

The role of social actors in the quality of distance higher education

دور الفاعلين الاجتماعيين في جودة التعليم العالي عن بعد

Zerf foudad

University of Blida 2

f.zerf@univ-blida2.dz

Drideche Helmi*

University of Blida 2

hilmi.drideche@hotmail.fr

Received date: 12 / 10 2025

Acceptance date: 12 / 12 / 2025

ملخص:

تعد ظاهرة التغيير الاجتماعي من أبرز سمات المجتمع الحديث، إذ يُمثل التغير التكنولوجي المحرك الأساسي لهذا الظاهرة الديناميكية المستمرة. وتعتبر العملية التعليمية أحد الأنظمة الحيوية التي تُعبر عن هوية المجتمع، بهدف تحقيق قدر أكبر من الفعالية والكفاءة في سير العملية التربوية، مع إيلاء اهتمام خاص بعناصرها المختلفة للوصول إلى أعلى مستويات الأداء.

تلعب مؤسسات التنشئة الاجتماعية دورًا محوريًا في نجاح العملية التعليمية ككل، من خلال الترسخ الثقافي وإعادة التنشئة للمتعلمين، بما يتماشى مع الاستراتيجية المنشودة والخطوط العريضة التي تم وضعها ضمن الأطر التي تُشكل المعايير العامة لسياسة النظام السياسي.

الكلمات المفتاحية: العملية التعليمية، الكفاءات البيداغوجية، التعليم عن بُعد، التنشئة الاجتماعية.

Abstract:

The phenomenon of social change is one of the most important features of modern society. where the technological variable is the driver of this ongoing dynamic phenomenon, the educational process is one of these vital patterns that expresses the identity of society to ensure the most efficient and effective educational process, with particular attention to its elements for achieving efficiency. Socialization institutions play a central role in the success of the educational process as a whole by instilling and re-instilling cultural inculcations for learners. policy framework ", in line with the desired strategy and outlines that have been engineered according to the frameworks that constitute policy criteria for the political format.

Key words: educational process, teaching skills, distance education, socialization.

* Corresponding author

Introduction:

Distance education represents one of the most significant developments in the modern academic landscape. Although often perceived as a recent innovation, its philosophical and pedagogical roots extend back to early forms of correspondence education, which first appeared in the seventeenth century and gained widespread acceptance in the United States during the nineteenth century. With the rapid advancement of digital, technological, and communication infrastructures, education has undergone a profound transformation. Teaching and learning have transcended the boundaries of time and space, enabling instructors and learners to interact in virtual environments through audio-visual media and digital platforms. This transformation has led to the emergence of distance education as a strategic alternative to traditional, face-to-face instruction.

However, the integration of digital technologies into the educational process raises essential questions about the efficiency, quality, and social impact of distance education. While the potential of this mode of learning lies in its flexibility and inclusivity, its effectiveness depends largely on how the fundamental elements of the educational process—namely the teacher, the learner, the educational message, and the communication channel—function in a technologically mediated environment. The challenge thus resides in the ability of educational institutions and actors to rationally and effectively exploit modern technologies in order to achieve pedagogical objectives, foster interactive learning, and maintain educational quality and equity.

Based on this context, the research problem can be formulated as follows: How do the core elements of the educational process contribute to the success and efficiency of distance education as a contemporary teaching strategy?

From this problem arise the following hypotheses:

1. The effectiveness of distance education depends on the teacher's ability to adapt teaching skills to digital and interactive environments.
2. The success of the distance education process is contingent upon the learner's engagement and responsibility in managing self-directed learning.
3. The efficiency of educational communication in distance learning is determined by the clarity of the educational message and the reliability of the technological channel.

The objectives of this study are therefore threefold:

- To define and analyze the fundamental concepts associated with distance education, teaching skills, and socialization.
- To examine the historical evolution of distance education and its main pedagogical characteristics.
- To explore how the interaction between teachers, learners, and technological tools can promote educational efficiency and contribute to the learner's cognitive and social development.

Methodologically, this research relies on a descriptive and analytical approach, drawing upon existing literature in educational sciences, sociology of education, and communication studies. The analysis integrates theoretical perspectives with empirical observations from international experiences in distance learning, emphasizing both the pedagogical and social dimensions of this educational model. Through this framework, the study seeks to contribute to the ongoing academic debate on the redefinition of teaching and learning in the digital age and to provide insights for the enhancement of distance education strategies in higher education institutions.

First. Conceptualization

1.1. Concept of Educational Process:

"The educational process includes an organized and coordinated set of activities and measures aimed at meeting educational needs within the conditions and objectives set by higher education in the State, where the educational process is based on fundamental principles; they include democracy, science and humanity, and aim to acquire many educational skills that make the learner's personality stronger and more balanced and contribute to employment opportunities" (Al-Bandari, 2004, p. 60).

1.2. The Concept of Distance Education :

"It is one of the relatively modern methods of education, and its basic concept is the presence of the learner in a place different from the source that may be the book, the teacher or even the group of scholars. It is to move an educational programme from its location on the campus of an educational institution to geographically dispersed places. It is intended to attract students who, under normal circumstances, cannot continue with a traditional educational programme" (Al-Hasban, 2009, p. 74).

1.3. Teaching Skill Concept:

Teaching skill is defined as: "Ability to perform, implement, evaluate, and analyze a particular work/activity related to teaching planning (cognitive, motor or social) performance, which can therefore be evaluated against the criteria of accuracy, speed of delivery and adaptability to changing teaching attitudes by using the structured method of observation, and thus can be improved through training programmes" (Zaytoun, H. H., 2004, p. 55).

1.4. Socialization Concept:

"It is the concern for human beings and their development in their social surroundings and their daily environment, and it will transform human beings — that organic matter — into a social individual capable of interacting and integrating easily with members of society. It is a process whereby children acquire the moral rule and self-control necessary for them to become responsible adult members of their community" (Zaytoun, A., 1995, p. 33).

Second. Historical Roots of Distance Education :

The concept of distance education was associated with so-called correspondence education in the early 17th century. Its purpose was to develop new educational programmes to meet the needs of educated individuals, which are not accessible to classically recognized places of education but of an economically profitable nature. education ", and the year 1873 was marked by a significant prevalence of this type of education at the instruction of the religious institution In the United States of America, in order to reach the goal of disseminating education throughout the country. In 1883, a college at New York University prepared a degree certificate for those engaged in education through correspondence.

The year 1892 also saw the emergence of the first correspondence education university in Chicago City, United States of America and this new pattern of education provided many with the opportunity they could not access through classical education, they sent their duties and work by regular mail for evaluation and evaluation by their teachers, which instilled in themselves high values of responsibility towards their education. With the 1970s, many universities have been relying on mass media such as television, radio and video in a process of educational restructuring (El-Sayed, 2005, p. 75).

The last two decades of the last century have known the emergence of four universities in Aruba dealing with distance education. The University of NISIS is the first American university in the world to specialize in distance education by opening up a non-traditional space for students in higher education to practise their academic composition.

By the end of 1980, distance education had progressed remarkably, particularly by relying on compact technology for video educational programmes, so that it was made up of two-way fibre-optic video and audio, thereby reducing distant spatial areas between learners and teachers and hearing each other. With the advancement of technology and electronic communications, distance education has been transformed into computer, Internet and multimedia education for maximum effectiveness, all of which is a new form of technological revolution in the informatics community (Qatami et al., 2000, p. 47).

Third.Importance of distance education method:

It is necessary to highlight the scientific and practical usefulness that a remote educational process can shape for a wide range of students who, if they can pursue their education in known systemic ways, this importance lies especially at the following levels:

1. This method is an alternative method for those who have not been able to pursue their academic composition in the normal course of formation.
2. It is considered a new breather for a significant segment of students who have proceeded with their formation during their course of study.
3. There are many working individuals who are unable to attend daily physical attendance to the classrooms and to whom this new method of education has

given them other opportunities to improve their scientific level and career advancement by completing their curriculum.

4. There are many students who have completed their studies in their original specialties and want to pursue other disciplines. This method is the best way to reach their educational goals. In order to control modern technological means and technologies and to learn about the latest productions in the audiovisual field of ACAR's information society (Morsi, 2002, p. 88).

Fourth. Elements of the distance learning process and its role in achieving the required efficiency.

The educational process in its classical form consists of a teacher, a learner and a scientific subject that combines both sides of the equation in a single indivisible time and space. But with the emergence of the technological variable and its rapid implementation of the process, there has become a vital element in the success of the process, namely the channel through which a learner's educational message can be sent by voice and image according to a predefined and agreed database to ensure accurate and clear access to information. Perhaps the most prominent of these elements are:

4.1 Teacher :

It is the primary link in the educational process because it is the basis of the programme to be delivered to the recipient "On the one hand, and on the other hand, it controls the technological technique by which it can communicate information to the recipient at the time and how it is required to achieve the necessary competence. This is a challenge for the teacher in itself, being a thousand classical methods that depend on direct and face-to-face instruction given the reduction of the spatial field in this educational method, It is imperative that the teacher make an additional effort to communicate the educational idea in order to convince the learner of what he offers and his scientific enrolment and to stay in front of the computer screen all the time through which the educational message can be delivered to him. Here, the time factor may be crucial in the process of reversing classical education where the learner can reach the teacher in the easiest possible way.

4.2. Learner:

The learner is equally important to the teacher in this educational method developed as a key element of the process Being the one who receives the teaching message directly from the teacher, this method has already been found to make it easier for a learner who adheres to the teacher's programmes, lessons and duties, which result in moral responsibility towards the teacher and the faculty in general. It must absorb the amount of information provided to it and try to deal with it seriously in order to reach the desired understanding of the message and return this information and the codes received to the sender. (teacher) at the time and time he is asked to

return them within the framework of the duties and obligations imposed on him to complete the process during the reversion operation or so-called recharge in the communication process in general (Al-Hariri, 2007, p. 112).

4.3 Educational Message:

It is the set of codes received by the learner and originating from the teacher, the content of the teaching material through which the parties to the educational process exchange views after the message naturally reaches the recipient who is the learner. And these symbols carry certain connotations and meanings that the teacher wants to communicate to the learner who is also decoding and accommodating the content of this message through which the teacher wants to communicate the learner to a certain new educational position that he did not have before the new message content reached him. The educational message is crucial to the success of the process, as it is centred on the possibility of success or failure of the educational process as a whole, and therefore requires clarity, accuracy and knowledge of the subject that the teacher wants to communicate to the learner in the best possible way.

4.4 channel (the means that transmits the educational message):

This element is the main focus of the process as a whole as a prerequisite in the teleconference process and is the technological variable developed in building the interactive relationship between teacher and learner without giving importance to the space and time that is a fundamental pillar of the classical method through direct communication between the two sides of the process by enabling the teacher to reach the learner and vice versa at any time he wishes. This is thanks to the means available from an automated computer, websites and a special online integration that facilitates the communication process and thus communicates the message to be sent from the first to the most useful elements of communication at the lowest cost and in the fastest time while ensuring efficiency, effectiveness and quality in the process as a whole.

4.5 Feedback: (Echo Back):

This element is a key element of the communication process that can occur between the sender (Teacher) and Future (learner) and vice versa when the learner becomes a sender and teacher in the future as part of the reversion process (Al-Hila, 2001). As a result of the telecommunication process, which is the focus of the distance learning process, it has a pivotal role that is no less important than other elements as it interprets and expresses the mutual relationship with dynamic dimensions in the process. The success of this teaching method depends primarily on the dialogue and debate that may take place between the teacher and the learner as a result of the latter's receipt of the content of a particular teaching message that reflects whether or not it is

absorbed by the message through the process of interaction that enters into feedback.

Fifth. Effective teaching skills:

5.1. Teaching Concept:

"It is that type of teaching that it does from the student's role in learning in which the student is not only a recipient of information but also a participant and a seeker of information by various possible means. And in more precise words is a pattern of teaching based on the self-active and positive participation of the learner through which he may research using a range of scientific activities and processes such as observation, making assumptions, measurement, reading data and conclusion that help him to obtain the information required himself and under the supervision, direction and evaluation of the teacher" (Al-Hila, 2013, p. 45). In the light of the progressive trend, the perception of teaching is defined as all efforts made by the teacher to assist the pupils' integrated development according to their circumstances, preparedness and potential.

5.2. General Principles of Teaching:

The student in the teaching process represents the effective event at the centre of the educational process Without a professor or curriculum, it is therefore necessary to take into account this student's scientific, psychological and social abilities, preparations, needs and tendencies, as well as the clarity and transparency of the purposes of the teaching process. both professor and student, and the nature and levels of relevance of these goals and their quality was general or related to behavioural procedural aspects and individual differences between students played an important role, Being different in their preparations, abilities and experiences, the teaching process must take into account these differences between them; Depending on the diversity of teaching methods, in addition to the importance of the content of the lesson being linked to the social reality of the student, the professor must provide examples associated with the living reality and the student must interact, respond and participate in the educational process. This is not what we find in the traditional teaching method that makes the student's participation in this process very small s role in receiving the least effort (Shabr et al., 2014, pp. 83–84).

Modern teaching is also based on the principle of complementarity. The integration of scientific knowledge, as it constitutes interconnectedness through various educational curricula. In addition, effective modern teaching is based on the criteria of planning based on scientific prediction methods, which seeks to determine the levels of success of this teaching.

5.3. Teaching Skills Characteristics

Teaching skills are a form of effective teaching, which seeks to achieve certain goals, graduating from the teacher in the form of behaviour associated with mental, verbal, motor, or emotional responses, adapted accurately to the conditions of the teaching situation, and possesses teaching skills with many characteristics, most notably (Shabr et al., 2014, pp. 83–84).

5.3.1 General:

This is because the teacher's job is very similar at different levels of study and in different subjects, but sometimes the change is in the nature of the behaviour, which takes into account the age stage and the nature of the educational content.

5.3.2 Change:

Curricula need to change, with the aim of development, construction and often associated with society's conditions, philosophy and the nature of students. This calls for the constant pursuit of new teaching skills.

Interaction: The nature of teaching behaviour is complex, complex, so that it is difficult to separate teaching behaviour patterns, and therefore it is also difficult to separate skills from each other.

5.3.3 Different modes of performance:

There are undoubtedly behavioral patterns commonly used by teachers in the event of a particular skill performance, but this does not prevent differences between teachers and teachers, and this is linked to the personal behaviour of each of them, influencing the method of applying the skill.

5.3.4 teachability:

Before or during service, acquiring skill here may be subject to factors, including experience, motivation, implementation and practice.

Sixth. fields of teaching skills

On the basis of the foregoing, teaching skills constitute the basic basis for efficient and effective teaching staff to achieve the expected goals in the development and promotion of learners' and students' levels, generally concentrated in four important areas, which can be reviewed below:

6.1 Planning skill :

This process is the first skill to be mastered by a teacher who seeks excellence in his teaching process, which is to plan for the teaching process. This process is done by the teacher alone. He thinks about things,

the subjects he will teach to students, and how to teach. The planning process requires a teacher's high capacity, through which he can know the nature of the target group (learners), and know their most important needs, to ensure that they are present during teaching, and also identify the abilities and possibilities of these students, to try to devote them, and to benefit from them in the teaching process.

The foregoing are among the most important key inputs into the planning process. The teacher must be able to set the goals of the educational process. and analyze the content of the material to be taught, and determine the best way to submit the scientific material and thus arrive at an elaborate plan for his lesson, in which he should state his most important justification for his use of educational objectives. as well as the sources from which these goals are derived, and that the goals that are formulated are strong, clear and serve the educational process (Jaber, Al-Sheikh, & Zaher, 1985, pp. 12, 21).

6.2 Implementation skill :

This skill includes all the teacher's practices and implements them within the classroom, under which many other skills such as (Halas & Abu Shuqair, 2024).

6.2.1 Boot before lesson :

is the process by which the teacher works to establish an amicable relationship between him and the students, or a cognitive relationship associated with the subject; To involve the student in the lesson and in the student's scientific material; A successful teacher who begins his or her lesson with a presentation on the lesson to be explained, or a particular activity in which he or she opens the teaching session, is known as a prelude, which has many benefits: the thrill of the learners on the subject, knowing how willing each of them is to receive the subject, and the ease of moving from the previous lesson to the new one and linking them together.

6.2.2 Pre-class preparation:

They are all the words and actions of the teacher; With a view to preparing students for the new course, so that they are in a state of mind, an efficacy that allows them to receive and accept new information, and the skill of preparation of basic skills, which the teacher must use to present the lesson, which is different from the preparation process; The preparation of the course is limited to the logical preparation of students, while the preparation is a focus on the emotional aspect of students. Their interest in making students oriented, and their feelings towards scientific material, after understanding these feelings and the teacher's responsiveness to them, his notification of how close he is to them, and

what they think, thereby earning his pupils' fondness and love for him. This is confirmed by research on this subject. education ", which is that the teacher's use of the preparation method achieves much better results and objectives than those who do not prepare before the lesson.

6.2.3 The art of asking the question :

Asking questions in the classroom is the basis of the teaching process It increases the student's thought process and deepens it, through the meaningful questions used by the teacher and asking questions is very important in improving the classroom atmosphere and its intersecting work. and educational events, it adds an atmosphere of positive help, the interdependence between the teacher and his pupil, a pupil is not just an individual who receives information, but a human being who receives information in a proper way. Where he discusses and discusses, he is in the classroom an active individual, interactive with the topic at hand.

6.2.4 Calendar skill :

The appraisal skill is the third skill a teacher must master, and teachers and educators have paid special attention to, so that some of them overestimate their interest in this skill, that the educational process seems to be a way of serving the evaluation goals only, reflecting the teaching process, within the classroom; During the lesson, teachers focus on subjects, many of which are examination questions. Calendar skill is of great importance in the educational process, as this importance is reflected in (Jaber, Al-Sheikh, & Zaher, 1985, pp. 400–401).

- Demonstrate and assess students' educational achievement and competencies at the end of the academic year.
- Provide the teacher with reliable foundations for the placement of students' grades and their estimates in a fair manner.
- Develop data that can clarify students' level and report to parents.

Seventh. Socialization as a Foundational Dimension of the Educational Process :

Socialization constitutes a key sociological function of education, serving as a mechanism through which individuals internalize societal values, norms, and behavioral expectations that sustain social order (Abu Jado, 1998, p. 42). While the family remains the primary socialization agent-transmitting cultural identity and early moral frameworks-the complexity of modern societies has diversified this role. Institutions such as schools, religious organizations, peer groups, and media have progressively assumed complementary roles in shaping the individual's personality, behavior, and worldview (Suhair, 1999, p. 65).

7.1. Institutions of Socialization :

7.1.1. The Family :

The family represents the first “reference group” in the socialization process, transmitting both affective and normative elements essential for personality formation. It is a microcosm of the larger social system, shaping the child’s emotional security, value orientation, and sense of belonging. Research indicates that nearly 50% of cognitive development occurs during the first four years within the family context (Suhair, 1999, p. 72). The nature of parental authority, family structure, and socio-economic conditions directly influence educational outcomes and the child’s integration into broader society (Barakat et al., 1996, p. 119).

7.1.2. Educational Institutions :

The school is a secondary yet pivotal socialization institution, formalizing the transmission of cultural heritage, social norms, and civic values. It functions as an agent of both **social reproduction** and **mobility**, fostering behavioral discipline and cognitive competence (Fatima, 2009, p. 88). Through its evaluative mechanisms-grades, examinations, and ranking-the school constructs social hierarchies that often determine the learner’s self-concept and perceived intelligence (Morsi, 2002, p. 53).

7.1.3. Religious Institutions :

Religious institutions-mosques, churches, and other places of worship-reinforce social cohesion by instilling moral discipline and collective identity. In Muslim societies, religion functions as an integrative force that aligns individual behavior with shared moral codes, offering a normative framework for cooperation and solidarity (Al-Azmi et al., 2008, p. 33). The moral authority of religion often surpasses that of the family and school, especially in shaping ethical reasoning and prosocial behavior.

7.1.4 Peer Groups :

Peer groups constitute informal social systems that provide adolescents with opportunities for role experimentation, autonomy, and identity construction. They facilitate social interaction free from parental or institutional control, contributing to the individual’s sense of independence and collective belonging (Qarmia, 1996, p. 77). Within these groups, norms and values are reconstructed through negotiation and imitation, reflecting processes of secondary socialization.

7.1.5. The Mass Media :

Mass media have emerged as dominant agents of socialization in the digital era. They transmit a continuous flow of cultural symbols, narratives, and behavioral models that influence cognitive orientation, value formation, and lifestyle aspirations (Zaytoun, 1995, p. 132). Television, cinema, and digital networks not only inform but also shape attitudes toward authority, consumption, and social identity, often competing with traditional socialization frameworks.

Eighth. Forms of Socialization :

Socialization occurs through **intentional** and non-intentional modalities.

- **Intentional socialization** takes place in structured institutions like the family and school, where learning objectives and behavioral expectations are explicit (Abu Jado, 1998, p. 58).
- **Non-intentional socialization**, by contrast, operates through informal interactions in religious institutions, media, and peer groups, where implicit cultural codes and behavioral scripts are unconsciously absorbed (Hila, 2001, p. 107).

Ninth. Aims of Socialization :

The central aim of socialization is to integrate individuals into the social fabric through internalization of norms and the development of social competence. Its major goals include:

1. **Developing internal behavioral control** through moral conscience and ethical self-regulation (Afifi, 1987, p. 27).
2. **Facilitating adaptation and integration** by enhancing interpersonal relationships and community belonging.
3. **Promoting autonomy and responsibility**, enabling individuals to act independently while maintaining social accountability.
4. **Achieving psychological maturity**, which allows for emotional balance, self-awareness, and the ability to manage complex social roles (Najjar, 2004, p. 45).

Tenth. Determinants of Socialization :

Socialization is shaped by both internal (micro) and external (macro) factors.

- Internal determinants include religion, family dynamics, socio-economic conditions, educational level, gender roles, and family structure—all influencing the individual's value system and learning environment (Ahmed, 2009, p. 74).
- External determinants comprise formal educational institutions, peer networks, religious organizations, political and economic stability, cultural norms, and the media, each exerting distinct pressures on personality development and social adaptation (Hassan, 2004, p. 60).

Conclusion :

The university stands as a pivotal institution within the educational and social structure, shaping the final stages of individual development and preparing young generations to participate effectively in social and economic life. Its role extends beyond the transmission of knowledge to include the cultivation of social values, ethical responsibility, and professional competence. As a cornerstone of national progress, higher education contributes directly to sustainable development through the formation of human capital-individuals equipped with skills, creativity, and critical awareness capable of responding to contemporary societal challenges.

Socialization, in this sense, constitutes the sociological foundation upon which the educational process is built. It ensures both the integration of the individual into the social fabric and the continuity of collective identity across generations. Within the university environment, socialization acquires a new dimension that merges intellectual growth with social engagement, fostering a balance between academic achievement and moral consciousness.

The emergence of distance education further expands this dynamic by redefining the modes of interaction between teachers and learners. It offers a flexible and inclusive model of learning that transcends spatial and temporal boundaries, reinforcing the democratization of knowledge while maintaining the cultural and ethical essence of education. Ultimately, the success of the educational process-whether in its traditional or digital form-depends on its ability to harmonize knowledge acquisition with the broader mission of social cohesion, civic responsibility, and the continuous renewal of society's human and moral capital.

List of references:

Abu Jado, S. M. A. (1998). *Psychology of socialization* (2nd ed.). Dar Al-Masirah for Publishing and Distribution.

Al-Azmi, A., et al. (2008). Difficulties encountered by faculty members. *The Future of Arab Education*, 14(50).

Al-Bandari, M. (2004). *University education between monitoring reality and development visions*. Dar Al-Fikr Al-Arabi.

Al-Hakimi, H. I. (2004). Professional competencies required for a university professor from the viewpoint of students and their relation to certain variables. *Risalat Al-Khaleej Al-Arabi Magazine*. Arab Bureau of Education for the Gulf States.

Al-Hariri, R. (2007). *Comprehensive educational evaluation*. House of Culture.

Al-Hasban, A. D. (2009). *The impact of faculty use of e-learning technologies in the educational process at Prince Alia University College: A case study*. Balkan Applied University.

Al-Hila, M. M. (2001). *Teaching design*. Dar Al-Masirah for Publishing and Distribution.

Al-Hila, M. M. (2013). *Classroom teaching skills*. Dar Al-Masirah for Publishing and Distribution.

Al-Najjar, M. M. (2004). [Title unavailable].

Barakat, A., et al. (1996). Professional development of faculty members in Arab universities in light of global developments. *Arab Journal of Global Education*, 2. Arab Organization for Education, Culture and Science.

Daoud, H., & Abu Shuqair, M. (2014). *Lectures on teaching skills* (1st ed.). Retrieved December 24, 2024.

El-Sayed, F. (2009). The role of academic training in developing university teachers' teaching abilities: A field study applied to the Faculty of Fayoum University. *Journal of Studies in Social Service and Human Sciences*, 8(1).

El-Sayed, N. (2005). Evaluating the performance of university professors in light of quality. *Studies in Higher Education*. Center for the Development of University Education, Ain Shams University.

Jaber, A. H., Al-Sheikh, S., & Zaher, F. (1985). *Teaching skills* (1st ed., pp. 12–21). Dar Al-Nahda Al-Arabiya.

Jaber, A. H., Al-Sheikh, S., & Zaher, F. (1985). *Teaching skills* (1st ed., pp. 400–401). Dar Al-Nahda Al-Arabiya.

Qarmia, S. (1996). *The role of family socialization in developing the personality of Algerian adolescents* (Unpublished master's thesis). University of Constantine.

Qatami, Y., et al. (2000). *Teaching design*. Dar Al-Fikr for Printing and Publishing.

Shabr, K. I., Jamel, A. R., & Abu Zaid, A. B. (2014). *Fundamentals of teaching* (1st ed., pp. 83–84). Dar Al-Manahij.

Suhair, K. A. (1999). *Methods of raising a child between theory and practice*. Alexandria Book Center.

Zaytoun, A. (1995). *University teaching methods*. Dar Al-Shorouk.

Zaytoun, H. H. (2004). *Teaching skills: A vision in teaching implementation*. World of Books.