



Strategy for the Training of Newly Hired Teachers in Higher Education Institutions A Sociological Approach

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Abstract ;

The pedagogical support for newly hired researchers in higher education institutions is one of the most important strategies for achieving development and progress. Its significance lies not only in improving job performance and acquiring a set of advanced knowledge and skills in teaching and scientific research but also in making new professors more adaptable to change and development. Therefore, in this article, we will attempt to present a theoretical analytical study on the strategy for training newly hired professors in higher education institutions.

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1. Introduction

Through the remarkable developments we observe in all fields, higher education and scientific research institutions are now operating in an environment characterized by continuous and rapid change in various aspects. Consequently, they strive to find appropriate solutions that allow them to successfully adapt to the demands of this changing environment. Most organizations today face economic, social, and cultural challenges that make it essential to enhance efficiency and effectiveness for optimal use of financial and human resources. There are also technological challenges that make training and development imperative, as well as cultural, environmental, and other challenges. All these events disrupt balance and stability within organizations.

From the above, it is evident that there is an urgent need now more than ever to develop pedagogical training programs and teaching methods in higher education and scientific research institutions to keep pace with these changes. Therefore, it is necessary to reconsider the content of the training process, its goals, and its means, allowing trainees to benefit from technological tools and electronic programs and their educational content required by the times, and to take full advantage of them.

Through this study, we aim to achieve a set of defined objectives by linking the pedagogical training of newly hired professors in Algerian universities to various aspects of organizational change, considering it a mechanism for development and growth that drives university professors to acquire intellectual skills and abilities in the field of higher education and scientific research, and to be optimally prepared to assume responsibilities and perform their tasks with efficiency and effectiveness in order to train

their students and achieve the university's goals as an organization that occupies an important place in Algerian society.

2. Presentation of the study problem

The advancements produced by modern scientific development in all fields, especially in technology, compel organizations to operate today within a contemporary regulatory environment characterized by constant change in management styles and work methods. All of this change is aimed at keeping pace with modernity, post-modernity, and the progress witnessed by contemporary societies as a result of globalization and tremendous technological development. These changes have forced organizations, in all their forms, to confront the reality of the necessity for organizational change in traditional management mechanisms to adopt modern ones, all in order to maintain survival and achieve competitive advantage.

Consequently, decisions and organizational programs must reflect this technological framework, leading to contemporary technological applications and adaptation according to the nature of work and functions, all to satisfy the needs of the organization based on the requirements of the era.

It can be said that the pedagogical accompaniment project, which outlines the methods for organizing pedagogical support for newly appointed researchers according to Decision (Ministry of Higher EducationScientific Research, dated, 28 July, 2016,) specifies how to organize pedagogical support for newly appointed researchers at Algerian universities through a set of articles and decisions amounting to **(10 articles** (Ministry of Higher EducationScientific

Research , dated, 28 July, 2016,). These stipulate the organization of pedagogical support for newly appointed researchers at all higher education institutions, with the aim of enabling newly appointed researchers during their internship period to acquire modern knowledge and skills in university teaching and to bring about the desired change through these intellectual contributions, official decisions, and regulatory frameworks that emphasize the necessity of accompaniment, training, and the initiation of change.

It is clear from this that the pedagogical training strategy for newly hired faculty members in higher education institutions aims to bring about change and strive for the required quality to keep pace with the changes in the modern global environment. Since newly hired faculty members hold an important position within the organizational structure of the university, this enables them to effect change by developing and enhancing their pedagogical skills and abilities. This contributes to achieving adaptation and integration within the professional climate and organizational environment of the university. On one hand, it fosters the development and acquisition of the required professional competencies, leading to the achievement of the university's goals as an important social organization, efficiently and effectively, with minimal effort. Through this intellectual proposal, we raise the following question:

****How can pedagogical support contribute to achieving quality in Algerian universities?***

****What are the methods for organizing a pedagogical support project for newly hired faculty members?***

3. Defining the Conceptual Framework

3.1 Pedagogical Training for the Researcher Teacher

The pedagogical support for the researcher teacher during the early employment period is considered a training phase for them and falls within the framework of continuous training. They perform the tasks assigned to them, especially teaching, while being in a training period alongside their pedagogical and research responsibilities. This is distributed over periods called training cycles, during which they receive various topics in areas that meet their training needs (Bakerdim , (2022, p. 664)Therefore, it can be said that pedagogical support is the process of moving together towards achieving set goals through training and practice of pedagogical action in accordance with technological advancements and the demands of the modern environment, all in line with the available resources and means.

3.2 Formation

Formation is a concept related to the field of management and organizations in general, which has been addressed by many researchers and thinkers from different dimensions. However, everyone agrees on its role in enhancing professional efficiency within the organizational environment, leading to the overall efficiency of the organization.

"Khaled Al-Hiti defines it as an action or activity of human resource management that determines the needs of individuals working at various organizational levels for development and qualification, in light of the strengths and weaknesses present in their performance and behavior during work" (Al-Hayti, 2004, p. 89). It is clear from this definition that it is essential to focus on the weaknesses in the performance of workers and employees and work on improving them

through development and qualification. Thus, it can be said that many scholars and thinkers agree that it is a mental and physical activity directed at a group of individuals aimed at dismantling behaviors and ideas and reconstructing them according to what is desired. It also aims to acquire a set of knowledge and skills through training, qualification, and development.

3.3 Higher Education Institution:

It is a public institution of a scientific, cultural, and professional nature that enjoys legal personality and financial independence. It is established by an executive decree based on a proposal from the minister in charge of higher education, which defines its headquarters, the number of colleges, the institutes it comprises, and its specialties. The higher education institution is responsible for higher education, scientific research, technological development, in addition to serving the community and contributing to social, economic, and cultural development (Ghalem & Abi Mouloud, 2018, p. 357)

3.4 Concept of the newly hired researcher professor:

They are the newly appointed assistant professors, classified as (B) who hold a master's or doctoral degree in various scientific and literary disciplines and are recent hires who succeeded in the competition or were directly employed after receiving training abroad and joined university teaching (Abdel Kabir & Qaddouri, 2020, p. 185)

It is also defined as the research employee who transmits scientific knowledge based on the educational and research process. According to Article 33, assistant professors are responsible for teaching and/or, when appropriate, in the form of directed work or practical work, according to the hourly

volume stipulated in Article 6, preparing and updating their lessons, correcting the exam papers assigned to them, participating in the deliberations of examination committees, participating in the work of their educational team or committee, and receiving students (3) hours a week for advising and guiding them. Based on these definitions, it can be said that newly hired professors are educators who have demonstrated their scientific and knowledge competence through educational training paths in various disciplines and have joined the profession of teaching and scientific research in higher education institutions. They have all rights and comply with all obligations according to laws and regulations.

4. Providing means to achieve the pedagogical accompaniment project:

No organization seeking to achieve cost, service, and speed in order to attain efficiency and effectiveness and improve the quality of the product or service can do so without relying on a training program that contributes to achieving the university's strategies in order to meet the set objectives, as it is essential to provide a set of material and human resources.

4.1 Organizational Needs:

- Official regulations and organizational laws that stipulate the implementation of the pedagogical accompaniment program
- Restructuring activities and training programs according to precision, speed, and flexibility
- The body that oversees the design of pedagogical training within the organizational structure

4.2 Human Needs:

- Qualified human resources to supervise the process
- Awareness of the importance of implementing the pedagogical accompaniment program and participation in its execution for (training professors – concerned professors)
- Working to instill organizational values and culture among stakeholders and integrating with this change within the university's organizational environment

4.3 Material Needs:

- Providing appropriate financial resources to achieve the pedagogical accompaniment project for newly hired research professors
- Redesigning the salary and incentive system to align with this change
- Creating a suitable organizational environment (resources, equipment, applications and electronic programs).

5. The Importance and Objectives of Pedagogical Training in Developing the Capabilities of Newly Employed Teachers:

5.1 Importance of Pedagogical Training:

The development of the capabilities of faculty members in higher education institutions as an important human resource is considered one of the key strategies relied upon to bring about organizational and structural change in the Algerian university, especially when applying modern scientific approaches, theories, and new concepts that align with the requirements of the contemporary educational environment. Based on the above, it can be said that the importance of adopting a pedagogical support project contributes to bringing about radical and fundamental

changes in systems, curricula, and concepts in pedagogical activities through the principle of training and development, in accordance with the requirements of the contemporary education field and contributing to achieving the university's goals in line with the changes in the modern external environment.

5.2 Objectives of the pedagogical training program:

The pedagogical support project aims to achieve several objectives, all of which seek to develop individuals' capacities and help them acquire new skills that meet their needs and desires, as well as the needs of the organization. In general, the objectives of the pedagogical support program can be divided into three main goals:

5.2.1 Exploitation of the Technological System:

The tremendous development of information and communication technologies characterizing current societies, due to the quality of services it provides in all fields and areas, has led contemporary societies to live under the reality of technological necessity or coexistence with it, as indicated by sociologist Marshall McLuhan. Since organizations are a system of social systems striving to achieve specific goals, the Algerian university has focused on exploiting the technological system within the framework of the pedagogical accompaniment project in order to:

- Determine the appropriate period for training and development processes
- Bridge distances through electronic applications and distance learning technologies
- Reduce the cost of training and development

- Improve the results of training and development processes
- Provide means and channels of communication among actors within the organization
- Enhance the quality of outputs, the quality of services, and improve functional performance.

From this, it can be said that the pedagogical accompaniment program for newly appointed researchers relies on utilizing technological frameworks in the training process. This is evident through the distance training platform overseen by the University of the Brothers Mentouri in Constantine, Algeria, as well as conducting workshops on electronic educational tools that help meet the needs of researchers in performing their tasks.

5.2.2 Creating a specific training system:

The reliance of the relevant ministry on the pedagogical accompaniment program as a special training system aligned with the strategy and objectives of higher education institutions will contribute to the development of the capabilities and skills of newly appointed teachers, achieving professional adaptation and integration, reducing the occurrence of pedagogical and professional errors, and avoiding psychological and social crises. This undoubtedly contributes to keeping pace with changes in the external environment and achieving the university's goals, which include providing services according to the required quality standards, fostering a competitive environment, and ensuring sustainability. Among the objectives that can be achieved through the creation of this training system are:

- Keeping up with changes in the modern educational environment
- Achieving the functional integration of new faculty members at the university
- Enhancing professional competence and improving the job performance of new faculty members
- Establishing the modern organizational culture of the Algerian university
- Reinforcing the organizational values of the university and working to achieve a sense of belonging
- Modifying and controlling the behavior of stakeholders through the principles of university legislation.

5.2.3 Efforts to Achieve Quality in Higher Education Institutions:

One of the characteristics of education, knowledge, training, and development is the provision of the required skills, which fall under what is known as organizational culture that relies on professional competence, performance, effectiveness, specialization, and skill. This leads us to the role and importance of activating investment in human capital, which will lead to achieving a long-term strategic vision.

Given that higher education institutions, as a massive social organization, are receiving increasing attention in most developed and developing societies, higher education is considered the pinnacle of the educational hierarchy. The importance of higher education is not limited to being the final stage of the educational system; "the higher education sector is one of the vital active sectors that contribute to social development and the national economy, as higher education represents one of the main pillars for leading comprehensive development, due to its role in preparing the intellectual, scientific, and professional frameworks for community

organizations," (Abu Al-Rabb, Abd Al-Salam, & others, 2017, p. 08) .

"Higher education witnessed a radical transformation in teaching methods, educational styles, and fields in the last quarter of the past century. This development came in response to a series of challenges facing higher education, represented in the evolution of educational technologies, increased demand for it, and the immense knowledge explosion" (Al-Amri, (2016, p. 15) The dialectic of living under the reality of technological determinism or coexisting with it, as communication scholar Marshall McLuhan suggests, indicates that the world has become a global village due to globalization and the tremendous technological advancement in communication means. Technology is closely linked to society; it reflects its material and intellectual culture.

Algeria is one of the countries in the world that places great importance on higher education and scientific research by providing all necessary resources, both material and human. The material resources include the construction of universities, institutes, research centers, and higher schools, among others. The human resources are represented by the administrative, organizational, and security management staff, as well as the most important element, which is the scientific competencies responsible for teaching, scientific research, and supervising and monitoring student researchers. In addition, there is a focus on issues concerning Algerian society and attempts to solve social, economic, and cultural problems through scientific production, including writing books, publishing scientific articles, or enriching discussions through organizing national and international conferences, seminars, and study days. Furthermore, a close observer of the higher education and scientific research sector

will notice that Algerian universities have developed a new strategy to initiate organizational change and achieve the required quality to keep pace with the changes in the modern environment, characterized by scientific and technological advancements in the field of knowledge and education, particularly in developed countries.

The Algerian university occupies an important position in Algerian society due to its role in training the necessary cadres to manage community organizations. It also seeks to contribute to the development of the national economy by supporting and establishing startups and innovative projects, fostering an entrepreneurial spirit, and promoting an investment culture. This aims to instill new organizational values and create a roadmap to encourage researchers and students, in particular, to enhance the economic and social situation in all fields. All these directions aim to link the university with its economic and social environment. The modern Algerian university, as a social organization, is relied upon to achieve development across all areas. It is an open university to the external environment, thus it has taken on the mission of modernization, development, community service, and achieving social and economic development.

To achieve this strategy aimed at ensuring comprehensive quality in higher education institutions and making fundamental changes within the framework of re-engineering, the relevant ministry has rushed towards digitizing the higher education and scientific research sector by creating digital platforms to facilitate communication and interaction among the actors in the organizational environment of higher education and scientific research. This aims to benefit from available technological advancements that have become necessary due to changes in the modern environment, especially in the field of

higher education and scientific research. A prime example of this is that for the 2023/2024 academic year, digital platforms were created for registering new students who passed the baccalaureate exam without any paperwork or the need for students to travel, leading to significant results in important performance criteria, which included: cost, quality, service, and speed.

The total number of students in the 2024/2023 academic year is estimated to be 1.7 million, including 310,000 new students, who are receiving lessons through 114 higher education institutions, in addition to 53 universities, 9 university centers, 12 higher schools for teachers, 15 medical colleges, and 14 medical annexes. (Ben Bouzid & Badran , 2024, p. 41) These are some figures and statistics that indicate the necessity of providing the required human resources and competencies to accompany and train this number of students. This has led to the largest recruitment operation in the history of Algerian universities, which involved about 8,000 assistant professors from all disciplines across the national territory.

Since these newly hired professors have become part of the organizational environment of Algerian universities, it is essential to support them pedagogically to prepare, train, and integrate them into the university environment as an organization with its own values, goals, orientations, and unique cultural characteristics. As previously mentioned, Algerian universities are undergoing organizational changes towards digitization, hybrid education, encouraging entrepreneurship, and fostering a spirit of innovation and the establishment of startups. This underscores the essential role of professors in achieving the set goals within the framework of ensuring comprehensive quality for higher education institutions and scientific research.

The culture of the Algerian university as a social organization aims to provide the best services to improve the quality of outputs from human resources. Its features are evident in the ministerial project Decision No. 28/07/2016, (Ministry of Higher EducationScientific Research , dated, 28 July, 2016,) which stipulates the necessity of undergoing a training period of one year. This training includes a set of courses and programs, both in-person and online, through which newly hired professors can become familiar with modern teaching methods and the tasks assigned to them. Therefore, pedagogical accompaniment is an academic training system specifically for newly hired professors at Algerian universities, encompassing various programs, activities, and workshops distributed over the entire training period in an organized and purposeful manner. This training is overseen by a group of experts with extensive experience in scientific research and teaching. It is divided into two parts: the in-person pedagogical training system and the online pedagogical training system.

This training serves as a mechanism for integrating new professors, as despite having demonstrated their scientific competence in their fields through educational and academic training pathways, the changes in the modern environment necessitate that faculty members keep pace with these changes to acquire new skills that contribute to enhancing professional competence, improving performance, and achieving the goals of higher education institutions, which focus on better and more effective investment in human resources.

6. Pedagogical Training Engineering as a Proposed Model for Achieving Quality in Higher Education Institutions

The current era is characterized by rapid and continuous changes in the field of education pedagogy, knowledge, and scientific research, such that information and knowledge among professors and researchers become outdated within a short period. To address this phenomenon, continuous education is needed, as traditional education is not the appropriate solution; it does not keep pace with modern changes and requirements of the current era. Based on this premise, the project for a pedagogical training system for newly hired researchers was proposed.

7. Methods for Organizing Pedagogical Support for Newly Hired Researchers According to Decision No. 932 dated July 28, 2016:

This decision stipulates the methods for organizing pedagogical support for newly hired researchers at Algerian universities through a series of articles and decisions, totaling 10 provisions, which establish the organization of pedagogical support for newly hired researchers at all higher education institutions. The aim of this pedagogical support is to enable newly hired researchers during their internship period to acquire modern knowledge and skills in the art of university teaching and to bring about the desired change. The body overseeing the pedagogical support program for researchers is the pedagogical support unit at each higher education institution, which is responsible for developing and monitoring the pedagogical support program in line with the principles of pedagogical vigilance. Its tasks include proposing pedagogical strategies for higher education and training, implementing the pedagogical support program, and informing the concerned professors. Additionally, this

unit selects the professors, With high competence and professional experience in various fields of training, it also oversees the evaluation of the participation of the concerned professors in pedagogical support.

Ministerial Decision 932 dated 28, July 2016, which outlines the organization of pedagogical support for newly hired research professors, the pedagogical support program includes organizing courses and training sessions that cover teaching the principles of university legislation, an introduction to teaching and pedagogy, psychology and educational psychology, methods for designing and preparing lessons, pedagogical communication, student assessment methods, distance learning, and the use of information and communication technologies in teaching. The content of the pedagogical support program is determined according to the annex attached to this decision. The pedagogical support unit prepares a detailed work program, which is presented to the scientific council of the institution. After approval, a copy is sent to the minister responsible for higher education. Following the preparation of the work program by the pedagogical support unit at the level of higher education institutions and its implementation, the unit presents a report on the annual results of its work program to the scientific council of the institution for approval, and a copy is sent to the minister responsible for higher education.

Article 8 of Ministerial **Decision 932 dated 28, July 2016**, which outlines the organization of pedagogical support for newly appointed research professors, states that all available resources should be placed at the disposal of the pedagogical support unit to enable it to carry out its administrative, (Ministry of Higher EducationScientific Research , dated, 28 July, 2016,) organizational, and pedagogical tasks by the higher education institution's head. This program was activated

by the same decision in Article 9 starting from the 2016-2017 academic year, and the heads of higher education institutions were tasked with implementing this decision, which was published in the official bulletin of higher education and scientific research.

This project aims to adapt and integrate into the organizational environment and keep pace with modern changes in the field of education and scientific research, by introducing new methods for designing and implementing training programs within the framework of pedagogical support as a model for re-engineering pedagogical training. This means changing training processes to achieve significant savings in cost and time while improving the services offered, using modern educational content technologies and electronic programs to achieve the goals.

The *pedagogical support* within the framework of training engineering relies on four essential elements.

Time: The duration for pedagogical support has been set at approximately one year, comprising 120 hours distributed over time periods referred to as training workshops in a range of subjects estimated at 22 subjects.

Content: A pedagogical support program has been prepared, designed, and developed with educational and instructional dimensions, relying on electronic programs with educational content (*vue - opale - Edx...*), and using communication networks to distribute training in the form of units or groups of trained teachers through the (Newly Hired Teachers Training Platform), in addition to the face-to-face training program that helps provide teachers with teaching methods and techniques that they will later use in the (Distance Training Platform).

Location: The pedagogical support program has been designed to align with modern training, which is blended training that relies on interactive training within classrooms equipped with modern tools, and on the other hand, distance training that depends on electronic programs with educational content and communication networks using modern training methods.

Technology: With the tremendous technological advancements and the increasing demand for it, and with higher education institutions adopting blended learning, it has become essential to train teachers in electronic programs that contribute to providing educational services and modern electronic teaching methods.

8. Methods and Approaches for the Pedagogical Training of Newly Employed Research Professors:

The Algerian university today exists in a world characterized by intense competition, technological advancement, and rapid changes, especially in the field of education. This situation compels higher education and scientific research institutions to adopt effective training and development strategies to enhance human resources in general and newly employed professors in particular, given their role and position. The aim is to acquire new skills and knowledge in the art of teaching that align with the changes in the modern environment, enabling them to perform the required tasks with efficiency and effectiveness. Among the methods and approaches adopted in the pedagogical support project are two aspects: a theoretical aspect and a practical aspect, as follows:

8.1 In-Person Pedagogical Training Program:

This training is overseen by the pedagogical support unit at each university, where the training is guided by a group of highly experienced and competent professors. This contributes to transferring their experiences and knowledge in university teaching to new professors, covering several topics including (pedagogy, educational psychology, training within the LMD system, training and supervision teams, evaluation techniques, professional ethics, and scientific research) (Ben Saad, The Algerian Journal of Globalization and Economic Policies,, p. 180), These topics are considered essential for the success of the educational process and, on the other hand, connect expert professors with their new colleagues in the field of scientific knowledge.

Distance Pedagogical Training Program:

The engineering of distance pedagogical training aims to use methods and techniques of information and communication technologies and pedagogical practices where the concerned teachers receive, via a special email with a username and password, access to the electronic platform through the website <https://telum.umc.edu.dz/login/index.php>, where this method has been engineered through five workshops, each workshop comprising a set of activities as follows: (Ben Saad, The Algerian Journal of Globalization and Economic Policies,, p. 184) .

First Workshop: Means to assist information and communication technologies in education.

- *Access to the Moodle platform as a student
- *Organizing the lesson in the form of a mind map

*Opal beginner level

Second Workshop: Designing a lesson in the context of blended learning

- *Brainstorming
- *Reading the pedagogical structure of the lesson online and taking the test
- *Evaluation grid
- *Improving the presented lesson
- *Work plan

Third Workshop:

- *Methodology for designing the lesson for hybrid teaching

Fourth Workshop:

- *Control of the Edx platform
- *Learning to use the studio
- *Placing the intensive lesson online mooc

Fifth Workshop:

- *Participation in forum spaces
- *Pedagogical methods in education
- *Assessment methods
- *Knowledge of support mechanisms

9. Extracting the study results and recommendations:

Through this study, a set of results were reached, including that the pedagogical accompaniment is a modern project that accompanies many global models that adopt such programs, such as Germany, France, and Russia. The pedagogical accompaniment is part of the modern strategies to achieve overall quality, as it focuses on one of the

most important basic elements in the success of the pedagogical process, which is the university faculty member. On the other hand, we noticed that the faculty members who benefited from this training are characterized by high competence and distinguished performance, especially in the aspects related to the technological system and digital communication, as well as professional discipline. It is considered a starting point for the world of technology, which is characterized by rapid change and development, especially the educational content and programs that help faculty members carry out their work at the lowest cost, fastest time, and least effort. This can be sociologically expressed by building the professional identity of faculty members through adaptation, integration, and acquiring the values of the organization, and thus providing the best services to society through the good training of students and researchers who, in turn, contribute to serving society in general as cadres, engineers, and professors.

Among the most important recommendations are:

- * Work on developing this project
- * Establishing electronic educational programs within the pedagogical training system
- * Continuous evaluation of the training results and continuous improvement
- * Conducting more research and studies on the pedagogical accompaniment project
- * Keeping pace with successful global models that adopt such projects

10. Conclusion:

Through this research paper, we aimed to shed light on the issue of education quality in higher education and scientific research

institutions by understanding the strategies for training newly hired professors in Algerian universities. We addressed the most important concepts related to the research topic, such as the pedagogical support project for newly hired professors. It was concluded that training is a planned human activity aimed at achieving a set of pedagogical skills and professional competencies defined through various programs and activities, which will contribute to guiding and controlling social behavior and pedagogical action within the educational learning environment.

We also reached the importance and role of pedagogical support in developing the capabilities and potentials of newly hired professors in higher education and scientific research institutions. From a socio-organizational perspective, we find that pedagogical support operates according to scientific principles and methods aimed at achieving the required quality, which can only be applied through adopting the principle of training and education. These modern strategies for organizational change contribute to achieving the goals of the Algerian university, which are to improve and develop university faculty members as important human resources, and to achieve quality outputs represented in human cadres and managerial staff.

In conclusion, it can be said that the practical contributions adopted by the Algerian university are among the most important modern strategies, relying on training and education in organizations, which have become an integral part of the contemporary organizational environment. This impacts human actors by developing and enhancing their technical and behavioral skills, and undoubtedly contributes to achieving adaptation and integration within the organizational climate and work environment,

leading to the realization of the organization's goals.

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