The Application of Telework and Its Role in Enhancing Organizational Citizenship Behavior Among Algerian University Teachers Amid Current Technical and Social Challenges

Mohamed Taher Nakmouche

Laboratory of Research and Studies Laboratory on Human and Social Issues , Cherif Bouchoucha University Center Aflou - Algeria

Email: m.nakmouche@cu-aflou.edu.dz

Abstract:

This study sought to investigate the role that implementing timework plays in enhancing organizational citizenship behavior among Algerian university teachers , while also identifying the most prominent advantages and disadvantages of telework as experienced by this specific group; furthermore, the research endeavored to uncover the current reality of both telework and organizational citizenship within the Algerian university context, and to achieve these aims, we adopted a forward-looking, prospective study approach, allowing for a more profound examination of the variables of telework and organizational citizenship, thereby extrapolating the general trends regarding the obstacles hindering their effective application and exploring potential strategies to overcome these challenges, with the most significant findings of the study emerging as follows: first, that the implementation of telework demonstrably contributes to the improvement of organizational citizenship behavior amongst Algerian university teachers ; second, the study successfully identified the key advantages and disadvantages of telework for this academic population; and third, it provided a clearer understanding of the actual state and interplay of telework and organizational citizenship within the fabric of Algerian higher education institutions.

Keywords: Application of Telework, Organizational Citizenship Behavior, Algerian University Teachers .

Introduction:

Telework has transcended its former status as a mere discretionary perk or an emergency mode of operation, evolving instead into an objective necessity within the modern work landscape—a paradigm shift propelled by technological advancement, the imperative to enhance work efficiency, the need to safeguard employee health and well-being, and the growing demand from staff for a sustainable balance between their personal lives and professional duties; this modality can be defined as a work arrangement that empowers employees to execute their job responsibilities outside the conventional physical workspace, enabling them to operate from any location with internet access, utilizing a suite of technologies that includes email, instant messaging, audio and video conferencing, and a variety of collaborative online applications and platforms, and while some organizations had already adopted such practices, many others hesitated to make the transition or even to experiment with it, until the COVID-19

pandemic imposed a new reality that compelled institutions across the globe to embrace unconventional work methods to ensure the continuity of productivity and provide adequate support to their workforce.

Mirroring the trajectory of numerous national institutions, Algerian universities witnessed the conspicuous emergence of distance learning practices during the COVID-19 crisis, finding themselves compelled to execute a rapid and decisive shift towards a digital paradigm to guarantee the uninterrupted delivery of education; in response, the Ministry of Higher Education established a sectoral committee dedicated to institutionalizing distance education through Resolution No. 1242 dated September 22, 2022, a body entrusted with the critical tasks of assessing technical needs, devising a multi-year implementation plan, and orchestrating the training of both faculty and technical staff in the requisite distance education technologies, a process that culminated in the decision to mandate the exclusive delivery of all transversal teaching units via the distance education mode across every higher education institution, commencing from the second semester of the 2022-2023 academic year, with the official activation of the MOODLE platform to serve this precise purpose (https://eldjazaironline.dz/Accueil/%).

However, while the adoption of this work method unlocks a plethora of advantages and opportunities, it simultaneously engenders significant challenges intrinsically linked to the distinctive nature of the public service, which is fundamentally anchored in the principles of continuity, equitable access, and adaptability, while rigorously maintaining service quality; this is particularly pertinent for the faculty cohort, concerning the demonstration of organizational citizenship behaviors—such as commitment, collaboration, and a profound sense of responsibility—even when physically detached from the workplace, given that organizational citizenship within Algerian academic institutions essentially describes the spectrum of positive, discretionary behaviors exhibited by members (especially teachers and staff) that extend beyond their formally stipulated duties, thereby contributing to enhanced organizational performance and bolstering the educational and research environment, all amidst the considerable structural and legislative challenges that the Algerian university system continues to navigate.

Given the multitude of positive outcomes associated with the practice of organizational citizenship behaviors within any work setting, the critical need to assess the level of such conduct within organizations in general, and specifically within the university and its most vital human element—the teachers —becomes strikingly apparent; for despite the considerable array of formal roles and responsibilities incumbent upon the professor, encompassing teaching, scientific research, student evaluation, examination preparation and grading, academic supervision, and strict adherence to institutional regulations, among numerous other duties, there exists an equally important, albeit implicit, expectation that they will voluntarily undertake additional roles, such as offering their expertise and assistance to colleagues in genuine need, accepting extra tasks without complaint, and engaging constructively in the university's social and communal life, along with various other voluntary actions performed of their own free will and initiative.

In light of the preceding discussion, it can be posited that the telework model, in its ideal form, has the potential to foster organizational citizenship behavior by synergistically integrating the inherent flexibility of telework with the vital interactive elements of physical presence, thereby mitigating feelings of isolation and reinforcing voluntary commitment to the institution and its community; nevertheless, the successful realization of this potential necessitates a carefully calibrated balance to prevent the pitfalls of employee burnout or perceptions of inequity, and it is within this complex and nuanced context that this research paper seeks to address the following fundamental questions: What is the actual state of telework and organizational citizenship behavior among Algerian university teachers ? What are the most salient advantages and disadvantages of telework as perceived by Algerian university teachers ? And finally, in what specific ways does the implementation of telework contribute to enhancing organizational citizenship behavior among this academic population?

1. Telework:

Numerous studies have addressed the concept of telework, and with this abundance of research came a multiplicity of both its nomenclature and its definitions, as it has been defined by various researchers without a unified conceptual framework being established; before embarking on the definition of telework, it is worth noting that the English terms expressing this concept are numerous, the most prominent being Telework, Telecommuting, Remote E-Work, Agile Work, Work from Home, and Virtual Work, and although these terms generally signify working remotely using information and communication technology outside the employer's premises, there exist nuanced differences in their practical application, and in this research we will focus on the English term "Telework" as it aligns most closely with the intended meaning of remote work within this study.

1.1 The Concept of Telework:

The English term "Telework" has Greek origins, being composed of two morphemes: "telou," which corresponds to the English word "Distance" signifying remoteness, and "tripalliare," which corresponds to the English word "Work" meaning labor, and thus the combination of these two elements conveys the meaning of working from a distance (Türkes & Vut, 2022).

It has been defined as: "the reorganization of work in a manner that enables the employee to accomplish their professional duties in locations distant from the conventional workplace, relying on technological means of communication" (Belzunegui-Eraso & Erro-Garcés, 2020).

Telework is also defined as: the use of information and communication technologies, such as smartphones, tablets, laptops, and desktop computers, to perform work that is carried out outside the employer's premises (International Labour Organization, 2020).

Furthermore, according to the Implementing Regulations of Human Resources in the Civil Service issued by the Ministry of Human Resources and Social Development [of Saudi Arabia] and updated in 2022, it is: the employee's performance of their job duties and responsibilities outside a government workplace, utilizing electronic systems (Ministry of Human Resources and Social Development website).

2.1 Advantages of Telework within the Algerian University:

Adopting remote work in Algerian universities offers several advantages to faculty members, including flexibility, productivity, innovation, and psychological well-being – benefits that deserve careful consideration in the local context, where they can be summarized as follows:

▪ **Work Flexibility:** Among the most significant advantages of telework for teachers is the flexibility in managing time, a factor of paramount importance for those seeking to balance teaching responsibilities with family obligations; working from home enables them to care for their children, attend medical appointments, or support elderly parents without needing to take leave, while for educational institutions, this flexibility translates into reduced absenteeism rates, as employees can balance personal commitments with work demands rather than forfeiting an entire workday, thereby ensuring stable productivity while simultaneously meeting their personal needs—a mutually beneficial arrangement (Bacarra & Decenorio, Winter 2022, p. 2427).

▪ **Productivity and Efficiency:** One of the primary concerns that preoccupy educational institutions is how teachers ' performance changes when working remotely, and since the quality of work accomplished is typically discussed in terms of productivity, a key issue to consider is how productivity is affected by telework environments; previous research indicates that teacher productivity in telework varies according to numerous factors, including the degree of digital competence, boredom and distraction, stress levels, the extent of communication with colleagues, resource and environmental constraints (such as lack of workplace equipment and software), social conditions, autonomy, and work-

life balance, however, country-specific effects make it difficult to draw definitive conclusions regarding productivity development, and productivity is often measured based on employees' personal experiences of their performance, which may be either overestimated or underestimated (Allstrin, Grafström, Stern, & Weidenstedt, 2022, p. 3).

▪ **Innovation:** Telework can simultaneously serve as both a catalyst and a challenge for innovation within the education sector; on the positive side, it can stimulate creativity, bring together diverse perspectives, encourage experimentation, and support continuous learning by affording employees the opportunity to work in environments that suit them optimally, while also potentially generating new ideas and fostering creative thinking. Conversely, it can also impede innovation by making collaboration more difficult, reducing spontaneous interactions, complicating coordination, and limiting knowledge sharing, with the overall impact depending on several factors, such as the type of innovation pursued, the frequency with which teams work remotely, team structure and dynamics, and the tools and incentives available to encourage innovation; thus, finding the appropriate balance is essential to ensuring that telework enhances creativity and progress rather than hindering it (Sunil, Satish, & Pushpender, 2023, p. 19).

▪ **Job Satisfaction and Work-Life Balance:** Research demonstrates that telework often leads to increased job satisfaction as a result of its inherent autonomy and flexibility, with many employees experiencing an improved ability to achieve better balance between their personal and professional lives, thereby reducing stress and enhancing their overall well-being; this flexibility proves particularly beneficial for those with family responsibilities, enabling them to manage work in ways that accommodate their personal commitments more effectively. Among the additional advantages of telework, we also find: enhanced control over time, flexibility in scheduling activities, and the freedom to manage time between employee needs and family requirements; avoidance of daily routines and work pressures stemming from commuting difficulties or travel costs to the workplace; the ability to work without direct dictation or orders from managers, distancing oneself from the hierarchical structure of traditional work; reduction of expenses typically required by conventional work, such as work attire and childcare provision; avoidance of exhaustion caused by long working hours and time spent commuting; improved balance between work, life, and time, as the absence of fixed working hours grants employees considerable flexibility in reconciling various aspects of their lives; increased self-confidence due to the absence of continuous direct supervision, and the independent decision-making that further enhances self-assurance; reduced continuous contact with colleagues, which helps minimize the conflicts that arise in traditional work settings (organizational conflict); autonomy that generates creativity and innovation on one hand, and independence in managing and organizing work on the other; and strengthened family bonds, as working from home increases the time allocated to family.

Nevertheless, telework is not without its drawbacks, as feelings of isolation and the blurring of boundaries between work and home life can negatively impact job satisfaction and psychological well-being.

3.1 Disadvantages of Telework within the Algerian University:

Telework encompasses numerous drawbacks, as it may lead to prolonged sedentary behavior, increased time pressure, extended working hours, and feelings of social isolation; consequently, achieving the proper balance—whether through hybrid work arrangements or conscious efforts directed at time management and social interactions—can help mitigate these challenges while maximizing the benefits, and telework can negatively affect workers' health while increasing the risk of developing musculoskeletal disorders, such as pain in the neck, wrist, and fingers, which are often caused by improper equipment setup; furthermore, inadequate lighting may result in eye strain and other health complications, and working from home can differentially impact employees with care giving responsibilities (frequently women), depending on their specific circumstances (European Agency for Safety and Health at Work, 2024, p. 2).

In addition to these concerns, we find: the social isolation experienced by remote workers, particularly those in the age bracket of 20 to 30 years, for whom the workplace constitutes a significant avenue for social connection; the absence of competitive spirit resulting from diminished human interaction, given that working within the institutional setting helps maintain competitive drive or enhances productivity; the limited opportunities for career advancement available to the remote worker; the increased costs associated with adopting, implementing, and managing the telework system, including expenses related to employee training programs, equipment maintenance, and replacement; the difficulty of administrative supervision, control, and guidance over the remote worker; the impact of the telework system on the security, confidentiality, and integrity of data and information within organizations, stemming from their circulation among remote workers outside the companies' premises and offices; and the reduction of immediate and urgent interaction among workers in the remote work setting, whereby organizations lose the spirit of collective work and teamwork, manifesting as problems in supervision, oversight, control, and administrative direction of remote employees (https://draya-eg.org/).

2. Organizational Citizenship Behavior:

Organizational citizenship behavior represents those voluntary, discretionary actions by teachers that transcend formal job requirements, yet fundamentally contribute to institutional effectiveness and collegial cohesion.

2.1 Definition of Organizational Citizenship Behavior:

The term organizational citizenship behavior has undergone numerous designations, including extra-role behavior, loyalty behavior, social support behavior, institutional spontaneity behavior, and organizational volunteerism behavior; in the early 1980s, the term was identified and introduced under the label organizational citizenship behavior, and since that time it has become known by this appellation, representing one aspect of organizational behavior that has garnered increasing attention from management researchers in recent years, a interest attributable to its profound importance in achieving cohesion and productive interaction among organizational members.

Citizenship has been defined as an affective sentiment of belonging to a land and to the community of individuals residing on that land, a belonging translated through a set of social values, and consequently, citizenship constitutes the root of social identity and the very essence of social existence (Qasim Zaidan, 2010, p. 12).

There exist numerous definitions of organizational citizenship behavior, among which we mention the following:

Niehoff and Moorman (1993) defined it as extra-role behavior, being voluntary conduct performed by the individual without coercion, and it is likewise unrelated to the formal incentive systems within the organization (Mohamed Moussa Ahmed, 2004, p. 116).

Organizational citizenship behavior is also defined as voluntary, optional conduct not falling within the role allocation system of an organization, behavior aimed at embodying the spirit of cooperation and integration within the organization, enhancing its performance, elevating its reputation, and fostering those productive aspects that advance and develop the organization, with these behaviors characterized by their non-mandatory nature and their dependence on personal choice (Atawi Abdelkader, 2007, p. 62).

From the perspective of rewards and punishments, organizational citizenship behavior manifests as a diverse array of informal and voluntary activities performed by the employee without regard to considerations of formal rewards, incentives, or sanctions (Sedghgoo, 2016, p. 84).

Based on the aforementioned definitions, it can be considered that citizenship behavior among university teachers signifies all the positive behaviors they voluntarily exhibit toward their colleagues, students, and

superiors, in ways that serve and benefit the university generally; it is thus individual, voluntary, and "not job-mandated" conduct, wherein the professor demonstrates a spirit of cooperation, patience, commitment, and initiative on behalf of the university, without this being directly linked to material incentives. Within the university setting, this behavior manifests as assisting colleagues, taking initiative to improve educational performance, interacting positively with administrators, and supporting colleagues during organizational transitions (such as distance learning, evaluation processes, or external quality assessment).

2.2 Dimensions of Organizational Citizenship Behavior:

Researchers in this field have identified these dimensions by examining organizational citizenship behaviors within separate clusters or distinct facets, yet all ultimately fall under the umbrella of organizational citizenship behavior; some scholars perceive it as comprising two fundamental dimensions, while others maintain that it encompasses five dimensions, and still others argue for even more, with all these perspectives being not contradictory but rather complementary, and in what follows, the dimensions of organizational citizenship behavior will be elucidated as such:

▪ **Altruism:** This refers to the spontaneous behavior of teachers directed toward university members (superiors and colleagues) concerning work-related tasks and how to accomplish them, or assisting them with their personal problems, with the most important benefits deriving from this dimension being that employees help one another without distracting supervisors' attention, and it likewise benefits them by obviating the need to demonstrate to their supervisors their need for assistance, which naturally reflects upon how their performance is evaluated (Al-Maghrabi, 2008, p. 318).

▪ **Courtesy and Generosity:** This refers to professor behavior directed toward avoiding work problems and difficulties, particularly those affecting others, with this behavior contributing significantly to offering suggestions, transmitting information, and facilitating university work procedures, encompassing both formal and informal assistance to and cooperation with colleagues.

▪ **Conscientiousness:** This refers to the indirect behavior of teachers toward the university and others through adherence to working hours, exceeding known or expected performance levels, and spontaneous compliance with university work policies, systems, instructions, and rules.

▪ **Sportsmanship:** This refers to professor behavior toward accommodating informal events occurring in the work environment without complaint or grumbling, in addition to tolerance, patience, and sensitivity to others' problems.

▪ **Civic Virtue:** This refers to the behavior and activities displayed by teachers through their constructive engagement and participation in the university's social life, and their follow-up of all its activities, such as attending meetings and seminars, and reviewing publications issued by the university (Amina Kahouaji, 2021, pp. 380-381).

As for Williams and Anderson, they classified organizational citizenship behavior into two main types according to the target of such behavior, namely (p. 607):

▪ Behavior that directly benefits specific individuals and thereby indirectly contributes to achieving the organization's interest, examples of which include showing personal concern for other employees and helping absent colleagues.

▪ Behavior that benefits the organization as a whole, represented in offering advice to others and adherence to established formal rules.

In addition to the aforementioned classifications, another categorization of organizational citizenship behavior has been proposed, consisting of the following:

▪ **The Individual Dimension:** This refers to voluntarily helping other employees facing specific work-related problems, such as assisting colleagues during their absence or offering suggestions for work improvement.

▪ **The Organizational Dimension:** This refers to helping behavior directed toward the organization, which constitutes part of formal job requirements, signifying that there exists voluntary behavior aimed at the organization's welfare, enhancing its performance, and ensuring its continuity, alongside other voluntary behavior intended to assist organizational members in performing their duties and cooperating with them, ultimately contributing to the achievement of organizational goals as a whole (Amer Al-Atwi, 2007, p. 153).

3. The Contribution of Telework Implementation to Enhancing Organizational Citizenship Behavior:

Telework has positively contributed to reinforcing organizational citizenship behavior through multiple interrelated pathways, primarily by increasing flexibility, improving work-life balance, and enhancing employee autonomy—factors that collectively foster greater voluntary commitment, altruism, and conscientiousness in performance; this work environment provides expanded opportunities for productivity while simultaneously reducing stress, which subsequently reflects positively upon those voluntary behaviors extending beyond formal job requirements, and the following represent the most prominent aspects of telework's contribution to such improvement, drawing upon both international literature and the specific Algerian university context:

▪ **Enhanced Concentration as a Foundational Benefit of Telework:** Concentration constitutes one of the fundamental prerequisites for productive work, and generally speaking, an employee may become distracted by the simplest of causes, whether working in an office or remotely; however, matters can prove decidedly superior when the individual operates from a location that suits them optimally, and this can be elucidated through two complementary dimensions:

▪ **Selecting Working Hours Aligned with Natural Concentration Cycles:** The notion that certain individuals naturally exhibit higher concentration during morning periods cannot be denied, whereas, quite conversely, others may prove more alert and productive during evening hours; thus, telework can be regarded among those approaches that afford the employee the genuine option to choose the optimal time when their cognitive focus reaches its peak potential, thereby aligning with circadian rhythms and individual biological preferences in ways that traditional fixed schedules rarely accommodate.

▪ **The Freedom to Choose the Appropriate Physical Environment:** A considerable number of employees naturally suffer from noise pollution generated by the presence of numerous individuals in shared spaces, which severely impedes their ability to concentrate in open-plan offices; alternatively, the nature of workplace lighting, ambient temperature, or ergonomic arrangements may prove unsuitable for certain employees, negatively affecting their concentration and task performance; consequently, telework proves inherently more suitable for such individuals, as it becomes entirely possible to prepare the home environment under favorable conditions that achieve both tranquility and physical comfort, which in turn enhances not only concentration but creative capacity as well (https://sharjah24.ae/ar/Articles/2024/10/14/NJ526).

▪ **Increased Productivity and Work Efficiency Through Reduced Interruptions:** Working from home dramatically reduces the frequency of office interruptions—ranging from casual conversations between colleagues to unexpected supervisory visits, impromptu meetings, and sudden technical problems—thereby permitting deeper concentration and faster task completion, with numerous comparative studies demonstrating that the productivity of teleworkers equals or even exceeds that of traditional office employees, particularly for tasks requiring sustained cognitive engagement; this proves especially crucial in certain academic and professional contexts, such as research, writing, or curriculum

development, where interruption may necessitate restarting complex cognitive processes, thereby increasing error probability and reducing overall output quality.

▪ **Improved Well-Being and Psychological Balance Through Commute Elimination:** The complete elimination of commuting time contributes significantly to reducing work-related stress, thereby enhancing employees' psychological health and emotional well-being; this reduction in daily fatigue and time pressure creates psychological space for voluntary behaviors, as employees arrive at their work tasks already calmer and more centered, rather than depleted by transportation difficulties—a particularly salient consideration in the Algerian context, where commuting challenges in major cities can consume several hours daily under often stressful conditions.

▪ **Cost Reduction Benefits for Both Employee and Institution:** Telework substantially reduces transportation expenses and work-related appearance costs for employees while simultaneously lowering operational expenditures, office space requirements, and utility consumption for institutions; these tangible savings can translate into improved job satisfaction and organizational attachment, indirectly reinforcing citizenship behaviors through enhanced positive affect toward the employing organization.

▪ **Flexibility and Enhanced Talent Attraction Capabilities:** The flexibility inherent in telework arrangements grants employees meaningful autonomy in scheduling their professional and personal commitments, while simultaneously enabling institutions to recruit academic competencies from diverse geographical locations without requiring physical relocation; this expanded talent pool proves particularly valuable for Algerian universities seeking to attract qualified teachers from other regions or even from the diaspora.

▪ **Accelerating Digital Transformation and Technological Competence:** Telework necessarily accelerates the adoption of modern technological and communication tools across institutional structures, rendering the work environment more contemporary, connected, and effective; this digital transformation itself fosters organizational citizenship by creating new channels for voluntary collaboration and knowledge sharing that transcend physical boundaries.

▪ **Uninterrupted Work Concentration as a Catalyst for Quality Output:** Telework can provide an environment uniquely conducive to focused work away from the potential interruptions inherent in office settings; this proves particularly crucial in academic professions—such as research, publishing, or complex course design—where interruption may sometimes necessitate restarting entire segments of intellectual work due to lost concentration or disrupted cognitive flow, in addition to increasing the potential for errors resulting from inability to complete particular intellectual tasks in an integrated, coherent manner.

For organizations to fully realize these citizenship-enhancing benefits, they must actively encourage natural hierarchies to evolve organically based on the personalities, expertise, and passions of specific individuals, while simultaneously attending to each employee's values and aspirations; the organization should permit its members to express their authentic selves and articulate their professional ambitions freely, and beyond all this, institutions must develop comprehensive strategies guided simultaneously by the needs of service recipients—students and the broader community—and employees alike (Paris & Fayard, 2017, p. 120). This dual orientation ensures that flexibility does not degenerate into fragmentation, but rather supports both institutional mission and individual flourishing.

Within the specific context of Algerian universities, telework demonstrates a complex hybrid effect—decidedly positive regarding flexibility and autonomy dimensions, yet potentially negative concerning organizational commitment and social cohesion due to professional isolation and persistent technical infrastructure obstacles; recent studies examining the Algerian higher education sector have proposed blended hybrid models accompanied by targeted training programs specifically designed to enhance

organizational citizenship behavior among teachers while mitigating the drawbacks of complete remoteness. The following table synthesizes these multidimensional effects:

Organizational Dimension	Expected Impact of Telework	Evidence from Algerian Studies
Loyalty	Partially positive (through enhanced flexibility and autonomy)	Mixed job satisfaction outcomes reported, with flexibility appreciated but institutional attachment variable
Commitment	Potentially negative (due to professional isolation and reduced informal interaction)	Noticeable decrease in spontaneous collaboration and peer support networks
Initiative	Positive (through increased autonomy and self-management requirements)	Emerging hybrid models proposed to harness initiative while rebuilding social connections

This nuanced picture suggests that telework's contribution to organizational citizenship behavior in Algerian universities remains contingent upon careful implementation strategies that address infrastructure deficits, maintain meaningful human connection, and intentionally cultivate the voluntary, extra-role behaviors that ultimately distinguish thriving academic communities from mere administrative units.

Conclusion:

In conclusion, we deduce that the concept of telework no longer presents itself merely as a privilege granted to teachers in specific sectors of the Algerian university or as a temporary solution for managing certain crises; rather, this work modality has now become a widespread practice asserting its presence in light of several well-known considerations and amid current technical and social challenges, particularly regarding the reduction of time and effort—hence the emerging importance of transitioning to a telework approach designed according to a long-term strategic plan within a hybrid organization that combines both telework and physical presence, such that telework becomes a source of performance enhancement for public authorities and a genuine lever for improving the work environment for teachers . This transformation must necessarily originate from the highest levels of the organization, for it concerns not merely structural change but also the transformation of mindsets that require adaptation, through the adoption of self-regulation without hierarchical authority structures, whereby teachers must be capable of working independently; therefore, there exist fundamental components and requirements that must be achieved and materialized on the ground to realize the successful implementation of telework and organizational citizenship, and among these components are the following:

▪ The Algerian university's commitment to developing digital infrastructure through sustained investment in technology and infrastructure to support telework tools and enable effective communication, thereby creating the technical foundation upon which sustainable remote work arrangements depend; this investment must extend beyond mere hardware procurement to encompass software ecosystems, cybersecurity protocols, technical support mechanisms, and continuous upgrading of digital platforms to meet evolving pedagogical and administrative needs, recognizing that infrastructure deficiencies currently constitute one of the primary obstacles to telework effectiveness in the Algerian higher education context.

▪ Leveraging the telework option within recruitment policies by attracting individuals possessing required skills—including those whose personal circumstances preclude geographical presence at the official workplace—to fill positions that do not necessitate physical attendance; this strategic approach to

human resource management enables Algerian universities to transcend geographical limitations, accessing competencies from the diaspora, other regions, or individuals with caregiving responsibilities who might otherwise be excluded from academic employment, thereby enriching the intellectual capital of higher education institutions while simultaneously promoting social inclusion and diversity.

▪ Working toward disseminating and implementing a sound organizational citizenship value system, encompassing solidarity, mutual support, and social cooperation among all workers; this cultural dimension proves essential because telework, by its very nature, reduces spontaneous face-to-face interactions through which organizational norms and values are traditionally transmitted and reinforced, necessitating deliberate, systematic efforts to cultivate citizenship behaviors through virtual channels, modeling by leadership, recognition of exemplary conduct, and integration of citizenship values into performance expectations and evaluation criteria.

▪ Programming and incorporating teachers ' voluntary behaviors within the incentive and reward system, thereby providing formal recognition and tangible reinforcement for the extra-role contributions that constitute the essence of organizational citizenship; this institutional acknowledgment serves multiple functions: it communicates organizational priorities, validates the importance of discretionary efforts, encourages emulation among colleagues, and ensures that citizenship behaviors—often invisible in traditional performance metrics—receive appropriate valuation alongside formal job requirements, thus preventing the potential marginalization of volunteerism in remote work contexts where managerial observation is necessarily limited.

▪ Expanding the scope of research to encompass studying the level of organizational citizenship behavior among university workers generally or among executives within the Ministry of Higher Education, thereby generating a more comprehensive understanding of citizenship phenomena across different organizational levels and institutional contexts; such expanded inquiry would facilitate comparative analyses, identify contextual factors influencing citizenship expression, illuminate barriers specific to various administrative echelons, and inform evidence-based policy development for strengthening organizational citizenship throughout the entire higher education sector.

The trajectory toward integrating telework within Algerian universities thus emerges as a multidimensional endeavor requiring synchronized action across technical, cultural, policy, and research domains; the hybrid organization model—thoughtfully designed and intentionally implemented—holds particular promise for reconciling the flexibility and autonomy benefits of telework with the social connection and spontaneous collaboration essential to organizational citizenship, provided that institutions commit to the infrastructure investments, mindset transformations, value cultivation, incentive alignment, and knowledge generation outlined above. Ultimately, the successful fusion of telework practices with robust organizational citizenship behaviors among teachers promises not only enhanced individual well-being and institutional efficiency but also the emergence of a more resilient, adaptive, and humane academic workplace—one capable of meeting contemporary challenges while preserving the collegial spirit that has historically distinguished higher education as a unique vocational calling.

References:

1. Ahmed, M. M. (2014). *Personnel Management (Human Resources) Between Theory and Practice* (1st ed.). Alexandria: Al-Wafa Legal Library.

2. Allstrin, S., Grafström, J., Stern, L., & Weidenstedt, L. (2022). Managing Work from Anywhere: Six Points to Consider for HR Professionals. *Ratio Working Papers.*

3. Al-Atwi, A. A. H. (2007). The Impact of Organizational Justice on Organizational Citizenship Behavior: An Analytical Study of the Opinions of Teaching Staff Members in the College of Administration and Economics. *Al-Qadisiyah Journal of Administrative and Economic Sciences*, 9(3).

4. Atawi, A., & Janan, A. (2007). Interests of Human Resource Management and the Behavior of Algerian Public Service Supervisors at Work: A Causal Model. *Economic and Administrative Research*, (2).

5. Bacarra, R., & Decenorio, N. (Winter 2022). The Hybrid Work Model: Benefits, Challenges, and Strategies for Companies. *Social Science Journal*, 2(6), 2425–2433.

6. Belzunegui-Eraso, A., & Erro-Garcés, A. (2020). Teleworking in the Context of the Covid-19 Crisis. *Sustainability*, 1-18.

7. Faqih, T. (n.d.). Benefits of Remote Work. Retrieved February 1, 2026, from https://sharjah24.ae/ar/Articles/2024/10/14/NJ526

8. Getz, I. (2017). *Entreprise Libérée: Comment devenir un leader inspirant*. Paris: Fayard.

9. International Labour Organization. (2020). *Telework During the COVID-19 Pandemic and Beyond*. Retrieved December 2023, from https://www.ilo.org/global/publications/WCMS_777123/lang--ar/index.htm

10. Kahouaji, A., et al. (2021). Analysis of the Dimensions of Organizational Citizenship Behavior Among a Sample of Teachers in Algerian Universities. *Journal of Economics of North Africa*, 17(26), 377-394.

11. Al-Maghrabi, A. F. (2008). *Behavioral and Organizational Skills for Human Resource Development* (1st ed.). Cairo: Al-Asriya Library for Publishing and Distribution.

12. Ministry of Human Resources and Social Development [Saudi Arabia]. (2022). Implementing Regulations of Human Resources in the Civil Service. Retrieved December 2023, from https://www.hrsd.gov.sa/knowledge-centre/decisions-and-regulations/regulation-and-procedures/599262

13. Nouir, T. (2024). Telework and Implementation Requirements in Egypt. *Egyptian Contemporary Journal*, 95(473-474), 347-383.

14. Sedghgoo, S. (2016). Ranking Factors Affecting Organizational Citizenship Behavior (OCB) of the Kashan University Personnel Using TOPSIS Method. *Journal of Applied Environmental and Biological Sciences*, 6(7), 82-92.

15. Sunil, S., Satish, K., & Pushpender, S. (2023). A Comparative Study of Remote Work and In-Person Work among SMEs in the Services Sector: A Survey Approach. *Scholedge International Journal of Management & Development*, 10(2), 14-25.

16. Telework: Concept, Requirements, Recommendations. (September 9, 2024). Retrieved February 1, 2026, from https://draya-eg.org

17. Türkeș, M. C., & Vuţă, D. R. (2022). Telework: Before and after COVID-19. *Encyclopedia*, 2, 1370-1383. https://doi.org/10.3390/encyclopedia2030092

18. Williams, L. J., & Anderson, S. E. (2000). Job Satisfaction and Organizational Commitment as Predictors of Organizational Citizenship and In-Role Behaviors. *Journal of Management*, 17(3), 607.

19. Zaidan, Q. (2010). The Contribution of Youth Centers in Reinforcing Citizenship Values Among Youth: A Comparative Descriptive Study Between Youth and Those Responsible for Youth Center Program Services. *Journal of Studies in Social Work and Human Sciences*, (28), Part 4, Faculty of Social Work, Helwan University, Egypt.

20. Zineb, B. (January 24, 2026). Retrieved from https://eldjazaironline.dz/Accueil