

	<b>Science, Education and Innovations in the Context of Modern Problems</b> <b>Issue 11, Vol. 8, 2025</b>	
	<b>Title of research article</b> 	
<b>The Reality of the Quality of Pedagogical Practice in Algerian Universities and the Requirements for Its Improvement (A Field Study on a Sample of Faculty Members at Ahmed Draïa University – Adrar)</b>		
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	<b>Issue web link</b> <a href="https://imcra-az.org/archive/385-science-education-and-innovations-in-the-context-of-modern-problems-issue-11-vol-8-2025.html">https://imcra-az.org/archive/385-science-education-and-innovations-in-the-context-of-modern-problems-issue-11-vol-8-2025.html</a>	
	<b>Keywords</b> Quality, Pedagogical Practice, University, Improvement Requirements.	
<b>Abstract</b> This study aims to examine the current state of the quality of pedagogical practice in Algerian universities and to identify the requirements for its improvement. The research sample consisted of 65 faculty members from various disciplines. A descriptive statistical approach was adopted, and a questionnaire was designed and validated through review by a panel of experts. Reliability and suitability for application were confirmed through a pilot study. The findings of the study revealed the following: The quality of pedagogical practice and the requirements for its improvement at the Faculty of Social, Human, and Islamic Sciences, Ahmed Draïa University – Adrar, were found to be at a moderate level. There are statistically significant differences in the requirements for implementing quality pedagogical practice at the Faculty, based on variables such as gender, age, academic qualification, rank, years of experience, and field of specialization.		
<b>Citation.</b> Salima A. (2025). The Reality of the Quality of Pedagogical Practice in Algerian Universities and the Requirements for Its Improvement (A Field Study on a Sample of Faculty Members at Ahmed Draïa University – Adrar). <i>Science, Education and Innovations in the Context of Modern Problems</i> , 8(11), 466-479. <a href="https://doi.org/10.56352/sei/8.11.35">https://doi.org/10.56352/sei/8.11.35</a>		
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Received: 12.12.2024      Accepted: 21.072025      Published: 02.09.2025 (available online)		

### Introduction:

The university is an educational and instructional institution that strives to achieve multiple objectives in the academic and research fields, granting it a vital role in scientific and technological progress through the research it produces in various disciplines. In light of the technological revolution, there has been a growing need to develop all elements of the educational system, an effort that has become a global priority.

Today, the quality of higher education stands as one of the most pressing challenges facing educational systems in developing countries. Reports from international organizations emphasize the necessity of rethinking the philosophy of university education, focusing on the establishment of enhanced standards to ensure the quality of educational outcomes (Zerqan Leila, 2012, p. 1).

The success of the educational process in achieving its goals largely depends on the quality of pedagogical practice and the instructor's mastery of diverse teaching skills in light of modern instructional roles. This contributes to raising the efficiency of the educational system and improving the quality of educational outputs.

Pedagogical practice is among the most important and effective functions of education in preparing qualified graduates, as it equips them with the necessary theoretical knowledge and practical skills. Given the significance of university teaching, many researchers have sought to identify the most effective teaching methods that university instructors can adopt. Research findings indicate that effective teaching is often accompanied by specific academic and psychological behaviors, such as the instructor's enthusiasm for teaching, breadth of knowledge, mastery of the subject matter, ability to organize and present content engagingly, clarity in delivering information, commitment to each student's cognitive and behavioral development, and capacity to motivate and gain students' trust and respect (Zerqan Leila, 2012, p. 2).

Pedagogical practice is therefore a cornerstone for enhancing teaching quality and achieving excellence in outcomes, especially amid intense competition between higher education institutions in today's era of globalization, characterized by massive knowledge and technological advances as well as diverse modern teaching approaches using information and communication technology. Consequently, higher education institutions must create the conditions to improve faculty performance through continuous assessment, enhancement, and development—efforts that positively impact the quality of the institution and its outputs.

In higher education systems, the quality of pedagogical practice is a top priority for all nations and educational institutions that award academic degrees and ranks, with the aim of producing graduates who are competitive and successful in the global job market and capable of meeting society's needs for sustainable development in all dimensions: human, social, economic, and cultural.

### 1. Research Problem:

Higher education institutions are placing increasing emphasis on the quality of their educational services as they face a competitive environment and rising societal demands for graduates capable of meeting local needs effectively. The quality of services provided by these institutions is reflected in the performance of their graduates in the labor market and shapes the perception of the community and employers toward the institution. Faculty members play a key role in translating institutional plans and objectives into tangible outcomes, which ultimately shape the reputation of both the graduates and the university itself.

Accordingly, there is a pressing need to develop a proposed framework for evaluating pedagogical practice within these institutions as part of their comprehensive quality management process.

This study emerged from the following main questions:

- What is the current state of the quality of pedagogical practice at the Faculty of Social, Human, and Islamic Sciences, Ahmed Draïa University – Adrar?
- Are there statistically significant differences in the requirements for implementing quality pedagogical practice at the Faculty based on gender, age, academic qualification, rank, years of experience, and field of specialization?
- From these, the following sub-questions arise:
- Are there statistically significant differences in the requirements for implementing quality pedagogical practice at the Faculty based on gender?
- Are there statistically significant differences based on age?
- Are there statistically significant differences based on academic qualification?

- Are there statistically significant differences based on academic rank?
- Are there statistically significant differences based on years of experience?
- Are there statistically significant differences based on field of specialization?

### Research Hypotheses:

Based on the research problem and the preceding questions, a set of hypotheses was formulated for verification, as follows:

- The quality of pedagogical practice and the requirements for its improvement at the Faculty of Social, Human, and Islamic Sciences, Ahmed Draïa University – Adrar, are at a moderate level.
- There are statistically significant differences in the requirements for implementing quality pedagogical practice at the Faculty based on gender, age, academic qualification, rank, years of experience, and field of specialization.

From these, the following sub-hypotheses are derived:

- There are statistically significant differences in the requirements for implementing quality pedagogical practice at the Faculty based on gender.
- There are statistically significant differences based on age.
- There are statistically significant differences based on academic qualification.
- There are statistically significant differences based on academic rank.
- There are statistically significant differences based on years of experience.
- There are statistically significant differences based on field of specialization.

### 3. Significance of the Study:

The significance of this study can be summarized as follows:

- It addresses the topic of the quality of pedagogical practice in higher education in Algeria—a subject that, to the researcher’s knowledge, has not received sufficient attention in previous research. University libraries lack studies of this nature, and it is hoped that this work will serve as a starting point for further research in this field.
- The current era, known as the “Age of Knowledge,” is witnessing a widespread culture of quality. Accordingly, it is essential to explore models of quality in higher education, including the quality of pedagogical practice and the requirements for its improvement.
- The necessity of elevating Algerian universities to higher levels of pedagogical quality, overcoming obstacles that hinder the achievement of their goals, and fulfilling their civilizational mission of producing and disseminating knowledge.
- The study contributes to understanding the roles of university instructors within the pedagogical process, particularly in terms of design, guidance, and facilitation, to improve the quality of education and better meet students’ needs in alignment with established educational objectives, while also informing the development of relevant educational policies.
- The study has practical significance in that its findings will provide an understanding of the reality of pedagogical practice at the Faculty of Social, Human, and Islamic Sciences, Ahmed Draïa University – Adrar, along with recommendations that may inspire further research and debate.

### 4. Objectives of the Study:

This study seeks to achieve the following objectives:

- To identify the current state of the quality of pedagogical practice and the requirements for its improvement at Ahmed Draïa University – Adrar.
- To determine the differences in the requirements for implementing quality pedagogical practice at the Faculty based on gender, age, academic qualification, rank, years of experience, and field of specialization.

### 5. Operational Definitions Quality:

In education, quality refers to the process of applying a set of academic and instructional standards necessary to raise the quality of the educational product through the efforts of all members of an institution, across all aspects of educational work.

In educational contexts, quality encompasses the set of characteristics and attributes that accurately and comprehensively express the essence and condition of education, including all its dimensions inputs, processes, outputs, feedback and the continuous interactions that lead to the achievement of desired goals.

**Operational definition:** Improving the educational process in all its dimensions.

#### Pedagogical Practice:

The evaluation of the teaching process at the Faculty of Social, Human, and Islamic Sciences, Ahmed Draïa University – Adrar. It refers to the set of instructional content and activities delivered by university faculty members in accordance with higher education quality standards.

#### University:

An organized academic and educational institution at the top of the educational hierarchy in society, responsible for preparing individuals professionally, in addition to conducting scientific research that serves comprehensive development plans and training researchers for the public good (Conference of Arab Ministers Responsible for Higher Education, 1983, p. 10).

It is also a place where the processes of knowledge development and community service intersect with the need for qualified graduates (Alain Touraine, 1974, p. 591).

**Operational definition:** An educational and instructional institution that performs multiple functions aimed at achieving comprehensive development, including teaching, scientific research, and community service through the preparation, training, and qualification of individuals for the university educational process.

#### Improvement Requirements:

The process of enhancing and optimizing the implementation of measures to improve teaching performance, moving from less effective to more effective practices, by assessing the quality of this process in accordance with the quality standards of the Faculty of Social, Human, and Islamic Sciences, Ahmed Draïa University – Adrar.

### 5. Methodological Procedures of the Study:

#### 5.1 Research Method:

Given the nature of the study and its objectives—to examine the quality of pedagogical practice in Algerian universities and the requirements for applying comprehensive quality at the Faculty of Social, Human, and Islamic Sciences, Ahmed Draïa University – Adrar, with respect to gender, age, academic qualification, rank, years of experience, and specialization—the researcher adopted a descriptive method based on a quantitative statistical approach. This method determines the current state of the phenomenon under investigation and provides a descriptive report on it (Abdel Rahman Addas, 1993, p. 17). It aims to describe the phenomenon, gather facts and observations, report its actual status, and include analysis, interpretation, and the identification of relationships between variables.

#### 5.2 Temporal and Spatial Scope of the Study:

The study was conducted from February 5, 2023, to February 19, 2023, at the Faculty of Social, Human, and Islamic Sciences, Ahmed Draïa University – Adrar, covering the following departments:

- Department of Human Sciences.
- Department of Social Sciences.
- Department of Islamic Sciences.

### 5.3 Study Population and Sampling Method:

#### a. Study Population:

The population of this study consisted of permanent faculty members at the Faculty of Social, Human, and Islamic Sciences, Ahmed Draïa University – Adrar, during the 2022–2023 academic year.

#### b. Sampling Method:

A random sampling technique was used to select participants from the total population of permanent faculty members at the Faculty, resulting in a sample of 65 faculty members.

#### c. Sample Characteristics:

##### - Distribution by Gender:

The sample consisted of 65 faculty members from the Faculty of Social, Human, and Islamic Sciences, Ahmed Draïa University – Adrar, distributed as shown in the following table:

**Table (01): Distribution of the Study Sample According to Gender**

female		male		total
percentage %	number	percentage%	number	65
40%	26	60%	39	

From Table (01), the distribution of the study sample by gender shows that males represent 60% of the total sample, while females account for 40%. This indicates that the proportion of males is higher than that of females.

#### Distribution of the Study Sample by Age:

The ages of the participants in the study sample range from 28 years to 50 years and above, distributed as shown in the following table:

**Table (02): Distribution of the Study Sample According to Age**

Age range	frequency	% Percentage
28 – 37 years	21	32%
38 – 47 years	24	36%
48 years and above	20	30%
<b>Total</b>	<b>65</b>	<b>100%</b>

From Table (02), the distribution of the study sample by age indicates that 32% of the faculty members are between 28 and 37 years old, 36% are between 38 and 47 years old, and 30% are aged 48 years and above. These percentages are relatively close to one another.

#### **Distribution of the Study Sample by Academic Qualification:**

The study sample is divided, in terms of academic qualification, into faculty members holding doctoral and master's degrees, distributed as shown in the following table:

**Table (03): Distribution of the Study Sample According to Academic Qualification**

Academic qualification	frequency	percentage%
doctorate	37	56%
Master's degree	28	43%
<b>total</b>	<b>65</b>	<b>100%</b>

From Table (03), the distribution of the study sample by academic qualification shows that 56% of the faculty members hold a doctoral degree, while 43% hold a master's degree.

#### **Distribution of the Study Sample by Academic Rank:**

The distribution of the study sample according to academic rank is presented in the following table:

**Table (04): Distribution of the Study Sample According to Academic Rank**

Academic rank	frequency	percentage%
Professor of Higher Education	15	23%
Associate Professor	12	18%
Lecturer	20	30%
Assistant Professor	18	27%
<b>total</b>	<b>65</b>	<b>100%</b>

From Table (04), the distribution of the study sample by academic rank indicates that 23% of the faculty members hold the rank of Professor of Higher Education, 18% hold the rank of Associate Professor the lowest proportion while 30% are Lecturers and 27% are Assistant Professors.

#### **Distribution of the Study Sample by Years of Experience:**

The distribution of the study sample according to years of experience is shown in the following table:

**Table (05): Distribution of the Study Sample According to Years of Experience**

Years of Experience	frequency	percentage%
Less than 5 years	18	27%
5 to 10 years	16	24%
11 to 20 years	16	23%
21 to 30 years	10	15%
More than 30 years	6	9%

<b>Total</b>	<b>65</b>	<b>100%</b>
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From Table (05), the distribution of the study sample by years of experience shows that 27% of the faculty members have less than 5 years of experience, 24% have between 5 and 10 years, and 23% have between 11 and 20 years of experience. Furthermore, 15% have between 21 and 30 years of experience, while only 9%—the smallest proportion have more than 30 years of experience.

#### **Distribution of the Study Sample by Field of Specialization:**

The study sample is distributed across the following specializations: Sociology, Psychology, History, Media and Communication, and Islamic Sciences, as presented in the following table:

**Table (06): Distribution of the Study Sample According to Specialization.**

<b>Specialization</b>	<b>frequency</b>	<b>Percentage%</b>
Sociology	15	23%
Psychology	12	18%
History	14	21%
Media and Communication	09	13%
Islamic Sciences	15	23%
<b>Total</b>	<b>65</b>	<b>100%</b>

From Table (06), the distribution of the study sample by specialization indicates that 23% of the faculty members specialize in Sociology, 18% in Psychology, and 21% in History. Additionally, 13% specialize in Media and Communication, while 23% specialize in Islamic Sciences.

#### **6. Study Tool and Its Specifications:**

The study tool consisted of a questionnaire, which was developed after reviewing the relevant literature. It contained 20 items distributed across two dimensions and employed a dichotomous response scale ("Yes-No"). The questionnaire was then presented to a panel of seven (07) expert faculty members in the relevant field for validation.

#### **7. Psychometric Properties of the Study Tool:**

##### **7.1 Validity of the Research Tool:**

##### **a. Expert Validity:**

To ensure the validity of the research tool, the questionnaire was reviewed by a group of expert faculty members with relevant experience, to assess the clarity and appropriateness of the items from both pedagogical and linguistic perspectives. The experts evaluated the relevance of each item to the dimension it was intended to measure, and suggested modifications, deletions, or additions where necessary.

##### **b. Intrinsic Validity:**

Intrinsic validity was calculated by taking the square root of the reliability coefficient  $\sqrt{0,98}$ . The intrinsic validity coefficient for the questionnaire was found to be 0.98, indicating a high degree of validity.

##### **7.2 Reliability of the Research Tool:**



The reliability coefficient for the questionnaire was calculated using the split-half method. The questionnaire was divided into two halves: the first half included odd-numbered items (X) from 1 to 19, and the second half included even-numbered items (Y) from 2 to 20. After administering the questionnaire, each participant obtained two separate scores—one for the odd items and one for the even items. Pearson's correlation coefficient between the two sets of scores was found to be  $r = 0.79$ .

To further verify this result and reduce the effect of guessing, the Spearman-Brown prophecy formula was applied, yielding a corrected reliability coefficient of

$r = 0.98$ , which is sufficient to indicate a high level of reliability.

#### Presentation and Discussion of Results:

- **Presentation and discussion of the first hypothesis**, which states that the reality of the quality of pedagogical practice and the requirements for its improvement at the Algerian university, specifically at the Faculty of Human, Social, and Islamic Sciences at Ahmed Draïa University in Adrar, is at an average level.

To verify this hypothesis, percentages were calculated based on the responses of the sample individuals according to the faculty's departments, and the following table illustrates this:

**Table (07): shows the percentages according to the responses of the sample individuals by the faculty departments.**

Dimension	Department of Human Sciences		Department of Sociology		Department of Islamic Sciences	Level
	Percentage %	Level	Percentage %	Level	Percentage %	
Quality of Pedagogical Practice	50.22%	Average	43.14%	Average	45.65%	Average
Improvement Requirements	40.32%	Average	16.82%	Low	32.55%	Average
Total	90.54%	Average	52.96%	Average	78.20%	Average

It appears from the above table, which illustrates the percentages of the sample responses to the questionnaire items at the level of each department included in this field study, that the percentage for the dimension of the quality of pedagogical practice among the sample of the Department of Human Sciences was 50.22% at an average level, while in the dimension of improvement requirements it was 40.32% at an average level. For the sample of the Department of Sociology, the percentage for the quality of pedagogical practice was 43.14% at an average level, while in the dimension of improvement requirements it was 16.82% at a low level. As for the sample of the Department of Islamic Sciences, the percentage for the quality of pedagogical practice was 45.65% at an average level, while in the dimension of improvement requirements it was 32.55% at an average level.

This result can be interpreted as reflecting that the reality of the quality of pedagogical practice is relatively similar in its level across the three departments, where the percentages remained within the average level, which supports the validity of the hypothesis. Moreover, the evaluation of the improvement requirements was at an average level in most departments, except for the Department of Sociology, which showed a low evaluation of the improvement requirements. This may reflect the existence of challenges or a lack of awareness regarding the need to develop certain pedagogical aspects, or perhaps a weakness in the presence of clear plans to improve quality within this department in particular.



These percentages reflect a relative awareness among faculty members and stakeholders in the educational process of the importance of the quality of pedagogical performance. At the same time, however, they highlight the need for further efforts to improve and develop these practices beyond the average level toward a higher level of quality and effectiveness.

Accordingly, the results emphasize the importance of strengthening a culture of pedagogical quality within the departments, through the provision of training programs, workshops, and regular evaluative follow-up, in order to ensure the transition from the average level to a higher and more integrated level of pedagogical performance within the university.

- **Presentation of the second hypothesis**, which states that there are statistically significant differences in the requirements for applying the quality of pedagogical practice at the Faculty of Human, Social, and Islamic Sciences at Ahmed Draïa University in Adrar according to the variables of gender, age, academic qualification, rank, years of experience, and specialization.
- **Presentation of the first sub-hypothesis**, which states that there are statistically significant differences in the requirements for applying the quality of pedagogical practice at the Faculty of Human, Social, and Islamic Sciences at Ahmed Draïa University in Adrar according to the variable of gender.

**Table (08): Significance of differences in the requirements for applying the quality of pedagogical practice at the Faculty of Human and Social Sciences at Ahmed Draïa University in Adrar according to the gender variable.**

Dimension	Males		Females		T-value	Significance Level
	Mean	SD	Mean	SD		
Quality of Pedagogical Practice	8.23	0.21	8.43	0.35	0.67	0.05
Improvement Requirements	8.59	0.33	7.54	0.20	0.54	0.05
Total	16.82	0.54	15.97	0.55		

It is evident from the previous table that there are statistically significant differences in the requirements for applying the quality of pedagogical practice at the Faculty of Human and Social Sciences at Ahmed Draïa University in Adrar according to the gender variable. Female respondents recorded a higher mean in the dimension of the quality of pedagogical practice, estimated at 8.43 with a standard deviation of 0.35, while the calculated *t*-value reached 70.6 at a significance level of **0.05**, which is statistically significant. This indicates the presence of significant differences between males and females in this dimension, pointing to their positive perception of the level of pedagogical performance. This also reflects a greater awareness among males of the need to develop teaching performance and improve certain aspects related to the quality of practice.

On the other hand, males recorded a higher mean in the dimension of improvement requirements, estimated at 8.59 with a standard deviation of 0.33, while the *t*-value reached 0.54 at a significance level of **0.05**, which is statistically significant. This highlights a difference in perception between males and females.

This result can be interpreted to mean that gender represents a variable with a significant influence on faculty members' perception of the level of quality and the requirements for its improvement. This may be attributed to differences in professional experiences, expectations from the educational environment, or the degree of engagement in teaching, planning, and quality-related tasks. Accordingly, it is recommended that this variable be taken into account when designing programs aimed at improving pedagogical performance, to ensure that the needs of all groups are met.

- **Presentation of the second sub-hypothesis**, which states that there are statistically significant differences in the requirements for applying the quality of pedagogical practice at the Faculty of Human and Social Sciences at Ahmed Draïa University in Adrar according to the variable of age.

**Table (09): Significance of differences in the requirements for applying the quality of pedagogical practice at the Faculty of Human and Social Sciences at Ahmed Draïa University in Adrar according to the age variable.**

Dimension	Source of Variation	df	Sum of Squares	Mean Squares	F-value	Significance
Quality of Pedagogical Practice	Between groups	2	2.821	12.644	2.57	Significant at 0.05
	Within groups	62	102.079	3.269		
	Total	64	104.9			
Improvement Requirements	Between groups	2	3.453	5.351	3.96	Significant at 0.05
	Within groups	62	120.45	1.342		
	Total	64	123.453			

It is evident from the previous table that there are statistically significant differences in the requirements for applying the quality of pedagogical practice at the Faculty of Human and Social Sciences at Ahmed Draïa University in Adrar according to the age variable. The *F*-value in the dimension of the quality of pedagogical practice was 2.572 at a significance level of **0.05** with degrees of freedom (2-62), which is statistically significant. This indicates the presence of significant differences among the different age groups in their assessment of the quality of pedagogical practice. Moreover, the *F*-value in the dimension of improvement requirements reached 3.96 at the same level of significance, which also confirms the presence of significant differences among the age groups regarding the requirements for improving the quality of pedagogical practice.

These results suggest that age represents an influential factor in the respondents' evaluations of the quality of pedagogical practice and its requirements. This may be attributed to variations in knowledge backgrounds and educational experiences among the different age groups. It may also reflect differences in perceptions regarding teaching methods and their alignment with modern standards in higher education. It is possible that the younger age group is more open to innovative teaching approaches or to improving pedagogical performance compared to the older groups.

- **Presentation of the third sub-hypothesis**, which states that there are statistically significant differences in the requirements for applying the quality of pedagogical practice at the Faculty of Human and Social Sciences at Ahmed Draïa University in Adrar according to the academic qualification variable.

**Table (10): Significance of differences in the requirements for applying the quality of pedagogical practice at the Faculty of Human and Social Sciences at Ahmed Draïa University in Adrar according to the academic qualification variable.**

Dimension	Source of Variation	df	Sum of Squares	Mean Squares	F-value	Significance
Quality of Pedagogical Practice	Between groups	1	4.281	10.265	2.85	Significant at 0.05
	Within groups	63	102.54	3.387		
	Total	64	106.821			
Improvement	Between groups	1	4.834	11.512		
	Within groups	63	112.32	3.569		

Requirements	Total	64	117.154		3.43	Significant at 0.05
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It is evident from the previous table that there are statistically significant differences in the requirements for applying the quality of pedagogical practice at the Faculty of Human and Social Sciences at Ahmed Draïa University in Adrar according to the academic qualification variable. The  $F$ -value in the dimension of the quality of pedagogical practice was 2.85 at a significance level of 0.05 with degrees of freedom (1-63), which indicates a significant difference between the two groups in terms of academic qualification in their assessment of pedagogical quality. Moreover, the  $F$ -value in the dimension of improvement requirements was 3.43 at the same level of significance and degrees of freedom, which confirms the existence of significant differences in the evaluation of the requirements for improving pedagogical quality between holders of different academic qualifications.

This result can be interpreted to mean that academic qualification is an influential factor in individuals' perceptions of the quality of pedagogical practice and its requirements. Academic qualification may reflect differences in the level of knowledge, experience, and expectations regarding the application of quality standards in the educational process. Therefore, these differences necessitate the consideration of diversifying training programs and workshops to suit the different levels of academic qualification, thereby contributing to raising the quality of pedagogical practice more effectively.

- **Presentation of the fourth sub-hypothesis**, which states that there are statistically significant differences in the requirements for applying the quality of pedagogical practice at the Faculty of Human and Social Sciences at Ahmed Draïa University in Adrar according to the academic rank variable.

**Table (11): Significance of differences in the requirements for applying the quality of pedagogical practice at the Faculty of Human and Social Sciences at Ahmed Draïa University in Adrar according to the academic rank variable.**

Dimension	Source of Variation	df	Sum of Squares	Mean Squares	F-value	Significance
Quality of Pedagogical Practice	Between groups	3	5.487	13.302	4.31	Significant at 0.05
	Within groups	61	123.76	4.473		
	Total	64	154.94			
Improvement Requirements	Between groups	3	4.159	15.653	5.58	Significant at 0.05
	Within groups	61	129.247	3.987		
	Total	64	159.099			

The results of testing the fourth sub-hypothesis revealed statistically significant differences in the requirements for applying the quality of pedagogical practice at the Faculty of Human and Social Sciences at Ahmed Draïa University in Adrar according to the variable of academic rank. The  $F$ -value in the dimension of the quality of pedagogical practice was 4.31 at a significance level of **0.05** with degrees of freedom (3-61), indicating a significant difference among the different categories of academic rank in their assessment of pedagogical quality. Moreover, the  $F$ -value in the dimension of improvement requirements was 5.58 at the same level of significance and degrees of freedom, which confirms the presence of significant differences in the evaluation of the requirements for improving pedagogical quality among different academic ranks.

This result can be interpreted to mean that academic rank is an influential factor in individuals' perceptions of the quality of pedagogical practice and its requirements. It may reflect differences in experience, responsibilities, and expectations associated with each rank, as well as the level of involvement in the educational process among individuals of different ranks. Therefore, it is recommended that these differences be taken into account when designing targeted professional development programs that suit the needs of various ranks, with the aim of enhancing pedagogical practice quality comprehensively.

- **Presentation of the fifth sub-hypothesis**, which states that there are statistically significant differences in the requirements for applying the quality of pedagogical practice at the Faculty of Human and Social Sciences at Ahmed Draïa University in Adrar according to the variable of years of experience.

**Table (12): Significance of differences in the requirements for applying the quality of pedagogical practice at the Faculty of Human and Social Sciences at Ahmed Draïa University in Adrar according to the variable of years of experience.**

Dimension	Source of Variation	Degrees of Freedom	Sum of Squares	Mean Squares	F Value	Significance
Quality of Pedagogical Practice	Between Groups	4	6.459	15.439	5.34	Significant at 0.05
	Within Groups	60	104.900	3.395		
	Total	64	111.359			
Improvement Requirements	Between Groups	4	4.912	11.725	5.76	Significant at 0.05
	Within Groups	60	121.458	5.203		
	Total	64	126.37			

It is evident from the previous table that there are statistically significant differences in the requirements for applying the quality of pedagogical practice at the Faculty of Humanities and Social Sciences, Ahmed Draïa University in Adrar, according to the variable of years of experience. The calculated value of the F-test for the dimension of pedagogical practice quality reached 5.34 at a significance level of 0.05 and degrees of freedom (4–60), which indicates the existence of a significant difference among the different categories in terms of years of experience in evaluating the quality of practice. Likewise, the F value for the dimension of improvement requirements reached 5.76 at the same level of significance and degrees of freedom, which confirms the presence of significant differences in the evaluation of requirements for improving the quality of practice among the different categories of years of experience.

This result can be interpreted as showing that years of experience constitute an influential factor in individuals' perceptions of the quality of pedagogical practice and its requirements, as those with greater experience are more likely to possess a deeper understanding of the strengths and weaknesses in pedagogical performance, which in turn affects their expectations and needs regarding improvement and development.

**Presentation of the sixth sub-hypothesis**, which states that there are statistically significant differences in the requirements for applying the quality of pedagogical practice at the Faculty of Humanities and Social Sciences, Ahmed Draïa University in Adrar, according to the variable of specialization.

**Table No. (13): Shows the significance of the differences in the requirements for applying the quality of pedagogical practice at the Faculty of Humanities and Social Sciences, Ahmed Draïa University in Adrar, according to the variable of specialization.**

Dimension	Source of Variation	Degrees of Freedom	Sum of Squares	Mean Squares	F Value	Significance
Quality of Pedagogical Practice	Between Groups	4	5.112	14.387	5.11	Significant at 0.05
	Within Groups	60	105.150	4.566		

	Total	64	110.262			
<b>Improvement Requirements</b>	Between Groups	4	4.342	12.187	6.42	Significant at 0.05
	Within Groups	60	122.523	6.523		
	Total	64	126.865			

It is evident from the previous table that there are statistically significant differences in the requirements for applying the quality of pedagogical practice at the Faculty of Humanities and Social Sciences, Ahmed Draïa University in Adrar, according to the variable of specialization. The F value for the dimension of pedagogical practice quality reached 5.11 at the significance level of 0.05 with degrees of freedom (4–60), which indicates the existence of a significant difference among the various specializations in the evaluation of quality of practice. Likewise, the F value for the dimension of improvement requirements reached 6.42 at the same level of significance and degrees of freedom, which confirms the presence of significant differences in the evaluation of requirements for improving the quality of practice among the different specializations.

This result can be interpreted to mean that specialization constitutes an influential factor in individuals' perceptions regarding the quality of pedagogical practice and its requirements, since the nature of curricula and the required skills vary across specializations, which in turn is reflected in the diversity of needs and standards related to quality. Accordingly, it is recommended to take into account specialization-related differences when designing strategies for improving the quality of practice, in order to ensure that they are aligned with the specificities of each field of study.

### Conclusion:

Finally, and as a summary of the results reached in this study, it can be stated that all hypotheses were statistically significant, as summarized below:

- Beginning with the first hypothesis, which stated that the reality of the quality of pedagogical practice and the requirements for its improvement in the Algerian university, specifically at the Faculty of Humanities, Social Sciences, and Islamic Studies at Ahmed Draïa University in Adrar, is at a moderate level, the results confirmed the validity of this hypothesis.
- As for the second hypothesis, which stated that there are statistically significant differences in the requirements for applying the quality of pedagogical practice at the Faculty of Humanities and Social Sciences, Ahmed Draïa University in Adrar, according to the variables of gender, age, academic qualification, rank, years of experience, and specialization, the results confirmed its validity, with some studies supporting it while others contradicted it.

### Study Recommendations:

Based on the results of the present study, the following recommendations can be made:

- Develop university education in Algeria in light of managing the quality of pedagogical practice.
- Ensure that faculty members and administrative staff, regardless of their rank, receive training in modern management methods and tools that keep pace with ongoing developments—especially in matters related to distance education and assessment—through regular training sessions and workshops.
- Design a system for evaluating the quality of teaching and scientific research, involving students and colleagues in performance evaluation according to clear organizational procedures.
- Organize training sessions and conferences for stakeholders in the university educational process on the quality of pedagogical practice and promote its culture within university communities.
- Update curricula adopted under the L.M.D. system in line with the standards and requirements of employment.

- Conduct studies addressing the quality of pedagogical practice and the requirements for its improvement in other Algerian universities.
- Conduct studies comparing the quality of pedagogical practice and the requirements for its improvement in Algerian universities with those in foreign universities.

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