

Obstacles to the quality of education in the Algerian school

عوائق جودة التعليم في المدرسة الجزائرية

Dr. Brahimi Mohammed
Ziane Achour University of Djelfa
Medbrahimi0076@gmail.com

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Abstract

Attention to the quality of education represents the basis for the progress of societies, and despite its attempt to keep pace with global developments in the educational field, the reality remained below international quality standards and its ranking is at the bottom of the international classifications due to several functional obstacles that stand in the way of achieving the educational system for the goals that it aspires to. The most important of them are: the adoption of imported approaches, the multiplicity of problems of pedagogical practitioners, the absence of a policy of caring for the gifted and talented. The study recommends adopting a national educational approach that respects the Algerian culture and is in line with global educational modernization. It also recommends diagnosing obstacles and researching ways to treat them.

Keywords: quality of education , obstacles to quality of education , the Algerian school.

ملخص

الاهتمام بجودة التعليم يمثل الأساس في تقدم المجتمعات ، والجزائر ورغم محاولتها مسايرة التطورات العالمية في المجال التعليمي إلا أن الواقع ظل دون معايير الجودة العالمية ويأتي ترتيبها في ذيل التصنيفات العالمية نظرا لعدة عوائق وظيفية تقف أمام تحقيق النسق التعليمي للأهداف التي يتطلع إليها المجتمع من خلاله أهمها: اعتماد المقاربات المستوردة، تعدد مشاكل الممارسين البيداغوجيين، غياب سياسة رعاية الموهوبين والمتفوقين. وتوصي الدراسة بتبني مقاربة تربوية وطنية تحترم الثقافة الجزائرية وتتماشى والتحديث التربوي العالمي كما توصي بتشخيص العوائق والبحث في طرق علاجها.

الكلمات المفتاحية: جودة التعليم، عوائق جودة التعليم، المدرسة الجزائرية.

Introduction:

“Humanity today lives in an era in which knowledge is transformed into power, and the source of wealth changes from ownership of raw resources and means of production or control over them and their markets to being able to manufacture knowledge, and employ science in social, economic and military terms, an era in which the international balance of power has changed and new forces have emerged that are distinguished With a high degree of education, and a great focus on transforming science into an economic and military power.” (Baish, 2013, p. 68)

When Germany was defeated “ by Napoleon ” in the nineteenth century and feelings of despair prevailed among the Germans, the German philosopher “Fichte” addressed a letter to the German nation stating: that the defeat was educational before it was military, and that salvation lies in replacing the German educational system with a new one. , rejects the mechanical training of memory and methods of memorization and indoctrination, which push the German student to think about his inability to think, and "Fichte" demanded the German educational system to adopt three new higher educational goals: creating a different type of human being from ordinary humans, and raising the German citizen to the rank of human being. complete, and stop making the student think about his inability to think.” (Khader, 2008, p. 25)

From what we note, the global actors have decided to carry out periodic reviews of their educational systems and improve them in order to be in line with their local and global policies, and in order to meet national aspirations and the challenges posed by others.

However, despite the attention given by Algeria through the Ministry of National Education to education , and the successive reforms that it has undertaken that included all aspects of the educational system in order to keep pace with the times and its developments, some classifications issued by some international bodies such as UNESCO and others place Algeria in The bottom of the ranking in the field of education quality is out of the total number of countries included in the classification that meet the standards of quality in education and teaching.

Regardless of the international classifications and the standards adopted by them in preparing the reports , Except to talk about quality and quality in

the product of the education sector Education in Algeria pushes us to talk about the functional obstacles that we face The quality of the educational system and its outputs. Which gives a kind of ambiguity in the reasons for renewal in it.

1- The concept of quality education

Quality is defined as conforming to certain requirements or specifications, while the American Standards Institute defines it as the set of features and characteristics of a product or service that make it capable of meeting certain needs. In education, it means a set of characteristics or features that accurately and comprehensively express the essence of education and its condition, including all its dimensions, inputs, outputs and feedback, as well as continuous interactions that lead to achieving the desired and appropriate goals for all.” (Al-Bilawi, 2006, p. 21)

That is, quality in education means the positiveness of the educational system in the sense that the outputs are well and in line with the goals of the system in terms of the needs of the society as a whole in its development and growth and the needs of the individual as the building unit of this society.

2- The importance of quality education

The quality of education , which means continuous improvement in the performance of educational institutions to provide the best services to the community , using the best resources and their application, has a number of benefits, including:

- *Raising the efficiency of teachers and faculty members in all classes.
- * Providing the appropriate atmosphere to work in educational institutions to raise the efficiency of education and the educational process.
- * Raising the value of educational institutions to be able to compete locally and globally.
- * Addressing all educational problems and researching them appropriately.

3- Obstacles to the quality of education in Algeria

Perhaps researching the obstacles that stand in the way of achieving quality in education in the Algerian school, especially in the pre-university education stage, is something that this paper does not accommodate, so we wanted to mention what we saw as important through field experience in this field.

3-1/ Adoption of imported approaches :

The follower of the historical process of the reforms that affected the educational system finds that despite the means and facilities that have been provided and are not sufficient for the success of the educational project on which the community relies through the school, as the succession of educational approaches without a convincing justification reflects the extent of ambiguity and lack of intellectual reference or ideological perspective. The school in Algeria, which carries with it a hidden, multilateral and highly polarized ideological struggle between control and resistance.

Importing pedagogical templates and ready-made theories that serve an ideology and that are found in conditions, And when did these cognitive and spatial conditions disappear? Events are absent . And it is very possible to turn from a tool for developing, changing and upgrading the educational project to a tool for perpetuating the freezing of effectiveness in the event that it is confronted on the other hand by an ideology bearing the title of resistance to change under the pretext of originality and conservatism, and that these approaches are far from the culture and reality of Algerian society, under the pretext of their deliberate absence in decision-making.

Among the makers of the ideology of resistance to change, we find the most important elements of the educational project, namely teachers. Their absence in making decisions related to educational affairs represents a major obstacle to the will to advance the educational project. “Arab teachers in general suffer from the problem of keeping them often away from the educational and educational decision-making process and limiting their role to On implementation, and in fact, the educational process needs to enable the teacher to take the decision-making process and contribute to making it with regard to his role in the process, which is an essential role, as it is the base of educational decision-making, and we have seen in the Japanese administrative model, which corresponds in the American system (management by objectives) that Its advantage is that the basic executive

base participates in the decision-making process, which ensures the success of the decision, that it is the result of the participation of the relevant authorities, which motivates them to make the participatory decision successful.” (Al-Tamimi, 2007, pp. 75-76)

What happened and is constantly happening in Algeria weakens the performance of educational actors and makes their performance below the required level.” In the face of the new educational reform processes, the term “competency approach” suddenly entered the cultural educational field, which made those charged with applying it confused and required them to search extensively to remedy cases of alienation from the subject .” (Jabbari, 2015)

3-2/ Objective problems for practitioners (professors)

Khaddam (2010) referred to a number of professional, social, economic, political and psychological problems, which were reported by inspectors and principals, that could harm the performance of educational actors, reduce their effectiveness and impede the quality of education in Algeria. We summarize these problems as follows: (Khaddam, 2010, pp. 81-82)

- * Occupational problems are represented in their weak scientific, pedagogical and cultural balance, which made them difficultly adapt to the nature of their work.
- * Social problems: the most important of which are housing, and the society's misjudgment and respect for the position and position of the teaching and teacher.
- * Economic problems: his poor salary resulted in his stagnation, backwardness and bad conditions.
- * Political Problems: He got into a whirlpool of political conflict and became anxious, a wrestler, and a doctrine instead of an educator.
- * Psychological problems: mood disorder, poor adaptation, overwhelmed feelings of anxiety, sadness, and pessimism.

All these problems prevented him from achieving the expected results, and thus prevented a real evaluation of educational reforms in their various aspects and the achievement of the expected quality in education.

(Khaddam, 2010) adds a number of problems that he classified as secondary compared to the aforementioned problems, which are briefly: (Khaddam, 2010, pp. 82-83).

*Sections are overcrowded.

*Lack of pedagogical means.

* The lack of references and the poverty of the environment are from various sources of new and good scientific knowledge.

* Weak supervision, starting with the directors of institutions and ending with the inspectors and supervisors of all categories.

* Weakness of the content of educational seminars and forums to which he is invited.

* The teacher was left alone in the educational arena without the help of other parties to him, especially the students' parents.

* Weakness of material and moral incentives that motivate continuous self-training and the desire for internal promotion with merit and merit, and not merely by seniority, careerism and nepotism.

3-3/ Weakness of the margin of freedom available to educational practitioners :

And from Obstacles Moreover Besieging formalities in form and content pedagogical notes, pedagogical organization, and the presence of administrative and educational inspectors whose preoccupation is to determine the extent of the strict application of these formalities , i.e. what exists does not amount to pedagogical liberal open and continuous revised busy The concerns and creativity of teachers.

3-4/ Weakness of the practitioners (professors) keeping pace with scientific and technological progress:

"This is due to the traditional method of preparing teachers, and this was reflected in making their interaction, interaction and adaptation to the global scientific and technological wealth weak." (Al-Tamimi, 2007, pg. 76)

This is what the educational arena in Algeria witnesses, as by introducing guardianship of the technological dimension in education as a new supported pedagogy, and by equipping it for most institutions with automatic media and internet lines, but it was not the professors in the field of using information and communication technology and investing it in

education, nor did it work to renew and develop these fittings. This makes this dimension trapped in the figures that officials sing about, and the reality is far from the established goals and their achievement.

3-5/ Curriculum fatigue and school time :

What the Algerian school is witnessing with regard to the curricula and the time allotted for its implementation, we find them stressful for the teacher and the learner. The fillers still dominate many of the subject programs, as well as the presence of unjustified contents in educational stages as they do not fit the age stages of those stages, and this justifies the problem of the weight of the school portfolio. , and alienation of learners and lack of motivation for them to learn.

3-6/ Absence of a policy to care for the gifted and talented:

The academically gifted and talented in Algeria have not yet received the academic and societal care that should be provided to them, given their characteristics and needs, and considering the available international models through which they can compare their situation with their counterparts in other countries. There is no clear strategy for sponsoring and nurturing them, not even an official definition of excellence and those who excel, in addition to the limited institutions and programs allocated to them. Not to mention talking about their suffering and problems in educational institutions when they are with other ordinary students and with ordinary or even less than ordinary teachers. This confirms what Algeria has wasted human energies, few of which today are sources of radiation and the renaissance of other nations.

However, there are professors who appreciate the responsibility placed on their shoulders, and you find them innovating in devising ways to activate these human energies as much as possible and what is available to them, but their efforts remain limited in view of the size and spread of this category on the one hand, and given that this matter requires efforts It is intended, built and established on scientific and continuous foundations in order to improve the investment of these energies in the short and long term in achieving the quality of education on the other hand.

Conclusion:

The quality of education as a cornerstone in the progress of nations and societies, requires research on ways to develop it in order to keep pace with the global educational and educational innovation of standards and indicators. By adopting authentic national approaches that serve the goals of Algerian society, and in extension of that, it is necessary to review the curricula and programs and provide the necessary means, as well as work to solve the teacher's problems and enhance his motivation and give him a scope of freedom for creativity, and this is achieved by actively involving him in any educational renewal so that he understands the justifications for his conduct and does not become infected A clear educational framework to care for the gifted and talented people to benefit from them in

the renaissance and development of society. To finally achieve the goal desired by the community through the educational system.

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