

The Training Needs of Teaching Members at the Algerian University and their Role in Improving Distance Teaching Skills

A Field Study of a Sample of Professors from Setif 02 University

Ahmed Bouaoune

University Setif 2 (Algeria), Faculty Of Humanities And Social Sciences,
Contemporary Algerian Society Laboratory.
a.bouaoune@univ-setif2.dz

Received: 15-08-2025 Accepted: 10-10-2025 Published: 01-06-2026

Abstract:

This study addresses the issue of teaching skills of university faculty members in Setif 02 University in light of the changes that have occurred in the reality of education in institutes and institutions of higher education. We followed a set of methodological steps, selecting the descriptive method based on the survey approach by sample, where a representative sample of the teaching staff at the University of Setif 02 was chosen while the human scope consists of selecting a sample from the teaching staff comprising 50 individuals. The aim was to determine the attitudes and opinions of this sample toward the issue of distance training needs and their role in improving teaching skills. We reached a set of results, the most important of which are: that the attitudes and opinions of faculty members toward the importance and objectives of the training process in Algerian universities the weakness of the training process outputs for distance teaching, and the necessity of activating training courses for distance education. As for the nature of the training needs that Setif 2 University should rely on, respondents indicated that the need for training in the use of modern pedagogical tools is urgent and necessary.

Keywords: Role, Training needs, Teaching skills, Teaching staff.

1. Introduction.

Training is considered one of the most efficient ways to develop human resources in all institutions regardless of the type of activity or services they provide, as it leads to updating the skills, knowledge, and attitudes of working individuals. Given the great importance of the subject of training in higher education for individuals and institutions, it is a system that depends in its inputs on several essential steps, foremost among them is the process of determining training needs, which forms the basis of other training stages and becomes the core of operations, especially the process of designing training programs, which is based on several considerations and steps that the program designer must take into account so that the designed training program achieves the goals set according to the training needs, which come after the outputs of the design process.

To achieve harmony between the pre-existing skills and competencies that the individual has acquired through previous training stages or requalification and the requirements of new situations resulting from technological development in the tools and methods of education and scientific research, training emerges as an important resource for this human element. This is supported by Claud May, who says that there is a strong impact of continuous change and technological development on training, as they create a gap in individuals' knowledge and attitudes, and training is an important approach to bridge this gap. Change occurs at an astonishing speed, and the need for training and retraining grows at the same rate Training ensures good performance in the context of renewed knowledge to achieve better results in less time, effort, and cost.

The process of determining training needs is considered the foundation upon which the training process is based, and therefore becomes an important starting point for planning training programs. Furthermore, research on training calls for reconsidering the classical perceptions of proposed and implemented training programs in various academic and training institutions.

We consider this research it addresses two basic variables: training needs and distance teaching skills. In light of the electronic explosion and its dominance over the educational space, especially given the profound transformation in the levels of pedagogical practice and its

shift towards renewal and modernization as a necessary response to the political, cultural, economic, and intellectual transformations in Algerian society.

The importance of this study lies in the issue of technological development and the prominent role of multimedia, which has dominated modern educational practice and its impact on all fields, especially the labor market. As training in the field of education and teaching concerns modern university and research institutions that seek to keep up with every change in scientific and administrative fields. In addition, there is the necessity and importance of having a trained, expert human workforce of professors capable of understanding change, as this facilitates the achievement of strategic objectives of the university institution. Training is considered the optimal means for developing individuals' capabilities efficiently. Training administrative professors has become extremely important, beginning with enhancing their ability to deal with modern technological methods and mechanisms for providing high-quality administrative and pedagogical services, and extending to how to exploit modern theories and knowledge based on sound understanding and ethical responsibility.

The central administration of the University of Setif 02, through the distance education unit, tried to activate the blended e-learning process and improve its effectiveness,

It has become common for university teaching professionals to constantly change their working methods due to the tremendous technological development in e-learning. University institutions are now more than ever required to keep pace with these changes by developing training systems and programs characterized by high capabilities in design, initiative, and innovation.

Hence, we ask:

To what extent is the distance training course via the Moodle platform offered by the University of Setif 02 effective for faculty members in improving their distance teaching skills?

This main question includes a set of sub-questions as follows:

- What are the attitudes of Setif 02 University professors towards the importance and objectives of the training process in the Algerian university institution?
- What are the indicators and dimensions of training needs at Setif 2 University, and what is their role in improving the pedagogical performance of the teaching staff?
- What are the opinions and attitudes of the teaching staff regarding the outcomes of the training course on using the Moodle platform for distance learning?
- What are the challenges and possible prospects facing the teaching staff at Setif 02 University in order to improve their distance teaching skills?

2. Objectives of the Study:

- Recognition the attitudes of teaching members towards the importance and objectives of the training process in the Algerian university institution.
- To examine the indicators and dimensions of training needs at Setif 2 University, and their role in improving the pedagogical performance of the teaching staff.
- To set the opinions and attitudes of the teaching staff regarding the outcomes of the training course on using the platform for distance learning.
- To explore the challenges and possible prospects facing the teaching staff at in order to improve their distance teaching skills..

3. Study Concepts – An Attempt at Rooting:

3.1 – The Concept of Training:

Training refers to a set of studied activities aimed at specific knowledge in order to adapt individuals and groups to their professional and social environment, contributing to the achievement of efficiency and organizational goals. (Dumais, 2003, p.68)

Training is also defined as the efforts aimed at providing the employee with information and knowledge that give him the skill to perform the work or to develop and enhance the skills, knowledge, and experiences he already possesses, in a way that increases his

efficiency in performing his current job or prepares him to perform higher-level tasks in the near future (Abdel Fattah, 2008, p.81).

Training is also viewed as the method that helps workers reach the optimal way of performing their present or future work through the development of correct ideas, habits, and skills within them (Nasser Ali, Al-Dulaimi, 2009, p.109).

3-2- The Concept of Training Needs:

Roshdi Ahmed Tu'mah and Mohammed bin Suleiman Al-Bandari define it as: the various changes desired to be brought about in the participants in the training program, including information, knowledge, values, attitudes, and behaviors, in order to enable them to perform a specific task efficiently, which includes a set of duties and responsibilities to be accomplished.

Brawn also defines training needs as a continuous process of collecting the necessary data and information to determine the training need, which helps in developing a training program to achieve the institution's goals (Tu'mah and Al-Bandari, 2004, p.251).

3-3- The Concept of Vocational Educational Training:

Vocational training refers to those organized and planned efforts by educational institutions or public and private vocational training centers to provide trainees with renewed skills, knowledge, and experiences in teaching skills aimed at making continuous positive changes in their academic and practical experiences and their attitudes toward the target student audience and their activity in society and in the public sphere, and to induce behaviors governed by the rules and codes of ethics of the university teaching profession, within the framework of achieving social responsibility for all workers in the higher education and scientific research sector. This is in order to develop the efficiency of their performance according to the technological developments and the social, economic, and cultural changes occurring at the level of the university institution in Algeria and the world (Bouabdellah, 2004, p.121).

3-4- The Concept of Technological Media for Distance Learning:

The term "technology" is a complex concept that is difficult to define precisely, but we can say that it is the sum of knowledge, experience,

and skills necessary to design and manufacture a product or multiple products and to establish a project for that purpose. Technology also means the optimal use of scientific knowledge and its applications and adaptation to serve and improve human well-being (Brawn, 2002, p.2).

As for the concept of technological media, it refers to the set of techniques, tools, means, or various systems that are employed to process the content or material intended to be conveyed through the process of mass, personal, or organizational communication, through which audio, written, visual, drawn, audiovisual, printed, or digital information and data are collected (via electronic computers), stored, retrieved at the appropriate time, then published as these communication materials, messages, or contents, whether they are audio, audiovisual, printed, or digital, and transmitted from one place to another and exchanged. These technologies may be manual, mechanical, electronic, or electrical depending on the historical stage of the development of communication tools and the fields included in this development (Messäi, 1999, p.26).

Methods and Materials:

1. Study Method:

The study relied on the descriptive method, which is based on the sample survey technique, in order to reach data that can be classified, interpreted, and generalized for use, as well as to describe and diagnose a phenomenon and report its state to draw conclusions that apply to the whole population (Ibrahim, 2000, p.129), relying on commonly recognized data collection tools such as the questionnaire, interview, and observation.

2. Study Sample:

The sampling method is based on selecting the appropriate sample for the study by identifying the spatial and human scope of the study. The spatial scope consists of Setif 02 University with its three faculties (Faculty of Humanities and Social Sciences – Faculty of Law and Political Sciences – Faculty of Arts and Languages), while the human scope consists of selecting a sample from the teaching staff comprising 50 individuals, representing 10% of the total permanent

faculty members, of both sexes and various age groups, specialties, and academic ranks, using a non-proportional random sampling method.

3. Data Collection Tools:

The researchers in this study relied on the questionnaire tool, which is suitable for exploratory studies. The questionnaire was divided into four axes:

- The first was dedicated to the personal data of the surveyed sample.
- The second axis was devoted to the importance and objectives of the training process in the Algerian university institution.
- The third axis focused on the indicators and dimensions of training needs at Setif 2 University and their role in improving the pedagogical performance of the professors.
- The fourth axis was dedicated to the opinions and attitudes of the teaching staff towards the outcomes of the training course on using the Moodle distance education platform.

III. Results and discussion :

3.1.Presentation and Analysis of Study Results.

Table No. 01: Shows the distribution of the sample individuals according to the gender variable.

<i>Gender</i>	<i>Frequency</i>	<i>Percentage</i>
<i>Males</i>	26	52%
<i>Females</i>	24	48%
<i>Total</i>	50	100%

The source: By the researcher

It is clear from the above table related to the distribution of the respondents according to the gender variable that the percentage of males is slightly higher than that of females, with the percentage of males estimated at **52%** and females at **48%**, which explains that the percentage of male employees at the university is slightly higher than that of females.

Table No. 02: Shows the distribution of the sample individuals according to the age variable.

<i>Age Groups</i>	<i>Frequency</i>	<i>Percentage</i>
<i>From 25 to 35 years</i>	<i>16</i>	<i>32%</i>
<i>From 35 to 45 years</i>	<i>23</i>	<i>46%</i>
<i>From 45 to 55 years</i>	<i>08</i>	<i>16%</i>
<i>Over 55 years</i>	<i>03</i>	<i>06%</i>
<i>Total</i>	<i>50</i>	<i>100%</i>

The source: By the researcher

It is clear from the above table related to the distribution of respondents according to the age variable that the age group between 35-45 years had the highest percentage at **46%**, followed by the 25-35 group at **32%**, then the 45-55 group at **16%**, and finally those older than 55 years at **6%**, which explains that the youth category dominates the number

of surveyed professors at Mohamed Lamine Debaghine University.

Table No. 03: Shows the distribution of the sample individuals according to the academic specialization variable.

<i>Academic Specialization</i>	<i>Frequency</i>	<i>Percentage</i>
<i>Human Sciences</i>	<i>15</i>	<i>30%</i>
<i>Social Sciences</i>	<i>17</i>	<i>34%</i>
<i>Arabic Literature</i>	<i>05</i>	<i>10%</i>
<i>Foreign Languages</i>	<i>04</i>	<i>08%</i>
<i>Law and Political Sciences</i>	<i>09</i>	<i>18%</i>
<i>Total</i>	<i>50</i>	<i>100%</i>

The source: By the researcher

It is clear from the above table related to the distribution of respondents according to the academic specialization variable that the respondents from social sciences had the highest percentage at **34%**, followed by professors from human sciences at **30%**, then professors of law and political sciences at **18%**, then Arabic literature at **10%**, and finally foreign languages at **8%**, which explains that professors from the Faculty of Human and Social Sciences had the lion's share,

mainly because the researchers belong to the same faculty, which facilitated personal communication with the respondents. In addition, the difficulty in communicating with professors from other faculties contributed to reducing the number of respondents.

Table No. 04: Shows the distribution of the sample individuals according to the academic rank variable.

<i>Academic Rank</i>	<i>Frequency</i>	<i>Percentage</i>
<i>Assistant Professor B</i>	<i>08</i>	<i>16%</i>
<i>Assistant Professor A</i>	<i>12</i>	<i>24%</i>
<i>Lecturer B</i>	<i>15</i>	<i>30%</i>
<i>Lecturer A</i>	<i>10</i>	<i>20%</i>
<i>Full Professor</i>	<i>05</i>	<i>10%</i>
<i>Total</i>	<i>50</i>	<i>100%</i>

The source: By the researcher

It is clear from the above table related to the distribution of respondents according to the academic rank variable that the highest percentage of respondents were lecturers of category B at **30%**, followed by assistant professors of category A at **24%**, then lecturers of category A at **20%**, followed by assistant professors of category B at **16%**, and finally full professors at 10%, which explains that most of the surveyed professors are young and gradually progressing in the academic ranking scale up to the highest rank, which is the professorship, requiring many years of experience, in addition to pedagogical and scientific work.

Table No. 05: Shows the distribution of the sample individuals according to the professional experience variable.

<i>Professional Experience</i>	<i>Frequency</i>	<i>Percentage</i>
<i>Lessthan 5 years</i>	<i>07</i>	<i>14%</i>
<i>From 5 to 10 years</i>	<i>10</i>	<i>20%</i>
<i>From 10 to 15 years</i>	<i>12</i>	<i>24%</i>
<i>From 15 to 20 years</i>	<i>15</i>	<i>30%</i>
<i>More than 20 years</i>	<i>06</i>	<i>12%</i>

<i>Professional Experience</i>	<i>Frequency</i>	<i>Percentage</i>
<i>Total</i>	<i>50</i>	<i>100%</i>

The source: By the researcher

It is clear from the above table related to the distribution of respondents according to the professional experience variable that the age group between 15-20 years had the highest percentage at **30%**, followed by the 10-15 years group at **24%**, then the 5-10 years group at **20%**, followed by the less than 5 years group at **14%**, and finally the more than 20 years group at **12%**. This again explains that the youth group is the highest in proportion at the university institution.

Table No. 06: Shows the attitudes of Setif University 02 professors towards the importance of the training process in the Algerian university institution.

<i>Statement</i>	<i>Strongly Agree</i>		<i>Agree</i>		<i>Neutral</i>		<i>Disagree</i>		<i>Strongly Disagree</i>		<i>Total</i>	
	<i>Fre q</i>	<i>%</i>	<i>Fre q</i>	<i>%</i>	<i>Fre q</i>	<i>%</i>	<i>Fre q</i>	<i>%</i>	<i>Fre q</i>	<i>%</i>	<i>Fre q</i>	<i>%</i>
<i>The extent to which the teaching staff is aware of the training courses organized by Setif 2 University</i>	29	58	21	42	01	02	00	00	00	00	50	100
<i>The time allocated for the training courses is sufficient to achieve the set objectives</i>	18	36	30	60	01	02	01	02	00	00	50	100
<i>Your motivation to enroll in training courses is objective and pedagogical</i>	17	34	22	44	08	16	03	06	00	00	50	100

<i>The extent to which the teaching staff is aware of the training courses organized by Setif 2 University</i>	24	48	26	52	00	00	00	00	00	00	50	100
<i>The extent to which the teaching staff has benefited from training courses</i>	12	24	30	60	04	08	04	08	00	00	50	100

The source: By the researcher

It is clear from the above table related to the attitudes of Setif University 02 professors toward the importance of the training process in the Algerian university institution that the respondents strongly agreed that the training process is an element of work organization and management in the institution, that it is a core activity involving all levels, and that it is important in the continuous upgrading of human resources. The average percentage of these statements was **53%**.

Meanwhile, the respondents agreed that the importance of the training process lies in its administrative and technical aspects through work components, its positive and accumulative effects providing motivation and desire for both trainer and trainee, that it is a functional activity and not just a supplementary one, that training has scientific importance in improving the scientific, research, and creative level of the teaching staff, and practical importance in improving pedagogical tools and aligning research output with the university environment. The average percentage for these statements was **55%**.

The average percentage of neutral responses was 08%, while none of the respondents objected to the presented statements. This is mainly due to the importance of the training process for the respondents in the Algerian university institution.

Table No. 07: Shows the attitudes of Setif University 02 professors toward the objectives of the training process in the Algerian university institution.

<i>Statement</i>	<i>Strongly Agree</i>		<i>Agree</i>		<i>Neutral</i>		<i>Disagree</i>		<i>StronglyDisagree</i>		<i>Total</i>	
	<i>Fre q</i>	<i>%</i>	<i>Fre q</i>	<i>%</i>	<i>Fre q</i>	<i>%</i>	<i>Fre q</i>	<i>%</i>	<i>Fre q</i>	<i>%</i>	<i>Fre q</i>	<i>%</i>
<i>The training process has organizational and functional objectives</i>	14	28	25	50	08	16	03	06	00	00	50	100
<i>The training process has theoretical and cognitive objectives</i>	18	36	22	44	02	04	08	16	00	00	50	100
<i>The training process has practical and procedural objectives</i>	17	34	18	36	10	20	05	10	00	00	50	100
<i>Raising performance level, achieving self-realization, and developing the career path, which directly reflects on the pedagogical path</i>	13	26	31	62	06	12	00	00	00	00	50	100

The source: By the researcher

It is clear from the above table related to the attitudes of Setif University 02 professors toward the objectives of the training process in the Algerian university institution that the respondents strongly agreed with the statements: the training process has classical objectives that aim to improve functional and professional performance; it has regular objectives that consist of identifying training needs during the implementation of the training plan; it has creative objectives aimed at achieving high levels of productivity and

performance through the development of training programs; and it has strategic objectives involving the use and management of material, human, and moral inputs — with an average percentage for these statements at **46%**.

Meanwhile, the respondents agreed with the statements: the training process has organizational and functional objectives; it has theoretical and cognitive objectives; it has practical and procedural objectives; and raising performance level, achieving self-realization, and developing the career path which directly reflects on the pedagogical path — with an average percentage of **48%**.

The average percentage of neutral respondents was **12%**, while the average percentage of those who disagreed was **7%**. No respondents strongly disagreed with any of the statements. These results emerged due to the diversity and variety of the training process objectives in the Algerian university institution — including functional, cognitive, and procedural goals — aimed at raising the level of performance within the training process and achieving the desired outcomes.

Table No. 08: Shows the indicators and dimensions of training needs at Setif 2 University and their role in improving professors' pedagogical performance.

<i>Statement</i>	<i>Strongly Agree</i>		<i>Agree</i>		<i>Neutral</i>		<i>Disagree</i>		<i>Strongly Disagree</i>		<i>Total</i>	
	<i>Freq</i>	<i>%</i>	<i>Freq</i>	<i>%</i>	<i>Freq</i>	<i>%</i>	<i>Freq</i>	<i>%</i>	<i>Freq</i>	<i>%</i>	<i>Freq</i>	<i>%</i>
<i>The extent to which the teaching staff is aware of the training courses organized by Setif 2 University</i>	06	12	16	32	12	24	09	18	07	14	50	100
<i>The extent to which the teaching staff has benefited from training courses</i>	08	16	09	18	14	28	14	28	05	10	50	100

<i>The time allocated for the training courses is sufficient to achieve the set objectives</i>	10	20	11	22	08	16	12	24	09	18	50	100
<i>Your motivation to enroll in training courses is objective and pedagogical</i>	14	28	15	30	05	10	12	24	04	08	50	100
<i>The extent to which the teaching staff is aware of the training courses organized by Setif 2 University</i>	06	12	16	32	12	24	20	40	05	10	50	100

The source: By the researcher

It is clear from the above table related to the indicators and dimensions of training needs at Setif 2 University and their role in improving professors' pedagogical performance, that **32%** agreed they are aware of the training courses organized by Setif 2 University, and **16%** strongly agreed, while 18% disagreed. As for the extent to which the teaching staff has benefited from training courses, **28%** disagreed and **28%** remained neutral, while 18% agreed and **16%** strongly agreed.

Regarding whether the allocated time is sufficient to achieve the objectives of the training courses, **28%** of respondents disagreed that the time is sufficient, while **22%** agreed and **20%** strongly agreed that it is, which indicates an acceptable level of satisfaction with the time allocated to training courses.

Furthermore, **30%** of the respondents agreed that the objective and pedagogical motivations are behind their enrollment in training courses, and about **28%** strongly agreed, while **24%** disagreed.

Regarding whether the time allocated to the scheduled training units balances between the theoretical and practical needs of the professor, **40%** of respondents disagreed that it does, while **20%** agreed and **16%** strongly agreed, indicating an imbalance in the time allocated to the training units and its inability to meet both theoretical and practical needs.

Table No. 09: Shows the nature of the training needs currently relied upon by Setif 2 University.

Statement	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Total	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
The need for basic training	05	10	13	26	01	02	20	40	11	22	50	100
The need for training on the use of modern pedagogical tools	15	30	19	38	02	04	07	14	07	14	50	100
The need for training in communication and accompaniment rules	03	06	12	24	10	20	16	32	09	18	50	100
The need for training to improve the outputs of scientific research	18	36	21	42	03	06	07	14	01	02	50	100
The need for training on using national and international databases	14	28	12	24	09	18	09	18	10	20	50	100

The source: By the researcher

It is clear from the above table related to the nature of the training needs currently relied upon by Setif 2 University that **40%** of the respondents disagreed that the need for basic training is among the training needs the university relies upon, and **22%** strongly disagreed. Meanwhile, **26%** of respondents agreed that it is one of the training needs.

Respondents agreed that the need for training in the use of modern pedagogical tools is a training need with a percentage of **38%**, and **30%** strongly agreed, which explains that the need to learn how to use modern tools has become necessary in the university institution to convey the educational message.

The same applies to the need for training in communication and accompaniment rules, as **24%** agreed it is a training need, while **32%** disagreed, which suggests it is not widely desired.

Respondents agreed that the need for training to improve the outputs of scientific research is a training need with a percentage of **42%**, and **36%** strongly agreed, indicating that it is a crucial component of the training process for the respondents at Setif 2 University.

Respondents also strongly agreed, at **28%**, that training in the use of national and international databases is a need, and **24%** agreed, while **20%** disagreed — reflecting the pressing necessity of using these databases in today’s educational process.

Table No. 10: Shows the elements achieved by the pedagogical process during remote lesson design when it always starts from objectives among faculty members.

Statement	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Total	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
<i>Helps you in selecting resources</i>	10	20	17	34	7	14	12	24	04	08	50	100
<i>Control over learning activities</i>	17	34	14	28	3	06	11	22	05	10	50	100
<i>Control over assessment activities</i>	15	30	21	42	6	12	06	12	02	04	50	100
<i>Ensures knowledge of the expected changes in your students</i>	20	40	22	44	2	04	06	12	00	00	50	100
<i>Organizes the process of the educational learning flow</i>	17	34	16	32	5	10	07	14	05	10	50	100

The source: By the researcher

From the results of the statistical table, it is evident that the majority of the sample agrees with the main objective achieved by the

pedagogical process when designing the lesson remotely, which always starts from the goals of the teaching staff. This objective is the direction of knowledge, skills, performance, and the effective management of the learning process, with **48%** of responses in agreement. In addition, the elements that are realized include ensuring better knowledge of expected changes in students, controlling assessment and learning activities, and helping the teaching staff choose resources. The majority of respondents strongly agree that organizing the flow of the educational process is one of the achieved pedagogical elements, with **34%** of responses.

From the answers of the respondents, we conclude that the effectiveness of the pedagogical process in designing the lesson remotely is linked to good goal setting, control over pedagogical resources, and technological supports, in addition to helping control learning and assessment activities.

III. Study Results in Light of the Questions:

1. General Results on the Attitudes and Opinions of Faculty Members Towards the Importance and Objectives of the Training Process in Algerian Universities.

From the results of the field study, it is clear that the attitudes and opinions of faculty members toward the importance and objectives of the training process in Algerian universities were mostly in favor of the elements indicating the importance and objectives of the training process.

As for the faculty's attitudes toward the objectives of the training process, the majority agreed and strongly agreed with most statements, with an average of 46%. The study concluded that the training process in the university can achieve classical objectives, regular objectives, creative objectives aimed at achieving high levels of productivity and performance by improving the training programs, as well as strategic objectives, functional organizational objectives, theoretical cognitive objectives, and procedural operational objectives.

2. General Results on the Indicators and Dimensions of Training Needs at Setif 2 University and Their Role in Improving Faculty Pedagogical Performance.

The results of the statistical and sociological analysis of the indicators and dimensions of training needs at Setif 2 University show that faculty members' attitudes toward this variable ranged from strongly agreeing with statements about their awareness and interest in training topics, to agreeing on the sufficiency of the time allocated for the process and the motives for enrolling in such courses organized by Setif 2 University. However, opposing attitudes were observed in some statements, especially regarding the benefit of faculty members from the outcomes of previous and current training courses, and the imbalance between theoretical and practical needs. This suggests that there is a gap between the time allocated to the training units and the theoretical and practical needs.

As for the nature of the training needs that Setif 2 University should rely on, respondents indicated that the need for training in the use of modern pedagogical tools is urgent and necessary. This reflects the growing need for learning how to use new tools in the university to effectively convey the educational message. The same applies to the need for training in communication and accompaniment rules and the use of national and international databases, highlighting the urgent necessity of these in the current educational process.

3. General Results on Faculty Members' Opinions and Attitudes Toward the Outcomes of the Training Course on Using the Moodle Platform for Distance Learning.

From the results of the statistical and sociological analysis, it is clear that the faculty members at Setif 2 University hold positive attitudes toward the outcomes of the training course on using the Moodle platform for distance learning. They agree on the main objective achieved by the pedagogical process during remote lesson design when it starts from the goals of the faculty. This objective is the direction of knowledge, skills, performance, and effective management of the learning process, along with elements that ensure better understanding of expected changes in students through

controlling assessment and learning activities. The majority of respondents strongly agree that organizing the educational learning flow is an essential element achieved by the pedagogical process. Based on the responses, we conclude that the effectiveness of the pedagogical process in remote lesson design depends on well-defined goals, control over pedagogical resources, technological supports, and the ability to manage learning and assessment activities.

IV. Conclusion:

Through the field study on training needs in improving teaching skills for faculty members, it is concluded that the different training courses organized by Setif 2 University vary in terms of the objectives they set and the results they achieved. This study revealed areas of strength and weakness in the design of inputs and outputs of the training process, as evidenced by the results of the questionnaire distributed to a sample of faculty members. Consequently, the process of distance learning requires continuous and ongoing framing, training, and re-skilling of both technical and teaching human resources.

To achieve this, the Distance Learning Unit under the university presidency organizes a distance training course for all faculty members aimed at designing, building, and using a distance lesson (course) on the Moodle platform, as part of the ongoing support program for professors in using the distance learning platform and addressing the deficiencies recorded in the integration of pedagogical media at Setif 2 University.

References:

- Al-Azazi Mohamed, (2000), Contemporary Public Relations and Management Effectiveness, Department of Business Administration, the Center for Research and Commercial Studies, Faculty of Commerce, Zagazig University, Egypt.
- Al-Khatib Ahmed, Al-Anzi Abdullah Zamil, (2008), Designing Training Programs for Educational Leaders, 1st Edition, Modern Books World, , Jordan,
- Al-Mousawi Falhi Jassim Mohamed, (2006), Contemporary Media Trends, Faculty of Arts and Education Publication, The Open Arab Academy, Denmark.
- Brawn, (2002), "Training Needs Assessment: A Must for Developing an Effective Training Program.
- Bouabdallah Lahcen, (2004), Evaluation of a Training Program in a Training Institution, The Issue of Education and Training in Africa and the Arab World, Series of Publications of the Human Resource Management and Development Laboratory, Farhat Abbas Sétif University, Algeria, Issue 01.
- Casse Pierre, (1994), *La Formation Performante*, Office des Publications Universitaires, Paris, France.
- Fathi Akasha Mahmoud, (1999), Industrial Psychology, Al-Jumhuriyah Printing, Alexandria, Egypt.
- Hassouna Faisal, Human Resource Management, Osama Publishing and Distribution, 1st Edition, Amman, Jordan.
- Marwan Abdelmajid Ibrahim, (2000), Fundamentals of Scientific Research for Preparing University Theses, 1st Edition, Al-Waraq Foundation, Amman.
- Mes'ei Muhyi-Eddine Mohamed, (1999), The Phenomenon of Globalization: Illusions and Realities, 1st Edition, Al-Shua'a Printing and Publishing, Egypt.
- Nasser Ali Karim, Ahmed Mohamed Al-Dulaimi, (2009), Administrative Psychology and Its Applications in Work, 1st Edition, Dar Wael, Jordan.
- Ra'fat El-Sayed Abdel Fattah, (2008), Psychology of Training and Human Resource Development, Dar Al-Wafa, Cairo.
- Rassem Jamal Mohamed and Ayad Khayrat Muawad, (2005), Public Relations Management: The Strategic Approach, 1st Edition, Egyptian Lebanese House, Cairo, Egypt.
- Saleh Ma'mar Saleh, (2010), Trainin; Foundations and Principles, Debono Publishing, 1st Edition, Amman.
- Shawish Mustafa Najib, (2011), Human Resource Management, Dar Al-Shorouk, 1st Edition, Amman, Jordan
- Ta'ama Rushdi Ahmed and Al-Bandari Mohamed Ben Suleiman, (2004), University Education: Monitoring Reality and Development Visions, Dar Al-Fikr Al-Arabi, 1st Edition, Cairo, Egypt.