

The Quality of Primary Education in Algeria

Received date:08/01/2026 Accepted date:16/05/2026 Published date:12/06/2026

Mecheri Zabida¹, Djerdire Feyrouze²

¹ University of Jijel, Algeria, **Email:** zabida.mecheri@univ-jijel.dz
<https://orcid.org/0009-0003-/4066-8830>

² University of Jijel, Algeria, **Email:** djerdire.feyrouze@univ-jijel.dz
<https://orcid.org/0009-0006-3820-6911>

Abstract:

The quality of primary education represents a strategic imperative in the contemporary era, marked by rapid transformations. To keep pace with these dynamic changes, it is crucial to enhance both the efficiency and effectiveness of primary education through the adoption of quality standards in teaching. This approach reinforces the capacity of primary education to adapt to evolving circumstances and achieve the highest standards of quality. In this context, the present study aims to assess the state of primary education quality in Algeria, with a particular focus on curricula, teacher competence, infrastructure, and school administration, while also identifying the principal challenges to achieving optimal quality. Practical recommendations and solutions for improving the quality of primary education in Algeria are presented, grounded in the findings of this study.

Keywords: Quality, Primary Education, Quality of Primary Education in Algeria.

Corresponding Author: Mecheri Zabida, **Email:** zabida.mecheri@univ-jijel.dz

1. INTRODUCTION

The quality of primary education constitutes the foundation of any effective educational system and underpins the sustainable development of any society. In Algeria, a country distinguished by its rich cultural diversity and longstanding educational tradition, the issue of educational quality assumes particular importance, especially against the backdrop of accelerated social and economic transformations experienced globally. The primary education sector in Algeria has undergone numerous reforms since independence, all directed toward enhancing educational quality and ensuring equal opportunities for all segments of society.

This research is designed to analyze the current state of primary education quality in Algeria by examining key indicators such as teachers' professional competence, school infrastructure, curricula, and school management. Additionally, the study seeks to explore the challenges that impede progress in primary education quality and to offer practical proposals for developing the educational system in alignment with international standards and the specific needs of Algerian society.

1.1 Research Problem and Questions

Despite ongoing initiatives aimed at the enhancement and development of primary education in Algeria, persistent challenges and deficiencies in educational quality remain evident, with adverse effects on learning outcomes as well as the overall level of human and economic development in the country. In order to address the multifaceted dimensions of the research problem, the following questions are formulated:

- What is the actual state of primary education quality in Algeria regarding curricula, teacher competence, infrastructure, and school administration?
- What challenges hinder the improvement of primary education quality in Algeria?
- What principal lessons can be drawn from international experiences concerning primary education quality?

1.2 Study Objectives

1. To determine the current state of primary education quality in Algeria with respect to curricula, teacher competence, infrastructure, and school administration.
2. To identify the main challenges that hinder the achievement of efficiency in primary education in Algeria.
3. To propose practical recommendations and solutions for improving the quality of primary education in Algeria, based on the findings and conclusions derived from this research.

1.3 Study Significance

This study is significant as it addresses a core issue that directly influences Algeria's future and development, given that quality primary education is the bedrock for cultivating an informed and educated generation capable of meeting contemporary challenges. The study also enriches scientific knowledge in this domain and serves as both an evaluative instrument and a reference framework for assessing the quality of primary education in Algeria.

The practical importance of examining the quality of primary education in Algeria is further demonstrated by its rigorous effort to reveal the true state of educational quality, monitor the major challenges impeding quality advancement, and provide

actionable recommendations and solutions to surmount these obstacles.

1.4 Operational Definitions of Study Terms:

- **Quality:** The fulfillment of the learner's expectations and requirements in a manner that positively impacts society.
- **Primary Education:** This stage constitutes the foundation of basic education in Algeria, commencing when children reach the age of six and extending for a duration of five years. It is characterized as both compulsory and free in accordance with Algerian educational law.
- **Quality in Education:** This denotes a comprehensive methodology designed to advance the educational process through the adoption of a defined set of educational standards and specifications. Its primary objective is to achieve tangible improvement in the quality of educational outcomes. This concept is grounded in a collective commitment to the application of quality standards throughout the educational system, beginning with planning and continuing through to final evaluation.

2. Theoretical Framework and Previous Studies

2.1 The Concept of Quality (Samih, 2019, p. 22):

Etymologically, the term originates from the Latin word "Qualities," signifying the reality and degree of an object's suitability. The notion of quality is variable, interpreted differently depending on the stakeholder involved, whether an institution, supplier, client, or society.

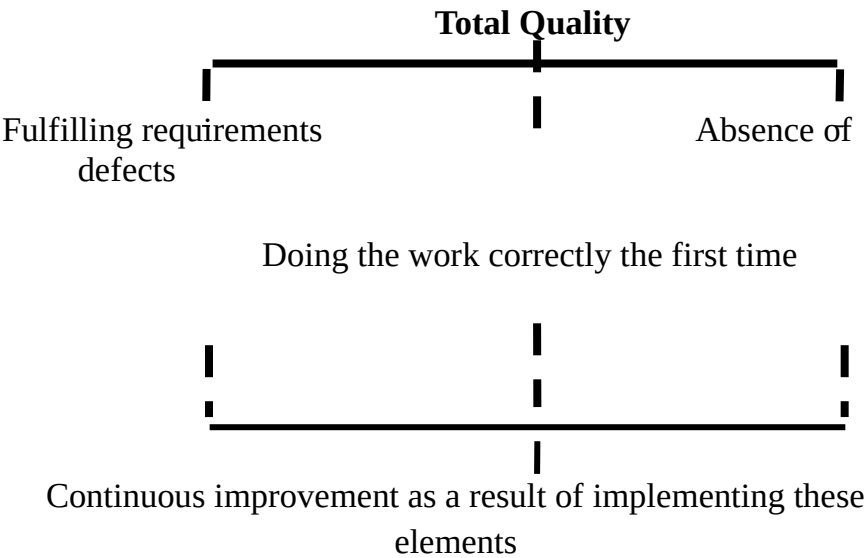
Quality is generally defined as the extent to which a product or service satisfies the expectations and requirements of clients, encompassing such aspects as performance, reliability, and durability (Flávio, B, Norton, Norma, & Emílio, 2002, p. 32).

Within the educational sphere, quality is defined as “a set of factors and conditions established by the educational system and its leaders to achieve mastery on the first attempt and on every subsequent occasion, while continually striving to enhance the educational and learning environment and to provide a suitable pedagogical climate for fostering good citizenship and preparing a generation equipped to keep pace with modern civilization and to contribute to the creation of their nation’s own civilization.”

Additionally, quality is described as the translation of students’ needs into specific characteristics that underpin their education and training, thereby generalizing the educational service and formulating it as objectives aligned with the anticipated aspirations of students. This concept encompasses all the features and characteristics pertinent to the educational field, which collectively indicate the quality of the desired outcomes (Zayed, p. 483).

Krowspay, in his definition, specifies three conditions necessary for the realization of quality (Boufarès, 2017-2018, p. 110):

Figure (1): Conditions for Achieving Quality



2.2 Primary Education (Primary education):

Primary education constitutes the initial stage of formal schooling, playing a crucial role in shaping the child’s thinking in a balanced and sound manner. It guarantees for the child a minimum level of skills, knowledge, and experiences necessary to prepare him for life and to enable him to fulfill his role as a productive individual within the context of formal education (Awadi & Mamnia, 2024, p. 795).

2.3 Quality in Education (The concept of quality in education):

The concept of quality in education encompasses “all the attributes and characteristics associated with the educational field that reflect the quality of the outcomes to be attained. Among these attributes is effectiveness, specifically the effectiveness of providing the best educational, research, and consultative services utilizing the most efficient methods, at the

lowest possible cost, and with the highest achievable level of quality” (Al Duraij, 2007, p. 15).

It is further defined as a process of applying a set of educational and pedagogical standards and specifications within educational institutions, with the objective of elevating the quality level of the educational product. This is achieved through the collaboration of all staff members within the institution and across all components of the educational system (Wahba, 2009, p. 147).

2.4 Main Dimensions of Quality in Education:

The dimensions of quality in education, as outlined in the UNICEF document, are as follows:

- **Learners:** Quality education includes learners who are in good health and receive adequate nutrition, enabling them to be prepared and willing to participate in the learning process, with support from their families and communities.
- **Environments:** Quality learning environments are characterized by being healthy, safe, protective, and gender-sensitive, while providing sufficient resources and facilities.
- **Content:** Quality content is demonstrated through relevant curricula and instructional materials that facilitate the acquisition of fundamental skills, including reading, writing, numeracy, and life skills, in addition to broad-based knowledge across multiple disciplines.
- **Processes:** Quality processes are achieved through the presence of well-trained teachers who utilize child-centered instructional approaches within well-managed classrooms and schools. These processes are further supported by effective assessment methods that promote learning and help minimize disparities.

- **Outcomes:** The outcomes of quality education are reflected in the knowledge, skills, and attitudes acquired by learners, which are aligned with national educational objectives and foster positive participation in society (A paper presented by UNICEF at the meeting of the International Working Group on Education, Florence, Italy, 2000).

2.5 Measures of Efficiency in Education

Educational institutions apply a variety of efficiency measures in the field of education, which are summarized in Figure (2).

Figure (2): Measures of Efficiency in Education



3. Previous Studies

Several studies have addressed the issue of primary education quality in Algeria from various perspectives, including the following:

- **Study by (Jelloudi Asmahan & Sebkhauoui Khadija), 2017:** This descriptive study investigated the extent to which quality standards are incorporated into the training program for primary education teachers. The researchers designed a questionnaire consisting of nineteen items related to quality standards in teacher training, which was administered to a sample of fifty-two primary education teachers in the Wilaya of Blida. The study found that the standard related to

technology and information ranked first among the quality standards of the training program.

- **Study by (Abdelali Dabla & Hanan Bounif), 2018:** Titled “Algerian Curricula for the Primary Education Stage: An Evaluative Study,” this research aimed to assess the educational reforms introduced by the National Reform Committee affecting the primary education stage. By surveying the opinions of primary education teachers regarding the curriculum and its components, the study identified weaknesses in the reform and obstacles to its implementation, and concluded with a set of recommended proposals.
- **Study by (Lamya Boubidi), 2019:** This descriptive and analytical study focused on the obstacles to achieving quality education in Algeria. Data were gathered through a questionnaire, and the researcher conducted a comprehensive census of the study population, which comprised twenty-eight teachers from Bourouaih Secondary School. The findings confirmed the presence of barriers impeding the realization of quality education in Algeria, including human factors related to teachers and learners, material limitations, and pedagogical challenges. All these constraints restrict the effectiveness of Algerian schools in achieving quality education.
- **Study by (Haj Belkacem Ferhat & Belkacem Mehdha), 2020:** Entitled “Obstacles to the Educational Process and the Possibilities of Applying Total Quality Management at the Primary Education Stage under the Current Situation,” this study sought to highlight the reality of primary education and the challenges it faces in meeting its objectives. It also addressed the feasibility of applying quality management to enhance all elements of the educational process in Algerian

schools. The study emphasized the need for comprehensive evaluation of the components of the primary education process, given its fundamental role within the educational and pedagogical system.

- **Study by (Ali Miqdad), 2021:** This study, titled “Obstacles to the Application of Total Quality Management in Algerian Educational Institutions,” aimed to identify the principal barriers to total quality management in Algerian educational settings. The most significant challenges noted were limited awareness of the concept of lifelong learning, inadequate financial support for scientific research, and a lack of sufficient library resources.
- **Study by (Rachid Awadi & Samia Mamnia), 2024:** This descriptive study examined quality assurance standards in primary education from the perspectives of male and female teachers, school principals, and their deputies. Data were collected through a questionnaire administered to a sample of one hundred participants. The findings highlighted the significance of the material standard, particularly the school building and its role in ensuring educational quality, as well as the human standard, represented by the position of teachers within the educational process in general and their contribution to improving the process and enhancing learners’ performance.
- **Study by (Zeroual Alaa Eddine), 2024:** This study addressed the quality of education in Algerian primary schools within the framework of the competency-based approach and second-generation curricula, from the perspective of primary education teachers. Adopting a descriptive and exploratory design, the study relied on a questionnaire distributed to a sample of sixty teachers from various regions of Algeria. The results emphasized the necessity of involving all stakeholders

in the educational sector to overcome existing challenges through appropriate measures and informed decision-making.

- **Study by (Jaiijaâ Omar), 2024:** This descriptive and analytical study explored the challenges affecting the quality of education in Algeria. A questionnaire was administered to a sample of one hundred sixty-nine male and female teachers from the cities of Bordj Bou Arreridj and M'sila. The findings resulted in a ranking of several learner-related factors, including lack of concentration during lessons, academic cheating, weak motivation, poor acquired knowledge, low moral standards, introversion, low academic achievement, weak cognitive abilities, and absenteeism.
- **Study by (Zeitouni Sabira & Delmi Rawia), 2024:** Entitled "The Effectiveness of School Administration and Its Relationship to Improving Teachers' Performance at the Primary Education Stage – A Field Study on a Sample from Some Primary Schools in the Wilaya of Tipaza," this descriptive exploratory study employed a questionnaire administered to a sample of one hundred twenty-five individuals distributed across three institutions in the Wilaya of Tipaza. The results demonstrated that effective school administration depends on elements such as effective communication, professional support, motivation, and the provision of an appropriate learning environment. The study also identified several challenges faced by school administration, including resource shortages and work-related pressures. Moreover, it revealed a positive relationship between leadership styles and improvements in teachers' performance. The study concluded with recommendations emphasizing the reinforcement of cooperation and the provision of appropriate training programs to enhance pupils' academic performance at the primary education stage.

4. Research Methodology

This study is based on a descriptive, analytical, and critical examination of the reality of primary education quality in Algeria, through the analysis of a range of published studies and academic works related to the quality of primary education in the Algerian context.

5. Results of the Study

5.1 Presentation and Analysis of the Study Results in Light of Previous Studies

5.1.1 The Reality of the Quality of Primary Education in Algeria:

- **In terms of curricula:** Among the most important recent statistical data and quantitative indicators related to the quality of primary education in Algeria is the indicator identified by (Zeroual, 2024), namely the implementation of second-generation curricula based on the competency-based approach across all stages of primary education. These curricula aim to move from rote instruction toward competency development, problem-solving, and active learning. Second-generation curricula have achieved some positive transformations, such as emphasizing competencies and activating the learner's role. However, they still suffer from several shortcomings, clearly reflected in the gap between theory and practice and in the failure of the curricula to meet students' needs. Current curricula include materials and concepts that are more complex and comprehensive than previous ones, which requires teachers to invest greater effort in preparing lessons and lectures appropriately. In addition, technology is integrated into second-generation curricula, requiring teachers to be prepared to use

technological tools and programs in teaching. This is further complicated by the lack of resources, as some educational institutions face difficulties in providing the necessary means to fully implement the new curricula. Consequently, teachers are often forced to rely on their own efforts to compensate for these shortages, which could be overcome if there were a genuine willingness to adopt comprehensive quality management in order to raise the level of education in Algeria.

The density of educational curricula has also made them overloaded with excessive content, making it difficult for both teachers and pupils to deal with them efficiently. Moreover, assessment results are not effectively used to improve curricula and teaching methods, which leads to the persistence of problems without effective solutions. The curricula also suffer from overlapping topics and content, which causes confusion among students and makes it difficult for them to assimilate learning materials properly. Excessive repetition of content makes the educational process monotonous for students and reduces their motivation to learn. (Jaija, 2022) In addition, the teaching methods adopted are not suited to students' needs and do not encourage effective learning. Some content is also difficult and complex, making it hard for students to understand and assimilate it properly. (Zeroual, 2024) Despite the efforts made to improve the quality of education through educational reforms, the current curricula have not yet reached the required level, reflecting a weakness in the quality of teaching and learning.

- **In terms of teachers' competence:** The percentage of qualified teachers in primary education is considered one of the

recent educational indicators associated with the quality of primary education in Algeria. The proportion of trained teachers in primary education reached approximately 100% according to World Bank and UIS data for 2024–2025. This indicates an improvement in the formal qualification level of teachers, but it does not necessarily mean that actual pedagogical competence inside the classroom has been achieved (<https://www.ceicdata.com>, 2026). The Ministry of National Education is witnessing a series of reforms in the field of education, which has led to changes in some policies and measures adopted in primary schools, based on the competency-based approach. Among the implemented reforms are training teachers to use second-generation curricula and focusing on the practical aspects of teaching, in addition to updating curricula to suit pupils' needs and social and cultural changes. Teaching and assessment methods have also been updated. (Saad, 2020) However, the social status of teachers has declined, and their motivation has weakened due to low wages and the absence of incentives. Continuous teacher training also remains below the required level.

Recent educational literature further shows that the quality of education is not measured solely by children's enrolment rates or the availability of teachers. Rather, it is primarily linked to the quality of actual learning outcomes, teaching competence, curriculum relevance, assessment effectiveness, and the school learning environment. UNESCO reports have emphasized that education quality is associated with the presence of qualified teachers, continuous training, a supportive school environment, and accurate mechanisms for assessing educational outcomes (UNESCO).

• **In terms of infrastructure:** Recent indicators related to infrastructure in primary education in Algeria point to significant reforms. However, field studies and educational reports confirm the persistence of certain challenges that affect the quality of education and the effectiveness of school performance. Infrastructure is one of the most important indicators of educational quality because it directly affects the learning environment, academic achievement, pupils' psychological well-being, and teaching effectiveness.

Among the most prominent recent data is the indicator of school equipment renewal. In Tipaza Province, an amount of 380 million DZD was allocated in 2024 to renew the equipment of 388 primary schools. This reflects the state's orientation toward improving the school environment and renewing pedagogical tools, heating systems, and school canteens (<https://www.horizons.dz>, 2024). Another indicator is the reduction of the schoolbag burden, as the Ministry of National Education issued in 2024 an official list of school supplies for all educational levels, with the aim of improving pupils' health and pedagogical conditions and rationalizing educational materials (<https://news.radioalgerie.dz>, 2024). The Ministry of National Education also devoted, during a national conference in 2024, specific workshops to the issue of "school structures and support" in preparation for the school year, which indicates that infrastructure is considered a strategic component of educational quality (<https://news.radioalgerie.dz>, 2024). With regard to the indicator of the number of enrolled pupils, nearly 12 million pupils joined the various educational levels during the 2024–2025 school year, creating considerable pressure on school



facilities and resulting in overcrowding in some primary schools (<https://news.radioalegrie.dz>, 2024).

Recent Algerian educational studies confirm that the quality of primary education in Algeria suffers from a shortage of educational materials and adequate infrastructure, which makes it difficult to achieve high-quality education. (Jaija, 2024) It also suffers from a lack of necessary teaching aids, which contributes to reducing the effectiveness of the educational process and makes it less attractive and interactive for students. The shortage of basic equipment and educational documents hinders the teaching-learning process and makes it less effective. School structures and facilities are therefore essential elements for the beginning of the school year and a fundamental support for its success.

- **In terms of school administration:** Modern school administration in Algeria focuses on the concepts of educational governance, competency-based management, and effective educational leadership instead of traditional administration. Among its most prominent indicators is the effectiveness of school administration, as the study by (Zitouni and Dilmi, 2024) confirmed the existence of a direct relationship between the effectiveness of school administration and the improvement of teachers' performance. This demonstrates the importance of educational leadership in enhancing the quality of primary education. The national sectoral conferences held in 2024 also recommended mechanisms for “monitoring and phased evaluation” of all educational operations, reflecting a shift toward administration based on assessment and quality (<https://news.radioalgerie.dz>, 2024).

However, some studies indicate that school administration in Algeria is characterized by a lack of transparency in its administrative practices, in addition to a shortage of the necessary pedagogical resources, particularly in remote areas. (Saad, 2020) The school project appears as one of the attempts at educational renewal, but it often remains limited to the principal without sufficient involvement of the educational team.

Material and pedagogical conditions have affected the quality of primary education in Algeria from the perspective of school administration. The shortage of teaching and illustrative aids negatively affects the quality of education, in addition to overcrowded classrooms, which hinder effective learning. School administration faces many challenges that affect the quality of primary education in Algeria, including issues related to curricula, administration, and educational resources. Classrooms in Algerian primary schools are often overcrowded, which obstructs the educational process and negatively affects the quality of education.

5.1.2 The Challenges Facing the Improvement of Primary Education Quality in Algeria in the Information Age:

A review of theoretical literature and previous studies concerning the quality of primary education in Algeria reveals that most researchers classify these challenges into three categories: human, pedagogical, and material challenges.

• **Human challenges:** As confirmed by the study of (Jaijaâ, 2014), the primary human challenges are factors associated with the learner, such as lack of concentration during lessons, academic dishonesty, weak motivation, insufficient knowledge acquisition, low moral standards, introversion, poor academic

performance, limited cognitive abilities, and frequent absenteeism.

• **Pedagogical challenges:** The study by (Boubidi, 2019) affirmed the presence of barriers to achieving quality education in Algeria, some of which are human (related to teachers and learners), while others are material or pedagogical. These constraints collectively limit the effectiveness of Algerian schools. Accordingly, it is necessary to implement an innovative strategy in designing educational content that is based on competencies rather than mere objectives, on quality rather than quantity, and on diversity and multiplicity rather than uniformity. Since curricula represent the most critical component, building them on foundations that are in harmony with the learner in every respect will inevitably result in educational quality.

• **Material challenges:** The study by (Jelloudi & Sebkhauoui, 2027) highlighted the importance of teacher training as a central criterion for educational quality. The human standard, reflected in the status of teachers within the educational process, is essential for improving instructional practice and enhancing learner performance. Moreover, the study by (Awabdi & Mamnia, 2024) emphasized the need for a balanced financial strategy that combines the provision of adequate funding with prudent expenditure management. Quality is evidenced by the realism of results and is achieved at the lowest possible cost. The principle of equal opportunity must be preserved by expanding access to educational services and enhancing their quality in rural areas to match those available in urban centers. Attention must also be directed to educational personnel by providing material incentives, improving working conditions, and enhancing both initial and continuous training.

• **Key lessons learned from global experiences in the field of primary education quality:** An analysis of educational systems

in countries recognized as leaders in education and which have attained high levels of quality in their educational systems, specifically, the Finnish, American, and Japanese models, has yielded a number of valuable lessons regarding the core elements of the educational process: the learner, the teacher, and the curriculum. These lessons may be summarized as follows:

- _ It is essential for children to enroll in formal education before reaching the age of seven. Therefore, pre-formal education systems do not require children to pass academic assessments in basic subjects such as reading and mathematics prior to this age, thus creating an environment conducive to skill development, knowledge acquisition, and the equitable and fair advancement of cognitive abilities for all students by the end of the preparatory phase. Parents are encouraged to teach their children the foundational aspects of reading, counting, and arithmetic at an early age to increase their readiness, while educational systems should prioritize fundamental skills during the early years before students enter formal classes.
- _ The teacher should be granted broad authority in curriculum design and student assessment, and should be empowered to obtain advanced research training and advanced certification in education, as is the practice for teachers in Finland and Japan. Teachers should also enjoy high social status, distinguishing them from other segments of society, and should receive a salary that ensures a decent standard of living. Careful selection and comprehensive preparation of teachers are imperative.
- _ Curricula must be designed for practical application, with the educational context structured to foster motivation and creativity. The national curriculum should emphasize defining concepts and learning outcomes, granting teachers the autonomy to construct the full educational context that

initially provides students with essential knowledge. Subsequently, students should be introduced to ideas and principles in an engaging way, with the selection of illustrative examples tailored to their cultural backgrounds. It is crucial for each teacher to identify his students in order to select the most effective examples for facilitating comprehension of scientific principles, which necessitates streamlining curricula to concentrate on learning outcomes and providing teachers with the freedom to develop the optimal educational context for their students.

It has been observed that curricula in Japan, Finland, and Canada incorporate principles for designing educational concepts that enable teachers to guide their students toward mastery of educational content. These systems provide teachers with numerous models to assist in the creation of a motivational classroom environment, utilizing various methods freely selected by teachers before advancing to the next stage of teaching the mandated curriculum content, which they are required to organize independently to ensure students' successful performance on academic assessments.

5.2 Analysis of the Study Results in Light of the Study Objectives:

5.2.1 Revealing the reality of primary education quality in Algeria regarding curricula, teacher competence, infrastructure, and school administration:

- **In terms of curricula:** The adoption of second-generation curricula based on the competency-based approach indicates the transition of the Algerian school system from a model of education based on memorization and rote instruction to a model focused on competency development, problem-solving, active learning, linking knowledge to daily life, and fostering critical

thinking among pupils. This transformation may be interpreted as a response to global changes in educational philosophy, where curriculum quality is no longer assessed merely by its ability to transmit knowledge, but rather by its capacity to develop competencies.

However, recent educational studies indicate the absence of a clear educational philosophy within Algerian educational curricula, particularly in primary education, which leads to the formulation of vague objectives that are not adequately aligned with educational content and teaching methods. This may be attributed to the design of these curricula based on foreign expertise without sufficient adaptation to the local context. This finding was confirmed by the evaluative study of the primary education curriculum conducted by Dr. Abdelali Debla and Dr. Hanan Bounif (2018), which revealed teachers' dissatisfaction with the stated objectives and content, as well as concerns regarding curriculum overload and the lack of educational resources. Teachers also expressed objections to the continued use of traditional assessment methods.

- **Teachers' educational competence:** Recent statistics indicating a high proportion of officially qualified teachers suggest an improvement in the academic and professional dimension of human resources within the primary education sector, reflecting the state's policy of raising teachers' formal educational qualifications. However, a scientific reading of these indicators requires a distinction between formal qualification (academic credentials and initial training) and actual pedagogical competence.

Many teachers continue to suffer from weaknesses in pedagogical training, both at the recruitment stage and afterward.



The absence of continuous professional development programs further hinders their professional growth and negatively affects their ability to engage with pupils using modern and advanced teaching approaches. This finding was confirmed by the study of (Jelloudi Asmahan and Sebkhawui Khadija) (2017), whose results showed that trainee teachers considered training programs insufficient in terms of quality and practical preparation. They viewed these programs negatively, believing that they did not meet their pedagogical needs in terms of instructional hours, program quality, educational media, and the diversity of activities.

• **Infrastructure:** The data related to the allocation of substantial budgets for equipping schools and renewing educational infrastructure indicate an official willingness to improve the school environment, reflecting a shift from merely ensuring universal school enrolment toward improving learning conditions and educational quality.

For example, the allocation of hundreds of millions of dinars for equipping primary schools demonstrates the state's recognition of the importance of the school environment in supporting academic achievement and reducing educational disparities between regions. However, these efforts simultaneously reveal the existence of prior structural deficiencies, particularly in certain inland and rural areas. Educational institutions in Algeria continue to suffer from shortcomings in basic infrastructure. Overcrowded classrooms, an insufficient number of schools, and severe shortages in essential equipment (such as desks, tables, and teaching materials) are all factors that negatively affect learning quality and pupils' comfort.

This was highlighted in the study by (Rachid Ouadi and Samia Mamnia) (2024), which emphasized the material criterion, primarily represented by the school building and its importance for educational quality, in addition to the human criterion represented by the position of teachers within the educational process in general and their role in improving the process and enhancing learners' performance.

- **School administration:** Recent studies linking school effectiveness to improved teacher performance reveal an important shift in the Algerian school's understanding of the principal's role, which is no longer confined to traditional administrative management but has become increasingly associated with educational leadership and the creation of a positive school climate. This can be interpreted through the transition toward educational governance.

Despite ongoing reforms, theoretical literature and previous studies have shown that Algerian schools continue to face numerous challenges affecting the quality of primary education, including issues related to curricula, administration, and educational resources. Classrooms in Algerian primary schools are often overcrowded, which hinders the educational process and negatively affects educational quality. This was also highlighted in the study by (Zitouni Sabira and Dilmi Raouia) (2024), which concluded that effective school administration depends on elements such as effective communication, professional support, motivation, and the provision of an appropriate learning environment.

The study also found that school administration faces several challenges, including resource shortages and work-related pressures, and recommended strengthening collaboration and

providing appropriate training programs to improve pupils' academic performance at the primary education level.

•**Focusing on the main challenges that hinder the achievement of efficiency in primary education in Algeria:** Primary education in Algeria faces a range of obstacles that prevent the attainment of quality, as confirmed by previous studies in the field of primary education quality. Most studies have concentrated on the following challenges:

•**Funding deficit:** The issue of financial deficit represents one of the most significant obstacles facing the education sector in Algeria. Despite the critical importance of this sector, the financial resources allocated to it are often limited, resulting in difficulties updating curricula and limited development of educational infrastructure. The study by (Awabdi & Mamnia, 2024) underscored the need to adopt a balanced financial strategy that combines the provision of adequate funding with prudent expenditure management.

Quality reflects the realism of results and can be achieved at the lowest possible cost, in addition to upholding the principle of equal opportunity by expanding the reach of educational services and enhancing their quality in rural areas to match those available in urban centers. Attention should also be given to sector employees by providing material incentives, improving physical working conditions, and enhancing both initial and ongoing training.

•**Challenges related to weak infrastructure:** Numerous educational institutions in Algeria suffer from a severe shortage of necessary infrastructure, with a pronounced absence of basic facilities such as laboratories equipped with modern tools, libraries with integrated resources, and suitable spaces for sports activities. This deficiency directly affects the educational process and limits students' ability to acquire knowledge effectively.

This challenge was highlighted in the study by (Ali Miqdad, 2021), which drew attention to major obstacles to total quality management in Algerian educational institutions, most notably weak awareness of the concept of lifelong learning, insufficient financial support for scientific research, and inadequate library resources.

•**Challenges of keeping pace with technology:** Primary education in Algeria encounters considerable difficulty in fully capitalizing on technology in education. Although some educational institutions possess technological tools, a lack of user training and the absence of effective strategies for their utilization impede the enhancement of educational quality and prevent alignment with global advancements. In this context, the study by (Jelloudi Asmahan & Sebkhaoui Khadija, 2017) indicated that technology and information standards ranked first among the quality standards for teacher training.

•**Challenges of improving educational quality:** The challenges associated with educational quality are particularly significant in primary education. These include the need to establish intensive training programs for teachers to elevate their professional competence, update curricula to better reflect labor market and societal requirements, and implement effective assessment methods to measure student achievement accurately and comprehensively. This was confirmed by the study by (Haj Belkacem Ferhat & Belkacem Mehdha, 2020), which recommended a comprehensive evaluation of the components of the primary education process, considering it one of the most essential pillars of the educational and pedagogical system.

5.2.2 Providing practical recommendations and solutions to improve the quality of primary education in Algeria, based on the results and conclusions of the research:



The present study concluded that adopting efficiency in primary education is of vital importance, dictated by the challenges of the information age and the requirements of the digital era, which is marked by rapid change and demands enhanced efficiency and effectiveness in primary education. This can be achieved by adopting a series of efficiency measures in education to keep pace with these developments. Algerian primary schools exhibit clear weaknesses in curricula, teacher competence, infrastructure, and school administration, resulting in unsatisfactory educational outcomes. The current study offers several recommendations to enable Algerian primary schools to improve their efficiency and effectiveness, which are summarized as follows:

_ Strengthening the school's basic infrastructure and making it the foundation for educational effectiveness, as it plays a pivotal role in creating an ideal learning environment, which greatly influences the effectiveness and development of education. The basic infrastructure of the school includes facilities and classrooms equipped with modern scientific laboratories to ensure an interactive learning environment. Educational institutions should also be provided with libraries and a variety of learning resources that promote knowledge and motivate learners to read and explore.

_ Integrating technology in education to provide a more interactive and comprehensive learning experience in the digital era, recognizing that informatics has become essential for improving and broadening educational opportunities in classrooms.

_ Updating textbook content and enriching it through the use of multimedia, such as images, videos, and graphics, to offer a clearer and more engaging learning experience for students. This

process should be ongoing, introducing a variety of topics to address learners' interests and aspirations, and employing educational strategies that connect curricular content with real-world practice, thus making learning more useful and relevant for students.

- _ Updating teaching methods and techniques to advance the quality of education and address the needs of learners in the information age.

- _ Acquiring awareness of local and international experiences that can achieve educational efficiency and utilizing these experiences extensively.

- _ Instructing teachers in the principles of integrated educational efficiency management.

- _ Monitoring the implementation of integrated educational efficiency management methods in primary schools.

- _ The necessity of improving educational performance in a manner consistent with the Algerian environment.

- _ Establishing departments for integrated educational efficiency management within educational directorates, with their primary purpose being to oversee the implementation of efficiency management methods in primary schools.

- _ The need to activate dialogue sessions among school principals concerning the management of integrated educational efficiency.

References:

- Abdelali Dabla & Hanan Bounif (2018): Algerian Curricula for the Primary Education Stage: An Evaluative Study. *Al-Siraj Journal for Education and Social Issues*, Issue (7), pp. 134-149.
- Abdelsalam, Saad (2020): Education in Algeria: Reality and Prospects. *Journal of Educational and Instructional Research*, 9 (2), pp. 109-128.
- Al-Durajj, Mohamed (2007): Standards in Education, Models and Experiences to Ensure Education Quality (First Edition, Volume). Casablanca: Al-Najah Al-Jadida Publishing House.



- Ali Miqdad (2021): Obstacles to the Application of Total Quality Management in Algerian Educational Institutions. *Jisour Al-Ma'rifa Journal*, 7 (05), pp. 442-458.
- Awadi, Rachid, and Mamnia, Samia (2024). Quality Assurance Standards in Primary Education. *Al-Mi'yar Journal*, pp. 792-808.
- Boubidi, Lamia (2019): Obstacles to Achieving Quality Education in Algeria. *Al-Bahith Journal in Human and Social Sciences*, 10 (02), pp. 7-27.
- Boufares, A. A. (2017-2018): The Cultural Environment and Its Relationship with the Application of Quality Culture in Educational Institutions (A Field Study in Educational Institutions in Adrar Province), Doctoral Dissertation in Organizational Psychology, Faculty of Social Sciences, Oran University, Oran, Algeria.
- Flávio, X. M., b, M., Norton, M., Norma, U. E., & Emílio, H. M. (2002, 11). Elderly people's definition of quality of life. *Revista Brasileira de Psiquiatria* 2003; 25(1):31-9.
- Haj Belkacem Ferhat, Belkacem Mehdha (2020): Obstacles to the Educational Process and the Possibilities of Applying Total Quality Management at the Primary Education Stage under the Current Situation. The First National Forum on the Algerian School: Issues and Challenges, February 18-19, 2020.
- <https://news.radioalegrie.dz>. (2024, September 22). Retrieved May 14, 2026, from *The Minister of Education supervises the official launch of the 2024–2025 school year in Algiers*: <https://news.radioalegrie.dz>
- <https://news.radioalgerie.dz>. (2024, August 2). Retrieved May 14, 2026, from *2024/2025 School Year: The Ministry of Education publishes the official list of school supplies for the three educational levels*: <https://news.radioalgerie.dz>
- <https://news.radioalgerie.dz>. (2024, July 3). Retrieved May 14, 2026, from *A national conference to close the previous school year and ensure readiness for the new school year*: <https://news.radioalgerie.dz>
- <https://www.ceicdata.com>. (2026, February). Retrieved May 14, 2026, from *Algeria DZ: Trained Teachers in Primary Education: of Total Teachers*: <https://www.ceicdata.com>
- <https://www.horizons.dz>. (2024, April 20). Retrieved May 14, 2026, from *Tiaret: Nearly 400 million DZD allocated for the renewal of school equipment*: <https://www.horizons.dz>
- Jaijaâ, Omar (2022): Educational Curricula and the Challenge of Quality Education in Algeria. *Mediterranean Thought Journal*, 11 (1), pp. 370-388.

- Jaijaâ, Omar (2024): The Challenges of Quality Education in Algeria: The Learner as a Model, *Al-Siraj Journal for Education and Social Issues*, 8 (02), pp. 229-242.
- Jelloudi, Asmahan & Sebkhaoui, Khadija (2017): The Degree of Availability of Quality Standards in the Primary Education Teacher Training Program. *Journal for the Advancement of Social Sciences*, pp. 10-25.
- Paper presented by UNICEF at the meeting of The International Working Group on Education, Florence, Italy. (2000) *Defining Quality Education*. United Nations Children's Fund, New York, NY, USA.
- Samih, Ezzedine (2019): *Total Quality Management in Schools: An Applied Study*. Beirut: Dar Al-Nahda Al-Arabiya.
- Soumayel, Imad Wahba (2009): An Educational Strategy to Activate the Roles of the Primary Institution in Developing Creative Thinking in Its Pupils in Light of the Concept of Quality in Education. *Journal of the Faculty of Education – Beni Suef University*, 2 (16).
- UNESCO. (n.d.). Retrieved May 15, 2026, from *Monitoring SDG 4: Quality Education | Global Education Monitoring Report*: <https://www.unesco.org>
- Zayed, Awad Noura. Some of the Obstacles to the Quality of Primary Education in Libya and How to Address Them. Libya.
- Zeitouni, Sabira & Delmi, Rawia (2024): The Effectiveness of School Administration and Its Relationship to Improving Teachers' Performance at the Primary Education Stage – A Field Study on a Sample from Some Primary Schools in Tipaza Province. *Journal of Social and Human Sciences*, 14 (02), pp. 343-364.
- Zeroual, Alaa Eddine (2024): The Quality of Education in Algerian Primary Schools in Light of the Competency-Based Approach According to Second Generation Curricula. *Journal of Educational and Instructional Research*, 13 (02), pp. 591-610.