



GLOBAL JOURNAL OF MANAGEMENT AND BUSINESS RESEARCH: G
INTERDISCIPLINARY

Volume 17 Issue 3 Version 1.0 Year 2017

Type: Double Blind Peer Reviewed International Research Journal

Publisher: Global Journals Inc. (USA)

Online ISSN: 2249-4588 & Print ISSN: 0975-5853

The Reality of Algerian Universities Doctoral Students Configuration

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GJMBR-G Classification: *JEL Code: I29*



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The Reality of Algerian Universities Doctoral Students Configuration

Conceptual Model for System Configuration of Doctoral Students at the University of Kasdi Merbah-Ouargla

Dr. Imane Bebba^α, Dr. Abdelhak Bentafat^σ & Sulieman Ibraheem Shelash Al-Hawary^ρ

Abstract- Algerian higher education institutions know rapidly enrolment in institutions of the sector, which was reflected on the relative increase in enrolment in doctoral programs, especially after the adoption of the reform of higher education system in accordance with the Bologna three-cycle approach (License, Master, Doctorate "system LMD"). Therefore, through this article, we will try to provide detailed information about the reform of higher education system in Algeria to focus on reforms affecting doctoral programs. Also we will try to analyze reality Configure of doctoral students at the University of kasdi merbah Ouargla under transition and coexistence with doctoral programs in classical systems (doctorat of science) and new (doctorat LMD) highlighting the most important methods to evaluate, monitor and follow up the progress of the research work of doctoral students at the same University, in order to identify the problems hindering the completion of doctoral theses on time, and at last we will try to build a conceptual model that reflects our workflow system configures doctoral students in the light of our analysis and provide Conclusions, and recommendations will benefit both the Government and decision-makers in higher levels at Algerian universities, and students enrolled in doctoral programs now and later.

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I. INTRODUCTION

Currently, universities face daunting challenges due to continued growth in national and international competition in the University sector, added to the high demands of stakeholders. In many countries, we note a change in policies of higher education, moving from State-controlled systems historically towards University embrace systems in accordance with the autonomy, accountability and quality assurance based on benchmarking with similar institutions.

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Algeria, the same as if a State is not isolated from the outside world, it must keep pace with changes in their environment, both internal and external. And that the Algerian State had planned to implement a series of reforms which are essential for the path of establishment and evolution of Algerian University Institute in terms of their organizing, and their curricula since independence to the present day. This is evident through the definition of Algerian universities according to regulatory decrees known as follows: ' Algerian University is a public institution of a scientific, cultural, moral nature, and personality and professional financial independence' (law, No 900-5).

With the wave of reforms that have touched the higher education system in Algeria, universities faced many challenges arising from increasing enrollment of students in doctoral programs in recent years. Making the Algerian universities engaged in an initiative to promote graduate programs in various scientific and theoretical fields. This study discusses how Algerian universities dealing with strategies for configuring, monitoring and evaluation of doctoral students to meet the challenges of maintaining quality and improve the timeline for completion of graduate programs. based on above the study problem may be formulated as:

What is the reality of Configuring of the doctoral students in Algerian universities and what problems they face?

The subsidiary questions:

1. What are the strategies should be implemented for the configuration in the doctorate in Algerian universities?
2. What are the problems of doctoral students in Algerian universities and impeding scientific research completed on time?
3. What causes these problems?
4. What are the solutions and proposals to address them?

II. STUDY METHODOLOGY

a) Historical Approach

To track and analyze the major developments and reforms which known by the Algerian university,

focusing on graduate degree (MS, MD, PhD science LMD system).

b) *Descriptive Ethnography*

or balathnologia meta we describe and analyse the strategies used to configure and evaluate the progress of research work of doctoral students, the nature of this study we adopt ethnographic approach to that inquiry and research curriculum aim not to reach the ultimate truth about the study, but strive to highlight the problem which can be exacerbated in the future under the steady on doctoral programmes at universities. The researchers will describe the phenomenon, analysis, and tracking patterns and make conclusions, appropriate signs, after diagnosis of the nodes, and problems involving the phenomenon. This curriculum includes the field research idea, done by the alathnologi researcher in the context of his relationship in the field. So the ethnographic researcher duty becomes important as the descriptor and evaluator of habits and behaviors and reactions of people or groups involved in the specific problem, and in certain contexts.

III. STUDY TOOL

Secondary data was collected through statistics of the Ministry of higher education and University kasdi merbah-Ouargla, primary data through direct observation, interview is not destined for some doctoral students (LMD system) University of kasdi merbah Ouargla anonymously.

During the time we spent at this University, focusing on the period from October 2012 to mid April 2015 we trace the behaviors, practices and discussions and interactions, reactions and automated communications, formal and informal meetings that affect the formation of students PhD (LMD system) in kasdi merbah Ouargla university. So we chose our search methodology should be located between the borders of qualitative research which is considered a benchmark or devising tricky, no hypotheses ready beforehand in the mind of the searcher, but there are certain phenomena in the intellectual format, the path is unclear, unspecified controlled phenomenon largely without prior prediction results And the endings that will reach her and this just to understand the problem and only between procedural and quantitative research designed to understand and participate in the change process of configuring graduate students better, our study supported by some statistics available during the previous and current years.

IV. PREVIOUS STUDIES

a) *A study of ghina traf (2003) titled: 'graduate issues in Syrian universities from the viewpoint of masters and doctoral students*

where the researcher addressed the problem, the importance of study, its methodology and tools, and

provided the most important results of some previous studies Arabic and foreign, in order to answer the study questions, the researcher used a questionnaire which was distributed to a sample of graduate in colleges in four universities (Damascus-Aleppo-Teshreen-Al-Baeth), through analysis of the results she found that the main problems faced by graduate students are:

- Insufficient finance available to student;
- The length of time in choosing a topic;
- Slow administrative procedures regarding the registration of the subject of the study;
- No plan outlining the proposed research topics recorded for masters and doctoral degrees;
- Periodicals to identify address themes of graduate studies abroad, and length of time in completing the study;
- The supervisor does not have the time to meet with students and guide them and lack of research means;
- Government spending less than graduate requirements;
- Lack of graduate management organizational structure;
- Lack of contribution of the private sector in funding graduate studies;
- Poor graduate students in foreign language.

b) *Study by Yasmena khednh (2009), entitled ' reality configuration of graduate students at the University of Algeria*

Came about as an attempt to shed light on the configuration of University graduate students at the University of Algeria through case study University of mentouri-Constantine-. Developing the theory explain the problem in detail, various procedural concepts specific to the problem to be resolved, as was the signal to some models of universities in the world, and then address the Algerian League concept and how it has evolved and strategies conduct. In the last chapter the findings were analyzed after compiling 140 questionnaires and last reached the following conclusions:

- Algerian universities through a case study of mentouri University still maturing in terms of development and underscore the programs and courses to graduate students in the first gradient (MA), these programs that will set up an efficient framework that expects him to be a professor or an administrative framework on capacity and efficiency of High scientific and Steering;
- graduate student in the first gradient (MA) at the University of Algeria, seeks to improve the cognitive level, but the circumstances surrounding it does not help him on that (lack of references-social conditions. etc.);
- teaching methods and styles of evaluation followed in Algerian universities through mentouri University

status, still ineffective and historicist to set up efficient framework it fills the minds of students with information and do not leave them much room for creativity and self-reliance and pursuit of creative scientific research and renewed;

- some blur in the application of the processes needed to develop Algerian University University configuration, these processes which are the primarily for teaching methods followed and the applicable evaluation and programs, and still inadequate to catch up with scientific development occurring today in the world.

c) *Study (team of consultants, 2010) on the organisation of doctoral programmes in EU neighbouring countries- Algeria*

This study addresses the realities of organizing doctoral programmes in neighbouring countries of the European Union, and highlight the case of Algeria, have been through this study address feigned decisions and decrees governing doctoral training in Algeria, as well as statistics about doctoral programs provided, Training duration, funding, status of the doctoral candidates, their rights, their acceptance, supervision and monitoring and evaluation. In the latter study found the strongest challenge which will face Algeria for PhD programs is shifting towards new regulations PhD configuration (System LMD) that Algerian universities currently cohabitation parallel models for graduate studies making this configuration a very complex process stage. As the study found that the key to success lies in the ability of universities to set up appropriate administrative procedures and provide faculty members responsible for overseeing future doctoral candidates. Add to that the study shed new problem is how university administrators can control the average time to finish doctoral programs as specified in the legislation (3 years).

V. STUDY VARIABLES

a) *Higher education definition*

The first definition: tertiary education provided by universities, or any other recognized circular Foundation, leads to a diploma (or) BSc (Bachelor's degree), or higher level qualification.

The Second definition: higher education means each style of composition or configuration for search offers post secondary education level by institutions of higher education, formerly ensures higher education higher configuration: higher gradient of composition (BA long, short range); higher configuration Beyond the gradient (MS, PhD), and contributes to the ongoing configuration. Since the year 2008 became the Algerian higher education in higher configuration ensures very clear legal studies in three phases.

b) *University Definition*

The first definition: a higher education institution, a number of different disciplines and faculties which normally granted degree (BA – Bachelor – master – doctorate), academic courses with high standard. Some universities also offer vocational education and training courses.

The Second definition: public institution of a scientific, professional, and cultural moral nature, with a personality and financial independence, established by Executive Decree upon the proposal of the Minister of higher education, and placed under guardianship, this Decree also specifies the number-based constituent colleges and institutes and competence. The University holds higher configuration task, and scientific research and technological development.

University is a scientific institution of higher education with a mission of scientific research and providing service to the community and the environment, have legal personality and financial autonomy, composed of colleges, institutes and various departments. At the end of first class degrees and postgraduate degree certificates.

c) *University Student*

The first definition: Registrar for degree in accordance with the regulations adopted by the institution of higher education.

The Second definition: a student, every candidate for a certificate of higher education (diploma) systematically recorded in an institution of higher education, which require enrollment at least bachelor. Students benefit from education, research and the dissemination of knowledge and of cultural and sports activities.

Thus we can say that undergrad is everyone managed to pass the test at end of high school and fulfills scientific competence by this certificate goes to College, according to his specialty. Student can be defined as that of university educational process inputs which are expected to be high quality outputs correspond to the labour market.

d) *Reality*

Wright defines reality as a sociological imagination which connects facts ideas creative link within the dialectical process allows the seeker – simultaneously – approach and avoids the phenomenon of study.

Marxist thought looking at reality as a holistic concept is to detect relationships between things that may seem far apart and Marx referred that reality is man made and that this fact must accommodate the dual role of man, as a product of life.

e) *Configuration in the Doctorate*

The configuration in the doctorate is a configuration in research and search includes

deepening in knowledge in a basic course, an introduction to the techniques of thinking and experimentation necessary for professional activities in research, and allows for high scientific level competencies. Period of configuration in the doctorate considered as professional experience in the sector of research and innovation, so that the holder at the end of configuration has gained not only scientific and technical competencies in the field of research, but also other skills necessary to lead a project independently.

In this study the configuration refers to a series of practices or adopting changes or modifications to the system in accordance with the specific approach in order to change the current situation to the situation foreseen in advance. As the evaluators must have (members of the composition of Scientific Council members, PhD) Creative intellectual patterns, and functional leadership skills enabling them to contribute to the implementation of the reform process of the Algerian system of higher education which is currently living with two organizational models (doctor Classic system-LMD system).

VI. HISTORICAL BACKGROUND ON HIGHER EDUCATION IN ALGERIA

Although the Algerian State in the year 1962 was in reconstruction, but they had a package of reforms focused on expanding access to higher education for students, and the need to refine the institutional image without giving up valuable traditions, and this was among the most important major objectives that was based on the development of higher education since 1962: democratization and the butchery and localization. In addition to the scientific and technical orientation adopted being the choice has significant impact in importance to the decision process in the economic and social development, and manufacturing effort, and valorization of the natural and human resources and we can mention these successive reforms in four phases as follows (Ministry of Higher Education and Scientific Research, Algeria, 2014):

First Phase: was the establishment of the National University, where the higher education institutions in the beginnings of national building and stationed in limited areas of the home.

Second phase: this phase began after the actual appearance of the concept of the Algerian League with the creation of the Ministry of higher education and scientific research year 1970 which led to the launch of major reform of higher education system in the year 1971 (restructuring), which focused on four main axes: rework Configuration software, new pedagogical planning study, intensify development in higher education, a comprehensive reorganization of the University structures. And strengthening and

repositioning of higher education through University 1982 year mapping and updated year 1984.

Third Phase: support system and rationalize in line with shifts in both society and the economy. This has been initiated through the enactment of law No 99-05 of 4 April 1999 and which includes the law of higher education which included several articles that will open the future prospects of demographic development and infrastructure level.

Fourth Phase: which is the most important stage is designed to improve and enhance the quality of teaching culture through a proactive approach in the global system, system master degree, PhD, who proceeded to apply year 2004 and circulated to all academic disciplines except medical specialties.

After the reforms of Algerian University Institute University functions are selected and organized by Algerian special rules, and functioning in reference texts within the Executive Decree number 03-279 dated 23 dated 2003 amended by Decree number Executive 06-343 dated 27 September 2006.

The aforementioned reform process can be seen as a synthesis of the different changes that aim to develop higher education and enhance teaching quality since 1962 to this day, which we will show clear results in subsequent paragraphs through development in the University Network teaching structures enumeration, Registered students in different specialties and academic stages, and professors in various academic grades, the quality of research output.

We can also say that the overall reform processes and even partial certainly it led to significant changes in the job description for University leaders, through authorized expanded authority, put on extra responsibilities and higher demands by various stakeholders from within and outside the University. This applies not only to University Presidents, but also applies to the deans and department heads.

a) Higher education in Algeria in figures

According to the statistics issued by the Ministry of higher education and scientific research of Algeria (MESRS), Algerian University network includes in 1961 only Algeria University, and its causing all of Oran and Constantine, in the year 2014 Ministry of higher education includes (97) institution of higher education, spread over forty eight (48) mandate via National territory. These institutions are distributed in the form of forty-eight (48) universities and, ten (10) University centres, four (4) extensions, and twenty (20) top national school, seven (7) high schools for teachers, and ten (10) preparatory schools, and three (3) preparatory schools. It was divided into three according to areas firmly in line with social and economic fabric preparation of students. According to the latest statistics issued by the Ministry of higher education and scientific research (MESRS) in

2015, the total number of students enrolled in higher education in Algeria is 1 340 000 students.

Apparent rapid expansion in the number of Algerian students year after year it has been numbered by census year 1961 does not exceed 1317 students enrolled, and the number has doubled to about 1000 times in early 2008 total 1200 000 students, and rose up to 2013 year number 1 254 635 students, Make MESRS

anticipates that up to 2 000 000 students total student year 2020 if it continues growing enrolment in this fast pace (French Ministry of Foreign and European Affairs).

As for the available configuration offers is 6881 Bachelor and master (341 professional degree 179 master and 3359 Bachelor and 3002 master Academy) and 591 display in PhD.

Table 1: Number of students enrolled in the gradient and post gradient in the Algerian universities

	1962\1963	1969\1970	1979\1980	1989\1990	1999\2000	2009\2010	2010\2011
Number of students enrolled in the gradient (BA classic)	2725	12243	57445	181350	407995	1034313	1077945
Number of students enrolled in post graduation (MBA, PhD science)	156	317	3965	13967	208464	58975	60617
Total	2881	12560	61410	195317	428841	10932288	1138562

Source: Ministry of Higher Education and Scientific Research, Algeria
Available at: <http://www.mesrs.dz>, (accessed on 20 /19/2014)

The table above shows the growing rise in student enrolment in tertiary education in various stages, also led to increased attention to strengthening the material and financial means and even manpower for student service.

Professors in the Algerian education institutions increased from 298 Professor in 1962 to 40000 in 2011 and bringing the number to 52 824 Professor in 2014/2015.

In terms of financial resources in the year 2013 the budget for higher education and research sector from the State budget 264 582 513 000 dinars (€ 2 462 486 720) equivalent to 6.1%. (In the year 1990 was 3.4%, the year 1999 was 4.8%, year 2006 amounted to 9%, 2011 reached 10%, year 2012 retreated 6%.

In 2008, the Government Decree allowed the establishment of private universities. As a result, higher education in Algeria available legally by higher education institutions in the public and private sectors alike. But at the moment there is no indication that there are offers for higher education or for doctoral studies by private universities.

b) Graduate Studies in Algeria

The reforms have touched all levels of higher education, including most notably higher configuration beyond the gradient over four (4) stages too:

Phase 1: started by the issuance of Decree 76-43 of 20 February 1976, entitled 'creating and organizing the first stage of study beyond the gradient ' because the year 1976 is the beginning of organizing study after graduation in Algeria, the legislator has been limited at this stage to regulate only the first phase. Master degree in various divisions, except medical sciences. Article 2 of the decree that the second phase would be '

doctorate of science ', but not 87-70 Decree naming the second phase ' doctorate '.

Phase 2: after 87-70 Decree of 17 July 1987 titled ' gradient post studies, where added to the first stage, second stage and call it ' doctorate of state ' plus another diploma known as ' specialized ' postgraduate diploma based wave of institutions Social and economic at the same time aims at improving human resources and competencies.

Phase III: he Executive Decree number 98-254 dated 17 out 1998 on ' configuration in post-PhD, and specialized tertiary rehabilitation gradient '.

Phase IV: this phase was initiated by law no 08-06 of 23 January 2008, containing the law for higher education, and organization of higher education in the field of higher configuration according to three phases (Bachelor, master, doctorate) had launched the system in the field, Gradual, starting from the academic year 2003-2004.

Currently post high composition gradient, which offers by institutions of higher education in Algeria had set out basic provisions in law 99-05 of the year 1999, as well as Executive Decree 98-254 of 17 dated 1998 until the demise of this system. Either higher configuration for Bachelor and masters and doctorate is organized by Executive Decree No 265-08 dated 19 Oct 2008 year. The basic law guarantees the rights and duties demonstrates PhD, shown in the Executive Decree 231-10 dated 2 October 2010 year, decisions no 191 of 16 July 2012, number 354 of 17 October 2012, resolution No 329 of 5 April 2014, which determines the Organization In the third phase composition of Phd (team of consultants within Technopolis Group, 2010).

In 2014 the thesis Charter was issued which is a reference guide codifies the agreement between doctoral student, supervisor of the thesis, and Chairman of the configuration in PhD and Director of laboratory support configuration.

There are about 70 Doctoral School in Algeria. It also considered the University of Oran, which includes 16 Doctoral School University that hosted the largest number of doctoral schools in the country. Add to that, one of the most important and largest doctoral schools in Algeria is a French doctoral school established in cooperation with the French Ministry of Foreign Affairs. Also, it should be noted that the Organization of PhD programs in accordance with current doctoral school model is not at all universities because there are some universities that offer doctoral programs without hosting a school doctor. As he is entitled to all universities and university centers to host doctoral programs.

Through sharing the chainsaws and regulatory decrees and decisions related to the configuration in the PhD that we tried to mention briefly in the previous paragraphs, we can say that these texts as long as the issue of top legal legislative State applicable as they craft In effect. Therefore, our objective in this paper, not criticize them as a graduate-being organized for promotion of graduate students and improve the quality of higher education in Algeria, but we should track how the actual application of these rules in the configuration process after graduation And strategies of the handle in Algerian universities.

c) *University configuration at university of kasdi merbah Ouargla*

Ouargla kasdi Merbah University is a State University, like any higher education institution, whose mission is to provide higher education and research, and providing services to the community. The first establishment goes back to University of Ouargla, since establishment of high school of teachers (ENS) in the year 1987 under Decree No 88-65 of 22 March 1988. In 1997, it was upgraded to university status Decree 97-159, dated March 10, 1997 and was among the five institutes (Institute of agricultural engineering, exact Sciences Institute, Institute of law and political science, Institute of Arts and languages, Institute of Economics and social sciences). In 2001 through Executive Decree number 01-210 dated 23 July 2001 was upgraded to include three university faculties and three directorates. Since 5 September 2005 the university became marked under the name ' University kasdi merbah Ouargla. In the year 2009 was a ministerial decision to restructure six faculties include 21 departments, broke through the Executive Decree number 09-19 dated 17 February 2009 (Faculty of science and technology, Faculty of natural sciences, life and Earth Sciences, Faculty of Arts, languages, Faculty of Humanities and social sciences,

Faculty of science Economic, trade and Management Sciences, Faculty of law and political science).

According to applicable legislation and Executive Decree number 13-100 dated 14 March 2013 and supplementing Executive Decree 01-210 containing create University of Ouargla year 2001, University of kasdi merbah-Ouargla today consists of 10 colleges; 24 departments, grouped in three large university college campuses are the main structure of the university institutes and University extension to add.

What proves the actual orientation of the University towards the concept of quality is to establish quality assurance cell at University of Ouargla on November 13, 2011 under Ministerial Decree No 167 dated May 31st 2010 and included establishing a National Committee for the implementation of quality system in higher education and scientific research, which was designed to (Ministry of Higher Education and Scientific Research, Algeria, 2014):

1. Disseminate and entrench a culture of quality in the University;
2. Enhance the quality of higher education in the University;
3. Review the educational programs of the University;
4. Promotion of scientific research in College;
5. Contribute to the development of various educational aspects of University Management;
6. Evaluation of the quality of the outputs of the University;
7. Creation of a comprehensive system of quality assurance in University;
8. Focusing efforts on responding to the needs of the market.

According to the statistics of 2013-2014 academic years the number of students enrolled at the University of Ouargla during this period is called 25601 students distributed at different levels according to what is shown in the table (2).

Table 2: Number of students (enrolled in the academic year 2013/2014)

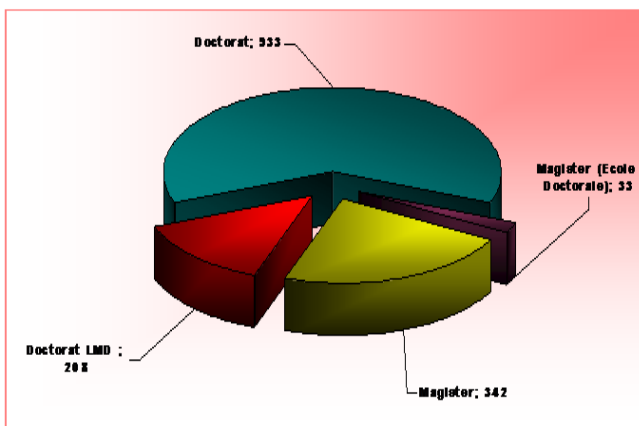
The total number of students enrolled in University of kasdi merbah Ouargla.	25601	
New entrants ' 2013 ' BAC	4400	
Enrolled in the phase I-bachelor	18604	
Enrolled in the phase II-master	5669	
Enrolled in the phase III-PHD	208	
Enrolled in the classical system	352	
Enrolled in master	375	
Enrolled in PHD	933	
Foreign enrolled in university studies (11 nationalities)	115	
Enrolled in the certificate in legal profession (CAPA)	1200	

<http://www.univ-ouargla.dz/index.php/fr/accueil/presentation-de-l-universite/l-universite-en-chiffres>

d) *Organization of graduate programs at the University of kasdi merbah-Ouargla*

University of Ouargla started to apply configuration program later gradient to students graduating in 1997 in limited disciplines where the number of students enrolled in the masters in the same year only 14 students either outcome studies after graduation (PhD) the number was initially estimated at about 59 only recorded, to adapt with the changes in the environment of higher education at the local, national and even global, The University multiply this number relatively fast pace during the school year a total of 2013-2014, the number of students enrolled in programs of studies after graduation 1516 student, enrolled in 39-party program distributed to 342 students registered in master, 933 registered in the doctoral science, 33 students recorded Doctoral School, and 208 registered doctor LMD system. Total graduate students can be observed through:

Figure 1: Number of students enrolled in graduate studies at the University of kasdi merbah-Ouargla

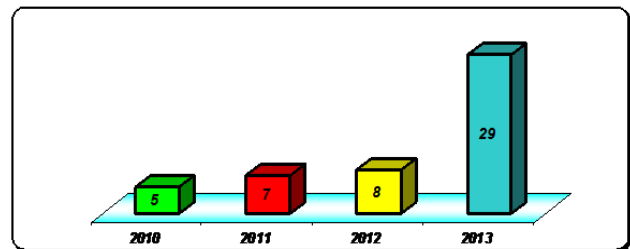


<http://www.univ-ouargla.dz/>

Note by the relative circuit that most graduate students are enrolled in the classical system (MA, PhD, PhD School) or 86.30% unlike the ratio of graduate students in LMD (doctor of phase III) which amounted to 13.70 percent. This can be explained by the novelty of

the new system which has been applied since the year 2004.

Figure 2: Number of doctoral theses that have been discussed in University of kasdi merbah-Ouargla (2010-2013)



<http://www.univ-ouargla.dz/>

We seek through counting the scientific outcome of graduate researchers, scientific output in theses that have been discussed and published scientific articles to University of kasdi merbah Ouargla meant it created for constructive criticism and objective from official statistics and facts registered And notes that evaluated through practical application of strategies used in configuration in post Grad University kasdi merbah Ouargla, focusing exclusively on scientific days for doctoral students in advanced years, which considered them as a strategic plan for managing change on the formation of the students After graduation in the University and the difficulties that delayed delivery of timely research and promote a culture of sustainable scientific research output increase which of course reflected on the performance of the University Foundation.

e) *Procedures for configuration of graduate students at the University of kasdi merbah-Ouargla*

i. *PhD Programs in General*

With the introduction of the Algerian Government (2004) of reform process aimed at transforming higher education system gradually to tertiary structure according to the Bologna process. Reform has been fully implemented at the level of Bachelor, master. The new system is implemented at the doctoral level in 2010.

As a result of the introduction of the reform process, PhD programs offered in Algerian universities are organized in accordance with two organizational models (Classic system-system of LMD). But the former model is usually the PhD level.

General Regulation and supervision system of doctoral programmes in various universities in Algeria is the competence of the Ministry of higher education and scientific research. Doctoral programs overseen by the Directorate within the Department of graduate studies and research and training. There are three centers regional deliberations (East, West and Centre) under the auspices of the Ministry, which is responsible for relaying information and coordination of higher education at the regional level. These deliberations centres are also responsible for approval, and directing the accreditation of higher education institutions to the Ministry.

Ministry of higher education and scientific research is also responsible for the adoption of the doctoral programmes organized by doctoral schools. This work is done through 'accreditation comitte' directly related to the Ministry. Even diplomas awarded upon completion of all levels of higher education (graduation and graduate) are accredited by the Ministry of higher education.

ii. *Conditions for the admission of students in doctoral programmes*

Configuration in the classical system after graduation as two phases. The first stage is the stage of configuration to get master degree or equivalent certificate (top can also enrol without contest) this phase lasts two years and culminating in the finals and then discuss theses of master in public before the Committee made up of three to five members who assess the content of the theses masters with note (acceptable, nearby, good, very good) qualifies the student to move into phase 2 (Ph). Admission in PhD programs is open to all master's degree holder note good, very good, nearby good only or a diploma equivalent to a master's degree recognized, admission on a competitive basis and each higher education institution is responsible for regulating the procedures for admission to the doctoral schools. Students wishing to enrol in doctoral programs must first submit a written application and then undergo an oral examination.

In the new system (LMD system) admission to the student in a PhD program (phase III) on a competitive basis and the higher education institution is responsible for regulating the procedures for admission to the doctoral schools. Opens the configuration in tertiary enrolment through national competition where the winning candidate student study masters or diploma recognised equivalence. After the written test is performed for the accepted candidates their files, and every student is successful in a competition doctor

tertiary subject to a three-year composition according to the following procedures: in the first year-that can regulate the form of doctoral schools-research subject are determined by agreement with the supervisor To have higher education professor or lecturer and could help partner in framing and pursued doctoral thesis editing delivery since the first year until the third year, the evaluation is done at the end of each hexagon (January, June), based on the percentage of student's progress in completing his research, which should be discussed before the end of the Third academic year.

iii. *Number of candidates admitted to the doctoral schools*

The number of candidates admitted to the doctoral schools every year decided by the Ministry of higher education and research on the proposal of the higher education institutions. The number of candidates tied to the size and capacity of each school doctor and every specialty needs, according to the capacities of the higher education professors. Perhaps the last reason given the critical importance of effective scientific supervision process under high numbers attending doctoral programs can be realized, as this may lead to delays in finishing the complete thesis on time because the professors will be burdened with an excessive workload.

iv. *Attract members of configuration for the doctorate*

The University is attracting academics with high-efficient to supervise doctoral students and followed them during their formative period. This constituent is required to be higher education professor or lecturer, and attract foreign universities professors to benefit from their expertise while configuring doctoral students.

v. *Configuration process in doctorate*

As previously noted, the regulatory texts to register under the classical system science PhD and even existing ministerial decisions under the MLD system configuration planning PhD does not include any dumping of mandatory lessons. Because this stage recognize the scientific value and even the public to take lessons. This is reflected through explicit thesis Charter paragraph' is a composition in the doctorate of professional experience in the sector of research and innovation, so that the holder at the end of configuration has gained not only scientific and technical competencies in the field of research, but also other skills necessary to lead a project with all Independence'.

Through these configuration process set out above clearly shows the complete transformation of the traditional configuration techniques in the new configuration of students of phase III (doctorate of LMD) which is in the form of seminars, symposiums, discussions, field trips, visiting foreign lecturers, workshops Doctor and detective work. These methods

will give the best practical learning experience for improvement in the quality of doctoral graduates.

University is also organizing seminars, conferences and forums, both national and foreign, and the participation of the doctoral candidates is open and available to all interested in it.

vi. *Establishing configuration committee of doctorate in faculty*

All evaluation activities and guidance to doctoral students should be in the hands of a team of highly qualified faculty and experienced for best results. This Committee sets on her doctoral training in the Commission and is charged with (Charter of the thesis, 2014):

- Ensuring respect for the Charter of the thesis and applying decisions taken, and to walk during works well up and evaluation of doctoral students Doctoriale;
- Ensures that doctoral students access to information relevant to program configurations;
- Doctoral students must know career prospects for configuration;
- Must schedule training and educational activities (meetings, days of doctoral students)
- Monitor and evaluate the doctoral student;
- Demands to subjecting all operations to be performed, (pedagogical, scientific, and administrative) by all the scientific bodies of the Department and College (head of Department, Dean).

All Committee members giving attention to two main activities especially in the first year of registration:

- Seminars for doctoral students, these seminars are very important especially when the students in their research problems development phase before final supervisors are being allocated;
- Mini defenses hearings about research proposals prepared in advance by students. The popular belief among various enrolled in PhD's decision to return to the search in the same field of study (master), the modern trends of scientific research topics should be approved by the Commission in accordance with the requirements, and this shouldn't graduated PhD students research topics Expected by the College.

Here is the main objective of this Committee shows through reducing cases of asking students to research subjects don't report them or subjects not searchable or not serve economic and social development in Algeria.

vii. *Synthesize all research topics*

Before this effort to synthesize scientific research, there was no trace of any organized database where the researcher or registered in doctorate finds all areas discussed above, the absence of this action previously lead to duplication or reproduction of the

same research work, and That's what might sign some enrolled in PhD in floundering and someone's trying to change his research field or topic of study in whole or in part. Today illustrated compilation and filing of completed research work at the University of Kasdi Merbah Ouargla in paper and electronic library in various research laboratories of the faculty to be displayed to the students easily.

viii. *Supervision System*

Each supervisor on a thesis Director is responsible for the supervision of doctoral candidates, and the work they do. According to resolution 250, supervisor of the doctoral candidate must have higher education professor or qualified researcher to supervise doctoral dissertations, research teams and projects. In addition, the supervisor may appoint an assistant supervisor to help him oversee registered PhD.

Legally, the supervisor can supervise two to three doctoral candidates at once. However we may find there to supervise four doctoral candidates, and that in the absence of qualified supervisors to oversee the doctoral candidates. In addition to their supervision of doctoral candidates, supervisors shall also supervise the gradient students (Master students). As a result, you may find the same supervisor supervise eight candidates at one time. And the lack of qualified supervisors now considered among the major challenges facing doctoral programs. However, there are also qualified supervisors and even higher education professors and researchers who qualify often but they refuse to supervise doctoral candidates. This rejection can be explained by the heavy workload and the inadequate compensation associated with this type of work. As doctoral school managers ' supervisors (qualified) often lack the necessary motivation or interest to do supervising thesis. '

ix. *Providing University Financial Grants*

Usually, the University financial Grants provided based on financial need for each student and these grants provided to cover the costs of University research through years of regular registration in the PhD, in this case each student recipient of University financial grant that does not use it for personal needs but exploited in scientific research only.

The University also offers, in some cases, short term grant for doctoral students (LMD) to facilitate scientific posts in such kinds of activities outside the University after the submission of an updated file before date of at least 20 days Forum, an opportunity transfer doctoral students abroad after grant Arrival based on the letter of the University or research laboratory hosting in accordance with conditions specified by the University. In addition providing grants to complete the configuration in doctorate abroad on scientific merit of the student (team of consultants within Technopolis Group, 2015).

x. *International cooperation and mobility of doctoral students abroad*

The international cooperation between Algerian and foreign universities seen at doctoral level is evident through the French-Algerian cooperation, this is primarily historical, political and linguistic links between two countries, add to this that most projects that facilitate student mobility abroad came to contribute to the implementation of The Algerian higher education system reform under the Bologna three-cycle model of higher education (Bachelor, master, doctorate), which facilitated the mobility to and from Algeria to the student and teacher alike.

It also allows French-Algerian scholarship programs for student financial aid (60% from the French Government and 40% from the Algerian Government) for studies in France.

Add to that the opening of the European Union Tempus programme in 2002, coinciding with the growing reform process-start thinking about adopting reform Algeria-especially in French-speaking countries where three-phase system was introduced. It was as a catalyst for change in the curriculum, governance, quality assurance and institutional restructuring, Tempus projects also helped overcome some of the barriers between higher education and the economic sector.

Table 3: The number of projects involving a single institution or several institutions in the country (as Coordinator, contractor or partner)

	TEMPUS IV					TEMPUS	TEMPUS
	2012	2011	2010	2009	2008	2002-2004	1990-1999
Joint projects	4	3	5	4	3	16	—
Integrated projects	0	0	0	0	0	0	—
Tempus III structural measures and complementary Tempus IV structural measures	1	0	1	2	0	8	—
Total	5	3	6	6	3	24	—

- **TEMPUS**
Since 2002, Tempus projects have worked to promote the following activities:
- Participate in the development of international cooperation between national institutions of higher education, and higher education institutions in the EU countries and those institutions located in the South of the Mediterranean;
- Monitor and support implementation of courses reform of higher education which saw the introduction of tertiary gradient to BA, PhD, particularly in designing undergraduate courses;
- University institutional partnerships;
- Establishment of a distance-learning floors and train teachers in the delivery of distance education;
- A system of balances is comparable with the European system for the transfer and accumulation of credits (ECTS);
- Training of administrative staff to assist them in the management system of Bachelor, master and doctorate;
- Encourage mobility of staff and students;
- Rethinking about the establishment of a system of quality assurance in higher education.

the national level, international level 25 with 7 Countries) with: University of Paris 10 Nanterre, the Jordanian Yarmouk University, Mohamed v University in Rabat, Morocco, Mohamed I University, Oujda, Morocco, Tunisia, Manouba University Arabic Academy opened in Denmark, the University of Strasbourg – France, University of applied sciences– Finland, University information technology won – Finland).

xi. *Track the performance of students and supervisors during the search*

This process is designed primarily to address falling in the least commitment by PhD or at least commitment by the supervisor or the burden of a supervisor. The strained relationship between doctoral students and supervisors will lead to failing during completion of the thesis or dissertation in delayed completion deadlines. At the moment, students and supervisors, but after the introduction of the new system (doctor LMD) and in accordance with the Charter of the thesis currently charged to the student and the supervisor must submit a progress report at the end of each Hexagon shows the toll offer research work with prospects, and in cases where someone is unhappy about the other, it is allowed to student to change his supervisor, and the supervisor allowed to abandon overseeing student based on these reports.

xii. *Handling procedures in case of delayed completion of the work*

For the duration of the completion of the graduate program in classical system, the first graduate

Regarding the University of Ouargla kasdi merbah has held several exchanges and cooperation agreements with several academic institutions and foreign research represented on: two projects within the programme of Tassili (France), Tunisian-Algerian cooperation projects, cooperation agreement 49 (29 on

level (masters) ends within a period not exceeding two years, and postgraduate level II (doctor of science) in three. Doctorate programmes either for the length of the regular preparation of the thesis is three consecutive academic years.

But in practice, the students will take two and a half years to get a master's degree, and five years for PhD. as the study team of consultants within Technopolis Group (2010) that 20 per cent of doctoral candidates in the Doctoral School of Nano-science articles, And nanotechnologies, wenanomitiring Oran University had graduated after spending four years and 20 per cent spent five years and the rest of the graduate programs usually take the candidates have six years to complete the thesis. Doctoral School of environmental science, University Houari Boumedienne, takes up most of the doctoral candidates six years to complete the thesis.

PhD student who is work late consuming supervisor time and deprives him of his opportunity to supervise a group of other students or depriving other students of his choice as a supervisor on their research. Therefore, we find that there are two actions are taken when a student is late in completing the thesis, the first procedure is the extension of one or two years on an exceptional basis if still within the time limit prescribed for graduating. The second measure is the removal of the PhD program PhD research theme draws record Central theses features.

Recently, the length of doctoral programs and delayed completion rates candidates thesis on time considered among major challenges within doctoral programmes in Algeria. There are many reasons why repeated in official meetings and informal encounters with PhD students of advanced years, University kasdi merbah Ouargla and regard it as the cause of their inability to complete the graduation thesis during the official three years which including:

- The fact that the doctoral candidates must publish an article in a specialized scientific journal before they can discuss this thesis. This obligation usually delays the completion of the thesis doctoral candidate hampers discussion in just three years.
- doctoral students are not much different from putting students enrolled in the gradient (Bachelor, master) except for the fact that they are eligible for the monthly grants which are relatively high and benefit from overseas training scholarships in addition to using the PhD charters to recognise the fundamental rights and duties Doctoral candidate was adopted only recently.

Teaching process besides research is not mandatory for the PhD student during the PhD programs and institutions of higher education, and is not claim to provide teaching for doctoral candidates. However, in some cases, universities offer doctoral

candidates the possibility to teach specific classes within six to eight hours per week only.

It is noted that in some specialists, there are students of PhD even under the new system actually receive teaching positions at the University level, there are students in the masters and engaged in teaching at the University and in such cases, the doctoral student's educational activities not directly related to his thesis.

xiii. *Doctoral thesis and viva*

After you finish editing the thesis once the student gets approval from supervisor and publish an article in a scientific journal, and after completion of the third academic year of the PhD program the PhD student becomes eligible to defend his thesis and then can apply for thesis viva. Once you apply for a thesis viva, doctoral schools to designate members of the viva, the moderator of the latter usually specifies by Scientific Council of Doctoral School, after consultation with the Scientific Committee in the third phase, upon the consent of the Director of the PhD school are configured A viva of four to six members should be experts in the field, the majority of the faculty members of the University. It must be one or two members of the viva from outside the host higher education institution for the PhD program. The Director of the thesis (supervisor) as rapporteur for the viva. After you set the viva members, thesis is distributed among the members of the viva. This body must submit a written report about the thesis within sixty days. Members of the viva were to hold a meeting to discuss the thesis project and it gives the viva agreeing to discuss the thesis, or condition the debate with some modifications, or deny the discussion. Doctoral candidate has no right to appeal against the decision of the viva. If the viva gave its consent for thesis, doctoral candidate must prepare himself and make an oral presentation on the date specified for discussion after discussion with the doctoral candidate, members of the viva is deliberating behind closed doors. Usually a candidate is given the degree of supervisor. Thesis is usually open to the public.

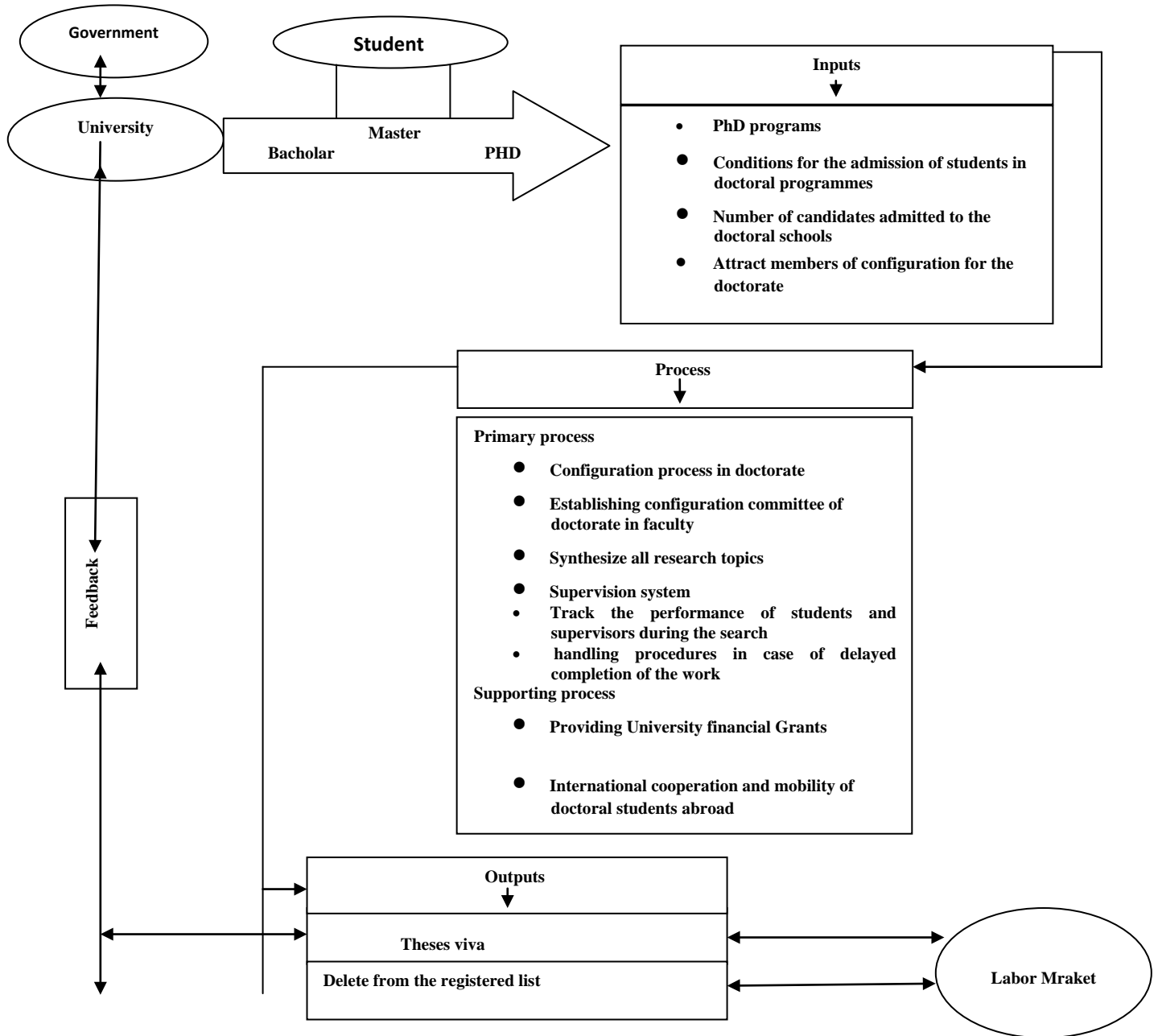
xiv. *Career options after graduation*

Holder of PhD qualified to work in public and private sector alike, but generally known that most PhDs in favour of work as professors in higher education institutions in Algeria and even beyond. This does not negate the existence of the category you prefer non-academic career options such as managerial positions within universities or outside the University or even creating special projects, but the decision about what is the path that will be taken after completing doctorate differs from one individual to another. Because the selection of career usually linked personal ambitions, and presentations are available in the labour market, and primarily the original reason that pushes students to pursue higher studies.

Through the analysis of the reality of Algerian universities doctoral students configuration under the higher education system reform and tertiary system we could reach a conceptual model building as a system of input, and key and supportive processes to obtain positive outcomes in the thesis in time, Or negative

outputs represent the core of the problem that we are trying to solve it is the length of time to complete the doctoral program leading to the decision to write off student registered list. System components also interact in a dynamic environment where control needs of the labour market.

Figure 3: Conceptual model for system configuration of doctoral students at the University of kasdi merbah-Ouargla LMD system



Source: prepaid by authors

VII. CONCLUSIONS AND RECOMMENDATIONS

Through the process of monitoring the reality of Algerian University doctoral student's configuration

focusing on University kasdi merbah Ouargla we can offer the following conclusions and recommendations:

a) *For Governments*

- It is important for Governments to reconsider its goal to encourage doctoral enrolment, Governments must carefully monitor whether these high ratios in doctoral programmes will lead to the desired results or will they burden whittling him sacrifice of generations of candidates PhD if a delayed their completion of scientific researches;
- Current expansion in the number of universities and their student enrolment will require substantial human and financial resources to cover the shortfall in private and to supervisory process configuration in doctoral programs and supervise doctoral students must submit by the specialized frames and qualified to do so;
- Governments must ensure quality assurance also in doctoral programmes, especially at this stage of coexistence between the two systems and also under increased demand for doctoral programs which may influence the quality vs quantity.

b) *For senior management in universities*

- Decision makers should be at senior management levels with more open with students of doctoral programs with regard to extrusion rates of and provide clear information about the careers of doctorate degree holder, especially for graduates who aspire to work in traditional academic positions Only;
- Decision makers at higher levels in the universities must believe that the doctoral level is the most important level in University and configuration stages is an investment benefit the rest of future levels especially contribute to solving the problem of supervision.

c) *Students Enrolled in PhD Programs*

- Students should take into consideration whether the doctoral program he has chosen is really suitable for personal goals, interests and aspirations of the labour market;
- They must believe in the research time because the most effective way to complete your dissertation on time especially enrolled in the new system (three years);
- PhD student should be aware that obtaining a doctorate is a serious commitment in time and effort, with no guarantee of a career or future profits by doing this research.

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