

Chami Bensada

The role of training the trainers in performance for human resources in the education sector-Secondary School in the state of Medea Model

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Abstract

The concept of pedagogy was initially associated with competencies in professional training and employment. However, as technological and scientific advancements continue, the concept has expanded to include organizing educational practices, preparing curricula, programs, and methods of evaluation within the educational system. This technique has become increasingly important in education and preparing young people for contemporary life. The teacher is the focus of the educational process, and their effectiveness in using curricula and pedagogical means is crucial. However, the old view of pedagogy became disproportionate to the era of the scientific and technological revolution in the twenty-first century, making it necessary for countries to adopt educational systems that correspond to the learner as the backbone of the educational and learning process. As a result, the pedagogical technology of competencies has been introduced into the ongoing educational reform process in Algeria, limiting the role of the teacher to guidance, education, and evaluation.

Keywords: Training; Performance; Trainers; Human resources; Education.

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1. INTRODUCTION:

The concept of approaching pedagogy was associated with competencies at first glance with professional training and the world of employment. And with the rapid technological and scientific development, this concept has expanded to include all the changes that occur in the world of human resources within the educational system, so it has become an effective way to organize educational system, so it has become an effective way to organize educational practices, prepare curricula, programs, and methods of evaluation.

In fact, the justifications for this efficient technique, which was adopted in the field of professions, fell on the school world and the world of teaching, especially since the pedagogy of approaching goals is now unable to solve many of the emerging problems in school life. And if specialists in psychology, sociology and education emphasize the availability of special features and features for practitioners of various professions, then it is becoming increasingly important in

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the fields related to the education and the upbringing of young people and preparing them for adaptation into contemporary life, and since the teacher in the old system is the focus of the educational process, where the effectiveness of other factors depends on him in terms of correct local use such as curricula and pedagogical means and the prevailing social and psychological atmosphere within the school he paid special attention to the field of its formation and the restoration of the human element to keep pace with everything new in the field of education .

However, the scientific and technological revolution that took place in the twenty-first century has become this old view disproportionate to the logic of era. And it became necessary for countries and societies to adopt educational systems that correspond to the rationality of the historical stage in which the learner became the backbone of the educational and learning process.

The role of the teacher was limited to guidance, education and evaluation, and thus introduces the pedagogical technology of competencies into the ongoing educational reform process in Algeria.

This study comes to identify the educational competencies of secondary education professors to be trained during the service to ensure good performance in their tasks so that they can achieve the educational goal better, more efficiently and effectively and prepare the efficient framework on sound scientific and methodological foundations.

From this point of view, the following forms are presented:

1.1. Statement of the Problem:It is clear that the contemporary world, with all its social, economic, cultural, political and educational manifestations, planned on a strategic forward-looking basis in which the elements of competition, quality and standards of quality and effectiveness that came as a result of the various crises witnessed by various countries during the nineteenth and early twentieth centuries.

The educational process is one of the pillars of these crises and the most important of them, and therefore educational institutions dominated by the law of the world economy, as the basis for the success of any educational reform so that they accompany and push them to move forward without obstacles and achieve progress and success. This can only come with the availability of the efforts of all parties concerned with the educational process, including wills, management, professors, students and associations of parents of students and the social environment.

Therefore, the educational system is in dire and necessary need of modern technologies for development and progress, including reconsidering the composition of the category of two components, especially secondary education professors, because it is the most important link in educational reform so that it is closely linked between two sensitive sectors in the training system,

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and we mean by that the Ministry of Education and Vocational Training and the Ministry of Higher Education and Scientific Research because its outputs feed into these two approaches.

In addition to the integration of the Algerian school into the global social change movement and in a world that is undergoing rapid and profound transformations, especially social organization, its knowledge structures, means of communication, methods of work, means of production and their technologies.

Therefore, we find that Algeria is among the countries that realized the importance of the educational system in society, so since obtaining national independence, it has embarked on the training of teachers in all stages of education in a composition commensurate with the historical process of the Algerian society. For this purpose, it established several institutes whose aim was to ensure the best knowledge and pedagogical training. However, educators in the educational field complain a lot about the weakness of the educational system despite the multiple reforms witnessed by the sector since 1962, they consider it incapable of achieving its goals despite its quantitative outputs across generations and successive governments.

Since the impact of the educational process on young people in terms of forming their personality and directing their values and ideals in accordance with the Algerian national culture and its constants announced in various constitutions, Algeria hastened to embark on the process of educational reform since 2003 and paid great attention to the comprehensive and integrated formation of the two components, in which the professor is familiar with the scientific, technological and pedagogical aspects, because overlooking either side has a negative impact on the training process.

In order to avoid these shortcomings observed in the reform process, it is necessary to update the scientific, cultural and educational information of this group in conjunction with the practice of the teaching profession, with the need for pedagogical follow-up by the inspection body, which supports the training process in the field through seminars and forums specialized in the approaching pedagogy with the competencies that must be available in the competent or effective professor in achieving educational outputs.

1.2. Research Questions:

Based on the above, we raise the following general question:

Is there a relationship between the training of professors during service and teaching competencies?

To include under this general question the following secondary or partial questions:

- Is there a relationship between the content of training programs during the service and the new teaching method?

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- Is there a relationship between the ministry and the control of pedagogical means by the professor?

- Is there a relationship between in-service training and broadcasting a collaborative school atmosphere in the department?

To reveal and answer questions, the study put forward the hypotheses below

1.3. Hypothesis/ hypotheses:

_ The first hypothesis: There is a relationship between the content of training programs and the new teaching method.

_The second hypothesis: There is a relationship between the recycling during the service and the control of pedagogical means by the professor .

_The third hypothesis: There is a correlation between training during service and disselination of a cooperative school atmosphere in the department

1.4. Significance of the Study :

The importance of this study can be determined in the following points:

_The interest of the guardian ministry in re-establising high school teachers during service is a positive indicator of the reality of the Algerian educational system in response to the modern view of the educator, which must keep pace with the increasing scientific, cognitive and technological process in the world, especially in the field of education, pedagogy techniques, informatics, digital and educational technology.

_ Providing the ducational staff of secondary institutions with scientific and educational documentation to allow them to benefit from intrnational scientific knowledge.

_ Field knowledge of the availability of pedagogical competencies among secondary education professors and the extent to which they vary according to subjects, specializations and field training commensurate with educational qualification, which helps those in charge of the training process in identifying the the necessary and important needs of professors in this field.

1.5. Objectives of the Study:

_ Inventory of the most important educational, cognitive and pedagogical competencies that the professor of secondary education must possess in the educational and educational process to make it a more efficient, positive and effective practice.

_ Investigate and research the relationship between **in-service training and the teacher's** teaching competencies and whether they really contribute to improving his level of performance in teaching.

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1.6. methodology of the Study:

The analytical descriptive approach was adopted in this study on the training of the two components during service in the light of the pedagogy of competencies for secondary education professors, so that this composition accompanying educational reform in Algeria was described and analyzed and the purpose is to try to reveal the relationship of educational competence of the professor of secondary education, as the analytical of descriptive study depends on the precise identification of the present situation.

The researcher used this scientific method in order to focus on the accurate description of the phenomenon and its analysis, finding the various relations between its two sides, and then reaching the answer to the question raised in the study and then drawing the scientific results.

1.7. Study sample:

The number of professors was estimated at 960 professors who received forming during service and practiced their educational tasks at Medea, taking into account all scientific, literary and social disciplines of secondary education and geographical distribution between urban, semi-urban and rural areas. The research sample was randomly selected by 10% of the total sample members represented by 96 professors

1.8. Data collection tools:

To conduct this study, the researcher built a questionnaire, which in such studies is considered more suitable for its nature, as Abdul Rahman Adass believes: “Until metadata is often collected through questionnaires, observations and viewing methods.”

2 – Training during service:

Abdul Qader Youssef defines “training during service in the organized educational field” as any organized educational activity and is intended to increase the efficiency of educational me during their work, that is, after they graduate and are preoccupied with the profession. It means that training during service in the educational field aims to increase the efficiency of education men and provide them with everything new and now that serves them in their field of work, and because of the importance of this training that is in line with educational reform, it has many functions, including:

- _ Follow-up technological development, which is the basis of social development.
- _ Moving from pre-service configuration to service stage.
- _ Developing content and special skills
- _ Personal and self-growth.

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_ Continuity of education at the high level.

_ General professional development.

_ Evaluation in the job.

3. Interpretation and analysis of the results:

Table N°01: The contribution of the formation of in-service providers to

The number	Phrases	Yes	%	Sometimes	%	No	%
1	Being able to understand the contents of programs and aware of the relationship	78	81.25	18	18.75	0	/
2	Modern methods of education	60	62.50	29	30.20	7	7.29
3	Follow systematic lesson planning	67	67.70	26	27.08	5	5.20
4	Being able to explain the lesson well	85	88.54	7	07.29	4	4.16
5	Asking meaningful questions related to the subject of the lesson	77	80.20	17	17.70	2	2.08
6	Providing appropriate answers to students	76	79.16	14	14.58	6	6.25
7	Possessing leadership and guidance time for the department	75	78.12	13	13.54	8	8.33
8	Using various evaluation methods to collect students	72	75	15	15.62	9	9.37
9	Linking calendar questions to lesson goals	82	85.41	14	14.58	0	/
10	Using appropriate teaching aids for the subject of the lesson	37	38.54	39	39.58	21	21.78
11	In keep pace with the changes that occur on	43	44.79	32	33.33	21	21.78
12	Follow-up of the scientific development of the teaching subject	28	29.16	40	41.66	28	29.16

13	Good control of the department	73	76.04	19	19.79	4	4.16
14	Selection of appropriate pedagogical activities for students	65	67.70	20	20.83	11	11.45
15	Implementing the lesson plan according to the competency pedagogy	74	77.08	15	15.62	7	7.29
16	Trust them to reflect social influences on students and try to guide and guide them	44	45.83	44	45.83	8	8.33
17	The use of information and communication technology	6	6.25	10	10.41	80	83.33
18	Rushing the cooperative atmosphere within the department	65	67.70	26	27.08	5	5.20
19	The rumor of the educational system inside the classroom	67	69.79	18	18.75	11	11.45
20	Organizing school scientific material	64	66.66	22	22.91	10	10.41
21	The professor is energetic in the department	75	78.12	14	14.58	7	7.29
22	The professor's interest in time management	54	56.25	30	31.25	12	12.5
23	Gaining reflexivity to solve students' problems	47	48.95	35	36.45	14	14.58
24	Directing students to organize information according to the nature of the material	72	75	22	22.91	2	2.08
25	Constantly following students	50	52.08	29	30.20	17	17.70

Table No. (01) shows the respondents' answers about the composition of the two components during service .

4.Presentation and discussion of the results of the hypothesis

4.1 Presentation and discussion of the results of the first hypothesis

There is a relationship between the content of training programs and the new teaching method. The first statement: The respondents' answers about the contribution of training to enabling the professor to understand the contents of training programs at all levels and to understand the

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relationship between the parts of programs, as 81.25% of them confirmed this. This is stated in the record of the Education Councils for Fakhra Abdul Karim High School in the field as a sample through the deliberations taking place in each subject, while 18.75% believe that it is relative, this is due to the density of the training programs designed for the professor that do not suit the size of the courier allocated to that.

The second phrase: It clarifies the respondents' answers about the contribution of in-service training in enabling teachers to adopt modern methods of teaching according to the pedagogy of competencies, where 62.50% of those who chose the answer were yes, 30.20% of those who chose to answer sometimes and 7.29% of those who chose to answer no.

The third statement: The respondents' answers about the contribution of training during service indicate that the professor was able to follow systematic planning to build lessons, where 67.70% of those who chose to answer yes and 27.08% sometimes chose, while 5.20% chose to be no.

From here, we conclude that there is a relationship between training and good preparation for the lesson according to methodological scientific foundations. In this regard, Buterve says in this regard:

"Training is a process of positive adjustment with special directions that deals with the behavior of the individual from a professional or functional point of view and the goal of acquiring the knowledge and experience that the individual needs in order to raise the level of his efficiency so that he meets the conditions required to master the work."

The fourth phrase: It clarifies the respondents' answers about the contribution of training to enabling the professor to clarify the good and required for the lesson. There are 88.54% of them who believe that it is positive, while the choice was sometimes 7.29% and a choice not 4.16%.

The fifth phrase: It clarifies the teachers' answers about the contribution of this training to enabling them to ask questions with objectives related to the subject of the lesson. It is clear that 80.20% of them ask questions to students during the prescribed class, and 17.70% were sometimes 2.08% represented.

The sixth phrase: The respondents' answers about the contribution of training indicate enabling the teacher to provide the appropriate answers to the students. The percentages came as follows 79.16% yes, 14.58 sometimes, 6.25% No. The deliberations that were recorded in the register of the education councils for the same high school mentioned above showed that all professors are required to prepare the lesson well and not be satisfied with the textbook so that each of them can have optimal control over the conduct of the programmed lesson.

The seventh phrase: The respondents' answers about the contribution of training clarify the empowerment of the high school teacher to own leadership features within the educational department, where 78.12% were yes, and 13.54% sometimes chose 8.33%. This significant

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statistical percentage supported the idea of Abdul Ghani Abboud: "The teacher is of course an intellectual leadership, he rules his work, profession, special Because his message does not stop at the limit of the teacher and his education, but exceeds it to others, such as leadership."

The eighth phrase: The answers of the respondents about the contribution of this training clarify the ability of the professor to use multiple methods to evaluate and evaluate the achievement of students. It has explained to us 75% yes 15.62%, sometimes 9.37% No, and from it we conclude that the professor has been able to apply modern educational evaluation techniques programmed in the new curricula for educational reform. The ninth phrase: It clarifies the respondents' answers about the contribution of training during service in enabling the professor to identify the weaknesses and strengths of students and address the negative ones during the interim formative evaluation. 85.41% chose yes and 14.58% sometimes, and the percentage was absent for those who chose the answer no in this phrase.

The tenth phrase: The answers of the respondents from professors about the contribution of training clarify enabling them to use new educational means commensurate with competency pedagogical techniques. They were 38.54% yes, 39.58% sometimes and 21.87% B no, and from which we conclude that these percentages are very similar, as the use of technological means in pedagogy is relative

5.2 Presentation and discussion of the results of the second hypothesis:

There is a relationship between the ministry and the control of modern pedaojjs by the professor.

Phrase 11: Clarifies the answers of respondents about the contribution of in-service training from Enabling the secondary professor to keep pace with the changes in the Algerian social reality, with 44.79% chose yes, 33.33% sometimes and 21.87% of them without. From him, we see that the convergence of these percentages statistically indicates that this group has become not interested in what is happening within the social mobility of Algerian society due to the social and economic problems it suffers

The twelfth phrase: The respondents' answers to the contribution of this training clarify enabling the professor to follow the scientific and technological development related to the specialization he teaches. This is in accordance with Decree 2000-36 of February 07, 2000, which stipulates in its fifth article "for education users, including teachers, to renew their information in order to improve and deepen their academic knowledge and professional competence ..." (6).

But after sociological reading of the percentages of answers received in a row, 29.16% yes 41.66% sometimes 29.16% without concluding that a large number of them are not in line with developments and developments in the world related to the field of specialization because they do

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not have means of communication such as the Internet and media documentation such as magazines, periodicals and modern books in secondary educational institutions.

The thirteenth phrase: The answers of the respondents on the contribution of training to enable the professor to have good control of the department and the efficiency necessary to guide the spirit of discussion within the department. 76.04% yes 19.79% sometimes 16% with no, as this can be explained by what Flanders said in his idea. About the verbal and non-verbal interaction, which is summarized in some of the competencies carried out by the teacher in enthusiastically for the scheduled lesson and bringing attention to the learner...' (7).

The fourteenth phrase: The respondents' answers to the contribution of training during service clarify that the teacher can choose pedagogical and educational activities suitable for students. The percentage was 67.70% yes 20.83% sometimes 11.45% with no, and from it, we see that the sesiotropic reading of yes answers indicates that the professors are committed to the instructions All professors are required to contribute positively according to their abilities in various cultural clubs, scientific activities and field outputs in order to activate them and contribute to the involvement of students within the branches of different clubs...')

18). In this context, Nader Fahmy sees Al-Zayyoud." The teacher contributes to the selection of appropriate activities that enable students to translate theoretical cognitive information into realistic behavior and skills..' (19).

Fifteenth statement: The respondents' answers to the contribution of this formative pattern clarify enabling the professor to implement the basic steps of the lesson according to the competency pedagogy methodology. It was 77.08% yes 15.62%, sometimes 7.29% b no.

The reason for this is because some categories of professors are still clinging to the technique of goal.

The sixteenth phrase: The answers of the professors surveyed about the contribution of training to enable them to understand the impact of social influences on students and try to guide and guide them so that they adapt to different situations and the school atmosphere. The percentage was 45.83% yes 45.83% sometimes 8.33% with no.

The seventeenth phrase: The respondents' answers about the contribution of in-service training from enabling the professor to use communication and media technology technologies, which was 6.25% yes And 10.41% sometimes and 83.33% no, despite the dissemination of these pedagogical means at the secondary level and despite the rapid training adopted by the directorates of education across the country to train professors in machine media, as shown in the training scheme in the state of Medea through educational institutions at various stages and the opening of centers at the level of each institution to teach According to field observations and

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individual and group interviews, this training is sometimes during the professor's free hours. We also find that some professors of literary and social subjects do not pay attention to this composition compared to scientific and technological materials.

4.3 Presentation and discussion of the results of the third hypothesis:

Hypothesis 3: There is a relationship between in-service training and the broadcast of a cooperative school atmosphere in the department.

The eighteenth phrase: The respondents' answers about the contribution of training indicate enabling them to broadcast and establish a cooperative educational school atmosphere within the department, with 67.20% yes and 27.08% sometimes 5.20% without. This shows that this training was generally positive on the personal and organizational behaviors of the professor so that the educational department turns into a small family society in which forms of The answers of the professors surveyed about the contribution of training to enable professors to broadcast the atmosphere of the educational system inside the classroom, which were 69.79% yes, 18.75% sometimes and 11.45% with no, and what supports the percentage of yes, the system within the section of the professor's communication behaviors. In this context, Mohammed Abdul Rahim Adass points out: In order for a teacher to behave organizationally, he must manage a class dominated by discipline, maintain order, then monitor the attendance and absence of students, as well as guide and guide them, as control is one of the most basic conditions that must be met within the department because effective education is not carried out in an atmosphere of chaos and lack of discipline. (20).

The twentieth phrase: The answers of the respondents show the extent to which training during service contributes to the organization of scientific material by the concerned professor, where 66.66% yes, 22.91% sometimes and 10.1% no. This confirms that this training affected the professor and this is reflected in his follow-up methodology of preparing the lesson according to basic steps and organizing information. The twenty-first phrase: It clarifies the answers of the respondents concerned about the contribution of this type of training to the vitality of the professor during the teaching class, so that the percentages came respectively 78.12% yes 14.58% sometimes and 7.29% b no.

The twenty-first phrase: It clarifies the answers of the respondents concerned about the contribution of this type of training to the vitality of the professor during the teaching class, so that the percentages came respectively 78.12% yes 14.58% sometimes and 7.29% b no.

The twenty-second phrase: The answers of professors about the contribution of training during service to enable them to manage time and understand its concept and educational value, where the percentage was 56.25% yes 31.25%, sometimes 12.50% with no.

The twenty-third phrase: The respondents' answers about the contribution of this training to the professor's acquisition of interaction flexibility with students and the solution of their problems

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that negatively affect their schooling as much as possible, were 48.95% yes 36.45%, sometimes 14.58% with no.

The twenty-fourth phrase: The answers of the respondents make it clear that the contribution of training to their acquisition of guidance skills in organizing scientific and cognitive information related to the school subject in accordance with its nature. The percentages were 75%, respectively, yes, 22.91%, sometimes 2.08% with no. The twenty-fifth phrase: The teachers' answers show the extent to which training during service contributes to enabling them to continuously follow the activities of students within the department.

The percentages came as follows:

52.08% yes, 30.20%, sometimes 17.70% with no.

5. Summary of the results of the hypotheses:

5.1 Summary of the results of the first hypothesis:

There is a relationship between the content of training programs during service and modern teaching methods according to the pedagogy of competencies. Yes, the percentages of choice of answer were between 57.60%-88.54%. The school legislative texts in this regard confirmed that "the desired reform has no meaning or any significant impact on the education and training system unless we address in depth and at the 21)

5.2 Summary of the results of the second hypothesis:

There is a relationship between the service and the control of pedagogical means by the professor. There is a relationship between this training during the service and the secondary professor's control of pedagogical means. This hypothesis included eight questions whose answers were very close except in questions(13-14-15-20). This is mainly due to the difficulties on the field in application and the lack of modern pedagogical means through educational institutions, in addition to the culture and intellectual attitudes that character.

5.3 Summary of the results of the third hypothesis:

There is a relationship between in-service training and creating a cooperative school atmosphere within the classroom. The majority of the surveyed teachers answered "yes," indicating a clear indication that in-service training has positive benefits despite its short duration in fostering a familial, educational atmosphere for students.

6.study suggestions:

- The need to disseminate school media within educational institutions.

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- The need to sensitize and sensitized all parties concerned with the educational act and the importance of training. And continuous training
- The need to select competencies capable of forming the two components.
- Providing modern pedagogical means in the training process.
- Giving credibility to training by motivating professors during the training process materially and morally.
- Encouraging professors to keep abreast of scientific and technological developments during educational seminars, forums and study days.
- Mainstreaming the Internet and Intranet at the level of secondary institutions.
- Re-ascillate inspectors for effective and effective supervision in the field.
- Activating the permanent and continuous training device in all educational developments
- Accreditation of specialized training courses
- A. - Activating the role of summer universities and coordination between the
Ministry of Education, Higher Education and Scientific Research.
- Continuous qualification of inspectors by local and international experts
- Reviving and activating regional and national forums

7. CONCLUSION:

Modern advancements in cognition, technology, and social indicators highlight organizations' growing interest in professional activities. The need for human resource development is evident, particularly in the field of education, to enhance individuals' efficiency, skills, and job performance. A field study supported the validity of three hypotheses. The study's objective is to assess the performance of secondary school teachers and provide in-service retraining to ensure effective and positive roles, ultimately achieving educational goals and preparing competent professionals.

In the field of national education, in-service training can be conducted internally or externally. Internal training is preferred by educational institutions as it ensures high efficiency. Training organizers promote the provision of cognitive, methodological, pedagogical, and technological information to participants, enabling them to renew their specialized knowledge and stay updated.

Trained individuals with motivation and drive are valuable assets to organizations. Their capabilities, skills, and problem-solving abilities in the educational environment make them effective contributors. They provide new information and knowledge to enhance leadership,

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communication, and educational relational skills. This facilitates career advancement, job satisfaction, organizational loyalty, and stability within and outside the work environment.

Training holds significant importance for both employees and institutions, whether it's pre-service or in-service. It creates competent human resources in the educational learning process, leading to overall institutional objectives, improved performance, and higher quality education. This is crucial to keep pace with the digital and communication revolution, globalization, and the challenges of the 21st century.

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