

# Pedagogical Accompaniment For The Newly Hired Faculty Member At The Algerian University-Mechanisms And Obstacles, Field Approach

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## Abstract

Achieving the quality of higher education institutions and programs requires the concerted efforts of various groups, but the higher education community unanimously agrees on the pivotal role that faculty members play in this quality, as they constitute the basic human resources around which the overall processes and outcomes of higher education revolve. Given the importance of university faculty members in achieving the goals of the university, and the discrepancy in the quantitative and qualitative value in achieving these goals, it is necessary that they submit and work to improve and develop the quality of university education, by increasing the effectiveness of their performance, and fulfilling the roles expected of them. Therefore, the ministry issued a ministerial decision 932 in 2016, which defines the modalities for organizing pedagogical accompaniment for the benefit of the newly appointed researcher professor. An accompaniment unit has been created at the level of each university institution, which aims to enable the newly hired professor during the training period to acquire knowledge and skills in the art of university teaching. Its function is to propose pedagogical strategies for higher education and training, to develop a pedagogical accompaniment program, to select training professors, and to evaluate the participation of professors involved in training. The pedagogical accompaniment includes organizing training courses and lessons centered on the principles of university legislation, an introduction to education and pedagogy, psychology and educational psychology, how to design and prepare lessons, pedagogical communication, how to evaluate students, and distance education. Therefore, in our study we wanted to identify the role of the pedagogical accompaniment of the newly hired professor in the professional integration process, what are the mechanisms used in the integration process and what are the main obstacles that prevent the success of this process.

**Keywords:** Faculty member, Pedagogical accompaniment, Professional integration, University Quality.

## 1- Introduction

The functions and tasks of a faculty member require special competencies for the success of the educational process, including full knowledge of the specialization he is studying, as well as control and excellent knowledge of modern technological means, knowledge of social and economic reality and how to transfer it to his students, in addition to his ability to adapt and communicate with them, and he must be distinguished by the quality of his research. These and other competencies help the faculty member, thus higher education institutions, to provide a quality educational service.

## 2- Basic Concepts

### 2-1- Faculty Member

A faculty member, who is also called : university professor, lecturer and teacher, is considered one of the most important resources of higher education institutions, same case in other educational institutions, and this is due to his great role in the educational process. For The teaching staff of higher education is “all persons employed in institutions and programs of higher education for the purpose of teaching, research, carrying out activities of scholarly depth and providing

educational services to students or the community in general”. (ILO/UNESCO: The ILO/UNESCO Recommendation concerning the Status of Teachers, 2008). John Dewey defines a faculty member as: “He who trains his students to use the scientific tool, not the one who learns on their behalf; he who participates with his students in achieving self-development that reaches into the depths of the personality and extends to the way of life (Salami Dalal, Iman Azzi, 2013, p.152)”. A faculty member is the mainstay in the preparation and formation of specialized executives, in addition to his contribution to solving some of the problems facing society, through his efforts and activity to achieve the goals set for that. Fadil Delio and Lukia Al-Hashemi define Miloud Safari, a faculty member, as «the bedrock of the educational process, who is in charge of it as a transmitter of knowledge and responsible for the proper functioning of the pedagogical process at the university. He is not only a teacher and knowledge tutor, but also he is an organizer of the aspects of activities that lead to the acquisition of knowledge and skills for the student” (Fadil Delio et al., 2002, p. 91). The researchers agree that there are three basic tasks or functions performed by a faculty member, and they called them the « Academic Triangle Crown », which are:

- ✓ Enriching and developing knowledge (scientific research).
- ✓ Transfer and preservation of knowledge (teaching).
- ✓ Benefiting from knowledge (community development)

It is noted through the implications of these definitions; it focused on defining the faculty member through his importance in the educational process and spreading knowledge, focusing on his functions towards his students and institution, neglecting the standards of his quality and characteristics.

## 2-2- University

The word university is taken from the Latin word (universitas), which means the association that includes a certain work or craft. Later on, the term became used to refer to the scientific union or the union that includes a number of scholars, whether they are professors or students, indicating the

gathering of these. And the definitions of the university have varied according to its role, function and objectives; among these definitions:

- « The supreme authority that contains all kinds of knowledge, science, truth, principles, research, discovery, experiment, and contemplation...that are directed to the benefit of man (Ibn Khaldun’s Introduction, 2016, pg. 396) ».
- « A scientific community interested in searching for the truth and its basic functions represented in education, scientific research and serving the community that surrounds it » (Ahmed Boumelhem, 1999, p. 21). University, then, is not only a place to receive higher education, but rather an environment and a message as it is located in the middle of a socio-cultural environment. This is what the Algerian sociological researcher Mourad Ibn Ashnhou said, as he considers that the university is “a formative institution that does not draw its goals away from the social and economic environment from which it emerges, on the contrary, it is inspired by the society that is its source, its structures, and its senior staff, then chooses its values and goals, so its role differs according to the society and historical periods” (Murad bin Ashinho, Without a year, p. 20).
- As for the Algerian legislator, he considered “the university is an institution of an administrative nature that contributes to the dissemination, preparation, and development of knowledge, and the formation of the necessary senior staff for the development of the country (Fadil Delio et al., 2002, p .79)”, and this explains that, like other public institutions, it is affected by the culture of the society as it influences it greatly.

## 2-3- Quality of Higher Education

Regarding the concept of quality, the vision of institutions and those interested in defining the concept of quality differed, but the best of these concepts was what was agreed upon at the UNESCO Conference on Education held in Paris in October (1998), which states that “quality in higher education is a multidimensional concept that should include all Education functions and activities (Hisham Abdel Moati, 2015, p. 02). There are many and various definitions in this field, but it is possible to reach a more comprehensive

definition; Quality in higher education means: the ability of a set of characteristics and features of the educational product to meet the requirements of the student, the labor market, society, and all internal and external beneficiaries. Achieving quality education requires directing all human resources, policies, systems, curricula, processes and infrastructure to create favorable conditions for innovation and creativity; to ensure that the educational product meets the requirements that prepare the student to reach the required level (Alaa Zuhair Al Rawashdeh, 2017, p. 72). It is also defined as: “a set of standards and procedures whose adoption and implementation aims to achieve the maximum degree of the desired goals of the institution, and continuous improvement in performance and product, according to the required purposes and the desired specifications in the best possible ways and the least effort and cost possible (Hussain Al-Bilawi et al., 2006, p. 12)”. The quality of higher education means the continuous development and efficient performance of higher education institutions, to gain the confidence of society in its graduates on the basis of a globally recognized evaluation mechanism. It is clear that the concept of quality in higher education is a tangled issue, as it includes multiple concepts that differ according to the case it deals with, and includes standards and characteristics that must be included in all the elements of the educational process at the university.

#### 2-4- Quality of Faculty Member

The quality and levels of education at the university are affected more by the quality of its faculty members than by any of the other elements that determine its quality. This is due to the fact that faculty members are responsible for setting curricula, defining and teaching course content, and disseminating scientific values and norms

among students. It is also one of the important factors for the quality of higher education, as the faculty members accomplish the educational process and achieve the goals in which they work, through their scientific, behavioral, and cultural qualifications and scientific expertise by providing a sufficient number of qualified faculty members, and adopting clear and transparent criteria for their selection and employment.

#### 2-5- Pedagogical Accompaniment

It is a job within the framework of a pedagogical team, which consists in following up with the trainee professor, and go along with him for a relatively short period in order to consult with him about his work, and to think about it together and evaluate it. Accompanying by providing psychological, professional and methodological assistance to the actors in the field of education, according to the need that they express orally or in writing, so that they can:

- Accomplish their various tasks
- Achieve their goals
- Determine indications of success
- Among the similar concepts: guidance, mediation, companionship, cooperation, attribution ... etc.
- Accompaniment aims to activate the mental, emotional, and skillful resources of the actors and activate them, etc. (Said Benyamina, 2016).

#### 3- Difficulties Facing a newly hi Hired Faculty Member

In a field study carried out by researchers in some Algerian universities in 2019/2020 in order to reveal the most prominent obstacles and difficulties that hinder the work of a newly hired faculty member, this was investigated through the respondents' answers and the following table illustrates it:

Table 1. Distribution of the study sample members according to their opinions about the most prominent difficulties they faced after being hired as a faculty member at the Algerian University

Answer Alternatives	Repetition	percentage
How to inaugurate them in position after one year of training	1	0.95%
Understanding the law of research professor	5	4.76%
How to deal and communicate with students	5	4.76%

Stability and integration with the new environment	7	6.67%
Dealing with the administration	8	7.62%
Use of modern technology	26	24.76%
Receipt of wages and financial dues	30	28.57%
Accommodation and transportation	23	21.90%
Total	105	100%

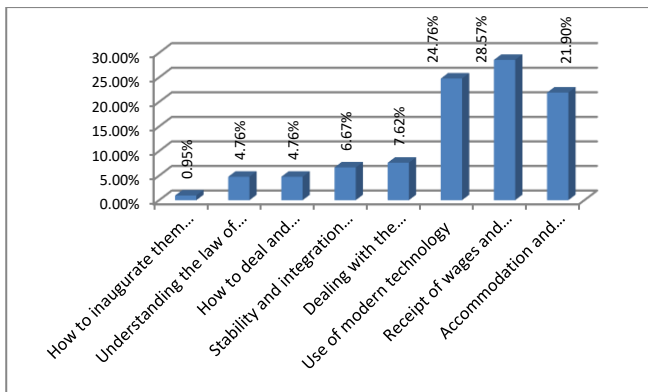


Figure 2. Distribution of the study sample members according to their opinions about the most prominent difficulties they faced after being hired as a faculty member at the Algerian University

We note from Table N°1 and Graph N°1, which shows the most prominent difficulties faced by newly hired faculty members, from the beginning of their inauguration to three years of their appointment to the position. We find that the problem of how to receive wages and material benefits ranked first with a percentage of (28.57%), then the problem of good use of modern technology means (24.76%) in the second place, and we find the difficulty of movement in the third place with a percentage of (21.90%), while we find the rest of the difficulties with close percentages. The explanation for this is that the social aspect directly affects the job stability of any employee ; Since it is necessary to take into account the provision of the financial aspect of housing, salary and transportation ... to ensure a decent life, as well as to provide the appropriate atmosphere for the faculty member to devote himself to serving his students and society and to successfully overcome all difficulties, which is meant here by the set of obstacles facing newly hired faculty members, exactly in the first three years since the beginning of the first appointment to the position ; Dewey defined it as “a state of doubt or confusion followed by uncertainty and hesitation, and it requires work or research to get rid of this situation and replace it

with a feeling of satisfaction and contentment” (Sinani Abdel Nasser, p. 22). It is known that any profession has its problems that range from simple to complex ; Teaching shares this feature with other professions, the professor at the beginning of his appointment finds many difficulties, and as the results of the table show regarding the administrative aspect and obtaining financial dues, this is due to the need to obtain financial incentives so that the trainee professor can provide his needs and ensure a decent living so that he can perform his duties comfortably without being preoccupied with financial matters and their problems. We also find the problem of the lack of modern technology skills, which is an urgent necessity for the faculty member to be able to keep pace with the daily developments in the learning and teaching process, as well as the problem of job stability and lack of satisfaction... all are difficulties that must be addressed so that the professor can perform his duties at the highest levels of performance quality. Therefore, the pedagogical accompaniment comes as a mechanism to remove or limit these difficulties so that the newly hired faculty member can carry out his assigned roles (teaching, scientific research, community service), in the best possible way, thus

working to fulfill himself and achieve the university's goals and philosophy

### 3- Pedagogical accompaniment as a mechanism to overcome difficulties

Table 3. Distribution of study sample members according to their views on the pedagogical training set by the Ministry of Higher Education

Question	Answer alternatives	Repetition	Percentage	Total
Benefiting from the pedagogical training established by the Ministry of Higher Education	Yes	100	96.15%	105
	No	4	3.85%	
Adequacy of the hourly volume of the training process and the extent of its success in forming and training them	Yes	50	47.6%	105
	No	55	52.4%	
The adequacy and comprehensiveness of the topics programmed in the formation of pedagogical accompaniment	Yes	93	88.6%	105
	No	12	11.4%	
Moodle E-learning process benefit	Yes	97	92.4%	105
	No	8	7.7%	

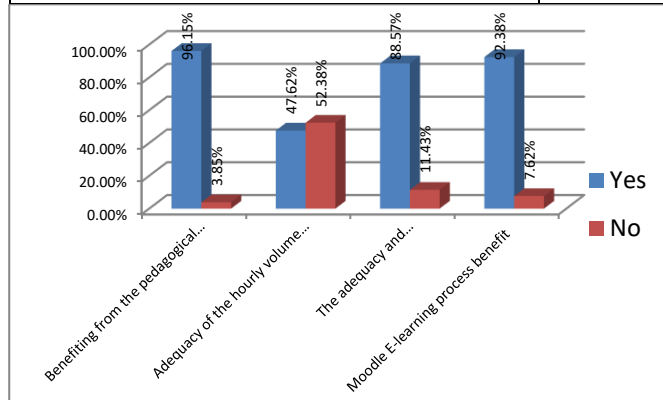


Figure 2. Distribution of study sample members according to their views on the pedagogical training set by the Ministry of Higher Education

The results shown in Table N°2 and Graph N°2, which shows the distribution of the study sample members according to their views on the pedagogical training set by the Ministry of Higher Education in Algeria, indicate that:

- Newly hired faculty members actually benefited from the pedagogical training set by the ministry at a high rate estimated at (96.15%), which is equivalent to (100) respondents out of the total number of sample members estimated at (105) respondents.
- The responses of the sample members regarding the adequacy of the hourly volume of the training process and the extent of its success in forming and training them were in medium and close proportions. We find that those who affirmed the insufficiency and lack of success of the training at an estimated rate of: (52.4%), while we find a

percentage of (47.6%) of the total sample members who confirmed the adequacy and success of the formation process and its contribution to training them to integrate into their new environment.

- The majority of the sample members confirmed the adequacy and comprehensiveness of the topics programmed in the formation of pedagogical accompaniment by (88.6%), which is a very high percentage compared to those who answered the opposite by (11.4%) of the total sample members.

- Most of the sample members under study confirmed that the e-learning process through "Moodle" has been benefited from with an estimated percentage: (92.4%), which is a very high percentage compared to those who answered the opposite by (7.7%) of the total number of the sample members.

From reading the objectives and targeted competencies from the topics of the pedagogical accompaniment program, we noticed a number of points:

- Its common pursuit of achieving cognitive competencies for the newly hired faculty member, whose main objective was to understand, identify, and assimilate the content of the pedagogical accompaniment program topics, as well as acquire some educational skills that later help in the formation of students. This is consistent with theoretical studies that emphasized that cognitive competencies require the professor to possess abundant information in his field of specialization, as well as concepts, generalizations and various branches in his field of specialization and the relationship between them. Thus, the cognitive competencies which the pedagogical accompaniment program seeks will provide the professor with a great deal of information and knowledge.

- It focused in some topics on the performance aspect of the professor, among them: teaching methods and means, media and communication technologies, portfolio of works, training, pedagogy and pedagogical psychology in training, written expression techniques and a model of the scientific report, in addition to the methods and modalities for preparing a good quality training program. The main objective was to develop some skills such as carrying out the lesson, and the use of media and communication means and technologies, which is consistent with the theoretical studies.

- Some of its topics focused on the aspect of investigative competence, including : techniques for managing training and supervision teams as well as the roadmap for student projects, the aim of which was to enable the student to be independent

#### **4- The objectives and importance of pedagogical accompaniment in the formation of a faculty member**

and self-trained. This is consistent with theoretical studies that confirmed that the objective of investigative competence is to train the student in research and investigation methods.

What was also noted through the analytical reading of the document of pedagogical accompaniment's topics was its focus on modern media and communication technologies; This is because the rapid changes make it imperative for the faculty member to develop his teaching methods and styles in a way that develops methods of correct thinking among students, as well as providing them with the skills to search for the appropriate information from its primary sources, classify it and make use of it. It has also become one of the necessities that the professor needs to communicate with professors from outside the country in order to exchange views, present research problems, exchange research and working papers, and arbitrating questionnaires and standards without wasting time, effort and money in moving ; simply use it as an effective educational mean. The use of modern technologies in teaching is extremely important for each of the professor, the student, and the university institution, as it is a measure of its quality.

- The focus of pedagogical accompaniment on the pedagogical formation of faculty members because of its impact on learning outcomes. The newly hired university professor is in dire need of understanding practical and psychological teaching behaviors, knowing how to deal with students, how to stimulate their thinking, and ways to motivate them to participate in preparing and interacting with the topic of the lesson. Which contributes to meeting their individual needs and the increasing demands of their society in light of the massive knowledge explosion that has swept the world today?

Table 3. Distribution of study sample members according to their opinions about the objectives and importance of pedagogical accompaniment in training of newly hired faculty members and quality assurance.

Question	Answer alternatives	Repetition	Percentage	Total
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Training newly hired faculty members on how to acquire the characteristics of the distinguished professor's personality	Yes	95	91.3%	104
	No	9	8.7%	100%
Ensuring the quality of faculty performance	Yes	90	85.7%	105
	No	15	14.3%	100%
Stability of career life for newly hired faculty members	Yes	100	95.2%	105
	No	5	4.8	100%
Achieving quality in higher education	Yes	81	77.1%	105
	No	24	22.9%	100%

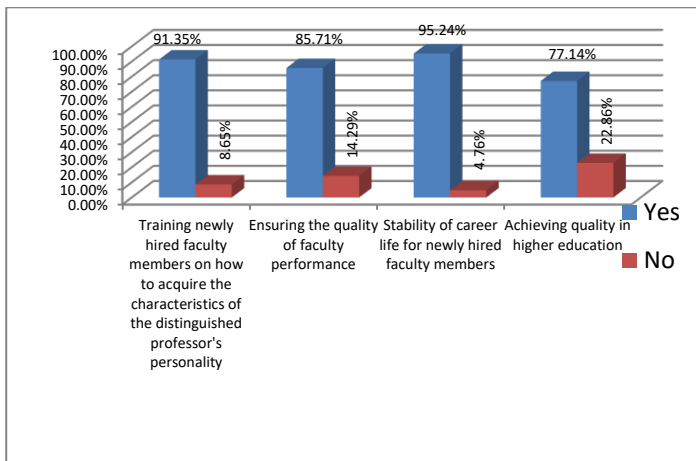


Figure 3. Distribution of the study sample members according to their opinions about the objectives and importance of pedagogical accompaniment in the formation and training of newly hired faculty members and quality assurance

Through a quantitative reading of Table N°3 and Graph N°3, which shows the objectives and importance of pedagogical accompaniment in the formation and training of newly hired faculty members and quality assurance, according to the opinion of the sample members, it appears that:

- Most of the answers of the study sample members confirmed that the pedagogical accompaniment aims at stabilizing the career of the newly employed faculty members and represented by (95.2%), while we find (4.8%) agree to the opposite, which is almost a non-existent percentage and does not represent the opinion of the majority of the respondents.
- The majority of respondents confirmed that the goal of the pedagogical accompaniment lies in training newly hired faculty members on ways to acquire the characteristics of the distinguished professor's personality, as their percentage reached (91.3%), while we find an estimated percentage:

(8.7%) saying the opposite, which is a very small percentage compared to its predecessor.

- Most of the answers of the study sample members confirmed that the pedagogical accompaniment aims to ensure the quality of the performance of the faculty members, as their percentage reached (85.7%), while we find an estimated percentage of (14.3%) saying the opposite, which is a very small percentage.

- Most of the answers of the study sample members confirmed that the pedagogical accompaniment aims to achieve quality in higher education, as their percentage reached (77.1%), while we find an estimated percentage of (22.9%) who say the opposite.

The explanation for this is that all these results are empirical indicators that the pedagogical training approved by the ministry, which emphasized its application and adherence to what it says, as well as the careful follow-up by those responsible for this training, its results have begun

to touch the university reality, and this is what we sought in the field through highlights of the respondents the positive side and the results achieved by this training; And because the university is a social institution with lofty goals that develops and takes its place in society, according to the strength of its faculty members, the extent of their excellence and the development of their performance. Faculty members, then, represent to a large extent the true mirror of the university's strength, activity and vitality, being one of the most important fundamental inputs to the university higher education. It is worth mentioning here the role of a university faculty member in the transformation from a transmitter of knowledge to a learner and trainee professor and constantly keeping pace with the rapid developments and changes to grow and develop professionally and academically in order to be able to fulfill his role. Accordingly, any defect in the process of preparing a university faculty member, especially in his early years after employment, will negatively affect his teaching performance and the quality of education. Therefore, one of the serious challenges that the university administration seeks in general and the Algerian administration in particular is to work to help faculty members to develop their performance during their academic work at the university, and to become more effective in the fields of teaching and scientific research—“through training them and providing them with new skills related to how to prepare the courses they teach, adopting new methods, and using assistive technology that can reflect desirable trends towards the teaching and learning process” (Amr Burhan Jamil Al-Aker, 2001, p. 25). With the development of the basic functions of the university and its pursuit to achieve comprehensive quality, and facing future challenges, the interest in the professional development of faculty members and strengthening their capabilities through what is currently called pedagogical accompaniment, and in strengthening the role of the university in achieving its functions has increased. Professional development here means a set of programs and methods carried out by the university to provide the faculty member with more knowledge and skills related to the exercise of his professional roles (teaching, scientific research, community service) to raise the

level of his performance so that he can perform his roles with high quality. On this basis, a faculty member who keen to develop his is teaching performance and raise his professional efficiency must go to service training – pedagogical accompaniment. In-service training for faculty members means “all organized and planned programs, which enable teachers to obtain more cultural and professional (and specialized) experiences, and everything that would raise the level of the education process and increase the teachers' productive capacities (Mohammed Ahmed Saafan, p. 93)”. As for the goals that lie behind the efforts to raise the level of faculty members, they can be identified in the following (Ali bin Nasser bin Shatawi Al Zaher, pp. 94-95) :

- Increasing the necessary expertise of faculty members for the subjects they teach now and in the future.
- Ensuring that the faculty member reaches the level of mastery of his work and maintains this level.
- Encouraging faculty members to innovate in their specializations.
- Helping the faculty member to improve his personal aspects and his academic and professional performance.
- Enable faculty members to understand the university's organization, conditions and philosophy, and enable them to play an effective role in managing it, clarifying its objectives, and setting its policies and plans.
- Encouraging faculty members to adapt to change, increase their expertise, and prepare for new tasks and changes inside and outside the university.

### **Conclusion**

There is no doubt that the job performance of a faculty member is one of the most important influences that measure the quality of higher education in universities, and many specialists agree that increasing and improving the effectiveness and experience of a university teacher is a critical factor in the success of efforts being made to raise the level of the teaching process at the university, and to reform educational systems. It seems clear now that the faculty member has become required to develop his performance through continuous training on performing skills



and the ability to follow up on continuous training and self-training, in addition to the ability of pedagogical management of the class to maintain his quality in the performance of formative and educational processes. Accordingly, the efficiency and development of the level of the university professor is associated and linked to the efficiency of university education, and the university today is entrusted with the task of developing and strengthening the capabilities of this actor in a way that raises the level of quality of higher education institutions and the task of contributing to the progress and prosperity of society as a whole. Achieving quality requires the provision of special factors, whether financial, material or human; considering that the faculty is one of the most important factors that affect the educational process, the efficiency of the faculty member determines the quality of the teaching-learning process.

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