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| | <p>RESEARCH ARTICLE </p> |
| | <h2>Evaluating the Quality of Lecture-Based Teaching in Teacher Education Institutions: An Empirical Study at the École Normale Supérieure of Laghouat from the Perspective of Primary Education Student Teachers</h2> |
| <p>Ahmed Remadnia</p> | <p>Dr. École Normale Supérieure, Taleb Abderrahmane, Laghouat Algeria Email: a.remadnia@lagh-univ.dz; ORCID: 0003-0001-6545-7721</p> |
| <p>Djaballah Khalfallah</p> | <p>Dr. École Normale Supérieure, Taleb Abderrahmane, Laghouat Algeria Email: k.djaballah@ens-lagh.dz; ORCID: 0001-0009-7787-3425</p> |
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| <p>Keywords</p> | <p>Lecture-Based Teaching; Teaching Quality; Teacher Education; Primary Education; Higher Education; Student Teachers; Quality Assurance.</p> |
| <p>Abstract</p> <p>The quality of lecture-based teaching remains a central concern in teacher education institutions, particularly in the preparation of future primary school teachers. This study aims to evaluate the quality level of lecture teaching in the Arabic Language Department at the École Normale Supérieure of Laghouat, from the perspective of student teachers enrolled in the primary education track. In addition, the study seeks to identify whether statistically significant differences exist in perceived lecture quality according to gender (male-female) and academic level (first, second, and third year). The study adopts a descriptive-analytical research design. Data were collected using the Lecture Quality Scale, developed by the Quality Laboratory at the University of Batna, and administered to a purposive sample of 40 student teachers. The scale measures multiple dimensions of lecture quality, including instructional clarity, organization of content, interaction, pedagogical effectiveness, and overall teaching performance. The findings indicate that the overall quality of lecture-based teaching at the École Normale Supérieure of Laghouat is acceptable, reflecting a satisfactory level of pedagogical performance among faculty members. Statistical analysis revealed no significant differences in students' evaluations of lecture quality based on gender or academic year. These results suggest a relative consistency in teaching practices across cohorts and indicate that lecture delivery is perceived uniformly by students at different stages of their academic preparation. The study highlights the continued relevance of the lecture method in teacher education while emphasizing the importance of quality assurance mechanisms, pedagogical training, and the integration of modern educational technologies to enhance instructional effectiveness. The findings provide valuable insights for institutional evaluation and contribute to ongoing efforts to improve the quality of teacher preparation programs in higher education.</p> | |
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1. Introduction

Teaching is a communication process between the teacher and the learner, requiring four essential elements: the teacher's influential personality, the learner, the subject matter, and an effective teaching method. The teaching method is considered the fourth pillar of teaching and is defined in the educational field as the manner or style chosen by the teacher to help learners achieve educational and behavioural goals. Abu Saleh defined it as the means used to achieve a specific purpose. The teaching method is an integral part of the curriculum in its broad and developed sense. To ensure students understand the facts and the connections between them, a suitable teaching method must be chosen, as it has a significant impact on achieving educational goals. The teacher is not only known for their subject matter but also for their method, which reflects their relationship with their students. It is not enough for the teacher to be familiar with their educational material; they must also follow a correct teaching method that brings the information closer to the students' minds. The method itself is influenced by the objectives of the subject, the type of students, and the content of the subject matter. There are many teaching methods, both old and new, including the lecture method.

2. Problem Statement

University education is the fundamental pillar for the development of any country and plays an important role in increasing development in all its forms, as well as advancing progress and reaching the ranks of developed countries. Most ancient human civilisations based their civilisation on scientific foundations. University education is also of great importance in development and progress (Al-Abadi et al., 2007, p. 21).

The issue of developing university education in society is not a matter of quantity as much as it is a matter of the essence of education, its content, methods, and competencies in creating scientific and technological human resources capable of contributing to building a modern society and its effectiveness in advancing it in the future (Al-Abadi et al., 2007, p. 29).

This construction is not limited to university education but is fundamentally based on primary education, which is considered its main pillar. It is known that the training of primary school teachers is originally done in the École Normale Supérieure, and the École Normale Supérieure of Laghouat is one of these schools where student teachers are trained for primary education. This training relies on the effective element, which is the teacher.

From this standpoint, this study came to evaluate and measure the performance of professors in teaching lectures and their quality by answering the following questions:

- ✓ What is the quality level of lecture teaching at the École Normale Supérieure of Laghouat?
- ✓ Are there any differences between genders (male-female) in the quality of lecture teaching?
- ✓ Are there any differences between academic years (first-year, second-year, and third-year primary education) in the quality of lecture teaching?

Study Hypotheses

Based on the problem statement, questions, theoretical literature, and previous studies, we formulated the following hypotheses:

- ❖ There is an acceptable level of quality in lecture teaching in the Arabic Language Department at the École Normale Supérieure of Laghouat.
- ❖ There are no significant differences between genders (male-female) in the quality of lecture teaching.
- ❖ There are no significant differences between academic years (first-year, second-year, and third-year primary education) in the quality of lecture teaching.

Significance of the Study

The significance of this study is reflected in the following points:

- Highlighting the performance of university professors at the École Normale Supérieure of Laghouat in general, and the Arabic Language Department in particular (Primary Education Profile).
- Serving as a complement to other studies conducted at the École Normale Supérieure of Laghouat.

Objectives of the Study

- The primary objective of the study is to reveal the quality level of lecture teaching in the Arabic Language Department, in particular, at the École Normale Supérieure of Laghouat.
- To identify the differences between genders (male-female) in the quality of lecture teaching in the Arabic Language Department at the École Normale Supérieure of Laghouat.

- To identify the differences between academic years (first-year, second-year, and third-year primary education) in the quality of lecture teaching in the Arabic Language Department at the École Normale Supérieure of Laghouat.
- To identify the educational role of modern technology in the training of newly employed professors.

Definition of Study Concepts

Quality: Defined in the dictionary as excelling in speech and action, and something becomes good. Quality is the opposite of bad, and something becomes good in quality.

Quality is also defined as conforming to specific requirements or specifications (Faisal and Shaker, 2013, p. 694).

It is the overall score obtained on the Lecture Quality Scale.

Student Teachers in Primary Education: Students belonging to the Arabic Language Department at the École Normale Supérieure of Laghouat, Primary Education Profile, for the following years: first, second, and third years from different genders.

Lectures: Those lessons presented by the professor in the Arabic Language Department at the École Normale Supérieure of Laghouat to primary education students according to the curricula of the École Normale Supérieure, usually lasting one and a half hours.

What is quality? It is impossible to talk about quality without recalling the definitions set by international organizations, such as UNICEF and UNESCO, and adopting international quality standards such as ISO, which state that quality and its goal are long-term success. Quality management means all the organised activities that enable the control and direction of quality within the institution (Al-Qadri, 2013, p. 637).

Aspects of Quality for Faculty Members

We summarise these aspects in the following points as seen by Al-Ta'i (2007):

- ❖ Educational level and knowledge background.
- ❖ Understanding the needs of students.
- ❖ Regularity in the educational process.
- ❖ Commitment to the scientific method.
- ❖ Acceptance of feedback.
- ❖ Working to develop intellectual competitive skills.
- ❖ Awareness of the role of scientific and moral ability.
- ❖ Degree of personal interaction.
- ❖ Developing a sense of national moral deterrent (Al-Ta'i et al., 2007, p. 36).

Theoretical Framework

1. Definition:

It is a teaching method that relies on the teacher merely presenting information orally to the learners without allowing them to ask questions during the presentation but rather after its completion. They only receive the information all at once and take notes on the material and its ideas. Therefore, the teacher is the focus of the educational process in this method (Noon Centre for Writing and Translation, 2011, p. 75).

2. The Lecture Method According to Scholars

- Razzouk, 1977, defined it as 'one of the teaching methods used at the university level, where the professor delivers lectures to students on a specific topic or field, and the student's role is limited to listening and taking notes' (Razzouk, 1977, p. 191).
- Mutawa, 1982, defined it as 'the method in which the teacher presents knowledge and information to students, whether it is news about events or facts in an informative style, and the students' attitude in it is passive, as they receive information ready-made without activity' (Mutawa, 1982, p. 27).
- Al-Jubouri, 1986, defined it as 'the method that is based on clarifying and interpreting ideas by the teacher, and the learner's role in it is limited to receiving knowledge from the teacher' (Al-Jubouri, 1986, p. 18).
- Ali, 1987, defined it as 'a speech given by the teacher to his students who listen to him, and this speech may take up most of the lesson time, interspersed with activity represented by questions and discussion' (Ali, 1987, p. 70).
- Al-Daini, 1994, defined it as 'the method based on the teacher's role in explaining and clarifying information and facts, as the student's role in it is to listen or write down some information and main ideas, and the teacher may direct some questions at the end of the lesson or answer students' questions and enquiries while using some educational aids during the lesson' (Al-Daini, 1994, p. 20).
- Jamil, 2000, defined it as 'the teacher presenting information and knowledge to students in all aspects and providing facts and information that may be difficult to obtain in another way' (Jamil, 2000, p. 126).

3. Forms (Styles) of the Lecture Method:

✚ **Lecture:** A one-way oral communication process, during which the teacher presents information to the learners in an organised manner, taking into account the rules of delivery and using educational aids.

✚ **Resources for Using the Lecture:** The lecture is used when presenting a new topic or a new study unit to arouse the students' interest and motivate them to new work. It is also used when the teacher summarises the lesson after completing its teaching or when he wants to answer some questions that were raised in the lesson, as it is used when the teacher wants to add new information to the lesson that is not available in the book.

✚ **Explanation:** A style in which the teacher deals with the subject matter by explaining and clarifying it and explains each part of it gradually, with the aim of making the subject matter clear and understandable, with the use of educational questions to ensure that the students understand the explanation.

✚ **Resources for Using the Explanation:** The explanation is used to clarify ambiguous points and fix ideas in the mind for the explanation, and in other words, it is a clarification of the ambiguous material in clear words, such as clarifying a word, a scientific term, a sentence, a Quranic text, a Hadith, or an article in terms close to the students' perceptions, and it is not permissible to explain with a strange synonym that is no less difficult than the explained.

✚ **Description:** It is a style of verbal clarification that is used when other means are not available, such as educational communication means. It is the mention of the qualities of the described in attractive ways arranged in a sequence that is pleasing to the soul and a logical arrangement that does not lead to forgetting.

✚ **Resources for Using the Description:** The description is used in the event that there are no live means to bring the facts to be taught closer, and this is clearly evident during the presentation of historical facts to describe the atmosphere of a battle, for example, or to describe an experiment or device ... etc.

✚ **Stories:** An interesting cognitive style used by the teacher to depict events or embody principles or used to teach a direction or create uprightness.

✚ It is one of the oldest traditional styles used by humans, as it relies on presenting information, knowledge, and facts in a narrative manner and turning the lesson into an enjoyable and interesting story. It is also one of the most ideal styles for teaching young children because it helps to attract their attention and gives them a lot of information and historical and moral facts in an interesting and attractive way, and the story must be linked to the goal that we mention in order to achieve it.

✚ **Types of Stories:** There are several types of stories that the teacher can use in teaching, which are:

1. **Realistic Stories:** Which are represented by the events of the days and the nature of life derived from the lives of people and their environment that surrounds them, such as the home, street, and school.
2. **Heroic Stories:** Which deal with heroic acts in ancient and modern history with a national or local character in various fields such as defending family, neighbours, and the homeland.
3. **Adventure Stories:** These are characterised by risk and courage, and the story must have good motives and virtuous goals that make good, right, and justice lovable without recklessness or aggression and are represented in stories of trips and exploration of nature.
4. **Scientific Stories:** Deal with a scientific or natural phenomenon in the language of its heroes, from animals or plants, or in the language of a traveller or a scientist who narrates it to his listeners from members of his family or friends, such as talking about natural phenomena in the seas, forests, deserts, and space, or talking about how to reach inventions and scientific discoveries.
5. **Historical Stories:** Rely on historical events and facts, heroic acts, and biographies of heroes throughout time, and it is an important means of providing students with a lot of facts about the news of predecessors and their actions and efforts.
6. **Resources for Using the Story:** The teacher can use the narrative style when arousing the learners to the lesson so that he prepares for it and draws the psychological framework that connects the learner to what the lesson includes of information, values, and directions, or in presenting the content of the curriculum in an effective and easy system, and it may come at the end of the lesson with the aim of application, to reveal the extent of what the teacher has achieved of goals (Khudair Abbas Jari, 2000, pp. 138-139).

4. Steps for Presenting the Lesson in the Lecture Method:

Friedrich Herbart developed a system for presenting the lesson that includes the following steps (Al-Masoudi, Al-Jubouri, and Al-Jubouri, 2015, 103-104):

- **Step One: Introduction or Preface:** Where the teacher connects the students' previous information with the new information to arouse their interest in the lesson.
- **Step Two: Presentation:** In this step, good information and ideas are presented in the lecture method, which takes up most of the class time in the classroom.
- **Step Three: Linking and Balancing:** In it, the teacher links the new information with the old information so that they can identify the common elements between them and the similarities and differences.

- **Step Four: Deduction and Generalisation:** Here, generalisations, scientific judgements, and concepts are extracted and deduced.

- **Step Five: Application:** Here, the principles and judgements that the students have reached are applied in new situations with the aim of consolidating the new information in classroom teaching.

While Faraj (2005, 92-93) believes that the stages of the lecture style consist of the following:

1. The First Stage: A preliminary preparatory stage called the preparation stage.
2. The Second Stage: Preparing for the lecture, which includes the following:
 1. Psychological preparation, such as arousing the students' interest and attention or determining methods of acquaintance.
 2. Intellectual preparation, such as determining the objectives of the lecture and its main points or determining activities.
 3. Technical preparation, which includes writing the lecture in detail, developing a test after it, writing notes and side comments, and reviewing the class to determine its suitability for the lecture.
3. The Third Stage: The Preface: During which the teacher reviews the general outlines of the previous lecture with the students, and if the topic is new, he tells them a story or incident related to the lecture.
4. The Fourth Stage: The Introduction: In which human relations are established with the students, their attention is drawn, and the basic ideas of the lecture are presented.
5. The Fifth Stage: The Presentation: Which includes the teacher covering the aspects of the topic, organising the information, and practising strategies that help in learning.
6. The Sixth Stage: The Summary: In which the teacher summarises with the students the most important facts, concepts, and ideas contained in the lecture (Hilal Muhammad Ali Al-Sufyani, 2020, p. 35/36).

4. Conditions for a Good Lecture and Delivery:

1. Preparation for it to be able to master the scientific material and prepare for potential questions and examples.
2. The appropriate introduction to its topic to stimulate students' thinking and prepare their minds.
3. The correctness of the language spoken by the teacher in terms of pronunciation, grammar, vocabulary, and structures.
4. That the teacher's voice is audible and his tone is proportional to the meanings.
5. Avoiding fast or intermittent slow delivery.
6. Repeating some important ideas to emphasise them and تثبيتها in the students' minds.
7. Using other senses by using specific visual or audio-visual aids.
8. Not occupying the entire teaching time with delivery and allowing time for questions, enquiries, review, application, etc.
9. Taking into account the students' linguistic, scientific, and intellectual level.
10. Taking into account the individual differences between the students.

5. Advantages of Delivery from the Students' Perspective:

- Helps to clarify information and experiences in a broader and more comprehensive way than in the textbooks.
- Arouses and the desire to follow the course of the lecture if it is of a sequential and interesting nature.
- Allows students to identify the weaknesses in their textbooks.
- Develops in them the ability to listen and pay attention.
- Instills in them a spirit of patience and self-control.
- Encourages them to speak boldly in front of their colleagues in imitation of their teacher.
- The material is more organised, coordinated, and gradual.

6. Advantages of Delivery from the Teacher's Side:

1. Proving the personality of the novice teacher and his competence and scientific ability.
2. Allows him to provide students with additional information and experiences that complement what they have studied in their books.
3. It is the shortest way to deliver the material to the students.
4. He can achieve his goal of delivering the material quickly to the students. (Abd al-Latif bin Hussein, 2005, pp. 93-94)

8. Disadvantages of the Lecture Method:

1. The teacher (the deliverer) bears the greatest burden throughout the lecture.
2. The learner's attitude is passive and develops in him the characteristic of dependence and reliance on the teacher.
3. The learner gets bored because he listens throughout the lecture, and the teacher proceeds at the same pace.
4. Ignoring the inclinations, desires, and needs of the learners, i.e., ignoring the individual differences between the learners.
5. Information is an end in itself, i.e., ignoring the learner's personality in all its aspects.
6. The subject matter (educational) is separate verbal material and does not lead to the acquisition of skills, habits, attitudes, and values. (Muhammad Mahmoud Sari Hamadneh et al., 2012, p. 70)

7. This method is based on a wrong basis, which is paying attention to the جزئيات first and believing that the mind perceives the جزئيات first, and modern psychology has proven that the mind perceives the کلیات first and then the جزئيات.
8. It also deprives the student of activity and movement and makes him passive and dependent on the teacher and takes him out of participating in setting the goal, drawing up his plan, and implementing it.
9. It also ignores the student's inclinations and desires.
10. It pays attention to information and makes it a goal and an end in itself.
11. It also makes the teacher a recorder who delivers the information arranged according to a special system that he does not deviate from, and this leads to boredom and boredom.
12. It gives the teacher dictatorial authority, as he is the first source of knowledge and information, and the student has nothing but commitment and obedience and receives information, and it also makes the teacher deprived of will and afraid of the supervisor or inspector, as they used to call him, and this inspector is afraid of someone higher than him. (Salem Attia Abu Zaid, 2013, p. 44)

9. Improving the Lecture Method

The teacher can take the following into account:

1. The teacher should determine the topic of the lecture from the beginning or determine the question or questions that the lecture will answer and adhere to what he has determined and not deviate from it so that the lecture is not scattered and the student does not know where it is going. It is better to write the topic of the lecture on the board in a large, clear font that everyone can see.
2. The teacher (or lecturer) should use some aids to help him in his explanation, and the most important of these aids and the most available and easy to use is the board, as he writes on it the main points from time to time, and it is possible to use drawings or maps or the projector to display some pictures on the wall.
3. If the hall is large and the number of students present is in the hundreds, then a loudspeaker must be used so that the sound reaches all those present clearly.
4. The teacher should vary his voice in terms of high and low, and slow and fast, depending on the importance of the point he is explaining, and this achieves two goals: preventing the students from sleeping in the lecture and clarifying the content of the lecture. If the point is difficult, the teacher should slow down his speed in the explanation. If the point is very important, he should raise his voice to draw attention to what he is saying (Muhammad Ali Al-Khouli, 2000, p. 79/80).

The Field Aspect of the Study:

Study Limits:

Objective Limits: Through this study, we would like to identify the quality level of lecture teaching in the Arabic Language Department at the École Normale Supérieure of Laghouat.

Spatial Limits: We limited ourselves in this study to a sample of student teachers in the Arabic Language Department at the École Normale Supérieure of Laghouat.

Temporal Limits: This study was conducted during the current academic year.

Method Used: Descriptive method

Research Methodology: We relied on the descriptive analytical method in preparing this research, which we used in analysing statistical data, in calculating averages, standard deviations, and relative values of field responses, and in conducting the necessary comparisons and statistical tests on them.

Research Population and Sample: The research population consists of all primary school students at the École Normale Supérieure Taleb Abd al-Rahman (first year, second year, and third year). To form a simple research sample, questionnaires were distributed to all (62) students, and after checking the returned forms and adopting the valid forms, the size of the student sample reached (40).

Research Tools: The research tools consist of one questionnaire that measures the quality of lecture teaching at the École Normale Supérieure.

Presentation and Discussion of the Results of the First Hypothesis:

The text of the hypothesis: "The quality level of lecture teaching at the École Normale Supérieure Taleb Abd al-Rahman is acceptable from the point of view of primary education students." In order to verify the validity of this hypothesis, the arithmetic mean of the scores of the research sample in the education quality scale was calculated, and to know the significance of this difference, the T-test (T) was used for one sample, and the results came as shown in the following table:

Table No. (01): Shows the significance of the differences between the arithmetic and hypothetical mean of the scores of the study sample in the lecture teaching quality scale.

| N | M | SD | Hypothetical Mean | T-Value | Statistical Significance |
|----|-------|-------|-------------------|---------|--------------------------|
| 40 | 47.60 | 03.20 | 42 | 11.06 | 0.000 Significant |

It is clear from the table that the arithmetic mean of the scores of the study sample in the lecture teaching quality scale is higher than its hypothetical mean, as its value reached 47.6 and the standard deviation was 03.20. When compared to the hypothetical mean of the scale, which is 42, this result indicates that the quality of lecture teaching at the École Normale Supérieure Taleb Abd al-Rahman is acceptable, and therefore we say that the hypothesis has been achieved.

The researchers attribute this result to:

- The standards of lecture teaching quality are related to the teacher through his commitment to professional ethics and his mastery of the scientific material, and this is what we have seen in the professors of the École Normale Supérieure in terms of the ability to accomplish several tasks related to the subject matter, as well as the ability to communicate with their students. The more honest and fair the teacher is in his dealings with his students, the more this leads to creating a suitable educational atmosphere for all students, which leads to an increase in student activity and thus increases their ability to succeed and excel.

1- Presentation and Discussion of the Results of the Second Hypothesis:

The text of the hypothesis: "There is no difference between genders in the quality of lecture teaching at the École Normale Supérieure of Laghouat from the point of view of primary education students." In order to verify the validity of this hypothesis, the T-test (T) was calculated for two independent samples, and the results were as shown in the following table:

Table No. (02): Results of the T-test (T) to examine the differences in the quality of lecture teaching according to the gender variable of the students

| Lecture Teaching Quality | Gender | Number (N) | Arithmetic Mean | Standard Deviation | T-Value | Degrees of Freedom | Statistical Significance |
|--------------------------|--------|------------|-----------------|--------------------|---------|--------------------|--------------------------|
| | Male | 18 | 47.05 | 3.31 | 0.97 | 38 | 0.34 Not Significant |
| | Female | 22 | 48.04 | 3.10 | | | |

It is clear from Table (02) that there are no significant differences between males and females in the quality of lecture teaching because the level of significance of the value (P) of the T-test is equal to (0.34), which is a value greater than the level of significance (0.05), which is acceptable in psychological and social sciences, and therefore we say that the hypothesis has been achieved.

2- Presentation and Discussion of the Results of the Second Hypothesis:

The text of the hypothesis:

Null Hypothesis: There is no difference between academic years (first year - second year - third year of primary education) in the quality of lecture teaching from the point of view of primary education students.

Alternative Hypothesis: There is a difference between academic years (first year - second year - third year of primary education) in the quality of lecture teaching from the point of view of primary education students.

In order to verify the validity of this hypothesis, an analysis of one-way variance was calculated, and the results were as shown in the following table:

Table (03) represents the analysis of variance in one direction.

| Source of Variance | Sum of Squares | Degrees of Freedom | Mean Square | Calculated T-Value | p. Value |
|--------------------|----------------|--------------------|-------------|--------------------|----------|
| Between Groups | 115.78 | 2 | 57.89 | 7.54 | 0.02 |
| Within Groups | 283.81 | 37 | 7.67 | | |
| Total | 399.60 | 39 | | | |

We note from the table of one-way variance analysis that the p-value is equal to 0.02, which is less than the level of significance (0.05), and therefore we reject the null hypothesis and accept the alternative hypothesis that there are at least two unequal means, meaning that there are at least two levels of the three levels in which the scores of lecture teaching quality are unequal. To determine the source of the difference, we conducted post hoc comparisons to determine the difference.

| Binary Comparisons | Mean Difference | p. Value |
|-----------------------------|-----------------|----------|
| First Year with Second Year | 3.04 | 0.006 |
| First Year with Third Year | 3.90 | 0.002 |
| Second Year with Third Year | 0.85 | 0.53 |

Binary Comparisons Mean Difference p. Value First Year with Second Year 3,040,006 First Year with Third Year 3,900,002 Second Year with Third Year: 0.850,53

It is clear from the previous table that there is a significant difference between the first year and both the second year and the third year, where the p-value is equal to (0.006) and (0.002), respectively, while the difference between the second year and the third year was not significant, where the p-value is equal to (0.53), which is greater than (0.05).

Conclusion

Through unloading the questionnaire data and the results of the hypotheses, the study concluded that the professor deals smoothly with the students and accepts all opinions and uses audio-visual aids in presenting the lecture. He also uses his scientific production in the lectures and asks questions and stimulates thinking at the end of each presentation of the idea and involves the students in the conclusion and the final summary and the generation of academic knowledge. He delves into the analysis of academic information and theories and is keen to highlight his cognitive views and conducts a dialectical dialogue between several approaches and is keen to control the students' movements and interventions and is keen on calm and leads them to modify their cognitive structures and their previous gains and links between theoretical ideas and the students' life facts and opens dialogue with students through social networking sites electronically and links theoretical problems with real developmental problems and sets goals and is keen to achieve them.

Ethical Considerations

This study was conducted in accordance with accepted ethical standards for educational research involving human participants. Participation was voluntary, and students were informed of the objectives of the study prior to data collection. Informed consent was obtained from all participants. Confidentiality and anonymity were strictly maintained, and no personal identifying information was collected. Participants were assured that their responses would be used solely for scientific research purposes and that they had the right to withdraw from the study at any stage without any academic or personal consequences.

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Conflict of Interest

The authors declare that there is no conflict of interest regarding the publication of this article.

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