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The extent of the contribution of private educational institutions to the educational system in the city of Djelfa

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Abstract:

Educational facilities are among the most widespread establishments in Algerian cities. They play a crucial role in urban life and are in high demand from residents. As the urban population continues to grow, the need for such amenities has increased, leading to overcrowding and a crisis in educational services within cities. Djelfa, one of the Algerian cities experiencing significant population growth and urban expansion, has faced a severe shortage of public education services. This has contributed to the rise of private educational institutions in recent years.

The city has seen the opening of six private educational institutions, which are considered a valuable addition to its education sector. Although still in its early stages, private education plays a pivotal role in enhancing the quality of education and complementing the public education sector. However, it has only minimally eased the pressure on public institutions due to the high costs, which are incompatible with the financial situation of the majority of residents.

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Introduction:

Education has become a paramount focus in this era, as nations recognize its crucial importance and its significant impact, both positive and negative, on their progress. Nations have significantly increased their budget allocation for education, prioritizing teachers and all education professionals. They see them as the primary responsibility for nurturing future generations who will build the nation's future (Kharmouche & Bahri , 2024, p. 129). Nations are also actively investing in building new schools that meet the demands of the modern era. They aim to provide everything necessary for the comfort and well-being of both teachers and students, ensuring sufficient schools to achieve the desired level of educational attainment (KHADRI, 2023, p. 247).

Developed nations prioritize education at all levels, from preschool and primary school to higher education, research, writing, and scientific centers. They implement strict policies to ensure mandatory education and address the issue of school dropout. They also monitor students' progress and provide support to learners whose families are unable to continue their education. They also address cases where students lose interest in learning. These nations continually review and update their education systems to reflect societal and global advancements.

Given the importance of education, educational facilities are among the most widespread establishments in cities. Djelfa, one of the largest cities in Algeria, has a large population. In recent years, this rapid population growth has put significant strain on public education institutions. In some cases, classrooms have been overcrowded with over 50 students, which has contributed to the emergence of private education institutions in the city.

Problematic:

In light of the rapid developments in the education sector, private education is considered one of the key pillars supporting and enhancing the educational system in many countries worldwide. It offers diverse educational options that complement public education. In Algeria, the private education sector has witnessed significant growth since the issuance of Executive Decree N° 05-432 on November 8, 2005, which regulated the operation of private educational institutions and subjected them to state oversight to ensure their compliance with the curricula approved by the Ministry of National Education.

These institutions contribute to alleviating the burden on public schools and improving the quality of education. They are considered an alternative strategy that expands access to education and reduces the financial strain on the state.

Nevertheless, their role and impact on the educational system remain a subject of interest and inquiry, especially in regions facing demographic and structural challenges.

The city of Djelfa, which has experienced significant population growth over the past two decades, reaching approximately 600,000 inhabitants in 2022, serves as a case study for these challenges. This population increase has exerted immense pressure on public educational institutions, with overcrowding becoming a notable issue. In some classrooms, the number of students exceeds 50. These circumstances have encouraged the proliferation of private educational institutions in the city, raising several questions about their role and contribution to improving the educational system.

Based on this, the central research question is: To what extent do private educational institutions contribute to the educational system in the city of Djelfa?

From this main question, the following sub-questions emerge:

1. To what extent do private educational institutions support the educational function in the city of Djelfa?
2. Do these institutions play a complementary or competitive role to public education?
3. What are the main challenges faced by these institutions in fulfilling their role?
4. Can private educational institutions be considered a practical solution to the problem of overcrowding in public schools in the city?

Methods:

In conducting this research, we employed a combination of descriptive, quantitative, and deductive analytical methodologies. Furthermore, we incorporated a comprehensive analysis of the questionnaire results.

Hypotheses:

•The significant population growth in the city of Djelfa and overcrowding in schools have led to the emergence of private educational institutions.

•Social transformations, both intellectual and economic, along with globalization, have contributed to the spread of private educational institutions in the city.

•Investors have turned to the education sector as a profitable and sustainable business opportunity.

Aim of study:

This article focuses on the role and significance of private educational institutions in Djelfa, exploring their contribution to the education system and their potential

to ease the pressure and overcrowding in public schools, a concern for many parents.

Definition of education:

It is the organize design from experiences that assists learner to do advantages in performance also it is the management study that was done by the tutor (Al-Hila, 2014, p. 81).

Definition of learning:

Learning is the transformation in performance or a modification in behavior (Hamdi, 2014, p. 37). This transformation leads to the conclusion that our learning is developed to the best. It is a semi lasting transformation in a person's behavior that cannot be seen directly but is deduced from their actions and performance. This change occurs due to practice such as exercises and tasks (Amer, 2007, p. 17) .

Definition of public education:

Public education is known as the sector that provides free educational services across all levels established within the comprehensive education system, starting from primary, then middle, and high school, in schools affiliated with the Ministry of National Education (the public sector) (Farhat & Ben Farhat, 2022, p. 18). Education in these schools is mandatory according to the law that stipulates compulsory education in the basic stages, as per the laws of some countries.

The state directly oversees public education through its funding, building and renovating schools, providing necessary furniture and infrastructure, and developing curricula to keep up with scientific advancements. It also includes training teachers through professional development courses and supervising the directorates affiliated with the Ministry of National Education, ensuring the provision of education across all regions of the country (Saad, 2020, p. 114).

Definition of private education:

Private education is the policy of transferring ownership and management of certain educational activities from the State to the private sector, thereby transferring public institutions services to the private sector (Nehaieli , 2021, p. 296).
It is an education conducted in private institutions officially licensed by the Ministry of National Education and educated through the payment of material costs.

It consists of schools owned by a citizen (director) but controlled by the Ministry of National Education and adopts the same curriculum as the corresponding schools of government education (KHoushi, 2013, p. 07).

private schools are considered as an independent sector when it comes to the costs managed by specialists obtain their activities by the agreement of the Ministry of national education financed by the pupil's own funds (Talaich & Jeloud, 2021, p. 148).

Furthermore, The 2nd article of Executive Decree No. 04-90 of 24 March 2004 from the Algerian law "Every institution primary , middle or secondary education established by a normal person should follow the Algerian private rules and provide education in return" (Ministry of National Education, 2006).

Private Education Institutions in Djelfa City:

The first appear of private institution for education was in 2016_2017 under the name of GARMAT Rukaya then NAIL Private school And IBN Rabiaa institution after the Al-Mu-Muwaffak in the year of 2022-2023. (Dokani , 2024, p. 59)

The analysis below provides the development of numbers of pupils in the private education institutions in the town starting from its appearing in the academic year 2016-2017.

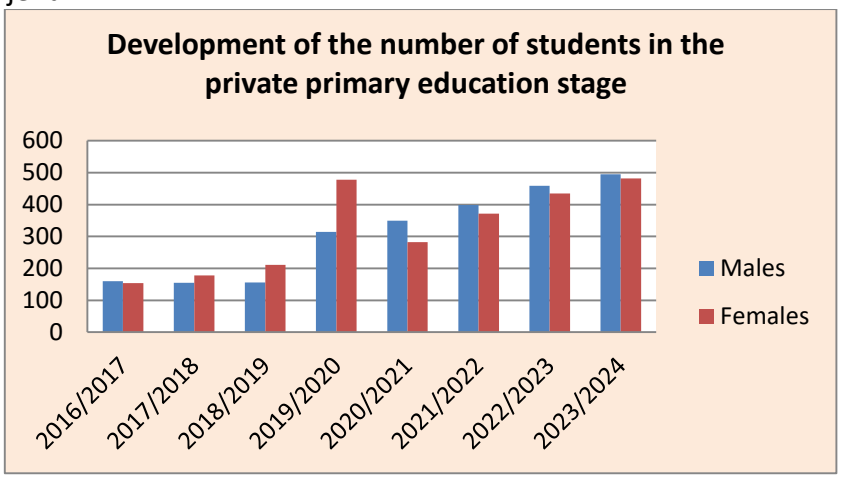
The developments of private educational institutions inside Djelfa city:

1 - Private primary education stage

- table N°(1) :development of learners in private primary stage

Primary Education Stage						
No.	Years of Study	Number of pupils		Total	Number of Classrooms	pupils/Classrooms
		Males	Females			
1	2016/2017	160	154	314	19	16
2	2017/2018	155	178	338	22	15
3	2018/2019	156	211	367	24	15
4	2019/2020	314	478	792	52	15
5	2020/2021	349	282	631	42	15
6	2021/2022	399	372	771	51	15
7	2022/2023	459	435	894	59	15
8	2023/2024	495	482	977	61	16

Source: Directorate of Education for the State of Djelfa 2024



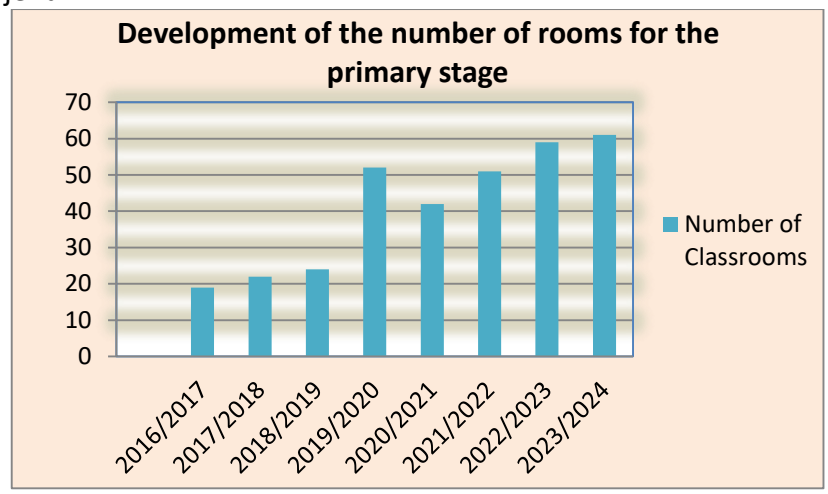
Bar graphs N° (01): Development of number of students in the private primary education level

-The development numbers of pupils during years from 2016_2017 to 2023_2024 from the Analytical table and the Diagram below thus:

-The academic year of study 2016/2017 was the first year in the primary private education level in the city of Djelfa, 314 pupils were in scripted in both the private GARMAT Rukaya and AL NOKHBA schools .

-The academic year of study 2020/2019 knew a numerous pupils where reached to 792 pupils because of the new buildings of university teachers that were close to GARMAT school also the lack of another schools there in the neighborhood.

-In the academic year of study 2024/2025 numbers of pupils reached to become the double which are 977 pupils and learners with 06 private education institutions , that have in the individual classroom at least 16pupils .Unlike the public education institutions that have at least 50 pupils inside one classrooms and that is why parents commence lately to choose the private sector the private education rather than public sector due to the overcrowding that influences negative on pupils grades .



bar graphs N° (02) :development number of classrooms in the private primary education stag

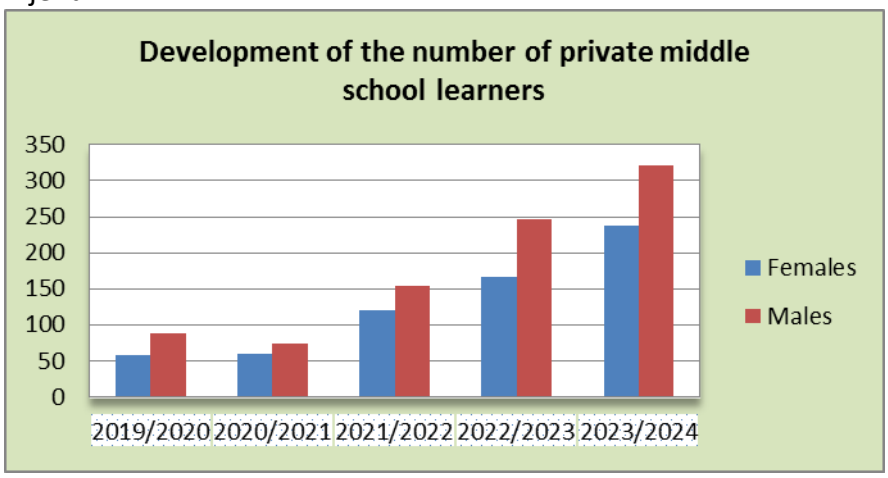
- The number of classrooms in private education institutions increased from 15 in the year 2016/2017 to 61 classrooms in the year 2023/2024 due to the increase in the number of pupils over the last few years.

2- Private middle school stage:

- table N°(2) : development of number of learners in private middle level

Middle school stage						
No.	Years of Study	Number of pupils		Total	Number of Classrooms	Pupil/Classroom Ratio
		Males	Females			
1	2019/2020	88	58	146	9	16
2	2020/2021	74	60	134	9	15
3	2021/2022	154	120	274	18	15
4	2022/2023	247	167	414	27	15
5	2023/2024	321	238	559	36	15

Source: Directorate of Education for the State of Djelfa 2024

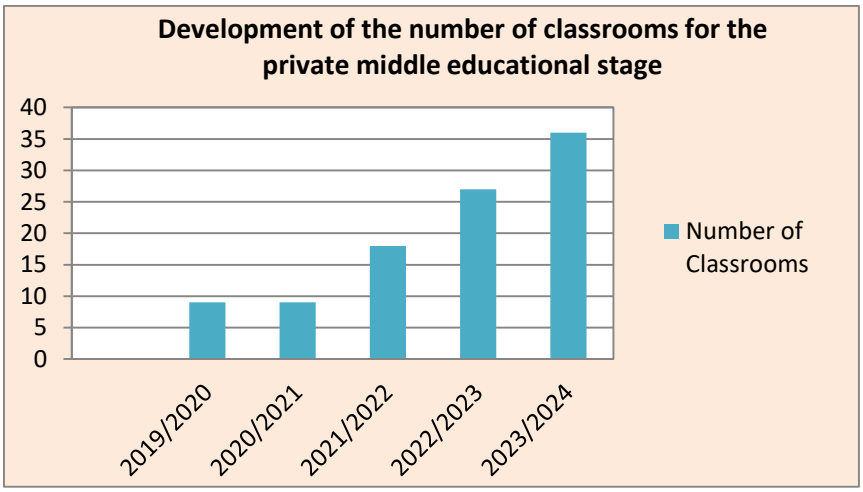


Bar graphs N° (03): Development of the number of private middle school learners

The development in numbers of pupils during years from 2016_2017 to 2023_2024 from the Analytical table and the Diagram below thus :

-The academic year of study 2020/2019 was considered as the opening year in the middle school teaching stage where there 149pupils , after pupils increasing become notable as it was very rapid in the academic year of study 2023/2024 where there were 559 pupils .

Inside the classrooms , studies found that only 16 pupils where there which is the most suitable number for pupils .



Bar graphs N° (04): Development of the number of classrooms for the private middle educational stage

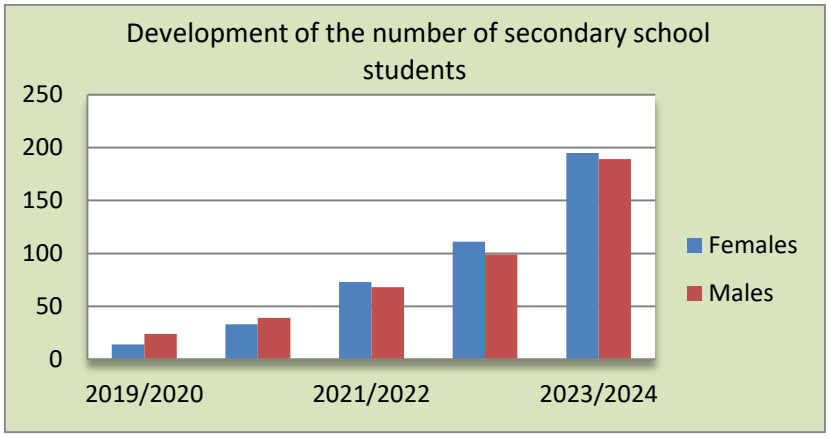
-The increase in the number of classrooms depends on the number of learners, which has reached only 16 pupils. The number of classrooms increased from 16 to 36 in the academic year 2023/2024.

3-private secondary educational stage:

- Table N° (03) : Development of the learners number of secondary school

Secondary education stage						
No.	Years of Study	Number of Learners		Total	Number of Classrooms	learners/Classrooms
		Males	Females			
1	2019/2020	24	14	38	2	19
2	2020/2021	39	33	72	4	18
3	2021/2022	68	73	141	9	15
4	2022/2023	99	111	210	14	15
5	2023/2024	189	195	384	23	15

Source: Directorate of Education for the State of Djelfa 2024



Bar graphs N° (05): Development of number of learners in the private secondary educational stage

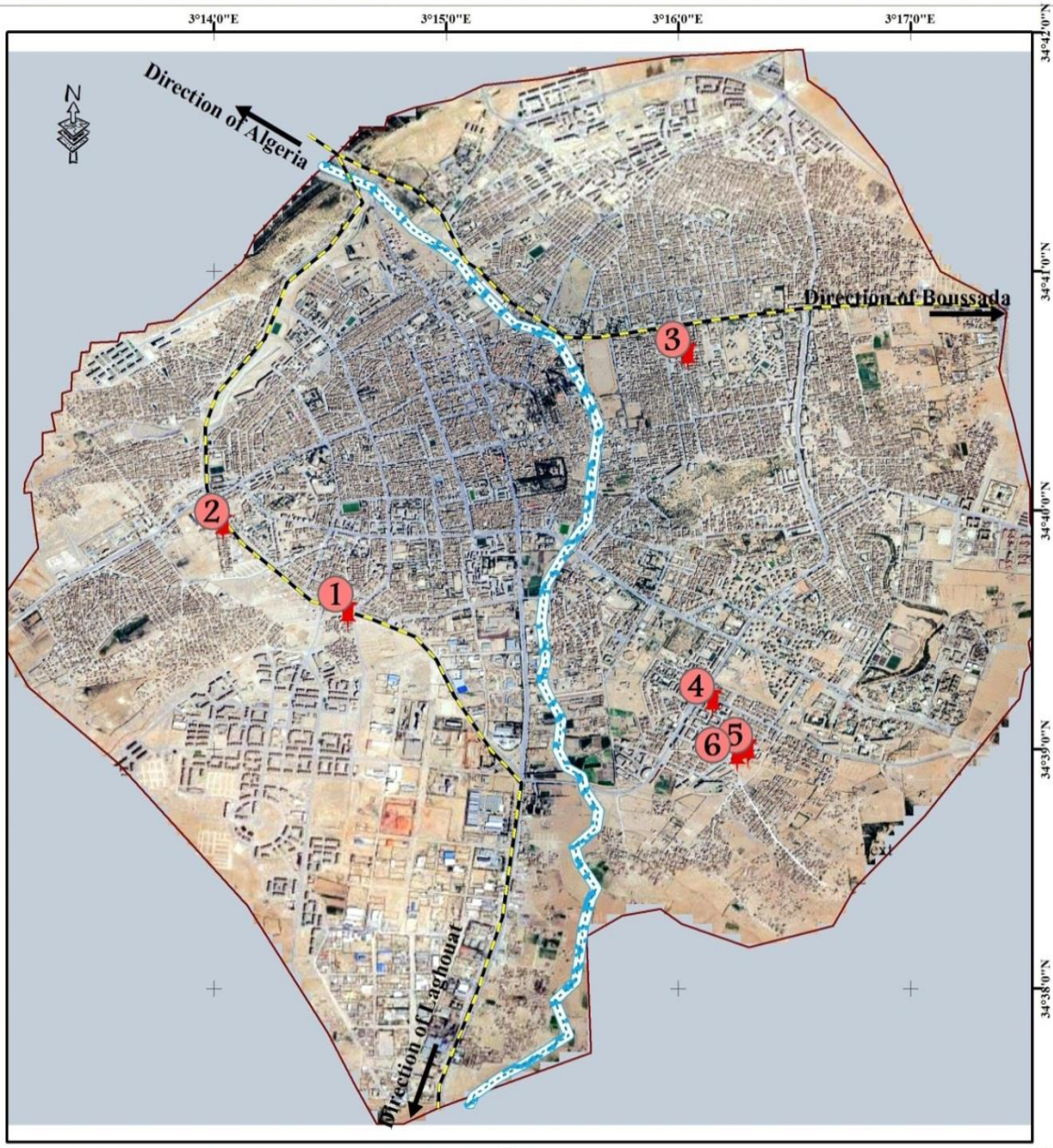
The table N°03 and the Bar graphs N°05 contain:
development of pupils at the secondary level in the city of Djelfa. Where the level commenced with only 38 pupils divided into two classrooms each room contained 19 Pupils during the academic year of study 2019/2020 which was during the COVID19 times, then it knows a numerous increasing in the total of pupils where reach to 384 learners that lead to open new private educational institutions with doubling the classrooms to 23 rooms that at least 15 pupils will be study there.

Spatial distribution of private educational institutions:

through the map below that contain the distribution of private educational institutions in the neighborhood of Djelfa city that is irregular to several items It does not take into account the population density or the lack or absence of public educational institutions in some marginal neighborhoods, thus this takes into

account the economic and living standards of the living population to entice them as well as providing the right property for the establishment of these institutions, for example, we find 03 close private educational institutions in the southeastern part of the city that organize the 05 JULY neighborhood, the parks district, the administrative district, the orchard district, and the university professors' neighborhood.

Distribution of private educational institutions in the city of Djelfa



Name of the private educational institution:

1. Private Educational Institution -Elite-
2. Private Educational Institution - Future Elite-
3. Private Educational Institution - Bin Rabia
4. Private Educational Institution - Al-Nail-
5. Private Educational Institution - Al-Muwaffaq-
6. Private Educational Institution - Garmat Ruqaya-

Legend

- Djelfa city limits
- Private Educational Institution
- Rodes_national
- Oued

Source:
-Aerial photo from Sass Planet website
- Produced by the researchers

Coordinate System: GCS WGS 1984
Datum: WGS 1984
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Analysis the questionnaire results :

40 forms of a questionnaire were distributed to parents to find out why they choose private educational institutions and how satisfied they are with the services provided. The answers were converted into percentages and then represented using pie charts and bar graphs to clarify the findings further, leading to the final conclusions.

1- Reasons leads parents to choose private education :

Most of answers were likely to :

-Discipline, higher assimilation, absence of overcrowding, which comes down to the level of pupils, timing fun activities every week end, educational achievement, surveillance and security, taking care for children all over the day during the period of their parents work... etc

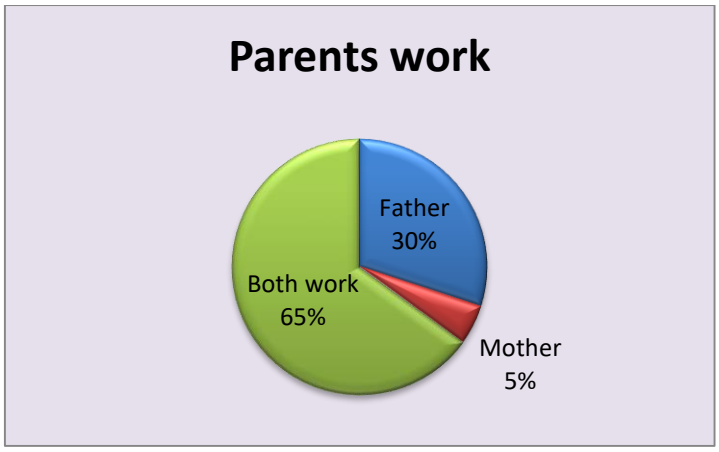
2- Working parents :

working parents	Father	Mother	Both work
Percentage	%30	%5	%65

It was found that parents who engage in activities have monthly earnings and both mothers and fathers receive family income-support salaries to 65% of the total of number of parents .

As for the guardians of students with a single income from either the mother or the father, they represent 35%. Among them, 30% have the father as the one employed or engaged in an income-generating activity, while 5% have the mother as the one working.

And these percentages reveal a reality: most families of students' guardians have dual incomes (father's income + mother's income), and most of the guardians are professionals. It's also worth noting that the number of dependent children in the family does not exceed four.

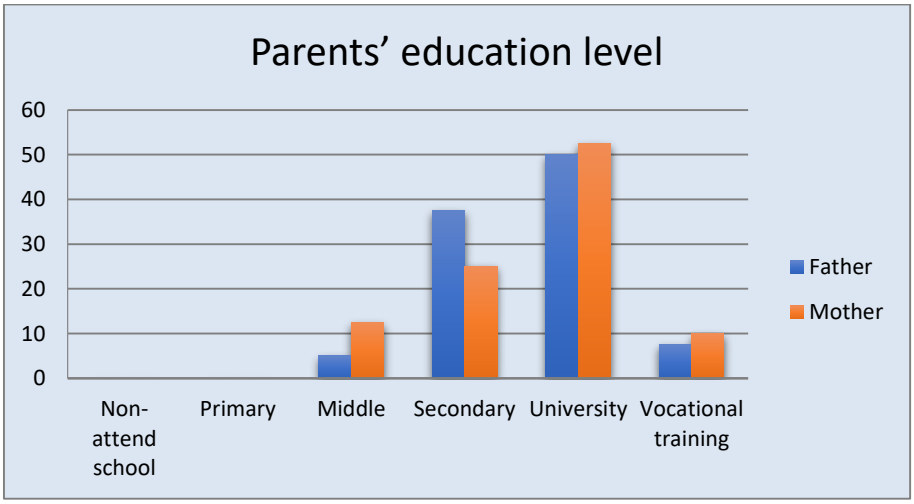


pie chart N°(01) : the percentage of working parents

3- Parents education level:

Educational level	Father	Mother
Non- attend school	0%	0%
Primary	0%	0%
Middle	5%	12.5%
Secondary	37.5%	25%
University	50%	52.5%
Vocational training	7.5%	10%

From the table we can observe that most of parents have reached to the university level 50% between them are fathers while mothers have the percentage of 52,5 % additionally there are none of them with primary education only or none attend school .

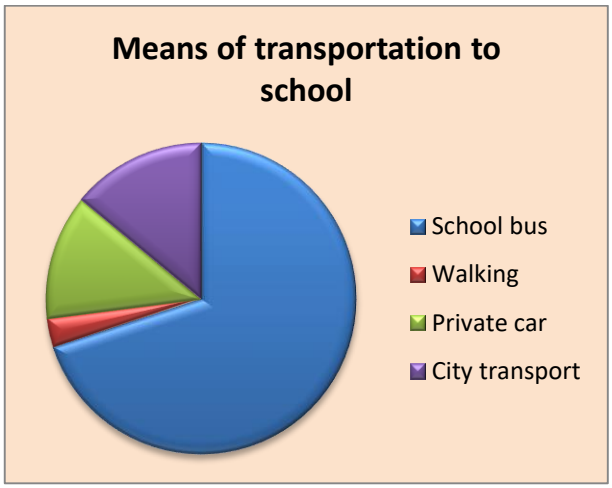


bar graphs No (06): Parents' education level

4- ways of transportation to school:

Transportation	Percentage
School bus	70%
Walking	3%
their own car	13%
City transport	14%

From the table most of the pupils transport to school with the bus school 70%, 7% walking often they live close to the school while 13% use their private cars and the rest 14% are the pupils who use the city transportations due to not paying school transportation taxes.



Pie chart N° (02): transportations were taken by the learners to school

5- time taken :

it takes generally 5min to 1hour to be in school from the house, It depends on how far the pupils' houses are situated on the other side the way of transportation also.

6- The possibility of your children continuing in private school

Most parents are with the decision of continuing their children in private educational institutions because of the process in grades reached by their children while the other 10% do not think of continuing as a result of the high costs, even the negative grades of their children.

Continue your child's education in private school	YES	NO
Percentage	%90	%10

7- Difficulty of transportation:

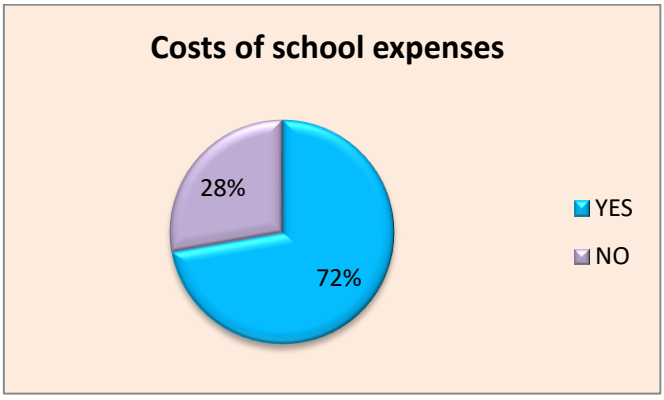
Difficulty of transportation	NO	YES
Percentage	86%	14%

The survey above revealed that the majority of students and parents, 86%, do not face difficulties with school transportation. The remaining 14% attribute their challenges to the distance from the school and the frequent stops of the school bus between neighborhoods to pick up students.

8- Education costs :

are the costs expensive?	YES	NO
Percentage	72%	28%

Most of the answers were YES 72% that they see the costs are expensive while 28% see that are normal and they can provide the costs simply due to their high economic level .



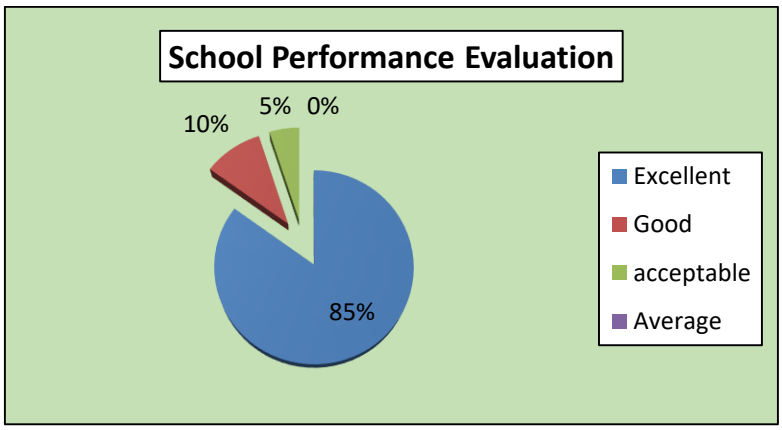
pie chart No. (03): Costs of school expenses

9- School Performance Evaluation:

Parents evaluate private school performance as follows:

The evaluation of performance of private schools from parents was excellent to 85% good to 10% While 5% see that the results of their childrens are acceptable somehow.

School Performance Rating	Percentage
Excellent	85%
Good	10%
acceptable	5%
Average	0%

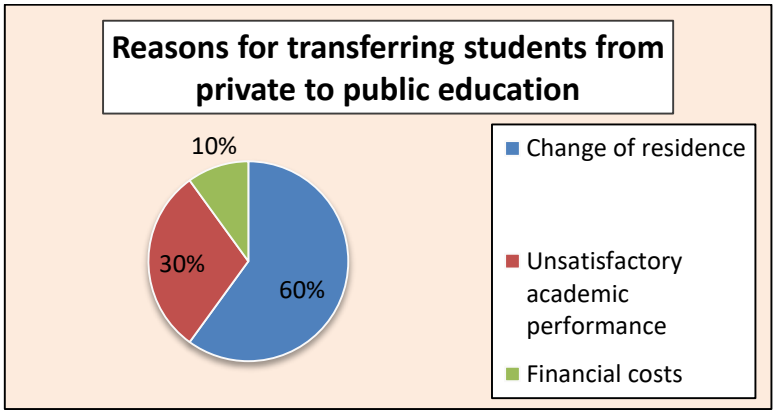


pie chart N° (04): School performance evaluation

10- Reasons for transferring pupils from private to public education:

Reason for Transfer from Private to Public Education	Percentage
Parents relocating due to work	60%
Unsatisfactory academic performance	30%
Financial costs	10%

Based on the table, it is evident that the majority of reasons leading students to transfer from private to public education are: the relocation of guardians and change of residence due to work, accounting for 60%, followed by students' lack of responsiveness and failure to achieve desired results, at 30%, and finally, financial costs at 10%.



pie chart N° (05): Reasons for transferring pupils from private schools to public schools

Disadvantages and issues were found in private educational institutions:

From the visit part that was done to the private educational institutions we tried to obtain a careful examination ,thus upon observing :

-there was neither private schools nor public schools inside the regions marked by low income level such as :(BEN SAID -DACHRAT EL KHAWNIA - DACHRAT EL HORCH - BANAT BELLAKHAL) neighborhoods .Unlike wealthy regions where private institutions were available in each neighborhood.

-Private schools are facing difficulties in attracting students due to the high costs of education, as they require expensive tuition fees and additional fees for student activities, which reduces access to learning opportunities for students with limited financial means.

-The changing of teachers, that assist the teacher to transform into the public sector that preserves a lasting job unlike private. This action returns negatively to pupils' psychological side or in their grades.

-The lack of cultural and social diversity between pupils, that reduces access to different cultures and backgrounds. For instance, in private institutions there is no chance to see poor children, children of peasant or marginal neighborhoods (Bouras, 2011).

-some of the private institutions were marketplaces then transformed into schools due to its locations that suit the for instance: (AL NOUKHBA -AL MOUAFFAk -IBN RABIAA).

-Since the institutions are a private possession by normal people in case they died the possessive transform to their heirs which may cause the sale or the closing.
- High costs in private institutions may lead to social discrimination, as access to quality education is limited to higher economic groups, thus increasing the social gap.
private educational institutions may consider more to attract pupils and preserve a large protection to its reputation rather than providing its learners with the necessary requirements.
the absence of clarity faces the private institutions in requiring information in the enough way which enable parents to rate the learning and pupils performance .

Over demand from parental side to their children for study more provoke stress and many psychological issues that delay the personality of the learner.

Conclusion:

To conclude this study, it can be emphasized that private educational institutions in the city of Djelfa that play an important role in enhancing the quality of education and integrating with the public education system. Although its contribution to reducing overcrowding in public schools is under normal , But we see it as a paradigm shift in improving educational services in the city of Djelfa ,By analyzing available educational facilities and looking at the challenges and opportunities facing these institutions believed that there is great potential to develop and improve the educational environment comprehensively, nevertheless , this improvement requires sustained support and effective cooperation between the public and private sectors development ", the requiring to modernize infrastructure and develop curricula in line with global developments remains urgent. As well as strengthening financial and technical support for private educational institutions.

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