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Modern pedagogies and their impact on enhancing the quality of education

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ABSTRACT:

Modern pedagogies have contributed greatly to enhancing the quality of education, thanks to the diversity of their methods and their coverage of all the requirements of the era. Each strategy was distinguished from others in that it treated one group over others because the learner does not have the same mental and physical characteristics and has a constant innate desire for curiosity and knowledge. There are those who reach it through question and answer, and there are those who reach it through personal experience. From here, talents emerged and energies exploded thanks to attention to the individual differences of the learner and work to discover and develop his special skills. Interest in this difference led to the emergence of specialized education at an early age in developed countries that have achieved comprehensive quality education, because they believe in the power of developing multiple intelligences and their development of the skill and technical aspect. Its goal is to prepare a successful, distinguished and productive individual in professional life, and developing life skills from a young age is the basis of all progress and development, and the countries' philosophy of education and its hidden and declared goals remain. It is the method that determines the characteristics of the person you want to see or create in the future.

Keywords: modern pedagogies. Quality of education. Life skills.

Introduction:

It has been said that a successful teacher is simply a successful method. From this saying, we can conclude that not all teaching methods are successful or stable, and they require updating and development to keep pace with rapid societal changes. The varying abilities of learners have rendered traditional methods ineffective and inefficient, failing to meet the challenges of the modern age. This necessitates the development of new strategies (modern pedagogies) that

meet all the demands of the times, accommodate diverse learning styles, and facilitate education in the most accessible ways. These strategies have significantly contributed to the quality of education, providing ample space for intellectual and skill-based creativity, and unleashing potential and talents that would otherwise remain hidden. For this reason, developed countries have invested heavily in education, making it a core project, allocating substantial funds, and working to improve it by establishing standards and indicators for its evaluation (alternative assessment). They believe that investing in human resources is the true and enduring wealth. In the following paragraphs, we will explore the nature of these modern strategies and how they have contributed to raising the quality of education.

First Axis: The Conceptual Framework of Modern Pedagogies and the Quality of Education:

First: Modern Pedagogies:

A report published by the United Nations Educational, Scientific and Cultural Organization (UNESCO), entitled "Transforming Education for the Future" (April 13, 2023), indicates that approximately 771 million young adults lack basic literacy skills. From this enormous number, it can be argued that one of the most prominent reasons for the emergence of modern pedagogy is the failure of traditional schools (old pedagogy) to address the labor crisis (the rise of automation) and the clash between available, unproductive human resources and economic realities. Old pedagogy is no longer functional and therefore does not contribute to the path of continuous and comprehensive development, because it isolated the individual from the external environment and focused on accumulating knowledge in the mind of the recipient quantitatively rather than qualitatively, at the expense of competencies, functional abilities, and personal experiences. Modernity and technology require unleashing human potential and utilizing abilities and skills in a way that serves humanity in general and suits human nature in particular, because the educational process is a single and multifaceted benefit that yields positive results. To the general public, hence its great importance.

1- The Concept of Pedagogy and the Reasons for its Development:

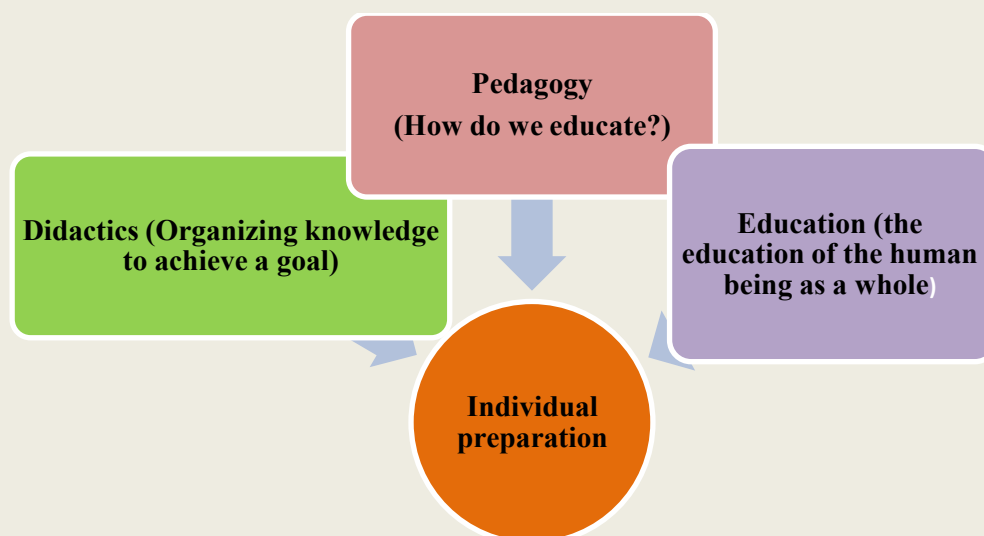
The Latin word "pedagogy" is composed of two parts linked by a relationship of connection and interaction: "paidos" and "logia." It means leading, guiding, and accompanying the child. Educationally, it encompasses everything that education and didactics (teaching) address within the classroom to prepare, develop, and equip the learner with a set of functional skills applicable and measurable in life. Modern pedagogy is characterized by the integration of educational techniques according to experimental standards carefully studied by teachers in particular and by curriculum and syllabi theorists in general. It can be called applied (special) pedagogy. Therefore, we see Durkheim defining it as: "Pedagogy is an applied theory of education, meaning its subject is reflecting on educational systems and methods in order to assess their value, and thus to benefit and guide educators. It borrows its essential essence from psychology and sociology." The need for the development of pedagogy is not a product of our time; rather, it is a requirement of all scientific theories and a hallmark of philosophies of human and social thought. Durkheim highlights this point. The importance of education lies in the impact that mature individuals have on younger generations. Its subject is the development of a number of physical, intellectual, and moral predispositions in the child. Durkheim believes that the human being education should cultivate within us is different from the human being created by nature. The

process of preparing the human mind must be characterized by originality and individuality, thus rejecting the idea of formal culture: shaping the mind without indoctrination (the approach based on goals and content). He justifies this by stating that the inclination towards communal life (openness to the surrounding environment) is an innate factor in the child that develops through experience and practical application. (Durkheim, 1996, p. 42). As for education, some consider it an elusive term. The dilemma of education in the objectives- and content-based approach is its lack of a skills-based component. Knowledge is limited for the individual, as illustrated by the example: "If someone doesn't ask me, I know; but if I want to explain it to someone who asks, I don't know." This learner lacks effective communication and interactive skills. True intelligence lies not in the ability to memorize what is learned, but in applying what is learned and understood in challenging educational and life situations. This is what is called competence. Gillett defines it as "a system of conceptual (mental) and skill-based (practical) knowledge that is organized into procedural plans, enabling, within a category of situations, the identification of the task—the problem—and its active and effective solution" (Jamil Hamdawi, 2015, p. 8). It can be formulated, according to Ductell's theory, in the following equation:



1- Didactics, Pedagogy, and Education:

The relationship between these terms is one of integration, overlap, and inclusion. Didactics focuses on knowledge that can be taught, instructed, and applied, and uses pedagogy as a bridge to reach the education of the learner, i.e., teaching methods and ways of interaction within the classroom. Meanwhile, education is responsible for building the moral and ethical aspect and modifying and correcting behavior. It is more comprehensive in building the child's personality. Education will not achieve its goal unless it is comprehensive and integrated, encompassing all psychological, emotional, physical, and intellectual aspects.

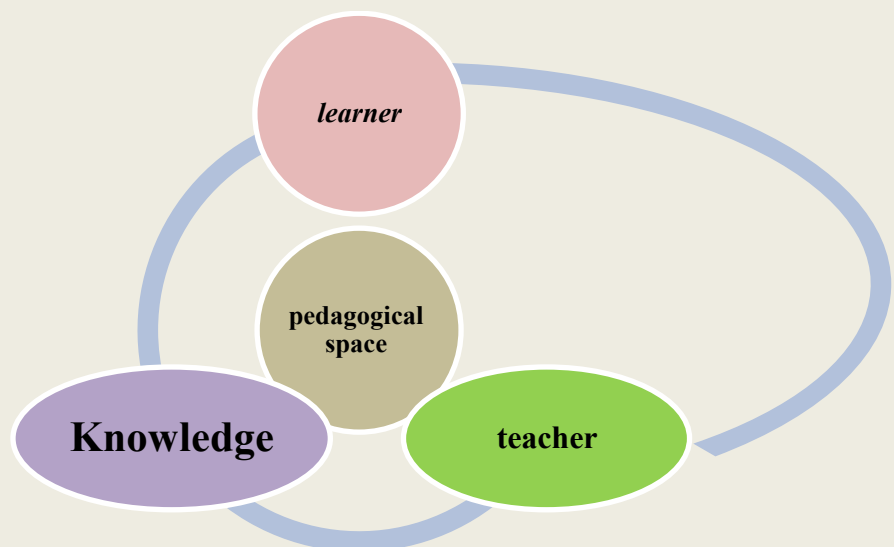


1- The Pedagogical Space (The Pedagogical Triangle):

The pedagogical space consists of three components, each with its own path, weight, and value. None can be dispensed with; without them, the educational process would be disrupted. Furthermore, it is impossible to prioritize one component over another, as the relationship between them is one of constant interaction and interdependence.

- Knowledge: All theoretical and applied knowledge (scientific and cultural) presented, appropriate to the learner's age and abilities, applicable and measurable, keeping pace with the times, constantly updated and reviewed, and achieving educational goals that elevate the learner and make them an active, productive, and creative member of society who contributes significantly to the process of sustainable development. (Purposeful educational content).

- The Learner: The learner is the central focus of the educational process. All efforts and attempts are concentrated on their development, aiming to cultivate them into a well-rounded individual equipped with life skills and abilities that enable them to face, accomplish, and execute situations skillfully and proficiently. (A healthy child).
- The teacher: Without him, the learner cannot reach knowledge. He is the educational mediator who transmits knowledge, directs it, practices, applies, and guides, possessing high competence and diverse culture. His role and status are no different from the status of the learner. (A highly competent teacher).



Second: Educational Quality:

We can gauge the extent of a country's commitment to education by the financial and human resources it allocates, and by the scientific committees that monitor the field and assess the effectiveness of its curricula. However, the United Nations' 2023 report on education indicates that 70% of the world's countries allocate less than 4% of their GDP to education. The remaining countries have recognized the value of education and strived to improve its quality because they believe that true investment lies in human capital, an inexhaustible resource that defies all challenges. In their view, education is a social service not measured by the number of schools and universities, but by the number of independent researchers. They have made scientific research a core project.

1- The Concept of Quality in Education: Crowsby (1926-2001) defined quality as "conformity to specifications." It is the degree of conformity between outputs and the specifications defined by inputs. It is the achievement of desired goals in the best way, with the least effort and cost,

resulting in a precise and accurate performance that meets all the developmental needs of society. This concept gave outputs a technical and rational character inspired by production and industry, due to the association of the term "quality" with these fields. The term "quality" emerged after World War II when Japan applied quality principles in industry, creating a significant leap forward in the industrial sector. Other countries followed suit, and the term "quality" expanded to encompass all professions, including education.

2- The Importance of Adopting Quality: The struggle among powerful nations and the intense economic and military competition in the world have led countries to recognize education as the only weapon capable of confronting these rapid changes. Technological advancements and the rise of digital education have prompted systems to reconsider their educational frameworks. Quality education significantly contributes to unleashing individuals' creative potential, improving interpersonal relationships, and transforming educational and administrative communication patterns within institutions. It also plays a crucial role in developing and effectively utilizing skills, enabling rapid responses to emerging challenges. Quality education cultivates competent individuals capable of facing all challenges.

To achieve quality in education, the following must be considered:

- When formulating objectives, focus should be placed on their sustainability, comprehensiveness, and long-term benefit, avoiding short-term goals.
- Comprehensive development of all educational resources.
- Improvement of assessment systems and giving them high priority.
- Regular updating of curricula and keeping pace with technological advancements.
- Benefiting from successful global experiences.
- Rational selection of quality standards and indicators.

Quality Standards in Education:

A standard is the desired level of quality in the education system. It is used to evaluate achievement, set objectives, and measure the extent to which they are attained. It serves as a social contract between educational resources and learners, and between educational authorities and educators. Standards are of great importance, including:

- Involving families and the community in the educational process and providing mechanisms for accountability within society.
 - Reinforcing positive aspects in learners, as the objectives are permanent and comprehensive.
 - Demonstrating learners' ability to change and achieve desired outcomes.
 - Providing a benchmark that enables authorities to evaluate the performance of educational institutions.
- Educational Standards and Their Indicators: Achieving quality in education depends on two essential elements:
- Defining the standards that guide the action plan of those responsible for education, serving as a roadmap towards quality.
 - Defining the indicators by which we judge the achievement of quality and excellence, or failure, based on these predefined standards.

Educational Standards: In 1987, international standards for quality management systems (ISO 9000) were established. These standards encompassed educational services, as did ISO 21001. These educational standards are linked to everything related to the educational process (learner's aptitude and readiness, leadership and administrative commitment, sound planning of

the educational process, financial resources and support, and the school's relationship with the community). Experts have contributed to developing and defining these standards and their indicators, such as the Crosby Standard and ISO standards, etc. However, they all arrive at the same indicators (inputs - outputs). This table illustrates the development of these standards and their indicators, as published by the United Nations in a report it prepared on education.

The Input-Process-Output Framework in the 2002 Global Education Monitoring Report

This table provides a logical analysis of the inputs and outputs of the United Nations' education process, then poses the question of its implementation: Is the world on the right track?

Source: UNESCO Global Education Monitoring Report 2002

Results	The process	Inputs
Achievement and Cognitive Development -Literacy and Skills -Good Citizenship -Personal Growth -Positive Attitude Towards Education -Healthy Behavior Achievement -Formal Completion Certificates/Qualifications Standards -Formal Learning Objectives -Expected Outcomes	School climate: -High expectations -Strong leadership -Positive teacher attitudes -Safe and physically considerate environment -Incentives for achieving good results - Flexibility/autonomy	School -Curriculum content -Textbooks and educational materials -Teacher qualifications, training, and morale -Adequate facilities - Parent support
	Teaching/Learning -Sufficient time for learning -Active teaching methods -Integrated systems for assessment and feedback -Appropriate class size - Suitable use of language	Student characteristics: - Readiness and ability - Perseverance - Commitment - Nutrition and health - Regular participation in early childhood care and education programs - Gender
		Family/Community Characteristics -Parental Attitudes -Family Income -Economic Conditions and Labor Market in the Community - Cultural and Religious Factors

Contextual Factors

- Policies related to macroeconomics, public finance, political stability, decentralization, governance, and the quality of the civil service.
- National education goals and standards, curriculum guidelines, funding sources and accreditation, and teacher recruitment/distribution.
- Quality assurance system management.
- Participation, progression, completion, and transition.
- Engagement and time management.
- Peer influence, parental support, and policies related to grade progression.

The second axis: Types of modern pedagogies and their impact on improving the quality of education.

First: Types of modern pedagogies:

The aim of diversifying modern teaching strategies (active learning) is to give meaning to learning and highlight its importance. This meets the diverse needs of the learner and makes them an active, positive, and effective participant in the classroom, capable of building their knowledge and skills through their own personal efforts and endeavors. The following are some of the best pedagogical strategies and how they contribute to improving education.

1. Pedagogical Individualization (Pathways Pedagogy): This is a fundamental requirement of the competency-based approach. Based on numerous field studies, this method is considered one of the best and most effective teaching methods. It fosters positive interaction among all parties involved in the learning process, ensuring equal opportunities for learners and positively leveraging their individual differences in effective education. This strategy requires high skill and competence from the teacher, whose tasks are multiplied and distributed among a group of learners. The teacher develops a plan for each learner after careful pedagogical differentiation, guiding them towards a common goal.

Obstacles to this strategy include overcrowded classrooms, teacher inefficiency (performance and evaluation), restrictive curricula and content, and vague, general, comprehensive, and diverse objectives. These obstacles limit the teacher and prevent them from selecting different activities for the various learners. Despite these (temporary) obstacles, it remains the best strategy for improving the educational process. Its role in achieving quality education: It has significantly contributed to improving general and self-directed education due to the following considerations:

- Applying the principle of equal opportunities and respecting individual differences.
- Its reliance on alternative assessment methods, coupled with external and self-motivation.
- And most importantly, its focus on developing multiple intelligences.

Developing individual intelligences is not a new strategy; it was once confined to the family and the individual. History has recorded examples of scientists who struggled academically with school curricula and couldn't withstand classroom demands, yet they succeeded in the field, unleashing their potential and developing their skills. This is because the social intermediary (the family) believed in their abilities and nurtured them. There are even those who didn't have this

intermediary but made a commitment to themselves, adopting the motto "I can do it." Albert Einstein, Thomas Edison, and Isaac Newton are prime examples. This strategy is based on developing an individual's intelligences (mathematical, linguistic, artistic, physical, social, etc.). Its evaluation has made it a high-performance, achievable, and measurable strategy.

2. Integration and Problem-Solving Pedagogy: These two strategies complement each other, sharing a common goal: the ability to synthesize, construct, recall, mobilize, integrate, analyze, utilize, and apply knowledge, skills, and abilities to address a situation. This method is linked to competence and is, in fact, its implementation and activation. It transforms disparate learning into coherent and interconnected learning to solve a problem or construct new knowledge. It is a personal process undertaken by the learner, revealing their intellectual, cognitive, emotional, and motor skills. This strategy is fundamental to vocational and technical education. One reason for adopting this strategy in education is that the objectives-based and content-based approaches rely on fragmenting and separating knowledge (memorization and recitation). Because knowledge is constructed, not transmitted, this strategy emerged as a practical application. In this strategy (integration and problem-solving), the learner faces a situation defined by three stages: (data, objectives, and obstacles).

This strategy aims to assess the degree of learning integration by establishing criteria and indicators that reflect the extent to which the process has been achieved and succeeded. These include:

Retention indicator: long-term, medium-term, and short-term.

Transfer indicator: the ability to transfer acquired skills from one subject to another, apply them outside the institution, and practice them under any circumstances.

What hinders this strategy is the time required for problem-solving, the varying levels of intelligence and understanding when integrating and constructing knowledge, and the need for material resources; failure to utilize these resources leads to frustration among learners.

Its role in improving the quality of education:

This strategy is characterized by its creative nature (creative solution: identifying a problem and solving it). It is an effective method, especially in scientific activities, and a successful means that has contributed to the development of systems thinking. It helps the learner to re-analyze the learning situation, rearrange its components, and discover the network of internal relationships between its elements (recall, synthesis). It has also significantly contributed to developing critical thinking, curiosity, the search for information, problem-solving, and ways to apply these solutions in life. It has instilled self-confidence, self-esteem, and ample space for creativity. It has opened the door for learners to experience the world holistically, rather than in a fragmented way.

1. The Pedagogy of Error: According to Mecandess, learning is "the acquisition of new skills and the understanding and recognition of things through practice, including certain behavioral patterns that the organism finds ineffective or harmful" (Ramadan Al-Qaddafi, 1981, p. 13). From this definition, error becomes the path to correctness, and error is the language of the innovator; whenever they err, they remove a failed experience from their path. This strategy views error as a positive and optimistic aspect, because making a mistake necessitates identifying its causes and addressing them. Error is a right and a natural human phenomenon. A pedagogical error may

be a reflection of incomplete knowledge on the part of the teacher or the learner, or the knowledge itself may be unsuitable for the learner.

Its Role in Improving the Quality of Education:

Developed countries invest in pedagogical error and do not consider it ignorance, because they view it as a monitoring tool and a remedial plan for certain erroneous paths. They reconsider the content of knowledge and objectives, the teacher's preparation (recruitment, specialization, training), and the methods of evaluation. His performance is crucial; mistakes are a path to selecting the best and most effective methods, not a point of stagnation and frustration. (Thomas Edison and his more than a thousand experiments on inventing the light bulb. Ultimately, he was able to illuminate the world through his persistence, and his failed experiments only strengthened his resolve.) Mistakes are linked to progress and awareness, and their cost is high if their causes are not corrected. Pedagogical errors prompt a re-evaluation of the quality of standards and their indicators, opening the door to experimentation to reach the required level of quality.

2. Contractual Pedagogy: This is a commitment to long-term learning, an agreement between partners (teacher and learner), and written negotiation. It is an effective strategy in language teaching, acquiring language skills, and modifying behavior (moral education), as it relies on long-term results. This method is distinguished from others by its mandatory nature, clear roles among partners, diverse learning resources and methods, and flexibility. In this method, the student has the freedom to define the desired goals they wish to achieve and the freedom to choose and plan the scientific activities that suit them in order to enjoy learning and learn simultaneously. While this method is generally accepted, some learners reject it and rely heavily on the teacher for their education. This strategy is suitable for family and community-based learning. It proceeds through three stages:

- Integration Stage: This involves understanding what is being learned and what is required of the learner.
- Exploration Stage: This involves developing a plan and approach to learning, identifying the steps and their alternatives.
- Reflection Stage: This involves reaching a satisfactory conclusion and learning the agreed-upon objectives.

Its Role in Improving the Quality of Education:

This strategy has significantly contributed to raising students' inclinations and desires to learn, and to developing creative and productive thinking that constructs knowledge independently, socially, and culturally. It has also contributed to enhancing independence, achievement, self-development, and decision-making abilities. In field studies, particularly in physical education, teachers have confirmed that this strategy has achieved impressive results regarding motor performance and students' acquisition of the skills and ethics of physical education, as well as their commitment to them. This is because, from the outset, the student understands that they are responsible for the results and achieving the goal, and bears the consequences of failure and breach of contract. This strategy aligns with the competency-based approach. It has contributed

to evaluating and modifying behavior, serving as a means to instill moral education. This commitment extends the contract to the family and the surrounding community for monitoring and evaluation, and in the long run, it has achieved lasting and desirable results.

1. Cooperative Learning Pedagogy: Johnson, David, and others define it as: "A type of education involving small groups of (2 to 6) students, allowing students to work together effectively and help each other to raise the level of each individual." It assesses each student's comprehension of the required material and provides feedback on their progress. The group also provides feedback on the progress of each member, so that other groups know which ones need help and encouragement." (Ali Bin Sharaf, 1992, p. 215). In this strategy, the teacher sets goals for each group and guides them in their work while maintaining the overall order of the classroom. This method is both old and new due to its numerous benefits in exchanging knowledge and developing skills. Johnson and others have defined the learner's role in this strategy as: (summary reader, comprehension checker, correction, note-taker, encouragement, research, observation, and guidance). What distinguishes this method from traditional learning is that learners experience internal and external independence, enjoy self-responsibility and collective leadership, and learn social skills directly, as the group plans its activities and significantly influences the other groups.

One obstacle to this strategy is the lack of homogeneity within the group in terms of understanding and performance levels. This disparity can lead to dominance and selfishness among the high-achieving group, as they prioritize their own learning and discovery over teaching their peers. Additionally, some learners prefer dependency and do not exert effort to learn, thus disappearing within the active group, which ultimately leads to the failure of the cooperative learning process.

Its role in improving the quality of education: This strategy contributes to developing creative abilities in high-achieving groups that compete with each other, especially in problem-solving. They master the art of dialogue, discussion, persuasion, expressing opinions, and taking responsibility. This method instills confidence and self-esteem in them. Furthermore, it saves time and reduces the teacher's workload, allowing them to focus on other learning or reinforce what has already been learned.

2. Learning Through Play Strategy: Play is a natural and innate need, an essential requirement and a fundamental condition for developing the learner's mental and physical abilities. However, it requires guidance, supervision, and good planning, as it is a directed activity. Therefore, play is considered one of the effective teaching methods due to its excitement, effectiveness, movement, entertainment, and appeal. This strategy allows the learner to experience practically, analyze concepts deeply, and easily grasp their meanings (from abstract to concrete). The variety of educational games brings joy to the classroom and fosters a greater desire to learn (games such as: paper games, role-playing games, construction games, art games, cultural games, sports games, intelligence games, electronic games, etc.). This strategy gives the learner the opportunity to use all their senses in the pursuit of learning and cultivates curiosity and a spirit of competition.

Its role in improving the quality of education:

This method instilled great confidence in the learner, especially when they encountered and resolved a problem during play. It taught them to adhere to the rules of the game, to work within a group, and to command respect from everyone. This strategy significantly contributed to developing the learner's intelligence and enhancing their thinking skills. Play reduces the likelihood of individual errors because it is a practical, individual, and group activity that benefits from experimentation and observation. This saves time, allowing it to be invested in other educational practices.

The reality of skills in light of modern teaching strategies and educational media.

School life is a crucial gateway to building life skills, especially those related to learning (creativity, critical thinking, and problem-solving). However, global reports sound the alarm about a significant lack of many skills among young people, encompassing the four dimensions as defined by the United Nations (cognitive, instrumental, social, and individual). This is despite the proliferation of technology, diverse educational methods, and numerous institutions. This deficiency can be attributed to three main reasons:

- Academic shortcomings: Curricula lack the knowledge individuals need for daily life, and the courses are rigid (theoretical and devoid of practical application), leading to unreliable assessment. This has resulted in a significant gap between academic qualifications and the job market, contributing to widespread unemployment among graduates.
- Psychological shortcomings: A reluctance to develop oneself, fear of failure in practice, and a lack of motivation.
- Technological shortcomings: Electronic distractions and the allure of quick online profits have led to the individual's isolation from the outside world (family and society), stifling creativity and diminishing the desire for learning, leading to a focus on fleeting and deceptive pleasures.

The quality of education depends on acquiring, developing, and refining skills, each individual according to their field, inclinations, and abilities. Contributing to this quality is the role of media in discovering and developing the individual, from the home to the wider community, and eliminating egocentrism. This egocentrism, according to Jean Piaget, is one of the effects of school on the teacher, starting from what Froebel calls "kindergarten" to primary, secondary, and higher education institutions, because the development of a child's mind is continuous across all age stages.

This process begins in the early stages of childhood, as Froebel called them, and continues through primary, secondary, and higher education institutions. Wassef Baroudi, in his discussion and experience of Western schools, says, "Since civilization is economic, its purpose being productive work, the modern school there trains students to work towards achieving the greatest possible output with the least possible effort and expense." He recounts a conversation he had with the headmistress of a primary school in Paris when he expressed his admiration for the girls' cooking training. The headmistress replied, "The teacher you see here graduated from a private school that trains us for home economics teachers. Our aim is not only to accustom the girls to housework but also to train them in economy... not only to produce skilled cooks but also to teach them how to obtain the most nutritious and delicious food with the least possible expense." This is a realistic embodiment of the meaning of quality. (Wassef Baroudi, 1933, p. 92) From this, the role of educational institutions becomes clear: to discover, nurture, and develop

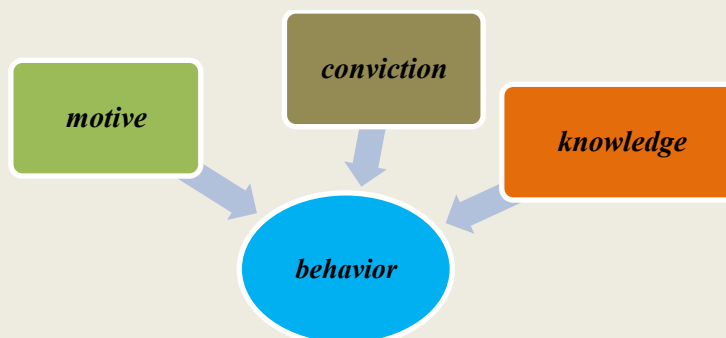
skills, and to work on building individuals with high competencies and useful life skills who benefit society and the economy. "The success of education is measured by the extent to which society benefits from its individuals, both materially and morally." What the learner needs from school is a gifted teacher who transcends the prescribed curriculum and understands the vital function of the school as a place where the student learns how to live (Muhammad Mukhtar Al-Mutawalli: 139). Therefore, institutions must pay attention to vocational and artistic education: music, drawing, artistic activities, physical education, and moral, spiritual, and social development, as well as fostering cognitive growth (Ali Asaad Watfa, 1998, p. 161). From this perspective, the modern school, at all its levels, needs a teacher with significant social acceptance (learning by example), high cultural awareness, and extensive skills in all fields. These diverse skills enable the teacher to shape the learner and control the learning process in all its aspects (classroom management, time management, curriculum adaptation, effective use of resources, communication, etc.). What educational institutions do is insufficient for the quality of education, because it depends on family support that follows the stages of the learner's growth and the institution's knowledge of all its aspects (psychological, emotional, behavioral), and strengths and weaknesses contribute greatly to continuing to develop skills and work on them, and the family's trust in the fostering institution unleashes energies that would not have existed and seen the light without this support.

Family support is an ongoing process directly linked to fostering excellence and distinction. Modern educational systems, keeping pace with rapid technological advancements, necessitate this support. Parental training and awareness of new developments significantly contribute to the quality of education. Undoubtedly, the inherent competence of the family positively impacts their children's results and distinction. In a field study we supervised during our teaching career at a rural school in Algeria, a group of students (an entire class) achieved outstanding results in ethics, academics, and sports. While the school wasn't the urban environment one might imagine, these students were guided by a highly competent teacher, possessing both academic and ethical knowledge, and enjoying considerable social acceptance. This teacher supported them throughout their first six years of schooling. Furthermore, their families knew how to communicate and reinforce the teacher's mission. These families believed in the teacher, the institution, and their children's abilities, and each child pledged to continue the mission. From this class emerged individuals who had achieved remarkable success (including Quran memorizers, artists, athletes, engineers, and doctors). Family support enhances security. This increases the learner's confidence in their position within both the educational and learning environments, thus motivating them to develop themselves, improve their skills, and unleash their potential to the point of creativity. The family's role lies in providing the necessary information, especially that which requires monitoring and adjustment, engaging in dialogue with their children, encouraging them, allocating dedicated time and space for study, and providing all the facilities and resources that help them excel.

The above can be summarized, and the role and importance of educational environments in improving the quality of education can be integrated into the six principles laid out by Abdullah Al-Kamali in his book: *The Path to Educational Excellence*:

- Behavior is more important than knowledge.
- Preparing the student for life, not just for exams.
- Winning hearts before imposing personality and authority.

- Leading by example before speaking.
- Not correcting a mistake with another mistake.
- Gradual progress.



The Behavior Modification Equation, Source: The Road to Educational Excellence, p. 26

Examples of Countries Achieving Quality Education:

- Finland: One of the reasons Finland achieves high-quality education and ranks among the top countries globally is the independence and freedom of its teachers, the country's educational philosophy and societal approach, and its unique commitment to teachers accompanying students throughout their primary school years (grades 1-6). Teachers identify students' strengths and weaknesses and work to address them throughout their supervision. Basic education consists of nine grades. Regarding qualifications and employment requirements, all basic education teachers hold a master's degree. From grades 1-6, teachers specialize in educational sciences, while from grades 7-9 specialize in specific subjects. There are no term exams; instead, monitoring is conducted through assessments held at the end of the ninth grade. This is followed by intermediate and secondary education.

Singapore: The Singaporean education system possesses unique characteristics that have significantly contributed to its development and quality. The secret behind Singapore's educational success and progress lies in its selection of leadership. Those who design curricula and syllabi are highly skilled and cultured scientists and experts. The Singaporean system is characterized by its flexibility and is based on an integrated educational philosophy that meets the changing needs of the market. It also offers multiple options for students (intensive learning). Therefore, it relies on advanced specialization starting from the secondary level, as it believes in the principle that every child possesses unique talents (multiple intelligences). Gifted students are directed towards technical and vocational fields, where they focus on developing and enhancing their skills. The rationale is that grouping high-achieving learners makes education more effective (cooperative learning). Singapore also places great importance on continuous assessment and the periodic development of its human resources, focusing on enhancing their skills and competencies. Singapore has made education an investment and a priority, allocating significant portions of its GDP to it. The government's determination and commitment to developing education and giving it a prominent place in society are evident.

Conclusion:

Despite the diversity of modern teaching methods, their ability to meet all the demands of the times, their widespread adoption, and their impressive results in improving the quality of education, keeping pace with the times, and meeting the needs of the job market, many countries in the world still rely on outdated methods and allocate meager sums to education. These are authoritarian and ignorant countries that fear science because it is a weapon against them. Even when they adopt modern strategies, they neglect to reconsider the infrastructure of institutions, modernize and equip facilities, or develop the skills and competencies of teachers. These countries import curricula as commodities for consumption, not for reprocessing. Keeping pace with the modern age is essential, and it begins with educational institutions. They must change the education system and its strategies, and reconsider everything related to the educational process. Institutions must be functional and professional, working to develop individuals, unleash their potential, and invest in their endless creativity. It is also necessary to learn from the experiences of successful countries to achieve comprehensive educational quality that benefits both the local community and the world at large.

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