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Political Culture and Party Participation among Primary School Teachers in Algeria

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Abstract

This article addresses political culture and party participation among primary school teachers in Algeria, as two dimensions that contribute to understanding the relationship between educational actors, public affairs, and the institutions of society and the state. The article aims to analyze the nature of teachers' political culture and identify the main determinants of their party participation, while highlighting the social, professional, cultural, and institutional factors that influence it. The study adopts a descriptive-analytical approach by drawing on theoretical literature on political culture and political participation and relating it to the specific characteristics of Algerian society and the position of teachers within educational institutions. The analysis shows that political culture is not limited to possessing political knowledge; rather, it also encompasses values, attitudes, levels of interest in public affairs, perceptions of political efficacy, and trust in institutions. Party participation, moreover, does not constitute the only form of political participation, as it may take electoral, civic, trade-union, community-based, and digital forms. The article concludes that the relationship between political culture and party participation among primary school teachers is influenced by several factors, most notably political socialization, trust in political parties and institutions, professional conditions, social networks, and perceptions of party politics. Accordingly, strengthening participation requires developing civic and political culture, expanding channels of dialogue, and promoting the values of citizenship and respect for political differences, thereby enabling teachers to engage freely and consciously in public life.

Keywords: Political Culture; Party Participation; Primary School Teachers; Political Participation; Algeria.

Introduction

Political culture is one of the fundamental subjects in political sociology, given its role in shaping individuals' awareness and perceptions of authority and political institutions, as well as in influencing their attitudes toward public issues and their patterns of participation in political life. It is not limited to possessing knowledge about the political system and its institutions; rather, it also encompasses a set of values, attitudes, and representations acquired by individuals through socialization, life experiences, and everyday interactions with their social and political environment. From this perspective, political culture constitutes one of the factors that contribute to understanding differences in individuals' attitudes toward political activity and explaining variations in their levels of interest in public affairs and their willingness to participate in partisan and organizational activities.

The study of political culture becomes particularly significant when it concerns professional groups that perform influential social and educational roles, especially primary school teachers, as key actors in the processes of socialization and in shaping the personalities of younger generations. The teacher's role is not confined to transmitting knowledge and information; it also contributes to promoting the values of citizenship, responsibility, respect for the law, coexistence, and acceptance of difference. These values are directly related to the development of political awareness among individuals. Furthermore, teachers' position within society makes them directly concerned with various social, economic, and political transformations that affect their professional conditions, social status, and perceptions of public policies. Therefore, studying political culture among this professional group provides deeper insight into the relationship between professional

identity and awareness of public affairs, as well as between political attitudes and the possibility of translating them into actual practices.

In the Algerian context, the significance of this issue emerges in light of the political and institutional transformations experienced by the country and the debates surrounding political participation, trust in institutions, and the role of political parties in representing social interests and articulating collective demands. Political participation has remained closely associated with the nature of the relationship between citizens and institutions and with the extent to which individuals believe in the ability of political organizations to respond to their concerns and contribute to addressing social and professional problems. Within this framework, party participation represents one of the organized forms of political participation, enabling individuals to express their positions and perceptions, contribute to the formulation of political programs and positions, and take part in organizational and electoral activities. However, engagement in such activities is influenced by several factors, including the level of political awareness, trust in political parties, previous experiences with partisan activity, and the social and professional conditions surrounding individuals.

Party participation among primary school teachers is characterized by the intersection of various professional, social, and legal considerations, in addition to the nature of their perceptions of political activity and the extent to which it is connected to issues of education, social justice, and the improvement of professional conditions. A teacher may possess a considerable level of political knowledge and interest in public affairs without necessarily translating this into actual partisan engagement. Instead, teachers may choose to express their views through public discussions, electoral participation, trade-union and civic activities, or may prefer to remain distant from political organizations because of limited trust, perceptions of low political efficacy, or a desire to maintain a distinction between their professional role and political activity. This variation highlights the need to distinguish between political culture, understood as a reservoir of knowledge, values, and attitudes, and party participation, understood as an organizational practice influenced by opportunities for participation as well as by its perceived constraints and costs.

Accordingly, this article seeks to analyze the relationship between political culture and party participation among primary school teachers in Algeria by examining the conceptual and theoretical dimensions of political culture, identifying the specific characteristics of this professional group, and analyzing the forms and determinants of party participation, while highlighting the factors that may contribute to transforming interest in public affairs into organized political participation. The central research question is therefore formulated as follows: **How is political culture among primary school teachers in Algeria related to their attitudes and orientations toward party participation, and what professional, social, and political factors influence the nature of this relationship?** The article adopts a theoretical and analytical approach that draws on contributions from political sociology to the interpretation of political culture and participatory behavior, while taking into account the specific characteristics of the Algerian context, with the aim of providing a scientific understanding of the relationship between political awareness and partisan practice among a professional group that plays a central role in society.

1. Political Culture: Concept and Theoretical Approaches

Political culture is one of the central concepts in political sociology and political science, as it makes it possible to understand how individuals' relationships with the political system, its institutions, and its actors are formed. It also helps explain differences in political attitudes, orientations, and patterns of political behavior among individuals and groups. Political culture does not refer merely to possessing information about political events or knowing the names of political parties and political actors; rather, it encompasses a broader system of values, attitudes, perceptions, and beliefs that shape individuals' views of authority, institutions, participation, citizenship, and their ability to influence public decisions. The works of Gabriel Almond and Sidney Verba played a major role in establishing this concept. They defined political culture in terms of individuals' orientations and attitudes toward the political system and its components and linked these orientations to the stability of the political system and its capacity to accommodate social participation (Almond & Verba, 1963, p. 13). The importance of this perspective lies in shifting the study of politics from an exclusive focus on formal institutions toward greater attention to citizens' attitudes and perceptions of those institutions, thereby making political culture a fundamental approach to understanding the relationship between political structures and social behavior.

Almond and Verba's conceptualization is based on three ideal types of political culture: Parochial Culture, Subject Culture, and Participant Culture. In the first type, individuals have limited knowledge of the political system and show little explicit interest in participating in public affairs. The second type is characterized by awareness of political institutions and authority, while actual involvement in influencing them remains limited. Participant culture, by contrast, is reflected in individuals' awareness of the political system and its actors, together with a sense of their ability to exert influence and participate in political life. This does not mean that societies necessarily conform to one pure type; rather, these patterns may coexist within the same society depending on social, political, and historical circumstances. Almond and Verba associated civic culture with a balance between political participation and values of trust, tolerance, and moderation, thereby allowing citizens to participate without turning participation into a permanent state of conflict with institutions (Almond & Verba, 1963, pp. 15–17).

From a sociological perspective, political culture is not formed in isolation at the individual level. Rather, it develops through processes of social and political socialization that begin within the family and extend to schools, peer groups, the media, civil society organizations, and various spaces of social interaction. The school is particularly important in this regard, as it is a socialization institution whose function is not limited to transmitting academic knowledge but also

includes shaping values and attitudes related to citizenship, responsibility, belonging, respect for the law, and participation in public affairs. Accordingly, the school constitutes one of the channels through which political culture can be produced and reproduced, whether through curricula and educational programs or through everyday practices and relationships within the educational institution. Carole Pateman argues that political culture cannot be separated from the social structures within which individuals live, including the family, school, and workplace, because the power and participation relations experienced in these settings may influence individuals' perceptions of their capacity for political action and influence (Pateman, 1971, pp. 291–305).

The concept of political efficacy is particularly important in this context because it refers to individuals' belief that their participation and attitudes can have an impact on the political process. The stronger individuals' perception of their ability to understand the political sphere and influence its outcomes, the greater the likelihood that they will move from being mere recipients of decisions to becoming actors seeking to express their demands and interests. Pateman therefore regarded the sense of competence or political efficacy as an important orientation for explaining political participation and political apathy. A low sense of one's capacity to exert influence may lead individuals to withdraw from participation, whereas a sense of political agency may encourage involvement in public activity (Pateman, 1971, pp. 293–294). This dimension is particularly relevant when studying primary school teachers, because a relatively high level of educational and professional attainment does not necessarily imply an equivalent level of political efficacy or readiness for party participation. A teacher may be interested in public affairs while nevertheless believing that existing political parties do not provide effective channels for expressing his or her views.

In the Algerian context, the study of political culture takes on additional significance in light of the transformations experienced by Algerian society since the late 1980s, which reshaped the political and electoral sphere and expanded the possibilities for political participation at the legal and institutional levels. The 1989 Constitution marked the beginning of a new phase in Algerian political life, associated with the emergence of political pluralism and changes in patterns of political participation and electoral behavior. Qabouh and Abdelkrim point out that the political, social, economic, and cultural transformations experienced by Algeria have affected citizens' electoral behavior and levels of popular participation in various electoral processes. This suggests that political behavior is the outcome of the interaction of multiple factors rather than a direct response to the available partisan offer (Qabouh & Abdelkrim, 2017, pp. 47–80).

From this perspective, political culture should not be reduced to party affiliation. An individual may possess a high level of political awareness without being a member of any political party, while another individual may belong to a party without possessing extensive knowledge of its political programs and ideas. Therefore, analyzing political culture among primary school teachers requires distinguishing between political knowledge, interest in public affairs, trust in institutions, attitudes toward political parties, perceptions of political efficacy, and willingness to participate. These dimensions demonstrate that the relationship between political culture and party participation is not automatic but is mediated by numerous factors, including the nature of the political system, citizens' level of trust in institutions and political parties, social and professional circumstances, individuals' previous experiences of participation, and their social networks.

Political culture is also not static; rather, it changes as social and political contexts evolve and in response to generational change, technological transformations, and new communication technologies. Social media platforms have become an important space for acquiring political information, discussing public issues, and forming political attitudes, thereby expanding the sphere in which political culture is shaped beyond traditional institutions. Recent studies indicate that political participation has increasingly taken multiple forms extending beyond party membership and voting to include political discussion, digital participation, and the expression of political positions in the public sphere. In Algeria, a study by Hanish and Winin on media and communication professors at the University of Algiers 3 found a high level of following political topics through social media, compared with a low level of candidacy for elections. This highlights the possibility of a gap between political interest and certain forms of direct political participation (Hanish & Winin, 2022, pp. 215–230).

These findings help explain the particular nature of political culture among educated professional groups, including primary school teachers, among whom a considerable level of interest in national and political issues may exist without necessarily translating into party engagement. Contemporary political participation has become multidimensional, and individuals may move between electoral participation, political discussion, trade-union participation, civic engagement, and party activity depending on their level of trust in institutions and their assessment of the benefits associated with each form of participation. In the Algerian context, studies of political participation have identified variations and fluctuations in levels of participation and emphasized the importance of examining the relationship between legal and institutional frameworks and citizens' actual practices (Harizi, 2023, p. 457).

Accordingly, political culture among primary school teachers can be understood as a complex social and professional construct formed at the intersection of family and school socialization, academic training, professional experience, exposure to the media, interaction with the social environment, and direct political experience. It can also be regarded as an important explanatory variable for understanding teachers' orientations toward party participation, without assuming an inevitable relationship between the two. When political awareness is accompanied by a sense of efficacy and trust in the possibility of exerting influence, the propensity to participate may increase. Conversely, weak trust or the belief that participation is ineffective may lead to political withdrawal or reliance on indirect forms of political expression. Thus, the study of political culture constitutes an essential entry point for analyzing party participation among primary school

teachers in Algeria, as they occupy both an educational position within the school and a social position within the broader community, making their political attitudes part of wider dynamics related to citizenship, political socialization, and transformations in the Algerian political sphere.

2. The Specificity of Political Culture among Primary School Teachers

The political culture of primary school teachers has particular characteristics arising from the position they occupy within society. Teachers simultaneously function as employees belonging to an administrative and professional system, educational actors who play a fundamental role in the socialization of younger generations, and members of society who are affected by the various political, social, and economic transformations surrounding them. Consequently, studying their political culture cannot be based on the assumption that teachers are merely transmitters of political knowledge. Rather, they should be viewed as individuals whose political attitudes are shaped through a long process of socialization, experience, interaction, and professional engagement. Political culture among this group therefore encompasses the knowledge and information teachers possess concerning political institutions, actors, and issues, as well as the values and attitudes they hold toward the political system, political parties, participation, and citizenship, in addition to their perception of their capacity to influence public affairs.

The professional position of teachers is particularly important because the school itself represents one of the key institutions contributing to the production and transmission of political culture across generations. The Algerian school does not perform a purely educational function; it also fulfills a social and pedagogical role related to preparing learners for social life and citizenship. A study by Othmani on the school environment in Algeria indicates that the school constitutes an important formal channel of political socialization through curricula, educational programs, activities, and national commemorations, thereby contributing to the reinforcement of a set of social and political values among learners (Othmani, 2016, pp. 133–151). Teachers are therefore positioned at the heart of this process. They do not simply transmit curriculum content; through their behavior and their ways of interacting with learners, they also embody particular models of dialogue, discipline, respect for difference, responsibility, and citizenship.

This specificity becomes even more apparent at the primary education level, which constitutes a foundational stage in the development of the child's personality. The values acquired by learners during this stage are not limited to school knowledge but also include initial perceptions of the nation, law, duty, responsibility, rights, and others. A study by Zoubida El-Mahi on the role of the Algerian school in the political socialization of primary school learners concluded that the school plays an important role in shaping children's social and political personality by instilling the principles and values of citizenship from an early age (El-Mahi, 2022, pp. 63–78). This makes primary school teachers indirect actors in the production of political culture among new generations, even when they are not directly involved in political or partisan activities.

However, this educational function does not mean that primary school teachers share a uniform pattern of political culture. Their attitudes vary according to their social, educational, and professional trajectories. A teacher who grew up in a family environment interested in public affairs, experienced political or trade-union activities, or regularly follows national and international events may possess a different level of political knowledge and interest from a teacher whose interaction with the public sphere is more limited. The sociological approach to political socialization emphasizes that individuals acquire their political orientations through multiple institutions, including the family, school, peer groups, media, workplace, and political parties. Teachers' political culture is therefore the outcome of interactions among multiple experiences rather than merely the product of their professional training. A study by Al-Aqoun on the Algerian family indicates that political socialization begins within the family through the transmission of ideas, values, attitudes, and behavioral patterns from parents to children, while social, economic, and educational status and family relationships may also influence the formation of political orientations (Al-Aqoun, 2012, pp. 114–144).

From another perspective, it is important to distinguish between teachers' political culture and the political function of the school. As public employees, teachers work within an institutional framework governed by professional laws and regulations, which means that the expression of their political views is connected to legal, ethical, and professional boundaries. At the same time, professional affiliation cannot be assumed to eliminate individual political convictions. Teachers remain citizens with their own political attitudes, interests, and orientations, and they have the right to form and express their views within the limits established by law. Their political culture therefore develops at the intersection between the private sphere associated with individual convictions and the professional sphere associated with educational and institutional responsibilities.

Another distinctive feature concerns the relationship between teachers and political participation: political awareness does not necessarily translate into party participation. A teacher may follow political issues, read the news, discuss government programs, participate in elections, and show an interest in national affairs without considering membership in a political party necessary. This distinction is particularly important when studying political culture, because party participation is not the only indicator of political awareness. The literature on citizenship shows that political participation may take multiple forms, ranging from political interest, information, and voting to party membership, trade-union activity, civil-society participation, and various forms of political expression. A field study addressing the concept of citizenship among primary school teachers considered political participation as one of the dimensions associated with citizenship and social responsibility among this professional group, highlighting the relationship between civic awareness and readiness to participate in public affairs.

The nature of the teaching profession may also influence how teachers perceive political participation. The profession requires responsibility, discipline, communication skills, dialogue, and interaction with socially diverse groups. These characteristics may provide teachers with social experiences that contribute to their interest in public issues. Daily interaction with families, pupils, administrators, and colleagues also exposes teachers to a variety of social, economic, and cultural problems, potentially encouraging them to form opinions regarding public policies, particularly those related to education, employment, social services, and social justice. Professional experience can thus become a source of political awareness when teachers recognize that some of the problems they encounter in their professional environment are not merely individual issues but are also connected to public decisions and policies.

Conversely, certain professional and social circumstances may limit interest in political participation. Professional pressures, workload, a weak sense of the effectiveness of participation, lack of trust in political parties, or the belief that partisan activity does not provide genuine opportunities for influence may lead teachers to adopt a more cautious attitude toward organized political activity. Here, the concept of political efficacy becomes particularly relevant, referring to an individual's belief in his or her ability to understand politics and influence political outcomes. When teachers feel that their voices do not produce tangible change, they may limit themselves to following events or expressing their views within restricted social circles rather than engaging directly in party activity.

The influence of media and digital communication on teachers' political culture must also be considered. Schools and families are no longer the only sources of political information. Digital platforms and social media have become broad spaces for following news, discussing national issues, and exchanging views. Algerian studies on schooling and political awareness indicate that contemporary transformations require reconsidering the sources through which political awareness is formed and that the school's role in this field is increasingly connected to social transformations and modern communication technologies (Djelat & Mardi, 2021, pp. 741–752). Teachers' political culture may therefore be shaped by diverse sources, some institutional and official and others media-based and digital, making it more complex and less dependent exclusively on traditional sources.

The specificity of political culture among primary school teachers is also related to the concept of citizenship. By virtue of their educational role, teachers are expected to promote values of belonging, responsibility, respect for the law, dialogue, and acceptance of difference, all of which constitute fundamental components of civic political culture. Teachers' understanding of citizenship may therefore serve as an additional indicator for understanding their orientations toward public participation. Citizenship, however, should not be reduced to party activity. An individual may be socially and civically active without belonging to a political party, while participation in elections, trade unions, associations, or public discussions may be more significant to some individuals than party membership. Accordingly, studying teachers' political culture requires consideration of multiple pathways of participation rather than relying on party membership as the sole criterion for assessing political awareness.

Teachers, as members of local communities, are also influenced by the political and social environment in which they live and work. The characteristics of the region, level of development, social relations, presence of political parties, civil-society networks, and nature of public discussions may all influence opportunities for political interaction. Algerian studies of political socialization indicate that schools do not operate independently of other social institutions but interact with families, media, political institutions, and cultural organizations. Political culture is therefore the outcome of a network of reciprocal influences. Literature on political socialization has also emphasized that political parties themselves constitute institutions that contribute to transmitting political culture and shaping political orientations, alongside families, schools, media, religious institutions, and civil society.

Accordingly, the political culture of primary school teachers in Algeria can be described as a complex construct. On the one hand, it is the product of previous social and political socialization; on the other, it is continuously shaped by professional experience and the social and media environment. It is not automatically linked to party affiliation but may provide the cognitive and value-based foundation that makes individuals more or less willing to participate. When political knowledge is accompanied by trust, efficacy, and a sense of civic responsibility, it may develop into actual participation, including party participation. Conversely, when political knowledge is accompanied by political withdrawal, weak trust, or the belief that political activity is ineffective, it may remain at the level of interest and observation without organizational engagement. Understanding the specificity of political culture among primary school teachers is therefore an essential starting point for analyzing their party participation and identifying the factors that lead some teachers to move from interest in public affairs toward political engagement, while others prefer to maintain their positions within personal, professional, or civic spheres.

3. Political and Party Participation in Algerian Society

Political participation is one of the most important manifestations of an individual's integration into public life, as it reflects the extent of their interaction with political issues, institutions, and actors within society. Political participation is not limited to voting during elections; rather, it encompasses a wide range of practices, including interest in public affairs, participation in electoral campaigns, membership in political parties, attendance at their activities, expression of political positions, trade-union and associational participation, and other forms of collective action. Verba and Nie indicate that political participation is associated with activities aimed at influencing the selection of political officials or public decisions and policies (Verba & Nie, 1972, p. 2). From this perspective, party participation represents one of the organized

forms of political participation, as it takes place within organizational and programmatic frameworks seeking to mobilize citizens and articulate social interests and demands.

Since the late 1980s, Algeria has witnessed a significant transformation in the field of political participation, particularly following the transition to a multiparty system. This development led to the emergence of numerous political parties and currents with different ideological references and orientations. The political arena came to include historical parties as well as others that emerged within the context of political pluralism, in addition to organizations with national, democratic, Islamic, social, and other orientations. The Algerian legal framework defines political parties as political organizations operating within the framework of the Constitution and laws. Their activities were reorganized under Organic Law No. 26-08 of 23 April 2026 on Political Parties, which introduced new provisions concerning the organization of party activities, internal democracy, financing, and the participation of youth and women.

Within the Algerian party landscape, several parties stand out because of their historical, political, or parliamentary presence, including the National Liberation Front (FLN), the National Rally for Democracy (RND), the Movement of Society for Peace (MSP), the Socialist Forces Front (FFS), the Rally for Culture and Democracy (RCD), as well as the Workers' Party (PT), in addition to other legally recognized political parties that collectively constitute part of Algeria's political pluralism. Mentioning these parties does not imply any ranking or evaluation of them; rather, it refers to some of the organizations associated with different stages in the development of Algerian political life. The establishment, authorization, and activities of political parties are subject to the legal provisions supervised by the Ministry of the Interior, in accordance with the procedures and conditions established by the Organic Law on Political Parties.

Political parties acquire particular importance as one of the channels of mediation between citizens and state institutions. They provide a framework for organization and the expression of positions and demands, while also enabling individuals to move from individual political interest toward organized participation. However, the existence of a multiparty system does not necessarily mean that all citizens participate equally in party activities. Several factors intervene in determining the level of participation, including the degree of trust in political parties, political awareness, social and educational resources, previous experience in collective action, and the extent to which individuals believe in their ability to influence political processes.

Accordingly, the study of party participation in Algeria requires distinguishing between party membership and general political participation. A citizen may be interested in elections and participate in voting without being a member of a political party. Likewise, an individual may be active in a trade union or association without party affiliation, or may participate in political discussions through the media and social networking platforms without engaging in organized political activity. Therefore, weak party membership does not necessarily indicate an absence of political culture, just as party affiliation alone does not constitute evidence of a high level of political awareness.

This distinction has become increasingly important in light of the transformations that have affected the political and media sphere, as political parties are no longer the sole source of political information or the only space for expressing political positions. Digital media and social networking platforms have contributed to expanding opportunities for political expression, information exchange, and discussion of public issues. This situation has led to the emergence of new forms of political participation that may be less connected to party organizations and more closely associated with individual and collective positions toward current issues.

In the current Algerian context, recent legal reforms seek to regulate party activity and strengthen the role of political parties in mobilizing citizens and revitalizing political life, while introducing provisions related to internal democracy, the rotation of responsibilities, youth and women's participation, and financial transparency. The new Organic Law was voted on by the People's National Assembly on 9 March 2026 and subsequently completed its legislative process, with its implementation becoming subject to monitoring during September 2026.

Thus, party participation in Algeria can be viewed as a multidimensional phenomenon influenced, on the one hand, by the legal and political structure and, on the other, by citizens' political culture and their perceptions of political parties. This approach becomes particularly significant when examining primary school teachers, as this group possesses an educational and professional level that qualifies its members to understand public issues, while at the same time being subject to the specific professional and institutional constraints associated with the teaching profession. Consequently, the question concerns not only the extent of teachers' party membership, but also their level of political interest, their attitudes toward different parties, the reasons underlying participation or abstention, and the alternative forms through which they engage in public life.

4. Primary School Teachers and Party Participation in Algeria

Primary school teachers constitute a professional group with a broad social presence, given that their work is closely connected to the educational institution, families, and the local community. Therefore, their political and party participation cannot be understood independently of their social and professional position or their level of political culture. In addition to their teaching responsibilities, teachers are citizens entitled to form political opinions, express them, and participate in public life within the framework of the law. At the same time, they are educational actors who contribute to the social and political socialization of younger generations. Consequently, examining their party participation raises the issue of the relationship between political awareness, on the one hand, and organized political engagement, on the other. Such participation may take various forms. A teacher may participate in elections and vote for a particular party without being a member of it; participate in party or electoral activities; formally join a political party; or simply follow party

programs and positions and develop an opinion about them. Their participation may also take a trade-union or associational form rather than a directly partisan one. Therefore, the study of teachers' party participation should not be limited to the question of membership or non-membership. It should also examine the degree of interest in political parties, knowledge of their programs, monitoring of their activities, trust in them, willingness to join them, and perceptions of the ability of party activism to address social and professional issues.

Several political parties may constitute objects of teachers' knowledge and political attention in Algeria, most notably the National Liberation Front, the National Rally for Democracy, the Movement of Society for Peace, the Socialist Forces Front, the Rally for Culture and Democracy, and the Workers' Party, alongside other legally recognized political parties. In empirical research, it is preferable not to assume that teachers belong to any particular party, but rather to allow respondents to identify the party to which they belong or with which they sympathize, or to state that they have no party affiliation or no interest in party politics. This approach makes it possible to identify the actual distribution of political orientations rather than imposing predetermined classifications on members of the sample.

Teachers' party participation may also be influenced by the nature of the issues addressed by political parties and the extent to which these issues correspond to broader societal concerns. Teachers may be particularly interested in programs related to education and teaching, wages, working conditions, professional training, social policies, youth, health, housing, and local development. When individuals perceive the political sphere as providing opportunities to express such concerns, their willingness to engage in organized political activity may increase. However, this relationship remains probabilistic rather than deterministic, since a teacher may prefer trade-union activity as a framework more directly connected to professional demands.

This highlights the importance of distinguishing between trade-union participation and party participation. For teachers, trade-union activity is directly associated with the defense of professional and social interests, whereas party activity concerns a broader set of issues, programs, and political choices. A teacher may be active in a trade union without party membership, a party member without trade-union activity, involved in both forms, or involved in neither. Therefore, analyzing teachers' political behavior should place these forms within a broader system of participation without conflating them.

Political culture plays an important role in explaining these differences. A teacher who follows political developments, takes an interest in elections, reads party programs, and discusses public issues may have a greater predisposition toward participation. However, this predisposition also depends on the level of trust in institutions and political parties and on the individual's perception of the usefulness of participation. Verba, Schlozman, and Brady emphasize the importance of political resources, such as education, skills, and social networks, in explaining differences in political participation among individuals (Verba, Schlozman & Brady, 1995, pp. 16–17). In the case of teachers, academic training and professional experience may provide some of these resources, while the political and social environment determines the extent to which they are transformed into actual participation.

Teachers may also view party activity from a professional and ethical perspective, particularly because the educational institution should remain a pedagogical space for all pupils regardless of their families' political affiliations. Accordingly, a teacher's personal political affiliation should remain separate from their professional practice in the classroom. This specificity makes the study of party participation among teachers more complex than the study of participation among some other social groups, because teachers operate within a professional environment that requires neutrality in dealing with learners while, at the same time, exercising political rights as citizens guaranteed by law.

Therefore, the party participation of primary school teachers can be analyzed through a set of indicators, including interest in political affairs, following political parties, knowledge of their programs, voting, party membership, participation in party activities, length of membership, motives for joining, trust in political parties, and teachers' perceptions of the effectiveness of party activity. The reasons for political abstention may also be examined, such as lack of trust, professional commitments, lack of interest, disagreement with party programs, or preference for other forms of participation. In this way, teachers constitute an appropriate group for studying the relationship between political culture and party participation, as they are an educated and socially and educationally active professional category whose political engagement is nevertheless shaped by a specific legal, professional, and social context.

5. Determinants of Party Participation among Primary School Teachers in Algeria

Party participation among primary school teachers is not determined by a single factor. Rather, it is shaped by the interaction of a range of political, social, professional, and cultural determinants that influence, to varying degrees, teachers' willingness to engage in party life or refrain from it. As one form of organized political participation, party participation requires the availability of motivations, resources, and institutional opportunities that enable individuals to move from merely taking an interest in public affairs to engaging in actual political activity. Verba and Nie demonstrated that political participation is associated with individuals' possession of social and personal resources that facilitate engagement, such as education, skills, time, and social networks (Verba & Nie, 1972, pp. 12–17). For primary school teachers, these resources intersect with the specific characteristics of the teaching profession and the nature of the political and social environment in which they operate.

Educational and cultural level is among the foremost determinants that may influence political participation. By virtue of their university education, teachers possess a body of knowledge that enables them to follow public issues, understand political discourse and programs, and compare different positions. This does not mean that educational attainment

inevitably leads to party engagement; rather, it can enhance an individual's ability to access and analyze political information and develop an independent position toward it. The literature on political participation has emphasized that education constitutes one of the resources that increase individuals' capacity to understand political processes and acquire the skills necessary for participation (Verba, Scholzman & Brady, 1995, pp. 16–18). Accordingly, a relationship may be assumed between teachers' knowledge resources and their level of interest in politics, while avoiding any preconceived judgment about their actual party behavior.

The second determinant concerns political and social socialization. Political attitudes do not begin to develop when individuals enter the labor market; rather, they are gradually formed within the family, school, university, peer groups, media, and various social institutions. The family plays an important role in transmitting attitudes and values concerning authority, citizenship, participation, and trust in institutions, while schools and universities contribute to expanding political knowledge and developing the capacity for discussion and analysis. Almond and Verba emphasized that political culture is formed through a set of orientations that individuals acquire toward the political system and its components, and that these orientations influence patterns of participation (Almond & Verba, 1963, pp. 12–14). In the Algerian context, this is further shaped by the historical and social experiences of families and local communities and by the representations they hold regarding political parties and political activity.

Political trust also constitutes a fundamental determinant in explaining party participation. An individual may possess political knowledge and show considerable interest in public affairs while refraining from joining political parties if they believe that these organizations do not represent their interests or are unable to exert a genuine influence on decision-making. Trust here does not concern a particular party alone; it may also encompass political and electoral institutions, elected representatives, and the political system's capacity to respond to social demands. The literature indicates that declining political trust may be associated with a reduction in certain forms of organized participation, whereas trust can strengthen individuals' willingness to engage (Norris, 1999, pp. 6–8). Measuring trust in political parties is therefore an essential element in studying party participation among teachers.

Closely related to this is the concept of political efficacy, that is, the teacher's belief that their voice and participation can have an impact on public life. If individuals believe that joining a political party or participating in political activities will not lead to any meaningful change, they may choose to abstain even when they are interested in political issues. Conversely, when they feel capable of influencing political processes and believe that their voice is heard within institutions or organizations, they may become more willing to participate. Pateman attached considerable importance to the concept of political efficacy as an element for explaining the relationship between individuals and participation, because a sense of political agency helps transform citizens from passive recipients into active participants (Pateman, 1971, pp. 291–294).

Professional conditions also intervene in shaping attitudes toward party activity. Primary school teachers face daily professional responsibilities involving teaching, preparation, assessment, communication with pupils and parents, and participation in various educational activities. These demands may affect the amount of time and energy available for political activity. At the same time, professional experience may make teachers more interested in public policies related to education, wages, professional training, working conditions, and social services. Professional issues may therefore constitute an important entry point into political interest, while simultaneously encouraging some teachers to favor trade-union activity as a framework more directly connected to immediate professional demands.

Another important determinant is the social environment and relational networks. Individuals do not make decisions about political engagement in isolation; rather, they are often influenced by family members, friends, colleagues, neighbors, and the social networks to which they belong. Putnam has pointed to the role of social networks, trust, and reciprocal norms in strengthening civic and political participation (Putnam, 2000, pp. 18–19). For teachers, colleagues, friends, or family members involved in political parties, associations, or trade unions may serve as sources of information and support and may make political participation more likely.

The media and social networking platforms should also be considered, as they have become among the most important sources shaping political attitudes. The digital environment has enabled teachers to follow political programs, statements, and debates directly, while also allowing them to express their views without requiring organizational membership. This may contribute to expanding political culture, but it may also encourage forms of non-party participation, whereby individuals limit their engagement to commenting, discussing, following, and participating digitally rather than joining a political organization. Technological development has therefore reshaped the relationship between political awareness and participation and has made the transition from political interest to party membership less automatic.

Participation is also influenced by the nature of political parties, their programs, and their social image. Teachers may compare political programs and positions and seek the party they believe best represents their interests or broader societal concerns. The literature emphasizes that political parties do not perform merely an electoral function; they also serve as channels of political recruitment, socialization, interest aggregation, and representation. In Algeria, the plurality of parties and political currents provides individuals with several possible choices. However, the mere existence of political pluralism is insufficient to ensure high levels of participation, since the decision to join a party also depends on the extent to which individuals are convinced of its effectiveness and capacity to represent their demands.

It can therefore be argued that party participation among primary school teachers results from the interaction of political knowledge and culture, socialization, trust, political efficacy, professional conditions, social networks, media exposure,

and perceptions of political parties and their programs. Consequently, explaining party abstention should not be based on the assumption of weak political culture, just as party membership should not be understood as a direct consequence of high political awareness. The relationship between the two variables is more complex and may involve numerous intervening factors.

6. The Relationship between Political Culture and Party Participation among Primary School Teachers

The relationship between political culture and party participation is one of the central issues for understanding the transition from individual awareness and perception to political behavior and practice. Political culture provides individuals with a set of knowledge, values, and perceptions that help them understand the political system, its institutions, and its parties, while party participation represents one of the practical forms through which individuals may express their positions, affiliations, and desire to influence public affairs. However, this relationship should not be understood as a mechanical one. A high level of political culture does not necessarily lead to party membership, just as limited party participation does not necessarily indicate an absence of political interest or awareness.

Almond and Verba laid the foundations for analyzing this relationship by classifying political cultures into parochial, subject, and participant cultures, with participant culture characterized by a high level of individual interest in the political system and a willingness to contribute to public life (Almond & Verba, 1963, pp. 17–18). From this perspective, it may be assumed that a teacher who possesses extensive knowledge of political institutions and parties, takes an interest in public affairs, and feels capable of exerting influence will be more willing to engage in forms of political participation, including party participation. However, this assumption remains dependent on other conditions, particularly trust in political parties and the perceived usefulness of political engagement.

Political knowledge represents one of the first dimensions of this relationship. Teachers' knowledge of political parties, their programs, leaders, and positions on public issues may help them develop more informed political choices. The broader their sources of information—whether from the media, social discussions, party activities, or digital sources—the more capable they become of comparing the available alternatives. However, knowledge alone is insufficient to generate participation, since an individual may possess extensive political information without wishing to join a political party. It is therefore necessary to distinguish between political culture as awareness and understanding, and participation as behavior and practice.

Political interest represents an intermediate link between knowledge and participation. A teacher who follows elections, discusses public policies, and takes an interest in political developments may be more willing to interact with political parties than a teacher who shows little interest in public affairs. Dahl demonstrated that political participation is connected to citizens' access to the political sphere and their ability to express and organize their interests (Dahl, 1971, pp. 2–3). Thus, political interest constitutes an indicator of an active relationship between individuals and the public sphere, although it does not by itself determine the form of participation they choose.

Political efficacy emerges as one of the most important concepts for explaining the relationship between political culture and participation. If teachers believe that their participation can influence decision-making or that their voices can be heard, their likelihood of participating increases. Conversely, if they believe that political outcomes are predetermined or that political parties do not provide ordinary members with genuine opportunities to influence decisions, they may maintain a high level of political knowledge without becoming party members. Pateman demonstrated that a sense of efficacy is associated with the possibility of transforming individuals into active participants in political life (Pateman, 1971, pp. 293–295).

Trust in political parties represents another dimension in explaining this relationship. Political culture may make teachers aware of the existence and functions of political parties, but their attitudes toward these parties are also shaped by their experiences, evaluations, and perceptions of their performance. When political knowledge is accompanied by a reasonable degree of trust in the ability of political parties to perform mediation and representation functions, it may facilitate participation. Conversely, when knowledge is accompanied by distrust or perceptions of weak representation, it may lead to abstention rather than participation. This demonstrates that political culture can have a dual effect: it may encourage participation when combined with trust and efficacy, but it may also reinforce abstention when it reveals a gap between what institutions are expected to accomplish and what individuals perceive in reality.

This relationship is particularly significant among primary school teachers because of their social position. Teachers interact daily with children, families, administrators, and colleagues and encounter problems related to education, socialization, and social services. This proximity to a range of issues within the sphere of public policy may increase their awareness of social problems and potentially contribute to the development of political attitudes toward them. Furthermore, belonging to an organized professional group gives teachers the capacity to engage in collective forms of expression through trade unions, associations, or political parties.

Yet this very specificity may make the relationship between political culture and party participation more complex. A teacher may possess a high level of political awareness but choose trade-union participation rather than party participation because the trade union provides a framework more directly connected to professional demands. Another teacher may prefer electoral participation, while a third may simply follow the news and discuss public issues. Political culture, therefore, does not only influence whether an individual participates; it may also influence the form of participation that the individual chooses.

Professional culture may also affect the relationship between political culture and party participation. Through their professional practice, teachers acquire values such as dialogue, discipline, responsibility, and respect for others, which can support civic participation. However, these values do not necessarily lead to party membership, since they may be expressed through other forms of civic behavior. The relationship between the two variables should therefore be studied multidimensionally, taking into account knowledge, interest, trust, efficacy, electoral participation, party participation, and trade-union participation.

In the Algerian context, this relationship may also be influenced by political pluralism, the development of communication technologies, and the broader transformations experienced by Algerian society. Teachers now have access to diverse political information and can follow party positions directly, which may increase their political knowledge while also making their choices more selective. Similarly, the existence of multiple political parties does not automatically lead to increased political engagement, since participation depends on the extent to which citizens feel that these organizations are capable of representing their interests and providing genuine opportunities for involvement.

Accordingly, the analytical relationship between the two variables can be constructed on the basis that political culture constitutes the cognitive and value-based foundation of participation, whereas party participation represents one possible behavioral and organizational expression of that culture. Political culture is translated into participation when facilitating factors are present, such as political interest, trust, political efficacy, social resources, and organizational opportunities. Conversely, political culture may remain at the level of knowledge and interest when these conditions are absent or when feelings of distrust and political withdrawal predominate.

On this basis, studying the relationship between political culture and party participation among primary school teachers in Algeria should not focus solely on determining whether a direct relationship exists between the two variables. Rather, it should examine the nature of this relationship, its pathways, and the intervening factors that strengthen or weaken it. A teacher may possess a high level of political culture while remaining outside party organizations, while another may join a party because of social, professional, or network-related factors that are not necessarily associated with a high level of political knowledge. The more accurate sociological approach is therefore to situate political culture and party participation within a broader network of variables, including political socialization, trust in institutions, political efficacy, professional context, trade-union activity, media, and the social environment, thereby allowing for a more realistic understanding of the political behavior of primary school teachers in Algeria.

7. Obstacles to Party Participation among Primary School Teachers and Prospects for Strengthening It

The level of party participation among primary school teachers in Algeria cannot be understood solely in terms of political culture, since the transition from interest in public affairs to party engagement is influenced by a set of interconnected obstacles. Some of these obstacles are related to individuals and their perceptions, while others are associated with the nature of political parties and institutions of participation, in addition to professional, social, and cultural factors. According to Verba, Schlozman, and Brady, political participation requires resources, motivations, and opportunities that enable individuals to transform their political interests into organized collective action (Verba, Schlozman & Brady, 1995, pp. 16–20). Accordingly, the existence of a certain level of political awareness among teachers does not necessarily mean that the conditions required for party participation are available.

Low levels of trust in political parties constitute one of the most important potential obstacles. A teacher may follow political life and be familiar with different parties and their programs, yet may not perceive party membership as providing practical benefits or genuine opportunities to influence political processes. Trust is particularly important in explaining participation because individuals tend to engage in organizations whose objectives and methods they believe correspond to their expectations. Norris demonstrated that changes in political trust are related to citizens' assessments of institutional performance and the ability of institutions to respond to their demands (Norris, 1999, pp. 6–9). Consequently, declining trust may prevent political culture from being translated into party participation.

Closely related to this is a weak sense of political efficacy, that is, the belief that individual participation does not make a meaningful difference to political outcomes. If teachers believe that their decisions or party activities will have little influence on public policies or on the selection of political officials, they may prefer to remain outside political organizations. Pateman emphasized that the sense of being capable of participating and exerting influence is an essential element in the development of an active citizen, because participation becomes less likely when individuals feel that the political sphere is closed to them (Pateman, 1971, pp. 293–295). Therefore, strengthening party participation requires not only encouraging individuals to participate, but also providing channels through which they can perceive their participation as meaningful.

Professional pressures may also constitute an obstacle to participation. The teaching profession requires time and effort for preparation, teaching, assessment, monitoring pupils, communicating with parents and administrators, and carrying out various educational activities. These obligations may reduce the time available for party activities, particularly when meetings, travel, and organizational involvement require regular attendance. In addition, teachers may prefer to direct their collective activity toward professional issues through trade unions rather than party organizations, since trade unions are more directly associated with working conditions and professional rights.

Another potential obstacle is the confusion between professional roles and political affiliation. Teachers may be reluctant to disclose their political affiliation within the school environment for fear that it could affect their professional image or relationships with pupils, parents, and colleagues. Such reluctance does not necessarily imply rejection of political

participation; rather, it may reflect a desire to separate the professional sphere from private political activity. Therefore, the study of party participation should distinguish between teachers' attitudes toward politics in general and their concern about preventing partisan conflict or competition from entering the educational institution.

Negative perceptions of party activity may also contribute to political abstention. Some individuals may perceive political parties primarily as arenas of political conflict or competition for positions rather than as mechanisms for aggregating interests and representing citizens. Such perceptions can influence the decision to join a party, particularly when teachers do not feel that a party provides them with a space for discussion or meaningful participation in internal decision-making. In this context, internal party democracy becomes particularly important, as membership is likely to be more attractive when members perceive that they have opportunities to participate and express their views.

Trade-union participation may also constitute an alternative to party participation for some teachers. Trade unions provide teachers with opportunities to express demands concerning wages, working conditions, promotion, professional training, and other professional issues. Consequently, some teachers may find trade-union activity a more direct means of pursuing their interests than party activity. This may explain why a relatively high level of collective participation does not necessarily correspond to high levels of party membership. It also demonstrates that abstention from political parties does not necessarily mean abstention from social or political participation more generally.

Social networking platforms may play a dual role. On the one hand, they facilitate access to political information and interaction with public issues; on the other, they may create forms of digital participation that partially substitute for traditional organizational participation. Teachers can follow a party's activities, express political positions, or participate in public discussions without joining a political organization. Political participation has therefore become more diversified, making it necessary to avoid measuring participation exclusively through party membership.

These obstacles are also connected to social and cultural factors, such as family influence, the professional environment, the nature of social relationships, previous experiences with political activity, and the presence of political parties within the local environment. A teacher may be more willing to participate when their social environment provides networks that encourage public engagement, while they may distance themselves from political parties if their social environment views political activity as unattractive or ineffective. Putnam emphasized the importance of social networks and trust in explaining civic and political participation (Putnam, 2000, pp. 18–20).

Nevertheless, these obstacles do not mean that strengthening party participation among teachers is impossible. Rather, they highlight the need to create conditions that make participation more attractive and effective. This can be achieved by improving communication between political parties and citizens, renewing organizational practices, providing genuine spaces for dialogue, strengthening transparency and internal democracy, and addressing professional and social issues of concern to educated social groups. Civic education and education for dialogue and respect for differences can also contribute to developing a political culture that encourages responsible participation without necessarily linking it to affiliation with a particular political party.

Accordingly, addressing obstacles to party participation among primary school teachers should be based on understanding the factors that produce political abstention rather than assuming that abstention reflects weak patriotism or political awareness. Non-membership in a political party may constitute a conscious choice resulting from a preference for trade-union, civic, or electoral participation, or from a lack of conviction regarding the available political alternatives. Participation should therefore be viewed as both a right and an individual choice, while efforts should be directed toward improving the conditions that enable those who wish to participate to do so in an organized and responsible manner.

8. Prospects for Strengthening Political Culture and Party Participation among Primary School Teachers

Strengthening political culture and party participation among primary school teachers does not mean directing them toward a particular political party or a specific political position. Rather, it concerns creating the conditions that enable them to exercise their citizenship and understand the political sphere in an informed and independent manner. Effective political participation is based on knowledge, the ability to analyze information, and awareness of rights and responsibilities, in addition to the existence of institutions that allow citizens to express themselves and contribute to public affairs. From this perspective, developing political culture constitutes a fundamental entry point for strengthening participation, whether partisan, electoral, trade-union, or civic.

This process begins with strengthening teachers' political and civic knowledge by providing spaces for training and discussion concerning the Constitution, elected institutions, laws governing political life, and citizens' rights and responsibilities. Such efforts should not become a form of political indoctrination; rather, they should be based on dialogue, the presentation of different viewpoints, and the development of critical thinking. Civic political culture, as Almond and Verba argue, is associated with citizens' ability to understand the political system and participate in it while maintaining values of moderation and tolerance (Almond & Verba, 1963, pp. 29–30).

Educational institutions can also contribute indirectly to building a culture of participation by reinforcing the values of dialogue and acceptance of differences. A teacher who practices dialogue within the school and encourages learners to express their opinions while respecting those of others may become more aware of the importance of discussion and pluralism in public life. This does not mean transforming schools into partisan spaces; rather, it involves strengthening civic values that enable individuals to exercise political differences peacefully and responsibly.

Party participation also requires developing the relationship between political parties and educated professional groups. Parties seeking to broaden participation can devote greater attention to programs and proposals related to educational,

social, and cultural policies and establish channels of dialogue with teachers, professionals, and researchers. Dahl emphasized that political pluralism becomes more effective when citizens have genuine opportunities to express their interests and participate in public life (Dahl, 1971, pp. 2–4). Accordingly, communication between political parties and professional groups should not be limited to electoral periods.

Strengthening internal party democracy represents another important avenue. Citizens may be more willing to join a party when they feel that membership provides genuine opportunities to participate in discussion and decision-making, elect leaders, and contribute to the formulation of programs. This issue is particularly significant for teachers, who possess academic and professional training and may wish to play a role that goes beyond merely attending meetings or implementing organizational instructions.

Participation can also benefit from the development of digital forms of political engagement. Rather than viewing social networking platforms as a negative substitute for party activity, they can be used as tools for political dialogue, dissemination of programs and information, and organization of public discussions. The digital environment allows teachers to follow different political parties and compare their programs and positions, while enabling political organizations to communicate with groups that may be difficult to reach through traditional means. However, this requires strengthening media and digital literacy so that citizens can distinguish reliable information from misleading content.

Attention should also be paid to trade-union and civic participation as complementary forms of participation rather than necessarily competing forms. Trade-union activity can provide teachers with experience in organization, dialogue, negotiation, and the defense of collective interests, while associational activity can strengthen initiative and social responsibility. Putnam demonstrated that participation in civic networks contributes to building social capital based on trust and cooperation and can have broader implications for public participation (Putnam, 2000, pp. 18–19).

Furthermore, strengthening participation requires improving trust between citizens and political institutions. Such trust cannot be built through discourse alone; it requires transparency, accountability, respect for the law, access to information, and responsiveness to legitimate demands. The more teachers feel that institutions respond to participation and that their voices can be heard, the more likely it becomes that political culture will be translated into political practice. Conversely, when the gap between citizens and institutions widens, political knowledge may lead to a critical stance or political withdrawal rather than engagement.

There is also a need to pay greater attention to young people, women, and educated professional groups within political parties, as the renewal of political elites depends on organizations' ability to attract new actors and provide them with meaningful opportunities. Primary school teachers, as a widely distributed professional group within society, can constitute part of the civic and political sphere, provided that their participation is based on free choice and personal conviction rather than pressure or political direction.

Accordingly, the future of the relationship between political culture and party participation among primary school teachers can be approached through three interconnected levels: the individual level, through enhancing knowledge, awareness, and political efficacy; the party level, through improving communication, internal democracy, and representation; and the political and institutional environment, through providing legal and institutional guarantees for the exercise of political rights. This integration can transform participation from occasional electoral involvement into a more sustained and informed form of civic and political practice.

Ultimately, strengthening party participation should not be measured solely by an increase in the number of party members, but also by the quality of participation and citizens' ability to make free choices, exercise criticism and accountability, and contribute to the formulation of public issues. For primary school teachers, the broader objective is to develop a civic political culture that enables teachers to understand their political environment, form their positions independently, respect pluralism and differences, and participate in public life in whatever form they consider appropriate, whether through political parties, elections, trade unions, civil society, or other legitimate channels of participation.

Conclusion

The analysis of political culture and party participation among primary school teachers in Algeria demonstrates that the relationship between the educational and political spheres is not necessarily separate or antagonistic; rather, it involves an intersection of cultural, social, institutional, and professional determinants. As an educational actor, the teacher's role is not limited to transmitting knowledge and skills to learners. Teachers also contribute, directly and indirectly, to shaping the social and civic awareness of younger generations. Consequently, their level of political culture and their attitudes toward public affairs constitute important elements for understanding their relationship with political and party participation.

The theoretical analysis has shown that political culture constitutes a framework of knowledge, values, attitudes, and orientations that shape individuals' relationships with the political system, institutions, and public issues. It does not develop spontaneously; rather, it is influenced by socialization, school, family, university, the media, social networks, and accumulated political experiences. Within this context, primary school teachers occupy a particular position because of their academic and professional training and their daily interaction with children, families, and local institutions. This makes them among the actors capable of performing civic roles that extend beyond the boundaries of their immediate educational functions.

The analysis has also demonstrated that party participation represents one form of political participation, but cannot be reduced to it. A teacher may participate in elections, public debates, associations, or professional organizations without

formally joining a political party. Therefore, limited party membership, where it exists, does not necessarily indicate an absence of political interest or a lack of awareness of public affairs. Party participation is shaped by several factors, most notably the level of political knowledge, trust in political institutions and parties, political efficacy, professional and social conditions, the nature of political socialization, the image projected by political parties and their programs, as well as the influence of the media and social networking platforms.

In the Algerian context, political parties and currents are diverse, ranging from historically established parties such as the National Liberation Front (FLN) and the National Rally for Democracy (RND) to other parties and political currents, including the Movement of Society for Peace (MSP), the Socialist Forces Front (FFS), the Rally for Culture and Democracy (RCD), and the Workers' Party (PT), among others. However, the mere existence of multiple political parties is not sufficient to guarantee broad party participation. The quality of participation remains closely associated with the ability of political actors to restore public trust, offer realistic programs, and establish effective channels of dialogue with different social and professional groups, including primary school teachers.

Accordingly, strengthening party participation among this group should not be based on political pressure or political direction, but rather on creating a democratic environment that allows for free choice, consolidating civic and political education, improving channels of communication between political parties and society, and expanding opportunities for expression and participation. Strengthening teachers' political culture may also have positive effects on both the school and society by fostering the values of dialogue, tolerance, acceptance of differences, respect for institutions, and active citizenship. From this perspective, the relationship between political culture and party participation remains dynamic and is influenced by the broader social, political, and institutional context. Its development therefore depends on strengthening trust, awareness, and political efficacy, while respecting the autonomy of educational actors and their right to make independent choices and participate freely in public life.

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