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The complementary ingestion of the organizational support as a practice at the university pattern

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Abstract. This theoretical study is under the title “The complementary ingestion of the organizational support as a practice at the university pattern”. It focuses on the aspects revealing the organizational support reality at the Algerian university pattern as a key point, showing all the mechanisms reflecting the organizational support concept, according to conceptual significances. It demonstrates its significance through the organizational support determinants, besides highlighting the concept within the theoretical approaches. It has been concluded with an overall research discussion about the organizational support continuity at the Algerian university according to the steps it went through.

Keywords. The organizational support, The university pattern, The university administration, The university teacher

Introduction

The university administration is one of the administrations aiming at founding the development features and the societal promotion, since it belongs to a social entity able to form the professional competences and to promote the creative innovative level. Thus, the studies have demonstrated looking after the university life quality, in general, and the university teacher's life quality, in particular, since he's the main responsible for the university findings through focusing on the various supporting effective mechanisms guaranteeing the promotion of his academic level and his professional competence via a set of practices exercised by the university administration for consolidating the positive objective behaviour aiming at raising his awareness and motivation towards the desire and the ability to practice his tasks within a supporting university environment. We find that the organizational support takes a place within its theoretical approaches, which have attempted changing and analysing this concept through diving into the dimensions and the determinants demonstrated in the organizational justice different mechanisms. We also find that the leading supporting practices play a role in determining the reasonable support through the supporting leadership doers' characteristics, which raises the teacher's morals towards work so that his perspective becomes positive and optimistic. This is what this research paper has dealt with.

1. The organizational support as a conceptual significance: towards more abstraction and totalitarianism.

The research requirements, in their methodological contexts, have necessitated us to identify the conceptual significances of the organizational support towards more abstraction and totalitarianism within a set of sociological theories, as an epistemological complement, for the formational and constructional basics and values of the organizational support concept.

Thus, Support, in language, means supporting something by something else to prevent it from falling down. Supporting a person is making him strong and determined.

The organizational support has recently become one of the researchers' interesting topics. The research studies have included several fields and various interests and projections, which has created several different ways of measurement. So, studying its results is multiplied in the different organizational contexts regardless of their activity. Therefore, some theoreticians and researchers, in the organizational support. (Alwassit Dictionary, 2004, pp.658-659)

There's an exchangeable relationship between the organization and the workers. The workers' beliefs have to be influenced along with the personal and material themes. This relationship includes friendship, respect, love, services and information.

We also find that it's "all the material and moral help forms, which are voluntarily given by the organization to the workers. These helps represent the organization's looking after the workers, increasing their prosperity and estimating them, which would be reflected on the workers' efforts in achieving the organization's objectives". (Badis Bou Khaloua, Souhaila Gammou, 2016, p.05)

In the same context, we find that some studies have focused, in their conceptual determinants, on one of the organizational supports figuring out in justice on which the existence of the support ingredients is measured as follows:

Abd Elhamid Almaghribi defined the organizational support as follows: "it's the amount of care given to the workers by their organization through treating them equally, helping them in solving their problems and listening to their grievances". (Abd Alhamid Almaghribi, 2007, p.284)

So, it's totally clear that the organizational justice, as one of the organizational support determinants, aims at achieving the equal distribution, developing the transactional relationships, consolidating the fair procedures of reward and punishment on all people without exception so that the workers like teachers and employees become aware of the organizational support, which helps increasing their confidence. Thus, they will feel the job satisfaction as an enough determinant for continuing or stopping job at the university pattern.

Looking after the organizational support isn't limited to the necessity of being aware of it in all the organizations, it's rather recommended within organizations and institutions. So, it has been defined within this instructional environment, in order to become an effective concept within the university administration in various domains and procedures related to the academic, research and pedagogical work as well as living environment. This may include equal opportunities of promotion in the managerial pyramid, higher positions at departments and faculties, the equal distribution and variation of classes without exception, reliable and reasonable ways in evaluating the pedagogical performance, allocating well equipped offices for university teachers so that they're able to work properly, since they're working within a cognitive environment, whose scale is the university pattern, besides availing the conducive practice that's based on respecting the university teacher as well as appreciating his effective academic contributions, which is beneficial to higher education system.

So, through these basics and settings in their various cognitive contexts, we've summarized what help us to have a procedural concept in the light of the organizational support, which is the university administration ability to help the university teacher organizationally through availing him the appropriate academic, pedagogical and research environment. This can be done through the leading supporting policies and practices appreciated on all teachers by the organizational justice, and it's figured out through the culture of job enablement to look after their efforts and experiences, in order to acquire them job satisfaction feeling, belonging, so that their academic production is increased and they're motivated towards the effective positive behaviour.

2. The theoretical approaches and the organizational support:

The behavioural patterns variation from one organizational pattern to another and being linked to various patterns and social operations has made the issue of organizational positive behaviour a topic of a great significance in different theoretical basics with the researchers in various fields with their theoretical tools, cultural backgrounds and intellectual references. The social researcher's interest focuses on the educational institution sociability, which interprets the relationship between the educational institution sociology and the administrative processes and concepts within. The most important managerial concept is the organizational support about which we've attempted to put forward the theoretical basics and approaches studying its ingredients through focusing on the university pattern as an organizational pattern for the projections made on. Our study research is based on cognitive strength for choosing a certain theoretical approach for being coherent to the study dimensions.

Diving into the theoretical basics and analysis of the research topic isn't possible without referring to its roots. The organizational support is a result of social exchange theory and the mutual interest; this theory has been developed because of the structural functional basics' failure, as a result of critics regarding its study on the motivation behind the mutual trends and behaviours among individuals and groups.

This theory's main basics are developed in the extent of the university teacher's feeling of commitment and good treatment. The successive social exchange within the university pattern lies in estimating the teachers' contributions and continuous support by the university administration through being aware of that support to attain the excellent effective academic and pedagogical performance, since he performs a significant job; he's responsible of promoting a whole generation.

These theoretical epistemological settings of social exchange basics, in the light of the organizational support with microsociology, are for more control over the scale of our study regarding the organizational support concept, according to its theoretical interpretations. After showing the theoretical frameworks and the attempt of projecting them on the university structure, as an organization and an administration, we attempt to find an educational form basing on the same principles of managerial intellectuality and its exercises varying according to the individual applied on, who's the teacher, since he's the axe of the educational process, and the attempt of figuring it out on reality in various educational fields including the university and school patterns.

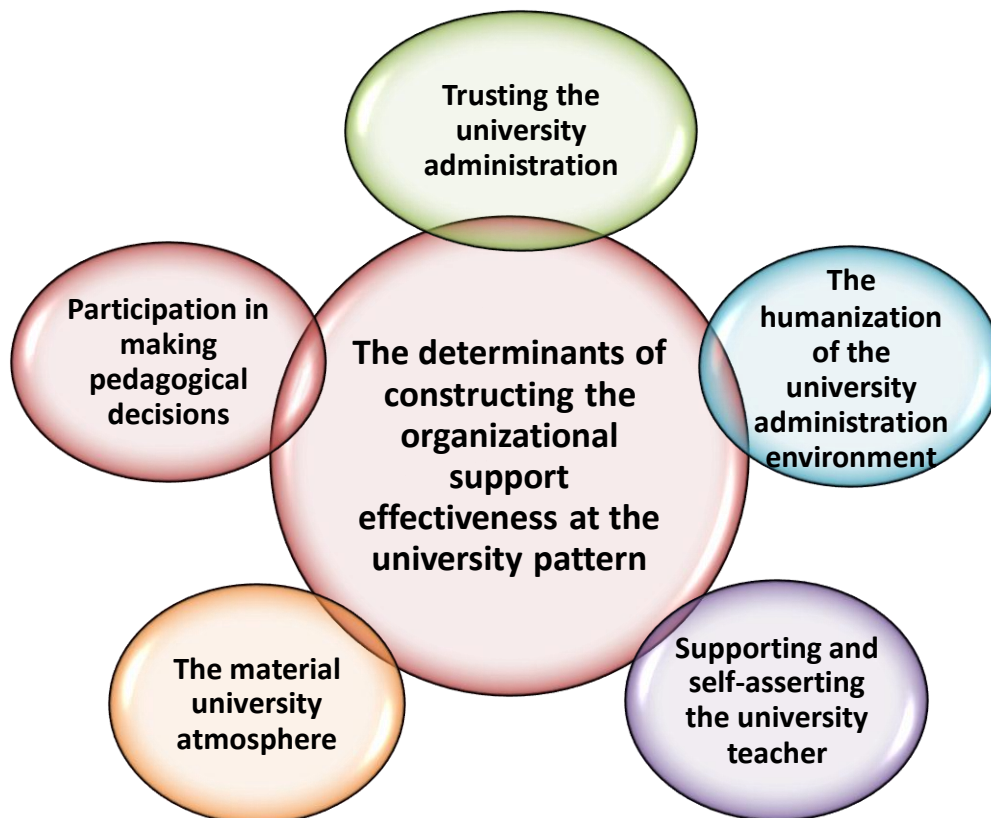
The university administration addresses all what's concerned with the university roles in applying the objective higher education message. Thus, it's a part of the educational administration. (Hala Mesbah Albana, 2013, p.105)

3. The organizational support effectiveness determinants within the university pattern:

On the basis of the organizational support importance at the university pattern, in particular, and for the sake of achieving the social and educational promotion, the effectiveness of teachers has to be invested towards harmony and similarity to integrate the job satisfaction, which means more positive academic pedagogical work within the university environment. This would guarantee the consolidate in of the academic pedagogical work objective content.

The organizational support plays a significant role in the behavioural process, since it affects the university teacher's behaviour. Field studies and researches assert the strong relationship between the organizational support and the positive behavioural process results.

In accordance with these settings and looking for the organizational support benefits at the university pattern directed to university teachers, we've put a figure clarifying the organizational support effectiveness determinants:



(This figure is prepared by the researchers)

Figure 1: It clarifies the organizational support effectiveness determinants within the university pattern.

Constructing the organizational support effectiveness and consolidating it within the university pattern isn't that easy. It requires several mechanisms determining this effectiveness for the sake of obtaining an appropriate teaching-learning environment with a professional life quality. So, it's necessary to look after the effectiveness factors guaranteeing the effectiveness of the university environment contributing to the teachers' behaviours development, besides enlarging the academic research far from intellectual stagnation ingredients in the light of self-esteem principle. This what we're going to tackle through the following points:

3.1 Consolidating the culture of trusting the university administration. as a basic dimension of the organizational trust, requires the teacher's feeling of trust towards the administration, which has to make mechanisms to achieve that. Some researchers have figured out, in this context, that the basis of trust can achieve and fulfil trust components in Maslo's pyramid as a safeguarding determinant for constructing the culture of the organizational trust through fulfilling the university teacher's needs including estimation and respect, the availability of the pedagogical information and its reliability, applying justice on all without exception and feeling of a safe stable educative environment. This would guarantee the organizational support effectiveness. (The researcher's analysis relying on Mohammed Essirifi, 2007)

The increase of trust towards the administration achieves the university pattern excellence and leadership through availing the consolidating factors including the ways of appreciation in the light of fulfilling the teachers' needs as well as improving their perspective towards the administration so that they become positive and optimistic, which would improve the university reputation.

3.2 Figuring out humanization basis within the university pattern. achieves the availability of a strong effective university administrative environment basing on love and groupwork spirit far from personalization, harassment and exploitation, which would create cooperation among the administrative segments, including heads of departments, deans and vice-deans, under the basis of the collective consciousness. Thus, the university officials have to work according to the humanization practices for strengthening the teachers' human and social relationships, since they're colleagues. Applying the humanization mechanisms, as a strong basis, would avail justice and good treatment features, since university administrations are aware of the levels of pressures exercised on the teachers and the social relationships' value linking them as colleagues.

In the light of these settings, the social awareness of the two parties and diligence in activating the humanization basics with activating the social relationships' value, within similar pedagogical groups, would achieve the quality of the university pattern administration, from one hand. The teacher, because of his social nature, needs working within a social environment appreciating the professional and academic practices basing on the human and social relationships methods for improving the professional life quality. So, the university environment characterized with the social sides and officiality degrees, in their good and reasonable framework, makes the teacher feels cooperation and support because of being aware of social support, which guarantees the humanization basics as one of the organizational support determinants.

3.3 Among the effective organizational support mechanisms. is the teacher's assertiveness i.e., supporting his self-development. The fact of being aware of that making him estimating the administrative segments, which work for fulfilling his needs, through the positive contribution to various roles including teaching, a responsible for specialty, a responsible for laboratory, supervising PhD students and attending pedagogical meetings like the scientific committees and counsels. So, the teacher is given the opportunity for assertiveness through distributing certain functional tasks acquiring him a feeling of importance and professional value through clear determinant effective supporting administrative policies for achieving the organizational support effectiveness including the variation of pedagogical skills and independence.

3.4 The process of involving the university teacher in making decisions related to pedagogy becomes one of the positive ways for giving him an amount of interest of his opinions and an enough area to estimate his contributions within the university pattern.

Through these lines, we aim at devoting the university teachers' dynamic participation in making decision as a determinant guaranteeing his importance, value, status and promotion. Thus, these epistemological and sociological settings are necessary for the research to demonstrate the organizational support effectiveness determinants and mechanisms within the university educative environment as an artistic illustrative approach, which has to be applied within the Algerian university pattern.

3.5 The structural side of the university pattern includes buildings and equipment, besides the educative instruments, especially for scientific fields, since they require the availability of some chemical materials for doing scientific experiments, or in the formational academic workshops for achieving the innovative research projects. Whereas the literary fields, including languages and humanities, have different instruments like computers, data show and printers.

The educative instruments and means are varied according to the variation of the objectives behind using them. Their existence chiefly relies on the extent of the financial resources' availability. These instruments can be mentioned as follows: computers, screens, cameras, printers, data shows, microphones and speakers, especially throughout the period of Corona pandemic in which the academic events were held online. So, the university administration has to make studios and labs available to make successful seminars even during a pandemic period, since education will never stop, whatever the conditions may be.

Other things, related to the material side of the university environment, include the university buildings and structures. Research studies have asserted that there's a strong relationship between the buildings' formal side and the pedagogical structures within the university environment and the teacher's satisfaction, which leads to increase his professional contributions in the light of these conditions' availability.

Taking this issue into account necessitates focusing on the aesthetic, artistic and equipment sides of the study buildings so that the wanted objectives would be attained. Through time, constructing educative institutions has become a complex process subjected to architectural and artistic criteria like site, area, building materials, illumination, sounds effects, security, health and equipment. (Abd Alaziz Essounboul, 2002, p.132)

Buildings and structures, with the architectural design focusing on the aesthetic and artistic sides, reflect the psyche of education and work for both of students and teachers, since working within an appropriate comfortable environment basing on educative foundations is really helpful. So, this element is very important and effective determinant of the organizational support within the university pattern.

On this cognitive and sociological basis, the organizational support features and benefits are based on its determinants' effectiveness. Some researchers and theoreticians have tackled this side. The most important features and benefits are listed as follows:

- The organizational support contributes to achieve the self-development; whenever the teachers feel the university support, they work hard to developed their experiences.
- The university officials look after supporting and developing their subordinates.

- The organizational support improves the organization's image, and develops the workers' positive trends and practices, which would push them to improve their behaviours. (Mohammed Shahin, 2002, p.16)
- Being aware of the organizational support leads to the increase of workers' efforts towards the achievement of the organizational objectives.
- Developing the motivation towards the pedagogical work and the competence of performance in teaching.
- Supporting the positive trends towards the innovative work.
- Reducing the negative effects of some workers' behaviours. (Abd Alhamid Almaghribi, 2007, p.297)

As a projection on the university administration pattern, as an organizational pattern, and for observing the university life with its various conditions, the organizational support serves the university teachers and the university as a whole, which is clarified through the following elements:

- Increasing the motivation of achievement towards the academic work through developing the teachers' abilities and trends towards innovation via appreciating the professional enablement culture.
- Augmenting the organizational identity between the university administration and the teachers through being aware of the supporting practices consolidating integration mechanisms and job engagement, which would figure out the professional stability as an aspect of the organizational support.
- Achieving the teacher's job satisfaction through increasing his satisfaction towards the level of his pedagogical performance and towards the administration as well.
- The teacher's awareness of the distributional justice reliability is the basis of founding the organizational justice values and ingredients including the justice in distributing the modules, the justice in benefiting from internships, the justice in applying laws, regulations and control criteria on all teachers without exceptions.

4. Discussing the organizational support reality within the Algerian university pattern

The Algerian university reality is purely a social reality before being an educative one, since the social reality is the basis through the social interactions prevailing this empirical reality with its educational nature within a research cognitive environment. So, university, as an organization, is a social service organization with an educational nature. Therefore, the various problems and phenomena have to be dealt with according to a sociological and epistemological perspective basing on the social reality; the research sociological administrative studies related to the university pattern assert that it's inseparable from the general social framework, since it's a part of the general pattern. The study settings necessitate tracking the studied phenomenon, which is the organizational support and the steps it went through after the independence.

The Algerian university is considered as a modern university compared to other universities, since it emerged in 1877. It's the only colonial legacy. Throughout the colonial period, it served the European settlers against Arabic and the Arab culture. Its historical path has witnessed the following major steps:

4.1 The 1st step (1962-1970): It's distinguished with constructing universities in major states; the university of Oran was constructed in 1965 and that of Constantine in 1967. Later on, Elhouari Boumedién University in Algiers, the university of science and technology in Oran and the university of Annaba were subsequently built. Thus, the colonial legacy was a

very difficult situation with only one university in all Algeria and some other university centres with hundreds of students. They were purely taught in French with human and material potentials of the second class. (Fodhil Dilioetal, 2001, p.08)

Through these lines, it's clear that Algeria was vigilant and diligent to develop the higher education sector, since it helps the society promotion in all domains. This was done in accordance with the outlined policies and plans.

4.2 The 2nd step (1970-1971, 1984-1985): It witnessed the emergence of ministry of higher education and scientific research. It also witnessed devising faculties into departments guaranteeing modifications on the university study stages including Bachelor, Master and PhD (science) degrees. After 1971, this step was also known as the step of higher education reformation. It aimed at integrating the Algerian universities in the course of total development, asserting the scientific and technological trend, asserting quantitative and qualitative formation. (The national institute of formation, 2006, www.infpe.edu.dz)

This reformational step supports the total development of the Algerian society, as a new trend of promoting higher education, through asserting the scientific trend and the qualitative formation. Several specialties emerged throughout this step including psychology, sociology, law, education science, economy and information. This step marked the beginning of looking for an Algerian identity in higher education far from the left French language and culture. (Bou Falja Ghiyath, 1984, p.31) Despite these features, the Algerian universities suffered from various difficulties like focusing only on what the teacher gives to the students regardless of the teacher's formation, cultural background and specialty; he perhaps study a specialty, and teaches another specialty, which makes him dependent with a limited level.

4.3 The 3rd step (1985-1986, 1989-1990): This step was characterized with the development of the formational content with the best use of potentials. It witnessed reviewing the university counselling criteria and the specialty system. It brought a solution to overloaded classrooms. This step was known as the university map aiming at designing the higher education in accordance with the national economy requirements. In 1989, the university independence was put forward, as a project, for reconsidering that the university has accomplished its task, which is forming a competent graduate. (The Algerian university, www.startimes.com, 2014)

Despite these attempts and achievements, the Algerian university witnessed a chaotic situation in managing the university culture, since it followed the legacy system known with strictness, bureaucracy and the system of professor chair, which was characterized with the individual ownership of information. This shows us the university administration's miserable situation throughout that period in which the university was in need to break the routine restrictions, which led to less research development so that the lessons' preparation was negatively affected.

4.4 The 4th step (1990-1998, 1998-1999): Throughout this period, the Algerian university couldn't meet the social and economic requirements, due to the urgent planning to insure the overloaded number of students. So, this step was characterized with wrong management policies. (Bou Felja Ghiyath, 1992, p.67)

As a conclusion, it's clear that despite of 20 years of reformations, the attempts of looking for the Algerian university identity, through working on a set of enabled practices, are still a victim of old system existing in all the mentioned steps. This has deteriorated the Algerian university, and kept it away from any development in the pedagogical and cultural curricula because of the university administration malfunction despite all the available potentials. The ideological difference, as a distinct feature, has created an ideological struggle, which has led to deep accumulative pedagogical and ethical crises. As a result, the Algerian university isn't

carrying out its right and natural task. This has led to the teachers' intellectual stagnation in the light of discouraging practices and the lack of cognitive research originality. Recently, the Algerian higher education has witnessed root changes, or attempts, in accordance with policies going hand in hand with the Algerian government policy despite facing several internal difficulties, which have to be surpassed with the organizational support so that the supporting culture would be figured out in the light of developing the professional competencies.

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