

The estimates of professors at the university of Mohamed Lamine Debaghine Setif 2 related to the degree of application of the competency-based teaching approach

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Study summary:

The current study aimed to identify the estimates of professors at the University of Mohamed Lamine Debaghine Setif -2- related to the degree of application of the competency-based teaching approach, the emergence of which coincided with the reform of higher education and the adoption of the LMD system since 2004. To answer the study hypotheses, the researcher used the descriptive analytical method, and a scale including (36) items divided into three axes, the first one concerned the basic concepts of the adopted pedagogical approach, the second one concerned teaching pedagogies, and the third one concerned the types and tools of evaluation. The scale was applied to a sample consisting of (162) male and female professors from the three faculties of the University of Setif -2-. The study concluded that the professors' estimates were moderate, in addition to the presence of differences in the professors' estimates due to variables of college affiliation and years of seniority, but there were no differences with regard to the variable of academic rank. The study ended with a set of proposals for decision makers, including the process of improving the didactic practices of university professors in light of the adopted approach.

Keywords: approach to teaching with competencies ; (LMD) System ; teaching practices ; Basic concepts of the competency approach, teaching pedagogy, and evaluation paradigm.

Introduction

The educational systems in many countries around the world are witnessing comprehensive reforms in various dimensions of the educational process, including their goals, curriculum engineering, teacher training engineering, and administrative management patterns. These reforms aim to elevate them to a level that makes them more adaptable to the requirements of rapid change, intertwined with the waves of globalization, the communications revolution, and the rapid explosion of technology.

The university system is considered an important element in the components of development and challenge to meet the stakes of the twenty-first century, targeting a citizen with a global outlook rather than merely a local one. This is achieved by providing individuals with a set of competencies that facilitate their professional integration in any geographical context they find themselves in.

This necessitates pedagogical approaches that might prepare the student to acquire and possess these competencies. The adoption of the competency-based teaching approach by Algerian universities since 2004, in implementing the (LMD) system, aims to fulfill this endeavor. This system prepares the student for the world of work, enabling them to contribute to the progress of their society and country. It does so by activating their role within the

classroom and directing them to build their resources and knowledge through problem-based situations designed by the teacher, which should resemble real professional situations they will encounter after graduation.

The possession of a body of knowledge by the university professor is imperative, which is linked to the new approach, whether in terms of its conceptual foundation, teaching strategies, or the novel evaluative paradigm associated with it. This is underscored by Oliver Maradan, who emphasizes that the competency-based approach necessitates a fundamental shift in the conception of assessment, wherein innovation manifests and contributes to addressing the phenomenon of academic failure, demanding significant teaching effectiveness. This study aims to assess the extent to which university professors in Algeria implement this approach.

Problem study :

Researchers in education today emphasize that the quality of education is linked to its orientation, i.e., the extent to which it responds to the needs of the labor market. This has led many countries to adopt the LMD system, which aims to build competencies among university students, and qualifying them to be active and effective in professional and social life after graduation. Algeria was among the countries that adopted this system since 2004 as part of the reform of the higher education system. Hence, the pedagogical approach integrated into the curriculum engineering to achieve the desired goals is the competence-based teaching approach, which aims to provide the learner or student with qualifications, capabilities, and skills, enabling them to face the challenges of the third millennium in its cognitive and technological dimensions (Strerrahmane, 2017).

Miled (2005) contends that this approach is based on two principles, the first being the integration of learning rather than its mere accumulation and storage, but rather its utilization in functional situations that hold significance for the student. This is particularly crucial as the approach adopts or activates the situational approach, meaning that competence building relies on presenting problem-situation scenarios to the student. Confronting and solving these scenarios constitutes a pathway or process for constructing and developing competencies.

The second principle is associated with identifying and constructing competencies to develop useful cognitive abilities in various situations, i.e., fostering versatile competencies that are highly important for the student both within the academic context of training, whether within or outside it (Ait Amar Meziane, 2014), encompasses various dimensions such as analysis, instructional comprehension, inference, problem-solving, critical analysis, environmental or contextual respect, and more.

This approach actively engages the role, effort, and activity of the student, as they construct their learning through teaching strategies or pedagogies employed by the instructor in a proper and rational manner. This encompasses problem-solving pedagogy, project-based pedagogy, differential pedagogy, error pedagogy, portfolio pedagogy, cooperative learning, among other pedagogies, transforming the instructor into an engineer, mediator, facilitator, companion, guide, rather than a mere transmitter of knowledge.

Furthermore, this approach brings a new perspective to assessment, distinct from preceding pedagogical approaches, rooted in the principle of 'tell me how you assess, and I will tell you how you teach.'

The discussion revolves around the evaluation of competence, encompassing the concept of knowing how to act (savoir agir). Traditional assessments become inadequate, necessitating the construction and design of complex problem situations that possess the characteristics of integrative contexts. Through these, the targeted competencies will manifest. Projects and portfolios emerge as essential tools for competence assessment. Activating diagnostic

evaluation tools, as well as formative or constructive evaluation tools when constructing learning, represents novel practices unfamiliar to university professors.

These practices deviate from the content-based approach, as highlighted by Lamia Djenidi and Malika Benziane's study and Abdelkrim Saoudi's (2019) research, revealing that university education imparts knowledge rather than aligning with a vocational orientation. Dadouhe Mounia and Hamdi Bouthaina's study (2021) similarly demonstrates that the training pattern in the university is centered around knowledge dissemination.

So this study aims to assess the extent of implementation by professors at the University of Mohamed Lamine Debaghine Setif-2 of the competency-based teaching approach, as per their evaluations, through addressing a set of questions

Question's study

1-To what degree do professors of the University of Mohamed Lamine Debaghine Setif 2 apply the competency-based approach to teaching, according to their estimates ?

1-1- To what degree do professors of the University of Mohamed Lamine Debaghine Setif 2 apply the basic concepts for approaching teaching with competencies, according to their estimates ?

1-2- What is the degree to which the University of Mohamed Lamine Debaghine Setif 2 applies pedagogies, teaching or activation strategies to approach competencies, according to it's professors' estimates ?

1-3-What is the degree to which the University of Mohamed Lamine Debaghine Setif 2 applies evaluation tools and methods in approaching teaching with competencies, according to it's professors' estimates ?

2-Are there statistically significant differences at a significance level of 0.05 in the assessments of professors at the University of Setif 2 regarding the degree of implementation of the competency-based teaching approach attributed to the variables of academic rank, years of experience, and college affiliation?

2-1-Are there statistically significant differences at a significance level of 0.05 in the assessments of professors at the University of Setif 2 regarding the degree of implementation of the competency-based teaching approach attributed to the variable of academic rank?

2-2-Are there statistically significant differences at a significance level of 0.05 in the assessments of professors at the University of Setif2 regarding the degree of implementation of the competency-based teaching approach attributed to the variable of college affiliation?

2-3-Are there statistically significant differences at a significance level of 0.05 in the assessments of professors at the University of Setif 2 regarding the degree of implementation of the competency-based teaching approach attributed to the variable of years of experience ?

The study's aim :

The aim of the current study is to assess the extent to which the professors at the University of Mohamed Lamine Debaghine Sétif 2 apply the concepts, strategies, and tools of assessment in the competency-based teaching approach. Furthermore, the study seeks to identify variations

in professors' perceptions regarding the implementation of competency-based approaches based on academic rank, years of experience, and affiliation with specific faculties.

The study's importance

The significance of the current study lies in its observation of the reality experienced by Algerian universities, particularly their professors, in terms of their application of the pedagogical approach adopted in the reform of higher education and the (LMD) system since 2004. This includes the subsequent reforms in the academic year 2015/2016, the emergence of the four references that emphasize the activation of the competency-based teaching approach. These references specifically outline the framework for professional competence, subject-based competence, generic competence, and training competence. The present study can assist decision-makers through its findings in taking appropriate measures and decisions to implement the approach, especially given the authorities' interest in new professors and the approval of the pedagogical support program since 2016, which incorporates, within its various aspects, the necessity of activating the competency-based teaching approach.

Study Terminology :

-LMD System : This is the system adopted in the higher education and scientific research system starting from the academic year 2004-2005. It is based on three cycles : License (3 years), Master (2 years), and Doctorate (4 years).

-Competency-Based Teaching Approach : This is the pedagogical approach implemented in the development and execution of curricula, programs, and courses under the LMD system since the year 2004. It relies on key foundational concepts and teaching or facilitation strategies, as well as evaluation practices that differ from previous approaches. This is what the study tool measures in its three domains.

-Appraisal Level : It is the result of the sample individuals' responses to the questionnaire items, and it consists of a three-level scale : High Appraisal Level (3 marks), Moderate Appraisal Level (2 marks), and Low Appraisal Level (1 mark).

Previous Studies :

-Naïma Strerrahmane's Study (2006): The aim of the study was to assess the extent of the contribution of primary education inspectors to the preparation of teachers for the innovations introduced in reformed curricula (competency-based approach) to be controlled according to a mastery indicator of 50%. The descriptive method was employed, and a test was administered to two sub-samples comprising 25 inspectors, and the other comprising 292 teachers. The study's results revealed differences among inspectors in the degree of control attributed to the variable of educational qualification. Furthermore, the study indicated variations in the level of control among teachers, favoring those under the supervision of controlling inspectors. Differences in the degree of control were also observed in favor of teachers with less than 10 years of experience who were under the supervision of controlling inspectors.

-Ahmid Hassina's Study (2017) : The aim of the study was to assess the level of control among fifth-grade elementary school teachers using problem-situation scenarios embedded in curricula based on the competency-based teaching approach. The descriptive method was employed, and a test was utilized to evaluate conceptual knowledge. Additionally, an

observation checklist was used to assess the performance knowledge of basic learning related to a mathematical learning situation and a writing expression activity goal situation. Both instruments were applied to a cluster sample consisting of 162 teachers, and a control level of 70% or higher was adopted as an indicator of proficiency. The study's results revealed that the level of control among teachers in both situations was weak. Furthermore, the study indicated no significant differences in the level of control among teachers attributed to variables such as Educational qualification, rank, and years of experience.

-Lamia Djenadi and Malika Ben Ziane study (2019) : Titled 'Competency-Based Approach in Higher Education According to Students' Opinions,' the study aimed to address the following question : What are the opinions of university students on the actual achievements of higher education ? And do these achievements distinguish themselves through the implementation of the competency-based approach ? The researchers employed a descriptive methodology and a questionnaire comprising four dimensions (learning to know, learning to do, learning to be, and learning to interact with others). This questionnaire was administered to a sample of 110 students at Abdelhamid Mehri University in Constantine. The study's results revealed that university education still leans significantly towards learning for knowledge, while it exhibits a lesser inclination towards learning for action, learning to be, as well as learning to interact with others, especially social and economic partners.

-Saud Abdel Karim's study (2019), titled "Training Patterns in Algerian Universities," aims to explore the current training patterns adopted in Algerian universities. To achieve this goal, a descriptive methodology was employed, and two questionnaires were utilized for data collection. The first questionnaire targeted a sample of students, comprising 215 male and female students, to understand their perspective on the training pattern followed by the university. The second questionnaire was directed at a sample of professors, totaling 90 individuals, to identify the difficulties they encounter in implementing the training pattern. The study's results indicated that the predominant training pattern in Algerian universities is knowledge dissemination-oriented, and it has not achieved most of the expected objectives of modern university training.

-Sanaa Mena'i and Mourad Khallasi's study (2020) aimed to explore the social perceptions of higher education professors regarding the competency-based teaching approach. The study was based on the hypothesis that the nature of the perceptions held by university professors towards the competency-based approach is negative. The researchers employed a descriptive methodology, and the study sample consisted of a group of professors from Guelma University, totaling 20 individuals. The researchers utilized interviews and the sequential recall technique to gather information and data. The study's results revealed that the perceptions of university professors towards the competency-based approach are grounded in scientific knowledge and information. Additionally, negative ideas were identified, stemming from preconceived judgments derived from the cultural and social environment.

-Mounia Dhadouh and Bouthaina Hamdi's study (2021), titled "The Effectiveness of University Training and its Relationship with Labor Market Requirements," aimed to understand the effectiveness of university training and its relationship with the labor market from the perspective of Master-2 students in the Department of Information and Communication Sciences at Guelma University. The study also aimed to assess the extent of alignment between the practical and theoretical aspects in the field of training. The researchers adopted a survey methodology, distributing a questionnaire to a sample of 70 male and female students. The study's results revealed that the students' perceptions of university training are centered around knowledge dissemination only. Moreover, there is a

deficiency in the alignment between practical and theoretical aspects in the university training process.

Commentary on Previous Studies :

The preceding studies addressed the competency-based teaching approach and its implementation within the framework of the educational system, whether at the level of the national education sector or the higher education sector. Their findings indicate that the application of this approach remains restrained and does not reach the level that would render it effective in achieving the intended goals, namely, the generation of qualitative outcomes contributing to the enhancement of Algerian society.

The theoretical framework of the study :

The majority of educational systems today concur on adopting the competency-based teaching approach at the core of educational curricula, considering it one of the most effective approaches that respond to the requirements and challenges of contemporary societies, whether economic or social (Rogiers, 2008). The concept of competency entered the professional-social context in the 1980s and subsequently into the realm of training and education.

In the 1980s, the world of work experienced technological, economic, and structural changes that forcefully introduced unpredictability, complexity, necessitating a departure from compartmentalized work characterized by the execution of a series of routine movements without personal initiative from the worker when facing real professional situations. The term competency encompasses the meaning of creative adaptation to the demands of complexity, or the ability to adapt to complex, changing and modern professional situations, which Le Boterf referred to as "le savoir agir" (knowing how to act).

This is the result of the integration of three types of knowledge : declarative knowledge, procedural knowledge, and behavioral or emotional knowledge that an individual mobilizes or recruits to find a solution to a problem situation that may arise in an economic, social, or educational context. According to Xavier Rogiers, the competency-based approach aims to achieve three objectives : firstly, to focus on what the learner should master at the end of each academic year, rather than concentrating on what the teacher will teach, with the latter's role becoming the organization of learning in a manner that effectively guides learners to the required threshold.

Secondly, to give meaning to learning and clarify its benefits to the learner by presenting meaningful situations that engage their acquired skills, thus promoting learning through action or learning by doing. Thirdly, to validate the learner's achievements in the form of solutions to real or practical situations, meaning that assessment takes the form of effective performance in reality rather than the retrieval of knowledge detached from life and reality (Ait Amar Meziane, 2014).

Miled (2005) contends that the competency-based approach is based on two principles : integrating learning and giving it meaning instead of acquiring it in a fragmented and meaningless manner. The second principle is to identify and construct competencies to develop cognitive or functional abilities in various situations, essentially nurturing versatile competencies. The concept of problem-situation is a crucial key in constructing learning or resources, as well as in acquiring and possessing competencies. Meirieu indicates that the success of the situational-problematic is significantly linked to the flexibility that it will allow

in activating or implementing individual learning strategies. More precisely, success depends on the boundaries that will enable the learner, thanks to a good balance of the obstacle system and the resource system, to see and anticipate, gradually, effective strategies that allow him to identify what he needs, to continue to act and learn simultaneously and independently, in light of the results obtained (Strerrahmane, 2017).

Field study :

Since the objective of this study is to assess the application of the competency-based teaching approach by university professors, the researcher deemed the descriptive methodology with its analytical approach to be most suitable. This approach allows for the collection of data from the field using the study tool, followed by processing, presentation, discussion, and interpretation in the light of educational heritage and previous studies.

Study Boundaries :

-Geographical Boundaries : The field study was conducted at the University of Mohamed Lamine Debaghine Sétif-2 in its three faculties (Faculty of Humanities and Social Sciences, Faculty of literature, and Faculty of Law and Political Sciences).

-Temporal Boundaries : The field study was conducted in October 2022.

-Human Boundaries : The study tool was applied to professors at the University of Mohamed Lamine Debaghine Sétif-2 affiliated with the Faculty of Social Sciences, Faculty of Law and Political Science, and Faculty of literature.

Study Population :

The statistical population for this study comprises all professors at the University of Mohamed Lamine Debaghine Sétif -2-, totaling (824) male and female professors.

Study Sample :

A stratified random sampling method was employed, with a 30% proportion taken from each department. Consequently, the study sample consists of (162) male and female professors, as illustrated in the following table :

Table 01: Demonstrates the Size of the Study Sample

faculty	department	Number of professor	100%
social sciences	psychology	94	28
	sociology	74	22
literature	arabic	87	26
	french	74	22
Law and political sciences	law	176	53
	Politic sciences	37	11

Total		542	162
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Description of the study sample characteristics :

The researcher deemed it necessary to examine the level of application among professors at Mohamed Lamine Debaghine University - Setif 2, based on three variables : college affiliation, academic rank, and years of seniority, as illustrated in the following table.

Table N (02) : Illustrates the Distribution of Study Sample Individuals According to Three Variables.

variables	Rang	N	100%
Academic rank	Assistant B	17	10.49%
	Assistant A	36	22.22%
	Lecturer B	39	24.07%
	Lecturer A	53	32.71%
	Professor	17	10.49%
	total	162	100%
Seniority at work	1 year-5 years	38	23.45%
	6 years-12 years	63	38.88%
	13 years-20 years	48	29.62%
	Up 21 years	13	8.02%
	total	162	100%
Faculty	Social Sciences	50	30.86%
	litterature	48	29.62%
	Law and political sciences	64	39.50%
	total	162	100%

The table (02) elucidates the distribution of the study sample consisting of 162 individuals across three variables. The academic rank variable reveals that the rank of 'Assistant Professor A' constitutes the highest percentage at 32.71%, followed by the rank of 'Assistant Professor B' at 24.07%, then 'Associate Professor A' at 22.22%, and 'Associate Professor B' and 'Professor' at 10.49% each. Concerning the variable of years of experience, the largest percentage of 38.88% is allocated to the category of professors with experience ranging from 6 to 12 years, followed by 29.62% for those with experience ranging from 13 to 20 years, 23.45% for professors with experience ranging from 1 to 5 years, and finally, 8.02% for professors with more than 21 years of experience. Regarding the variable of college affiliation, Table (02) indicates that the highest percentage of 39.50% is represented by the Faculty of Law and Political Science, followed by 30.86% for the Faculty of Social Sciences, and 29.62% for the Faculty of literature.

Study Instrument :

The researcher employed a questionnaire as the tool for data collection and observation from the field, following a review of the educational heritage and relevant previous studies on the subject. Three domains were identified for the questionnaire. The first domain focused on the application of the fundamental concepts of the competency-based teaching approach, comprising (12) items. The second domain addressed teaching strategies or activation within the context of the adopted approach in the (LMD) system, consisting of (12) items. The third domain pertained to assessment tools for the same approach, also with (12) items. Consequently, the final questionnaire comprised a total of (36) items.

Psychometric Characteristics of the Study tool :

- Validity Indicators of the Study tool
- To ensure that the study instrument measures what it is intended to measure, i.e., the targeted trait, and in the application of university professors' competency-based teaching approach, the researcher used construct validity. This is based on calculating the degree of correlation between the axis and the study instrument. The subsequent table illustrates the Pearson correlation coefficients.

Table Number (03) : illustrates Pearson Correlation Coefficients.

Correlation axe one with tool	0.79	Correlation axe two with tool	0.83	Correlation axe three with tool	0.82
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As we can see from the above table there are strong positive relationships between each axe and the research tool indicating high convergent validity, hence the items or assessment tools are good at measuring what they aim to measure.

Reliability indicators of the study tool :

"The implications of the stability of the study instrument were confirmed through the use of the Cronbach's alpha equation. The subsequent table illustrates the alpha coefficients for the dimensions and the study instrument as a whole."

Table N 04 : illustrates the Cronbach's Alphacoefficient for measuring the reliability of the study tool

Number of axes	Axes	Number of items	reliability
01	concepts	12	0.64
02	strategies	12	0.73
03	assessment	12	0.78
Tool of study		36	0.85

Table 04 illustrates the Cronbach's alpha coefficients for the three dimensions, namely (0.64, 0.73, 0.78) consecutively, and for the entire instrument (0.85). These coefficients are deemed acceptable and high, indicating a satisfactory level of internal consistency reliability for the measurement tool.

The Validity Measure Employed in the Study :

To determine the criterion adopted in the study, the length of the cells on the Likert three-point scale was defined by calculating the range between the questionnaire scores (3-1=2). Subsequently, this range was divided by the maximum value in the tool to obtain the cell length ($2/3 = 0.66$). Afterward, this value was added to the minimum value in the tool, which is one, to determine the upper limit of this cell. The cell length became as illustrated in the

following table, demonstrating the degree of implementing the competency-based teaching approach by university professors.

Table N 05 : The Validity Measure Employed in the Study"

Scale value	Average (cell length)
Low implenting	1 to 1.66
Medium implenting	1.67 to 2.33
High implenting	2.34 to 3

To answer the study's questions, the arithmetic means and standard deviations of the participants' responses to the questionnaire items were calculated. The results for the first question, which is as follows :

1-To what degree do professors of the University of Mohamed Lamine Debaghine Setif 2 apply the competency-based approach to teaching, according to their estimates ?

Answer to the question1-1-

-What is the estimates of teachers at the university of Mohamed Lamine Debaghine Setif 2 related to the degree of application the fundamental concepts of the competency-based teaching approach ?

Table N 06 : illustrates descriptive stastic for axe one

item	paragraph	range	mean	deviation	Degree of implentation
01	.You formulate a specific goal for each lecture.	02	2.47	0.602	higher
02	You set the ability that learners will build and develop through studying the module (knowledge, comprehension, application, analysis, construction, evaluation).	02	2.47	0.592	higher
03	. you set the abilities and transversal competencies developed by the module of methodological and exploratory units.	10	2.19	0.663	medium
04	You build a situation-didactic/ learning problem for each lecture.	09	2.27	0.740	medium
05	You divide the lecture into didactic/ learning sections.	01	2.49	0.672	higher

06	You put a didactic/ learning goal for each didactic/ learning section	07	2.32	0.787	medium
07	You design the targeted profile from the module you teach	08	2.30	0.725	medium
08	You determine the targeted resources for learners' construction (cognitive, skill and attitudinal).	06	2.33	0.2.539	medium
09	You put skill and attitudinal resources as primary resources for learners' construction and development.	12	2.09	0.719	medium
10	. You put the needed prerequisite gains for the new lecture as a priority to build new learning.	02	2.47	0.707	higher
11	You design a conceptual framework for your module.	05	2.39	0.725	higher
12	You put a situation-launching problem to achieve the targeted competence behind teaching the module.	11	2.18	0.749	medium
Weighted Mean			2.32		medium

The table number (06) illustrates that the evaluations of the professors at Mohamed Lamine Debaghine University of Setif-2 regarding the application of fundamental concepts of competency-based teaching approach were found to be moderate. The overall mean for the axis as a whole was (2.32), with item number (05) obtaining the highest mean score of (2.49). This item emphasizes the segmentation of lectures into learning segments. Conversely, item number (09) received the lowest mean score of (2.09), focusing on placing skill and behavioral resources as primary resources targeted for construction and development by students.

From the obtained results, it is evident that the concepts of this approach, which legislatively began/started in the year (2004), are not extensively controlled by the university professors. Consequently, they are far from achieving the targeted objective associated with building competencies that facilitate students' integration into the professional environment. This is corroborated by the findings of the study conducted by Strerrahmane (2017) and Ahmid (2017), indicating that inspectors and teachers lack control over the key concepts of the competency-based teaching approach. Additionally, a study by Lamiaa Jannadi and Malika Ben Ziyān (2019) revealed that university education still leans towards knowledge-based learning.

Answer to the question 1-2-

-What is the estimates of teachers at the university of Mohamed Lamine Debaghine Setif 2 related to the degree of application the pedagogies or teaching strategies and activation methods for the competency-based approach ?

Table N 07 : illustrates descriptive statistic for the axe two

item	paragraph	range	mean	deviation	Degree of implentation
1	You use a strategy to solve problems in your lecture to help students build the targeted resources.	06	2.26	0.738	medium
02	You use the situation-problem in building the resources of tutorials (TD).	08	2.27	0.687	medium
03	You use the cooperative learning strategy in the tutorials (TD).	09	2.37	0.2515	higher
04	You form the groups starting from predefined criteria.	02	1.96	0.819	medium
05	You design the teaching-learning strategy starting from the targeted didactic-educational goals.	06	2.26	0.628	medium
06	You use the project strategy in the tutorials (TD).	05	2.14	0.711	medium
07	You use the project strategy for building specific attitudinal resources (cooperation, taking responsibility, ...).	04	2.09	0.751	medium
08	You interfere as an instructor and a guide in team works to facilitate achieving the task for students.	12	2.46	0.699	higher
09	You use the portfolio as a tool to show the process of learners' development in building the module's concepts.	01	1.64	0.703	Lower
10	You use the contract learning strategy (the didactic contract) to help low-achievers in building the module's concepts.	03	1.91	0.765	medium
11	You design with your learners the steps of preparing and achieving the project in the tutorials (TD).	11	2.44	0.688	medium
12	You use the lecture strategy a lot in building the module's concepts.	10	2.38	0.689	higher

	Part				
	Weighted mean		2.17		medium

The table (07) illustrates that the assessments of professors at Mohamed Lamine Debaghine University Setif-2 regarding the implementation of teaching strategies for competency-based teaching approach yielded a moderate average, with an overall weighted mean for the axis reaching 2.17. Item number (08) obtained the highest mean score of 2.46, emphasizing its role as a guide and facilitator in group work to ease task completion for students. Conversely, item number (09) received the lowest average score of 1.64, indicating the use of portfolios as instructional tools to elucidate the progression of students in constructing conceptual frameworks for the scale.

Competency-based teaching approaches operationalize the principles of active pedagogy through various strategies or pedagogies integrated into didactic pedagogical practices. These include Problem-Solving Pedagogy (2.26), Contract Pedagogy (1.91), and Project Pedagogy (2.14), all exhibiting a moderate level of implementation. However, Portfolio Pedagogy was found to be somewhat absent in the university pedagogical context, manifesting a weak level of application. Conversely, the Lecture Strategy received a high score of 2.38, suggesting that the practices of university professors still do not align with the aspirations of the adopted approach, which aims to empower students in building their academic and professional competencies for future independence. This is consistent with the findings of a study by Strerrahmane (2006), which indicated that primary school teachers do not have control over the teaching strategies outlined in reform-oriented curricula.

Answer to the question 1-3-

-What is the estimates of teachers at the university of Mohamed Lamine Debaghine Setif 2 related to the degree of application assessment tools and methods in the competency-based teaching approach ?

Table N 08 : illustrates descriptive statistic for the axe three

item	paragraph	range	mean	deviation	Degree of implementation
01	You train learners for using the prerequisite resources in situation-problem that belong to the realm of the targeted competence.	06	2.19	0.725	medium
02	You prepare queries at the beginning of each session to gauge the learners' prerequisite gains.	02	2.45	0.680	higher
03	You use the project as a tool to evaluate the learners' prerequisites or to evaluate the targeted competence of the module.	07	2.13	0.743	medium
04	You use the portfolio to evaluate the targeted competence of the module.	12	1.65	0.645	lower

05	You use situation-integrated problem to evaluate the targeted learning at the end of the semester.	09	2.08	0.750	medium
06	You use the direct questions at the end of the semester to evaluate the targeted competence.	06	2.17	0.744	medium
07	You use a set of criteria to evaluate the learners' team works in tutorials (TD).	01	2.55	0.612	higher
08	You set criteria and indicators when evaluating the observed competence at the end of the semester.	02	2.45	0.707	higher
09	You give learners a situation-problem that needs the use of the module's resources to deliver a decision about grasping the competence of the module.	05	2.21	0.735	medium
10	You use the formative evaluation during the lecture to conduct new learning.	04	2.22	0.695	medium
11	You use minimum standards to deliver a decision about the grasp of the targeted competence behind teaching the module.	10	2.06	0.722	medium
12	You design thresholds for mastering the module's competence (maximum control, minimum control, partial control, no control).	08	2.12	0.741	medium
	Axe's weighted mean		2.19		medium
	Instrument's weighted mean		2.23		medium

The table number (08) illustrates that the assessments of professors at Mohamed Lamine Debaghine University Setif-2 for the application of competency-based teaching assessment tools yielded an average result, with the weighted mean for the entire axis being (2.19). Item number (07) obtained the highest arithmetic mean at (2.55), indicating the use of a set of criteria in evaluating group projects during guided sessions. Conversely, item number (04) received the lowest arithmetic mean (1.65), which advocates for the use of the portfolio or achievement bag to assess the competency targeted by the scale.

A thorough analysis of the four references issued by the Ministry of Higher Education and Scientific Research in 2015 reveals that the novelty of the adopted approach is embodied in its accompanying evaluative paradigm, particularly its tools such as projects, portfolios, integrative situations, observation networks, and criterion-based evaluation. Their evaluations were moderate (2.13, 1.65, 2.08).

Additionally, the study adds diagnostic, formative, and summative assessments previously present in goal-oriented approaches, including peer assessment and self-assessment, both of which allow for learning adjustments (Rousseau, 2002) and assist students within the

framework of formative assessment in building personal competencies related to "le savoir à apprendre" (OECD, 2008). However, the results of this study indicate that university professors do not implement these tools to a significant extent, suggesting a lack of control over the adopted approach, as competency is manifested through integration situations or project completion according to Rogiers, Gerard, De Ketele.

Answer to the question 2:

Are there statistically significant differences at a significance level of 0.05 in the assessments of professors at the University of Setif 2 regarding the degree of implementation of the competency-based teaching approach attributed to the variables of academic rank, years of experience, and college affiliation?

Answer to the question 2-1-

- Are statistically significant differences exist at the (0.05) level in the appreciations of teachers at the University of Setif 2 regarding the degree of implementing the competency-based teaching approach, attributed to the variable of college affiliation.
- Table 09 : Illustrates the Kruskal-Wallis test to detect differences among the study sample members in their appreciations of the degree of implementing the competency-based approach based on the variable of college affiliation.

faculty	N	Average Rank (H)	X ² Value	Degree of liberty	P-value	decision
Faculty of social sciences	50	100.16	12.371	2	0.002	Significant
Faculty of literature	48	78.04				
Faculty of Law and political sciences	64	69.52				
total	162					

Through Table Number (09), it is observed that the responses of the study sample, totaling (162) professors, are divided into three groups. The first group represents professors affiliated with the College of Social Sciences, numbering (50) with an average rank of (100.16). The second group represents professors from the College of literature, totaling (48) with an average rank of (78.04). The third group comprises professors from the faculty of Law and political sciences, numbering (64) with an average rank of (69.52). The statistical significance test (Chi-square) yielded a value at the degree of freedom (2) of (12.371), which is a statistically significant value at the (0.05) significance level. Consequently, there are statistically significant differences among the three groups in their assessments of the competency-based teaching approach attributable to the variable of faculty affiliation.

This result can be explained by the higher esteem of professors from the College of Social Sciences compared to the faculties of literature and Law and Political Science. This distinction may be due to the fact that the former includes departments in psychology and education sciences, with specialized professors in pedagogy, didactics, curricula, and

educational systems. The same holds true for sociology, encompassing educational sociology as a specialization. As for the faculty of literature, with its three departments (Literature and Arabic Language, Literature and French Language, Literature and English Language), there are measures related to pedagogy and didactics. However, the faculty of Law and Political Sciences does not address these measures, leaving its professors distant from pedagogical approaches, particularly the competency-based approach.

Answer to the question 2-2-

-Are statistically significant differences exist at the (0.05) level in the appreciations of teachers at the University of Setif 2 regarding the degree of implementing the competency-based teaching approach, attributed to the variable of academic rank ?

Table N10 : Illustrates the Kruskal-Wallis test to detect differences among the study sample members in their assessments of the degree of implementing the competency-based approach based on the variable of academic rank.

Academic rank	N	Average Rank(H)	X ² Value	Degree of liberty	P-value	decision
Assistant B	17	96.03	2.261	4	0.688	Not significant
Assistant A	36	75.54				
Lecturer B	39	80.00				
Lecturer A	53	81.95				
professor	17	81.62				
total	162					

The table (10) illustrates that the responses of the individuals in the study sample, totaling (162) participants, have been categorized into five groups. The first group represents assistant professors classified as 'B,' numbering (17) professors with an average rank of (96.03). The second group comprises assistant professors classified as 'A,' totaling (36) professors with an average rank of (75.54). The third group includes lecturers classified as 'B,' consisting of (39) professors with an average rank of (80.00). The fourth group encompasses lecturers classified as 'A,' with (53) professors and an average rank of (81.95). Lastly, the fifth group comprises professors in the rank of higher education professor, totaling (17) professors with an average rank of (81.62).

The statistical significance test (Chi-square) produced a value of (2.261) at a degree of freedom (4), which is statistically non-significant at the significance level of (0.05). Consequently, there are no differences in the assessments of professors at the University of Mohamed Lamine Debaghine Setif-2 regarding the degree of application of the competency-based teaching approach attributed to the variable of academic rank.

This result can be interpreted as indicating that university professors, across various academic ranks, may not fully comprehend the purpose and goal of adopting the LMD system, which aims to prepare students for integration into socio-economic life by providing them with a set of professional competencies that facilitate such integration. Lecture sessions may be delivered in a didactic manner, using the lecture method without incorporating the situational approach, i.e., the problem-situation, which is the optimal didactic tool according to DE Ketele, Le grand, Dufley in constructing targeted learning outcomes and competencies.

Additionally, there is a lack of familiarity with laws and ministerial circulars that lay the foundation for higher education reform (2004) and the subsequent reform for the academic year 2015-2016. The emergence of the four frames of reference (Professional Referencing, Disciplinary Competency Referencing, Generic Competency Referencing, and Training Referencing) also directs and guides the professor, regardless of their academic rank, towards rationalizing their actions and educational, pedagogical, and didactic practices to embody and activate the competency-based teaching approach.

Answer to the question 2-3-

-Are statistically significant differences exist at the (0.05) level in the appreciations of teacher at the University of Setif 2 regarding the degree of implementing the competency-based teaching approach, attributed to the variable of seniority.

Table N11 : Illustrates the Kruskal-Wallis test to detect differences among the study sample members in their assessments of the degree of implementing the competency-based approach based on the variable of seniority.

Seniority	N	Average Rank (H)	X ² Value	Degree of liberty	P-value	decision
1year-5years	38	82.70	9.438	3	0.02	Significant
6 -12 year	63	58.44				
13-20 years	48	93.98				
Up 21year	13	95.23				
total	162					

Through Table 11, it is evident that the responses of the study sample, consisting of a total of 162 individuals, were divided into four groups. The first group represents professors with seniority ranging from one to five years, comprising 38 members with an average rank of 82.70. The second group represents professors with seniority between 6 and 12 years, totaling 63 individuals with an average rank of 58.44. The third group comprises professors with seniority between 13 and 20 years, consisting of 48 members with an average rank valued at 93.98. The fourth group represents professors with over 21 years of seniority, totaling 13 individuals with an average rank valued at 95.23.

The statistical significance test (Chi-square), with a value of 9.438 at 3 degrees of freedom, is statistically significant at the 0.05 significance level. Consequently, there are statistically significant differences among the four groups in the application of the competency-based teaching approach, as per the evaluations of professors at the University of Mohamed Lamine Debaghine Setif-2, attributed to the variable of years of seniority.

This result can be interpreted as indicating that the third and fourth categories of the study sample have acquired pedagogical experience through the teaching process they have undergone. This experience may have provided them with pedagogical resources and knowledge, possibly gained through keeping up with developments in the educational field. This is a result of their academic research readings and their active participation in national and international conferences.

The results of this study diverged from those of the study conducted by Strerrahmane Naima (2006) which indicated the presence of differences among teachers attributed to the seniority variable, but to the benefit of the group whose seniority is less than 10 years. Additionally,

they differed from the findings of the study by Ahmid Hassina (2017), which demonstrated no differences among teachers attributed to the same variable, namely seniority.

Conclusion

Enhancing the outcomes of Algerian universities and achieving the profile of a global citizen rather than a local one necessitates the revitalization of pedagogical approaches that have proven effective in didactic and pedagogical practices within successful and efficient international university systems. The adoption by the Ministry of Higher Education and Scientific Research of the competency-based teaching approach in the construction of curricula and reform courses (LMD) aimed to prepare students for the world of work by acquiring academic and professional competencies that enable them to contribute to the development of their society and join the ranks of advanced nations. However, empirical studies and the current reality indicate that the implementation of the competency-based teaching approach in Algerian universities by their professors remains modest, progressing slowly and sometimes at an average pace. This necessitates decision-makers to take necessary measures that accelerate the implementation of this approach in all disciplines and levels.

Study Recommendations :

1. Schedule in-person training courses for professors addressing the conceptual and procedural aspects of the competency-based teaching approach.
2. Develop remote training courses focusing on competency-based approaches, including key concepts, teaching pedagogies, and assessment tools, accessible to all professors, considering their social circumstances.
3. Organize workshop-style training courses to guide and assist professors in designing and constructing competency-based teaching situations, with the problem as an entry point.
4. Plan training courses specifically addressing the concept of assessment, especially from the perspective of its activation in the adopted approach, encompassing diagnostic, formative, summative, and especially summative assessment, which is the means of evaluating the targeted competencies.

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