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**Training the university professor and improving his performance as a  
pedagogical companion for the student**

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## **Abstract :**

The pedagogical accompaniment process is considered one of the most important tasks entrusted to the university professor, as it represents a form of academic guidance for the university student in his formative journey, as it aims to contain it from multiple aspects such as the academic, psychological, scientific and social aspects..., in order to achieve the quality of higher education and produce a graduate with efficiency.

In view of the importance of this process, we find the Algerian university seeking after this in every way, as it considered that the way to reduce the difficulties facing the process of pedagogical accompaniment to the student is to train the university professor so that he acquires the necessary skills that make him a good pedagogical accompaniment.

From this point of view, this research aimed at clarifying the contribution of training for the university professor in improving his performance as a pedagogical companion for the student, by referring to the process of pedagogical accompaniment, then addressing the training process for the professor in the field of pedagogical accompaniment, and finally clarifying the impact of training in improving the performance of the professor as a pedagogical companion, for the student.

**Keywords:** university professor ; student's pedagogical accompaniment ; training ; pedagogical performance ; pedagogy.

## **1- Introduction**

The Algerian University, like other universities in the world, believes that the quality of higher education is the main pillar for achieving human development. The investment required in our era is the investment in the human resources in order to properly prepare the workforce necessary for production and progress in all aspects of life, and this is what it is working on. So the Algerian university no longer considers quality as a dream that you seek, but it has become an inevitable necessity, and one of the most important elements of achieving it is the improvement in the quality of the educational process by taking all measures and reforms to produce a competent graduate.

In the light of these reforms, the so-called pedagogical accompaniment for the student, which was approved by Executive Decree N° 03-09 of Muharram 6th, 1430 corresponding to January 3th, 2009, through Article N° 01, came to clarify the task of supervision and to determine how to implement it.

The pedagogical accompaniment is the assistance of the student during his university formation by a professor who supervises him from the beginning of his formation to his graduation. However, this process is not without difficulties that impede its good conduct, including those related to the human aspect. Two types of human elements can be distinguished; professors and students. The accompanying professor lacks the cognitive and formative basics and the ambiguity of the rules of the L.M.D. system, and the student can be the biggest obstacle through the reluctance to attend and his/her lack of awareness of the importance and necessity of attending the pedagogical accompaniment class, including what is related to the material aspect, which includes structures and spaces for the pedagogical accompaniment process, and this was confirmed by the study (Asma Haroun 2010) that 78.80% of the students affirm that there is a lack of pedagogical capabilities related to the material aspect. (Asma Haroun: 2010, pp. 189-191).

In view of these difficulties and obstacles, and in order to improve the process of pedagogical support for the student, the Algerian University considered that the way to achieve its improvement is to train university professors, especially in the pedagogical aspect. This is what prompted the guardianship authorities to enact legislation to achieve this. It issued Ministerial Decree No. 932 of July 28, 2016 issued by the Algerian Ministry of Higher Education and Scientific Research on the formation of professors, which is considered one of the most prominent efforts that Algeria has worked to establish in higher education and to improve the formative path of the student so that he becomes a competent graduate with quality specifications, which is the desired goal of this training.

Based on the above, we try to answer the following question:

How does the training of a university professor contribute to improving his performance as a pedagogical facilitator and improving educational outcomes?

This problematic generated the following sub-questions:

- What is the pedagogical accompaniment for the student?
- What is meant by training for a university professor?
- How does the teacher's training affect the improving of his performance as a pedagogical companion for the student?

### **Research goals:**

This research aims to:

- Determine the nature of the pedagogical accompaniment for the student.

- Highlighting the importance of training for the university professor as a pedagogical companion.
- The contribution of the teacher's training to achieving the necessary conditions as a pedagogical companion.

### **Research importance:**

The research derives its importance from the importance of the subject itself, which is represented by the supervising professor or the pedagogical companion, who is considered the main pillar in the success of this process, and he has to identify the conditions that he must meet and take them into account through the training he receives, which in return provides him with the necessary needs to make him more skilled in his role as a successful escort.

### **Key terms:**

**Student pedagogical accompaniment** : It is the process of following up the university student in the informational, administrative, psychological, pedagogical, methodological, technical and vocational aspects, and assisting him in building his formative path and his university integration. (Shaherazade Ben Alia and Youssef Ben Ticha: 2019, p. 93).

**University Professor:** Professor (Oustadh) is a Persian word meaning skilled in his work and his craft. As for the Arabic Language Academy, it says: "The professor, the teacher, and the skilled in the industry and teaches it to others. And the craft, whether it is a talent or a profession, requires the addition of specialized skills, a constant self-refining ability, development, and harmony between preserving the basic rules specified for the profession and adding improvements to it. (Abdelkader Ouanoughi and Issa Mazara, 2017, p. 3).

Braun also defines the university professor as "that specialized person who responds to a social request and controls a good number of knowledge and scientific knowledge, and he is a literal factor in his pedagogical choices while taking care to make freedom of initiative and independence compatible with the benefit of users." (Zoulikha Totaoui: 1993 , p. 12).

**Pedagogy:** Pedagogy in higher education is not related to the quality of information as much as it is related to the way it is delivered to students so that they understand it. Therefore, it is necessary for the teacher to be aware of their differences and the variation in their abilities to achieve, and that pedagogy is a decisive determinant of the effectiveness of teaching, as many professors have higher degrees and are familiar with all what is related to their specialization, but

they are unable to communicate information to their students. (Amina Messak and Fatima Tabetroukia: 2014, p. 279).

Many scholars also agreed that if pedagogy is considered as a subject for study, then this is a theoretical aspect of pedagogy. As for the practical aspect, it means educational practice in general, with a focus on the teacher's performance. (Chetibi Hanane: 2010, p. 137).

**Training** : training means what leads to a faculty member acquiring specific skills and new knowledge that make him able to succeed in his profession and reach a high level of performance.

Training is also considered one of the aspects of improving the performance of the university professor, as the human side is invested in it for the longest possible period of time so that we can see a positive return on the recipient of his services from students in the various university programs, whether it is a bachelor's degree, master's degree or postgraduate studies. (Hadda Kouili: 2021, p. 530).

**Pedagogical performance**: It is the set of roles assigned to the teacher, represented in preparing, presenting and evaluating the scientific material, in addition to managing the classes. (Zoubida Altaher 2017, p. 109).

## **2- THE FIRST TOPIC: What is the pedagogical accompaniment?**

### **First requirement: Definition of pedagogical accompaniment**

It is a process that adopts the pedagogy of proximity, and relies on framing and individual pedagogical accompaniment for a student or a small group of students who suffer from communication and cognitive difficulties that impede the academic path, and therefore it is a mechanism that facilitates the processes of communication, learning and integration. This doesn't mean that the work of the supervising professor on this effective strategic pedagogy compensates for the regular lessons and classes that the student receives in the classroom, but rather supports them according to each case. (Selma Limam et al.: 2014, p. 168).

According to Asma Haroune, the pedagogical accompaniment, is also known as a follow-up and guidance for the student, represented in the tutelage granted by the tutor, according to a pedagogical plan that works to help the student in facing difficulties and organizing himself and his work. (Asma Haroune: 2010, p. 120).

### **second requirement: Aspects of pedagogical accompaniment**

The aspects of educational support are represented in six aspects, which were approved by executive decree No. 03-09 of Muharram 6th, 1430 corresponding to January 3th, 2009, as follows:

- **The media and administrative aspect:** which takes the form of reception, guidance and mediation.
  - 1- Reception: By explaining the "LMD" system through the application guide of the system (the formation process, units of education, standards, credits and debts, development, and perseverance in learning).
  - 2- Orientation: By clarifying how the university system works, teaching methods, places and time in the university: (the amphitheater, supervised sessions halls, application halls, library, deanship, departments, student gathering places, clinic, recreation centers, ...).
  - 3- Mediation: by introducing the student to the various university services, and sensitizing him to the role of the group delegate.
- **The pedagogical aspect:** which takes the form of accompaniment in learning, organizing the student's personal affairs, and helping him build his formative course.
- **The methodological aspect:** which takes the form of teaching university work curricula, individually and collectively.
- **The technical aspect:** which takes the form of guidance in the use of pedagogical tools and supports.
- **The psychological aspect:** which takes the form of motivating the student and urging him to follow his formative path.
- **The professional aspect:** "It takes the form of helping the student to prepare his professional project" (Nora Terra: 2018, p. 33).

### **Third requirement : Principles and objectives of pedagogical**

**accompaniment:** The principles and objectives of pedagogical accompaniment for students are as follows:

#### **1- Principles of pedagogical accompaniment**

- Trust and respect: That is, there must be mutual respect between the accompanying professor and the student.
- Listening and flexibility: There must be focus on everything that comes from the professor, as well as attention by the professor to the student and everything he inquires about.
- Objectivity and realism.
- Contracting: It is preferable that the accompaniment be at the request of the student in order to help him interact positively with developments and the requirements of university studies, and it may be by a decision of the pedagogical team.

- Cooperation: the accompaniment culminates in axes characterized by a participatory spirit based on listening, understanding the reasons and thinking about solutions.
- Consultation: The accompanying professor consults with the student regarding the proposed solutions. (Ahmed Treki: 2018, p. 172).

## 2- Objectives of the pedagogical accompaniment:

The pedagogical accompaniment aims to provide a range of services to the student, which can be summarized as follows:

- Follow-up students in their pedagogical path by taking care of some of their shortcomings.
- Supporting students in acquiring the work methods necessary for their success.
- Familiarizing students with modern methods in desk research, and controlling the use of modern and multimedia technologies.
- Helping students organize their personal work (such as reviewing lectures, preparing research and reviewing references...).
- Providing pedagogical assistance and guiding the student in dealing with the higher education system.
- Opening the student's perceptions of knowledge and the field of informatics.
- Listening to students to create and build a relationship and an atmosphere of trust between them and the professors by providing support and advice.
- Reducing the feeling of introversion and frustration among some students by trying to encourage them and give them a positive outlook on the future. (Ahmed Triki: 2018, p. 171).

### **Fourth requirement : Difficulties with pedagogical accompaniment**

There are some difficulties that impede the good functioning of the supervision mission, especially in light of the reforms that the Algerian University has known, and exactly with the advent of the LMD system. We mention the following:

- **The human obstacle:** It is possible to distinguish between two types of human elements that stand in the way of the supervision mission and impede its effectiveness, professors and students. A professor lacks cognitive and formative basics and is ignorant of the most important legal texts included in the LMD system on the other hand, and this negatively affects the success and effectiveness of the supervision mission. While the student may be the biggest obstacle even though he is the first beneficiary of this task, through his reluctance to attend.

- **Material Obstacle:** In terms of means, as Article 07 of Executive Decree 03-09 states that the university must put at the disposal of the supervisor means to ensure his mission, in particular:

An appropriate space for contacting the student, the organizational texts that regulate the pedagogical and administrative functioning of the university, and the transparency of information related to the forms of training proposed by other higher education institutions, in addition to the universities lack of the most important requirement required by university life in the modern era, which is described in the inability of the Algerian university to provide methods of scientific research in modern ways and the missing of the electronic world space, which would facilitates the task of supervision and opens new horizons for the student, not to mention the ambiguity of the rules of the LMD system and its lack of transparency for both the professor and the student.

There are also other difficulties for pedagogical accompaniment, which are as follows:

- Lack of awareness of the importance of pedagogical accompaniment, which does not convince the teacher or the student, especially in the presence of constant friction between teachers and students, and the lack of justifications for accompaniment for the majority of students.
- The lack of respect for appointments by teachers and students due to the timing conflict with other official classes, and the accompaniment classes being always set within the framework of the optional classes for the student.
- The lack of pedagogical structures is considered a major obstacle, as the administration is tasked with providing a suitable space for the performance of the accompaniment, and this is not available in most departments.
- The academic advisors do not receive sufficient training on the advising work, which leads to a misunderstanding by the academic advisor on the advising process, and considering it a sort of accreditation for the student's registration in some phases.

### **3- THE SECOND TOPIC : Training of the university professor**

#### **First requirement: The necessity of training the university professor**

In fact, when the university professor joins the teaching profession, he is confronted with elements of change and influence such as scientific development, update of the results of scientific research, changing concepts and postulates,

changes of social values, the increasing demand for quality in training... Because of all these changes it has become necessary to keep pace with development through the process of teaching and training.

Modern educational philosophies are against the idea that the professor is able to fill the students' minds with knowledge, but it starts from the fact that the professor is a class manager who prepares for effective learning oriented to the student to exploit the available sources of knowledge to develop his capabilities and potentials and achieve his aspirations, and there is nothing better than training, so that the professor can perform the changing and renewable roles, also the performance of the professor is in constant need to increase effectiveness and develop competencies to a high degree of productivity.

For a long time, the professor was responsible for the process of evaluating students at the end of the semester or the academic year..... In all cases, he evaluates the achievement and knowledge, but with scientific development and innovations in educational theories, there are other aspects that must be subject to evaluation, and there are many methods and appropriate strategies for each aspect. From here, the evaluation process has become essential within the teacher's duties, because of its relationship to his self-evaluation, the study materiel and teaching methods, all of which require training (Louisa Tchouaa: 2009/2010, pp. 139-140).

The university seeks to achieve quality in its education and the training of its students in order to reach development within the community. The main link in this is the training of the professor and preparing him well for the teaching profession and its requirements, and to ensure the success of the training process, the following conditions must be met:

- Giving priority to the scientific training of university professor in universities and higher education institutions, enabling him to follow up on his scientific training, providing means of research and feeding himself with new knowledge through mutual scientific visits inside the country and abroad.
- Putting plans and organizing short-term programs, that suit the professional and educational preparation of the professor, and encouraging fruitful interaction between professors and students in the educational process. It is suggested that the programs include theoretical and applied studies in the fields of educational bases and principles, and the characteristics of the learner at the university level. Also to include objectives and policies of

university education, teaching rules, methods and techniques, and the principles of assessment and measurement and its applications in higher education systems (Louisa Tchouaa: 2009/2010, p. 140).

### **second requirement: Standards adopted in the training of university professor :**

The United States of America is considered one of the most important countries that paid clear attention to the dynamic of standards in education and took it as a basis for reforming the educational system after publishing the famous report “A Nation in Danger” in 1983, which caused great concern to the American community about the future, quality and credibility of mainstream education, and this led to the development of standards of programs preparing the professor as the most important pillar towards quality, whose application aims to improve the quality of all elements of inputs, processes, outputs, management and services provided in the institution, and that reassures employers that this program is efficient and fulfills its requirements and aspirations in obtaining globally qualified human resources as future professors, and so the application of these standards becomes a criteria in the evaluating the quality of teacher preparation, as they guarantee the minimum level of acquisition of knowledge and skill. These standards are represented in: (Salman Abboud et al.: 2018, p. 1641).

- **The first standard:** It is related to the field of knowledge and skills, the orientation towards the profession, and about some characteristics of the knowledge and personal skills that the professor should acquire in a way that helps in achieving his learning, and it also includes knowledge content in the subject of specialization and an understanding of teaching practice.
- **The second standard:** deals with the field of the assessment and examination system, as it has a strong evaluation system and tough tests that show the necessary information about the professor and the degree of his ability to practice the profession and his performance during it.
- **The third standard:** related to field experiences and practical exercises provided by the university institution to be designed and implemented jointly with the distinguished professor (trainer) to qualify the modern professor scientifically and develop his knowledge, experience and professional attitudes.
- **The fourth standard:** deals with diversity in the university institution, so the institution designs, implements, and evaluates study programs and

educational experiences that help the professor to seek knowledge and build positive skills and attitudes in the field of vocational education.

- **The fifth Standard:** this standard is related to the qualifications of the professor, his performance and his professional growth. In order that he gets sufficient scientific qualifications that make him a good role model for professional practices, and also that he gets sufficient experience in the field of teaching and being able to evaluate himself and his students effectively enough. The institution also regularly and continuously evaluates his performance, and facilitates professional growth opportunities to him
- **The sixth standard:** This standard is related to the field of management and resources. The university institution must provide a stable administrative system and educational leadership that enjoy effective authority and a good budget, and all facilities, capabilities and information technology to assist in the application of standards (Leila Mohamed Abou El Ala: 2016, p. 102).

### **Third requirement : Training goals for the university professor**

The training process for the university professor is an organized and planned process by the Ministry of Higher Education in order to prepare a professor with high efficiency and skill, and that is reflected in improving his performance, achieving a number of goals represented in the following:

- Review the university work strategy, objectives and systems.
- Human development at the level of university curricula and teaching, and reviewing curricula, including objectives, content, methods, and evaluation.
- Introducing new methods of education and identifying ways to benefit from them in university education.
- Standing on the ethics of the distinguished university teaching profession, and the ability to diversify teaching methods according to the student's needs, taking into account the content and academic objective.
- Identifying the psychological characteristics of the university student, his attitudes, behaviors, and aspirations.
- Keeping abreast of developments and benefiting from all that is new, that is, the professor is aware of what is new in his field of work and is able to read, research, achieve, and take the valuable scientific initiative to guide and benefit his students. (Ezzedine Zaidi: 2018, p. 105).

- Providing the professor with teaching skills through training workshops on various teaching skills such as curriculum planning, teaching methods, communication and evaluation methods, and building objective tests.
- Assisting the professor in understanding himself and his potential for the profession, and the organization in which he works.
- Providing the professor with the necessary information about the objectives of university education and its role in community development.
- Providing the professor with information about the teaching profession as the first job.
- Providing the professor with university teaching skills, and the ability to develop them through the use of new teaching methods, various teaching aids, and educational technology.
- Developing the professor's positive attitude towards the profession and the responsibility of teaching at the university so that he realizes its importance and the importance of working with it, and the message involved in working to prepare a high-ranking professor.
- Developing awareness and deepening understanding of the practical, educational and psychological foundations of the educational process to achieve the best preparation for the student, which leads to the development of the ability to adopt them in teaching, whether in terms of planning, implementation and evaluation.
- Provide the professor with the basic skills to deal with the university student.
- Integrated development in the academic, professional, personal and social aspects.
- Career advancement of the professor through the development of his capabilities and competence and involvement in various scientific research professional activities.
- Continuous renewal of knowledge and skills in line with the rapid changes taking place at the university.
- The formation of a university professor leads universities to competition and leadership, as it becomes one of the necessary basic principles on which educational institutions are built, and international universities compete in the process of obtaining the highest quality standards in training.
- The formation of the newly employed professor is the driving force for the university educational system to move forward effectively to achieve its goals and quality.

- The effective training strategy, in essence, helps to implement quality management in higher education. (Dalal Soulami: 2009/2010, p. 120).

#### **Fourth requirement : The contribution of the training of the university professor as a pedagogical companion**

##### **The content of the training program in the field of pedagogical accompaniment**

The topic of pedagogical accompaniment for the student has been taken as a main topic for building a training program that includes seven sessions at the rate of one session each week based on a set of methods and means that are in line with the proposed content. A set of procedures that should be adhered to in order to ensure the good conduct of the training activity and to evaluate the program (Abderrazek Sahnoun and Fatiha Ben Zarwel:, p. 209).

##### **The program is represented in the following points:**

- Knowing the nature and objectives of pedagogical accompaniment.
- Communication skills that enable the professor to help students.
- Problem solving skills related to students, and skills in dealing with students.
- Procedures related to the integration of first-year students and methods of providing guidance services to them.
- Motivation skills and creating motivation for the student.
- Evaluation of the student's personal side (spirit of criticism, curiosity).
- Writing the periodic report related to the accompaniment.

**Objectives of the training program for the professor:** This program aims to achieve the following objectives:

- Define the concept of pedagogical accompaniment.
- Set the most important objectives of pedagogical accompaniment.
- Standing on the characteristics of pedagogical accompaniment.
- Definition of the reasons for the emergence of pedagogical accompaniment.
- Conclusion of the importance of pedagogical accompaniment.
- Introducing educational accompaniment services.
- Determine the tasks of the pedagogical companion.
- Clarifying some of the characteristics that should be available in the pedagogical companion.
- Introducing the ethics of pedagogical accompaniment.
- Developing some basic skills of the pedagogical companion.
- Demonstrate the most important factors for the success of the pedagogical accompaniment process (Abderrazek Sahnoun and Fatiha Ben Zarwel: ????, p. 210).

### **Acquisitions of the professor as a pedagogical companion for the student after the training process:**

During the training process, the professor acquires a number of skills that make him a good pedagogical companion, represented in the following:

- The professor will be able to acquire the skill of good listening to the students, and provide guidance and information about the specialities and divisions that they will study.
- The trained professor acquires the skill of asking questions to the students so that he can know everything that is going on in their minds in order to guide them in good direction.
- The professor acquires the skill of identifying the student's deficiencies and working to remedy them.
- The professor acquires the skill of persuading students to accept the decisions of any of the committees at the college level.
- The professor is able to explain the L.M.D system to the student at the college level, tracks and specialities, the transition and evaluation system, and the opportunities and prospects it provides.
- The professor is able to acquire a skill related to the psychological aspect, which is to reduce the size of the sense of introversion among some students, and try to encourage them and give them a positive outlook on the future (Mohamed Guesmia: 2018, p. 96).

#### **4- THE THIRD TOPIC: The results of the research with inference from similar studies**

With regard to the first question about the pedagogical accompaniment: It is clear from what has been presented that the pedagogical accompaniment of the student is a necessary and important process during his academic career, especially in its many aspects, and this goes with the study of Scheherazade Boualia and Youcef Ben Ticha entitled "The university student and the need of pedagogical accompaniment; a field study at El Oued university on psychology division students", where the two researchers concluded that the need for pedagogical accompaniment for the student is necessary in all its aspects and it consists of points as follows:

- The need for pedagogical accompaniment on the psychological aspect comes in the first place.

- The need for pedagogical accompaniment on the professional aspect comes in second place.
- The need for pedagogical accompaniment on the media and administrative aspect comes in third place.
- The need for pedagogical accompaniment in the pedagogical / methodological and the technical aspect comes in the last place.

With regard to the second question about the training of the university professor: From what has been discussed, we conclude that the training of the university professor procure to him a set of skills in his functional and pedagogical performance, as proven through the study of Fatima Ghalem and Abdelfatteh Abi Mouloud (2021) entitled " in-service training for the lurking university professor in the light of applying the education quality system", so this study concluded that:

- The training for the newly employed professor works to build the professional identity and makes him feel integrated in the field of the university academic environment, which is reflected in his effectiveness and professionalism.
- Also, the training courses have a positive impact on the growth of the professional performance of the professor, and these same training courses need support and motivation so that their effects go beyond the individual to include the higher education institution and the society.

As for the third question about the gains of the university professor as a pedagogical companion for the student after the training process, and through what has been clarified, the professor acquires multiple skills that make him a companion for the student during his university career, and what confirms this conclusion is the study of Nadjat Hussein (2021) which is entitled "The role of training effectiveness in the perfection of the new assistant professors professional performance - the University of Constantine as a model", by which the researcher concluded that:

- The teacher training program contributes to raising the level of performance of newly employed professors.
- The goal that the accompaniment cell seeks to achieve is to provide the new teachers with a set of scientific knowledge and pedagogical, technical and practical skills related to the teaching profession.

As well as the study of Lilia Ain Souia and Saliha Ghaleb (2019), entitled "Training of new professors in light of improving the quality of higher education in the Algerian university - a field study of a sample of new professors in the universities of Guelma and Souk Ahras", which reached the following results:

- Training is an opportunity to develop the skills of new teachers and develop their competencies.
- Training is an opportunity to integrate new professors into the university in which they are employed, through continuous meetings with supervising professors.
- Acquisition of the principle of self-learning and continuous learning, as well as the principle of cooperative learning.
- Acquiring the skills and knowledge that help them to perform their pedagogical function (teaching curricula, assessment, active pedagogy, the difference between the competencies approach and the goals approach).

## 5- Conclusion:

Based on the above, training for a university professor has many advantages within the university space, and the beneficiary in the first place is the student. Where the training program for the professor contributes to providing him with a set of skills that make him a good pedagogical companion for him, helping him in his educational and formative journey as a mentor and guide by containing him about many aspects, whether pedagogical, psychological, educational, etc., which leads to his integration into university life, and this is what positively affects his results, and thus the desired goal of higher education is achieved, which is the training of a qualified university graduate.

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