

Teachers' Opinions on the Quality of In-service Training in Primary Education:

A field study in some primary schools in Setif city.

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Abstract ;

The current study aims to explore teachers' opinions on the quality of in-service training in primary education in Setif city. The study included 80 teachers (males & females), selected randomly, using a simple random sampling method. Data was collected through a three-dimensional questionnaire covering training content, duration, tools, and methods. Psychometric properties of the tool were calculated, and the study employed a descriptive methodology. Findings revealed differences in teachers' opinions on the quality of in-service training overall, with variations based on gender and years of experience.

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1. Introduction

Many national educational institutions are undergoing numerous reforms in the field of educational today, aiming to keep pace with technological advancements and meet global market demands. Globalization has become a contemporary phenomenon that necessitates the introduction of modern technological techniques to achieve quality in education. This requires the adaptation and development of curricula and educational programs, as well as reevaluation of the modern roles of all elements of the educational learning process. Among the leading countries in adopting new reforms in the education sector is the Algerian educational system, which focuses on enhancing and improving the educational level, reducing educational wastage, and enabling learners to utilize their resources, readiness, skills, and abilities by placing them in realistic problems that align with their mental qualifications and psychological readiness. Constructing didactic situations is not an easy task for education specialists due to various epistemological obstacles that hinder the didactic process, which ultimately aims to enhance and promote professional growth of teachers, especially in light of the complexity of educational curricula and the emergence of various issues related to training content, duration, and the diversity of training strategies and tools. The Ministry of National Education has focused on a fundamental element in this approach, which is in-service training, aiming to train Algerian academic staff characterized by professionalism and academic effectiveness, and to control global developments in the field, particularly during service. This is evident in the contents of the agreement ppre2 between Algeria and UNESCO, which emphasizes the importance of training,

exchange of experiences, and other serious efforts to achieve quality in the outputs of teachers through enhancing the training process.

2. The problem:

Learning is the cornerstone in the development of the national economy according to experts in the field of education economics, especially after the qualitative leap and effective results that have contributed to the development of many countries, which have now become models and benchmarks for measuring the quality of education, such as Finland, Britain, and others, which believe in the idea of investing in this aspect, which is considered the primary indicator of societal progress and development. Among the leading countries in the Arab world recently aiming to enhance the quality of education and improve its academic outputs is the Algerian educational system, which has given special attention to training, based on diagnostic, evaluative, and measurement studies of the outputs of our educational system.

Through various indicators such as the dropout rate, leakage, cost, and return, and the extent to which technological innovations in the education sector align with the requirements of modern globalization, the interest is evident through the active role played by the supervisory authority, intensifying national seminars and workshops on one hand, and signing agreements with experts in the field from countries with high-quality education on the other hand, besides to adopting a philosophy that aligns with the values of our society, the capabilities of learners, and the aspirations we seek in the future. The process of renewal and change is not an easy matter but requires the development of numerous plans in the short, medium, and long term,

especially after the results approved by the supervisory authority to reconsider the currently adopted curricula, which have been criticized for various shortcomings related to teaching methods and educational objectives, surrounded by ambiguity according to experts in the field of evaluation, and focusing on the quantitative rather than qualitative aspect, necessitating the exploration of the difficulties facing the educational learning process through a reassessment of the roles of pedagogical elements, starting from the learner whom we aim to elevate and target the higher levels by his thinking according to Bloom, such as analysis, synthesis, and evaluation, linking the academic aspect with the tangible procedural reality experienced, and transitioning from theoretical space. The modern educational transfer process requires the discovery of the learner's capabilities, inclinations, and multiple intelligences, recruiting his resources and developing his skills with the aim of measuring his performance, as the results of modern education can only be measured by placing the latter in concrete procedural situations and problems.

The process of constructing a modern and active learner falls on the shoulders of the teacher, who is the primary factor in achieving the educational goals. This involves designing appropriate learning situations, developing modern strategies, and utilizing diverse assessment methods such as observation networks, grading scales, and others. This necessitates subjecting the teacher, who is considered the primary engineer for achieving cognitive, emotional, and psychomotor quality in learners, to flexible training programs related to teaching methods, assessment techniques, language proficiency, and modern technological tools. Today, as all countries worldwide believe in the principles of self-learning

and continuous improvement, in the context of competency-based approaches and second-generation curricula in our country. Many modern learning strategies have emerged, such as brainstorming, project-based learning, cooperative work, trial and error pedagogy, and other modern active teaching methods. Additionally, new pedagogical terms and concepts have emerged, such as remediation, pedagogical accompaniment, and modern assessment tools like exams, observation networks, and grading scales. This requires teachers to refine their concepts by consulting research by experts in the field, such as Philippe Perrenoud, Doucet, and Xavier Rogers, who have contributed to shifting education from the confines of schools to social realities.

Recently, terms like pedagogical farm and others have emerged, indicating our country's aim to achieve quality outputs, following the lead of many Arab countries that have adopted the principles of quality and zero defects advocated by Juran, Crosby, and Deming. Qatar, ranked first in the Arab world and fourth globally, followed by the UAE, have also recognized the value of effective training for primary school teachers and have subjected them to numerous international training programs and internships under the supervision of various experts, tailored to our local environment. The current field study is initiated by the following main question: Do teachers' opinions differ regarding the quality of training during service in primary education in terms of content, duration, and training tools and methods.

Subsidiary questions:

- Are there differences in teachers' opinions regarding the quality of in-service training at the primary stage

based on the gender variable?

- Are there differences in teachers' opinions regarding the quality of in-service training based on the variable of years of seniority?

Study hypotheses:

- General Hypothesis:

Teachers' opinions regarding the quality of in-service training at the primary stage (training content, duration, and training methods and tools) differ.

- Subsidiary Hypotheses:

- There are differences in teachers' opinions regarding the quality of in-service training at the primary stage based on the gender variable.
- There are differences in teachers' opinions regarding the quality of in-service training at the primary stage based on the variable of years of seniority.

The Importance of the Study:

- To assess the extent of improvement in educational practices of primary school teachers after participating in training programs.
- This study serves as a simple evaluative step on a very narrow scale for the educational reforms introduced by the Ministry, specifically focusing on some primary schools in the city of Setif.
- To provide recommendations, suggestions, and future strategies to enhance the quality of training programs based on the current study and similar studies, serving as a benchmark to assist professionals in the field of training in crystallizing the quality of training.

Study Objectives:

- To identify differences in teachers' opinions regarding the quality of in-service training at the primary stage in terms of training content, duration, and assessment methods.
- To uncover differences in teachers' opinions regarding the quality of in-service training at

the primary stage based on the gender variable.

- To reveal differences in teachers' opinions regarding the quality of in-service training at the primary stage based on the variable of years of seniority.

Study Terminology:

- **In-Service Training:** It is any work that begins with classifying the training needs of teachers based on planned objectives, then designing these programs in light of the needs, and working on their implementation and evaluation with the aim of determining the outputs and benefiting from them in subsequent training programs. (Al-Baghi, 2019, p. 121)

- Procedurally, it is the type of training received by the teacher from the moment of formal appointment until retirement, with the aim of renewing knowledge, skills, and adapting to global educational innovations in an automated manner.

Elementary Stage:

- Defined by Al-Hakil (1999) as primary education in all countries is the foundation for all different educational stages, upon which the preparation of children for subsequent educational stages is based.

- Abdul Rahman (1998) adds that the primary stage is the foundation upon which the preparation of children for subsequent stages of their lives is based. It is a general stage that includes all the nation's children by providing them with the basics of life, sound beliefs, experiences, knowledge, and skills. (Saadan, 2013, p. 40)

- Procedurally, It is the initial stage in the educational ladder and the basic foundation for teaching and language development in children, providing them with various strategies to develop their cognitive, emotional, and psychomotor aspects. This stage is where children discover knowledge, acquire experiences, and develop basic skills that qualify them for social integration and acquiring life skills.

Elementary School Teachers (Educators):

- Copper believes that teachers are individuals with fundamental professional roles and tasks, which involve assisting others in learning and evolving through new methods. (Al-Hilah, 2009, p. 21).

-Procedurally, They are employees in the education sector responsible for the proper upbringing and cognitive, emotional, and psychomotor development of children, and for implementing the curriculum as dictated by the law and official publications issued by the supervisory authority.

Previous Studies:

- Belkacem and Chetouane (2017) conducted a study aiming to investigate the effectiveness of in-service training for primary school teachers under the second generation reforms. The study used a descriptive approach with a sample of 88 individuals selected randomly. The study relied on questionnaires as a data collection tool and found the following results:

* There is a high level of effectiveness of in-service training under the second generation reform curricula for first-year primary education teachers.

* There are no statistically significant differences based on the variable of professional experience.

- Sayed Nawel and Farouk Tebaa (2019) conducted a study to explore the reality of in-service training for primary school teachers in light of the second generation curricula from a competency-based approach. The study used a questionnaire as a data collection tool, a descriptive approach, and a random sample of 82 teachers. The study concluded that the content, duration, and methods of training do not qualify primary school teachers for teaching according to the second generation competency-based approach. (Sayed, 2019, p. 346).

- Saida Ben Amara (2019) conducted a study aiming to understand the opinions of middle

school teachers regarding the responsiveness of in-service training programs to professional requirements. The study sought to identify differences among teachers based on demographic variables (gender, specialization, seniority) using a questionnaire as a data collection tool and a random sample of 70 individuals. The study found no statistically significant differences in the opinions of middle school teachers attributed to demographic variables such as gender and work experience.

Commentary on Previous Studies:

Through the presentation of the previous studies, it is evident that there is agreement among them in terms of the methodology used, sample selection method, and data collection tool, which was predominantly a questionnaire. However, there are also differences in the design of the questionnaire. Furthermore, there is variation in the spatial environment, as seen in the study by Saida Ben Amara at the University of Mohamed Lamine Debaghine in Setif 2, and the study by Sayed Nawal in the province of Boumerdes. Additionally, studies differed in terms of the temporal environment and the targeted educational stage, but all studies emphasized the importance of focusing on training. Each study varied in how it approached the topic from the perspective deemed most suitable for the subject matter.

Utilization of Previous Studies:

Previous studies have provided researchers with insights into how to conduct field research on the topic, how to select the sample, and appropriate statistical methods, in addition to selecting the suitable tool for the study.

Field Contribution:

The current field study addresses the current topic in a modern and contemporary manner, aiming to reach different results from the older studies in 2019. This current study in 2024 seeks to achieve contrasting results and a positive outlook from teachers regarding the effectiveness of this approach.

Objectives of In-Service Training:

- Assisting newly graduated teachers in familiarizing themselves

with the systems and laws that enable them to face various situations in the field. (Ben Amara, 2014, p. 40).

- Informing teachers about educational problems, their roles, and responsibilities. (Abdul Samee, 2005, p. 173).

- Developing teachers in all academic, professional, personal, and cultural aspects.

Methodological procedures for field study:

Study methodology: The descriptive methodology is suitable for this study which attempts to explore the opinions of primary education teachers regarding the quality of in-service training they have previously benefited from, in addition to diagnosing and describing the actual reality. It is the most commonly used methodology in studying psychological and educational phenomena, as it allows for data collection and information on phenomena and the possibility of generalizing them.

simple random sampling method from the total primary schools under the Directorate of Education in the Setif province.

Limitations of the study:

- Spatial limitations of the study: This study was conducted in some primary schools in the city of Setif, including the following primary schools:

HousseinAbasha - MahdadiAbd Allah - Mahdadi Al-Hashemi - Fatima Al-Zatouni - Moussa Toumi - KzazAbd El Rahman - Abd El Hamid Ibn Badis - Ibn Shanab - Ben YahyaBachir - Ammarjia - Mirazique - Shrad - BelkaidoumBelkasim - Rbiza Al-Eid - Al-AyibSaad.

- The time limitations of the study are from January 3 to February 29, 2024 **Study Population and Sample:**

The study population consists of primary school teachers affiliated with the Directorate of Education in Setif province, of both genders, varying in terms of academic specialization and years of experience. The study sample consisted of 80 teachers, distributed among the aforementioned primary schools. They were selected using a

Moussa Toumi 7	Fatima Al-Zatouni 5	MahdadiAbd Allah 4	Mahdadi Al-Hashemi6	HousseinAbasha 5
Mirazique5	Ammarjia 7	Ben YahyaBachir 5	Ibn Shanab 4	MiraziqueIbnBadis 8
Al-AyibSaad 5	Rbiza Al-Eid 5	BelkaidoumBelkasim 6	Shrad 5	Mirazique 3

Sample Characteristics

Gender:

Table 1: Distribution of Sample Individuals by Gender

Gender	Number	Percentage
Males	20	25%
Females	60	75%
Total	80	100

The table above shows that there is a difference in the opinions of primary school teachers regarding the quality of training programs based on the gender variable. The percentage of female opinions was three times that of males, with 60 females accounting for 75% compared to 20 males at 25%.

Table 2: Distribution of Sample Individuals by Seniority

From the table above, we observe a difference

Years of seniority	Frequency	Percentage
Less than 5 years	15	18.75%
6-10	25	31.25%
10-15	40	50%
Total	80	100

in the opinions of primary school teachers based on the variable of seniority regarding the quality of training. The category with the highest percentage is the group of teachers with 10 to 15 years of seniority at 50%. Followed by the group with 6 to 10 years of seniority, with 25 teachers and a percentage of 31.25%. Lastly, the group of newly employed teachers who receive in-service training consists of 15 teachers, accounting for 18.75%. The researchers attribute this difference to an important factor, which is that those with more seniority tend to acknowledge the effectiveness of training due to their adaptability and exposure to various training patterns in previous years, as well as gaining a wealth of experience and concepts, especially in building various didactic situations compared to those with intermediate or recent training, who may struggle to grasp concepts and express concerns about competency deficiencies and training quality.

Study tool:

The researchers in the study relied on a tool represented by a questionnaire, after reviewing previous studies and scientific articles in our current environment, similar to the questionnaire of Dr. Sayed Nawal and Farouk Tebaa from one side, and the studies of Abdelhamid Maouche, and reviewing the questionnaire of Hamid Tawin, and the thesis of "Training Needs" for Professor Belkacem Belkidoum, University of Setif 2, and Dr. Saleh Nouioua University of Batna 1. The questionnaire consisted of 30 items distributed into 3 main axes: training content, training duration, and training methods and tools. The number of items in each axis of the questionnaire was distributed as follows:

- Training content: 11 items.

- Training duration: 9 items.

- Training methods and tools: 10 items.

The Exploratory Study:

Before conducting a field study, it is necessary to start with an exploratory study as it aims to achieve a set of objectives, starting with:

- Identifying the difficulties and obstacles that may face the researchers in the future.

- Identifying the availability of sources, references, and the study sample.

- The possibility of implementing the study and applying it realistically.

- The preliminary exploratory study included about 48 teachers of both genders and the design of an initial questionnaire. The validity of the tool was verified by calculating the psychometric conditions of the tool through assessing its validity and reliability.

Calculating the validity of the tool:

The validity was calculated through:

- The reliability of the arbitrators through the coefficient of Kendall agreement.

- Self-validity.

- Apparent validity coefficient.

- Internal consistency validity.

Apparent validity

The questionnaire was presented to 10 arbitrated professors in the Department of Psychology and Educational Sciences, from both Mouloud Mammeri University in Tizi Ouzou and Mohamed Lamine Debaghine University in Setif, with the aim of investigating the suitability of the scale items

for the study sample, and then judging each item with the dimension it was designed for. To calculate the judges' reliability for measuring the tool's validity, we relied on the Copper equation.

Copper equation = After applying the equation, where the agreement ratio of items was 10 and disagreement was 0, we obtained a percentage

of 100%.

Self-Validity: Through the square root of the stability coefficient, we obtained a result of 0.97.

Calculating Internal Consistency: Through the correlation coefficients of the items with the scale they belong to.

Dimension	Item Number	Correlation Coefficient
Training	1	0.506
	2	0.704
	3	0.325
	4	0.375
Content	5	0.805
	6	0.532
	7	0.803
	8	0.808
	9	0.604
	10	0.583
	11	0.802

B. Duration of Training

Dimension	Item Number	Correlation coefficient
Training	1	0.508
	2	0.888
	3	0.887
	4	0.608
Duration	5	0.806
	6	0.809
	8	0.812
	9	0.807

C. Means and Techniques of Training

Means	Item Number	Correlation Coefficient
Techniques	1	0.502
	2	0.509
	3	0.805
	4	0.809
Of Training	5	0.805
	6	0.823
	7	0.605
	8	0.608
	9	0.705
	10	0.702

From the table above, we notice that the correlation coefficients of the questionnaire dimensions are acceptable as they exceed 0.30. The correlation coefficients ranged between 0.325 and 0.888 at a significance level of 0.05. The correlation coefficients ranged from 0.325 to 0.808 for the content dimension of training,

from 0.508 to 0.888 for the duration dimension of training, and from 0.502 to 0.823 for the methods and means dimension of training. The correlation coefficients indicated that the items related to the dimensions are acceptable.

The correlation coefficient of the dimension with the total score of the questionnaire

Questionnaire Dimensions	Correlation Coefficient
Training Content	0.937
Training Duration	0.947
Methods and Techniques of Training	0.911

Function at the level 0.01.

Based on the results above, it is clear that the correlation coefficients of the dimensions with the total score of the questionnaire are high and statistically significant at the level 0.01. The correlation coefficient for the duration dimension of training with the total score was 0.947, for the content dimension of training with the total score was 0.937, and for the methods and techniques dimension of training with the total score was 0.911. This indicates that the questionnaire dimensions exhibit acceptable internal consistency.

Calculating the judges' reliability through the application of Kendall's coefficient agreement:

Questionnaire Dimensions:	Reliability Coefficients
Content of Training	0.63
Duration of Training	0.86
Means and Techniques of Training	0.90

The table shows that the reliability coefficients of the questionnaire dimensions are acceptable. The reliability of the content dimension of training ranged from 0.63, the duration dimension of training was 0.86, and the methods and techniques dimension of training were 0.90. This indicates that there is an acceptable level of reliability.

The coefficient was also applied after arranging the 10 judges as proposed by Kendall in 1938. This method is one of the non-parametric statistical methods, denoted by the letter 'w'. The calculated value of the coefficient was 0.90, indicating a very high agreement among the 10 judges' ratings of the research tool items.

Calculating the tool's reliability:

Several statistical methods were employed to measure the reliability, such as the internal consistency method of Cronbach's alpha for each of the three dimensions separately

Calculating the overall reliability using Cronbach's alpha method for all dimensions together, not each dimension separately, in addition to conducting a factor analysis using the statistical package SPSS.

Number of scale items			Reliability using Cronbach's alpha method			Reliability using the split-half method		
The total scale	The first part	The second part	Cronbach	Cronbach	Cronbach	Alpha-the first part	Guttman	Spearman Brown
30	15	15	0.978	0.978	0.978	0.944	0.854	0.955

Note: The value of alpha for the second part in the table is 0.958

From the table, we observe that the reliability coefficient value for the survey sample using Cronbach's alpha method for the entire questionnaire was 0.978. The split-half reliability coefficient for the first part was 0.944, and for the second part was 0.958. The Spearman-Brown coefficient was 0.955, and the Guttman coefficient was 0.854. These values indicate that the questionnaire for

measuring the opinions of elementary school teachers on the quality of training enjoys a good level of reliability, allowing us to use it with confidence.

Presenting the study results:

The first question addresses: Do the opinions of elementary school teachers on the quality of training differ during service based on the content of training, its duration, and the methods and tools of training.

Training Content:

Item		Yes		To some extent		No	
Number of Item	Repetition	Percentage	Repetition	Percentage	Repetition	Percentage	
1	55	68.75	20	25	5	6.25	
2	50	62.5	20	25	10	12.5	
3	50	62.5	35	43.75	5	6.25	
4	45	56.25	30	37.5	5	6.25	
5	40	50	30	37.5	10	12.5	
6	55	68.75	25	31.25	0	0	
7	46	57.5	30	37.5	4	5	
8	56	70	21	26.25	3	3.75	
9	52	65	22	27.5	6	7.5	
10	45	56.24	23	28.75	2	2.5	
11	42	52.5	36	45	2	2.5	

We notice through the table a difference in opinions among the teachers regarding the duration of training, where the highest percentage was at item number 5, which acknowledges that training programs are characterized by regularity and seriousness. As for those who believe that the duration of training is somewhat suitable, they were at

were at item number 9 with a percentage of 12.5%, which states that time is accurately distributed among all training activities.D. Means and Tools of Training:

item number 4 with a percentage of 37.5%. Those who, through their opinions, indicated that the duration of training does not suit them

Item		Yes		To some extent		No	
Number	Repetition	Percentage	Repetition	Percentage	Repetition	Percentage	
1	60	75	16	20	4	5	
2	67	83.5	13	16.25	0	0	
3	65	81.25	13	16.25	2	2.5	
4	54	67.5	13	16.25	3	3.75	
5	54	67.5	16	20	10	12.5	
6	53	66.25	17	21.25	10	12.5	
7	48	60	20	25	12	15	
8	33	41.25	30	37.5	17	21.25	
9	55	68.75	23	28.75	2	2.5	
10	60	75	15	18.75	5	6.25	

We conclude that there is a clear variation in the opinions of the target group, where the highest percentage supported that the training tools and means do serve the purpose at item number 2, representing 83.5% of the total percentage. This item emphasizes the availability of modern technological means during content delivery. Meanwhile, there was some support at item number 8, amounting to 37.5%, which suggests that the presentation relies on workshop activities at

the end of each session. As for the opinions that deny this, they were at item number 8, as mentioned earlier.

Regarding the first procedural hypothesis, which states the existence of differences in the opinions of teachers in education regarding the quality of in-service training according to the gender variable, after utilizing statistical analysis using SPSS and referring to the book of Mohamed Bouallak "Descriptive and Inferential Statistics" we obtained the following results

Sample Data	Number	Arithmetic average	Standard Deviation	Square Alpha calculated at 0.05	Alph Scheduled 0.05	Statistical decision
Males	20	118.400	15.843	12.3	5.99	D
Females	60	137.000	19.688	12.3	5.99	Statistical

Based on the results obtained from comparing the calculated Cronbach's Alpha of 12.3 with the critical Cronbach's Alpha at 2 degrees of freedom and a significance level of 0.05, which is 5.99, we accept the alternative hypothesis and reject the null hypothesis. Therefore, the first operational hypothesis is

After conducting the statistical analysis and calculating measures of central tendency, and applying the non-parametric test Alpha square to measure the agreement on whether there is a difference within this category based on the studied variable, it was found that there are differences in opinions based on seniority years. Upon comparing the calculated Cronbach's Alpha square with the critical

confirmed that there is a difference in the opinions of teachers based on the gender variable regarding the quality of training.

Regarding the second operational hypothesis: it acknowledges a difference in the quality of training based on seniority variable

value, it became clear that the second operational hypothesis has been confirmed.

Results Discussion:

The study results indicate that there is a difference in the opinions of elementary school teachers regarding the quality of in-service training, in terms of training content, duration, and training methods and tools. Our current study produced results that contradict

academic studies in 2019, as they differed from the study by Saeed Nawal in 2019 and the study by Saida Ben Amara. However, the results of the general hypothesis aligned with the study by BelkacemChetouane in 2017, which found very high and satisfactory results. Additionally, in modern reforms, in-service training is characterized by a certain flexibility in terms of duration, diversity, and richness in modern assessment methods. It does not only focus on theoretical aspects but extends to the use of modern technologies, designing topics and exercises through training workshops. The training content is characterized by diversity, richness, and consideration of individual differences among teachers.

As for the second operational hypothesis, the literature of previous studies by BelkacemChetouane in 2017, Farouk Tebaa in 2019, and Saida Ben Amara in 2019, which acknowledged the absence of differences based on gender and seniority variables, differed from our current study. Through the responses of teachers, it became clear that there are differences between genders in opinions. Additionally, there is a greater acceptance of the training quality and its coverage among more senior individuals. This is attributed by the researchers to several factors, starting from the maturity factor where the older group, between 10 and 15 years of experience, has become more adaptable due to acquiring many theoretical frameworks and skills from previous training courses. They have designed similar didactic situations in the past, taking into account differences and other factors. This is in contrast to newly employed individuals who acknowledge the poor quality of training, lack of competent trainers, and various difficulties they face.

Conclusion:

Training is the cornerstone for achieving quality and excellence in the outputs of the educational system, especially in light of modern reforms that have affected both international and national curricula. This necessitates teachers to keep pace with all developments and undergo continuous training throughout their lives and academic careers,

aiming to achieve professionalism, professional competence, and personal development in all its cognitive dimensions. This includes developing their performance skills, achieving emotional balance, adapting to global globalization, and embracing languages, especially in the context of modern reform projects. Training has become crucial for overcoming various epistemological obstacles that accompany the didactic process. Based on the study results, the following recommendations can be suggested:

- In-service training is essential for teachers, and they should be subjected to continuous courses to improve the quality of education and enhance its outcomes.
- It is important to consider the factor of involving teachers in training and not limiting it to the trainer.
- Conducting diagnostic evaluation to identify future training needs and areas of deficiency.

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