

RESEARCH  
ARTICLE**The reality of the Algerian labor market's need for secondary school graduates: A field study at the Fondal Industrial Complex, Algiers, El Harrach Unit****Ouachemi Karima**

PhD student

University of Algiers -2- Abu al-Qasim Sa'd Allah, Laboratory of the Sociology of Organizations and Management

Algeria

Email: karimaouachemi320@gmail.com

**Mohammedi Djamila**

Professor

University of Algiers -2- Abu al-Qasim Sa'd Allah, Laboratory of the Sociology of Organizations and Management

Algeria

Email: djamila.mohammedi@univ-alger2.dz

**Doi Serial**<https://doi.org/10.56334/sei/8.7.83>**Keywords**

Labor market, secondary education, need, job management requirements, job seekers, and secondary school graduates.

**Abstract**

Achieving economic and social development in Algeria is a fundamental objective. An individual's activity in the labor market reflects not only personal characteristics of the job seeker but also the surrounding social and economic environment. The issue of attracting labor in Algeria is one of the major concerns for both experts and non-experts alike. This study aimed to identify the professional requirements of the labor market that are capable of attracting secondary school graduates, to assess the extent to which their educational specialization influences their employability, and to determine whether or not their social and economic conditions are taken into consideration in the employment process.

**Citation (Suggested Citation -APA 7th Edition)**

Ouachemi, K., Mohammedi, D. (2025). The reality of the Algerian labor market's need for secondary school graduates: A field study at the Fondal Industrial Complex, Algiers, El Harrach Unit. *Science, Education and Innovations in the Context of Modern Problems*, 8(7), 831-838; doi:10.56352/sei/8.7.83. <https://imcra-az.org/archive/365-science-education-and-innovations-in-the-context-of-modern-problems-issue-7-volvi-2025.html>

**Licensed**

© 2025 The Author(s). Published by Science, Education and Innovations in the context of modern problems (SEI) by IMCRA - International Meetings and Journals Research Association (Azerbaijan). This is an open access article under the CC BY license (<http://creativecommons.org/licenses/by/4.0/>).

Received: 16.02.2025

Accepted: 07.04.2025

Published: 22.06.2025 (available online)

**Introduction:**

The right to work is considered one of the most fundamental rights affirmed by international, Arab, and even national charters and declarations, regardless of the nature of their political, economic, or social systems<sup>1</sup>. This has led every state to place great importance on monitoring employment indicators, which represent the organization of full employment and the optimal use of human and material resources. This is based on the concept of economic development and the efficient utilization of human capital in economic activity, while ensuring employment for everyone who seeks it.

Various social actors across different sectors (fields of work) are subject to a set of social, economic, and cultural indicators. On the other hand, employability is influenced by factors such as age and gender. According to

<sup>1</sup>International Labour Office, Convention No. 112 concerning Employment Policy.

international observers, the activity rate among women in Algeria is rising slowly, while the youth unemployment rate remains the highest in the African region.<sup>1</sup>

One of the goals of basic education is to prepare the labor market with the necessary workforce in various fields. In parallel, the labor market has the task of providing appropriate positions for these graduates, in line with the social and economic changes occurring in society. In this study, we aim to explore the reality of the Algerian labor market's need for secondary education graduates, specifically focusing on the professional data that determine their absorption. We have concentrated on job management requirements, the nature of their educational specialization, and we also attempted to determine whether their social and economic conditions influence how they are integrated into the labor market.

This study is divided into two parts: a theoretical section and an applied section.

#### Problem Statement:

The demographic structure of Algerian society is largely characterized by a youth population that is strongly and densely driven toward the labor market in search of employment that would allow them to secure a decent standard of living and integrate into the dynamics of society. Labor markets are defined by their nature and scope: there are local markets, regional or national markets, and international or global markets. The global market comprises all countries and their respective economies, while regional markets refer to the economic institutions within a specific country.

Various social actors across different sectors (fields of work) are subject to a range of social, economic, and cultural indicators. Employability is influenced by factors such as age and gender. One of the main objectives of basic education is to prepare the labor market with a diverse workforce across various professional fields. In parallel, the labor market must provide suitable job opportunities for these graduates, in line with the social and economic changes taking place in society, while also taking into account their personal and social aspirations.

The Arab world is in urgent need of skilled human capital capable of utilizing its natural and material resources. The role of any educational system is to contribute to reshaping values and attitudes in a way that aligns with developmental aspirations in society. Additionally, it must qualify and prepare human resources for work across various sectors and at all levels, by equipping students with the necessary knowledge and skills.

Social and economic institutions require graduates with specialized competencies to fulfill responsibilities defined by their respective fields of work. Some sectors accept the employment of graduates even before they complete higher education, which naturally depends on the functionality and relevance of the competencies acquired by the end of a certain educational stage.

If we accept that the need for secondary school graduates in the Algerian labor market is both objective and real, and that their integration into the labor market is determined by professional factors—primarily job management requirements and the nature of their educational specialization—and if we acknowledge that their social and economic conditions influence the methods and ways they are absorbed into the labor market, then, based on all of the above, we pose the following main research question:

What are the professional factors that enable the Algerian labor market to absorb secondary school graduates?

This leads to the following sub-questions:

Are job management requirements the primary factor in the labor market's absorption of secondary school graduates in Algeria?

Is the nature of the educational specialization the primary determinant for the labor market's absorption of these graduates?

Do the social and economic conditions of secondary school graduates influence the methods and mechanisms by which they are integrated into the labor market in Algeria?

#### First: Conceptual Framework

---

<sup>1</sup>Tendances mondiales de l'emploi organisation mondiale de l'emploi, 2008

### The Concept of the Labor Market:

The labor market is an economic organizational institution in which labor supply and demand interact—where labor services are bought and sold.<sup>1</sup>

Goodman defines the labor market in practical terms as the area where institutions search for workers and where most residents find employment.<sup>2</sup>

It is the place where all buyers and sellers of labor services meet. In this case, the seller is the worker who wishes to offer their services, and the buyer is the employer. Thus, the main components of the labor market are the seller and the buyer.<sup>3</sup>

### Definition of Management:

According to the *Encyclopedia of the Sciences*, management is a process through which a specific objective can be executed and supervised. Management is also defined as the collective result of various types and levels of human effort exerted in the process. Moreover, the group of individuals who carry out this effort within any institution is referred to as the management of the institution.<sup>4</sup>

Management is the set of coordinated and integrated processes that mainly include planning, organizing, and controlling.

### Job Management Requirements:

These refer to the needs related to managing jobs. Here, the competency-based approach comes into play, which involves the total sum of individual and collective knowledge and experience accumulated over time, as well as the ability to apply this knowledge and expertise under different professional conditions.

It is the responsibility of the administration to provide an appropriate organizational environment and a system of incentives.<sup>5</sup>

### Operational Definition of Job Management Requirements:

Job management requirements essentially include the institution's actual need for labor specifically, the type and nature of the workforce it seeks (i.e., the quality and qualifications of the desired labor).

### Concept of Need:

A need refers to anything an individual requires to maintain life, satisfy various desires, and ensure useful conditions for personal development and growth.<sup>6</sup>

### Concept of Social Conditions:

Social conditions refer to the environment or family context in which a child grows up. This includes all material and human elements, the relationships among family members, and the characteristics of the household, such as the type and size of the residence, the number of rooms, spaciousness or lack thereof, furnishings, and location. It also involves the family's economic function—such as income, spending patterns, the ability to meet needs, and the presence of additional income sources.<sup>7</sup>

<sup>1</sup> Muhammad Adnan Wadih: Basic Concepts in Labor Economics, 2014, p. 29. Available on the website: [//www.arab-api.org/images/training/progresms/2007/27-c27-2-pdf:http](http://www.arab-api.org/images/training/progresms/2007/27-c27-2-pdf:http)

<sup>2</sup> Daa Majeed Al-Moussawi: The Labor Market and Labor Unions in a Free Market Economy, University Publications Office, 2007, Algeria, p. 11

<sup>3</sup> Botrand Bugaro: The Major Economic Problems of the Modern Era, translated by Dar Rida, Dar Al-Maktaba Al-Hayat, Beirut, undated, p. 23.

<sup>4</sup> Ibid., p. 24.

<sup>5</sup> Muhammad Nadim Basata: The Political Economist, Directorate of University Books and Publications, East Office, Aleppo, First Edition, 1969, p. 50.

<sup>6</sup> Abu Safinaz Muhammad: Assessing the needs of disabled people placed in orphan care institutions, an applied study in Cairo Governorate, the 25th International Conference of the Faculty of Social Service, Helwan Governorate, Egypt, 2012, Vol. 3

<sup>7</sup> Botrand Bogarou: The Major Economic Problems of the Modern Era, op. cit., p. 24

**Definition of a Job:**

A job is a set of duties and responsibilities determined by the competent authority, which requires specific qualifications and conditions to be fulfilled by the person performing it.<sup>1</sup>

**Operational Definition of the Labor Market:**

The labor market is a place or institution where job seekers gather in search of employment positions under professional conditions that determine how they are employed.

**Definition of Management:**

According to the *Encyclopedia of the Social Sciences*, management is the process by which a specific objective can be executed and supervised. It is also defined as the collective result of various types and levels of human effort exerted in this process. Once again, the group of individuals who collectively carry out this effort within any organization is referred to as the management of that organization.<sup>2</sup>

"Management is that set of coordinated and integrated processes that essentially includes planning, organizing, controlling, and directing. In short, it involves defining goals and coordinating people's efforts to achieve them."<sup>3</sup>

**Operational Definition of Job Management Requirements:**

Job management requirements refer to the actual need of a work institution for labor—that is, what the institution is looking for in terms of the quality and nature of the required workforce.

**Second: Study Results****Introduction:**

After completing the analysis and discussion of the field data, and based on the findings of this study—along with the sociological approach and social theories we adopted, and in light of previous research related to the *reality of the labor market's need in Algeria for secondary school graduates*—it became clear that the Algerian labor market urgently needs a workforce from this educational category. These graduates play a crucial and significant role in achieving effective economic and social development by performing tasks that can only be entrusted to them.

For many years, the idea has been deeply rooted in the minds of Algerians that enrolling in university, obtaining degrees, and training high-level professionals is the only path to national development. As a result, secondary school graduates have been marginalized, leading to a major imbalance in the development trajectory. We cannot speak of prosperity and socio-economic development unless the Algerian labor market is supplied with a balanced proportion of graduates from both higher and secondary education.

After categorizing and statistically analyzing the data using figures and percentages, we interpreted the results based on the partial hypotheses.

We present the findings related to each hypothesis separately, as follows:

**1. Results in Light of the Partial Hypotheses and Previous Studies****a) Results Related to the First Partial Hypothesis:**

*"Job management requirements primarily determine the labor market's absorption of secondary school graduates in Algeria."*

**The resultsshowed:**

According to the data, the majority of the sample participants stated that job management requirements are not the

<sup>1</sup>Muhammad Nadim Basata: Political Economy, Directorate of University Books and Publications, Al-Sharq Office, Aleppo, First Edition, 1969, p. 50.

<sup>2</sup>Butarandbogaru: The major economic problems of the modern era Th, translated by Dar Reda, Dar Al-Maktabah, Al-Hayat, Beirut, undated, p. 23

<sup>3</sup>BIT«Emploietcroissanceéconomique», courrier,Genève,1964,p55

primary factor in the labor market's absorption of secondary school graduates. For example:

46.67% of the workers stated that the conditions set for obtaining employment were related more to the number of available job positions (see Table 11).

73.33% of the graduates indicated that their knowledge did not align with the professional requirements of the labor market (see Table 9).

These findings align with previous studies, particularly:

Hassan Hejazi's study: *"The Compatibility of Educational Outputs with Labor Market Needs - An Analytical Study: The Case of Syria (2001-2010)."*

This study aimed to identify the root causes of the mismatch between educational outcomes and labor market needs in Syria.

Key findings included: The mismatch between educational outputs and labor market needs is a global issue, varying depending on economic policies and prevailing education levels. Contributing factors include deteriorating living standards, which weaken people's belief that education and skill acquisition can secure their future, leading to increased dropout rates.

Our study aligns with Hejazi's findings, particularly in the area of knowledge misalignment: 73.33% of secondary school graduates in our sample indicated a mismatch between their knowledge and labor market needs, which was the highest percentage recorded among respondents.

We also referenced a case study on technical and vocational secondary education (industrial and commercial) in Bahrain, examining objectives, curricula, teaching staff, and their relevance to national development. The study highlighted the role of these factors in meeting Bahrain's demand for skilled technical labor across economic, social, and educational sectors, especially regarding development plans, production, and labor demands.

Based on the above findings, the first hypothesis was not supported. Most workers, who are themselves secondary school graduates, stated that job management requirements do not primarily determine their absorption into the labor market.

#### b) Results Related to the Second Partial Hypothesis:

*"The nature of the educational specialization primarily determines the labor market's absorption of secondary school graduates in Algeria."*

The resultsshowed:<sup>1</sup>

As per Table 11, 43.33% of the workers stated that the conditions for obtaining a job were mainly related to their field of specialization.

Table 13 revealedthat:

33.34% of workers said the labor market in Algeria mainly needs graduates of technical specializations.

53.33% believed the market requires both literary and technical specializations.

As for how these results relate to previous studies, the text suggests a continuation, which likely discusses that connection in more depth.

LakhdarGhoule's Study (2008-2009)

Titled: *"Secondary Education and Its Role in Social and Economic Development."*  
One of the key findings of this study is that education and vocational training contribute to developing workers'

<sup>1</sup>Mustafa Abdullah Rajab's study (1989) entitled "Technical and Vocational Education in Achieving Development Goals in Bahrain" is among the topics that this study discusses and analyzes.

capabilities, thereby enhancing their professional efficiency and enabling them to contribute to development. This underscores the importance of secondary education in general—and secondary school graduates in particular, whether from general or technical streams—in economic development. The labor market urgently needs such specializations across various sectors.

The educational process aims to provide both academic and vocational preparation in the various fields required by social and economic development. This can only be achieved by raising individuals' knowledge levels, thereby improving the efficiency and performance of workers.

The results related to the second hypothesis highlight the significance of educational specialization in attracting labor. Based on the aforementioned data, this hypothesis was partially confirmed.

Results Related to the Third Partial Hypothesis:

*"The social and economic conditions of secondary school graduates influence the methods and implications of their absorption into the labor market."*

The results were as follows:

According to Table 14, 98% of the workers—the highest recorded percentage—stated that work institutions in Algeria do not give importance to the social conditions of job seekers during recruitment.

Table 15 shows that 99.34% of the workers confirmed that their socioeconomic conditions were not considered during their hiring process.

Based on these findings, the third partial hypothesis was not confirmed.

## 2. Interview Content Analysis:

Based on the responses gathered from supervisors and members of the administrative and technical staff interviewed, we conclude the following:

The majority of the staff interviewed were female, which may be due to the nature of *Foundal* as an industrial (production sector) company.

Their ages generally ranged between 40 and 50 years, indicating they are in a stage of maturity and wisdom.

They are distinguished by professional experience, which equips them with the ability to supervise effectively, manage well, and select suitable labor for various jobs.

Most of them are married, so in addition to their family responsibilities, they also carry professional responsibilities, reflecting a strong sense of accountability.

The majority hold positions as engineers and senior technicians, which means they possess high-level educational qualifications, making them well-suited to perform their duties effectively.

Most occupy roles as administrative managers or workshop supervisors. For the administrative managers, their primary role is management and coordination.

Workshop supervisors are considered the backbone of any industrial institution, as they possess significant knowledge and awareness of the workers they supervise. As for HR managers, department heads, and directors, their roles revolve around management, organization, and administration.

Most supervisors and staff members interviewed stated that secondary school graduates are often recruited through the National Employment Agency, which registers job seekers who meet the required conditions and links them with companies. It essentially acts as a bridge between job seekers and employing institutions. Recruitment is also carried out through external competitions organized by the Foundal company, where specific criteria are set for candidates wishing to apply for available positions. Additionally, temporary recruitment agreements between the company and the job seeker are used, governed by predefined terms stated in the employment contract.

Most supervisors and staff members emphasized that:

The nature of the available job does not necessarily determine the type of labor required.

The academic qualification of a job seeker is not always the primary factor for employment in some jobs, while in others it is.

The educational specialization is often the main determinant in hiring certain candidates.

Professional experience, whether present or not, does not consistently influence hiring decisions.

Socioeconomic conditions of job seekers are not taken into consideration during recruitment and are not a priority in labor selection.

They further noted that Foundal requires a diverse labor force, and it is not essential for it to come exclusively from secondary school graduates. However, they agreed that many jobs available at the company are suitable for secondary school graduates.

Still, they indicated that possessing the right educational specialization alone is not sufficient to secure a job. Other factors—chief among them the institution's capacity and absorption needs—must also be considered.

Given the company's industrial nature, most respondents agreed that it requires technical specialization graduates more than those from literary fields. They also believed that secondary school graduates have sufficient skills to perform certain jobs, while the knowledge acquired in school does not align well with the constantly evolving demands of the labor market.

Most also stated that the Algerian labor market primarily needs graduates of technical secondary education, more than general education graduates, because the current era is marked by technological and scientific revolutions.

Moreover, they noted that secondary school graduates are capable of performing certain tasks that university graduates may not master. When asked whether they inquire about the social and economic conditions of a job seeker before hiring, most answered that such inquiries are not conducted at all and are outside their responsibilities.

Finally, the majority confirmed that work institutions in Algeria do not prioritize hiring vulnerable social groups, and employment decisions are primarily based on the needs of the company. They also acknowledged that the labor market in Algeria does not uphold the principle of equity in offering job opportunities to all social groups, as recruitment practices are not based on scientific or organized standards, and the governing laws are unfair.

### **Third : General Findings of the Study:**

Based on the previously mentioned results for each partial hypothesis, it can be concluded that the Algerian labor market's need for secondary school graduates is not governed by precise professional requirements or specific regulations. The primary goal of the Algerian state has been—and continues to be—to absorb the labor force as a means of reducing unemployment, which remains a persistent threat to many young Algerians, regardless of their level of education.

However, reinstating the value and status of secondary school graduates is essential to achieving the principle of equal opportunity in access to employment. This group is indeed capable of productive contribution in specific sectors where other groups—especially university graduates—may not be as effective.

### **Conclusion:**

The smooth functioning of labor market regulations contributes to guiding learners toward suitable and effective career choices. This is manifested in the massive flow toward education, which is directly linked to population growth, the social demand for school enrollment, and the expansion of educational institutions. It also involves intense pressures related to the quality and structure of education, the nature of its outputs, and the level of performance capable of keeping pace with rapid changes and adapting to evolving circumstances. Moreover, the alignment with the demands of the labor market and production is crucial.



The absorption of labor in Algeria, particularly for secondary school graduates, is not determined by specific professional data or governed by social and economic circumstances. Rather, it is tied to the particular conditions of the labor market, which are influenced by the immediate circumstances of both the employers and the job seekers.

#### **Fourth: Suggestions and Recommendations**

After reviewing the results of the study in light of the previously mentioned partial hypotheses, it becomes evident that the absorption of secondary school graduates into the labor market in Algeria is not governed by specific laws or professional requirements. Furthermore, the social and economic conditions of job seekers do not play a role in this matter. This can be attributed to the lack of coordination and integration between the entire educational system (especially secondary education) and the needs of the labor market. The absence of regulatory laws governing labor recruitment has led to a chaotic and unorganized labor market system in Algeria.

Therefore, we propose the following essential recommendations:

Develop a National Strategy to ensure the development of secondary education in Algeria, aligning it with the professional demands of the labor market.

Establish Laws to regulate the labor market in Algeria based on the needs of national development.

Define the Legal Conditions necessary for obtaining a job position.

Organize National Competitions specifically for secondary school graduates to attract a more qualified workforce.

Reinstate the Value of Work in Algeria through awareness campaigns in national media.

Open Opportunities for All Types of Work Institutions, whether public or private, to recruit the necessary workforce.

Eliminate Bureaucratic Barriers that hinder the recruitment of workers, particularly secondary school graduates.

#### **References**

1. Abu Safinaz Muhammad: Assessing the needs of disabled people placed in orphan care institutions, an applied study in Cairo Governorate, the Twenty-fifth International Conference of the Faculty of Social Service, Helwan Governorate, Egypt, 2012, Vol. 3
2. Botrand Bugaro: Major Economic Problems in the Modern Era, translated by Dar Rida, Dar Al-Maktaba Al-Hayat, Beirut, undated. - Mustafa Abdullah Rajab's (1989) study, "Technical and Vocational Education in Achieving Development Goals in Bahrain," is among the topics discussed and analyzed in this study.
3. Daa Majeed Al-Mousawi: The Labor Market and Labor Unions in a Free Market Economy, Office of University Publications, 2007, Algeria.
4. Muhammad Nadim Basata: The Political Economy, Directorate of University Books and Publications, Office of the East, Aleppo, first edition, 1969.
5. muhammad Nadim Basata: The Political Economy, Directorate of University Books and Publications, Office of the East, Aleppo, first edition, 1969.
6. International Labour Office, Convention No. 112 concerning Employment Policy.
7. Tendances mondiales de l'emploi organisation mondiale de l'emploi, 2008
8. [http://www.arab-api.org/images/training/progresms/2007/27-c27-2-pdf: http](http://www.arab-api.org/images/training/progresms/2007/27-c27-2-pdf:)
9. BIT«Emploietcroissanceéconomique», courrier,Genève,1964.
10. Muhammad Adnan Wadih: Basic Concepts in Labor Economics, 2014, available on the website
11. [http://www.arab-api.org/images/training/progresms/2007/27-c27-2-pdf: http](http://www.arab-api.org/images/training/progresms/2007/27-c27-2-pdf:)