

# The Required Competencies Of Professors University Requirements For Achieving The Quality In Teaching

Kias Abderrachid<sup>1</sup>, Boukhedouni Toufik<sup>2</sup>, Cherbal Mostefa<sup>3</sup>, Milat Sabrina<sup>4</sup>, Boulacheb Hakima<sup>5</sup>, Bouab Redouane<sup>6</sup>

<sup>1-6</sup>Laboratory(LPEQS),Faculty of Human and social sciences, University of jijel Algeria.

Received:06/11/2023; Accepted: 13/01/2024; Published: 27/01/2024

## Abstract:

Achieving quality in the teaching process has become an urgent necessity sought by those in charge of educational systems and educational institutions, and the success of the educational process is closely linked to the presence of a key actor who ensures the achievement of this quality, and who possesses the competencies, skills, and abilities that help him manage and facilitate the teaching and learning process. The university professor, in his new roles, is required to develop and achieve the goals of the pedagogical process And To improve the quality of services, outputs, processes and inputs within the teaching classroom to the extent that ensures the needs of development and the requirements of society in general and the needs of higher education institutions in particular.

**Keywords:** competence, university, university professor, university teaching.

## Introduction:

In the twenty-first century, interest in quality in the field of education in university institutions has increased, as it is the cornerstone that allows for the development of societal systems. It is also considered the basic requirement of all actors in society, especially with the economic changes accompanying the scientific and technological explosion. Universities today face a major challenge, which is improving quality, which depends on It has been on the path of social and economic development and has become faced with the responsibility of playing a new role. It has also become the source of contemporary progress and technological development. It is a cultural value that contributes to directing events. Material progress is its creation and men of thought are its product. It is, in fact, the organization that takes care of and cares for society, so when you think Advanced societies, with their security and competencies, are forced to turn to higher education as the beginning to solve their problems, so they focus on developing it so that these educational institutions become a means of social change in its comprehensive sense, whether on the economic, political, social and educational levels.

The quality, development and success of any university teaching depends on the availability of good elements from the teaching staff represented by the university teacher, who is considered the pivotal pillar of the university educational system and is the link between the educational inputs, including the philosophy, goals and programs they represent, and the educational outcomes in the student, as it was approved Many theorizing trends concerned with the issue of education in university institutions call for the necessity of developing the competencies and skills of university faculty members, given that they are directly responsible for achieving quality in higher education, given the roles and responsibilities placed on them towards the developments that occur in the field of science and knowledge, in addition to that The level of quality of higher education and the quality of the teaching process, and the success of the university institution in achieving its goals depends on the quality of the faculty members and leaders of higher education. Increasing the effectiveness of the teaching process is linked to the ability of the university professor to provide new concepts in the field of teaching, and to follow modern technological means that help link the level the

theoretical and executive procedural level of educational practices.

In the same context, the quality of the teaching and learning process in the university classroom situation depends on the extent to which university faculty members have the competencies, skills and abilities necessary for the university teaching profession, as many studies have proven the necessity of preparing professors on programs and lists related to the competencies required for this profession, especially after observations. The field study revealed weaknesses and deficiencies in the daily teaching practices of professors, and the absence of a clear philosophy for higher education a sector official that seeks to cover the deficiency in these aspects.

Accordingly, through university teaching, the basic foundations can be laid in developing and preparing competencies and individuals who will be responsible for running institutions in various areas of social life, with the ability of the quality and efficiency of the university teacher, and from there the quality of the teaching process to the extent that we guarantee the quality of these outputs equipped with scientific and practical knowledge and skills.

We will try to investigate all of this through a set of questions:

- 1- What are the necessary competencies for a university teacher?
- 2- What are the indicators of quality in teaching?
- 3- What are the obstacles to applying quality in the teaching process?
- 4- To what extent do the professor's competencies affect the quality of the teaching process?
- 5- What are the roles of the university teacher in light of quality standards?

#### **Objectives and importance of the research:**

- Recognizing the importance of the university teaching profession, and the roles of

the university teacher in light of quality standards.

- Knowing the competencies necessary for a university professor.
- The desire to know the most important indicators of quality in teaching.
- Identifying the obstacles that prevent the implementation of quality teaching.
- Identify the extent to which teacher competencies are related to the quality of the teaching process.

**The focal and pivotal concepts :** Among the basic concepts in our research we find: competencies, university professor, university, university teaching, quality, and teaching quality.

**1) Efficiency:** It is said: "Competency" means a reward for something: he rewarded it, and the cost is the counterpart and the equal, and the man's "competent" is his value and status. The word "competence" has been mentioned in writings meaning ability or aptitude, and competence is "a general concept that includes the ability to use personal skills and knowledge in new situations within a specific field" (Shamshar, [www.moheet.com/showfiles.aspx?fid](http://www.moheet.com/showfiles.aspx?fid)) That is, it is an activity that requires the presence of motor or human cognitive skills to accomplish and practice a role, function, or activity.

Competence is also defined as "the ability to recruit a set of internal and external materials in order to solve a complex situation that belongs to a specific family of situations." ([www.ksast.com/showtgrad.php?t=15807](http://www.ksast.com/showtgrad.php?t=15807))

In the educational field, efficiency is defined as "the extent to which the educational system is able to achieve its desired goals" (Al-Fatlawi, 2003, p. 28), meaning that the educational system is judged to be efficient only through its ability to achieve all the desired goals.

As for competence in teaching, it means "the teacher's knowledge of every single phrase he says and its importance" (Al-Fatlawi, 2003, p. 28), meaning that a competent teacher is one who is knowledgeable, in control of his lessons, and able

to remove any confusion or ambiguity in his subject matter.

Therefore, competence can be defined procedurally as the ability of a university professor to employ a set of behaviors that are appropriate to his unit of study and to his effectiveness in managing his classroom.

**2) University professor :**The university faculty member is considered a cornerstone of the educational system, and he is one of the basic inputs into the educational process. He is the one in charge of this process, the imparter of knowledge, the organizer, and the supervisor of all aspects of educational activity.

The university professor is defined as “a specialist who responds to a social demand, controls a significant amount of knowledge as well as scientific knowledge, and is a free agent in his pedagogical choices while ensuring that the spirit of initiative and independence is compatible with all sensitivity for the benefit of the recipients.”

John Dewey defined him as “the one who trains his students to use the scientific mechanism, and not the one who learns on his behalf, and he is the one who partners with his students in realizing his perceptions, reaching the depths of the personality, and extending to the way of life.”(Al-Asaad, 1965, p. 90)According to Dewey, the university professor here is the one who trains and shapes his students in their field of specialization, and teaches them how to interact and deal with different situations in life.

“The corps of university professors in Algeria, according to Article 28 of Executive Decree No. 130-08 dated 27 Rabi’ al-Thani 1429, corresponding to May 3, 2008, which includes the basic law regarding university professors, includes all of the teaching assistant professors who are on the way out, the corps of assistant professors, and the corps of university professors.” “Lecturers and the teaching staff” (**Basic Law for Research Professors, 2008**).

Articles (4, 33, 41, 44, and 49) of the same decree refer to the tasks of university professors of all types. From these tasks, the procedural

definition of a university faculty member can be extracted from our intervention, which is that he is “the individual responsible for giving qualitative and current teaching related to developments.” Science, knowledge, technology, pedagogical and educational methods, conforming to literary and professional standards, participating in the preparation of knowledge and ensuring the transfer of knowledge in the field of initial training and carrying out formative research activities to develop their competence and abilities to exercise the position of research professor... who is charged with ensuring teaching in the form of lessons or directed and applied works, and correcting. Examination papers, participation in the deliberations of the examination committees, participation in the work of the pedagogical committee and receiving students, in addition to preparing and updating lessons, ensuring the preparation of publications and ensuring the framing of student training activities...etc.” (**The Basic Law for the Research Professor, 2008**).

**3) The university:** The University is considered a stronghold of human thought in its highest forms and levels, a home for the growth of knowledge, experience and creativity in various sciences, a laboratory for various scientific applications, and a fertile place for the growth and preservation of human and national values.

The term university was used to mean “a gathering of professors and students from different countries and peoples, as this gathering was similar to the industrial and craft unions that played an important educational role in the middle Ages” (Al-Gharib, Dt. p. 49).

Al-Borai defines the university as “an educational institution that provides its students who hold a high school diploma or its equivalent with a theoretical, cognitive, and cultural education that builds ideological and humanitarian foundations accompanied by technical vocational training, aiming to bring them into public life as productive individuals, in addition to its contribution to addressing vital issues.” Which appear at intervals in society, and affect the various interactions of these students in their society” (Al-Zayoud, 2006, p. 120).

Accordingly, the university is the institution that carries out the function of teaching, preparing scientific research, disseminating culture and knowledge, and forming the necessary frameworks for development and community service. It is an educational institution that includes various scientific and literary specializations, and works to provide students with various knowledge and sciences and enable them to obtain scientific certificates to join the professional path.

**4) University teaching :**By extrapolating the historical literature related to university teaching, we notice that this concept has undergone a change, as a result of the change that occurred in the role of the university teacher and the role of the university student. The role of the university teacher is no longer merely a disseminator of information, but rather has become a directing and arousing the ideas of his students, and making them They think, not memorize, without understanding or applying” (Ayesh, 1995, p. 19).

University teaching is defined as “the way in which university students are taught, and how they use the new knowledge that emerges every day with increasing speed” (Al-Khatib, 1988, p. 31).

In summary, the definition of university teaching can be clarified from the tasks and functions of the university professor and the university student at the same time. It is a student-directed activity carried out by the university teacher by providing specific teaching, knowledge and information related to the current developments, technology, and pedagogical and educational methods necessary to prepare and ensure the transfer of knowledge and skills. Developing their competencies and culpabilités.

**5) the quality:** Language: From “He did well, meaning he did good in words and deeds, he made a thing good and made it good, good is the opposite of bad, and he made a thing good in the sense that it became good” (Ibn Manzur, 2005, p. 234).

Quality is a word derived from the Greek word (quantities) refers to the nature of the thing and the degree of its goodness.

The American National Institute defines quality as “the set of characteristics and characteristics of a product or service whose ability to affect customer satisfaction is specific, clear, and implicit” (Al-Samarrai, 2007, p. 24).

Through these definitions, it can be said that quality is a characteristic resulting from following a set of specific standards and specifications to achieve a certain quality. As for quality in education, it is a method of work that aims to improve and develop the various elements of the educational process, including inputs, processes, outputs, and feedback, adopted by officials. About education in order to adapt it to the needs of its clients, including students, parents, employers and society, based on specific educational standards and standards.

**6) Teaching quality:** Despite our long research on the specificities of this concept, we did not find definitions that talk about school quality, and what is related to quality in teaching or quality in education, but given our experience in the field, we can define teaching quality as quality in teaching through processes carried out by the professor. Within the classroom, its followers aim to create good educational relationships and employ subject-specific knowledge, delivered in an easy way that contributes to his personal growth and develops his talents and knowledge.

It can also be defined as the teaching plans developed by the university professor to design, implement and control the academic material, which he carries out in order to develop and improve students’ knowledge with the aim of ensuring quality in these outcomes, while ensuring the achievement of the objectives of the teaching process.

Being aware of what was mentioned above, teaching quality is the adoption of teaching methods and strategies in which the student is the focus of the educational process. Its goal is to ensure the achievement of the objectives of the teaching process and from there obtain outcomes (students) who are able to keep pace with the developments taking place and are qualified to take

the initiative and management in social life in its various institutions.

### **Obstacles to applying quality in the teaching process:**

The success of the teaching process is linked to the presence of conditions and factors, but its success or lack of success also remains linked to the presence of obstacles and barriers that prevent its success. The most important of these obstacles are:

#### **1) Lack of appropriate resources and capabilities:**

The lack of government and financial spending led to the failure to provide the necessary means, supplies and structures for the teaching process, in addition to the absence of technological media that have become necessary in modern education and are effective in raising the quality of teaching.

#### **2) Level of programs and curricula:**

The curricula are considered outdated and not keeping pace with the cognitive development taking place in the fields of global knowledge. Failure to improve these curricula will lead to poor student performance and the inability to acquire good knowledge, and thus will lead to the elimination of feedback or qualified outputs.

#### **3) Failure of actors to adapt to concepts of quality:**

It is noteworthy that many actors in the educational process are not convinced of the necessity of employing quality standards and mechanisms in the educational institution, given that this concept is linked to commercial and industrial institutions. Students are not qualified for this and professors are unaware of these new concepts in educational institutions.

#### **4) Focusing on quantity rather than quality in education:**

This has led to an increase in the number of university graduates without paying attention to skills, abilities and creativity. (Mashtar, 2015, p. 153)

#### **5) Behaviour and competence of university professors:**

on-pedagogical and humane practices and behaviors are considered among the most important obstacles, as we find a high percentage of them do not possess the skills and abilities that

allow them to present the academic material well, and they do not rely on teaching methods based on student centrality in particular and teaching methods appropriate to the classroom situation in general, and they cannot Controlling the management of appropriate classroom communication relationships to help manage academic knowledge and achieve the goals of the teaching process.

#### **6) Density of students in classrooms:**

The large number of students in the classroom (40-45 students) is considered one of the obstacles that prevent good and high-quality teaching, as many educational systems and modern teaching methods have called for the necessity of reducing the number of students inside the classroom in order to obtain quality education.

#### **7) The stagnation of the university institution:**

Many educational theorists describe the university as a bureaucratic institution, rigid, and poorly susceptible to change compared to other educational institutions.

#### **8) Lack of independence of the university:**

Among the obstacles to implementing quality teaching at the university are its lack of independence, its inability to be free from pressure, the absence of freedom to make decisions, and the freedom of research, expression, creativity, innovation, and financing. All of these matters remain central in the hands of those in charge of the educational system.

#### **9) Weak calendar mechanisms:**

To ensure quality in the teaching process, appropriate, renewable and diverse evaluation methods must be followed according to the nature of the classroom situation, according to the nature of the academic subject, and according to the level of students and their aptitude for the subject.

#### **10) Failure to link the educational process to living reality:**

University education is criticized for its inability to link academic courses to the reality and problems of the local community, in addition to not explaining the reasons and factors for teaching specialization subjects to students, in order to increase their motivation and knowledge quality toward these subjects.

**The modern roles of the university teacher in light of quality standards and the basis for their evaluation:**

As a result of the developments taking place in the social, pedagogical and educational systems, the role of the university professor has changed. He is no longer just the one who teaches courses and transmits knowledge. Rather, his role has become comprehensive and he has become an effective human mediator for transferring experiences of all kinds and managing it for students. He is influential in their personality because of the human relations he adds to his functions. It makes learning easy with the least possible effort and in the shortest time. He is also the guide, guide, and transmitter of knowledge and responsible for the good conduct of the teaching process and its quality. From there, the pedagogical and educational roles of this teacher can be limited in light of quality standards to the following points:

- Participate in formulating educational plans and curricula.
- Facilitating the teaching and learning process.
- Adopting an approach based on the belief in the learner's ability to self-regulate his learning.
- Integrating information and communication technology into education.
- Take self-responsibility in continuously supporting his skills in applying information and communication technology tools in learning.
- Employing the content of the specialization in solving social problems. **(Zarqan, 2013, p. 124)**
- Planning for teaching by determining the general and behavioral objectives for teaching the course, determining the means and methods expected to be used in teaching, and determining the time period for distributing the course topics.
- Implementation of teaching by setting special goals, addressing the topic in a logical manner that is appropriate for the cognitive, mental, and emotional development of the students, linking the lesson to the students' experience, and encouraging independent and constructive thinking for the students...etc.
- Employing teaching methods and techniques by using computer technology to present the lesson and facilitate learning of the subject matter courses, and the necessity of benefiting from it even outside the classroom.

- Interact and communicate well with students in a way that stimulates discussion, dialogue, and creativity, using sound and clear language, and diversifying delivery methods to attract students' attention and motivation while always welcoming them, respecting their feelings, and building bridges of trust.
- Evaluating students' learning by determining and diversifying evaluation methods, and taking into account during evaluation the cognitive, skill, and emotional aspects, individual differences, fairness, objectivity, etc.
- Renewal and innovation in the teaching method through adopting modern teaching methods, new evaluation methods, continuous supervision of students, and providing solutions to the problems they face during teaching.

Therefore, the performance of these roles by the university teacher can give the teaching process high quality and outputs qualified to fill social life. The quality of this teacher can also be evaluated to raise his quality rate, and thus achieve the goals of the educational process. This evaluation is based on principles related only to the classroom. or academic, according to criteria including: **(Zarqan, 2013, pp. 125-p. 126)**

**1) Teaching and lecturing:** it includes:

- The ability of a faculty member to deliver or transfer scientific material to his students.
- The ability of the faculty member to complete the course within the time period.
- The ability of the faculty member to use modern technologies in teaching.
- The ability of the faculty member to enrich and develop the course content.
- The faculty member's ability to receive students' inquiries and provide their information.
- The faculty member's ability to make efficient use of lecture time and available facilities.
- The ability of a faculty member to improve the performance of his students and stimulate their motivation.
- The ability of a faculty member to teach more than one course within his general specialty.

**2) Educational guidance and relationship with students:**

- The ability of the faculty member to influence students positively.
- The ability of a faculty member to gain the trust, respect and love of his students.
- The ability of the faculty member to understand the problems of his students and contribute to solving them
- The faculty member's ability to set an example in his relationships, behavior, and appearance.

**Sixth: University professor competencies in light of teaching quality standards:**

University teaching is affected positively or negatively by a major actor, and the quality and effectiveness of this teaching or its weakness in the university is judged by this teacher, who has become the basic and main dimension in the teaching system within the classroom situation, and the measure of the success of universities is linked to the quality of teaching, which in turn is closely linked to the university professor, who must possess abilities and skills. Competencies that allow them to fully control the educational process and thus achieve its goals and quality. These competencies, for example but not limited to, are:

**1) Adequacy of design, planning and engineering of the teaching and learning process:** it is represented by the university professor's ability to plan and prepare for the lecture, by organizing its contents, steps, and stages, determining its general and behavioral objectives, the appropriate teaching method for passing the academic material, the means of teaching the subject's vocabulary, and its basic references.

**2) Adequacy of determining the centrality and aptitudes of the learner in the teaching process:** It includes the ability of the professor to determine the prerequisites that the learner needs and that must be met. Modern education has become learner-based and has shifted from professor-based teaching to learner-based teaching with the development of remedial plans that lead to helping learners possess and master all requirements, in addition to "The ability to design educational situations to develop thinking skills that are derived from the topics of the prescribed curriculum." (Al-Anazi, Dt., p. 19)

**3) Enough to arouse learners' motivation:** What is meant by it is the teacher's ability to choose and use different motivational and reinforcement methods so as to stimulate the learner's motivation, encourage him to interact, motivate them to learn, and instill positive attitudes in the students' souls towards self- and individual discipline.

**4) Adequacy of classroom management:** It includes the teacher's ability to provide the classroom conditions for the learning process to occur by providing the necessary physical, psychological and social atmosphere and creating an educational environment that achieves effective learning and discipline that facilitates the teaching process.

**5) The adequacy of good evaluation and provision of feedback:** In it, the teacher must have abilities in the field of evaluating students of all kinds, knowing the strengths and weaknesses of the learning process, and providing direct feedback to improve their performance. "Feedback is not praise or blame, but rather the result of what you did and did not do, whether you achieved it or intended to achieve it" (Hoba, Farid, 2004, p. 224)

**6) Adequate communication and good communication:** It includes the professor's ability to interact positively with learners, accept and respect their ideas and opinions, ask questions that stimulate their thinking during teaching situations, and encourage communication to reach the research group project, which has become essential in good learning for students.

**7) Adequacy of employing and using interactive and modern teaching strategies:** The teaching process requires that teachers be familiar with all the exciting teaching methods and models that are closest to the ideas and perceptions of the learners.

**8) Adequate use of technology and modern software methods in teaching:** In which the professor employs his personal and scientific abilities to enhance the teaching process and make it better, by repeating and repeating the study material until the content of the subject is understood and assimilated.

**9) The adequacy of reconciliation between school material and living reality:** The teacher's success in passing his academic material is linked to his ability to "link the contents of the course he teaches to the needs of the students and the concerns of society... and for this he must convince the students at the beginning of the semester of the justifications for teaching the course, and the extent of its response to the philosophy of scientific specialization and the university's strategies, and thus makes Students are more willing and enthusiastic to achieve." (Al-Tarturi, Juwayhan, ed., p. 104)

**10) Adequacy of guidance and discovering individual differences among students:** it includes the professor's ability to help learners, discover their personal and individual abilities and potentials, give them insight into them, and help them achieve the integrated growth of their personalities. Teachers are required to take into account this difference in students' levels, and in their perceptions of the learning and teaching environment within the university institution and in their educational environment.

### **Conclusion:**

The culture of quality that has invaded all institutions must find its way towards educational institutions and from there be an extension towards the teaching process. The university professor possesses a set of skills, competencies and Capabilities and translating them through performances and behaviors that would raise students' cognitive, perceptual and personal levels, thereby ensuring quality in the outcomes of the teaching process.

In university education, there is no longer much reliance on the certificate as it is a license, but rather the focus has become on appropriate and effective performances and skills in teaching situations, and the competent university professor who today achieves quality in the teaching and educational process is faced with the inevitability of possessing certificates as an entry point, and possessing the necessary skills, competencies, and behaviors. As processes to achieve high-quality outcomes for learners.

### **List of references:**

1. Al-Anazi, Bushra Bint Khalaf. (n d.) Developing teacher competencies in light of quality standards in public education, research presented to the fourteenth annual meeting (Quality in public education), Saudi Society for Educational and Psychological Sciences, Qassim, Saudi Arabia,.
2. Al-Asaad Muhammad, Mustafa (1965). Development and the mission of the third university, the university institution for studies.
3. Al-Fatlawi, Suhaila (2003). Teaching competencies (concept, teaching, performance). Al-Shorouk Publishing and Distribution.
4. Al-Gharib, Abdul-Aziz Saqr. (n d) University and Authority, Dar Al-Al amiah for Publishing and Distribution.
5. Al-Khatib, Raddah. (1988). Developing university teaching at the Center for University Studies for Girls at King Saud University, Arab Journal of Higher Education Research, Riyadh..
6. Al-Samarrai, Mahdi. (2007). Total Quality Management in the Production and Service Sectors, Dar Jadid for Publishing and Distribution.
7. Al-Tarturi, Muhammad Awad and Jwayhan Agadir, Arafat.(n d). Total quality management in higher education institutions Libraries and information centers, Dar march publishing, distribution and printing.
8. Al-Zyoud, Majid. (2006). Youth and education in a changing world. 1st edition. Dar Al-Shorouk for Publishing and Distribution..
9. Ayesh, Zaytoun (1995). University Teaching Methods, Dar Al Shorouk for Publishing and Distribution.
10. Executive Decree Containing the Basic Law for the Research Professor 2008 (No. 130-08 of Rabi' al-Thani 27, 1429 corresponding to May 3, 2008). J.R. Issue 23 (Algeria).
11. Ibn Manzur. (2005). Lisan al-Arab. (5th ed.). Volume (3), Dar Sader for Printing and Publishing.
12. Mary, Y. Hoba and Jan, Y. Farid. (2004). Evaluating learner centrality in university colleges (shifting the focus from teaching to learning).(Maha Hassan Bahbouh, translator).

- Obeikan Library. (Original work published in 2000).
13. Mushar Hussein (2015). The social function of the school and the conditions for its teaching competencies in light of educational quality standards [Unpublished doctoral dissertation].Hajj Lakhdar University, Batna.
  14. Shamshar, Ramadan. Teaching under the competency approach. Quoted from the website:[www.moheet.com/showfiles.aspx?fid](http://www.moheet.com/showfiles.aspx?fid)
  15. Zarqan, Laila (2013). Proposing the construction of a training program for university faculty members in light of quality standards in higher education [Unpublished doctoral dissertation]. University of Setif 2.
- Brun (J).(1987)Ecole cherche ménager. .16 edition INSP, Paris.