

## Status of the professor at the Algerian university

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### Abstract:

University is a symbol of renaissance and development of nations, and therefore all countries of the world depend on this educational and research institution to serve society and promote it culturally, by training competent managers who contribute to the development and the progress of societies in all fields.

The professor is one of the most important actors in the university's educational and research process. However, professors at Arab universities in general and Algerian University in particular are facing a number of social problems that prevent them from achieving good performance of their pedagogical and scientific tasks.

Through this research paper, we wanted to identify the most important problems that face professors while performing their tasks.

**Keywords:** University; Professor; Professional problems; Social problems.

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## 1. Introduction:

The world is facing a revolution of knowledge and its scientific, technological and communication streams; this requires the provision of human resources that can handle its potential. This can only be achieved through quality education, especially university education, which contributes to the development of society by providing knowledge and experience to serve economic, social and cultural activities.

In general, Arab universities are facing major challenges in response to the scientific and technological development that have swept in the developed world in all spheres of life, thus deepening the gap between the developed and the developing world. Despite the efforts made to promote them, Arab universities occupy lower levels in the international science ranking compared to universities in developed countries.

Algeria is one of the Arab countries that has developed of the higher education sector since independence, through the adoption of the LMD system, which is considered as an educational scheme based on skills approach in order to achieve qualitative education, and link the university to the labor market through appropriate programs and methodologies for students to acquire knowledge and technical skills.

The professor plays an important role in the educational process by guiding and directing the students towards research and developing

their ability to solve problems using scientific knowledge. That's why, it is necessary to pay attention to the professor and provide conditions that help him achieve his desired goals, and eliminate the problems that hinder him from performing his scientific mission.

We wanted to identify the most important problems of higher education in the Arab world and the problems that face the professor at the Algerian university and its effect on his pedagogical and scientific tasks.

## **2. Problems of higher education in the Arab world:**

Arab universities have faced many problems in the way of establishing their own functions, whether at the level of education, scientific research, or serving society. We will summarize the most important of these problems in the following:

### **2.1- The increase in numbers of students:**

The number of students enrolled in higher education in all Arab countries has increased in the past four decades, but in varying proportions from country to country, reaching about one million students at all levels at the end of the 1970s, and then witnessed a period of 17 years 1998-1971 is what deserves to be described as the student explosion. The number of students enrolled in higher education doubled more than three times to reach 3.1 million in 1996 and the number of students enrolled at all levels of higher education is expected to reach six millions by 2010.( Mohamed,2013,p.p:83-84).

These large numbers of students will increase the pressure on the student's training process in the foreseeable future over the short and long term horizon. These are the most powerful factors in



changing the current institutions of society, including the university.

This means that the future changes enabling the university to absorb the increasing number of students resulting from population growth, will turn young energies on which the nation depends, into a burden on the universities while we need to invest and direct them in a way that serves development issues(Mohamed,2013,p.p:84-86).

In addition to these factors, the increase in the number of students will lead to an augmentation in the cost of education because of the need to build and equip new universities to absorb the large numbers of students, as well as open up more employment opportunities for professors and administrative workers, in addition to the high cost of expanding the introduction of information technology.

## **2.2- Structures crisis:**

University higher education is a hierarchical structure in which university occupies the summit; the latter is governed by the levels below it. It expresses this fact at a time when universities reflect through their organization and their functions, the characteristics and problems related to the pre-university level, there is no doubt that all those who work in the educational field and in the university education know what is going on and what is being done in pre-university education.

The first negative result associated with this structural feature is the gradual transformation of university practices into school practices through its most famous characteristics: memorization, vertical presentation of information, complete passivity of learners in the learning process and backward content... In addition to all of those characteristics that make the education process useless and



meaningless, so that it is not suitable for growth, development and progress.

The second negative result of the fall of universities in these affiliated structures is the isolation that these institutions have within their societies, and this isolation deprives university from the most important source for renewing their content and performance, which is the positive interaction with work and production sectors, which is usually flexible, changing and evolving. Thus, universities lose their ability to direct activity within the fields of work and production, content with training thousands of young graduates to the labor market every year, without taking into consideration the actual needs of this market, whether at the level of knowledge or skills, in the light of a new economic policy that seeks to liberalize the economy and rely on small production projects of high technology (Chibl, 2006, p.p:10-11).

### **2.3- Modernization of higher education institutions:**

By the middle of the twentieth century, there were only ten universities in the Arab countries, when the Arab countries attained their independence. The universities were spread into only four countries: Lebanon, Egypt, Syria and Morocco, (Mohamed, 2013, p:87). Higher education was the top development priority for most Arab countries, and higher education institutions have increased rapidly since the mid-1970s, reaching a total of 963 universities by the end of 1999.

The most important subject is not the quantity, despite its



importance, but the accumulated experience, because education differs from other activities in that its development and growth depends mainly on the available training managers that have experience in education and in defining the curricula and the vocabulary, and if we calculate the age since the 1950s of our universities and their managers, we found that they are composed of almost two generations of professors, and those represent the elite of Arab scientists, That's because today we're going backwards... Instead of relying on the new generations, we still depend on those who preceded us from previous generations(Mohamed,2013, p:87).

#### **2.4- Job crisis:**

The teaching profession is one of the most important jobs in higher education, in addition to scientific research and community service. The preparation of the workforce in the various specializations required by the labor market is not easy, and the first reason for this preparation is that it is based on the principle of:

##### **-Segregation of education and work:**

Students are trained in different faculties, in classrooms, in front of laboratory tables and between library walls without any connection to actual fields of work, creating a gap between university training and work fields. The information and ideas acquired by students during the university training remain abstract and without real importance.

This isolation also leads to stagnation and backwardness in the content of university training in the face of the demands of the labor market.



While the labor market sought to develop and renew, regulate and modernize the methods of work organization and the means and tools of production, the university is still locked in theories which are no longer able to explain and contain what is going on inside the market. This has led to the emergence of parallel educational structures, where graduates turn to for new jobs opportunities.

**-Vertical teaching method:**

University education is based on the traditional teaching method we used to call vertical teaching, in which teaching is in one-way, from teacher to learner. The role of the learner is limited to receiving information and knowledge without having the opportunity to discuss or correctly understand them.

University education takes the form of a lecture which adopts this method , and on the basis, students do not have positive directions towards self-learning and do not acquire the necessary skills, so our university training loses an important component of education needed by an era walking towards development, and on the part of the learner, threatens the possibility of shaping our youth's minds and acquiring the mental capacities on which to base correct thinking, consistent understanding, effective use of knowledge, initiative and innovation(Chibl, 2006, p.p:13-14).

**2.5- University professor and his tasks:**

A professor holds a doctorate degree or its equivalent. He is considered a member of the teaching staff and the major pillar in the

strength, level, quality, and reputation of the university. He is required to be distinguished in education, scientific and professional training, and to be sincere in his work and professional ethics(Zitoune, 1995, p:63). A professor is a researcher, a free thinker, a decision-maker who makes great efforts to illuminate the path of others. He is the reader of the future and the voice of society and aspirations of the generations.

At work, a professor depends solely on his mind, and this mind needs moral and material support in order to be dedicated to science, research and education. However, the status of a professor has disappeared even in the corridors of the university and inside the classroom due to lack of a social cover to the extent that made him looking for the material to provide a decent life for himself and his family, at a time when he must be provided with the necessary financial means to have a scientific and an academic environment to perform his work.

For this reason, a professor considers securing a good financial life before engaging in education not only for the purpose of raising money, but also for using it in the service of research and investigation, and thus depriving the professor of time for purposes other than science and research.

This has been reflected at the scientific level of professors and they are no longer able to keep up with the developments in their field of specialization worldwide. In addition to restrictions and obstacles that face the professors, whether at the level of science and knowledge or at the administrative level, and scientific promotions and research



contributions to scientific conferences and seminars(Mohamed,2013, p.p: 93-94).

## **2.6- Arab brain drain:**

The phenomenon of brain drain, also called The migration of qualified people, is one of the most serious problems that threatens Arab scientific security and development plans. The loss of this resources or scientific capital is represented in the best of its children who hold university degrees, graduates and talented people emigrated to developed countries in Europe, North America and Canada in search of work, money, more knowledge, personal academic freedom, a suitable scientific climate or the preservation of dignity. Brain drain is a real drain on the most important resources possessed by the Arab world, as it represents the keys to development in various fields.

## **2.7- Marginalization of scientific research:**

Progress in science and knowledge, in economic, social and other fields is linked to the degree of belief in scientific research as a method, and a mean.

Through scientific research, countries and individuals can solve and many problems and achieve well being and happiness at the level of individuals and peoples(Mustapha,2007, p:29).

Developed countries are more interested in scientific research than Arab countries where the military sector is the largest in terms of expenditure. United Nations statistics indicate that one of the main factors in the widening gap between the developing and developed



world is primarily because developing countries, despite their 80% of the world's population, do not spend more than 4% of their total expenditure on scientific research and technological development.

Also, developing countries have only 14% of the world's scientists and engineers (Mohamed,2008,p:81).Therefore, Arab countries should pay attention to scientific research and develop it by owning modern scientific means and advanced technology and adapting it to their peculiarities and social and economic needs, to face international challenges and get rid of Western dependence.

### **3. Development of the Algerian university:**

Algeria's accession to independence in 1962 marks the beginning of university education that has received special attention. It has witnessed many developments that are in line with political, social and economic transformations. In the period between 1962 and 1970, the first ministry specialized in higher education and scientific research, and universities have been opened in the main cities: University of Algiers, University of Oran, University of Constantine. Each university is divided into faculties, which are also divided into a number of departments in different specialties: Rights, humanities and social sciences, medicine, economic sciences and micro sciences.

After 1970, higher education underwent a reform of its pedagogical system, whereby faculties were divided into independent institutes with homogeneous departments, the system of semesters was adopted to replace annual diplomas, and educational programs were enriched by introducing targeted works and field applications.



Also, a number of university centers were opened in many provinces of the country to create balance and absorb the growing demand for higher education.

The reform process continues with the introduction of the higher principles act in 1998, which reorganized the university into faculties and created six common cores for new students. Until Algeria adopted a new pedagogical system known as the Bachelor's, Master's, and doctorate's system, which gradually began alongside the classical system until it became generalized to all the universities across the national territory. The number of universities in 2019 reached 51 with a total of 1.512 million students, trained by 61161 professors and researchers, with the aim of boost the university in light of the quality corresponded with globalization([www.mesrs.dz](http://www.mesrs.dz) accessed on October 22.2019).

#### **4. The problems of a professor at the Algerian University:**

We will try to present the most important problems that face a professor through a field study conducted by the two students Bekhadda Nacira and Messahel Atika, within the framework of a research paper for obtaining a bachelor's degree under our supervision, the title: The social problems of a university professor and their effect on his career.

We started from a major problematic: What problems does a professor face? And how does it affect his career? To answer this question, we suggested the following hypothesis: The professor faces



professional and social problems that affect his career.

This study is based on the quantitative method that describes objectively the phenomena through the data obtained using scientific research tools and techniques. It is also based on the study, analysis, and interpretation of the phenomenon by selecting its properties and dimensions(Maurice, 2004, p:100). and turn them into numbers of opinions and ideas.

We applied the questionnaire technique as a data collection tool, and it was distributed to a sample of 100 professors from different specialties that were randomly pulled out of a total of 304 professors at Mascara University in Algeria, and we have reached the following results:

#### **4.1 -Professional problems:**

##### **-Educational means and their impact on the process of knowledge transfer:**

Teaching is an arduous task that requires mental and physical effort to perform the tasks in a good and easy way, the professor needs pedagogical tools, demonstration means and teaching technology that are suitable for each specialty.

In the context of this data, most of the professors assured us that their university does not provide them with the necessary resources for the educational process, especially the scientific specialties, as a result of their reliance on technological equipment, in addition to materials, chemical solutions and samples when performing their teaching and



research functions.

Professors also assured us that the necessary conditions of work are not available such the classrooms which are not clean and, broken windows, unlocked doors, unsuitable blackboards, teachers' desks and other deficiencies that affect both sides of the educational process.

#### **-Bureaucracy of administration:**

The educational system is an integrated whole in which professor, student, and administration interact with each other to achieve the goals of the university. However, the Algerian administration suffers from a deficit due to the complexity of administrative procedures and the adoption of an authoritarian approach to impose decisions without the involvement of social actors.

This was confirmed by most of the professors, the presence of problems with the administration affected their performance within the university, as bureaucracy spread in the administrative work and the length and complexity of administrative procedures led to weak motivation of the professors.

#### **4.2 Social problems:**

##### **-Monthly income:**

Most teachers said that they are not satisfied with their salary, as it does not cover their various needs, whether at the private or family level, especially in the face of the deterioration in purchasing power and the rise in prices of goods and services, which leads to the weak



morale of the professor and this reflects negatively on the expected educational outcomes. The Algerian professor's salary is the weakest compared to Arab countries.

### **-Housing:**

The housing problem has become one of the complex issues affecting the individual and society, as it is considered a basic necessity of life. This problem concerns the most of professors, and this is due to the lack of financial means to buy a house on the one hand, and to the rise in the prices of real estate on the other. As a result, a part of their income is deducted when they rent a house and this affects their performance.

### **-Transportation problem:**

Professors are not exempt from one of the famous problems in Algerian society which is the transportation and mobility, because most of them confirmed that they live in areas far from workplace and they can't own or buy a means of transportation especially with limited income and weak purchasing power. This is what faces a professor in performing his pedagogical functions.

## **5. Conclusion:**

In general, we can say that a professor did not enjoy his due status in the Algerian University, as he faces a number of obstacles and challenges inside and outside the university, which prevented him from performing correctly his professional and scientific role.

Instead of contributing to the development of the society,



professors, because of these problems, are more worried about their future and less motivated in work, production and creativity, this inevitably leads to deterioration in the educational, cultural and intellectual level.

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