

Practical Strategies for the Effective Implementation of Pedagogical Support and Mentoring in Algerian Higher Education Institutions

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Abstract: This article addresses the issue of the structural transformation experienced by the higher education sector in Algeria, highlighting the transition from the traditional system based on *teacher-centered transmissive pedagogy* to the **Licence–Master–Doctorate (LMD)** system, which is grounded in the internationalization of higher education, student autonomy, and curriculum design through credit accumulation and semester-based organization. The study demonstrates that this abrupt transition generated a *pedagogical gap* and a transitional shock for newly enrolled students, thereby rendering pedagogical mentoring and support an indispensable necessity rather than a mere organizational option.

The article adopts an in-depth psycho-sociological approach to analyze the current state of pedagogical mentoring, revealing several field-related constraints that have hindered the effective implementation of the academic tutor's role. Among the most significant challenges are student overcrowding, insufficient specialized training in communication and guidance skills, and the lack of professional and institutional incentives. To overcome these obstacles, the paper proposes a practical roadmap encompassing innovative mechanisms such as the digitalization of mentoring services through **e-tutoring** platforms, the promotion of peer mentoring by involving senior students, and the institutionalization of the process through the establishment of specialized pedagogical support units at the faculty level.

The article concludes that humanizing the pedagogical relationship and formally integrating mentoring hours into faculty members' official teaching workload constitute the two fundamental prerequisites for enhancing the quality of university outcomes, reducing academic attrition, and fostering a generation of graduates capable of integrating effectively into socio-economic development dynamics.

Keywords: Pedagogical Mentoring; Student; University; Legal Framework; Educational System.

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1 - Introduction

The higher education system in Algeria underwent a profound transformation at the beginning of the twenty-first century, transitioning from the traditional system (four-year Licence, Magister, and Doctorate), which had prevailed for decades, to the **Licence–Master–Doctorate (LMD)** framework. The traditional model was primarily based on a *transmissive pedagogical approach*, in which the instructor occupied a central position as the sole source of knowledge, while students assumed a largely passive role as recipients of information, with almost no mechanisms for individualized academic follow-up or early career guidance.

With the introduction of the new reform under **Executive Decree No. 08-265**, Algeria sought to modernize its higher education sector and align it with international standards inspired by the **Bologna Process**, with the objective of enhancing flexibility in academic pathways and promoting student autonomy. However, this abrupt shift toward a system emphasizing *self-directed learning* and *exploratory educational units* generated a significant pedagogical gap, as neither students nor instructors were adequately prepared—psychologically or technically—for this new model of academic freedom.

Despite the promises of the LMD system to foster students' competencies and enhance their academic and professional development, practical implementation has revealed a series of complex challenges that have hindered the achievement of its intended objectives. These challenges may be summarized as follows:

- A. **The Shock of Pedagogical Transition:** How can a student accustomed to a teacher-centered and examination-oriented secondary education system suddenly become an autonomous learner, responsible for seeking information and managing his or her own academic pathway at the university level?
- B. **The Crisis of Guidance and Academic Pathways:** The diversification of programs and specializations within the LMD framework has often led to student disorientation and a lack of clear understanding of future employment prospects, thereby generating a form of *academic uncertainty*.
- C. **Content Overload and Time Constraints:** How can students reconcile the intensive semester-based structure of the LMD system with the need to acquire transversal skills—such as foreign languages and information technology—without the support of effective academic guidance capable of regulating and structuring the learning process?
- D. **The Formalistic Nature of the Academic Tutor's Role:** Although the function of the academic tutor or pedagogical mentor was legally established within the reform framework, in many higher education institutions it has remained largely symbolic and ineffective. This raises a fundamental question: does the problem lie in the legislative and regulatory texts themselves, or rather in the mechanisms governing their implementation?

. Against this backdrop, the central research questions of this article may be formulated as follows:

- A. **What practical mechanisms and implementation strategies can transform pedagogical mentoring from a theoretical concept into an effective and sustainable daily practice within higher education institutions?**
- B. **How can pedagogical mentoring mitigate the negative repercussions resulting from the transition from the traditional higher education system to the Licence–Master–Doctorate (LMD) framework?**
- C. **What practical measures can be adopted to rebuild trust and strengthen academic interaction between students and instructors in the context of the**

human and digital overcrowding currently characterizing Algerian universities?

2- The Theoretical Framework of the Classical System and the LMD System

2.1. The Nature of the Classical System:

The classical system in Algerian universities constitutes the foundational educational framework upon which the state relied from independence until the beginning of the twenty-first century (prior to the gradual transition toward the LMD system in 2004). This system was characterized by academic rigor and long training cycles and was largely based on the old French model. Among the key characteristics of the classical system (Ben Zaboushi, Mohamed, 2020) is its reliance on the principle of “vertical specialization” and intensive academic depth. Its main objective was to train administrative and scientific elites capable of managing the emerging state institutions, with emphasis placed on theoretical and cumulative knowledge, considering the lecturer as the sole and final source of information.

2.1.2. The Structure of Progression in the Classical System (Undergraduate):

The academic pathway in this system was characterized by clearly defined stages and extended durations:

- Bachelor’s Degree (Licence): The duration of study was four full years. The first two years (common core) were general in nature, while the last two years were devoted to specialized study.
- State Engineer Degree (Ingénieur d’État): Specific to technical and technological fields, with a duration of five years.
- Higher Studies Diploma (DES): Awarded in advanced scientific specializations, with a duration of four years.

Assessment and Examination System: The evaluation system in the classical model was annual and comprehensive:

- Annual system: Progression from one academic year to another depended on the overall yearly average (no semester-based structure as in LMD).
- Comprehensive examinations: Students were examined at the end of the year on the entire syllabus, requiring significant memorization and cognitive effort.
- Strict progression rules: Failure in a single core subject could lead to repeating the entire academic year, reflecting the principle of “survival of the academically strongest.”

Postgraduate System: Postgraduate studies in the classical system were highly selective and elite in nature:

- Master’s degree (Magister): Admission required passing a highly competitive national entrance examination with very limited seats (often between 5 and 10 per specialization). It included one year of theoretical study followed by one or two years dedicated to thesis preparation.
- State Doctorate (Doctorat d’État): This was the highest academic qualification, requiring long years of research (up to 10 years after the Magister). It was more demanding than the current doctoral system in terms of publication and research requirements.

2.1.3. Psycho-Pedagogical Characteristics of the Classical System (Bouchikhi, Abdelkader, 2021):

- Role of the professor: The lecturer was the central figure. The relationship was hierarchical and authoritative, where the professor delivered lectures (Le Cours) and students transcribed them verbatim.
- Role of the student: The student was predominantly a passive recipient, relying heavily on memorization and compulsory attendance.
- Autonomy: Student autonomy was very limited compared to the LMD system, as curricula were predefined with no room for elective or exploratory modules.

Rationale for Abandoning the Classical System and Transitioning to LMD: Despite its academic strength, the classical system faced several criticisms that led to its reform, including:

- Extended duration of studies: Students graduated at a relatively late age compared to international systems.
- Labor market disconnect: Excessive theoretical focus made adaptation to professional and technical workplace requirements difficult.
- Lack of comparability: Difficulty in equating Algerian degrees with those of foreign universities that adopted the European harmonized system.

3. The Nature of the LMD System:

The LMD system (Licence–Master–Doctorate) in Algeria represents a fundamental transformation in higher education philosophy. The change was not limited to degree titles but extended to teaching methods, evaluation systems, and the overall objectives of university training. It was officially introduced in the 2004/2005 academic year as a pilot phase before being generalized across all disciplines.

3.1. The Core Philosophy of the LMD System:

The system is based on three main pillars that differ significantly from the classical model (Zitouni, Kamal, 2019):

- Globalization of education: Making Algerian degrees comparable and compatible with international universities, particularly within the European Higher Education Area.
- Student-centered approach: The student becomes the central actor in constructing their academic pathway rather than a passive recipient of knowledge.
- Flexibility and progressive structuring: Organization of studies into teaching units that allow students to change specialization or adjust their academic path without losing previously acquired credits.

3.2. Degree Structure and Duration:

Studies are organized into three successive cycles measured in teaching hours and credits:

- a. Licence (L):
Duration: 3 years (6 semesters).
Objective: Acquisition of fundamental knowledge and transversal skills (languages, IT).
Types: Academic Licence (for further studies) and Professional Licence (for direct entry into the labor market).
- b. Master (M):
Duration: 2 years (4 semesters).
Objective: Advanced specialization and training in scientific research or high-level professional skills.
Completion: Final dissertation and defense.

- c. Doctorate (D):
Duration: Minimum 3 years.
Objective: Production of original scientific research and contribution to knowledge development.
Admission: Competitive national examination after obtaining a Master's degree.

4. Fundamental Concepts in the Organization of Studies:

To fully understand the LMD system, the following key terms must be clarified:

- Semester: The basic teaching unit (14–16 weeks of instruction and assessment).
- Teaching Units (UE):
 - Fundamental units: Core disciplinary courses.
 - Methodological units: Research and analytical tools.
 - Exploratory units: Courses from other disciplines to broaden students' perspectives.
 - Transversal units: Languages, ICT, and entrepreneurship.

Comparison Table:

Criterion	Classical System	LMD System
Main focus	Professor (lecturer)	Student (researcher and participant)
Study duration	Annual (full-year repetition)	Semester-based (credit recovery)
Training type	Intensive theoretical training	Combination of theoretical, practical, and professional training
Independent work	Limited and often not assessed	Mandatory and part of final grading

- Credits: A unit measuring student workload (lectures, tutorials, personal work). One semester equals 30 credits, and one academic year equals 60 credits.
- Compensation: The possibility of offsetting grades between courses within **the same unit or between units within a semester**.

3- The Psycho-Sociological Approach to Pedagogical Accompaniment (Slimani, Noura, & Ben Aliya, Samir, 2022):

3.1. The Psychology of Transitional Shock:

When Algerian students transition from secondary school to university, they experience what educational psychologists refer to as an “academic identity crisis.” In the classical system, guidance was centralized and rigid, whereas in the LMD system, the freedom granted to students may turn into psychological “chaos” in the absence of adequate pedagogical accompaniment.

3.2. Loss of Referential Authority:

Students often experience a loss of the close supervisory presence previously exercised by teachers at the secondary level. This may lead either to academic disengagement or to pathological anxiety related to fear of failure.

3.3. The Issue of Autonomy:

From a psychological perspective, pedagogical accompaniment aims to transform the learner from a state of dependency into autonomous self-regulation, without generating feelings of neglect or abandonment.

3.4. Sociology of University Relations (Interaction Between Systems):

The university is not merely a space of instruction, but a social system in which professors and students interact dynamically.

3.5. The Pedagogical Social Contract:

Accompaniment serves to rebuild trust that has been weakened by overcrowding. Sociologically, when a student feels reduced to a “number” in a lecture hall of 500

students, their sense of institutional belonging declines. Pedagogical accompaniment restores a sense of “individualization” within the collective.

3.6. Transformation of Social Representations:

Algerian society continues to perceive the professor as a “knowledge authority.” The psycho-sociological approach advocates transforming this representation so that the professor becomes a “facilitator,” thereby reducing latent intergenerational tension.

3.7. Psychological and Social Dimensions Affecting Academic Achievement:

The process of pedagogical accompaniment is influenced by crucial psycho-sociological variables that supervising teachers must take into consideration:

3.8. Achievement Motivation:

This refers to the internal state that drives student behavior. Pedagogical accompaniment seeks to enhance intrinsic motivation (love of knowledge) rather than extrinsic motivation (grades alone).

3.9. Socio-Economic Environment:

Many Algerian students face social pressures such as housing difficulties, transportation issues, and concerns about unemployment. In this context, pedagogical accompaniment acts as a “social mediator,” helping students separate personal problems from academic performance.

3.10. Group Dynamics:

Within the framework of accompaniment, the student cohort becomes a “psychological group.” The effective instructor is one who activates collective intelligence by encouraging peer support (socio-constructivism). This reduces negative competition and fosters a collaborative academic climate.

4. The Reality of Pedagogical Accompaniment in Algerian Universities

Despite the set of legal texts that have structured the LMD system in Algeria—most notably Decree No. 714—pedagogical accompaniment (Qaidoum, Mohamed, 2018) continues to suffer from what can be described as an “implementation crisis.” This reality can be analyzed through the following dimensions:

- **The gap between legal theory and field implementation:** Algerian legal texts define the “tutoring professor” as a pedagogical leader who guides students academically and psychologically. However, in practice:
 - **Formalistic implementation:** In most universities, administrations merely post lists of names (tutor professor vs. student list) without providing appropriate time slots or physical spaces for meaningful interaction.
 - **Lack of monitoring:** There are no effective control mechanisms from university vice-rectorates for academic affairs to verify whether professors actually meet their students, or whether the process remains purely formal on paper.
- **Structural and human challenges (objective constraints):** A set of constraints beyond the control of both professors and students significantly hinders the effectiveness of pedagogical accompaniment:
 - **Student overcrowding (overfilled lecture halls):** In faculties such as Law or Humanities, a single professor may be responsible for more than 100 students. Psychologically, effective accompaniment presupposes privacy and individualized attention, which becomes impossible under

such conditions, transforming it into superficial group-oriented guidance rather than individualized support.

- **Lack of psycho-pedagogical training:** Most university professors are specialized researchers in their disciplines but lack training in psychological counseling or academic advising. This deficiency often leads professors to avoid accompaniment roles for fear of being unable to handle students' psychological or social difficulties.
- **Student reality: between lack of awareness of rights and dependency:** Algerian students, due to their secondary education background, still tend to perceive the professor primarily as a source of grades rather than as a mentor or guide:
 - **Crisis of trust:** Many students believe that consulting a tutoring professor is a sign of weakness, or that professors will not take their personal or academic problems seriously. This discourages them from seeking support even in difficult academic situations.
 - **Academic alienation:** First-year students often find themselves lost within the complex semester-based system. Instead of turning to a tutor professor, they rely on informal Facebook groups for information, which often spreads inaccuracies and further complicates their academic trajectory.
- **Lack of incentives and professional recognition:** From a sociological perspective, no system can function effectively without a proper reward structure. In the Algerian context:
 - **Neglect of workload recognition:** Hours dedicated to pedagogical accompaniment are not sufficiently included in official teaching workloads or compensated as additional teaching hours, making it appear as an unrecognized burden both materially and morally.
 - **Marginalization in career advancement:** In academic promotion processes, evaluation is primarily based on scientific publications and articles, while accompaniment reports or successful student guidance outcomes are not considered. This undermines motivation among faculty members.
- **Limited digitalization (Othmani, Rabah, 2017):** Although platforms such as “PROGRES” and “Moodle” exist, they are mainly used for administrative purposes (grade sheets, registrations) and rarely activated as tools for continuous pedagogical accompaniment and interaction. Consequently, accompaniment remains confined to face-to-face encounters, which are difficult to sustain in the context of overcrowded classrooms.

5. Applied Mechanisms for Activating Pedagogical Accompaniment

To overcome the previously identified constraints, the following operational mechanisms are proposed:

- **Student Overcrowding and the Challenge of “Individual Pedagogy”:** Overcrowding in Algerian universities—particularly in faculties of Humanities, Social Sciences, and Law—represents the primary obstacle to the effective implementation of pedagogical accompaniment.
 - **The impossibility of qualitative follow-up:** From a sociological perspective, accompaniment presupposes a “face-to-face” relationship. When a professor becomes responsible for more than 100 students,

accompaniment shifts from a diagnostic and remedial process to a superficial administrative task limited to signing documents.

- **Erosion of pedagogical time:** Professors spend most of their time correcting large volumes of exams and assignments, leaving little room for individualized student support. This leads to the emergence of the “anonymous student” within lecture halls, which contradicts the philosophy of the LMD system.
- **Lack of Specialized Training: The Crisis of the “Tutor Professor”:** University teaching differs fundamentally from the role of pedagogical tutoring. While professors are academically trained in their disciplines, they often lack the transversal skills required for effective accompaniment.
 - **Absence of psycho-pedagogical competencies:** Many professors are unfamiliar with counseling techniques such as “guidance interviews,” “active listening,” and the management of learning difficulties or psychological anxiety.
 - **Conceptual ambiguity:** There remains confusion between the roles of “teacher” and “tutor.” The former transmits knowledge, while the latter guides the construction of learning pathways. This lack of preparation creates uncertainty when addressing student concerns that go beyond course content, such as career guidance or social adaptation.
- **Lack of Incentives: Accompaniment as a “Burden” Rather Than a “Function”:** Organizational and financial incentives are essential for any professional activity. In the absence of a clear reward system, pedagogical accompaniment remains a secondary and voluntary task.
 - **Neglect in teaching workload allocation:** In the Algerian higher education statute, tutoring hours are not included within the official teaching workload (VHT) on the same basis as lectures or tutorials, leading professors to perceive it as an unpaid additional burden.
 - **Exclusion from promotion criteria:** Academic promotion systems primarily value scientific publications and international output, while pedagogical accompaniment efforts are not meaningfully considered, thereby reducing motivation to invest in student support.
- **Digital Diagnostic Forms: Toward Proactive Accompaniment (Houari, M., 2015):** Instead of waiting for exam results to identify student failure, digitalization enables an early warning system through platforms such as Moodle:
 - **Initial diagnosis:** At the beginning of each semester, students complete a digital form assessing strengths and weaknesses in core subjects, language skills, and socio-economic conditions.
 - **Data analysis:** The platform provides professors with a dashboard summarizing the overall status of the cohort, allowing classification into groups (high-achieving students needing enrichment and at-risk students requiring urgent intervention).
 - **Individualization:** These tools enable personalized recommendations for each student, achieving “individualized learning” despite large cohort sizes.

- **Chat Rooms and Forums: Activating the “Pedagogical Community”:** Interactive digital spaces help reduce the socio-psychological distance between students and professors:
 - **Discussion forums:** Asynchronous spaces where students can ask methodological or academic questions at any time. Answers provided by the professor benefit all students, reducing repetitive inquiries and saving time.
 - **Synchronous chat rooms:** Weekly virtual office hours where the professor is available for real-time interaction. Psychologically, students—especially shy learners—find it easier to express difficulties in written digital form than in face-to-face meetings.
 - **Peer learning:** These spaces foster mutual student support under academic supervision, transforming the cohort into an active “learning community.”
- **Digital Archiving and Privacy:** The electronic accompaniment file maintains a historical record of all interactions between tutor and student. This documentation ensures transparency, protects the rights of both parties, and enables longitudinal tracking of student progress from first year to graduation.
 - **Secure environment:** Digital platforms ensure confidentiality, allowing personal or psychological concerns to be addressed privately between student and tutor, thereby preserving student dignity and encouraging openness.
- **Peer Accompaniment: A “Collaborative Learning” Strategy to Break Pedagogical Barriers:** Peer accompaniment relies on mobilizing senior students (Master’s and PhD levels) to support first-year students, extending beyond academic help to include psychological and social assistance.
 - **Breaking fear barriers and the “psychology of distance”:** One of the major challenges for first-year students in Algeria is the “lecture hall intimidation effect” and the perceived authority of the professor, which limits communication.
 - **Shared communication language:** Peer tutors communicate using the same language and mindset as new students, having recently experienced similar challenges, which creates a safe environment for learning without fear of judgment.
 - **Reducing social anxiety:** Students are more willing to disclose weaknesses to peers than to professors, making diagnostic and remedial intervention more effective and authentic.
- **Functional Roles of Senior Students (Peer Tutors):** Peer tutors do not replace professors; rather, they act as mediators or bridges:
 - **Methodological support:** Teaching new students how to summarize lectures, use the university library, and navigate digital platforms.
 - **Administrative and sociological guidance:** Helping students understand their rights and obligations and navigate LMD pathways, thereby reducing administrative confusion.

- **Academic simplification:** Explaining complex lecture concepts in a more accessible and student-friendly manner.
- **Mutual Benefits (A Win-Win Model):** Peer accompaniment is not a one-sided service but a comprehensive developmental process:
 - **For new students:** Faster integration into university life and reduced risk of early academic failure.
 - **For peer tutors (Master's/PhD students):** Development of leadership and communication skills, deeper mastery of content through teaching, and preparation for future academic careers.
 - **For the institution:** Reduced burden on professors, improved academic outcomes, and decreased dropout rates.
- **Proposed Implementation Mechanisms in Algerian Universities:** To operationalize this model, institutionalization is required through:
 - **“Student Assistant Program”:** Allowing PhD students (non-salaried) to perform tutoring hours recognized as professional experience or valued in thesis defense files.
 - **Training workshops for peer tutors:** Short courses in tutoring techniques and communication ethics for high-achieving Master's students before assignment.
 - **Dual supervision system:** The professor acts as overall supervisor, while the PhD student ensures field implementation and continuous monitoring of small student groups.
- **Institutionalization of Pedagogical Accompaniment (Toward an Effective Administrative and Scientific Structure):** It is proposed to establish a “Pedagogical Accompaniment Unit” within each faculty or institute, aimed at transforming accompaniment from an “informal practice” into a “professional system” (Lafortune & Deaudelin, 2001). Its functions include two main dimensions:
- **Coordination between tutor professors (organizational dimension):**
 - Equitable distribution of students among tutors based on specialization and workload.
 - Standardization of pedagogical tools (accompaniment logbooks and reporting templates) to build a national database on student difficulties.
 - Monthly coordination meetings to share experiences and address complex cases (repeated failure, dropout risks).
- **Specialized training programs (formative dimension):**
 - Training in adolescent and young adult psychology (identity crisis, lack of motivation, academic stress).
 - Development of pedagogical communication skills (active listening, feedback techniques).
 - Career and professional guidance training to support students in building their personal and professional projects (PPI).
- **Mediation between students and administration:** The unit acts as a “pedagogical advocate” for students. In cases where problems exceed the tutor's authority, it intervenes with faculty deans or university

administration to find legal and academic solutions that safeguard the student's academic trajectory.

6. Proposals for Activating Pedagogical Accompaniment: Toward a Comprehensive Reform Vision

A comprehensive reform aimed at moving pedagogical accompaniment from theoretical discourse to effective implementation (Caparros-Mencacci, N., 2007) requires actors within Algerian universities and their central governing bodies to adopt a four-dimensional approach (organizational, training-related, pedagogical, and evaluative). These dimensions must operate in an integrated manner to create a supportive learning environment for students through the following mechanisms:

6.1. Organizational and Structural Reform:

Effective pedagogical accompaniment cannot be achieved without institutional recognition of the professor's effort. This requires the legalization of accompaniment hours and their integration into the official teaching workload of university professors (with a minimum of two hours per week). Such a measure would shift accompaniment from an exhausting "additional task" to a formally recognized professional duty, enabling professors to dedicate meaningful time to student support without compromising their research or teaching responsibilities.

Furthermore, these activities should be included as a key criterion in academic promotion and qualification processes (habilitation and professorship), thereby encouraging innovation in mentoring and academic guidance practices.

6.2. Professional and Pedagogical Capacity Building:

Since pedagogical accompaniment is a methodology that differs fundamentally from traditional lecturing, its effective implementation requires compulsory continuous training for professors in "emotional intelligence" and "active listening" skills. This proposal aims to equip instructors with psychological tools that allow them to interpret students' non-verbal communication, understand academic anxiety, and provide career guidance based on actual competencies rather than exam results alone.

Transforming the professor from a "lecturer" into a "mentor-accompanier" represents a key condition for breaking psychological barriers and establishing effective pedagogical dialogue.

6.3. Pedagogical Rationalization and Student Cohort Limitation:

One of the most significant challenges facing pedagogical accompaniment in Algeria is overcrowding in classrooms. To address this issue, it is proposed that the number of students per tutor group should not exceed 20 students per supervising professor.

Reducing group size enables the realization of "individualized education," where the tutor can accurately identify each student's academic trajectory, diagnose difficulties, and provide tailored support. This close supervision prevents students from becoming invisible within large cohorts and significantly reduces failure rates, particularly during the first-year foundational cycle.

6.4. Institutionalized Evaluation through a "Pedagogical Accompaniment Logbook" to Ensure Continuity:

It is proposed to adopt a student accompaniment logbook in its digital form (E-Portfolio), integrated within the national "PROGRES" platform. This logbook functions as a cumulative record documenting the student's academic development, encountered difficulties, and the solutions proposed by the tutor.

Through this mechanism, pedagogical accompaniment becomes a traceable and reliable process that allows institutional assessment of its effectiveness. It also ensures the

transfer of student-related information in cases of specialization change or academic transition between cycles, thereby building an academic memory system that supports long-term student success.

7- Conclusion

Based on the above, it can be concluded that the activation of pedagogical accompaniment in Algerian higher education institutions has gone beyond being a merely complementary organizational measure to become a strategic imperative dictated by the requirements of total quality. The essence of the transition toward the LMD system lies in the liberation of student potential, an objective that cannot be achieved without an effective pedagogical support framework grounded in a tripartite system of complementary roles.

This tripartite framework begins with a university administration that adopts flexible governance and provides appropriate digital and organizational infrastructures. It then involves a university professor who redefines their professional identity from a “knowledge transmitter” into a “pathway designer,” equipped with psycho-sociological competencies. Finally, it requires a student who moves beyond a culture of dependency to become an active partner in constructing their own academic trajectory.

The real challenge facing the Algerian university today lies in the “humanization” of the pedagogical relationship in order to address the social and psychological challenges faced by students. This approach contributes to reducing academic failure and transforming the university from a mere certification-granting institution into a dynamic environment for producing qualified elites capable of driving national development.

From this perspective, the present study opens avenues for future research focusing on the psychological and professional impact of pedagogical accompaniment on graduates in the labor market, as well as the extent to which the “tutor professor” succeeds in bridging the gap between the university and the economic environment.

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