

## Ethical and Professional Challenges of the Algerian University Professor 'Sociological Reading'

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### **Abstract :**

*This paper starts from a sociological perspective of the most important social actor in the institutional space of the Algerian university, which is centred on the educational process. Where the university professor is considered the pedagogical act through the teaching process in its various forms and patterns, in addition to the supervision and scientific research role assigned to him, and all these functional roles are related to the production and construction of individuals qualified to play important social roles within the societal pattern. On the other hand, contributing to the developmental and societal act and trying to link academic scientific research to society. On this basis, the importance of the job performance of the university professor sweeps on the professional, ethical and normative basis such as respect for time, justice and fairness, responsibility, accuracy and proficiency and other tasks. In this regard, a set of ethics has been defined for him in the Charter of the University Profession, which works to frame the values of the professor's job roles in the university institutional space, but despite this, we notice in practice that there are a set of difficulties and obstacles facing and hindering the university professor in the process of his daily practice of his various job roles of professional ethics entrusted to him.*

**Keywords :** Ethical Values ,Professional Ethics,Professional obstacles,University Professor ,University.

# Défis Ethiques Et Professionnels Du Professeur D'université Algérien

## La Lecture Sociologique

### **Résumé :**

*Cet article part d'une perspective sociologique de l'acteur social le plus important dans l'espace institutionnel de l'université algérienne, qui est centré sur le processus éducatif. Le professeur d'université est considéré comme l'acte pédagogique à travers le processus d'enseignement dans ses différentes formes et modèles, en plus du rôle de supervision et de recherche scientifique qui lui est assigné, et tous ces rôles fonctionnels sont liés à la production et à la construction d'individus qualifiés pour jouer des rôles sociaux importants dans le cadre du modèle sociétal. D'autre part, il contribue au développement et à l'action sociétale et s'efforce de relier la recherche scientifique universitaire à la société. Sur cette base, l'importance de la performance professionnelle du professeur d'université repose sur des bases professionnelles, éthiques et normatives telles que le respect du temps, la justice et l'équité, la responsabilité, l'exactitude et la compétence, ainsi que d'autres tâches. Malgré cela, nous constatons dans la pratique qu'il existe un ensemble de difficultés et d'obstacles auxquels le professeur d'université est confronté et qui l'entravent dans le processus de sa pratique quotidienne des différents rôles de l'éthique professionnelle qui lui ont été confiés.*

**Mots-clés :** *Professeur D'université ,Ethique Professionnelle ,Obstacles Professionnels ,Valeurs Ethiques ;Université.*

## **Introduction**

Today, human societies must take into account the developmental and creative energies of their children and their abilities to effectively contribute to the process of building and developing their society, especially in the face of the challenges and stakes facing the world today, through the urgent need to participate in the knowledge society, which lies in scientific research and the effective application of information and communication technologies, and these aspirations can only be achieved through the development of education in general and university education in particular. The university professor today has the responsibility of social and cultural development through his research and educational function, as he is required to fulfil several functions and roles, on top of which is teaching, scientific research and community service, which makes it imperative for him to be knowledgeable, knowledgeable and cultural, especially since the era we live in is witnessing an increase in knowledge. In order for a university professor's job performance and role to be complete and more positively reflected in his teaching methodology, it must include a set of ethical standards and values that regulate his professional relationship with various parties in the university environment, specifically learners or students. Hence, the main problematic question in this article is to provide a sociological reading of the reality of the university professor's practice of ethical and professional values across his various job roles while trying to identify the most important difficulties he faces.

## **1. Definitions :**

### **1.1. Moral values:**

The word ethics is derived from the word ethos and means a quality, habit, virtue or behaviour ('Alī 'bḥdḥ, 2014, §7)) 'As for the term ethics, it is "a set of opinions, ideas and habits that work to respect the mutual rights and common duties between individuals in their lives as members of society, that is, it is a set of rules that regulate our transactions with others" (Sa'īdī Ṣāliḥ, 2023, § 17). In the field of our study, we mean ethical values in its close association with a specific profession, which expresses the set of values, ethics and behavioural practices that frame the university professor during the performance of his multiple job roles and in his formal and informal socio-social relations within the university and research institution.

### **1.2. Professional Values:**

There is no profession or organisation in society that does not have professional values and standards that are regulated and agreed upon. They are the set of values and principles that frame the professional behaviours of the worker within the institutional space, and basically relate to a set of standards of professional behaviour applied to workers who occupy a specific profession, as an individual who occupies a specific profession must be practicing his/her professional practice according to a system of values that refer to issues of right and wrong behaviour. It is 'the set of principles, values, ethics and standards governing the professor's behaviour in teaching and scientific research, and controlling his relations with the human system working in the educational environment from the administration, colleagues, teachers and technicians' (Nāfidh slḥmān alj'ḥ, 2018, §51). Thus, it is a set of rules and standards that require

a certain behaviour based on commitment to the profession and not violating its norms, status and roles.

### **1.3. Roles:**

A role is 'the distinctive way or manner in which a person performs the activity he is expected to do in a particular situation' (Ramaḍān al-Qadhḍhāfi, 2007, § 246) and is defined as 'the set of tasks, activities and behaviours that an individual performs and is expected to perform in a given situation according to special criteria that determine the performance and behaviours of all its occupants and their behaviours' (Ḥmymh 'Abd al-Fattāḥ, 2003, § 20). It is the set of activities and educational and research objectives that the university professor carries out within the university institution.

### **1.4. University Professor:**

In its linguistic meaning, the plural of professors, whoever is highly educated, skilled in an art or speciality that he teaches others. (Jūzīf Ilyās, 2015, § 63). He is the thinker, decision-maker, and free-minded person who struggles with his mind to illuminate the path of others, he is the reader of the future and the expression of the concerns of society and the aspirations of generations, the organic intellectual committed to objectivity, he is the philosopher, historian, academic historian, linguist, economist, jurist and scientist inside and outside the university within the ranks of society, these academic specifications made him seek the truth and strive to prove himself believing in the mission of education' (Zdyrh Kh-bwtwtwn M, 2017, §166) and is therefore a key actor in the university space, whose performance is shaped by a network of overlapping

functions, namely the teaching of knowledge, academic supervision and scientific research.

## **2. Algerian University Charter of Professional Ethics:**

In order for the Algerian university to fulfil its social, economic and institutional functions, it is necessary for it to establish a set of general principles and establish rules of conduct that will at the same time enhance the credibility of the university: pedagogical and scientific and ensure its legitimacy. Therefore, members of the university family must agree on an ethical and methodological endeavour leading to the establishment of optimal university behaviours and practices in the fields of ethics and morality and the fight against any deviations. The Charter of University Ethics and Morality, which emerged from the consensus of the university family, emphasises general principles derived from international standards and values specific to our society, which are required to drive the learning process and embody the charter of ethics and morality of the university profession and its ethics.

This charter represents a mobilisation tool and a reference tool to outline the major milestones that guide university life. It also represents a platform from which the laws governing ethics and behaviour and the forms of regulation devoted to them are received and embodied in the following principles:

### **2.1. Integrity and sincerity:**

The pursuit of honesty and integrity means rejecting corruption in all its forms. This endeavour must begin with oneself before it extends to others. Thus, the development of ethics and professional ethics must be embodied in exemplary practices.

## **2.2. Academic Freedom:**

The teaching and research activities at the university cannot be conceived without academic freedom, which is the cornerstone of these activities, as it guarantees respect for others, professional conscientiousness and the expression of critical opinions without censorship or coercion.

## **2.3. Responsibility And Competence:**

The concepts of responsibility and competence are complementary and strengthened by the democratic and ethical management of the university institution that ensures a good balance between the need for the effectiveness of the role of the administration and encouraging the contribution of the university family by involving them in the decision-making process, while emphasising that matters remain the sole prerogative of research professors.

## **2.4. Mutual Respect:**

Respect for others is based on self-respect, so members of the university family must refrain from all forms of symbolic, material and verbal violence, and should treat each other with respect and fairness regardless of their hierarchical level.

## **2.5. Adherence To Scientific Truth, Objectivity And Critical Thought:**

The pursuit, accountability and communication of knowledge is based on two basic principles of truth-seeking and the adoption of critical thought. The obligation to adhere to scientific truth assumes competence, critical observation of events, experimentation, comparison of

views, relevance of sources and intellectual rigour, so scientific research must be based on academic honesty.

### **3. Fairness:**

Objectivity and impartiality are prerequisites for the evaluation, promotion, hiring and appointment process.

### **4. Respect For The Campus:**

All segments of the university family contribute by their behaviours to upholding university freedoms in order to ensure its privacy and immunity, and to refrain from favouritism, and from encouraging practices that may affect the principles, freedoms and rights of the university, the university family must avoid any partisan political activity in the university spaces.

From the above, it is clear to us that these principles touch on various aspects of the scientific and practical life of the university professor, and are of great importance for combating various irresponsible practices within the university, such as scientific theft, if they are strictly adhered to.

### **5. Functional Roles Of The University Professor:**

*The Pedagogical Role:* The Algerian legislator has defined this function as: 'Providing quality and updated teaching, linked to the developments of science, knowledge, technology, pedagogical and educational methods and conforming to moral and professional standards' (al-Jarīdah al-Rasmīyah, 2008, al-māddah 33-74, §19 ), where the university professor works to present scientific knowledge in a way that the student understands with various processes of explanation, understanding and giving examples as well as guiding students in classes of guided and applied work,

thus defining the pedagogical tasks of the university professor:

- The university professor is authorised to teach lectures, directed works and applied works, so we find among his names that he is called a member of the teaching staff.
- Pedagogical guidance to the student in the classes of directed works and accompany him throughout the academic years and provide him with the tools of thinking and analysis.
- Carrying out the task of conducting and correcting exams and carrying out the evaluation process, supervising and discussing graduation notes and following up students in internships, which is known as the process of educational framing and participation in the training of post-graduate students according to the assignment of tasks by the administration and pedagogical committees.
- Prepare pedagogical documents and publications, join pedagogical training teams and assume pedagogical positions.
- Attend and prepare for pedagogical meetings such as deliberations and forums.
- Engage in national and international activities, in addition to participating in the presentation and preparation of seminars and workshops.
- Good communication within the Algerian society and diversification of pedagogical activities in light of the development of the media.

***The Role Of The Supervising Professor:*** He is required to select a research topic with the student and prepare it in line with the objective of the student's scientific specialisa-

tion, and to include it within the research themes that serve development. The process of supervising academic research is characterised by its human psychological nature as it is a scientific as well as spiritual relationship between two parties who are attached to the relevance of a topic that needs to be analysed and interpreted, and the path of this relationship may be short as in the case of bachelor's studies, medium as in the case of master's studies, or long as in the case of doctoral studies. This supervision includes scientific and cognitive guidance, as well as a methodological and epistemological dialogue between the student and the supervisor and between the two and the subject matter. This role goes beyond the supervisor's attempt to build an ethical system for the student's academic work, such as the need for accuracy in the transfer of information, scientific honesty in the realisation of the research and non-disclosure of confidential information to researchers or institutions. This ethical contract to which the student must adhere comes from the general atmosphere in which the student works and from the ethical concern shown by the scientific group within which students work. These ethical guidelines are instilled in the student's conscience and heart through the religious and social upbringing they receive in the family, mosque, street and other public spaces, which undoubtedly safeguards the honour and nobility of the scientist and the learner. In general, 'a learning environment characterised by the human dimension is an environment that provides a moral and positive climate that promotes the continuity of students in pursuing their university study programmes and their moral development. The student at the undergraduate level develops morally during his/her years of study, and his/her developmental trends are influenced by the intellectual and social attitudes of the university institution, which are em-

bodied in the practices and behaviour of the university professor.' (al-Ḥūrānī gh-ṭnāsh S, 2007, §358)

Therefore, it is the duties of the university professor to be active and interactive with all academic and social energies, participating in university life with students and guiding them outside the classroom in their meetings and social, cultural, sports and artistic activities, contributing to encourage them and motivate them to cooperate and voluntary work to serve the community as the professor always reminds himself that the student is the beneficiary quotes from his knowledge, knowledge and experience, and it does not mean that he knows everything, but at least in his field of specialisation. (al-Tall S, 1997, §98).

**The Research Role:** In order for the university professor with his methodology and scientific competence to become the centre of the university's mission, the most prominent function of this social actor is scientific research, through the intellectual elites that the university includes, it can perform its cognitive function by creating and developing knowledge, as the research professor 'is the planner, implementer, guide and evaluator of the efforts, activities and processes of scientific research, and harnessing its results and data in the service of society and achieving its scientific, cultural, social and economic development and progress, or at least the contributor and active participant in these processes of planning, implementation, guidance, evaluation and application'. Scientific research is an attempt to discover, excavate, develop, develop, examine and then achieve knowledge by careful investigation and deep criticism and then present it in a complete and cognizant manner so that we can walk in the ranks of world civilisation and contribute to it as a living and comprehensive contribution." ( 'Abd al-

Raḥmān Ḥusayn al-‘Azzāwī, 2015, § 16)."In general, the scientific research function performed by the university professor is manifested in the following:

- Training in scientific research and methods, which is achieved during the preparation of master's and doctoral degrees.
- Authorship in research methods and techniques.
- Continuing to practice scientific research and scientific publication in his field of specialisation.
- Reading and applying scientific research topics for students and giving them guidelines and instructions in research.
- Attending and participating in scientific forums, national and international conferences and seminars organised in his field of specialisation because attending such forums and conferences creates a kind of constructive scientific discussion that helps to identify the ideas of researchers and thus raise the level of the professor."( Bawwāb Raḍwān, 2015, § 76)

## **6. Ethical values and professional ethics associated with the university professor in light of his job roles:**

The university professor is considered a carrier and transmitter of knowledge to the scientific or pedagogical group, so he adds an ethical aspect to this task, in which he links the cognitive and scientific values with professional and ethical values within the framework of his practical practice and performance of his academic job. All this should be accompanied by a lot of care, awareness and the appropriate educational and behavioural style that provides an inspiring model for students, capable of provoking their thoughts and urging their minds to question and question constantly, thus the professor truly contributes to the self-

development and conscious accompaniment of the student, and a motivation for the development of his scientific, research and human skills. Thus, the professor must possess the necessary skills and abilities that enable him to deliver lectures and directed work classes in a controlled manner by addressing the ideas of the scientific material in a coherent and consistent manner in an atmosphere of guidance, guidance, dialogue, discussion and interaction with students and taking into account the individual differences between them, whether intellectual, mental or physical; and providing them with opportunities to express their opinions and ideas, as the successful professor is the one who uses all modern means, methods and techniques that help him in this task in order to ensure that the educational message reaches all students.

- Prepare well for his subject with adequate knowledge of its new developments and novelties to be able to master the subject to the extent that qualifies him to teach it in the best way.
- Commitment to the standards of quality requirements in determining the scientific level of the subject he teaches, not to be higher than what is required and create unjustified difficulties, or easier than what is required and negatively affect the subsequent learning process and the level of the graduate, and the level of performance of professions in society.
- Commitment to creating opportunities for his students to achieve the highest level of achievement allowed by their abilities.
- Announce to his students the course framework, objectives, contents, assessment methods, references,

and its relation to the programme of study as a whole, and accept students' discussion on all this.

- Commit to making good use of teaching time in the best interests of students, the university and society.
- Develop in the student the ability to reason and accept the student's ability to reach independent conclusions based on this reasoning.
- Respect the student's ability to think, encourage him/her to think independently, and respect his/her opinion based on specific grounds.
- Allow discussion and disagreement in accordance with the principles of constructive dialogue and in accordance with the accepted etiquette of discourse in a way that creates better opportunities for learning.
- Master the skill of teaching, and use methods and means that help him master teaching and make it interesting, enjoyable and useful at the same time.
- Direct his/her students in the proper direction regarding the sources of knowledge, information containers and study references.
- Whenever possible, transfer an increasing burden of responsibility for learning to the student through appropriate teaching methods.
- The university professor is committed to a number of basic responsibilities and behaviours that affect student motivation as follows:
  - Continuous or periodic evaluation of students and informing them of the results of the evaluation in order to benefit from them in correcting or strengthening the course as needed(al-Kubaysī ' A, 2012, § 50-55).
  - Accuracy, fairness, order and discipline in testing sessions.

- Strictly prohibit cheating and penalise cheating and attempting to cheat.
- Not to slip into the behaviours of blackmail, humiliation, insulting the student and trivialising his abilities, whether during research or in the public discussion sessions of the theses, as this behaviour first sets a bad example for the student and secondly may harm the student's personality, and thus the professor has violated his moral responsibility to contribute to the proper cognitive and moral development of the student.
- The university professor is responsible for seeking by all direct and indirect means to instill in his students sound values and good morals, especially progressive values such as the value of time, workmanship, constructive dialogue, self-criticism, and following the scientific method. The situation may require the teacher to be a friend to the student and play the role respectfully, and the next day the teacher will correct, guide, and possibly punish the same student because the situation requires it.
- The goal of the educational process is to nourish minds and improve understanding, and severity and harshness in speech and teaching creates an aversion to learning because human nature tends to be soft.
- Some teachers do not even know the language of dialogue in the simplest matters, and they rage and start cursing, insulting and stabbing, so that this teacher is known at the college or university level by repeating the same topic, and he should avoid this.
- Fairness and quality in the design of the test to be in line with what is taught and what is achieved, and to

be able to sort the levels of students according to their excellence.

From the above, it is clear to us that the modern teacher plays a key role in creating a good learning environment that is rich in various material and moral reinforcers. The teacher's personality and behaviour make him a model of behaviour for his students, and the teacher's control over the processes of reward and punishment (positive reinforcement and negative reinforcement) within the department (classroom) creates an appropriate framework through which the objectives of the educational process are achieved. Positive reinforcement (reward) is more effective than negative reinforcement (punishment), as positive reinforcement usually makes the student feel satisfied, and leads to the strengthening of motivation that activates and directs behaviour, and we note that 'the use of positive reinforcement in a consistent manner, especially when it is in the form of an external material reward can lead to adverse results in learning, and combining positive reinforcement with negative reinforcement is better' (al-Ghazālī § - Mar'ī t, 2010, § 158-159)

## **7. Obstacles To The Professional Ethics Of The University Professor:**

We may have included through the above the importance of university teaching by emphasising the need for the knowledge bearer represented by the professor to have a network of ethics and standards that frame the various professional functions he performs, but if we look at the lived reality and since the professor is an individual within the group or society in general, he is influenced by what surrounds him, i.e. the sociocultural environment, whether within the university institution or in the societal space as a whole. He is affected by what surrounds him, that is, the

sociocultural environment, whether within the university institution or in the societal space as a whole, where the circumstances surrounding him play as pressures and obstacles that prevent him from performing his professional functions to the fullest, where we find obstacles related to the university professor himself, and others related to the teaching material and teaching methods (Zdyrh Kh - bwṭwṭwn M, 2015, § 169). Perhaps the most prominent obstacles that we have observed in practice are the following:

- Lack of competence, qualification and integrated preparation, i.e. the teacher has received training and knowledge, for example, in a specific sub-speciality and teaches other disciplines.
- Believing that knowledge is not renewable, it is necessary to emphasise that knowledge is developing, moving and renewable, so the teacher must always rebuild his expertise and renew his abilities, especially since the world is in constant development and change that affects aspects of human life and social and economic developments that affect the educational process in addition to the development in the field of knowledge, which requires the teacher to be related to the change in teaching methods and curriculum in order to reach the educational goals.
- The keenness to receive typical administrative jobs in addition to the teaching task in the beginning, then the new administrative job soon overshadows the original teaching and research function, and the latter two gradually weaken and then interrupted - or sometimes one of them.
- Some social diseases, such as intolerance of various colours, interfere in the appointment of those who are

not qualified for this profession and who do not possess the minimum reasonable qualifications, although scientific logic and objective reality confirm that everyone is in his field.

- The university professor is sometimes subject to some pressures that push him to fall into the circle of politicisation in the academic field, such as exploiting his position to promote a particular party, tribal, regional or sectarian trend, etc.
- The professor is the most important element in university education because he is solely responsible for teaching students to acquire the necessary skills such as the ability to think properly, solve problems and help them understand and adapt to the outside world, and this can only happen within the framework of social interaction and hence the professor must be flexible in his dealings with students in order to achieve educational goals and create competencies. The introduction of the LLM system has changed the role of the professor from a knowledge teacher to a mentor so that the relationship between professor and student becomes a partnership relationship but the professor always remains responsible for using diverse pedagogy appropriate to each serious situation, which is why the professor has to be flexible in his dealings with students.

The role of the professor is not only limited to providing knowledge and information, but also serves the function of passing on the state's ideology through the curricula he offers, as well as his behaviours, which perform a latent function. Herein lies the real role for which the university was established, as it maintains its social fabric.

Therefore, the authorities concerned with higher education and scientific research must prepare the professor, not only the novice, but all professors by educating and preparing them culturally, as the professor must possess a balance of knowledge and awareness of scientific matters related to various fields in order to satisfy the student's cognitive needs (Habib Tilwin, 2002, p. 19). Academically, it means deepening the future professor with the concepts in the specialised course that he teaches. Gaston Mialaret Gaston believes that the academic training must receive the teacher from the intellectual laws of philosophy, psychology, sociology, teaching methods, curricula and techniques in addition to the training processes and pedagogical training and guidance that represent an important aspect of the preparation process (Gaston mialaret, 1996, p, 90).

Academic training is the result of a general and specialised study in one discipline with openness to other disciplines in order to participate in the development of the student and know how to deal with him. Finally, a professional preparation by controlling how to communicate information and acquiring the skill of communicating with students and taking into account individual differences with knowledge of teaching methods, hence it is clear that through these dimensions the teacher is prepared to acquire skills and to be able to succeed in managing the educational process.

## **Conclusion:**

Following the transformations and changes that society is experiencing, it is necessary to prepare and train the teacher in order to keep pace with the developments of the times and considering that the teacher is the most important element in the educational system, its success depends on his success, and therefore it is necessary to train and prepare teachers with the aim of developing their abilities and capabilities in line with the developments. The university is concerned with forming and building the individual and qualifying him to assume social roles within the society to which he belongs, thus contributing to meeting the needs of the latter in terms of scientific cadres, as well as contributing to the production of science and knowledge through the preparation of research and studies that aim to develop society and achieve its advancement and progress. This is achieved through the efforts of several parties, the most important of which is the university professor as the focus of the educational educational process. He has practical qualifications and knowledge close to his specialisation, as well as skills that enable him to perform his job role, in addition to that, he must have a set of ethical standards and academic scientific qualities that are reflected in the image of the behaviours and practices that this actor performs. It regulates his administrative-social relationship, informs him of his obligations, makes him aware of the dimensions of the educational message as a bearer and transmitter of it, and trains him on methods of dealing appropriately with the various components of society in general and the university environment in particular, as he represents the academic trainer and guide for his students and serves as a role model and role model. To maintain these ethical standards, the academic researcher

must be imbued with religious values and serve as a reference that controls and determines his professional behaviours and practices, as these values preserve the honour of the scientist and the learner.

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- [17] zdyrh Khammār wbtwtwn Muḥammad Ṣāliḥ, (2017), Akhlāqīyāt mihnat al-Ustādh al-Jāmi‘ī wa-‘alāqatuhā bdāf‘yh al’njār ladā al-ṭālib, Majallat al-‘Ulūm al-Insānīyah, al-‘adad al-thāmin, Jāmi‘at Umm al-Bawāqī.