



The Impact of Teacher Training on Improving the Quality of the Educational Process

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Abstract:

This study investigates the impact of teacher training on improving the quality of the educational process. It highlights the significance of teacher training in developing teachers' competencies, analyses its relationship to the quality of education and explores its implications for learners' performance and outcomes. The study adopts an analytical descriptive approach, characterised by its ability to describe educational phenomena and examine their various dimensions.

The research problem focuses on the extent to which teacher training contributes to achieving the intended educational objectives and improving educational outcomes. The findings suggest that training is a key component in refining the educational process, as it develops not only knowledge, but also pedagogical and communication skills.

The results also show that training effectiveness is linked to its alignment with teachers' real needs and its openness to educational and technological developments. The study concludes that effective training empowers teachers to plan learning effectively and adopt contemporary teaching strategies, thereby improving learners' efficiency and enhancing the overall quality of education.

Keywords: impact, teacher training, teacher, educational process, teaching and learning

1. Introduction

Education is widely regarded as one of the most important areas on which societies rely to build their civilisational renaissance and shape their future. The success of education depends on the quality of its practitioners, with teachers representing a fundamental pillar of the educational system. Genuine educational reform cannot be achieved without investing in teachers' preparation through pedagogical training that enhances their knowledge, skills and emotional intelligence, enabling them to meet the demands of the contemporary era and respond to the requirements of comprehensive educational quality.

In light of the rapid cognitive, technological and social transformations the world is experiencing today, interest in teacher training has increased. This training is an organised process aimed at improving pedagogical performance, developing professional capacities and enhancing classroom practices. Furthermore, the quality of the educational process is closely linked to teachers' competence, which is not solely built on academic attainment but requires



continuous pedagogical training to enrich teachers' experience and direct them towards modern teaching strategies.

Against this backdrop, the research problem is articulated in the following main question:

To what extent does teacher training contribute to improving the quality of the educational process, enhancing learners' outcomes, and achieving the intended educational objectives?

This problem can be broken down into the following sub-questions:

1. What is the precise concept of teacher training, and what are its main objectives?
2. What impact does teacher training have on teachers' professional development?
3. How does teacher training improve the quality of the educational process?
4. What are the most prominent challenges facing teacher training, and what prospects exist for its development?

Objectives of the study

The study aims to:

1. Highlight the importance of teacher training in improving teachers' competencies.
2. - Clarify the relationship between teacher training and the quality of education.
3. Examine the implications of training for learners' performance and outcomes.
4. Provide practical solutions for developing teacher training.

Research methodology

The study adopts an analytical descriptive approach. This involves collecting and analysing theoretical data in light of previous studies to elucidate the impact of teacher training on the quality of the educational process.

Section 1: Conceptual and Theoretical Framework

2. The Concept of 'Training' — Linguistic and Technical Meaning

Linguistically, the term 'تكوين' is derived from the verb 'to form/construct', which signifies creation, manufacture or shaping. The act of 'تكوين' does not occur unless the initial material undergoes modification and transformation through processes such as addition and conversion, taking it out of its original state and giving it a new form. When this concept is applied to humans, it takes on a moral and intellectual dimension: endowing individuals with new knowledge, skills and attitudes and refining their way of life so they can perform tasks they were previously unable to carry out.

Technically, several definitions of training have been proposed, differing according to the field in which it is employed. In the field of teaching sciences (didactics), Legendre (1988) defined training as the set of theoretical and practical knowledge acquired in a specific domain. In contrast, in professional training and special education, it refers to activities, situations and means intended to facilitate or develop knowledge acquisition. Training has also been defined as a set of preparation processes before and during service that contribute to the development of teachers' knowledge and capacities and improve their pedagogical skills and performance in a manner consistent with multidimensional development (Houriya, 2023, pp. 262–263; Muhammad Abd al-Razzaq, 2007, pp. 210–211 and 213; Bou Aamer, 2014, pp. 216–217).



Despite these definitions differing in their specifics, they all agree that teacher pedagogical training consists of all programmes and activities that teachers undertake before entering the profession (initial training) and during their professional practice (continuous training). The purpose is to raise their pedagogical competence, refine their teaching skills and develop their awareness of recent developments in education and teaching. This, in turn, positively impacts learners' outcomes and the overall quality of the educational process.

3. Types of teacher training

Teacher pedagogical training is divided into two main categories:

3.1 Pre-service training

This refers to the initial training received by candidates who have passed entrance examinations for higher education institutions or specialised institutes. It takes place over a specified period, during which students receive knowledge and information related to their area of specialisation, as well as the pedagogical foundations required to practise the teaching profession. This educational pathway typically culminates in the graduate receiving a certificate that qualifies them to begin teaching.

3.2 In-service training

This refers to training carried out within the context of actual teaching practice. It aims to either renew teachers' knowledge and skills, promote them to a higher rank within the same teaching corps or transfer them to a different corps (Bou Aamer, 2014, pp. 125–126). In-service training takes several forms, the most important of which are:

3.2.1 Continuing training (continuing formation)

This is known as continuous training, as stated in Article 78 of Law 04/08. It is implemented according to an annual schedule that includes various formats, such as academic days, local or provincial seminars, and distance training through the provision of lessons and lectures. This type of training is managed by higher education institutions or specialised institutes, and primarily aims to improve and update teachers' knowledge levels.

3.2.2 Alternative training

This takes place during school breaks. It targets the development and enhancement of staff capabilities by refreshing their knowledge and improving their professional performance, enabling them to take on greater responsibilities. Supervision is provided by the National Institute for the Training of Education Personnel and/or its regional branches, and successful completion results in the award of an accredited certificate.

3.2.3 Blocked internship

This type involves temporarily releasing the teacher from their educational duties for a period ranging from several months to several years. During this time, the teacher can devote themselves full-time to in-depth training in their specialisation or preparation for a change of role within the education sector. It is carried out in specialised institutions and concludes with the award of a certificate.

In-service training is justified by the ongoing nature of transformations in the educational field, whether related to the emergence of new curricula, the adoption of modern pedagogical



approaches or the integration of advanced educational technologies. It is also necessitated by performance gaps, the need to respond to newly emerging professional requirements or the teacher's pursuit of a more progressive professional pathway (Abd Allahoum, 2018, pp. 358–359).

4. Objectives of Teacher Pedagogical Training

Teacher pedagogical training goes beyond mere technical practice and the transfer of skills to build an integrated professional personality in teachers. It does this by:

- Enabling teachers to acquire the necessary educational, psychological and pedagogical knowledge;
- Providing the teacher with a variety of teaching methods appropriate to learners' different levels.
- Training teachers in modern approaches to assessment and tools for measuring academic achievement.
- Developing skills in classroom communication and the effective management of classes and departments.
- Strengthening professional and ethical values and fostering a sense of belonging to the teaching profession.
- Supporting teachers in adapting to scientific, technological and societal changes.
- Enhancing the competence of supervisors responsible for teacher training tasks through specialised programmes designed to prepare education sector personnel according to precise professional standards, while also training teachers and directors to enable them to contribute effectively to the implementation of training programmes. This ensures the consolidation of a culture of cooperation within educational institutions.
- Developing teachers' creative capacities by equipping them with the skills and knowledge to adopt creative behaviour in their teaching practice, thereby improving the quality of education and encouraging learners to innovate.

(Mohammad Abd al-Razzaq, 2007, pp. 218–219; Bou Aamer, 2014, pp. 177–178).

5. Characteristics of teacher pedagogical training

Teacher pedagogical training is characterised by several features, the most prominent of which are:

- **Continuity:** it is an ongoing process that is an integral part of a teacher's professional life.
- **Realism (practicality):** it is based on the actual needs of teachers and addresses problems arising in everyday classroom practice.
- **Comprehensiveness/integrality:** It incorporates cognitive, skill-based, value-based and affective dimensions.
- **Renewal (updating):** It keeps pace with modern developments in educational thinking and technological tools.



(Bou Aamer, 2014, pp. 120–121, 130; Ahmad Al-Sharbini Al-Barbari). (1427–1428 AH, pp. 18–19).

6. Definition of the teacher

The teacher is at the heart of the educational process in school, playing a key role in achieving the goals and fulfilling the aims of education. Teachers are responsible for developing learners' abilities and skills by organising and directing the educational process effectively and using various teaching technologies and tools. Additionally, teachers must be knowledgeable about learners' needs and how they think.

In terms of their general function, teachers are understood to deliver curriculum content and provide educational guidance at different stages of schooling (primary, middle and secondary). Turki Rabah defined the teacher as 'the cornerstone of every reform and of the scientific, ethical, national and religious education and training of new generations'. He added that teachers are men of knowledge who cannot design an educational plan without foresight and sound judgement, and who must remain in constant contact with sources of knowledge.

Accordingly, society entrusts teachers with preparing youth and shaping their character — the instrument through which the lofty objectives of education are realised. Similarly, Muhammad Hafiz considered that 'the good teacher is the leader of the people, enabling them to form society and establish the nation's youth upbringing. He is the creator of dignified ways of living and must therefore be the messenger of his ideas.'

Thus, teachers are one of the most important elements in the educational process, playing a prominent role in preparing students, developing their skills, guiding their behaviour and raising them in noble values. (Houriya, 2023, pp. 164–165).

7. The Teacher's Role in the Educational System

Education is viewed as a tool for preparing both the present and future generations. Teachers are considered to be one of the fundamental pillars on which the success and progress of the educational process depend. Historically, Arab teachers have embodied this role, particularly during the early stages of the Arab Renaissance, when they made significant contributions to societal development and shaping the future.

However, with the accelerating pace of global development, it has become imperative for teachers to do more than simply transmit knowledge. They must also become guides, organisers and motivators who contribute to learners' comprehensive development. Educational conferences, seminars and forums — both Arab and international — have emphasised the vital role of teachers and recommended ways to enable and improve their performance so that it aligns with the requirements of the contemporary era.

An effective teacher helps learners recognise their problems and contribute to solving them, fosters self-discipline, encourages respect for others and strengthens the values of social solidarity. These tasks cannot be carried out solely through lecturing and knowledge transmission; rather, they are realised through practical, hands-on educational activities and



experimentation in the classroom, where students learn about tolerance and human rights directly and realistically. (Al-Farh, 2001, pp. 97–103).

8. The Role of the Teacher in the Modern School

In contemporary contexts, the role of the teacher is no longer confined to lecturing and transferring knowledge. Instead, it encompasses multiple functions (Al-Farh, 2001, p. 98; Houriya, 2023, p. 166).

- Guide and mentor: directing learners towards sources of knowledge and encouraging them to search and discover.
- Facilitator of learning: creating an active learning environment that encourages dialogue and interaction.
- Evaluator: measuring the extent to which educational objectives are achieved and providing constructive feedback.
- Role model: embodying ethical and behavioural values in their practice, influencing learners.

9. Specifications of the Competent Teacher

For a teacher to be successful and effective in the educational process, they should be characterised by the following:

- A broad knowledge base in their academic specialisation.
 - Mastery of teaching methods and modern instructional strategies.
 - Competence in managing the classroom/department and handling learners' problems.
 - Effective communication with students, their parents/guardians and colleagues.
 - The ability to keep pace with developments and be open to continuous training.
- (Jumana, 2006, pp. 43–47; Mounir Salman, 2008, pp. 15–16).

The Third Section: The Concept of Educational Quality and Its Indicators

10. The concept of quality in education

In the field of education, the concept of 'quality' refers to a comprehensive approach aimed at improving the educational process in all its aspects, from inputs (curricula, teachers, instructional resources) and processes (teaching methods, classroom interaction, assessment) to outputs (academic achievement, acquired skills, and values/attitudes) (Mohammad Abd al-Razzaq, 2007, pp. 102–103; Mounir Salman, 2008, p. 171).

11. Standards and indicators of educational process quality

In order to achieve comprehensive quality in educational performance and the teaching–learning process, it is necessary to establish a set of standards and measurable, observable indicators. The following summary is based on the work of Muhammad 'Abd al-Razzaq (2007, pp. 255–264, 266–276, 277) and Ahmed al-Sharbini al-Barbari (1427–1428 AH, p. 14).

- Teacher competence: in terms of qualifications, preparation and teaching ability.
- Curriculum quality: its suitability to learners' needs and the requirements of society.



- Effectiveness of teaching methods: their diversity and appropriateness to learners' levels.
- Academic achievement: the extent to which learners achieve the targeted competencies.
- School environment: the availability of tools and equipment that support the teaching–learning process.

12. Key characteristics of effective teacher performance

A teacher's effectiveness is reflected in a set of characteristics, most notably:

12.1 The teacher as a primary source of knowledge

The teacher should have a broad knowledge of their subject, as well as a deep understanding of learners' characteristics and needs at different stages of development. This requires aligning these needs with educational and pedagogical experiences. Additionally, teachers must create an appropriate learning environment that considers individual differences and supports variety in activities. Teachers should also be familiar with the curriculum and its objectives and committed to implementing them in a way that suits learners' abilities and the nature of the curriculum.

12.2 Continuous professional development

The teacher is required to follow scientific and educational developments in their field of specialisation. This enables them to update their knowledge and keep pace with educational developments. This can be achieved through participation in continuous training programmes that contribute to the development of professional capacities and the improvement of classroom practices.

12.3 Love of Students and the Profession

It is required that the teacher treats students with compassion and firmness while respecting their individual personalities in the classroom. Teachers should also take pride in their profession and believe in its educational mission, considering it a fundamental pillar for building individuals and society. (Maroun, 2011, pp. 58–59).

13. Foundations of Educational Quality in Teacher Preparation

The rapid transformations of the modern era—particularly at the technological level—require teacher-preparation institutions to review their programs and methods

. This is necessary to ensure teachers are prepared to meet the challenges of the present and future. Educational quality in teacher training is based on several key pillars, the most important of which are:

13.1 Excellence: This is reflected in the quality and modernity of educational programmes, the proper selection of student teachers and teacher trainers, and the provision of the necessary tools and resources. Distinctive programmes are characterised by suitability and ongoing renewal to serve the needs of the educational field.

13.2 Emphasis on quality: This is achieved by setting up units and sites dedicated to quality, issuing informational bulletins and organising field trips to leading institutions that implement quality standards. The purpose of this emphasis is to ensure alignment between the outcomes of teacher preparation and the needs of educational institutions.



13.3 Continuous improvement and development: This involves establishing specialised mechanisms for the ongoing evaluation of teacher preparation programmes, advance planning for these programmes, and defining achievement standards and how to measure them. It also involves holding periodic training courses and developing curricula and courses that match the requirements of the contemporary era.

13.4 Teamwork

Teacher preparation requires fostering a culture of cooperation and teamwork, enabling creative energies to be activated and knowledge and expertise to be developed collaboratively. Furthermore, teacher preparation programmes should equip student teachers with skills in scientific research, creativity, innovation, classroom management, problem solving and sound educational decision making. (Sayed Abd al-Mawjoud Mahmoud, 2018, pp. 26–27).

14. Competencies of the Successful Teacher

An effective teacher possesses a set of competencies that enable them to regulate the teaching–learning process and achieve its objectives. The most prominent of these are:

14.1 Planning and implementation competencies

These include the ability to set instructional objectives, organise lesson content and related activities, select appropriate instructional aids and implement these plans effectively to ensure the intended objectives are met. (Al-Farah, 2001, p. 107).

14.2 Human Relations Competencies

These competencies involve building positive relationships with learners and enhancing their interaction with one another, based on the principles of educational psychology. (Al-Farah, 2001, p. 106; Mohammad Abd al-Razzaq, 2007, pp. 228–229).

14.3 Personal and professional competencies

These include cooperation, democratic attitudes, patience and an openness to various sciences and forms of knowledge. They also encompass fairness and objectivity when dealing with learners, the ability to administer educational rewards and punishments, and the capacity to maintain a sense of humour to help create a positive classroom environment. (Al-Farah, 2001, p. 105; Mohammad Abd al-Razzaq, 2007, p. 222).

Possessing these competencies enables teachers to consolidate their human dimension, communicate effectively with their students, understand their problems and provide appropriate educational solutions.

15. The Relationship Between Educational Preparation and the Quality of Teaching

Based on the overall body of educational studies, educational quality depends on the quality of the teacher, and good educational preparation directly affects learners' outcomes. It enables teachers to implement effective instruction, diversify strategies and motivate learners to participate, ultimately improving the quality of education.

16. The impact of educational preparation on teachers' cognitive competencies

16.1 Enhancing Specialised Knowledge



Educational preparation not only equips teachers with pedagogical skills, but also deepens their knowledge in their field of specialisation. Teachers cannot develop their learners' knowledge unless they are well-versed in the subject. Therefore, teacher preparation programmes focus on:

- Providing teachers with the latest scientific developments in their field.
- Helping them to connect academic knowledge with educational applications.
- Training them to simplify scientific concepts to suit learners' levels.

16.2 Developing educational and psychological awareness

One of the key aspects of teacher training is developing an awareness of the nature of the teaching–learning process and its psychological and social aspects. Consequently, teachers come to understand their learners' characteristics, individual differences, psychological needs and motivational methods. This gives teachers a greater ability to adapt to classroom challenges.

16.3 Mastery of curricula and programmes

Educational preparation gives teachers a deep understanding of educational objectives and school curricula. It also equips teachers with the skills to analyse curricula and select the most appropriate teaching methods to achieve the targeted competencies. Consequently, teachers become better able to implement curricula effectively, aligning them with learners' needs and social context. (Bou Amir, 2014, pp. 167–168, 169, 179–180).

17. The impact of educational preparation on the teacher's practical (skill-based) competencies

17.1 Developing planning skills

Educational preparation helps teachers to develop the ability to create comprehensive lesson plans that include objectives, instructional aids, activities and assessment tools. This advance planning improves the quality of classroom practice and prevents improvisation and disorder.

17.2 Improving teaching skills

During training, teachers are introduced to various teaching methods, such as active learning, cooperative learning, project-based instruction and blended learning. These strategies enable teachers to diversify instruction in the classroom, motivating learners, activating their participation and supporting deep, sustainable learning.

17.3 Developing assessment skills

Educational preparation enables teachers to use modern assessment methods that go beyond traditional tests, such as portfolios, structured observation, self-assessment and group assessment. These tools help to measure the extent to which educational objectives have been achieved and provide feedback to support learning improvement.

17.4 Refining Classroom Management Skills

One of the most significant outcomes of educational preparation is that it enables teachers to control and manage the classroom effectively. Teachers learn strategies for handling problems, organising time, distributing activities and encouraging learners towards self-



discipline. This fosters an educational environment characterised by respect and positive interaction. (Mohammad Abd al-Razzaq, 2007, pp. 233–234).

18. The impact of educational preparation on teachers' values and affective competencies

18.1 Strengthening Professional and Ethical Values

Educational preparation helps teachers to develop professional and ethical values, such as sincerity in their work, respect for learners, objectivity in assessment, openness to constructive criticism and commitment to professional ethics. These values establish the teacher as a genuine role model for learners both inside and outside the school.

18.2 Fostering a Sense of Belonging and Commitment

Educational preparation enhances teachers' awareness of their societal mission, making them feel responsible towards future generations. This strengthens the teacher's sense of belonging to their profession and increases their motivation to contribute and engage in continuous renewal.

18.3 Developing an attitude towards research and self-development

One of the most important effects of educational preparation is that it instils in teachers a desire for continuous learning and keeps them up to date with scientific and educational developments. Teachers engage in applied educational research to improve their performance. In this way, teachers move from merely transmitting knowledge to becoming researchers and innovators who strive to develop their practices. (Ahmed, 2016–2017, pp. 98–252; Muhammad 'Abd al-Razzaq, 2007, pp. 218–219).

19. The Impact of Educational Preparation on the Quality of Education

As discussed above, the impact of educational preparation extends beyond the teacher to improve the quality of the entire teaching–learning process in the following ways:

- Raising academic achievement, because a well-prepared teacher can simplify concepts and motivate learners.

Achieving equal educational opportunities by taking individual differences among learners into account.

- Developing the classroom climate through effective classroom management based on dialogue and respect.

- Enhancing the effectiveness of curricula through the proper use of teaching and assessment methods.

- Improving the school's image in the community thanks to high-quality educational outputs. (Ahmed, 2016–17, pp. 252–53; Bou Amir, 2014, pp. 177–78).

20. Obstacles to Teacher Educational Preparation and Prospects for Its Development

20.1 Obstacles to Teacher Educational Preparation

20.1.1 Obstacles related to educational policies



- Absence of strategic planning: Teacher preparation programmes are often designed hastily, without being linked to a comprehensive vision of the educational system's needs.

Insufficiency of budgets and resources: weak funding allocated to preparation programmes affects their quality, leading to limited instructional materials and inadequate supervision and mentoring.

Emphasis on quantity at the expense of quality: Training is often organised as short or superficial courses whose purpose is more statistical than genuinely developmental for the teacher.

20.1.2 Obstacles related to the organisational aspect

- Insufficient qualified facilitators: There is a shortage of instructors and specialists who are properly prepared in educational sciences and teaching methods.

- Lack of follow-up and evaluation: Teacher preparation programmes often lack mechanisms to measure their impact on teachers' performance in the classroom.

- Disconnect from real school practice: Many training programmes are delivered in training halls far from actual classroom realities and therefore fail to address the real problems teachers face.

20.1.3 Obstacles related to the teacher

- Weak motivation for training: Some teachers view preparation as an administrative burden that provides them with little or no tangible benefit.

- Resistance to change: Some teachers cling to traditional methods and lack the flexibility to adopt modern approaches.

- Pressure of professional workloads: Due to long working hours and administrative duties, teachers often find themselves unable to commit time to training or benefit from its outcomes. (Mohammad Abd al-Razzaq, 2007, pp. 168–169; Bou Amir, 2014, pp. 170–172; Ben Ghaddafa, 2012, p. 355).

21. Prospects for Developing Teacher Educational Preparation

21.1 At the level of planning and policies:

Establish a strategic vision for teacher preparation that is linked to education reform plans and takes into account the needs of society and the labour market.

Increasing investment in teacher training by allocating sufficient funds to equip advanced training centres and appoint qualified experts.

Adopting mandatory continuous training so that it becomes part of teachers' professional advancement pathways rather than being optional.

21.2 At the level of programmes and curricula:

- Updating the content of teacher training programmes to keep pace with pedagogical and technological developments.

- Incorporating practical training in schools so teachers gain direct classroom experience.

- Diversifying training methods by adopting in-person training, distance learning and self-learning through digital platforms.

21.3 At the level of follow-up and evaluation mechanisms:



- Building an integrated evaluation system to measure the impact of teacher training on teachers' performance and learners' attainment.
- Providing support and educational supervision after training ends through field visits and professional guidance.
- Motivating outstanding teachers with moral and material incentives to encourage serious engagement in training.

21.4 At the level of the teacher himself:

Strengthening intrinsic motivation by embedding a culture of continuous learning and awareness of the teaching mission.

Developing a spirit of enquiry and innovation by encouraging teachers to conduct applied research linked to section/class issues.

Promoting collaborative work among teachers through group workshops for sharing experiences and best practices.

It is evident from the foregoing that the teacher's pedagogical training faces obstacles related to educational policies, organisational aspects, and the teacher's professional and personal circumstances. However, these challenges can be overcome by adopting a comprehensive strategic vision, developing programmes and curricula, and activating monitoring and evaluation mechanisms, as well as raising awareness of the importance of ongoing training. (Jumana, 2006, pp. 265–268).

22. Conclusion

The study produced a number of findings that can be summarised as follows:

1. Teachers' pedagogical training is a fundamental pillar for improving the quality of the educational process.
2. The impact of training is not limited to the cognitive dimension; it also involves developing pedagogical and communication skills.
3. Training is only effective if it matches teachers' real needs and is open to educational, pedagogical and technological developments.
4. Successful training enables teachers to plan learning effectively, employ modern teaching strategies and adopt different assessment methods.
5. Training quality necessarily implies educational quality, since teachers are the actual translators of educational policies within the classroom.
6. Investing in teacher training is a strategic way to improve educational outcomes and build a knowledge-based community capable of meeting the challenges of the modern era.

Recommendations:

1. Establish a comprehensive national policy for the continuous training of teachers.
2. Develop training content that integrates both theoretical and practical dimensions.
3. Adopt precise mechanisms to monitor and evaluate the impact of training.
4. Involve teachers in preparing and formulating training programmes.



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