

**The Level of Organizational Constraints in the Faculty of Social and Human Sciences from Teaching Staff's Viewpoint (University of Batna 01 Hadj Lakhder)**

مستوى المعوقات التنظيمية في كلية العلوم الاجتماعية والإنسانية من وجهة نظر أعضاء هيئة التدريس (جامعة باتنة 01 الحاج لخضر)

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**Abstract:**

*This research aims to reveal the level of organizational constraints in the Faculty of Human and Social Sciences at the University of Batna 01, focusing on four axes: leadership pattern, communication and information pattern, centralization of decisions, and working conditions. To achieve this goal, we conducted a descriptive field study of a sample of professors that were estimated to be 60 professors were chosen by chance from the total of 203 a professor, and after distributing and retrieving the questionnaire, the results were as follows: the level of organizational obstacles in the leadership pattern axis is greater than the hypothesis average, the level of organizational obstacles in the communication and information pattern is greater than the hypothetical average, ,The level of organizational obstacles in the axis of centrality of decisions is greater than the hypothetical average, the level of organizational obstacles in the axis of work conditions is less than the hypothetical average.*

**Keywords:** *organizational constraints; Teaching staff; Faculty of human and social sciences (University of Batna 01).*

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## ملخص :

يهدف هذا البحث إلى الكشف على مستوى المعوقات التنظيمية في كلية العلوم الإنسانية والاجتماعية بجامعة باتنة 01 مركزا على أربعة محاور هي: : نمط القيادة، نمط الاتصال والمعلومات، مركزية القرارات، وظروف العمل ، ولبلوغ هذا الهدف قمنا بدراسة وصفية ميدانية لعينة من الأساتذة قدرت ب 60 أستاذ تم اختيارها عن طريق الصدفة من مجموع أستاذ وبعد توزيع الاستبيان المتكون من 32 بندا واسترجاعه، كانت النتائج على النحو التالي: مستوى المعوقات التنظيمية في محور نمط القيادة أكبر من المتوسط الفرضي على سلم التقدير، مستوى المعوقات التنظيمية في محور نمط الاتصال والمعلومات أكبر من المتوسط الفرضي على سلم التقدير، مستوى المعوقات التنظيمية في محور مركزية القرارات أكبر من المتوسط الفرضي على سلم التقدير، مستوى المعوقات التنظيمية في محور ظروف العمل أقل من المتوسط الفرضي على سلم التقدير.

الكلمات المفتاحية: المعوقات التنظيمية ؛ أعضاء هيئة التدريس ؛ كلية العلوم الإنسانية والاجتماعية (جامعة باتنة 01).

## **1. Introduction:**

Any administration is characterized in general by its overall role in the success of any work or job. It is a humanitarian operation aimed at cooperation of human efforts in a way that enables them to exploit their material and human potentials to achieve specific objectives with the least effort and costs. Such administration varies from one organization to another. Based on this, the university is one of the most important educational organization in developing human thoughts, creativity, discovery, intention and human development. The later is carried out by teaching staff. Teaching staff therefore are the backbone of the society. Thus, their function is educational, moral, and ethical. They must be creators, inventors and developers of science and technology.

To carry out the most important role in the society, basic conditions are required for teaching stuff to encourage them to perform such role. These conditions are material such as: training, and not material such as appropriate human relations, decision making, and incentives. As in most less developed countries institutions and organizations witness a series of development impediments. The latter is defined as: "those factors that lead to a deviation from the ideal model for development and prevent the achievement of the goals of the organization"(Saoud, 2006: 132).

Thus, this study aims to examine such factors that might be exist at the faculty of human and social sciences at the University of Batna.

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To do so, a major question should be asked what is the level of organizational obstacles in the faculty? To find out the most important elements that hinder the application of human resources development method as represented by teaching staff; four questions must be also asked :

- 1- What is the level of organizational constraints related to leadership pattern ?
- 2- What is the level of organizational constraints related to communication and information pattern?
- 3- What is the level of organizational constraints related to centralization of decisions?
- 4- What is the level of organizational constraints related to working conditions?

## **2. Goals and importance of the Study :**

**A-** Goals of this study is: to reveal the importance of obstacles that caused the faculty as well as the higher education to do not perform their functions as it should be.

**B-** The importance of the study: it identifies the impediment and problem which can be used for similar studies, or used for setting future strategies for the faculty as well as for the ministry of higher education.

## **3. Theoretical Framework :**

In this section, the article presents very briefly the factors that used in analysing regulatory constraints that prevent teaching staff to do their job as it should be. Any institution as the faculty of human and social sciences is a complex of material, structures and individuals organized in a way to achieve the goals of the institution, some difficulties and obstacles are represented in what the institution imposes in official form such as regulations, instructions and directives, or informal such as instructions, pressures and devices such as modern technological methods and means, well equipped library and offices, providing computers and internet...etc. as well as structural deficiencies in the organization such as retaining skills and concentration of authority among the directors and chiefs. It also related to the administration and financial operation and the environment of creativity and innovation.

Based on this, we can define regulatory constraints as set of difficulties and obstacles within the faculty that stand in the way of the development of human resource represented by the teaching staff members and theirs skills in the pedagogical and scientific research. These constraints can be summarized in:

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Leadership pattern, Communication and information pattern, centralization of decisions, and working conditions.

- **Leadership :**

Leadership is the most important and necessary function for the management of human resources and highlight its effectiveness by providing a suitable social and material environment to work and respond to the wishes of individuals to achieve the objectives of the institution. Therefore, by encouraging the process of work, the capabilities and competencies of individuals leader's behavior with the group can be a catalyst for effectiveness and creativity and may be a disincentive one.

Therefore, " the leader must have the ability and skill to influence subordinate individuals by making them to accomplish what the leader determines" (Abd Gaffar, 1991:413). Thus" leadership is the art of influencing individuals to get work done, ability to motivate them to achieve harmony among them, and direct and organize their efforts toward achieving common goals".(Achour,2012:255), to be effective, leader must have :

- Strong personality, motivations, values and aspirations.
- Has experiences, skills, performance, realization and achievements. He also must have scientific knowledge and keeping of developments in the scientific and cognitive field. He must also loves to be humble with the workers and his followers, and makes them feel that their work is collective, and no work can be done without them. In addition, he provides a positive and effective organizational environment conducive to stimulation and exertion. Finally "he must give an interest in human relationships without which it will create an atmosphere of indifference, laziness, waste of time, loss of integrity and sincerity at work". (Smara, 2007 :123)

However, leadership like other operations is influenced by its surroundings. There is a relationship of mutual influence between the leader and the followers in multiple situations, in influential working conditions, and the organizational and social environment. Therefore, there are many factors that exert an influence on leadership process, either negative or positive. Thus, as it was explained in the above paragraph the positive factors; here we summarize the negative or the inhibitory factors. Leadership derives its importance from human resources that became these days the focus of all institutions, and unlike other variables that can be controlled, the individual is difficult to control "his

behavior due to the continuous changes and fluctuations. In the emotional and mood aspects resulting from the expressive internal and external variables on environment and social conditions. Here, the leader is responsible for the human resource and all that surrounds them". (Kanan, 2007:104).

- **Leadership and Decision making :**

The faculty member, therefore is considered the main axis in higher education because of his scientific educational, and moral role, ,but since the university is affiliated in most matters to Ministry of Higher Education, the faculty as well as teaching staff’s administration is restricted in both programs, incentives and bonuses ;and for this reason, decisions are also restricted by a group of obstacles that hinder teaching staff in the field of creativity and scientific research. Besides this, even the renewing budget is subjected to the money allocated from the ministry. Add to this, mismanagement at all levels, which led to the multiplication of financial and administrative obstacles.

- **Communication and information pattern :**

Any institution is a complex of material structure and individuals organized to achieve certain goals; thus, it contains a system of communication between all parts and levels of the organization. This intercommunication between all parts and services of the faculty such department depends on the type and quality of information. Therefore, the ability of communication system to deliver it to all parts and centers in an adequate quantity and time is necessary. For this reason," the communication system affects the ability of organization to achieve the integration and coordination between all their internal parts as well as compatibility with the external environment". (Atiya, 2009:35).

- **The importance and objectives of communication :**

The performance and morale of individuals are affected by the effectiveness of communication as it allows clear duties and work methods; it helps to cooperate between individuals and achieve collective action and coordination between organizational levels and exchange of opinions, ideas and information, "and also permits to the leader to be in permanent relations with members of the group" (Philippe, 1999:15). This also gives a real opportunity for employees to actually participate in discussing work problems reducing the level of conflict between management, teaching staff and employees, and finally satisfying the need for appreciation, belonging to the group, protection from

hazards, and satisfying social needs. In addition, it allows for cooperation between formal and informal organization, which makes it easier to pass decisions and know the position of employees, because individuals and groups tend to resist change. Communication, then, helps to create a social atmosphere characterized by relationship of appreciation, respect and inclusion in the work environment.

Therefore, if the members of the faculty are ignorant of the details of the work assigned to them, a lack of limitation of responsibility and a poor understanding of the communication dimension at the top management and lack of feedback from the bottom and their limitations leading to the interpretation of various decisions and documents according to the receiving person which reduces the effectiveness of the institution.

- **Working Conditions :**

Working conditions have strong impact on the stability of the human resources and the institution as a whole, because the working conditions "help to improve efficiency, increase production, provide services and relieve the moral of workers and employees" (Alharbi and Alchagran, 2018:218). Thus teaching staff as dealing with creativity and scientific research need the greatest possible degree of material and moral potentials because their productions requires focus, patience and efficiency. As pointed out previously that decision that come from above without the participation of the university and exactly with teaching staff have negatively affected the efforts of the faculty member as he does not have the required material and moral capabilities . Add to this, the negative bureaucratic organization shattered the capabilities and aspirations of the creative and serious professors; and transformed some of them into negative individuals who participated in weakening education. Based on this we can assume in this article that these conditions helped to spread indifference lack of responsibility, loss of integrity, trust and transparency, and seized the political organization to redirect the student as well as some members of teaching staff towards an almost complete deviation.

**4. Field research framework :**

The study was conducted on 203 members of teaching staff from both sexes in the faculty of Human and Social Sciences of Batna. After many attempts and for a period of about one month from the distribution of a pre-final questionnaire, it appeared that was very difficult to choose any random sampling. Besides, the



homogeneity of teaching staff (level of education, same function, same material conditions... etc.), encouraged us to apply the accidental sampling. After distribution of 100 questionnaires during the period from 23-10-2019 to 25-11-2019, the total valid received was 60.

#### **4-1 The data collection tool:**

A questionnaire was prepared that included 32 items, distributed on four axes that determine the level of organizational obstacles in the faculty (leadership pattern, communication and information pattern, centralization of decisions, working conditions). depending on the Likert triple scale (high degree, medium degree, low degree), taking into account gradation the phrases and their sequence as the stability of the questionnaire was calculated by using the mid-segmentation method, where we calculated the degree of the first half as well as the degree of the second half and was corrected by the Spearman Brown coefficient which was estimated at (0,80), and the stability of the questionnaire was calculated by the Alpha Cronbach coefficient and estimated at (0, 82), and these percentages are high, which indicates the reliability of the questionnaire.

Statistical data and information was processed using the Social Sciences Statistical Package (SPSS) version 23 for (IBM), and the following statistical methods were used:

B- Repetitions and percentages: to describe the study sample and determine the responses of its members towards the terms included in the study tool.

C- Alpha correlation coefficient: to measure the stability of the study instrument.

D- To find the consistency coefficient of the questionnaire, the (Spearman Brown) correlation coefficient was used for equal half-segmentation.

F- The arithmetic mean: to determine the degree of responses of the study sample individuals towards each axis of the study, and to determine the degree of responses of the members of the study sample to the direction of each phrase separately from the terms included in the tool.

C- Standard deviation: to calculate the degree of dispersion relative to the mean.

**Table No. 01 shows the level of organizational constraints (the axis of the leadership pattern)**

| Number | Sentence   | Number of individuals in the sample | Arithmetic average | standard deviation |
|--------|--|-------------------------------------|--------------------|--------------------|
| 01     | Faculty officials are enforcing laws without introducing the principle of flexibility.       | 60                                  | 1,8500             | ,75521             |
| 02     | Faculty officials are evading confronting pedagogical problems within the faculty.           | 60                                  | 2,0333             | ,71228             |
| 03     | Faculty officials are listening to teaching staff ‘concerns about working conditions.        | 60                                  | 1,9167             | ,74314             |
| 04     | Faculty officials focus on work interest first   | 60                                  | 2,0167             | ,79173             |
| 05     | Faculty officials tolerate teaching staff who fall short of their duties.                    | 60                                  | 2,0833             | ,76561             |
| 06     | Faculty officials give teaching staff the freedom to express their opinions and suggestions. | 60                                  | 2,2833             | ,71525             |
| 07     | Faculty officials rely on ambiguity in implementing laws and regulations.                    | 60                                  | 2,1500             | ,75521             |
| 08     | Faculty officials deal with equality with all teaching staff.                                | 60                                  | 1,8167             | ,79173             |

It is clear from Table No. (01), the mean value of the response of the individuals on the axis of leadership pattern as a whole is estimated by 2. The correction of responses was by placing the following values: (03) with a high degree - (02) with a medium degree - (01) with a low degree, as for the value of the arithmetic mean for their responses on this axis, it is the sum of the averages of all items of the axis divided by the number of items, i.e.  $16,15 / 8 = 2,01$ . This indicates that the degree of organizational constraints of leadership dimension is just above the hypothetical average that estimated by 2.



**Table: 02 shows the level of organizational constraints (the axis of pattern communication and information)**

| Number | Sentence  | Number of individuals in the sample | Arithmetic Average | standard deviation |
|--------|---|-------------------------------------|--------------------|--------------------|
| 09     | Teaching staff have difficulty communicating with each other.                         | 60                                  | 2,2833             | ,76117             |
| 10     | Ads are published in a disorganized manner.   | 60                                  | 2,2667             | ,79972             |
| 11     | Contacting with the higher administrative levels without obstacles.                   | 60                                  | 2,2333             | ,81025             |
| 12     | Announcing about new informations in due course.                                      | 60                                  | 1,8833             | ,73857             |
| 13     | The communication systems between teaching staff and the faculty officials are clear. | 60                                  | 1,8667             | ,65008             |
| 14     | Teaching staff get informations from theirs colleagues.                               | 60                                  | 2,3000             | ,78762             |
| 15     | There is withholding of information by faculty officials                              | 60                                  | 1,9000             | ,81719             |
| 16     | Teaching staff receive news from external sources.                                    | 60                                  | 1,9167             | ,80867             |

Table No. (02) Related to the results of the responses of the individuals to the research sample on the axis of the pattern of communication and information, shows that the mean value of their responses on the axis as a whole is estimated

by 2.06 . Knowing that the value of the arithmetic mean for their responses on this axis is the sum of the averages of all items of the axis divided by the number of items i.e.  $16,54 / 8 = 2,06$ . This indicates that the degree of organizational constraints in the dimension of communication and information greater than the hypothetical average that estimated by 2.

**Table: 03 shows the level of organizational constraints (the axis of centralization of decisions )**

| Number | Sentence   | Number of individuals in the sample | Arithmetic Average | standard deviation |
|--------|--|-------------------------------------|--------------------|--------------------|
| 17     | Faculty officials strongly emphasize that decisions issued by the central administration must be implemented           | 60                                  | 2,5000             | ,65094             |
| 18     | Faculty officials hang on power and do not delegate them to their vice-professors                                      | 60                                  | 2,1500             | ,65935             |
| 19     | Teaching staff participate actively in the decisions of scientific bodies (Board of Directors / Scientific Committee). | 60                                  | 2,0000             | ,73646             |
| 20     | The administration gives teaching staff the opportunity to take responsibility   | 60                                  | 2,0167             | ,70089             |
| 21     | Faculty officials are alone applying educational plans and policies.   | 60                                  | 2,0833             | ,80867             |
| 22     | Faculty officials encourage teaching staff in participating to take pedagogical decisions.                             | 60                                  | 1,8833             | ,76117             |
| 23     | Faculty officials are discussing teaching staff before making a decisions  | 60                                  | 1,6833             | ,72467             |
| 24     | Teaching staff need to take simple decision the approval from the first responsible.                                   | 60                                  | 2,3000             | ,76579             |

Table No. (03) shows the results of the responses of the individuals sample on the axis of centralization of decisions, the mean value of their responses as a whole is estimated by 2.06, knowing that the value of the mean of their responses on this axis is the sum of the averages of all items of the axis divided by the number of items i.e.  $16, 52 / 8 = 2, 06$ . This indicates that the degree of

organizational constraints in the dimension of working conditions is greater than the hypothetical average that estimated by 2.

**Table: 04 shows the level of organizational constraints (the axis of work conditions)**

| Number | Sentence  | Number of individuals in the sample | Arithmetic average | standard deviation |
|--------|---|-------------------------------------|--------------------|--------------------|
| 25     | There is mutual trust between teaching staff and faculty officials.                                   | 60                                  | 1,9667             | ,75838             |
| 26     | Laws and regulations within faculty are ambiguous and unclear.  | 60                                  | 2,1167             | ,73857             |
| 27     | work relationships between teaching staff are trustworthy, friendly and respectful                    | 60                                  | 2,1500             | ,68458             |
| 28     | Research requirements (laboratories, research projects) meet the needs of scientific research.        | 60                                  | 1,5167             | ,77002             |
| 29     | Faculty’s library provides references thrives at meet the needs of teaching staff.                    | 60                                  | 1,6833             | ,72467             |
| 30     | Teaching staff feel comfortable while performing their duties in faculty (no harassment or pressures) | 60                                  | 1,7333             | ,73338             |
| 31     | Teaching staff perform their duties strictly abide by the regulations and instructions                | 60                                  | 1,9333             | ,66042             |
| 32     | Teaching staff assume appropriate pedagogical tasks (teaching, supervising)                           | 60                                  | 2,3000             | ,80885             |

Table No. (04) Related to the results of the responses of the individuals on the axis of working conditions, the mean value of their responses as a whole is estimated at 1.92. Knowing that the mean value of their responses to this axis is the sum of the averages of all items of the axis divided by the number of items, that is:  $15.37 / 8 = 1.92$ . This indicates that the degree of organizational

constraints in the dimension of working conditions is below the hypothetical average that estimated by 2.

### **5. Discussion and analysis of results:**

The results stated in each of table no. (1, 2, 3, 4) showed that the values of averages and deviations for the items and axes are positive, medium and non-zero values, which indicates the presence of the obstacles presented before hand in the tool, but with varying degrees, and therefore it affects in one way or another on university policy and its endeavor to develop the capabilities and competencies of teaching staff, who are considered the main pillar, According to the results obtained from Table No. (01) related to the leadership pattern that estimated mean value in it is 2.06 which is greater than the hypothetical average of the tool that estimated by 2, and through the responses of the study sample we can say that the dominant leadership pattern in the faculty ranges between the lenient and autocratic pattern, then followed by the democratic pattern from the viewpoint of teaching staff, and this is through the high values of the items related to the lenient leadership pattern index (2 and 5), where the arithmetic average estimated by 2,03 and 2,08 and standard deviation of 0.71 and 0.76, Whereas, the mean value for the autocratic pattern was 2.15 and a standard deviation 0.75 for the phrase "Faculty officials rely on ambiguity in the implementation of laws and regulations", 2,01 and a standard deviation of 0.79 for the phrase "Faculty officials focus on work interest first ", and for the democratic pattern the mean value ranged between ( 1,91, 1,85, 1,81) for each of the phrase "Faculty officials listen to teaching staff ‘ concerns regarding working conditions ”,“ Faculty officials are keen to implement laws without introducing the principle of flexibility ”and the phrase“ Faculty officials deal with equality with all teaching staff” and ; therefore differed the results of our study with the study of Bashir Arabiyat (2012) whose results reached that the pattern affecting the performance of workers in the faculty of technological engineering is a democratic and permissive pattern with an average mean of 4,01 and a standard deviation of 0,85, while it agreed with the study (Fatin Aid: 2000) that its result showed the prevalence of authoritarian leadership style among the deans of faculties in Western Australia. This result can be explained by the fact that authoritarianism and dictatorship in any society leads to feelings of suppression, pressure, lack of belonging to work, and low loyalty to work, especially academic work, as the use of authoritarian style by academic officials leads to the loyalty of faculty members to the head of the department and not to

work. As for the respondent’s point of view, the education processes requires, conditions and circumstances that help teaching staff to fully commit to the mental, emotional, and spiritual attachment to every detail of the academic work in order to reach the best level of achievement and performance.

With regard to the results obtained from table (2) related to the pattern of communication and informations, the mean for this axis was 2,06 and a standard deviation is 5.73 and the highest percentage for statement 14 was " Teaching staff get informations from theirs colleagues." With an average of 2.30 and a standard deviation of 0.78, followed by the phrase No. 09, "There is difficulty in contacting teaching staff with each other" with an average of 2.28 and a standard deviation of 0.76, then phrase No. 10 "Ads are published in an unorganized manner" with an average of 2.26 and a standard deviation of 0.79. While the lowest percentage of the phrase was, "The communication systems between teaching staff and faculty officials are clear." with an average of 1.86 and a standard deviation of 0.65, followed by phrase 12, "Announcing about new informations in due course..." With an average mean of 1.88 and a standard deviation of 0.73. Accordingly, we find that most of the responses of the respondents focused on the fact that they have to resort to their colleagues to obtain information, and this compulsion may be due to the administration's lack of keenness in circulating information, as it indicates that there is no official contact at the university, but the predominant contact is informal communication.

Several studies concerned with human relations, which was stated by Salah bin Nawar (2010) in his book *The Effectiveness of Regulation in Industrial Institutions* that “Hawthorne studies revealed the existence of what is known as the informal organization of work, and the influence of the group on work behaviors and production, and the large organizations that are complex and composite are governed not only by formal organizations but also by informal organizations, and this latter is of great importance as a source of parallel organization". Likewise, most of the respondents agreed that the information inside the faculty does not reach them in time, and as it became certain and sure that the element of time in all processes of work is one of effective way in now days to achieve goals in various institutions and organizations. To mention a simple example of announcement that requires days to let people know, it announced one day or hours before the event takes place. This is also emphasized by Manal Hilal (2012) that timing is very important in the

communication process because it is necessary to get the desired results and the message arrives at the same time for all individuals, while in other cases it requires access Information sequentially according to a schedule planned by the administration, just as the advertisements are published in a disorganized manner, old ads are not withdrawn before new ads are placed but new ones are placed in the middle of old ones, so that when the faculty member stops to see them, he does not distinguish where the new ones are, so this makes him feel some kind of boredom when reading every time. Until finally he reaches the ad, which is looking for.

Concerning table 03 related to its results, the axis of centralization of decisions as one of the organizational constraints in the faculty of Human and Social Sciences, the value of the arithmetic average is estimated at 2.06 which is greater than the hypothetical mean of the instrument. The highest percentage of phrase No. 17 was " Faculty officials strongly emphasize that decisions issued by the central administration must be implemented" with an average mean of 2.50 and a standard deviation of 0.65, then it followed by the phrase " Teaching staff need to take simple decision the approval from the first responsible" with an average of 2.30. And standard deviation of 0.76, after which the phrase “Faculty officials hang on power and do not delegate them to their vice-professors” with an average of 2.15 and a standard deviation of 0.65. 1.68 and a standard deviation of 0.72. These results show us that the role of the faculty member is limited to teaching only without interference and participation in decisions, this result is consistent with the study of Ririb Alah Mohammed (2013), which links the reason for the low level of participation of faculty members in the universities of Oran, Algeria, and Constantine to the nature of central decisions in Algerian universities in general, since the centralization of the decision limits the ability to express opinion and take it, and the faculty member only has to abide by the superior decisions. On the contrary, the decentralization of decisions gives them a kind of freedom to think, participate and cooperate with management to take the right decisions that are often reduce conflicts.

As for table No. 04 related to the axis of working conditions, the mean value was 1.92, which is less than the hypothetical average of the tool that estimated at 2, the respondents' responses focused on each of the phrase No. 26 “The systems and laws within the faculty are ambiguous and unclear”, with an average of 2 , standard deviation of 0.73, and the phrase "Research requirements (laboratories,

research projects) meet the needs of scientific research " with an average of 1,51, " faculty's library provides references that meet the needs of teaching staff" with an average of 1,68. As we know that the working conditions in both parts, whether the material or moral constitute the main axis in the development of the capabilities and skills of the faculty member, they affect in one way or another the performance and the return, which is consistent with him, Muhammad Arif (2011) study, "The availability of appropriate conditions and capabilities for work such as healthy working conditions, machines and equipment that prepare faculty members the ability to perform their work in the best way, is what drives them to exert more effort as a result of feeling safe from risks and psychological comfort." . And the responses of the respondents as we noted it was low regarding the availability of the faculty on the financial capabilities, whether in terms of equipment or the library, and these are matters that directly affect on the performance of the faculty member, both in terms of teaching or scientific research.

### **Conclusion:**

Through most responses in the questionnaire indicate that the degree of organizational constraints in the four axes (leadership pattern, communication and information pattern, centralization of decisions, and working conditions) is greater than the hypothetical average estimated, such matters can be summarized in the following:

- No proper relationship between teaching staff and their colleagues, also between teaching staff and officials.
- Faculty officials hang on powered do not delegate it to their vice-responsible.
- There is a disintegration in most matters that concerns the role of human resources and their role in the faculty.

Based on these results, it is very important rethink of the higher education and make the universities and the faculties move towards the achievement, accomplishment, performance, and creativities, it is imperative to re-analyse rehabilitate the higher educational system by taking the following suggestions:

- Start gradually disengagement from central decisions.
- Encouraging scientific research by providing teaching staff opportunities to expressions and participation in all material and pedagogical decisions.



- Finally, creating a culture proper to the university as well as commitment and discipline in all levels and for all resources with the faculty.

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**N.B:** All references in Arabic and quotes are translated by author of this article.

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