

## The extent to which the Algerian university responds to the reasons for the culture of change from the point of view of the university professor - a field study in some Algerian universities.

D.Nouari Aouchache

Teachers Training School El Katiba Assia Djebar Constantine University  
Town Ali Mendjeli Constantine. (Algeria)

E-mail: nouari1978@gmail.com

**Received:** 15/08/2023; **Accepted:** 03/07/2024 ; **publication:** 10/07/2024

### Abstract

The precautionary principle is defined as the principle that obligates not to invoke the absence of scientific certainty when it comes to the harmful effects of activities to refrain from taking the necessary precautionary measures or delay in taking them to avoid the occurrence of such damages.

By examining the precautionary principle in the medical domain, it appears at first sight that it is opposed to and opposite to the civil liability of doctors, with reason of the compensable nature of damages within the framework of this liability, which requires that the damage be direct, fixed and verified, overtly certain. All of this is inconsistent with the application of the precautionary rules, It requires that the danger is not scientifically certain on the one hand, and on the other hand, that The precautionary principle appears before the damage occurrence, while civil liability, in addition to the compensation system that it decides, engender later, so after the damage has occurred, which creates a contradiction between them.

**Keywords:** The precautionary principle - scientific uncertainty - medical liability - risk – damage - objective civil liability.

\*.Corresponding Author

## I- Introduction :

The Contemporary global societies are witnessing many and great cultural challenges, represented by many rapid changes in global thought and the emergence of many new intellectual movements and trends that are almost reduced by the phenomenon of globalization. Arab countries are also witnessing unprecedented change, especially in the political sphere. These rapid changes have made it necessary for societal institutions to keep pace with these transformations. But the role of the university remains the leading role in this process by virtue of the nature of its mission in society, which is a dual mission concerned with specialized academic education on the one hand and high human culture on the other hand, or this is the ideal goal that the university must work to achieve (Abu Zeid, Ahmed Mustafa, 1990, 89).

This rapid development has imposed a new standard for judging the progress of peoples and individuals. The survival of the strongest is no longer what it was yesterday, but the survival of the smartest, the most able to produce and invest knowledge, the most able to face, manufacture and manage change. Peoples have become competing in the ability to create an atmosphere to accept change, keep pace with development and direct the fast-paced movement of life (Arab League Educational, Cultural and Scientific Organization, 2004, 18). In a more explicit sense, in light of the culture of change represented by contemporary global transformations and possible changes in the world of tomorrow and the consequent societal, technological and cultural changes, the main feature of university education is the speed of change, which imposes on those concerned with drawing up university education policy and determining its organizational structures and educational curricula, taking this into account (Holley, Karri A, 2009, p.333). In the context of a changing world in which knowledge is evolving and rapidly renewing, the University's function is not limited to the transfer of knowledge, but should go beyond that to instill a critical spirit, learn ways of thinking and develop creativity and innovation skills. Tomorrow's education is required to emphasize a number of key skills such as adaptability, flexibility, ability to deal with rapid change, ability to transfer ideas from one field to another, and ability to anticipate change, prepare for it and prepare to influence it. Therefore, what we are witnessing in our time of the manifestations of progress with its pros and cons, is the direct result of the phenomenon of rapid and radical change that history has never known, which requires new methods of reading variables, and a different

methodology in choosing ways to adapt to these variables. (UNESCO, 2009: p.1)

Accordingly, the various societal institutions today are living under a rapid change that goes beyond the borders of these institutions, to society itself: its values, morals, customs and traditions. The inevitability of change in this era requires, on the other hand, the will to change, which necessarily requires the management of change within a cultural context that determines the choices of this process and directs its paths towards the development of society. (Abu Zeid, Ahmad Mustafa, 1990, 90)

When we talk about the culture of change, we talk about awareness of this change and the extent to which we understand the changes of life around us, and about the quality of intellectual and educational structures that inspire the past and are aware of the present to foresee the future. Therefore, the culture of change is the most prominent intellectual and educational guidelines regulating the movement of educational institutions within the rhythms of the times. Hence, the culture of change becomes the most important educational issue within which all educational institutions depend on work. And the university as the mind of society and the pioneer of change in it, It must be the leading institution in devoting a culture of change, in the university environment first, then in its societal environment, secondly, by virtue of the intellectual frameworks available to it that embody the culture of change in it and transformative leaders who possess the will to change and are able to manage and direct it towards the development of the university itself in a way that enables it to develop its society. Therefore, the survival of universities in the current era and the strengthening of their leadership position in changing society, especially in developing countries, depends on their ability to face these challenges by initiating change and effective development in their intellectual frameworks, administrative leaders, programs, teaching methods, research projects and service centers.

Therefore, interest has increased in recent years in the status of universities and their cultural role in contemporary society, and in the future of university education and its challenges, and in the policies, methods and means that universities can use to face these changes and challenges, university education has witnessed many new educational models, such as distance education, the open university, and the virtual university (Virtual University). Contemporary challenges have forced more attention to university education. The challenges facing university education, especially in the Arab countries, are many and great, both in the educational field

itself, as reflected in the rigidity of reference frameworks, the deterioration of university administration, the backwardness of curricula, and the weak internal and external sufficiency of university education. However, it is believed that the biggest, most difficult and most complex of these challenges are the cultural challenges facing university education.

### **I.1. Study problem:**

The era we live in is characterized by the speed of change, which makes the process of change inevitable in educational organizations, so that these organizations are able to play their enlightening role in society, and are ready to lead change, and are even prepared to play the leading role entrusted to bring about educational changes that keep pace with the changes taking place and accelerating around them. Given the pressures that fall on the shoulders of educational institutions, foremost of which is the university, as it is responsible for directing the process of change, and the main pillar that is relied upon to carry out this task, this is what makes it difficult for Arab universities to carry out this fateful task (Al-Wasmi, Faisal Saad, 2006: 24), higher education institutions in the Arab world need today, more than ever, a radical change process to ensure that they play their role in comprehensive societal development, which confirms the importance of These institutions adopt strategies for planned change that ensure their leadership role in society. (Al-Zahrani, Saad Abdullah, 1995, 63)

The issues of change are hot today in Algeria, like other Arab countries, but the response of educational institutions in it, especially universities, to the reasons for change, is still modest and does not live up to the data of these unprecedented historical events, and some even assert that one of the most important manifestations of failure to keep pace with change in the Arab world is the backwardness of educational institutions, especially the university, and it is widely believed that the matter is getting worse in Algerian universities. Higher education still faces a set of problems and challenges, foremost of which is the absence of the will to change. There are some indicators of the university's inadequacy in achieving its cultural function and enlightenment leadership, including:

- Growing criticism of the university's role in preparing students for conscious integration into the demands of modern civilization, and that there are deficiencies in its performance of its leadership role in the process of education, change and enlightenment.
- The decline in the level of university education and its low ability to meet the requirements of comprehensive community development, and the

researcher here proceeds from the belief that these failures may be mainly due to:

- Lack of transformational leadership capable of bringing about and directing change.
- The dominance of educational curricula and traditional teaching methods in Algerian universities.

Accordingly, the research problem can be identified in an attempt to answer the following question:-

What is the role of the Algerian University in promoting a culture of change from the point of view of the university professor?

### **I. 2. Study assignments:**

- 1- Change in the organizational structure promotes a culture of change and development.
- 2- Change in tasks and responsibilities contributes to improving the return of faculty members and students alike.
- 3- Change in mentalities raises the level of teaching and administrative performance in Algerian universities
- 4- Technological development leads to facilitating and improving all services of teaching, evaluation and information procedures.

### **I.3. The importance of the study:**

This study is of great importance in terms of the nature of the subject, which is the role of the Algerian University in promoting a culture of change, as it is a vital and important topic of interest to many researchers who directed their efforts towards identifying the university's roles in promoting a culture of change to improve its level and improve its research, teaching and administrative outputs by opening channels of communication and providing opportunities for qualified people, in addition to the importance of highlighting and revealing the most important roles assigned to the Algerian University to keep pace with progress in international universities.

Objectives of the study: The current study aims to answer the following questions:

- 1- What is meant by the culture of change, and what is the role of the university in promoting a culture of change?
- 2- What is the reality of the functional role of Algerian universities in developing a culture of change among their students?
- 3- How can the role of Algerian universities be activated in consolidating a culture of change?

## **II. Theoretical Background:**

**Culture and Change:** The concept of culture in this research will go beyond the narrow definition that limits it to the creative aspects of literature and arts, and takes the broad concept adopted in the social sciences for the word "culture", which includes the way of life with its material and non-material aspects, including value and normative and behavioral patterns, and the associated issues of cultural identity and national personality, and therefore we take the definition (Klepatrick) of culture as "all manufactured by the hand of man and his mind from the manifestations of the environment Societal. (Al-Bakr, Fawzia, 2005: 50)

Culture is an important thing for the individual and society, as the educated person becomes more effective in his society than the uneducated, as well as culture is an important means to change society for the better, and it is a line of defense and a solid wall against undermining the national identity and civilizational self. Culture and education are strongly linked, as the educational system can either work to perpetuate and sustain the prevailing culture or be a tool to change and modernize it, (Reda, Muhammad Jawad, 2006 , 117)

Change is a process of transformation that encompasses the behaviour of individuals, organizational structures, performance systems and evaluation, technology, and so on. For the purpose of interaction and adaptation to the variables of the surrounding environment. (Imad El-Din, 2004, p. 12)

Since the beginning of creation, man has drawn the attention that some phenomena change spontaneously in a way that makes him unable to stop this change or control its course, while he can intervene in some other phenomena, and the first type is called "change" because it is an inevitable transformation in things, and the second type in which man can intervene through the planned effort to make adjustments in order to obtain the best return is what we refer to as the concept of "change". Change is considered the most important keys to salvation from the contemporary crisis experienced by developing countries, and there is no doubt that self-change - for each individual - occupies a wide space in reshaping the mind aware of the reasons for change and its requirements, and here the role of educational institutions emerges, at the forefront of which is the university.

### **II-1 Culture of change:**

The concept of the culture of change has become one of the new and important concepts in the life of contemporary man, and as a result of the novelty of this concept, there has been some confusion and confusion in its

use and in relation to the concept of cultural change. Therefore, we should clarify that there is a fundamental difference between the two concepts, as the concept of "culture of change" means that culture has an important role in changing reality for the better, while the concept of "changing culture" means abandoning the elements of the current culture and trying to acquire the elements of another culture as a way to change and develop.

(Tibbs, Hardin, 2011: p20)

The culture of change is very important, both for the individual and for society, it is important in an individual's life because:

- Develop the individual's awareness of the content of the change movement, his culture, the significance of the rapid transformations in scientific developments and their impact on his life and their suitability for the world of humanity.
- Provide individuals with basic rules based on the reference of culture and values, which are governed in assessing the social and human content of the movement for change in society.
- Gain the individual how to deal with developments and emergency developments in accordance with his personality and with what society satisfies.
- Helps the individual to advance his thought and society through his holistic view of the process of cultural change.

They are also important for society because:

- Emphasizes the society's view and systematic vision of the process of change, which determines the status of society in its interaction with global developments and associated values, which emphasizes the normative reference for the culture of society.
- Emphasizes the elements of communication between the identity of society and the developments of global development, which work to direct the movement of change towards achieving the demands of society and developing the values of civilized and human construction.
- Prepares community members to receive the outcomes of the societal change process and activate them for the benefit of society.
- Increases the chances of selecting some of the mechanisms of change and its aspects so that they are compatible with the view and philosophy of society
- It works to move the culture of society towards emphasizing the importance of change in order to achieve the advancement of society. (Imad Eddin, 2004, p23)



With the growing awareness of the importance of the culture of change, this interest expressed itself in several manifestations, including the emergence of a huge number of national, regional and international cultural associations and organizations, the holding of many national and international cultural conferences, and the declaration of international contracts for culture such as the Cultural Development Decade, the Decade of Culture of Peace and ... Etc. Recently, some interrelated international cultural variables linked to each other and related to the role of culture have crystallized more clearly, pushing the cultural issue to the forefront of international attention and concern. These variables include:

The escalation of the growth of the cultural economy: With the continuation of the communication and technology revolution and the emergence of the knowledge society, culture has fused more with the economy, and the cultural production/manufacturing sector has witnessed tremendous growth at much faster rates than other traditional sectors, and as a result, a huge global market for culture has revived and began to generate double profits for cultural producers. On the other hand, as another manifestation of the growing fusion of culture and the economy, the tendency to employ culture to expand international markets for certain products has increased by promoting cultural transformations in support of the spread of consumer culture (Tibbs, Hardin, 2011: p. 19).

In addition to the acceleration of the rate of cultural globalization, with inflation and the rapid expansion of Western culture at the international level, where some cultures have begun to decline, so we need university education that leads to preparing young people and enabling them to receive, organize and properly use information in facing the challenges and requirements of the times.

## **II.2. The cultural role of the university:**

The changing cultural role of the university is related to the nature of the prevailing culture in the society surrounding the university. If culture does not in itself have a role in accepting the process of change, there is no room to talk about a cultural role, whether for universities or other educational and community institutions, as what any institution may have of a particular cultural role must be derived from the role of culture itself, that is, the role of culture is the general framework within which the potential cultural role of any institution, including the university, is determined. Therefore, it is necessary to talk about the cultural role of universities by talking about the role of culture in community life. Culture, with its various elements, such as customs, traditions, customs, morals, feelings, ideas,



values and attitudes, has played and plays an important role in shaping the history and present of human societies. It is more likely that the role of culture in the life of societies will continue and even grow and strengthen in the future. (Abuzaid, 1990, 90)

### **II.3. Universities and the culture of change:**

The importance of the cultural role of the university stems from the importance of the university in the educational system, as this institution is concerned with an important age group of students, a segment that represents the youth period, which is considered a very stage in the process of change. Therefore, most educators and reformers believe that this stage of the educational ladder must occupy a special importance in terms of reform and development to enable young people to have competitive ingredients and skills in accordance with international standards, especially as we are in the era of information quality and the knowledge society.

In the light of the growing interest in the culture of change, it does not seem surprising that the role of universities is receiving increasing attention, and the importance of the cultural role of the university is due in general to the importance of culture and its necessity for the proper performance of universities in all their basic tasks and functions, as shown by the following points:

Culture guides the employment of science: Science is essentially a tool and culture is the main factor not only in strengthening or weakening the motivation to employ science, but also in determining the direction or goal of employing or using it negatively or positively. Based on the nature of his culture, man is keen or not keen to employ science and use it to achieve his goals. The positive culture of values towards man and society pushes its owner to be keen to employ science for the benefit of man and society and not to use it in what harms them, while the negative culture values towards man and society may generate in its owner indifference to whether what employs his knowledge in it has a good or evil return on man and society as long as it achieves some of his personal purposes. Therefore, we find that when the orientation of culture to science is disrupted and science is employed away from the guidance of the values and cultural controls considered, science misses its proper course and deviates from its positive goals sometimes. As a result, scientific research has in some cases concluded with harmful discoveries and consequences that threaten the survival of humanity, such as the discovery and manufacture of weapons of mass destruction and industrial applications harmful to the environment. Scientific research has recently undertaken adventures that violate human

dignity and may have serious consequences that may not be foreseen, including adventures of human cloning and the possibility of attempts to employ genetic engineering for illegal purposes.

Thus, it is clear that when science moves away and separates from the controls of culture positive values or becomes a prisoner of culture negative values, it becomes impossible to guarantee that there will be no conflict and contradiction between the tasks of the university, where it is possible - for example - to devote the task of scientific research to encouraging discoveries and inventions that harm society, which contradicts the mission of community service entrusted to the university.

-Science enshrines the rationality of culture: As much as culture guides science, science also guides culture so that the latter does not fall into the clutches of myth and mythology or get lost in the labyrinths of irrationality. The orientation of science to culture is disturbed, either because the lack of this culture from science is low, that is, the scientific gain of its people is weak, as was the case with primitive peoples, or because of a crack in the relationship between science and culture that weakens the orientation of science to the culture in question, despite the availability of its people's scientific gain. As a result of the lack of rootedness of the scientific dimension in the cultural structure in our Arab societies, it has led to the emergence of what can be called cultural dualism, which is manifested in the manifestation of some contradictory mentalities and behaviors. We find them thinking scientifically carefully in certain fields such as fields of study and scientific research, while they think in a traditional way that has nothing to do with science in other fields, such as the religious field, the social field, and the political field, and they behave rationally in certain areas such as the scientific professional field, while they behave irrational but superstitious behavior in areas such as the field of social customs and traditions. (Muhammad Jawad, 2005: 102)

However, this new cultural role of the university requires a change in the societal culture, as community institutions must distribute the tasks of societal change among themselves. However, the effectiveness of these roles depends on the leadership role of the university in the movement of societal change, firstly by virtue of the tasks entrusted to it, second, thanks to the human cadres and scientific capabilities that enable it to realize the importance of change and create the ideas necessary to achieve such change, and thirdly, because it embraces the most educated group of the youth element, which usually represents the most acceptable and ready element for the idea of change. Most likely, unless the university addresses the task of

leading change, the likelihood that any other institution will do well becomes weak, since the university is the one that provides the remaining institutions with its leadership cadres, and unless the university has qualified these cadres to carry out the task of leadership, its performance is likely to be weak, and the university cannot improve the qualification of these cadres for leadership, unless it itself undertakes the task of leading the movement for societal change. (Nerland , and all, 2010: p.13 )

If it is determined that the function of universities is to lead the movement for societal change, the extent to which universities succeed in carrying out this function always depends on the success of universities in carrying out their cultural role. While change is certainly usually the result of various societal factors, the most important factor remains the cultural factor. In addition to being the most influential factor, the cultural factor is characterized by being the most enclosing approach because it begs for the word, which attempts to impose it by material force often fail and by being the least factor causing the unforeseen negative effects of societal change because the change brought about by the cultural factor is a voluntary voluntary and conscious change that is usually accompanied by a free and broad discussion between the forces supporting and opposing about its positive and negative aspects and its possible effects. This is not usually equally available for change through other factors. Apart from being the most important factor in societal change, the cultural factor is particularly important for universities, because universities usually have more requirements to employ the cultural factor than other factors of societal change such as the political factor and the economic factor. (Abu Zeid, Ahmad Mustafa, 1990: 99)

#### **II.4. The reality of the culture of change in Algerian universities:**

The universities can not play their role in the process of change, progress and construction of civilization without political, social and economic development parallel and keep pace with their development in a democratic atmosphere that provides full opportunity for freedom (research) and (opinion) and (criticism), and some believe that Arab universities complain of a real crisis and is part of the general underdevelopment crisis experienced by the Arab society. This has reflected negatively on the cultural roles of these universities, as instead of being (pioneers) in leading and changing society, they have become (subordinate) to reflect its negatives and refer to its traditional references, (Arab League Educational, Cultural and Scientific Organization, 2004: 70). Therefore, we find that higher education in the Arab countries is today more than ever in dire need

of a major shakeup and radical change that enables it to keep pace with the demands and challenges of the times. (Mohammed Jawad, 2005: 131)

Those who follow the conditions of Algerian society will find that the general feature of the prevailing culture in it, like other Arab societies, is weakness. This weakness can only be denied to the extent that the weakness of the Arab Islamic nation today can be denied, which embodies the only bitter truth on which many intellectuals and interested people are almost unanimous. It is clear that the prevailing Arab-Islamic culture suffers from the penetration of non-scientific thinking, lack of clarity of vision, the existence of a high ability of a large segment of its children to accept superstitious discourse, the tendency to receive and imitate, impressionistic emotional evaluation, and lack of creativity.

It is true that universities are not the reason for the weakness of Arab culture, it is a weakness prior to the emergence of these universities, and they do not bear sole responsibility for the continuation of this weakness, but it cannot be overlooked, let alone denied, the indication of the faltering efforts to address this weakness, on the imbalance and weakness of the cultural role of universities, not only because the failure of treatment efforts is an indication of a defect in the task of leading change, which is the responsibility of universities, but because even the failure of the cultural efforts of other institutions also returns. In some aspects to universities, because the weak performance of the leaders and cadres of these institutions, which caused the failure of their cultural efforts, reflects the weak preparation of universities for these cadres and leaders to carry out their cultural role.

Therefore, it can be said that there are two types of factors that inhibit the role of the university in bringing about a culture of change: external factors represented by societal pressures (whether from ruling regimes or traditional forces opposed to cultural change), weak official and societal appreciation of cultural work (marginalization of the authority of universities in cultural affairs), and weak moral and material return to cultural production.

However, internal factors are the most influential and therefore relevant here. The internal factors crystallize in the common academic climate in university circles, which enshrines the weakening of the cultural role of universities, represented by the tradition of university culture, which dominates the various functions of the university, as the prevailing culture in Algerian universities does not differ much from the culture prevailing in

Algerian society, which is generally characterized by traditionalism, which manifests itself in:

\* Lack of awareness of the importance and strength of the cultural factor as a factor of change: It is true that there are many university professors and students in society who have been liberated from the domination of traditional culture and are looking forward to change through creative work, cultural renewal and active participation in the cultural movement witnessed by the Algerian arena, like other Arab arenas. However, their role is still limited by other factors and the many inhibitors that hinder their efforts in the process of change.

\* The tendency to maintain the status quo, and to preserve what is inherited, whether religious and intellectual heritage or social, political and economic heritage. This tendency is often based on the traditional culture of the conviction that what was or what is an object represents the optimal model of life, and this trend is always accompanied by fear of any fundamental change or broad modernization, and it is natural that this conservative orientation weakens the effectiveness of the cultural role of the university in society, as such a university environment often lacks a sense or sense of the need to play any enlightening cultural role for the development of society, which is what Make education a barrier to development rather than a supportive means of bringing about satisfaction.( Mohammed. Jawad, 2006 22)

### **III- Field Study Procedures:**

#### **III .1. Study Methodology:**

The researcher used the descriptive approach in his critical analytical style through two integrated tracks: the first is concerned with the intellectual rooting of the culture of change and the pioneering role of the university in this fateful process at the level of theoretical analysis, while the second track is concerned with a critical analytical investigation of the dimensions of the culture of change in Algerian universities, whether in legislative frameworks, organizational structure, curricula and teaching activities.

#### **III .2. Study sample (participants):**

The study sample consisted of (31) professors practicing their teaching and academic duties at the Higher School of Teachers - Asia Jabbar - Constantine, Hajj Lakhdar University - Batna 1- and the University Center of Breika for the academic year 2022/2023, and they were randomly selected,

**Table 1: Sample characteristics,**

	Data	Iteration	proportions
Sex	<b>male</b>	22	71%
	<b>female</b>	09	29%
Age	From 30-40	13	42%
	From 41-50	13	42%
	From 51-60	05	16%
Academic Rank	-Assistant		
	Professor A	04	13%
	-Lecturer B	16	52%
	-Lecturer A	08	26%
	-Professor	03	09%

**Source: Prepared by the researcher**

### **III .3. Research Tools:**

On the field side, we relied on the scale of adopting a culture of change from the point of view of the university professor prepared by the researcher based on reviewing previous studies and theoretical literature that dealt with the subject, which consists of four (4) dimensions, and each dimension consists of (5) five statements, as shown in the table below.

#### **Dimensions and phrases of the scale:**

num b e r	Scale dimensio ns	Scale phrases
1	Change in organizati onal structure	The change in the organizational structure of the university is one of the reasons for the change in the scientific and practical field
2		University-wide bureaucracy is an important driver of change for professors.
3		Change in current university policies and procedures is a driver of change for professors
4		The rotation of various positions between university professors, as well as disciplines and scientific committees, is a form of change.
5		Informal relationships between professors at the university are a fundamental pillar of change in individuals.
6		Change in tasks and

7	responsibilities	Professors must take over the various tasks at the university according to their scientific and technical qualifications
8		Professors must change the teaching methods at the university level for its educational and pedagogical programs as appropriate.
9		Professors' awareness and awareness of the importance of making a change contributes to his success and acceptance at the university
10		Distinguished professors have administrative expertise capable of bringing about change at the university
11		It is necessary to eliminate the control of the negative spirit and lethargy of professors with what exists in the face of change
12	Change in mindsets	I believe that the process of organizational change is an implementable idea and must be spread among professors at the university.
13		Organizational change requires a future vision on the part of professors and a strong strategic plan
14		The success of change requires coordination and trust between the planning and implementing parties, especially the professors.
15		Professors have a spirit of initiative and initiative to bring about change in all fields at the university level Change in technology
16		Professors should urge management to adopt the process of technical change by taking advantage of technological advances
17	Development in technology	Professors should train themselves in modern technologies
18		
19		Professors must use the electronic platform to provide all services of teaching, evaluation, examination procedures, and information
20		Professors should use and exploit the internal information network to facilitate and



---



---

 improve the work
 

---

**Source: Prepared by the researcher**

### **III .4 . Authenticity and stability of the scale:**

To find out the truthfulness and stability of the scale, we have done the following:

Calculation of the coefficient of truthfulness and stability using the Cronbach alpha coefficient:

We can see from the following table that the value of the Cronbach alpha coefficient has exceeded the minimum acceptance (0.7) for each dimension, and therefore they are highly statistically significant values that indicate a relationship of stability and correlation between the scale statements.

**Table (3) Cronbach alpha coefficients for the validity and stability of the scale and its statements, source: prepared by the researcher based on the scale data and the outputs of the SPSS v25 program**

Scale dimensions	field Phrases	Number of ferries	constancy	Honesty
Change in organizational structure	5	5	0.773	0.683
Change in tasks and responsibilities	6- 10	5	0.710	0.674
Change in mindsets	11- 15	5	0.698	0.578
Development in technology	16- 20	5	0.712	0.677
Total	20	20	0.723	0.653

**Source: Prepared by the researcher**

### **III .5 . Statistical methods used:**

In the current study, we adopted the following statistical methods:  
 - Percentages - Arithmetic averages. -Standard deviations.

**- Presentation of the results of the study:**

**Table 4) Evaluation of professors' answers to the items of the source scale: prepared by the researcher based on the questionnaire data and the outputs of the SPSS v25 program**

State- men ts	OK	Not O K	Neutral	Arithmetic Mean	Standard Deviati on	Domain
01	26	5	0	4.26	0.783	agree
02	25	4	2	4.2	0.736	agree
03	28	3	0	4.27	0.791	agree
04	27	4	0	4.23	0.608	agree
05	20	6	5	3.95	0.696	agree
06	29	2	0	4.17	0.955	agree
07	26	5	0	4.26	0.783	agree
08	26	5	0	4.27	0.783	agree
09	25	4	2	4.15	0.736	agree
10	28	3	0	4.27	0.791	agree
11	27	4	0	4.23	0.608	agree
12	20	6	5	3.9	0.696	agree
13	30	0	1	4.3	0.955	agree
14	23	6	2	3.95	0.608	agree
15	26	5	0	4.26	0.783	agree
16	25	4	2	4.21	0.736	agree
17	28	3	0	4.27	0.791	agree
18	27	4	0	4.23	0.608	agree
19	20	6	5	3.9	0.696	agree
20	22	8	1	4.2	0.608	agree
All scale phrases				4.174	0.737	agree

**Source: Prepared by the researcher**

**III .6. Evaluating the answers and testing the study hypotheses for the dimensions of change in organizational structure, tasks and responsibilities, change in mindsets and development in technology:**

Through the results presented in the table above, it is clear to us that the arithmetic mean of the scale items ranges between: (3.9-4.3) and a standard deviation ranging between (0.608-0.791), and these results indicate that there is awareness and acceptance by the study sample, represented by the professors of the Higher School of Teachers - Asia Jabbar - Constantine, the University of Hajj Lakhdar - Batna 1- and the University Center Breika for the dimensions of change and that they have the delinquent desire and

great passion to move from the current reality to the hoped-for reality, and that promoting a culture of change will only be possible Through change in organizational structure, tasks and responsibilities, change in mindsets and development in technology, it thus confirms the validity of the hypotheses adopted by the current study.

### **Conclusion:**

Based on some realistic indicators of the university's current role in achieving its cultural function and enlightenment leadership, including:

- Growing criticism of the university's role in preparing students for conscious integration into the demands of modern civilization, and that there are deficiencies in its performance of its leadership role in the process of education, change and enlightenment.
- The decline in the level of university education and its low ability to meet the requirements of comprehensive community development, and the researcher here proceeds from the belief that these failures may be mainly due to:
  - Lack of transformational leadership capable of bringing about and directing change.
  - The dominance of educational curricula and traditional teaching methods in Algerian universities.

The current study proposes a set of recommendations and proposals, which we mention as follows:

Delegating authorities to enable administrative leaders to motivate employees and pay attention to the formation of administrative frameworks that take transformational leadership as an approach to work practice, which has a positive impact on achieving the elements of an organizational climate that catalyzes the process of change.

- Relying on transformational leadership capable of managing change and subjecting the process of selecting university leaders to the democratic process that takes place according to objective scientific criteria, in a way that helps implement the law of job rotation.

- Activating the role of trade unions, clubs and scientific societies with regard to addressing issues of culture of change and disseminating them in university circles.

- Reconsider the educational legislation governing university education in order to ensure that the objectives of university education include issues related to activating the role of universities in spreading a culture of change, both in university circles and in the society surrounding these universities.

- Linking universities, colleges and university libraries with an information network concerned with issues of culture of change and keeping pace with the demands and challenges of the times, especially in the field of information technologies.

### **Referrals and references:**

1. Abu Zeid, Ahmed Mustafa, (1990) "**The Cultural Challenge: The Role of Universities in Facing Contemporary Challenges**", Arabian Gulf Message Magazine, Issue (32), Tenth Year, Arab Bureau of Education for the Gulf States, Riyadh, Saudi Arabia.pp89-90. (Written in Arabic).
2. Al-Bakr, Fawzia, (2005) "**My School is a Closed Box**", Al-Rasheed Library, Riyadh, Saudi Arabia.p50. (Written in Arabic).
3. Al-Wasmi, Faisal Saad (2006): **The Degree of Contribution of Educational Leaders in Change Management in Educational Institutions in the State of Kuwait**, Unpublished Master's Thesis, Faculty of Graduate Educational Studies, Amman Arab University for Graduate Studies, Amman, Jordan.p24. (Written in Arabic).
4. Al-Zahrani, Saad Abdullah (1995): **Models and strategies for planning and managing change in higher education institutions**, Educational and Psychological Research Center, Institute of Scientific Research and Revival of Islamic Heritage, um Al-Qura University, Makkah.p63. (Written in Arabic).
5. Arab League Educational, Cultural and Scientific Organization (2004), "**Draft Arab Strategy for the Development of Higher Education**", Organization, Tunisia.p18. (Written in Arabic).
6. Holley, Karri A, (2009): **Interdisciplinary Strategies as Transformative Change in Higher Education**, Published online: 18 August , Springer Science + Business Media, LLC.p333.
7. Imad El-Din, Mona Motamen (2004) **Leading Change in Educational Institutions**, Ministry of Education, Amman, Jordan.p23. (Written in Arabic).
8. Nada, Abdel Rahman Ahmed and Abdel Moneim El-Desouky el-chouhna, **Secondary School and the Development of the Values of Culture of Change "Islamic Vision"**, the seventeenth annual scientific conference of the Egyptian Society for Comparative

- Education and Educational Administration in Cairo entitled "Education in the Islamic World, Combined and Different" in the period from January 31 to February 1, 2009. (Written in Arabic).
9. Nerland , Monika, Karen Jensen, and Teklu Bekele (2010) **"Changing cultures of knowledge and learning in higher education: A literature review"**, University of Oslo, Department of Educational Research.p13.
  10. Reda, Mohammed Jawad, (2005) **"The Third Culture: Arab Universities and the Challenge of Crossing from the Isthmus of the Two Cultures"** in the book Education and Enlightenment in the Development of Arab Society, Center for Arab Unity Studies, Beirut, Lebanon.pp131. (Written in Arabic).
  11. Reda, Mohammed Jawad: (2006), **"Arab Educational Reform: A Roadmap"**, Beirut, Lebanon: Center for Unity Studies.pp22-117. (Written in Arabic).
  12. Tibbs, Hardin, (2011), **"Changing Cultural Values & the Transition to Sustainability"**, University of Oxford, UK.pp19-20.
  13. UNESCO, (2009) **" World Conference on Higher Education Opens with Call to Address Global Challenges"**, Paris.p1.