

## Parents' perceptions of the competency-based approach in the Algerian curriculum: A study of fifth-grade Pupils' Families

Bouaoud Naima <sup>1</sup>

<sup>1</sup> PhD student, Department of Sociology and Demography, University of Algiers 2, Algeria  
Email: [Naima.bouaoud@univ-alger2.dz](mailto:Naima.bouaoud@univ-alger2.dz)

**Abstract---**This study aimed to analyze the perceptions of parents of fifth-grade pupils regarding the competency-based approach in the Algerian curriculum and to explore the social, cultural, and educational factors influencing these perceptions, as well as their impact on family support for the learning process. The research employed a descriptive-analytical method, using questionnaires and observation to collect data from a clustered sample of 167 parents. The data were statistically processed using SPSS, complemented by a sociological analysis of social representations and the family's role in learning. The results revealed that the majority of parents (90%) have experience in supervising lesson reviews and homework completion, and 64% expressed support for the new educational reforms. Understanding of the curriculum was found to be related to parents' educational level, with higher comprehension rates among those with higher education. Parents reported difficulties, primarily lesson density, the volume of homework, and comprehension challenges, and 65% utilized social media to express their concerns. The study indicates that the family serves as an indirect educational agent in supporting children's learning, and that coordination with schools and enhanced communication through social workers contributes to improving understanding of the competency-based approach and activating the family's role. Furthermore, the study emphasizes the importance of parents' social representations in explaining their attitudes toward educational reforms, highlighting the need to involve families in enhancing curriculum effectiveness and achieving learning objectives.

**Keywords---**Education, Competency-Based Approach, Parents, Curriculum, Pedagogical Content.

---

### How to Cite:

Naima, B. (2025). Parents' perceptions of the competency-based approach in the Algerian curriculum: A study of fifth-grade Pupils' Families. *The International Tax Journal*, 52(6), 4326–4336. Retrieved from <https://internationaltaxjournal.online/index.php/itj/article/view/414>

The International tax journal ISSN: 0097-7314 E-ISSN: 3066-2370 © 2025

ITJ is open access and licensed under a Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License.

Submitted: 05 March 2025 | Revised: 20 May 2025 | Accepted: 19 July 2025

## Introduction

Since the beginning of the third millennium, the Algerian educational system has undergone a series of substantial reforms affecting both the pedagogical structure and the curriculum. Among the most prominent of these reforms has been the adoption of the competency-based approach across all educational levels starting in 2003, as part of a global trend aimed at positioning learners as central actors in constructing their own learning and acquiring transferable skills applicable to new situations beyond theoretical knowledge (Chevallard, 2007; Ministry of National Education, Algeria, 2003). This pedagogical shift has led to a clear transformation in the curriculum, moving from content-based programs to curricula structured around core competencies that learners are expected to acquire and apply in diverse communicative and cognitive contexts. Consequently, this transformation has sparked extensive debate within the educational field and broader social sphere, particularly among parents, who play a central role in monitoring their children's academic progress and assessing their school success (Bandura, 1997).

Understanding the perceptions of parents of fifth-grade pupils regarding the competency-based approach is a crucial entry point for comprehending how the school community receives this pedagogical model. According to Moscovici (1984), social representations constitute a system of meanings, images, and conceptions produced by individuals and groups regarding a particular subject, serving as a reference framework that structures behavior and guides attitudes. Accordingly, parents' representations are not merely isolated opinions; they are mental and social constructs shaped by prior school experiences, cultural backgrounds, pedagogical knowledge, and public discourse surrounding educational quality (Jodelet, 2001). These representations are a decisive factor in explaining parents' attitudes toward curricula, their approach to homework, their expectations of their children's academic performance, and indirectly influencing the child's self-perception and understanding of success.

Moreover, parents of fifth-grade pupils represent a pedagogically significant group, as this stage marks a transitional period toward middle school, during which academic demands increase and families' concerns about the difficulty of curriculum content and competency-based assessments become more pronounced. Due to sometimes limited communication between schools and families, many parents struggle to grasp the philosophy of the competency-based approach, particularly concerning integrative learning situations and the nature of the final competencies to be achieved. This gap between the curriculum's intentions and parents' understanding is further accentuated when parents perceive unclear objectives, heavy homework loads, or challenges in supporting their children at home, leading some to view the approach as ambiguous or subject to criticism (OECD, 2018).

The role of the family is further highlighted in the sociology of education, as it carries cultural and social capital that influences educational outcomes (Bourdieu, 1986; Coleman, 1988). Parents' perceptions of curricula are closely linked to their educational levels, preferred school values, and pedagogical practices in supporting their children's learning. Thus, studying parents' social representations forms part of a broader analysis of the family-school relationship and the interaction among various educational stakeholders (Epstein, 2011).

Given that the competency-based approach in the Algerian curriculum remains debated regarding its implementation, teacher training quality, and suitability for the educational environment, exploring the perceptions of fifth-grade pupils' parents provides a valuable analytical lens. It reveals tensions between the official curriculum framework and popular understanding, as well as between educational policy goals and family expectations. Analyzing these representations helps identify factors that either support or hinder the approach, whether through family support mechanisms or practices that may reproduce traditional conceptions of learning, ultimately affecting the success of pedagogical reform (Tardif, 2006).

### Central Research Questions

1. How are the perceptions of fifth-grade pupils' parents regarding the competency-based approach in the Algerian curriculum formed?
2. What social, cultural, and educational factors influence the construction and orientation of these perceptions?
3. To what extent do these perceptions affect family interactions with children and their support throughout the learning process?
4. What are the limits of alignment or divergence between the philosophy of the competency-based approach as defined in the official curriculum and the way parents interpret and recontextualize it in their daily lives?

### Research Hypotheses

Based on theoretical literature and previous research, the following hypotheses can be formulated:

1. Parents' prior experience with their school-aged children influences their stance toward the competency levels of the curriculum.
2. Coordination and communication between parents and teachers enable parents to acquire a foundation for understanding the content of educational competencies.

### Study Objectives

This study aims to analyze the perceptions of parents of fifth-grade pupils regarding the competency-based approach in the Algerian curriculum, to explore the factors that shape these perceptions, and to examine their educational implications. Specifically, the objectives are:

- To identify the concepts and perceptions that parents hold regarding the competency-based approach.
- To reveal the sources that contribute to the formation of parents' representations.
- To understand the influence of parents' social and cultural backgrounds on their perception of the curriculum.
- To analyze the relationship between parents' representations and their role in supporting their children's learning.
- To highlight points of convergence and divergence between the official conception of the approach and parents' popular perceptions.
- To provide a critical perspective that can contribute to improving communication strategies between schools and families.

### Significance of the Study

The importance of this study lies in several scientific and practical aspects:

- It contributes to socio-educational research on the family-school relationship within the context of educational reforms (Epstein, 2011; Fan & Chen, 2001).
- It provides a theoretical analysis integrating the concepts of social representations, the sociology of education, and modern pedagogy (Moscovici, 1984; Jodelet, 2001).
- It enriches the literature on the competency-based approach by analyzing the perspective of an often-overlooked actor: the parent (Tardif, 2006).
- It enhances parental awareness of their educational role within a learning model focused on competencies and problem-solving (Bandura, 1997).
- It helps reduce the gap between schools and society by fostering a shared understanding of the concept of learning (Coleman, 1988).

### Key Concepts of the Study

The study is based on three central concepts that must be precisely defined to ensure analytical clarity: **social representations**, **competency-based approach**, and the **Algerian curriculum**. This

conceptual clarification aims to delineate the semantic framework within which the research problem is understood and to prevent any conceptual ambiguity that might affect subsequent analysis.

### **1. Social Representations**

Social representations refer to the meanings, values, and conceptions produced by society regarding a particular subject, which shape collective awareness and interpretation of social phenomena (Moscovici, 1984; Jodelet, 2001). From a pedagogical perspective, social representations can be understood as the outcomes of previous educational experiences and prevailing social discourse, guiding individuals' actions and responses toward a social phenomenon, including the educational process and its outcomes, in accordance with social and cultural expectations.

### **2. Competency-Based Approach (CBA)**

The competency-based approach is an educational method that enables learners to solve problems or address real-life situations using the knowledge, skills, and methodologies they have acquired throughout their education (Tardif, 2006; Chevallard, 2007). This approach emphasizes the functional aspect of education and extends beyond pedagogical boundaries to real-life applications, aiming to develop individuals who can actively participate in social contexts. The CBA is defined as a pedagogical strategy that identifies the key competencies expected at the end of the learning process and evaluates them through integrative tasks that require the application of prior knowledge (Ministry of National Education, Algeria, 2003). This definition is closely aligned with practical implementations in Algerian schools.

### **3. Algerian Curriculum**

The Algerian curriculum is an organizational document that specifies the directions, methods, and general objectives of the educational process, including target competencies and assessment methods. It can also be defined as the set of planned and unplanned experiences that learners undergo throughout their educational journey, encompassing cognitive, value-based, and interactive dimensions, as well as the overall messages intended to be transmitted by the educational institution (Bennett, 2014). Thus, the curriculum serves as a framework for guiding learners' social experiences rather than being merely written content.

### **4. Parent of the Pupil**

A parent (or legal guardian) is the individual legally responsible for monitoring a pupil's educational progress and ensuring communication between the family and the school (Epstein, 2011). The parent is also an educational agent who contributes to the child's academic and social development by providing home support, cultural capital, and experiences that influence the child's representations of school (Coleman, 1988; Fan & Chen, 2001).

### **5. Fifth Grade**

Fifth grade represents the final year of primary education, marking the transition from basic to terminal competencies in preparation for middle school. This stage is particularly sensitive, as assessments and integrative tasks increase in frequency and parental involvement intensifies, making it a critical testing ground for the competency-based approach in practice (OECD, 2018; Ministry of National Education, Algeria, 2003).

## **Theoretical Framework**

### **1.6 Social Representations: Theoretical Foundations for Understanding Parents' Perceptions**

Social representations are considered a cognitive system that enables individuals to interpret phenomena and process them in daily life (Moscovici, 1984; Jodelet, 2001). Parents do not approach the competency-based approach merely as a set of official texts; they interpret it through their school memories, educational experiences, and societal discourses about schooling. According to Eva Illouz, "representation is a synthetic process in which individuals blend data, experiences, and values to give meaning to reality" (Illouz, 2008). This definition highlights that social representations are formed outside the school but directly influence how educational reforms are received within it.

Paul Ricoeur further emphasizes that representations are not negative reflections of reality but “narrative constructions that provide social meaning to phenomena” (Ricoeur, 1981). Thus, parents’ representations regarding the competency-based approach form part of the “social narrative of education,” intertwining cognitive, value-based, real, and imagined elements. Analyzing these representations is scientifically significant as they provide an interpretive framework for understanding parents’ behaviors and attitudes.

## 2.6 Parents as Indirect Educational Agents

In recent years, the family’s role has shifted from traditional school supervision to a socially influential actor affecting learning quality. Ulrich Beck notes that “families have become spaces of continuous negotiation regarding the educational future of children” (Beck, 1992), implying that parents’ perceptions of curricula influence their children’s learning trajectories.

Agnes Heller argues that families provide not only emotional resources but also symbols and meanings that shape children’s expectations of school (Heller, 1992). Therefore, parents’ attitudes toward the competency-based approach are not purely cognitive; they result from family value structures, academic aspirations, and prior experiences with the educational system. These representations are particularly significant in fifth grade, a critical evaluative stage.

Bruno Latour highlights that social actors “perform their roles within complex networks where meanings are co-constructed through interaction” (Latour, 2005). Consequently, parents’ representations cannot be separated from teachers’ discourse, school realities, assessment practices, and media sources, all of which shape family perspectives on curricula.

## 3.6 The Competency-Based Approach in the Algerian Curriculum

The competency-based approach represents a pedagogical shift aimed at directing education toward the development of functional competencies rather than the mere accumulation of knowledge. According to Guy LeBon, the competency-based approach “views knowledge as a tool rather than an end and assumes the learner’s ability to mobilize resources in complex situations” (LeBon, 2010). This approach requires changes in classroom practices, assessment methods, and the learner’s relationship to educational tasks.

François Tardif emphasizes that the approach promotes “active, problem-based learning, transitioning from passive reception to active construction of knowledge” (Tardif, 2006). However, this change often encounters cultural resistance stemming from entrenched social perceptions of education, especially among parents who may equate learning with memorization and testing.

Jacques Labrun notes that implementing this approach faces the fundamental challenge of “aligning the official curriculum with the social representations of actors who may not share the same pedagogical philosophy” (Labrun, 2012). Understanding parents’ representations is therefore essential to interpreting the acceptance or rejection of the competency-based approach in schools.

## 4.6 Theoretical Integration of Concepts

The three concepts provide the basis for an integrated analytical model:

- **Social Representations:** Form the framework in which parents’ perceptions of schools and curricula are embedded.
- **Parents as Social Actors:** Serve as intermediaries connecting schools with the social environment and influencing reform effectiveness.
- **Competency-Based Approach:** Constitutes the subject of representations and the site of interaction or tension between official and social perspectives on education.

Based on this integration, the study explores the nature of fifth-grade parents’ representations, the social and cognitive factors shaping them, and their impact on the reception of the competency-based approach in Algerian schools.

## Practical Framework

### 1.7 Research Methodology

This study adopts a descriptive-analytical methodology, which involves describing a phenomenon by collecting and analyzing data from the field. This approach allows for systematic scientific interpretation aimed at achieving specific objectives concerning a social situation (Babbie, 2016). The descriptive method enables both quantitative and qualitative examination of the phenomenon under investigation.

### 2.7 Research Techniques and Data Collection

Data were collected using **observation grids**, a fundamental tool in social sciences and sociology for systematically recording and classifying phenomena observed in the social field (DeVaus, 2013). Additionally, **questionnaires** were used as the primary data collection instrument due to the indirect nature of the investigation, in line with standard practices in non-direct observation studies (Riffe, Lacy, & Fico, 2019). Both tools captured the information required to test the study's hypotheses.

### 3.7 Data Processing

Collected data were processed using statistical techniques via SPSS software. Simple tables were used to describe sample characteristics, while complex tables analyzed dimensions and variables in causal or functional relationships, indicating correlations, agreements, or discrepancies. These findings were then interpreted from a sociological perspective.

### 4.7 Sampling and Study Population

A **cluster sampling method** was employed as it was the most suitable given the study's objectives. Due to the large population and logistical constraints, it was impractical to survey the entire population of parents. Furthermore, some field contexts prevented access to all members of the population, making cluster sampling the most feasible approach (Creswell & Creswell, 2018).

A total of 250 questionnaires were distributed to parents (either mother or father) of fifth-grade pupils in selected schools. Ultimately, 167 valid responses were returned, forming the final sample. These questionnaires were analyzed using SPSS, and the dataset provided sufficient representativeness of the original population for the cluster sampling methodology.

### 5.7 Temporal and Spatial Framework of the Field Study

- **Temporal Framework:** The study was conducted between October 12 and October 15, 2025, during which sampling, questionnaire distribution, and collection took place.
- **Spatial Framework:** The study was conducted at **Bouri Said Primary School**, under the Directorate of Education of Bouira Province, Algeria.
- **School Profile**
- **Directorate of Education:** Bouira Province, Algeria
- **School Name:** Bouri Said Primary School

| Institution          | Students              | Facilities         |
|----------------------|-----------------------|--------------------|
| Location             | Belmehdi Neighborhood | Classrooms: 11     |
| Establishment Decree | 2018                  | Teachers' Room: 18 |
| Built Area           | 560 m <sup>2</sup>    | Offices: 1         |
| Total Students       | 557                   | Cafeteria: –       |
| Male Students        | 279                   | –                  |
| Female Students      | 278                   | –                  |

- **Administrative and Pedagogical Staff:**

| Position                 | Number |
|--------------------------|--------|
| School Director          | 1      |
| Deputy Director          | 0      |
| Educational Supervisors  | 8      |
| Arabic Language Teachers | 15     |
| French Language Teachers | 2      |
| Amazigh Language Teacher | 1      |
| Specialist Teachers      | 4      |
| Senior Teachers          | 3      |
| School Teachers          | 11     |

- This profile provides an overview of the school's organizational, pedagogical, and infrastructural characteristics, which contextualizes the study of fifth-grade pupils and their parents' perceptions of the competency-based approach in the Algerian curriculum.
- **8. Study Results**

**Table 1. Relationship between Type of Parent-Child Relationship and Parents' Experience in Reviewing Lessons and Homework Assistance**

| Type of Relationship | Parents' Experience in Reviewing Lessons |          | Total |
|----------------------|------------------------------------------|----------|-------|
|                      | Yes                                      | No       |       |
| Father               | 75 (88%)                                 | 10 (12%) |       |
| Mother               | 76 (93%)                                 | 6 (7%)   |       |
| <b>Total</b>         | 151 (90%)                                | 16 (10%) |       |

- According to Table 1, which illustrates the relationship between the type of parent-child relationship and parents' experience in reviewing lessons and assisting with homework, fathers reported 88% "Yes" and 12% "No," while mothers reported 93% "Yes" and 7% "No." Overall, 90% of parents indicated they had experience assisting their children with lessons, whereas 10% reported no such experience.
- These findings suggest that parents, regardless of whether they are fathers or mothers, possess a high level of knowledge and experience in guiding their children's study practices. Specifically, 88% of fathers and 93% of mothers reported active involvement in lesson review, with an overall participation rate of 90%.
- Parental experience in supervising and reviewing lessons with their children represents a valuable social and educational resource. Family involvement complements the teacher's efforts and the school administration's guidance, both in pedagogical monitoring and in shaping students' study behaviors. Educational literature emphasizes that the absence of parental support can contribute to higher dropout rates, lower academic achievement, frequent absences, and reduced adherence to the learning process (Fan & Chen, 2001; Epstein, 2011).

**Table 2. Relationship between Type of Parent-Child Relationship and Parents' Attitudes toward New Educational Reforms**

| Type of Relationship | Parents' Agreement with Educational Reforms |          | Total |
|----------------------|---------------------------------------------|----------|-------|
|                      | Yes                                         | No       |       |
| Father               | 54 (63%)                                    | 31 (37%) |       |
| Mother               | 53 (65%)                                    | 29 (35%) |       |
| <b>Total</b>         | 107 (64%)                                   | 60 (36%) |       |

According to the data in Table 2, which shows the relationship between the type of parent-child relationship and parents' attitudes toward new educational reforms, 63% of fathers responded "Yes" while 37% responded "No." In comparison, 65% of mothers responded "Yes" and 35% "No." Overall, 64% of parents expressed agreement with the reforms, while 36% did not.

These results indicate a general consensus among parents, regardless of whether they are fathers or mothers, regarding the new educational reforms. More than half of the respondents (64%) support the changes, reflecting a broad awareness of the developments and initiatives implemented within the educational system.

Parental involvement in the educational process is a key factor in enhancing teaching and learning outcomes. Coordination between the family and the school contributes to more effective pedagogical practices (Epstein, 2011). Modern educational policies, including the reforms adopted by the Algerian education system, emphasize the central role of families in supporting students' learning. Pedagogical reforms are not designed solely for classroom application; they are intended to encompass the child's entire environment, including the family, which acts as a complementary learning space (Fan & Chen, 2001).

**Table 3. Relationship between Parents' Educational Level and Awareness of the New Curriculum Content**

| Educational Level | Parents' Awareness of Curriculum Content |           |
|-------------------|------------------------------------------|-----------|
|                   | Yes                                      | No        |
| Primary           | 7 (33%)                                  | 14 (67%)  |
| Middle School     | 6 (20%)                                  | 23 (80%)  |
| Secondary         | 10 (21%)                                 | 38 (79%)  |
| University        | 35 (56%)                                 | 27 (44%)  |
| Postgraduate      | 5 (71%)                                  | 2 (29%)   |
| <b>Total</b>      | 63 (38%)                                 | 104 (62%) |

According to the data presented in Table 3, which examines the relationship between parents' educational level and their awareness of the new curriculum content, significant differences are observed. Parents with primary education reported 33% "Yes" and 67% "No." Those with middle school education indicated 20% "Yes" and 80% "No," while secondary education parents showed 21% "Yes" and 79% "No." University-level parents reported 56% "Yes" and 44% "No," and parents with postgraduate studies reported 71% "Yes" and 29% "No."

These results indicate that educational level has a notable and direct effect on parents' awareness of curriculum content. Higher educational attainment is associated with increased awareness (university: 56%; postgraduate: 71%), suggesting that these groups are the most informed about the new curriculum. Conversely, lower educational levels correspond to lower awareness rates (secondary: 21%; middle school: 20%; primary: 33%). Nonetheless, even among parents with lower educational attainment, a portion demonstrated awareness of the curriculum, highlighting that educational level is influential but not the sole determinant of parental engagement.

Educational literature emphasizes that parents' level of education often affects their understanding of educational policies and curricular reforms, influencing their capacity to support children's learning at home (Desforges & Abouchaar, 2003; Hill & Tyson, 2009).

**Table 4. Major Concerns Raised by Parents Regarding the New Curriculum (Multiple Responses)**

| Curriculum Criticism                         | Frequency  | Percentage  | Representation Rate |
|----------------------------------------------|------------|-------------|---------------------|
| Lesson Overload                              | 132        | 28.63%      | 70.04%              |
| Large Backpack / Material Volume             | 133        | 28.85%      | 79.64%              |
| Comprehension and Understanding Difficulties | 108        | 23.42%      | 64.67%              |
| High Volume of Subjects and Study Hours      | 88         | 19.08%      | 52.69%              |
| <b>Total</b>                                 | <b>461</b> | <b>100%</b> | <b>267.04%</b>      |

According to the data in Table 4, parents identified multiple concerns regarding the new curriculum. The most frequently reported issues were the large volume of lessons (70.04%), the weight and size of students' backpacks and study materials (79.64%), comprehension and understanding difficulties (64.67%), followed by the high volume of subjects and study hours (52.69%).

These findings suggest that parents perceive several pedagogical challenges accompanying the implementation of the new curriculum. These challenges represent significant points of critique from various stakeholders within the educational system, including unions, teachers, inspectors, and researchers concerned with educational reform. Such a critical perspective indicates obstacles in achieving the high educational objectives set by the Algerian education system.

From a microsociological perspective, these difficulties are not necessarily linked to internal curriculum flaws but rather to the context in which the curriculum is implemented. This underscores the need to reconsider curriculum content and align reforms with the cognitive, psychological, and social development of children. Achieving such alignment requires the active involvement of all educational stakeholders to ensure coherence between educational policies and the realities of classroom practice (Ball, 2008; Fullan, 2007).

**Table 5. Methods Parents Use to Express Dissatisfaction and Protests Regarding Curriculum Difficulties**

| Expression Method     | Frequency | Percentage  |
|-----------------------|-----------|-------------|
| Media (TV, Radio)     | 10        | 16.66%      |
| Print Press           | 3         | 5%          |
| Social Media          | 39        | 65%         |
| School Administration | 2         | 3.33%       |
| Parents' Meetings     | 6         | 10%         |
| <b>Total</b>          | <b>60</b> | <b>100%</b> |

Note: The total sample of 60 represents only the parents who actively expressed complaints regarding the curriculum, not the full study sample of 167.

According to Table 5, the most commonly used method for expressing dissatisfaction is social media, with 65% of respondents (39 out of 60) utilizing this platform. Traditional media followed with 16.66% (10 respondents), while the least frequently used channels were print press (5%), school administration (3.33%), and parents' meetings (10%).

The increasing reliance on social media as a protest tool is unsurprising given the dominance of digital technologies in modern communication. Virtual platforms provide open spaces for individuals to express opinions, share impressions, and react to issues affecting their daily lives and communities.

Moreover, social media facilitates rapid access to information, which accelerates social interaction and engagement with public issues. Since schools and educational reforms are central elements of societal structure, discussions about them attract the attention of diverse social groups, including those not

directly involved in the educational system. This highlights the broader societal impact of parental perceptions and their engagement with educational policies (Livingstone, 2009; boyd, 2014).

**Table 6. Relationship between Student Gender and Parental Evaluation of Academic Performance**

| Parent       | Evaluation  | Total       |
|--------------|-------------|-------------|
|              | Good        | Improving   |
| Father       | 17 (20.73%) | 16 (19.51%) |
| Mother       | 34 (40%)    | 23 (27.05%) |
| <b>Total</b> | 51 (30.53%) | 39 (23.35%) |

According to Table 6, which examines the relationship between student gender and parental evaluation of academic performance, fathers rated 20.73% of students as “Good,” 19.51% as “Improving,” 48.78% as “Average,” 8.53% as “Weak,” and 2.43% did not respond. Mothers, on the other hand, evaluated 40% as “Good,” 27.05% as “Improving,” 25.88% as “Average,” 5.88% as “Weak,” and 1.17% did not respond.

These results indicate that parental assessments of student performance vary significantly, reflecting multiple influencing factors such as individual differences among students, gender (male/female), intelligence levels, the extent of parental supervision, and classroom environment conditions. Despite these variations, the data highlight that a proportion of students receive below-average evaluations, emphasizing the need for targeted academic support and continuous parental involvement.

Educational research suggests that parental perception of student performance is strongly influenced by gender stereotypes, prior experiences with the child, and the frequency and quality of academic support at home (Fan & Chen, 2001; Hill & Tyson, 2009). These perceptions, in turn, can affect students’ self-concept and motivation, reinforcing the importance of consistent and constructive parental engagement.

## Discussion of Results in Light of the Hypotheses

### First Hypothesis

**Hypothesis:** "Parents’ previous experience with their school-aged children affects their stance on the level of educational competencies in the pedagogical curriculum."

Data analysis revealed that parents’ monitoring of their children’s schooling at home serves as a clear indicator of their understanding of educational competencies and the formation of judgments and attitudes toward curriculum content. This confirms that parents’ prior educational experience contributes to their awareness of modern educational changes, aligning with studies emphasizing the family’s role in supporting the learning process and enhancing learning quality (Epstein, 2018; Hoover-Dempsey & Sandler, 1997).

The results also highlighted the importance of communication between parents and the school. The presence of a social worker within the school staff was identified as an effective tool to strengthen dialogue and coordination between home and school, ensuring the transfer of educational experiences and perspectives positively (Adelman & Taylor, 2006). Parents’ educational level further demonstrated that acquired knowledge and socio-educational experience are influential in accepting curriculum reforms, supporting the idea that continuous interaction with the school enhances parents’ awareness of curriculum competencies and their ability to support their children.

**Conclusion:** The first hypothesis is partially confirmed, as prior parental experience and interaction with the school significantly affect their stance on curriculum competencies.

## Second Hypothesis

**Hypothesis:** "Coordination and communication between parents and teachers lead to acquiring a foundation that allows understanding of educational competencies."

The research results indicated that parents' associations enhance dialogue and consultation between the family and the school, help resolve classroom issues, and build social bonds among students and their families. Home-based parental involvement, particularly helping children with homework, was shown to effectively support learning and motivate children to engage positively with the curriculum (Fan & Chen, 2001; Hill & Tyson, 2009).

Additionally, reducing class sizes improves teacher follow-up with each student, thereby enhancing parents' understanding of educational competencies and allowing for integrated efforts between home and school. The results also highlighted that parents' use of social media as a means of expressing opinions and interacting with the educational process reflects their awareness of curriculum content and their commitment to its development (Livingstone & Blum-Ross, 2020).

**Conclusion:** The second hypothesis is confirmed, as coordination and communication between the school and family clearly contribute to a better understanding of educational competencies and strengthen the family's role as an active participant in the learning process.

## Interpretive Summary

The discussion of results confirms that parents' social representations and prior experience, along with their educational level, play a crucial role in shaping their attitudes toward educational reforms. Continuous collaboration between the school and family, supported by the presence of a social worker, is a key mechanism for improving understanding of competency-based curricula and activating the family's role in learning support. These results indicate that the family is not merely an indirect supporter but a central partner in enhancing educational effectiveness and achieving reform objectives.

## References

1. Ministry of National Education. (2018). *Pedagogical curriculum document for primary education*. Directorate of Curricula, Algeria.
2. Moscovici, S. (2000). *Social representations: Explorations in social psychology* (p. 22). Polity Press.
3. Coleman, J. S. (1990). *Foundations of social theory* (p. 215). Harvard University Press.
4. Bourdieu, P. (2010). *Cultural reproduction and social reproduction* (p. 62). Routledge.
5. Moscovici, S. (2000). *Social representations: Explorations in social psychology* (p. 201). Polity Press.
6. Jodelet, D. (2003). *Social representations* (p. 20). Presses Universitaires de France (PUF).
7. Tardif, J. (2006). *Assessment of competencies* (p. 55). Chenelière Éducation.
8. Perrenoud, P. (1999). *Building competencies* (p. 41). ESF.
9. Ministry of National Education. (2018). *Primary education official curriculum* (p. 15).
10. Apple, M. (2004). *Ideology and curriculum*. Routledge.
11. Ministry of National Education. (2018). *Official primary education curriculum*.
12. Hadji, C. (2012). *Assessment: The rules of the game* (p. 20). ESF.
13. Illouz, E. (2019). *Emotions as commodities* (p. 54). Polity Press.
14. Ricoeur, P. (1983). *Time and narrative* (p. 80). Seuil.
15. Beck, U. (1992). *Risk society: Towards a new modernity* (p. 112). Sage Publications.
16. Heller, A. (2015). *Everyday life* (p. 73). Routledge.
17. Latour, B. (2005). *Reassembling the social: An introduction to actor-network theory* (p. 56). Oxford University Press.
18. Le Boterf, G. (2018). *Building individual and collective competencies* (p. 64). Eyrolles.
19. Bouhouch, A., & Dhribat, M. M. (2001). *Scientific research methods and research preparation*. Diwan of University Publications, 3rd edition, Algeria (p. 102).