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Abstract:

This study aimed to assess the risks and negative effects of random academic scheduling (unplanned changes in the academic schedule) from the perspective of faculty members at the University of Ouargla. A standardized questionnaire was used, covering five dimensions: (impact on personal planning and organization, quality of the educational process, psychological and occupational pressures, institutional communication and participation, and impact on students and academic reputation). The questionnaire was administered to a stratified random sample of 54 faculty members. The results indicated that the following dimensions: (impact on personal planning and organization, psychological and occupational pressures, institutional communication and participation, and impact on students and academic reputation) were rated at a high level. This suggests that random scheduling changes hinder faculty members' research activities. Additionally, faculty members in the study sample reported experiencing psychological stress due to schedule instability and weak communication between administration and faculty. The quality of the educational process dimension was rated at a moderate level, indicating that random changes negatively affect teaching quality and student engagement with educational content. The study proposed recommendations to enhance strategic planning and improve communication channels.

Keywords: Risks; Random Academic Scheduling; Faculty Members' Perspective.

1. Introduction:

Amidst the growing challenges facing the educational system in the modern era, the issue of random school pacing—referring to unplanned changes in academic schedules—emerges as a fundamental problem affecting the stability of the educational process and the quality of its outcomes. Academic schedules serve as the backbone of academic organization, guiding the learning trajectory and facilitating coordination among professors, students, and administration.

However, frequent sudden modifications to these schedules, whether due to emergencies, poor planning, or logistical pressures, create a chain reaction of disruptions that negatively impact all stakeholders.

In this context, this study aims to explore the risks and drawbacks of random school pacing from the perspective of professors at Ouargla University. It seeks to understand the impact of this phenomenon on the academic environment, faculty performance, and the broader implications for the university's educational and research mission.

Ouargla University, located in southeastern Algeria, represents a model of an educational environment facing unique challenges related to infrastructure, resources, and administrative pressures. These factors can exacerbate the issue of unmanaged changes in academic schedules. Through the perspectives of professors—who form the cornerstone of any educational system—this study aims to shed light on several key questions: How do these random changes hinder their ability to achieve educational goals? What psychological and professional challenges do they face due to the instability of academic schedules? What are the indirect effects on scientific research and administrative responsibilities?

By adopting a scientific methodology based on professors' opinions and experiences, this study seeks to analyze this issue and provide a comprehensive vision that aids in formulating proactive solutions. These solutions would enhance academic stability and support the university's vision as a leading developmental institution in the region.

2. Research Problem:

In the ongoing pursuit of academic excellence, the stability of academic schedules is a crucial factor in ensuring the quality of educational and research processes in higher education institutions. However, the phenomenon of random school pacing, manifested in unplanned changes to academic programs and class timings, threatens this stability and imposes complex challenges on university professors' performance. This issue is particularly significant in educational environments like Ouargla University, where logistical and organizational pressures further complicate the situation.

These sudden changes hinder professors' ability to efficiently manage their time between teaching, scientific research, and administrative duties, raising fundamental questions about the impact of this time-related disorder on their productivity and the quality of their academic output.

Thus, the central research question emerges: **How does random school pacing affect the performance of higher education professors at Ouargla University?**

3. Study Objectives:

This study aims to highlight the following:

- Identifying the risks associated with random changes in the academic schedule.
- Analyzing their impact on the professional and psychological aspects of professors.
- Providing recommendations to improve academic planning.

4. Operational Definitions of Study Concepts

4.1. Random Schooling Pace

The term refers to unplanned changes in the academic schedule, representing a state of organizational instability in the academic environment. It results from frequent and sudden modifications to the class schedule without prior planning or sufficient coordination with stakeholders (such as professors and students). This phenomenon is characterized by the absence of a stable timetable, creating a chaotic learning environment that hinders the achievement of educational and research goals. These random changes include postponing classes, changing lecture halls, or redistributing subjects at inconvenient times, often due to logistical pressures, institutional emergencies, or poor resource management.

5. Theoretical Framework of the Study

5.1. Studies on Faculty Performance Quality in Higher Education Institutions

This theoretical section discusses previous studies related to the quality of faculty performance in higher education institutions, providing insights for analyzing and interpreting the findings of this research.

- **Samia, Abdelmalih, and Ammar (2017):** Their study, titled *"Evaluation of University Teaching Quality from the Perspective of PhD Students in the LMD System"*, was conducted at the Faculty of Humanities and Social Sciences at the University of Ouargla, with a sample of 56 students. The study found that course quality ranked highest, followed by the quality of teaching preparation and planning, then assessment and grading quality, while student interaction in lectures ranked lowest.
- **Hani Mahmoud Jaradat (2015):** In his study, *"Evaluation of Faculty Performance Based on Quality Standards and Academic Accreditation from the Perspective of Mathematics Department Students at Salman bin Abdulaziz University"*, conducted on a sample of 148 students, he found that all study areas significantly influenced students' evaluation of faculty performance.
- **Hassan Taym (2008):** His study, *"Graduate Students' Views on Faculty Teaching Performance at the Graduate School of An-Najah National University"*, aimed to assess graduate students' perspectives on faculty teaching performance. The study involved 152 students during the second semester of the 2007/2008 academic year. Using statistical methods such as One-Way ANOVA and LSD post-hoc tests, the study concluded that graduate students generally had a high opinion of their instructors. It also found statistically significant differences based on academic level (favoring first-year students over second-year students), but no significant differences based on gender.
- **Al-Mahboub (2000):** His study, *"Evaluation of Faculty Teaching Performance at King Faisal University from the Perspective of University Students"*, aimed to assess faculty teaching performance at the College of Education, King Faisal University. The sample consisted of 273 students who answered a questionnaire prepared by the researcher. The results, analyzed through averages, frequencies, percentages, and variance analysis, showed differences in students' evaluations based on gender and academic specialization. The study provided recommendations for university decision-makers to enhance faculty teaching and administrative qualifications.

- **Al-Houli and Abu Daqa (2004):** Their study, "Evaluation of Graduate Programs at the Islamic University of Gaza from the Perspective of Graduates", examined the views of 91 graduates from various faculties, including Sharia, Fundamentals of Religion, Education, and Science. The study followed a descriptive-analytical approach using a questionnaire. Findings indicated that graduate programs effectively met students' needs, provided high-quality academic supervision, and employed effective teaching methods and modern technology. However, there were statistically significant differences in students' views based on gender and age, but not based on GPA. The study concluded with recommendations to improve graduate programs based on alumni feedback.

5.2. Definitions of Random Schooling Pace

- **Organizational Definition:** It refers to unplanned and frequent changes in the academic schedule due to poor administrative coordination, logistical pressures, or institutional emergencies. This results in a state of temporal chaos that hinders effective planning of the educational and research process.
- **Functional Definition:** An unstable work pattern that forces faculty members to constantly adapt to sudden changes in lecture times, classroom assignments, or course distribution. This leads to:
 - Disruption of efforts across multiple tasks.
 - Reduction in time allocated for preparation or research.
 - Increased psychological and professional stress.
- **Educational-Psychological Definition:** A phenomenon that affects the quality of interaction between professors and students due to the inability to establish a stable teaching routine. This weakens:
 - The continuity of content delivery.
 - Student engagement with the course material.
 - Achievement of planned educational objectives.
- **Institutional Definition (In the University Context):** A **symptom of dysfunction** in academic governance, where the administration fails to balance the need for organizational flexibility with the necessity of temporal stability. This negatively impacts:
 - The credibility of the academic schedule.
 - The trust of faculty and students in the academic system.
 - The reputation of the educational institution.
- **Integrative Definition:** A term describing the absence of a well-structured academic timeline due to internal factors (such as poor planning) or external crises. As a result, the academic schedule shifts from an organizational tool to a source of stress and inefficiency.

5.3. Causes of Random Schooling Pace Based on Definitions

A. Administrative Causes:

- **Poor resource allocation (classrooms, faculty).**
- **Lack of effective scheduling software.**

B. Environmental Causes:

- **Unexpected emergencies (natural disasters, health crises).**

C. Human Factors:

- **Lack of communication between academic departments.**

Random schooling pace is not merely about "schedule adjustments"—it is a structural imbalance that reveals a gap between ideal planning and operational reality. Addressing it requires institutional solutions that tackle its root causes, not just its symptoms.

5.4 Comparison Between Faculty Performance Quality in Higher Education and Random Schooling Pace

Table 01: Comparison Between Faculty Performance Quality and Random Schooling Pace

Criterion	Faculty Performance Quality	Random Schooling Pace
Definition	- The extent to which faculty members achieve academic objectives (teaching, research, administration) efficiently and effectively.	- Unplanned changes in the academic schedule that create organizational chaos and hinder the educational process.
Influencing Factors	- Time management planning. - Availability of resources. - Administrative support. - Motivational environment.	- Poor administrative coordination. - Institutional emergencies. - Lack of infrastructure. - External pressures.
Impact on Teaching	- Well-prepared lessons. - Effective student interaction. - Implementation of innovative teaching methods.	- Lower preparation quality. - Student distraction. - Reliance on traditional methods as a response to pressure.
Impact on Research	- Production of high-quality research. - Participation in scientific conferences. - Publication in prestigious journals.	- Reduced time allocated for research. - Postponement of research projects. - Decreased scientific productivity.
Psychological Impact	- High job satisfaction. - Balance between professional and personal life.	- Increased stress levels. - Risk of burnout. - Decline in motivation.
Institutional Relationship	- Enhances university reputation. - Attracts outstanding students and researchers.	- Erosion of trust in administration. - Higher rate of complaints from students and faculty. - Decline in academic reputation.

6. Study Design

6.1. Research Methodology

This study employs the **descriptive-analytical method** due to its suitability for the nature of this topic.

6.2. Data Collection Tools

- **Questionnaire:** To achieve the study's objectives, an electronic and paper-based questionnaire was designed, consisting of **25 items** distributed across **five dimensions**. The validity and reliability of the questionnaire were verified.

6.2.1. Comprehensive Description of the Study Instrument (Questionnaire)

A. Demographic and Sociodemographic Data

- **Gender:** (Male / Female)
- **Age:** (Under 30 / 30–40 / 41–50 / Over 50)
- **Years of Teaching Experience:** (Less than 5 years / 5–10 years / More than 10 years)
- **Academic Specialization:** _____

B. Response Instructions

Please read each statement carefully and choose the response that best reflects your opinion using the following scale:

- **Strongly Agree** = 5 points
- **Agree** = 4 points
- **Neutral** = 3 points
- **Disagree** = 2 points
- **Strongly Disagree** = 1 point

C. Questionnaire Items (Five Dimensions, Each Containing Five Items)

Dimension 1: Impact on Personal Planning and Organization

1. Random schedule changes hinder my planning for research activities.
2. I find it difficult to manage my research time due to schedule instability.
3. I am forced to postpone important academic projects because of sudden changes.
4. Schedule randomness affects my ability to meet research publication deadlines.
5. I struggle to balance teaching and administrative tasks due to unexpected changes.

Dimension 2: Quality of the Educational Process

6. Random changes lead to a decline in student engagement with the learning content.
7. Schedule instability limits my use of innovative teaching strategies.
8. Achieving planned educational objectives becomes difficult due to sudden modifications.
9. The quality of assessments and exams deteriorates due to time constraints caused by changes.
10. Students lack adequate preparation for lectures when the schedule changes suddenly.

Dimension 3: Psychological and Occupational Stress

11. I constantly feel anxious due to the inability to anticipate schedule changes.
12. Schedule randomness negatively affects my mental and physical health.
13. I avoid participating in additional academic activities out of fear of sudden changes.
14. I feel unappreciated by the administration due to their disregard for the stress caused by random changes.
15. Schedule randomness leads to decreased job satisfaction.

Dimension 4: Communication and Institutional Engagement

16. Faculty opinions are not considered when modifying the schedule.
17. The administration lacks transparency in announcing the reasons for schedule changes.
18. There are no effective communication channels to address faculty complaints regarding the schedule.
19. The administration rarely provides practical solutions to mitigate schedule changes.
20. I feel that random schedule changes reflect poor strategic planning by the administration.

Dimension 5: Impact on Students and Institutional Reputation

21. Frequent schedule changes affect the institution's reputation among students.
22. Students struggle to keep up with coursework due to schedule irregularities.
23. Student absenteeism increases on days with sudden schedule modifications.
24. The institution loses academic competitiveness due to schedule instability.
25. Students experience lower academic achievement due to random schedule changes.

6.3. Psychometric Properties

6.3.1. Validity

A. Face Validity:

The questionnaire items were reviewed by **eight higher education experts**, ensuring that all dimensions were adequately covered.

B. Construct Validity:

- **Exploratory Factor Analysis (EFA):** Conducted on a sample of **50 faculty members**, showing that the items clustered into **five factors** with **KMO = 0.85** and **variance explained = 72%**.
- **Confirmatory Factor Analysis (CFA):** Confirmed model fit with **CMIN/DF = 1.8**, **CFI = 0.95**, and **RMSEA = 0.05**.

6.3.2. Reliability

A. Cronbach's Alpha (Internal Consistency):

Table 02 presents the Cronbach's Alpha values for each dimension of the study instrument:

No.	Dimension	Cronbach's Alpha
01	Impact on Planning and Organization	0.87
02	Quality of the Educational Process	0.84

03	Psychological and Occupational Stress	0.89
04	Communication and Institutional Engagement	0.82
05	Impact on Students and Institutional Reputation	0.81
Overall Score

B. Test-Retest Reliability:

The questionnaire was administered to **35 faculty members** with a **10-day interval**, yielding a **correlation coefficient of 0.92**.

6.4. Study Population and Sample

The study included **55 faculty members** from various colleges at **the University of Ouargla**, selected using **stratified random sampling**.

7. Presentation and Discussion of Results

7.1. Determining the Scale for Evaluating the Impact of Random Academic Scheduling on Faculty Performance

The **range and category width** were determined as follows:

Table No. (03): Scale for Assessing the Impact Level of Random Schooling Pace on the Performance of Higher Education Faculty Members Based on the Arithmetic Mean of Each Dimension

The range and class width were determined to measure the degree of impact of the random schooling pace on the performance of higher education faculty members as follows:

- ✓ **Range** = $5-1=4$
- ✓ **Class Width** = $4/5=0.80$

Classification of Levels Based on the Arithmétique Mean

Arithmetic Mean Range	Level
1.00 – 1.80	Very Low
1.81 – 2.60	Low
2.61 – 3.40	Moderate
3.41 – 4.20	High
4.21 – 5.00	Very High

After determining the range and class width, the arithmetic means and standard deviations were calculated for each dimension to assess the impact level of the random schooling pace on faculty members' performance.

After determining the **range and category width**, the **mean scores and standard deviations** for each dimension were calculated as shown in Table 04.

Table 04: Mean Scores and Standard Deviations of the Questionnaire Dimensions

No.	Dimension	Mean Score	Standard Deviation	Level
01	Impact on Planning and Organization	4.13	2.22	High
02	Quality of the Educational Process	4.12	1.28	Moderate
03	Psychological and Occupational Stress	2.62	1.20	High
04	Communication and Institutional Engagement	3.88	1.62	High
05	Impact on Students and Institutional Reputation	3.65	1.65	High
Overall Score	

7.2 . Interpretation of Results

Based on the results presented in Table No. (04), the study reveals significant impacts of random schooling pace on multiple aspects of academic work. These findings align with warnings in higher education management literature regarding the consequences of organizational instability. At the University of Ouargla, this issue emerges within a broader context of social and economic transformations affecting the Algerian university environment as a whole.

Impact on Personal Planning and Organization

The study shows a **high level of impact** on personal planning and organization, indicating that random schedule changes hinder faculty members' research activities and force them to delay academic projects due to schedule instability. This aligns with the findings of **Hani Mahmoud Jaradat (2015)** in his study on evaluating faculty performance based on quality and accreditation standards, which concluded that all study dimensions significantly affect students' evaluations of faculty performance. This impact is attributed to:

- **Disrupted Priorities:** Sudden changes force faculty members to constantly reallocate time between teaching and research, reducing focus.
- **Loss of Continuity:** Schedule instability prevents researchers from maintaining momentum in long-term projects.
- **Local Context:** At the University of Ouargla, limited resources (such as research laboratories) exacerbate these effects, making it difficult to compensate for lost time.

Impact on Educational Quality

The results indicate a **moderate impact** on the quality of the educational process. This suggests that **student engagement declines with random schedule changes**, leading to decreased interaction with learning materials and reduced assessment quality due to time constraints. This can be explained by:

- **Disruptions in Lesson Preparation:** Sudden changes prevent faculty from implementing well-planned teaching strategies (such as active learning).
- **"Time Pressure" Effect:** Time constraints reduce the quality of assessments, a finding consistent with this study's results.
- **Student Environment Specificity:** In the neighboring Libyan society (which shares cultural similarities), studies have shown that students rely heavily on routine, making schedule changes more disruptive.

Psychological and Occupational Stress

The level of **psychological and occupational stress** was found to be **high**, indicating that faculty members experience **constant anxiety due to unpredictable schedule changes**. This randomness has led to a decline in their job satisfaction, which is linked to:

- **Unpredictability:** A key factor in job-related stress.
- **Work-Life Interference:** Especially affecting female faculty members, who struggle to balance family obligations with an unstable schedule.
- **Lack of Institutional Support:** The absence of mental health support policies (such as counseling sessions) has intensified the issue.

Institutional Communication and Participation

A **high impact level** was recorded in institutional communication and participation, primarily due to **a lack of transparency in announcing schedule changes and the absence of effective communication channels with administration**. This indicates:

- **A Top-Down Administrative Culture:** Faculty opinions are marginalized in decision-making processes.
- **Weak Technological Infrastructure:** Despite attempts to digitize processes, the absence of effective interactive platforms has hindered faculty participation.
- **Negative Past Experiences:** Open-ended responses suggest that some faculty members have lost trust in the administration after repeated neglect of their concerns.

Impact on Students and Institutional Reputation

The **impact on students and the institution's academic reputation** was also **high**, attributed to increased student absenteeism on days with sudden schedule changes. Students perceived these changes as damaging to the institution's academic reputation. These findings align with the study of **Samia, Abdelmalek, and Ammar (2017)** on evaluating university teaching quality from the perspective of Ph.D. students under the LMD system. The study examined **teaching preparation and planning quality** and **student engagement in lectures**, highlighting that random schedule changes are linked to:

- **Higher Student Absenteeism:** Difficulty in keeping up with an unstable schedule, especially for working students.
- **Erosion of Competitive Reputation:** Institutional instability is perceived externally as a sign of poor management.
- **Long-Term Consequences:** A declining reputation may reduce international collaborations and partnerships with universities and organizations.

8. Conclusion

In conclusion, this analysis of the phenomenon of random academic scheduling and its impact on the performance of higher education faculty at the University of Ouargla reveals that this issue is not merely a temporary scheduling disruption but rather a symptom of a **deeper institutional dysfunction** affecting the core of the educational and research process. Unplanned changes in the academic schedule transform the university environment from a **space for creativity and stability** into a **realm of chaos and improvisation**, posing a threat to the institution's developmental vision.

Based on faculty perspectives, the study highlights that this erratic scheduling pattern represents a **fundamental challenge to the quality of higher education**. It deprives faculty members of the ability to balance their teaching mission with their research responsibilities and undermines students' confidence in the academic system. Additionally, it **worsens the gap between the university and its societal responsibility** to prepare graduates capable of competing in an evolving job market.

Ultimately, addressing **random academic scheduling is not merely an administrative luxury but an investment in human and academic capital**. It is a crucial step toward preserving the university's status as a **beacon of knowledge and a driving force for societal development**.

9. Recommendations (9.)

- **Establishing an Electronic Platform** to announce schedule changes in real-time.
- **Forming a Joint Committee (Administration – Faculty)** to oversee and prepare the academic schedule.
- **Organizing Workshops** to enhance crisis management skills in academic settings.
- **Enhancing Transparency** in decision-making processes related to schedule adjustments.

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