independence. Moreover, there are constraints that hinder the High Authority from exercising its powers to the fullest, particularly when examining the legal provisions related to its operational framework. These constraints are as follows:

- The High Authority is granted extensive powers, which may be challenging to fully implement. These powers include supervising the adherence of public administrations, local communities, public institutions, economic entities, associations, districts, municipalities, public administrative institutions, public industrial and commercial institutions, research and development centers, public private scientific and technological institutions, public cultural, professional, scientific, and technical institutions, as well as associations and other organizations to transparency systems and regulations aimed at preventing and combating corruption. Additionally, the High Authority is tasked with monitoring

and evaluating the existence, quality, effectiveness, and appropriateness of transparency and anti-corruption systems within ministries and provinces, ensuring their proper implementation. This casts doubt on the Authority's capacity to effectively fulfill all its responsibilities, particularly given the absence of regional representatives at the provincial level. Without such representatives, the Authority faces challenges in detecting and investigating corruption at both regional and national levels. This stands in contrast to the Independent Election Authority, which operates with a more decentralized structure, enabling it to carry out its functions more effectively across different regions.^{xxxiv}.

Regarding the declaration of assets, the High Authority's jurisdiction is restricted to receiving declarations from local elected officials and employees. In contrast, asset declarations for higher-ranking officials—such as the President, members of parliament, the President and members of the Constitutional Court, the Court of Auditors, the Governor of the State, ambassadors, consuls, governors, and judges—are submitted to the President of the Supreme Court. This division of responsibilities highlights a limitation in the High Authority's scope of authority, as it does not oversee asset declarations for the most senior public officials.

If there are indications of unjustified enrichment by a public official, the High Authority is limited to submitting a report of the matter to the Public Prosecutor at the Sidi Ahmed Court to request precautionary measures. In situations where there are potential criminal implications, the High Authority notifies the regionally competent public prosecutor and, if the acts fall within its jurisdiction, the Court of Auditors. This process underscores the Authority's



role as an investigative and reporting body, while the actual enforcement and legal actions remain within the purview of judicial and auditing institutions.

From the above analysis, it is evident that the legislator did not grant the High Authority the authority to initiate criminal proceedings directly. Instead, its role is confined to investigating and reporting potential violations, with the power to take legal action resting solely within the discretionary authority of the judiciary. This limitation underscores the High Authority's reliance on judicial institutions to enforce accountability, rather than possessing independent prosecutorial powers.

Finally, the High Authority compiles an annual report detailing its activities, which is submitted to the President of the Republic. The contents of this report are then made available to the public. This process represents a form of post-action oversight, as the executive branch, embodied by the President of the Republic, reviews and monitors the actions and performance of the High Authority^{xxxv}. The legislator should have mandated that the High Authority publish its annual report in the official gazette to enable citizens to review the results achieved and its contribution to reducing corruption levels.

Conclusion:

After an analysis of the elements of the research paper and answering the problem, the following conclusions are formulated:

- The High Authority for Transparency, Prevention of Corruption, and its Fight is an independent administrative body with legal personality and financial and administrative autonomy. However, its independence in practice remains relative, as it is subjected to the executive authority.
- The organization of the High Authority is determined by law, whereas the National Authority for the Prevention of Corruption is established by presidential decree.
- Strengthening the effectiveness of the High Authority through diversifying its composition, including judges and civil society figures at its helm.
- Granting the High Authority, the prerogatives to formulate and approve its internal guidelines and to prepare the draft basic law for its employees ensures its independence, especially when facing the executive authority.
- Granting the High Authority various powers ensures its ability to fulfill its primary mission of preventing and combating corruption.
- From the above, the following recommendations are formulated:
- Reevaluate the independence of the High Authority, as it remains limited, particularly due to the requirement to submit its annual report to the President of the Republic instead of publishing it in



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the official gazette, which would enable citizens to assess its achievements.

- Expand the High Authority's jurisdiction in receiving and monitoring asset declarations to include all categories.
- Grant the High Authority the power to apply administrative penalties that are commensurate with its functions and duties, so that its oversight is not merely symbolic.
- Establish regional offices for the High Authority to facilitate the detection and investigation of corruption activities on a national level.

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