Revista Infoacceso
e-ISSN 2311-7605 (Online)
infoacceso.org/index.php/ri

Volume 13 · Issue 3 · 2026
Pages 3096–3111

Giftedness Education in the Algerian School A Study of Programme Quality and Equal Opportunities -A Sociological Approach to the Algerian Educational System-

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Received: 11/03/2026 | **Accepted:** 01/08/2026 | **Published:** 29/10/2026

***Abstract*—**This research addresses the sociological and educational issues associated with gifted education programmes (enrichment, acceleration and grouping) within the Algerian education system. The study is based on the hypothesis that current programmes face structural challenges that hinder the achievement of educational equity and creative effectiveness.

The study adopted a descriptive-analytical approach. The sample consisted of 100 teachers (50 specialising in the Arabic language and 50 specialising in physical sciences) from middle and secondary schools in several provinces across the country.

The findings revealed a discrepancy between educational theory and practical application. The study recommends shifting from a model that instructs the elite to a strategy that invests in giftedness as a driver of national development.

***Keywords*—**Giftedness, gifted education, quality of educational programmes, equal educational opportunities, Renzulli Model.

Theoretical framework

Firstly: Conceptual Renewal

First: Giftedness

1. Terminological definition: Giftedness is an exceptional innate ability possessed by an individual, which manifests itself in one or more areas of human activity. It represents extraordinary potential that enables the individual to achieve high levels of performance and outstanding productivity, provided an appropriate environment and specialised educational support are in place (Fathi Jarwan Mustafa, 2012, p. 42).

2. Operational definition: Giftedness is a condition identified in a student within the Algerian education system based on evident academic excellence (an average grade of at least 16/20) or exceptional higher-order thinking skills in subjects such as Arabic and physical sciences. This makes the student in need of pedagogical interventions that go beyond the ordinary curriculum.

A study by Ajilat Abdelbaki (2016) confirmed that, in the Algerian context, giftedness is often reduced to academic excellence. This finding was also confirmed by the results of our field study. Indeed, 72% of teachers in our sample of 100 associated giftedness with high academic achievement and commitment to assignments, overlooking other dimensions such as leadership or artistic talent. This makes it necessary to reconsider identification tools.

Second: Giftedness Care

1. Terminological definition: An integrated system of educational, psychological and social services provided by an educational institution to develop the exceptional abilities of gifted individuals. This is achieved through strategies such as enrichment, acceleration and grouping (Jarwan, Fathi Mustafa, 2012).

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2. Operational definition: In the context of our study, it refers to the set of pedagogical practices carried out by Arabic language and physics teachers to provide additional content, research activities or advanced laboratory experiments, with the aim of stimulating the motivation of high-achieving students and developing their creative abilities.

Souad Ben Nadjar (2022) indicates that giftedness care in Algeria is ineffective. This explains why our study found that 80% of teachers provide spontaneous, unsystematic giftedness care due to the absence of clear official programmes in regular classrooms. Furthermore, grouping is restricted to specific elite institutions, such as the Mathematics Secondary School in Kouba, meaning that the majority of gifted students in regular classrooms do not receive specialised support.

Third: Educational Program Quality:

1. Terminological definition: This refers to the extent to which educational inputs, processes and outputs conform to international scientific standards in gifted education, thereby ensuring the development of critical and creative thinking (Jebbara & Raslan, 2024).

2. Operational definition: In the context of our study, this refers to whether the content of Arabic language and physical sciences textbooks and the teaching aids available in Algerian schools are adequate and suitable for gifted students, and whether they provide a stimulating educational environment.

A study by Loubna Jebbara (2024) concluded that the methodological aspects and teaching methods employed in the school environment were rated as average. This is consistent with our own study, in which a sample of 50 physics teachers indicated that a lack of laboratory equipment undermines the quality of enrichment programmes, and Arabic language teachers said that the current curricula do not allow enough scope for literary creativity.

Fourth: Equal Educational Opportunities:

1. Terminological definition: Equal educational opportunities refer to ensuring the right of all gifted individuals to receive specialised educational support, regardless of their social, economic or geographical background (rural or urban) (Abdelbaki Ajilat, 2016).

2. Operational definition: In the context of our study, this refers to the capacity of the Algerian education system to identify and support gifted students in disadvantaged areas and impoverished environments with the same level of effectiveness as that applied to gifted students in urban areas and from affluent families.

This point is central to the sociological approach. Nabila Aissaoua and Rafiqa Yekhlef (2007) emphasise that families with high cultural capital are better able to seize educational support opportunities for their children. The findings of our field study support this argument, as teachers observed that students from educated families respond more quickly to enrichment programmes. This undermines equal opportunities for gifted students who lack cultural support at home, a concern also highlighted in Nassira Ben Abbas's study.

The concept guarantees every gifted student the right to educational support, regardless of their social or geographical background. The family environment plays a pivotal role in this regard. Nabila Aissaoua's study emphasises that the family is the primary environment for identifying giftedness, while Abdelbaki Ajilat (2016) points out that parents' socioeconomic status remains a major determinant of support for the academic excellence of gifted students in Algeria.

The link between the theoretical references and the findings of our study, which involved 100 teachers, demonstrates that giftedness education in Algeria continues to suffer from a pedagogical disconnect. While there is widespread theoretical acceptance of enrichment and acceleration strategies, practical implementation faces structural obstacles (e.g. overloaded curricula) and sociological barriers (e.g. disparities in family support). This makes equal opportunities a distant goal requiring deeper legislative and institutional interventions.

Expanding on these concepts highlights that giftedness in the Algerian school system continues to be caught between individual merit and sociological constraints. While the teachers in our sample are willing to support gifted students, the quality of programmes and equal opportunities depend on the existence of a legal and institutional framework that protects giftedness from being lost in the maze of educational conventionalism.

First: Renzulli's Model

1. Terminological definition: Renzulli's Model (also known as the Three-Ring Model) is a theoretical and educational framework which considers giftedness to be the outcome of the interaction and convergence of three fundamental clusters of human characteristics possessed by an individual.

- Above-average abilities: These include general abilities, such as reasoning and memory, and specific abilities, such as outstanding performance in a particular scientific subject.

Creativity: This is manifested in fluency, flexibility, originality, and the ability to think outside of conventional frameworks.

-Task commitment (perseverance): This refers to high motivation and sustained concentration over extended periods to accomplish outstanding work (Jarwan Fathi Mustafa, 2013, p. 62).

2. Operational definition: This is a practical diagnostic tool used by Arabic language and physics teachers in Algerian schools, for example, to identify gifted students. Teachers observe the intersection of three field-based criteria: intelligence or academic excellence; original, innovative output, demonstrated through literary expression or scientific projects; and positive behaviour, reflecting seriousness and the ability to work under pressure for extended periods.

Renzulli emphasises that true giftedness only emerges at the point where these three areas overlap and within a stimulating environment. Referring back to the study by Loubna Jebbara (2024), we find that the methodological aspect of the school environment received an average rating. This suggests that, while the school may stimulate academic achievement, it may neglect to encourage creativity and commitment to tasks due to conventional, rote-based teaching.

Second: Enrichment programmes – deepening learning within the school system

1. The nature of enrichment and its educational dimensions:

Enrichment programmes are among the most prominent contemporary educational approaches to supporting gifted students. Rather than limiting learning to the quantitative accumulation of knowledge, they reshape the educational experience by expanding and deepening the curriculum content. Enrichment involves more than just adding new information; it also involves reorganising knowledge according to higher cognitive levels, such as analysis, synthesis and evaluation, in a way that is consistent with the intellectual and emotional characteristics of this group.

From a sociological perspective, enrichment reflects a reform-oriented approach that seeks to reconcile the demand for educational equity with the principle of responding to individual differences without resorting to segregation or institutional exclusion. Within this framework, the school is seen as a place to manage cognitive diversity, not eliminate it. In the physical sciences, for instance, teaching a gifted student is not limited to an understanding of the water cycle. Instead, the student is tasked with an analytical study of the effects of climate change on the cycle, using recent scientific data to develop critical conclusions. Thus, enrichment transforms from a mere technical modification of the curriculum into a profound pedagogical approach that redefines the learning process itself (Ahmed & Jarwan Fathi, 2012, p. 115).

2. Educational and Sociological Foundations of Enrichment Programmes:

These programmes are based on a set of integrated principles, the most prominent of which include taking individual differences into account, diversifying learning areas, providing a stimulating educational environment and training teachers to adopt new guidance- and supervision-based roles rather than rote instruction.

At a sociological level, these programmes help to reduce the symbolic exclusion that gifted students may experience in traditional classrooms by providing them with opportunities to express their abilities within a group setting while maintaining their connection to the school community. For instance, setting up specialised school clubs, such as robotics or creative writing clubs, allows gifted students to develop their skills in an interactive environment that encourages collaboration and a sense of belonging.

Thus, enrichment is not merely an educational tool; rather, it is a mechanism that rebuilds the relationship between individuals and educational institutions on more flexible and inclusive foundations (Taysir and Abdelaziz Fathi, 2010, pp. 48–49).

3. The importance of enrichment programmes:

Enrichment programmes are important because they are an educational model characterised by flexibility and the ability to be implemented in regular schools without requiring costly structural changes. They are also less expensive than acceleration or grouping programmes, yet capable of producing a positive impact on the quality of education.

These programmes contribute to the consolidation of the principle of equal educational opportunities by enabling gifted students to develop their abilities within their social environment. This enhances their integration and limits the phenomenon of educational elitism. For instance, integrating research projects into the official curriculum benefits all students, while gifted students are given more challenging tasks that demand advanced analytical and investigative abilities.

Enrichment is a reform-oriented approach that improves the performance of the entire educational system, rather than serving only a specific group (Fathi Jarwan, 2008, p. 132).

4. Types of enrichment (vertical and horizontal):

Enrichment takes two main forms that reflect the nature of knowledge expansion:

A. Vertical Enrichment:

This involves an in-depth exploration of a specific field of knowledge, providing advanced content that goes beyond the standard academic level. For instance, an academically gifted student of physics might be tasked with studying introductory concepts in differential calculus or solving problems at a simplified university level.

B. Horizontal Enrichment:

This involves broadening students' knowledge by integrating several fields of study into a single educational experience. For instance, students may engage in interdisciplinary projects that combine literature, history, and the arts to analyse specific civilisational phenomena.

This diversity of approaches reflects an attempt to reconcile the logic of specialisation with the logic of integration across scientific fields, which is consistent with the requirements of contemporary knowledge-based societies (Nadia Al-Surur, 1998, p. 64).

It is clear, therefore, that enrichment programmes represent an integrated educational and sociological approach that goes beyond partial pedagogical modifications to address the deeper structure of the educational system. They seek to strike a balance between fostering individual excellence and promoting social integration by restructuring knowledge, adapting teaching methods and cultivating stimulating educational environments that cater for cognitive diversity. Furthermore, implementing enrichment programmes in mainstream schools is an effective way of reducing educational disparities without falling into the trap of elitism or exclusion. This qualifies it as one of the most important approaches to educational reform in contemporary contexts.

Third: Acceleration Programmes – Restructuring School Time

1. The concept of acceleration

Acceleration programmes are educational strategies that reorganise school time to suit the advanced cognitive abilities of gifted learners. They enable gifted learners to progress through their educational pathway at a faster pace than their peers by reducing the time required to acquire knowledge and skills (Yahya Khalil, 2006, p. 65). Acceleration is not just about shortening the time period; it also reflects a shift in educational philosophy from an age-based approach to a competence- and readiness-based one.

From a sociological perspective, acceleration is a way of dismantling the traditional school model, which links learning to strict, age-based progression. It acknowledges structural differences in learners' abilities and redistributes educational opportunities according to academic merit. For instance, a gifted pupil could finish primary education in five years instead of six, or take university courses while in secondary school under a dual-enrolment system.

Thus, acceleration is not merely an administrative procedure, but a reimagining of the relationship between time and learning in light of the demands of academic excellence.

2. Benefits of Acceleration Programmes

Educational literature highlights a range of positive psychological and cognitive effects associated with acceleration programmes. These programmes increase intrinsic motivation to learn and reduce the feeling of boredom resulting from the slow pace of instruction. They also boost gifted pupils' self-confidence and sense of achievement.

Acceleration provides early opportunities to enter academic or professional pathways, contributing to the accumulation of human capital at a societal level and helping to accelerate the pace of knowledge production. For instance, allowing a high-achieving student to study university-level physics at an early age can deepen their

scientific interest and encourage them to specialise in this field at an early stage.

However, the effectiveness of these programs remains conditional upon achieving a balance between cognitive advancement and psychological and social maturity, in order to avoid any disruption in the process of adaptation (Jarwan Fathi, 2008, p. 140).

3. Forms of Acceleration

The forms of acceleration vary according to the flexibility of educational systems. The most prominent include early school admission, grade skipping (exceptional promotion), curriculum compacting, as well as early admission to university or taking university courses during secondary education.

These different forms reflect educational institutions' efforts to adapt school timetables to individual differences, providing flexible educational pathways that cater for the abilities of gifted pupils. For instance, a secondary school pupil may enrol in a dual education programme, enabling them to attend university lectures and acquire advanced knowledge prior to officially entering university.

However, this diversity of approaches can present challenges in terms of learners' ability to adapt to new educational and social environments, especially when there is an age gap between them and their peers (Al-Surur, N. A., 1998, p. 72).

Acceleration programmes represent a structural transformation in the organisation of the educational process, shifting from a linear model based on chronological progression to a flexible model grounded in competence and cognitive readiness. Despite the opportunities these programmes provide to promote excellence and accelerate integration into academic and professional pathways, their success depends on educational institutions' ability to strike a balance between the demands of intellectual giftedness and psychological and social maturity. Therefore, the success of acceleration programmes is measured not only by the speed of academic progress, but also by their ability to develop well-rounded learners who can adapt to and integrate within their social environment. This ensures that their exceptional abilities are utilised for their own benefit and that of their community.

Fourth: Grouping programmes – between educational efficiency and issues of equity

1. The Concept of Grouping

Grouping programmes are an educational approach that reorganises the classroom structure according to learners' ability levels and academic achievement. The aim is to design instruction suited to each group and enhance the effectiveness of the educational process. This approach recognises individual differences, acknowledging that each learner has a unique learning pace and specific cognitive skills. Consequently, a uniform approach that does not take these differences into account is limited in its effectiveness, particularly for gifted learners who require deeper and more challenging content (Bourdieu, 1996).

From a sociological perspective, however, grouping can be seen as a mechanism that reproduces social and cultural inequalities, as it can reinforce disparities between students rather than reduce them. Pierre Bourdieu emphasised this in his analysis of the school's role in reproducing cultural and social capital. For instance, setting up a special class for gifted pupils in a regular school can give them access to more advanced learning opportunities and skills development, while simultaneously creating a form of symbolic differentiation between them and their peers.

Grouping is an effective tool for enhancing educational efficiency when implemented properly. However, it also carries structural risks related to symbolic and social discrimination. This calls for the development of precise educational policies that balance improved academic performance with the preservation of equity and equality among all learners.

2. Types of grouping

The way pupils are grouped varies according to the educational system's philosophy. One of the most prominent types is homogeneous grouping, where pupils are classified according to their ability levels. This makes it possible to design specialised educational programmes suited to their capacities. In contrast, heterogeneous grouping involves dividing students into groups within the same classroom according to their performance levels to complete differentiated educational tasks, thereby ensuring the participation of all students in the educational process.

This diversity reflects the tension between educational efficiency and equity, as the system aims to maximise effectiveness while ensuring equal opportunities. For instance, gifted pupils might be given advanced analytical

projects, while other students work on tasks that are progressively more challenging.

Grouping arrangements create a situation where the logic of effectiveness conflicts with the logic of equality. This requires balanced and sensitive management of the conflict, taking into account psychological and social factors alongside cognitive factors to ensure comprehensive and balanced learning.

3. Forms of grouping

In educational practice, grouping takes various forms, ranging from special classes within schools that allow dedicated classes to be established for gifted pupils, to independent schools for gifted students that provide an advanced environment suited to their abilities. Finally, there is partial grouping or temporary withdrawal, whereby learners are withdrawn for a specified period to participate in enrichment activities or research projects.

While this diversity offers considerable flexibility in adapting education to learners' needs, it also raises challenges related to social integration. If not carefully designed, it may lead to pupils being isolated from their peers. One possible approach is to allocate one hour each day for gifted pupils to undertake research or creative activities in a dedicated space, while still participating in ordinary classroom life.

Despite their diversity, grouping arrangements require careful management that takes psychological and social factors into account so that they support individual development and social interaction rather than reinforcing symbolic discrimination or isolation.

4. Disadvantages of grouping

Despite its advantages, grouping presents clear challenges. For example, it can widen educational and social gaps among pupils, affecting their psychological and social adjustment. This is particularly true for gifted pupils, who may feel isolated as a result of being separated from their peers. It may also create a social stigma for certain pupils who are perceived as less capable, which can affect their motivation and self-confidence.

Without a comprehensive educational vision, grouping can become a tool of indirect exclusion. This requires educational planners to strike a balance between educational efficiency and social equity, adopting policies that consider learners' psychological and social differences and ensure the effective inclusion of everyone.

Fifth: Renzulli's Model – An Integrative Approach to Giftedness Education

1. The Theoretical Foundations of the Model

Joseph Renzulli's model presents a dynamic view of giftedness, considering it to be the result of the interaction between three fundamental elements: high intellectual ability, creativity and motivation, or task commitment. This conception reflects a shift in understanding giftedness, moving from viewing it as a fixed characteristic to viewing it as a process that can be developed. The model draws inspiration from John Dewey's philosophy, which emphasises experiential learning based on experience and practice.

By shifting giftedness from a fixed dimension to a dynamic, developable construct, Renzulli's model broadens the scope for identifying and supporting gifted learners. It also strengthens the learner's role as a key player in the educational process, while linking individual excellence to the educational environment and society.

2. Components of the Model

Renzulli's model is based on integrated activities, including exploratory tasks to identify pupils' interests and group training in critical and creative thinking. Practical research projects are also included, focusing on community issues.

For instance, a student could be given a project addressing a local environmental issue, such as recycling or resource conservation. This approach transforms learners from consumers of knowledge into producers of it, thereby increasing motivation and giving learning clear social and community-oriented meaning.

Renzulli's model promotes productive and active learning by integrating critical thinking, exploratory learning and practical projects. It creates an educational environment that connects the development of individual talents with service to the community, thereby enhancing learners' motivation and effectiveness within their social environment.

3. The Sociological Dimension of the Model

Renzulli's model goes beyond the narrow educational dimension to encompass a comprehensive sociological vision. It contributes to the democratisation of education by identifying gifted individuals from different social groups and connecting learning with societal issues and needs.

For instance, engaging pupils in environmental initiatives or volunteer campaigns fosters a stronger sense of responsibility and belonging. Thus, gifted education shifts from being an elite privilege to becoming a tool for achieving social equity and comprehensive development, whereby individual excellence is utilised for the benefit of society.

Renzulli's model takes an integrative approach to gifted education, combining the development of individual potential with the expansion of equitable learning opportunities, and linking personal excellence to societal interests. This highlights its role as an integrated educational and sociological framework that contributes to the development of a democratic education system that serves everyone.

Together with enrichment, acceleration and grouping strategies, Renzulli's model demonstrates that gifted education is not just a technical educational issue, but a complex sociological concern associated with equity, integration and equal opportunities.

The results of our field study revealed disparities in how these rings were identified. Physics teachers placed a strong emphasis on the task commitment ring (perseverance in solving complex exercises and conducting experiments), whereas Arabic language teachers focused on the creativity ring (imagination and literary style). Nevertheless, 65% of teachers indicated that the current assessment system focuses only on intellectual ability and memorisation, leading to gifted learners who demonstrate high creativity but a low level of commitment to traditional school tasks being neglected.

When applied as a screening tool, Renzulli's model encounters the identification obstacles discussed by Rania Al-Asmar (2021), as teachers lack standardised instruments for measuring creativity and task commitment, relying solely on casual observation. This corroborates Souad Ben Nadjar's (2022) assertion that gifted education in Algeria is dependent on individual initiatives and lacks an institutional framework that formally and systematically adopts international models, such as Renzulli's model.

The three rings cannot intersect without family support. A study by Abdelbaqi Ajilat (2016) shows that families with high cultural capital encourage task commitment at home and provide the resources needed to develop creativity. According to Renzulli's criteria, this gives students from sociologically advantaged environments a greater chance of being recognised as gifted than their peers in disadvantaged areas.

Adopting Renzulli's model in this article is not merely theoretical; it is necessary for correcting the diagnostic process in Algerian schools and shifting the focus from grade-based giftedness to giftedness demonstrated through committed creative production.

Despite their potential to develop individual excellence, these programmes may contribute to the reproduction of inequalities if they are not designed with a comprehensive vision that considers social dimensions. Therefore, the real challenge lies not in selecting a particular programme, but in achieving a delicate balance between developing individual abilities and ensuring social equity. Contemporary schools must therefore transform themselves from spaces that reproduce inequalities into institutions that create opportunities, thereby ensuring educational equity and sustainable development.

Fieldwork of the study:

First: Methodological procedures

1.1 Research method

In accordance with the nature of the study, which seeks to describe the reality of gifted education and analyse its sociological determinants, the descriptive-analytical method was employed. This method is well-suited to observing educational phenomena and explaining the relationships between variables (such as program quality and equal opportunities) within the Algerian school environment.

1.2 Study sample

A purposive sample of 100 middle and secondary school teachers was selected and divided into two equal groups: 50 Arabic language teachers representing humanities and linguistic abilities, and 50 physical sciences teachers representing exact sciences and analytical abilities. This diversity was selected in order to measure the differences in teachers' awareness between the humanities and the sciences.

1.3 Study Instruments

A questionnaire covering the following areas was used: awareness of the concept of giftedness; the practice of enrichment strategies; and barriers to identification. A questionnaire on giftedness education and equal

opportunities was developed, consisting of three main sections:

Section One: Cognitive perceptions and awareness of the concept of giftedness and Renzulli's model.

Section Two: The reality of pedagogical practice (enrichment, acceleration and grouping).

Section Three: Sociological and educational barriers hindering gifted education.

Second: Presentation and discussion of the study results.

1. Presentation and analysis of the field study results

1.1 Description of the study sample (general data).

The sample members were distributed according to demographic and professional variables to ensure comprehensive analysis.

Table No. 01: Distribution of sample members by gender and specialisation (n = 100).

Overall Percentage	Total	Gender Percentage	Frequency	Gender	Specialisation
50%	50	40%	20	Male	Arabic Language
		60%	30	Female	
50%	50	56%	28	Male	Physical Sciences
		44%	22	Female	
100%	100	Gender Percentage	100	Gender	Grand Total

The data in Table 1 reveal sociological implications that go beyond a simple statistical interpretation. There is a clear predominance of female teachers in the Arabic language specialisation, accounting for 60% of the total, compared with 40% for males. In contrast, the distribution in physical sciences is relatively balanced, with males representing 56% and females 44%. This disparity reflects the feminisation of the teaching sector within the Algerian education system. This phenomenon is associated with a sociological concept known as the gendered division of knowledge, whereby literary subjects are considered fields of care that tend to attract women, while scientific subjects are seen as arenas of gender competition.

Compared with previous studies, these findings support the argument of Bana Jabbarah (2024) that teachers' characteristics influence the school environment. The predominance of women in the humanities leads to an emphasis on emotional care and a tendency to provide gifted students with emotional support. In contrast, the gender balance in physics creates opportunities for purely academic support to emerge, focusing on technical excellence and scientific competition. This is consistent with Abdelbaqi Ajilat's (2016) point in his discussion of the role of cultural background in directing excellence.

This distribution lends weight to the hypothesis of role reproduction. Gifted Arabic language students often find a female role model who encourages them to engage in expressive creativity, whereas in physics they encounter a more rigorous environment. This is consistent with Nacira Ben Abbas's study, which warned that the absence of gender balance in certain specialisations may lead to a stereotypical understanding of giftedness based on gender characteristics (masculinity or femininity). It is therefore necessary to standardise identification criteria so that they are objective and independent of the teacher's gender and specialisation, thereby ensuring genuine equality of opportunity.

Table No. (02): Distribution of sample members by age group and length of service

Percentage	Frequency	Category	Variable
%25	25	From 25 to 35 years	Age Group
45%	45	From 36 to 45 years	
30%	30	Over 46 years	
20%	20	Less than 10 years	Length of Service
55%	55	From 10 to 20 years	
25%	25	More than 20 years	

Table No. 2 is key to understanding the professional capital of the study sample. Rather than being mere chronological figures, the variables of age and length of service are sociological indicators of the nature of training, the internalisation of educational values, and the ability to adapt to successive reforms within the Algerian educational system[1].

1. The predominance of the professional stability and moderate experience category

The results show that the 36-45 age group is the most represented, accounting for 45% of the sample. This corresponds to the length-of-service indicator, which places the 10–20 years category in the leading position at 55%. Sociologically, this group belongs to the professional stability category. These teachers have moved beyond the initial professional shock experienced by beginners, but have not yet reached the stage of psychological burnout or professional disengagement that affects more experienced teachers. This group is best qualified to provide an objective assessment of programme quality, as its members have worked with the old curriculum and experienced the transition to second-generation curricula.

2. Comparison with previous studies: The problem of training versus practice

These findings align with those of Lubna Raslan Jabbarah's (2024) study, which indicates that teachers in this age group are the most critical of the school's physical environment. While a new teacher with fewer than ten years' experience may accept the lack of resources as a fact of life, a teacher with moderate experience fully recognises the discrepancy between the aspirations of the competency-based approach and the deteriorating material reality.

This percentage also lends weight to the argument put forward by Rania Al-Asmar (2021) regarding the obstacles to identifying gifted students. The fact that 55% of these teachers have substantial professional experience means they received traditional training at universities and institutes, which often overlooks giftedness psychology.

Therefore, extensive experience does not necessarily imply mastery of modern identification mechanisms. In fact, it can sometimes indicate the entrenchment of stereotypical assessment practices based on academic grades. As Khalaf Rafika (2007) warned, awareness of giftedness does not develop automatically over time, but requires continuous and targeted training.

3. The Sociological Interpretation of the Capacity for Change (The Second-Generation Curriculum as a Model).

From a sociological perspective, the group representing 55% of the sample acts as the guardian of the educational establishment because it possesses procedural power within educational institutions. These teachers' acknowledgement of the existence of sociological barriers, as revealed in the other sections, carries considerable credibility because they have experienced grouping and enrichment strategies in various forms throughout the different stages of reform.

When these findings are considered alongside the study by Souad Ben Nadjar (2022), it becomes clear that the limited effectiveness of gifted education can be attributed to two factors. Firstly, older teachers (those with more than 20 years of experience, representing 25% of the sample) have become accustomed to traditional, elitist methods of rote instruction. Secondly, younger teachers (20% of the sample) lack the field experience needed to deal with the unfamiliar questions posed by gifted students. Consequently, the real burden of reforming gifted education falls on the intermediate group (those with 10–20 years of experience), which constitutes the majority of the sample, according to the study. This makes the research findings representative of the authentic voice of educational practice in Algerian schools.

The age and professional composition of the study sample lend historical depth to the findings. Rather than assessing the reality of gifted students from an immediate perspective, this sample provides a comparative view of two educational eras. The distribution of the sample confirms that the problem of gifted education in Algeria is not a lack of experience among teachers — 80% of whom have more than 10 years' experience — but rather a problem of utilising experience within the context of overcrowded curricula and a sociological environment that prioritises academic conformity over creative excellence. This reinforces the need for the specialised training proposed by the study for this experienced group, to redirect its focus towards the Renzulli Model and modern educational alternatives.

Third: Presentation and Analysis of the Questionnaire Sections

Section One: Cognitive Perceptions and Awareness of the Concept of Giftedness

Table (03): Teachers' responses regarding awareness of the concept of giftedness (n=100).

Disagree	Neutral	Agree	Statement
60 %	25 %	15 %	I possess sufficient theoretical background on Renzulli's Model.
25 %	35 %	40 %	High intelligence is the only criterion for giftedness.
70 %	10%	20 %	I can distinguish between academically high-achieving students and gifted students.

Table No. 3 reveals the significant sociological and pedagogical dimensions of the Algerian education system. The results suggest that there is a significant lack of knowledge regarding international models for explaining giftedness: 60% of teachers admitted that they lacked sufficient theoretical knowledge of the Renzulli Model. From a sociological perspective, this finding reflects the continued association of giftedness with the traditional concept of academic intelligence. This is consistent with Rania Al-Asmar's (2021) study, which found that teachers had limited awareness of the psychosociological characteristics of gifted students.

The finding that the family environment was ranked as the most decisive factor by 88% of respondents is the most significant sociological indicator in this study. This confirms that, in Algeria, giftedness remains subject to the principle of cultural inheritance, as conceptualised by Pierre Bourdieu. Families with cultural and economic capital, as demonstrated in Ajilat's (2016) study, are the only ones capable of 'creating giftedness' by identifying it early and providing enrichment opportunities. Meanwhile, gifted students in marginalised areas remain dependent on public schools suffering from inadequate teacher training (reported at 76%).

This disparity inevitably leads to the reproduction of social inequality, whereby giftedness becomes a class privilege enjoyed by advantaged groups and denied to disadvantaged groups due to a lack of support from official institutions. This issue was highlighted in the studies of Aissaoua Nabila and Nacira Ben Abbas. Furthermore, the fact that 70% of the sample rejected the idea that intelligence is the sole criterion remains a theoretical rejection that clashes with the reality of field practice, which lacks standardised identification tools. Consequently, academic grades become the sole decisive factor in assessment. This reinforces the argument put forward by Souad Ben Nadjar (2022) that the educational system is ineffective in nurturing giftedness beyond traditional frameworks.

Teachers' awareness of giftedness in Algeria thus oscillates between a desire for innovation and inadequate training, as well as the dominance of the student's family background. Legislative intervention is required to ensure geographical equity and rescue gifted individuals from the grip of sociological marginalisation.

Section Two: The Reality of Pedagogical Practice (Programme Quality)

Table No. (04): Frequencies of the Use of Gifted Education Strategies

Rarely	Sometimes	Often	Statement
50%	%38	%12	I apply the enrichment strategy in the classroom.
%80	%15	05 %	I allow students to accelerate their tasks.
%70	%22	0%	Equipped laboratories and libraries are available for Type III enrichment.

Table No. 4 reveals the discrepancy between educational discourse and practice in Algerian schools. The figures indicate a significant shortcoming in the adoption of modern gifted education strategies, confirming that giftedness is limited by the current standardised educational system.

1. The problem of linear standardisation and the waste of gifted potential

The results show that the acceleration strategy is almost entirely absent, with 80% of respondents saying that it is rarely used. Sociologically, this demonstrates that the Algerian school system continues to follow a unified, linear approach that requires all students to progress at the same pace, both temporal and cognitive, regardless of their abilities. This uniform framework can lead to the pedagogical alienation of gifted students, who may become bored and lose motivation when repeatedly encountering knowledge they have already mastered. This was

confirmed by Souad Ben Nadjar's (2022) study, which examined the limited effectiveness of practical measures within the Algerian educational system.

2. Enrichment: Between Random Practice and the Absence of a Supportive Environment

Regarding the enrichment strategy, the fact that 50% of teachers rarely use it means that half do not go beyond the scope of the official curriculum. From Renzulli's perspective, enrichment requires cognitive challenges that extend beyond textbooks. From a sociological perspective, this low usage rate can be attributed to the density of curricula and the pressure of school schedules, which lead teachers to prioritise completing the syllabus over nurturing excellence. This finding is consistent with a study by Rania Al-Asmar (2021), which identified time constraints and inadequate training as the two main obstacles to identifying and nurturing gifted students.

3. The poverty of the physical environment and the perpetuation of inequality

The finding that laboratories and well-equipped libraries are scarce for the third type of enrichment (independent investigation) at a rate of 70% represents a decisive blow to the effectiveness of gifted education. Our findings align with those of Loubna Raslan Jebbara (2024), who confirmed the poor quality of the school's physical environment. From a sociological perspective, the absence of laboratories means the absence of environmental stimuli necessary to nurture giftedness, and a creative teacher cannot provide appropriate support in an impoverished material environment.

This situation reinforces the argument advanced by Aissaoua Nabila regarding the role of the environment. Here, the school abandons its role in ensuring educational equity, leaving gifted students at the mercy of their families' ability to provide these resources outside school. Consequently, we return to Bourdieu's principle of the reproduction of inequality, whereby scientific giftedness becomes the exclusive preserve of those who have access to parallel enrichment environments, while it withers away in public schools that lack the necessary equipment.

4. The challenge of school legislation and traditional practices

Despite some teachers' theoretical belief in the importance of these strategies, their limited use is attributable to the rigidity of school legislation, which holds teachers accountable for covering the curriculum rather than nurturing creative talent. From a sociological perspective, this constitutes a form of pedagogical bureaucracy that hinders innovation. Teachers are reluctant to implement acceleration or independent projects due to a lack of legal protection for themselves or gifted students. The study by Nacira Ben Abbas highlights this issue in its discussion of the problems faced by gifted students in Algerian schools.

Table No. 4 confronts us with a troubling sociological reality: giftedness in Algerian schools is an exceptional condition attempting to survive within a very ordinary system. The inadequacy of enrichment and acceleration practices, combined with insufficient resources, prevents schools from progressing beyond rote instruction for an elite group of students and towards developing and investing in gifted potential.

The sociological recommendation therefore emphasises the need for more flexible legislation and stimulating physical environments to ensure giftedness is not merely a matter of family circumstance, but an institutional project that guarantees equal opportunities for all.

Section Three: Equal Opportunities and Sociological Barriers

Table No. (05): Sociological Factors Affecting Giftedness

Table 5 provides empirical evidence that giftedness in Algeria is not an isolated educational issue, but rather the result of structural conflicts between cultural capital and the school system.

Disagree	Neutral	Agree	Statement
08%	10 %	82%	Giftedness is more evident among children from affluent families.
05 %	05 %	90%	Curriculum density is the main obstacle to providing support.
10%	15%	75 %	Geographical location (rural/urban) affects the provision of support.

1. Giftedness as a Class Privilege (Reinforcing Bourdieu's Theory).

The fact that 82% of teachers agree that giftedness is more evident among children from affluent families undermines the myth of school neutrality. This is a clear example of Pierre Bourdieu's concept of cultural capital. As shown in the study by Ajilat (2016), affluent Algerian families engage in parallel educational investment

through specialised private tutoring and technological resources. This transforms giftedness from a latent ability into a tangible social privilege. Conversely, disadvantaged families lack the environmental stimuli necessary to reveal their children's excellence.

2. The Pedagogical Guillotine and the Suppression of Creativity

The figure of 90% recorded for curriculum overload as an obstacle is the most alarming sociological indicator. It shows that schools have become standardised production lines that prioritise quantity over quality. This time pressure transforms teachers from nurturers of giftedness into implementation officers, compelling them to neglect gifted students in favour of average students in order to ensure statistical stability in results. This supports the arguments of Souad Ben Nadjar (2022) and Loubna Jebbara 2024) that the school environment discourages creativity.

3. Constrained Geography and Spatial Justice

The figure of 75% confirms that geographical location (rural or urban) has a significant impact on the recognition of giftedness. From a sociological perspective, this reflects spatial inequality, which denies gifted students in marginalised areas the symbolic and material capital available in cities. This finding is consistent with the study by Rania Al-Asmar (2021). The issue is not the distribution of intelligence, but the distribution of opportunities for its manifestation. This causes rural giftedness to disappear under the weight of geographical marginalisation.

4. The Reproduction of Inequality

The strong association between socioeconomic status and gifted education (reported at 88%) leads to the disturbing conclusion highlighted by Nacira Ben Abbas and Aissaoua Nabila: the Algerian school system may be transforming from a vehicle for social mobility into an instrument for reproducing inequality. Giftedness has become a matter of class privilege: advantaged groups purchase support outside the educational system, while disadvantaged gifted students remain confined within a linear system with poorly equipped laboratories.

The table shows that the issue of giftedness in Algeria is essentially a social justice issue. Giftedness does not emerge in isolation: it either finds family resources to support it or remains trapped within a system that glorifies conformity at the expense of excellence. Legislative affirmative action is therefore necessary to break the cycle of class-based inheritance of creativity and ensure genuine equality of opportunity.

Firstly: Results of the Qualitative Analysis of the Arabic Language Specialisation

This specialisation focuses on linguistic giftedness and expressive abilities. The open-ended responses reveal a standardised pattern of gifted education.

Analysis of open-ended responses (qualitative analysis).

The qualitative analysis of the attitudes and perceptions expressed by 100 teachers serves as a mirror reflecting the structural crisis that impedes gifted education in Algeria. Underlying the figures is an educational culture experiencing a conflict between pedagogical ambition and sociological constraints.

First: Table showing the distribution of major qualitative themes (quantitative analysis of qualitative content).

Based on the frequency of key ideas in the open-ended responses, the following table was derived.

Table No. (06): Trends in Teachers' Opinions on Open-Ended Issues (N = 100).

Percentage	Frequency	Central Idea	The Qualitative Dimension
85%	85	"Grade Culture" and Alienation through Quantitative Average Scores.	The Sociological Obstacle
78%	78	Establishing an Independent National Authority for Giftedness and Activating Educational Acceleration.	Legislative Requirements
72%	72		The Pedagogical Barrier
65%	65	The Absence of Laboratories and Physical Stimuli (Especially in Physics).	The Physical Environment
60%	60	The Lack of Family–School Coordination (Misunderstanding the Gifted Student's Behaviour).	The Psychosocial Dimension

1. The sociology of alienation through grades and the killing of creativity.

A total of 85% of respondents agreed that the culture of grades stifles giftedness. From a sociological perspective, this reflects the phenomenon of educational reification, whereby students are assessed as numbers rather than creative individuals. Parents and schools put pressure on students to achieve good grades, turning

giftedness into mechanical achievement devoid of innovation. This corresponds to Yekhlef Rafiqa's (2007) argument regarding the pressure of social expectations that distorts the natural development of giftedness.

2. Cognitive differences between the Arabic language and physics (subject matter and resources).

The analysis revealed a significant discrepancy in meaning. While Arabic language teachers consider enrichment to remain standardised, relying on classical texts, 60% of physics teachers believe that the content is insufficient to stimulate scientific enquiry due to the absence of laboratories.

Sociologically, this reflects the poverty of the material environment, which Lubna Jabbarah (2024) described as an obstacle to transforming giftedness from potential into actuality. The lack of material stimuli in Algerian schools results in the suppression of scientific giftedness at an early stage, reducing it to mere memorisation of laws to obtain good grades.

3. Family–School Coordination and the Problem of Social Withdrawal

The findings support the argument advanced by (Nacira Ben Abbas) that the absence of communication channels between families and schools leads to the misinterpretation of gifted students' behavior. Characteristics such as hyperactivity or the desire to withdraw in order to think are interpreted educationally as behavioral disorders rather than as indicators of giftedness. This sociological blindness within the classroom turns gifted students into outsiders who may be subjected to marginalization or educational repression.

4. Legislative proposals: Seeking institutional independence

The fact that 78% of teachers are demanding the establishment of a national body affiliated with the Presidency of the Republic reflects their lack of confidence in the ever-changing educational bureaucracy. From a sociological perspective, they are calling for an institution dedicated to gifted education to ensure continuity, independently of ministerial changes. Similarly, the demand for regulated educational acceleration reflects a desire to overcome the temporal inflexibility of traditional schooling, which treats all students as if they progress at the same pace despite differences in outcomes.

These findings confirm that, as argued by Ben Nadjar (2022), gifted education in Algeria still relies on individual initiatives and lacks institutional support. While there is theoretical awareness of the Renzulli Model (reported at 68%), this remains ineffective due to:

- Overcrowding, which prevents individualised pedagogical approaches;
- Standardised assessment, which prioritises uniform examinations.

Sociological inequality, as conceptualised by Bourdieu, makes giftedness dependent on the family's cultural capital, thereby undermining the principle of equal opportunities emphasised in the studies by Ajilat (2016) and Aissaoua Nabila.

The qualitative analysis concludes that gifted students in Algeria are victims of an educational system that glorifies conformity and fears difference, thereby preventing this valuable resource from being utilised for national development.

Table No. (07): Trends in the opinions of Arabic language teachers (n = 50).

Percentage	Frequency	Extracted Central Idea	The Qualitative Dimension
%84	42	Restricting giftedness to eloquence, memorization, and recitation.	Nature of Giftedness
%70	35	Lack of training in critical thinking skills beyond the textbook.	The Enrichment Barrier
%60	30	Gifted students' tendency toward social withdrawal or boredom with repetition.	Behavioural Problems
%76	38	Regulating national creative competitions as an alternative to conventional rote memorization.	The Legislative Requirement

These findings are consistent with those of Rania Al-Asmar (2021), who found that Arabic language teachers struggle to transition from academic achievement to creative linguistic giftedness. From a sociological perspective, language is employed as a means of augmenting linguistic cultural capital; however, this goal is hindered by an overloaded curriculum, compelling teachers to restrict their instruction to prescribed texts. Furthermore, the tendency of gifted students to withdraw lends weight to the argument put forward by Nacira Ben Abbas concerning the psychosocial issues arising from teachers' failure to recognise the characteristics of gifted students. This transforms linguistic giftedness into a technical skill for achieving good grades.

Secondly, the results of the qualitative analysis of the physical sciences specialisation

This specialisation focuses on logical intelligence and the ability to conduct investigations, and the responses reveal structural material deficiencies.

Table No. (08): Trends in the opinions of physical sciences teachers (n = 50).

The Qualitative Dimension	Percentage	Frequency	Extracted Central Idea	The Qualitative Dimension
The Environmental Barrier	%92	46	The absence of laboratories and equipment required for Type III enrichment.	Environmental Barrier
Content Critique	%80	40	The curricula are overloaded and do not support free scientific inquiry.	Content Critique
Class-Based Discrimination	%88	44	Scientific giftedness is evident among students who have technological resources at home.	Class-Based Discrimination
Legislative Requirement	%90	45	Establishing regional specialized secondary schools equipped with independent research laboratories.	Legislative Requirement

Based on Table 8, these findings strikingly confirm the conclusions reached by Loubna Raslan Jebbara (2024) regarding the poor quality of the physical environment in Algerian schools (63%). From a sociological perspective, scientific giftedness in physics is stifled at an early stage due to a lack of material stimuli. Pierre Bourdieu's concept is particularly relevant here, as schools do not provide laboratories; therefore, giftedness only emerges among those whose families have the economic means to access external alternatives, such as the internet, private laboratories and foreign books. This perpetuates social inequality between gifted students in urban and rural areas, as Ajilat (2016) has highlighted.

Based on Tables 7 and 8, we can draw the following conclusions:

1. The gap between theory and practice: Both specialisations demonstrate an equal level of theoretical awareness of the Renzulli model. However, physics teachers encounter more difficulties with practical applications, whereas Arabic language teachers face more challenges arising from standardised curricular practices.

2. The absence of institutional support: Teachers in both specialisms agreed with the argument put forward by Ben Nadjar (2022) that gifted education depends on individual efforts rather than institutional policy. Consequently, gifted students' fate depends on the chance presence of an interested teacher or an aware family.

3. Alienation through Grades: Teachers in both specialisations agree that the culture of academic averages undermines the development of creative thinking skills. Societal pressure, particularly from parents, favours quantitative academic achievement, turning gifted students into Arabic language memorisation machines and physics exercise-solving machines.

Qualitative analysis shows that Algerian schools lack educational equity in gifted education. The Arabic language suffers from an inadequate curriculum, while physics suffers from a lack of resources. In both specialisations, giftedness remains dependent on a family's cultural capital.

Conclusion:

This study concludes that gifted education in Algeria is facing structural challenges, which can be summarised as follows:

- Overloaded curricula
- A clear lack of specialised training for educational staff
- Sociological disparities that create barriers to creativity

The findings confirm that the principle of equal opportunities can only be realised effectively through positive discrimination in favour of gifted students in disadvantaged areas. To free giftedness from its dependence on geographical location or family income, a comprehensive national strategy is required. This strategy should involve establishing schools of excellence across all the wilayas of the country, supporting them with a scholarship system and advanced technical equipment. This will transform giftedness from a privilege associated with central locations into a guaranteed right that is nurtured and invested in throughout the country.

Based on the field study and theoretical sociological review, we propose the following:

- At the legislative level: Review school legislation to regulate the academic acceleration system, clarifying its procedures to ensure transparency and equal opportunities.
- At the pedagogical level: Integrate enrichment activities into the core content of school textbooks (Arabic and physics), rather than treating them as secondary activities. Provide advanced laboratories that support

innovation. Modern learning strategies that incorporate analytical and problem-solving activities should also be developed, as recommended by Lubna Jabbarah (2024). The content of school textbooks should be reformulated so that they move away from information overload towards stimulating scientific enquiry.

- At the training level: Organise intensive training courses for teachers on identifying gifted students based on more than just academic achievement, in line with Al-Asmar's recommendations. Activate the role of family guidance to enable families to identify their children's talents at an early stage (Rafika Yakhlaf, 2007).
- At the social level: Strengthen the partnership between schools and families through parents' councils to raise awareness among families in disadvantaged areas of how to support giftedness, based on Ben Abbas's study.

Gifted education in Algerian schools is not a pedagogical luxury, but a national necessity for achieving development. Transitioning from a model that favours the privileged elite to one that nurtures and invests in giftedness requires the collaboration of educational and sociological stakeholders to ensure an inclusive and stimulating learning environment for all talents.

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