

## The Impact of the Educational reforms and governance principles on the quality of the educational process

أثر الإصلاحات التربوية ومبادئ الحوكمة  
على جودة العملية التعليمية  
- دراسة ميدانية -

DR/ Sahnoune Oum Elkheir

Djilali Bounaama-khemis miliana/ain defla

Email: [o.sahnoune@univ-dbk.m.dz](mailto:o.sahnoune@univ-dbk.m.dz)

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### ملخص

يعتبر التعليم أحد الركائز الأساسية التي تعتمد عليها المجتمعات في بناء صرحها الحضاري والاجتماعي والاقتصادي والثقافي...إلخ. ومن هذا المنطلق اعتمدت الدولة الجزائرية على سياسة التجديد في التكوين التعليمي، وذلك بالموازاة مع الإصلاحات التربوية الجديدة ومبادئ الحوكمة لمسايرة التطورات الحاصلة على المستوى الدولي والمحلي، وذلك بإتباع طرق علمية منهجية تتوافق والتكوين السيكولوجي والفيزيولوجي للمتلقن، وإحداث التوافق بين محتوى المناهج التربوية والتعليمية ومتطلبات الحياة الاجتماعية، وصولاً إلى تحقيق جودة العملية التعليمية. الكلمات المفتاحية: الإصلاح التربوي- الحوكمة- التعليم- المناهج التربوية.

### Abstract:

Education is considered as one of the basic pillars that societies depend on in their building of civilization, social, economic and cultural edifices ... etc.

Accordingly , the Algerian government has relied on a policy of innovation in educational training, in parallel with the new educational reforms and principles of governance to keep pace with developments at the international and local levels, by implementing scientific methods that go on with the psychological and physiological of students' training needs, and create a compatibility between the content of the educational curricula and the requirements of social life to achieve the quality of the educational process.

**Key words:** educational reform - governance - education - educational curricula.

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## **First : Research problem and hypotheses :**

A great importance is given to the educational system worldwide, because of the significant role it plays to promote people's lives.

Accordingly, The Algerian government has attached great importance to education through the national education reform policy that goes with the cultural and sociological characteristics of society . This action should be,however, far from borrowing ready foreign educational curricula and programs which might have negative effect on the quality of the educational process.

On this basis, we will try, through this research paper, to address the issue of educational reforms and principles of governance and their impact on the educational process in Algerian society. Hence, the general question we had asked is as follow:

### **Research question one:**

How did educational reforms and governance principles affect the quality of the educational process?

#### **1. Sub questions :**

- Did educational reforms remain far from the socio cultural specificity of the Algerian society in light of the principles of governance ?
- Does the difficulty of applying the principles of governance in educational curricula affect the quality of the educational process?

#### **2.Hypotheses:**

- Educational reforms remained far from the socio cultural specificity of the Algerian society in light of the principles of governance .
- The difficulty of applying the principles of governance in educational curricula has a significant effect on the quality of the educational process.

## **Second : defining concepts :**

### **1.Educationnel reform :**

Hassan Al-Bilawi defines it as: "That comprehensive change in the educational system's intention to identify the large level, it is those basic comprehensive modifications in the educational policy that lead to changes in the level and to impose educational and social structure in the national education system in a country"<sup>1</sup>

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**Operational definition:**

Educational reform known as the transformation that took place at the educational level system, which is affecting all educational structures and methods.

**2.Governance :**

Governance means the arbitration existence systems for relations between the main parties in the company or institution, with the aim of achieving transparency, justice and combating corruption.<sup>2</sup>

**Operational definition:**

Governance is a system which is based on a set of relationships within sectors, it's main objective is to combat corruption in its various forms and types.

**3.Education :**

It is the organized and intended design of experience (experiences) that helps the learner to achieve the desired change in performance. It is concerned with the learning management led by the faculty member. It is an intentional and planned process carried out and supervised by the faculty member inside or outside the educational institution in order to help learners achieve goals and targeted learning outcomes.<sup>3</sup>

**Operational definition:**

Education can be defined as an effective and important process led by teachers, to communicate different types of knowledge(educational, cognitive, pedagogical, even the scientific ...etc.

**4.Educational Curricula :**

Muhammad EzzatAbd al-Mawgod had defined the educational curriculum as “the sum of experiences and activities that the school provides to students with the aim of modifying their behavior and achieving the desired goals”<sup>4</sup>

**Operational definition:**

Educational curricula is defined as experiences and school methods that follow a specific methodology and aim to help students acquire the prescribed competencies.

**Third : Research method :**

**1.The method used in the study :**

**1.1.Descriptive Analytical Approach :**

The nature of the subject necessarily necessitated the use of the descriptive-analytical method, which is a method that aims to collect facts and data about a

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particular phenomenon or situation, with an attempt to adequately explain these facts. « It is also a method that the researcher relies on to obtain accurate information that depicts the social reality and contributes to the analysis of phenomena. »<sup>5</sup>

We have used this method in our study in order to describe the phenomenon that we are going to study, as well as its sociological analysis.

### **1.2.Statistical Method :**

The statistical approach is used to collect data and display the results in form of numbers and quantitative graphs, as the results of the research appear in the form of figures and graphs<sup>6</sup>

We relied on this approach in this study because it allows us to collect information, converted into numbers and put it in tables in order to show the relationship between the study variables, and then analyze it sociologically.

### **2.Study techniques**

The two main techniques that we have chosen in this study to accomplish our research are:

#### **2.1.observation:**

Observation is one of the oldest and most common means of collecting information, as it was used by the first human being to identify natural phenomena, and then its use moved to the sciences in general and to the social and human sciences in particular<sup>7</sup>

This technique was used in this study to observe the the respondents' behaviors.

#### **2.2. Questionnaire:**

It is a form of research, in which a set of questions is used on a particular topic, and the form is usually used when the respondent is literate, where he is asked to respond by himself. It may also be used the respondent is illeterate, where the researcher jots down his answers on his behalf.<sup>8</sup>

The questionnaire was distributed to 47 male and female and it contains a set of direct questions. The focus has been on questions related to hypotheses and this is to save time.

#### **2.3 The Study sample**

The appropriate sample for the subject of our study is the purposive sample, as it differs from the random samples , which obtains information from those he encounters, as it gives an idea of the total individuals from whom he took information.

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Purposive sampling is a non-probability sampling method and it occurs when elements selected for the sample are chosen by the judgment of the researcher. Researchers often use past research findings or their judgment to decide which participants to include in the sample, trying to choose respondents who are typical of the population they want to study.

The purposive sampling is used when population is not limited in dimensions. Therefore, there is no accurate framework.. In this case, the researcher resorts to choosing a group of units that fit the purpose of his research.<sup>9</sup>

The study sample consisted of 47 teachers who were selected on purpose in order to to express their attitudes towards the educational reforms and governance principles and their impact on the quality of the educational process, focusing on some of the features that are related to the study hypotheses.

#### **Fourth : (Theoretical aspect) : Principles of governance in educational institutions in light of educational reforms :**

The application of governance in the curricula is linked to effective initiatives in order to provide the basic conditions for reforming the educational process, through the framework of addressing any shortcomings in its performance and enhancing its successes in order to achieve the planned educational and educational goals. Curriculum governance aims to improve education and enhances its effectiveness, and raises the students' level, as it encourages students and teachers in creativity and innovation in their performance.<sup>10</sup>

The concept of governance has become more broad to include educational institutions, in order to meet the challenges faced by these educational institutions, as well as to manage their resources and components under the rules of transparency and accountability in order to improve education, including the interests of both students and society.<sup>11</sup>

On this basis, it can be said in the end that governance by applying its principles within the educational environment remains a basic and effective condition for developing talents and encouraging the explosion of various energies, especially in light of educational reform.

### **Fifth :Presentation of tables and their sociological analysis**

Table No. (01)

Represents the extent of satisfaction with educational reforms on the part of teachers.

Satisfaction	Frequency	Ratio
Satisfied	03	06.38%
Somehow satisfied	12	25.53%
Dissatisfied	32	68.08%
Total	47	100%

Source : by the author based on the form outputs

We note from Table No. 01, which represents teachers the degree of satisfaction with educational reforms among teachers, that the highest percentage was estimated at 68.08% for those who are not satisfied, followed by those who answered somewhat with 25.53%, and in the last 06.63 for those who are satisfied.

The educational reforms adopted in the educational policy in Algeria confirmed their ineffectiveness through the presence of resentment and great dissatisfaction among the category of those in charge of the educational process (especially teachers), as this category constitutes the basic and important link in the process and what confirms this is present.

Table No. (02)

It shows the extent to which the educational research is governed to keep pace with the cycle in Algerian society.

Keepin up degree of governance	Keeping up		Do not keep up		Total	
	R	%	R	%	R	%
governed	06	66.66%	00	00%	06	12.76%
somewhat governed	02	22.22%	11	28.94%	13	27.66%
ungoverned	01	11.11%	27	71.05%	28	59.57%
Total	09	100%	38	100%	47	100%

Source : by the author based on the form outputs

Table No. 02, shows the extent to which educational reforms are subject to the principles of governance and its relationship to keeping pace with the changes taking place in the Algerian society. The highest percentage was estimated at 59.57 for those who answered that it is not subject, then those who answered somewhat with 27.66, and finally 12.76% for those who believe that it is subject.

Through the data of this table, it becomes clear to us that the educational reforms adopted in the educational system in the Algerian society remain far from the principles of governance, based on the actual and practical participation of all parties belonging to the educational system, especially the teacher and the learner, in light of the strategic changes that have occurred at the international and global levels.

The countries with developed educational system adopted this aspect, which is the governance of the educational process relying on systems that help strengthening the capabilities of learners, to participate with their ideas which can be converted into actions, in so as to raise educational and cognitive efficiency based on integrity and transparency. This approach enhances these capabilities and encourages them to take initiative and actively participate in socio-economic and political life, which made these societies transform from industrial societies to societies based on the production of knowledge and information.

Unfortunately this decisive step has not been well invested in the Algerian educational system.

Table No. (03)

shows the nature of educational reforms and their compliance with the socio-cultural specificity of the Algerian society.

Socio-cultural specificity Nature of educational reform	With consideration		without consideration		Total	
	R	%	R	%	R	%
Superficial.	01	16.66%	29	70.73%	30	63.82%
Somewhat	02	33.33%	11	26.82%	13	27.66%
Deep	03	50%	01	02.43%	04	08.51%
Total	06	100%	41	100%	47	100%

Source : by the author based on the form outputs

Table No. 03, shows the nature of educational reforms and their compliance with the socio-cultural specificity to the Algerian society, the highest percentage was estimated at 63.82% for those who answered that it is superficial, followed by somewhat 27.66%, finally 08.51% for those who see it as deep.

The one who is familiar with the system and follows the educational system in Algeria notes fluctuation and regression in the policy followed in its application, as we find that these educational systems adopted are systems imported by foreign countries that have their social, cultural and even economic peculiarities.

In light of this deep and fundamental difference, we find that most of the reforms that have been recently adopted in light of the implementation of the governance strategy remained superficial and focused only on unimportant subjects and principles. On the other hand ,however, a great shortcoming has been found in fundamental subjects. The educational system is still opting for the quota system and ratio (quantity), at the expense of quality, which engendered a handicapped educational system far from the internationally recognized standards that does not take into account the socio-cultural specificity of the Algerian society as it is an imported system as we have already mentioned.

Table No. (04)

Represents the degree of teachers familiarity with the principles of governance in the educational curricula.

Familiarity	Frequency	Percentage
Great	04	08.51%
Somewhat	11	23.40%
Weak	32	68.08%
Total	47	100%

Source : by the author based on the questionnaire outputs

Table No. 04, represents the extent to which teachers are familiar with the principles of governance in educational curricula, the highest percentage was estimated at 68.08% for those who answered weak, followed by somewhat 23.40%, and finally 08.51% for those who answered great. Through the data of this table, it turns out that most teachers are ignorant of the basic principles related to governance, and sometimes we find complete ignorance even of this concept. Therefore, the



educational practice still depends on the traditional methods of dealing and defining social relations.

Table No. (05)

Shows the importance of governance in the educational process and its impact on academic achievement

The importance of Governance Effect on academic achievement	Great		Medium		Weak		Total	
	R	%	R	%	R	%	R	%
Affects	27	87.09 %	07	53.84 %	01	33.33 %	35	74.46 %
Does not affect	04	12.90 %	06	46.15 %	02	66.66 %	12	25.53 %
Total.	31	100%	13	100%	03	100%	47	100%

Source : by the author based on the form outputs

Table No. 05, shows the importance of governance in the educational process and its impact on academic achievement, that the highest percentage was estimated at 74.46% for those who believe that it affects, compared to those who answered that it does not affect 25.53%.

Undoubtedly, governance plays a major role in giving impetus, either quantitatively and qualitatively to the educational process, as it occupies a great position and has great importance, especially in light of the socio-economic, cognitive and scientific transformations adopted at the international and universal levels, that is why it allowed countries that depend on this aspect ( Governance) to establish the foundations of education and knowledge research in a solid manner, and on its basis it topped the rankings of the international classification lists in this field.

These figures reflect the reality of the educational reforms in the Algerian society, which largely lacks the strategy which based on the governance of education and scientific and knowledge research, which greatly affected the academic achievement of the learner, especially since this strategy requires great material, human and intellectual efforts.

Table No. (06)

Table 6 shows the difficulty of applying the principles of governance of educational curricula and its impact on the quality of the educational process

Difficulty existence Effect	Yes		No		Total	
	R	%	R	%	R	%
Affects	28	73.68%	01	11.11%	29	61.70%
Somewhat	09	23.68%	03	33.33%	12	25.53%
Does not affect	01	02.63%	05	55.55%	06	12.76%
Total	38	100%	09	100%	47	%100

Source : by the author based on the form outputs

Table No. 06, shows that there is a difficulty in applying the principles of governance of educational curricula and its impact on the quality of the educational process, that the highest percentage was for those who answered that it affects 61.70%, then 25.53% for those who answered somewhat, and finally for those who believe that it does not affect 12.76%.

The deduce from the above table is that most teachers largely lack of knowledge about the governance principles in educational curricula, especially since this term is considered as modern term for the category of teachers in the absence of training on this concept. That is why they find it very difficult to apply them in the field with students, because the teachers rely on old methods and mechanisms, as we mentioned previously, in the absence of a recycling on governance.

Thus they find it very difficult to implement, especially since governance can facilitate and evaluate practices, by relying on educational practice based on permanent monitoring and supervision, which produces competencies that acquires kills in managing the educational and pedagogical work of governance, and in the absence of almost complete as we have already indicated in the strategy adopted in Educational curricula affects the quality of the educational process for learners in a large way.

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## **Sixth : General results of the study:**

### **To conclude:**

The educational reforms adopted by the Algerian educational policy confirmed their ineffectiveness reflected by the presence of discontent and great dissatisfaction among teachers. This category constitutes the basic and important link in the teaching process,

The research results revealed that the educational reforms adopted by the educational system in the Algerian society remain far from the expected standards of principles of governance. The effective governance is based on the actual and practical participation of all parties belonging to the educational system, especially the teacher and the learner, in light of the strategic changes that have occurred at the international and global levels.

The countries with developed educational systems have taken a step forward to adopt this aspect, which is the governance of the educational process through its reliance on empowerment based on strengthening the capabilities of learners in order to put forward ideas that can be converted into actual and field actions in order to raise educational and cognitive efficiency based on integrity and transparency that enhances these capabilities and encourages them to take the initiative and to participate effectively in the socio-economic and political life. This approach helped societies to transform from industrial societies to societies based on the production of knowledge and information.

The one who is familiar with the system and follows the educational system in Algeria notes fluctuation and regression in the policy followed in its application, as we find that these educational systems adopted are systems imported by foreign countries that have their social, cultural and even economic peculiarities.

In light of this deep and fundamental difference, we find that most of the reforms that have recently been adopted in light of the implementation of the governance strategy remained superficial and focused only on unimportant components. On the other hand however, a great shortcoming has been observed in the fundamental components, especially the adoption of the quota system and ratio (quantity), at the expense of type and quality (quality), which generated an educational system that is far from the internationally recognized standards and that ignores the socio-cultural specificity of the Algerian society as an imported system.

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This study also confirmed that most teachers are unaware of the basic principles, which is related to governance .Moreover , some cases completely did not even hear of this concept. This means that there is an almost complete absence of training in this field, especially that it is a new concept in the scientific and knowledge arena. The educational practice still depends on the traditional methods of dealing and defining social relations.

It has also been concluded that governance plays a major role in giving impetus, not only quantitatively, but even qualitatively, to the educational process, as it occupies a great position and has great importance, especially in light of the socioeconomic, cognitive and scientific transformations adopted at the international and global levels, and this is what allowed countries that rely on this aspect (Governance) to establish the foundations of education and knowledge research in a solid manner. On this basis, it topped the rankings of the international classification lists in this field, this is reflected in the reality of education in the Algerian society, which is largely missing from this strategy based on the governance of education and scientific and knowledge research, which greatly affected the academic achievement of the learner, especially that this strategy requires great material, human and intellectual efforts, which it lacks.

The study also confirmed to us that most teachers lack a great deal of knowledge of the principles of governance in educational curricula, especially since this term is considered modern for the category of teachers in the absence of training on this concept, that is why they find it very difficult to apply them in the field with students, especially since teachers rely on old methods and mechanisms, as we mentioned previously, in the absence of a recycling on governance .Furthermore ,it is quite hard to implement it , since governance can facilitate and evaluate practices, by relying on educational practice based on permanent monitoring and supervision, which produces competencies that acquires kills in managing the educational and pedagogical work of governance, and in the absence of almost complete as we have already indicated in the strategy adopted in Educational curricula affects the quality of the educational process for learners in a large way.

### **Eighth :Conclusion:**

To sum up the educational reforms in light of the governance principles ,which remained far from the sociocultural specificity of Algerian society

Therefore, we find that most of the reforms that were recently adopted in light of the implementation of the governance strategy remained superficial reforms that focused or focused on secondary matters and principles only, and this shows us the difficulty of applying them (the principles of governance), and this naturally affected the quality of the educational process.

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