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Comparative Study between the Best-Performing Education Systems of the Five Continents and That of Morocco

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Abstract: This study aims to investigate the most successful educational systems worldwide and the Moroccan educational system to determine the causes constraining the socio-educational development in Morocco. This comparative study relies on a qualitative methodology based on an inductive approach called the empirical-inductive approach, which starts from facts and real and observable data. This scientific method allowed us to identify our subject in terms of the best-performing educational system. The sample includes one or two educational systems from five continents: Africa (Morocco), America (Canada and the United States), Asia (Japan), Europe (France and Finland), and Oceania (Australia) through the comparison of the most common criteria between each country mentioned: the school system (cycles), teacher training, the number of hours a teacher works, teacher salaries and the number of students per class. This study provides a clear picture of the most successful education system that has been able to manage the masses and reveals the secret of its successful educational management policies. It is the Canadian education system that is a member of the Organization for Economic Cooperation and Development (OECD) according to the Program for International Student Assessment with an OECD average of 520 (score above the OECD average of 487), and Morocco is in 75th place about four steps from the last with an OECD average of 359 (score well below the OECD average 487). The above is more than a reason to be inspired by the education system of this leading country in the field, which would lead to better results in terms of structural transformation, inclusive development, and efficient management of Moroccan education networks in the coming days.

Keywords: educational system, educational institution, socio-educational development.

五大洲與摩洛哥最佳教育體系的比較研究

摘要：本研究旨在調查全球最成功的教育系統和摩洛哥的教育系統，以確定限制摩洛哥社會教育發展的原因。這項比較研究依賴於一種基於歸納方法的定性方法，稱為經驗歸納方法，它從事實和真實可觀察的數據開始。 這種科學方法使我們能夠根據表現最佳的教育系統

來確定我們的主題。樣本包括來自五大洲的一兩個教育系統：非洲（摩洛哥）、美洲（加拿大和美國）、亞洲（日本）、歐洲（法國和芬蘭）和大洋洲（澳大利亞）通過最常見的比較提到的每個國家之間的標準：學校系統（週期）、教師培訓、教師工作的小時數、教師工資和每個班級的學生人數。這項研究清楚地描繪了能夠管理大眾的最成功的教育系統，並揭示了其成功的教育管理政策的秘訣。根據國際學生評估計劃，加拿大教育系統是經濟合作與發展組織的成員，經合組織平均分 520 分（高於經合組織平均分 487 分），摩洛哥排名第 75 位經濟合作與發展組織丁 平均值為 359（得分遠低於經濟合作與發展組織平均值 487），比最後一位高出四步。以上是這個領域領先國家教育體系的靈感來源，這將在未來幾天在摩洛哥教育網絡的結構轉型、包容性發展和高效管理方面取得更好的成果。

关键词：教育系統、教育機構、社會教育發展。

1. Introduction

Education has always been considered as one of the indispensable pillars of social life, as an investment in human capital, and the most powerful weapon for changing the world [1]. An educational institution, whether public or private, is the established body that contributes greatly to this education and to the formation of a good citizen. However, the success of education is strongly linked to the good management and leadership of educational institutions and the foundation of the most effective educational management policies.

[2] states that an educational system is made up of the components and actors interacting in education, teaching, and training. They add that the study of education systems allows us to understand the functioning, mechanisms, and effects of the different systems, and to identify their strengths and weaknesses. Information about other systems can sometimes provide a fresh perspective on one's own education system. Furthermore, studying in detail the ways in which other countries solve a problem to which one would like to contribute elements of a solution can inform one's thinking [2].

However, [3] assumes that teacher engagement positively influences students' attitude of engagement. Additionally, these authors report that teacher identification with school values tends to increase student learning. [4] noted another interesting impact of engagement for the educational community. There would be a positive relationship between the acceptance of change and commitment. Educational science study [5] considers these variables and looks at the relationship between transformative principal leadership, affective commitment, organizational citizenship, teacher job satisfaction, and student achievement. Affective commitment emerges as an important dimension of organizational commitment that can predict the development of organizational citizenship behavior [6].

Among others, human resource management practices are assumed to influence both organizational commitment and professional commitment [7].

Indeed, the survey [8] has shown that the most successful education systems are those based on an equitable distribution of resources between privileged and disadvantaged institutions and leaves a margin of autonomy in terms of curriculum and assessment. On the other hand, it adds that the countries with such a successful system are those that prioritize the payment of considerable salaries to teachers to motivate them and value their indispensable practice within the educational networks.

Therefore, school principals must ensure the cooperation of teachers based on values and relational mechanisms in accordance with the stakeholder theory, which emphasizes the notions of morality and values in the management of organizations [9, 10].

Certainly, most current management theorists blame this logic, which is internalized by teachers and school heads. It would influence the way they perceive their role and status, their zone of autonomy, the distribution of tasks, the relationship to power, the management of change processes, and control mechanisms [11].

Through the evolution of management practices adjusted to the expectations of teachers and school principals concerned with the proposed working conditions and the suggested adequate working environment, educational networks see the behavior of an increased involvement [12].

Morocco has always been a country also involved in change, the establishment of new strategies for scientific developments related to the subjects of education and teaching in general. Based on the strategic vision 2015–2030 of reforming the education system, it improves the quality of education by 2030. Therefore, this research aims to investigate the most successful managerial policies in terms of education to

promote educational performance as well as to prevail an efficient quality of Moroccan teaching and education to make the general interest triumph.

2. Materials and Methods

We conducted a bibliographic research by using the databases: [Spring Open], [Google Scholar], [CrossRef], [OECD], using the following French terms translated into English: educational system, educational performance, socio-educational development, educational institution.

The methodological question of comparative research is more current than ever. It is a study based on a qualitative method with an inductive approach called empirico-inductive approach, which starts from facts, real and observable data, to go toward the explanation.

To get closer to the scientificity of this comparative study, the following approach was applied.

The epistemological and conceptual aspects: To understand what a quality educational system (performing) through a theoretical analysis is of the research in this field.

The comparative aspect: The approach of understanding and reflection is fruitful that allows us to identify the problems of the least-performing educational systems through a descriptive and exploratory analysis.

The study is contextualized on the meaning and logic of the changes to be able to lead to new knowledge in the field in question.

Below is a diagram of the inductive method (Fig. 1).

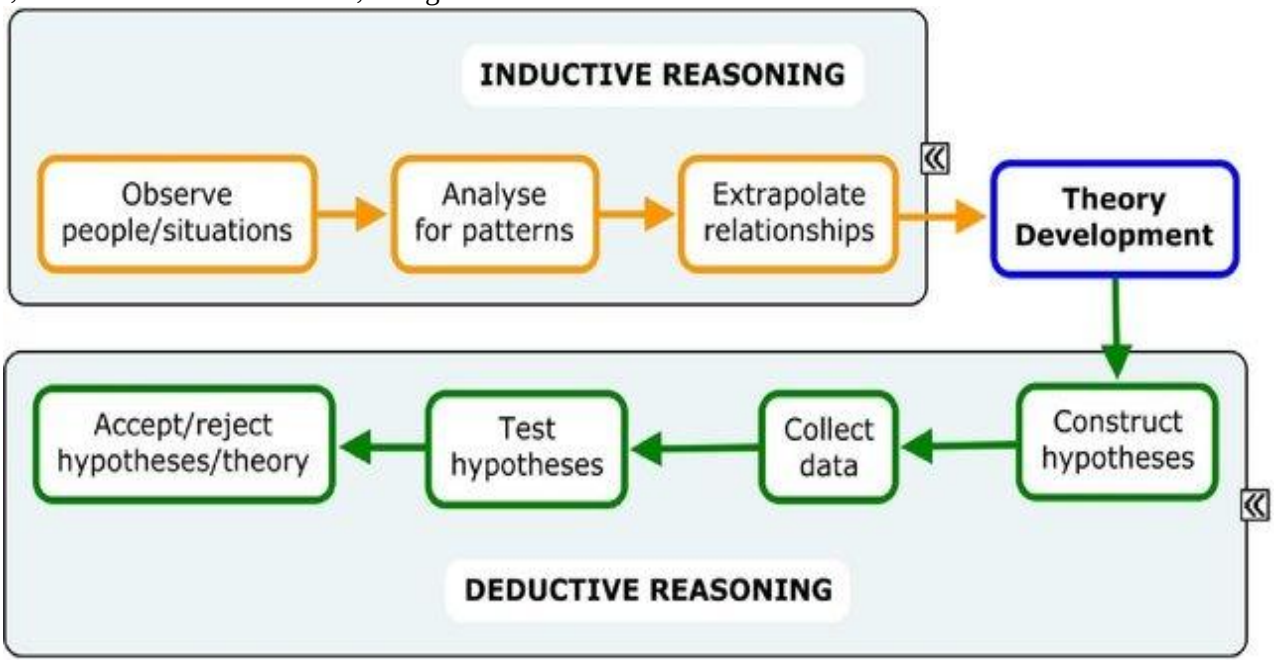

Fig. 1 Empiric-inductive approach [30]

It is a method that fits perfectly with our study orientation, and in this sense, three major axes are addressed.

Table 1 Axes of study

Organizational axis	Explanatory axis	Descriptive axis
General analysis of resources to include or exclude	Clarification of the choice of countries and criteria	Description of the comparative table

2.1. Organizational Axis

The comparative approach of this study is based on comparative tables that contain common criteria. The data in the tables are carefully taken from articles, books, and journals in the 2000s. The specificity of this criterion is to work with new references with topical aspect. The second criterion is the type of resource, when we focus only on the articles. The third criterion is the genre of the article, in this sense, if it approaches and treats specifically the subject of the study we include it, if it is general, we exclude it. Finally, another criterion was chosen is the country or contained approached by the resource, if it approaches one of the countries that are the subject of our study, we include the resource, otherwise we exclude it.

The diagram below (Fig. 2) represents the procedure we have adopted for our study:

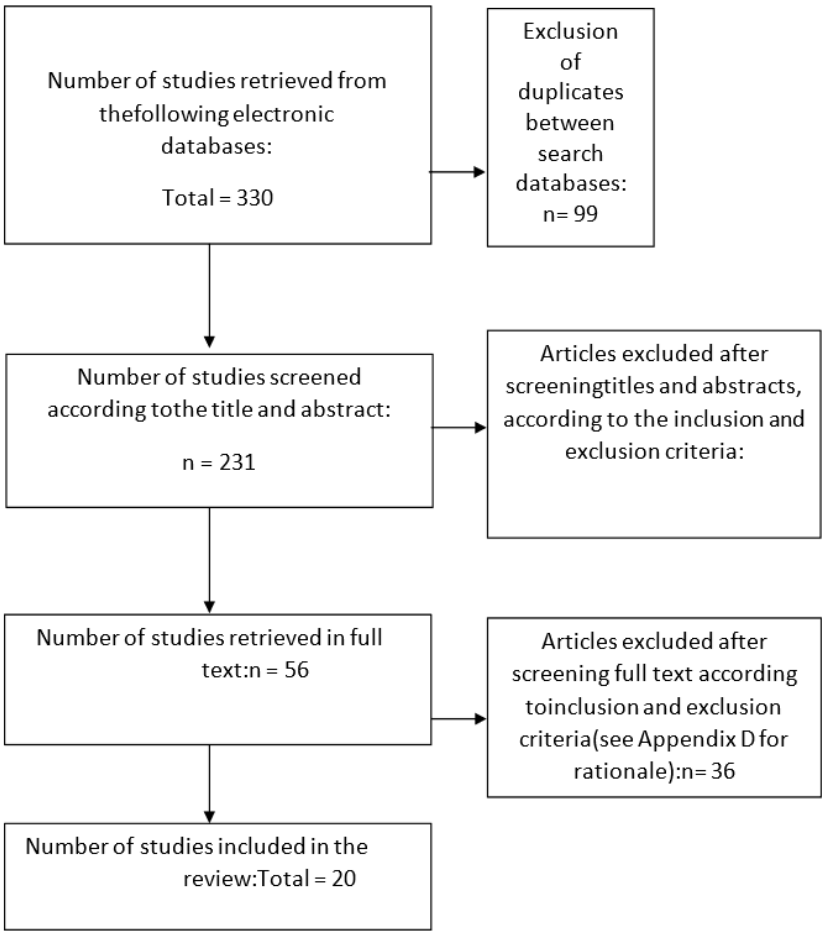

Fig. 2 Inclusion, non-exclusion, and study exit criteria

Below is a summary Table 2 of the resources taken.

Table 2 Inclusion and exclusion resources (Developed by the authors)

Resources	Type	Authors	Date	Results
[13]	Work	OECD	2021	Socioeconomic background, country of origin, and geographic location influence the educational pathways of students and impact learning and employment outcomes.
[14]	Work	OECD	2019	How teachers acquire their knowledge and skills during their education and training, and how they develop them through professional development, influence their teaching practices
[15]	Work	OECD	2019	Countries seek to learn from each other to enable universal access to education to promote the acquisition of skills for a knowledge society and to manage the teaching and learning process to develop lifelong learning.
[16]	Work	OECD	2O19	PISA results indicate the quality and equity of learning outcomes around the world and allow educators and policy makers to learn from policies and practices in other countries.
[17]	Work	OECD	2019	PISA results indicate the quality and equity of learning outcomes around the world and allow educators and policymakers to learn from policies and practices in other countries.
[18]	Work	OECD	2019	PISA results indicate the quality and equity of learning outcomes around the world and allow educators and policymakers to learn from policies and practices in other
[19]	Magazine	A. Carey	2019	Australian secondary school teachers work some of the longest hours of their profession in the developed world and spend more time on administration and non-teaching tasks.
[20]	Article	J. Snydery, A. Goodwin	2017	In the United States, three levels of the "education ecosystem" influence the pathway to becoming a teacher: federal, state and local.

Continuation of Table 2

[8]	Work	OECD	2014	Some education systems have shown that rapid progress is possible without sacrificing equity and quality
[21]	Work	OECD	2015	Teachers are the backbone of the education sector, which is a key determinant of productivity and growth. Their salaries are the largest single expense in the education system. Salaries and working conditions are central to attracting, motivating, and retaining qualified teachers.
[22]	Magazine	OECD	2012	The internal efficiency of the education system is approached through the measurement of school wastage and the quality of teaching through the quantity and quality of the resources used or the results obtained as students' scores in tests and examinations.
[23]	Magazine	F. Saint-Luc	2010	The functioning of the educational system and the cultural and social context provide an essential complement that can lead to international collaborative action research on teacher education.
[24]	Article	H. Miwako	2010	Developments in contemporary Japan lead to the development of new thinking in terms of equity and diversity, currently insufficiently guaranteed in early childhood institutions.
[25]	Article	H. Coates, D. Edwards, I.R. Dobson, T. Friedman	2009	Australia's capacity for innovation rests largely on the talents of its university graduates, and the people who educate and train those graduates - the university workforce - are at the heart of the country's future business. It is imperative to develop a compelling strategy for university workforce planning and development.
[26]	Article	P. Robert	2009	A fine and deep analysis of the real needs of the students, which is the basis for the astonishing success of its educational system. Finland deeply respects knowledge, but it respects even more the individuals to whom it wants to give it.
[27]	Article	L. Emile-Besse	2004	Immensity, decentralization, and contrasts; these three terms help us understand the difficulties and successes of the American school.

2.2. Explanatory Axis

The choice of countries was made so that the study would have considerable scientific weight. It is a study that revolves around countries from five continents: Africa (Morocco), America (Canada and the United States), Asia (Japan), Europe (France and Finland), and Oceania (Australia).

The countries chosen are countries that have educational systems that are as successful worldwide according to PISA-2018 [28, 29, and 30]; they are different social countries (rich and developed countries or countries with economic and social problems). This difference is reflected in the organization and functioning of education systems and their management systems.

The similarities are the recognition of the values of education in these seven countries and the constant intention to seek quality in education. Additionally, these countries are members of the OECD (as part of the MENA-OECD initiative) as Morocco.

Despite the specificities of each country, common educational criteria are identifiable.

Table 3 Teaching grades

Criterion	**Definitions**
Nursery School/Kindergarten	This is the first cycle in which the child discovers life in a community. Kindergarten is part of cycle I, or the early learning cycle, which generally consists of three years. Grade 1: Small section or PS (3–4 years); Grade 2: Middle or MS (4–5 years); Grade 3: Kindergarten (5–6 years).
Elementary School	The second cycle in which children begin to learn to read and write properly. Elementary school is open to children from pre-school and, on a transitional basis, to children who have not attended pre-school and who have reached the age of six, as well as to students from traditional schools, in the level for which they are qualified.
Middle School (Secondary School)	A 3rd cycle of the school curriculum and which resides as the basis of scientific knowledge in high school. Middle school is the first cycle of secondary education (the second cycle is high school, where students enter after five years of primary education (depending on the country)).
High School/Senior College	This cycle is the pillar of the one that follows, it represents qualifying secondary studies. Qualifying secondary education is the last stage of compulsory education, which is marked by the transition

	from basic to higher education.
University	An integrative level of the student's career. An academic cycle is a multi-year program of higher education leading to a specific title or degree.

Table 4 Teacher's criteria

Criterion	Definitions
Teacher training	A course of study in an institutional setting designed to provide prospective (pre-service) or in-service (in-service) teachers with the knowledge, skills, and attitudes they should teach at that level of education.
Teachers salaries	Corresponds to the average gross salary received by teaching staff in accordance with official salary scales, before deduction of taxes, including employee contributions to pension, health insurance, or other plans, but less employer contributions to social security and retirement.
Number of hours of teachers work per week	Instructional time is the number of hours spent teaching a group or class of students in accordance with the official policy of the country; preparation time is the number of hours spent preparing lessons. For lower secondary schools, teaching time and preparation time are expressed in hours per week.
Number of students per class	The set of learners who take the course in a class

2.3. Descriptive Axis

A. Teaching cycles: The approach of the teaching cycles (grades) is a common approach between the seven countries: Morocco, Canada, the United States, Japan, France, Finland, and Australia.

Whether the educational system is efficient or not, all countries follow the same cycles, but this does not prevent each country from having its own vision, which means that the age categories designated for each cycle differ from one country to another.

B. Teacher: Number of years of training; salary: number of hours worked per week; number of students per class.

Table 5 concerns the teachers and summarizes all the data found in terms of the four common criteria.

Criterion 1: Number of years of teacher training. This is an essential criterion because through the knowledge retained a teacher will be able to distinguish himself during his professional career.

Criterion 2: The salary. The salary, on the other hand, is a source of extrinsic motivation for the teacher, considering the number of hours worked.

Criterion 3: The number of hours a teacher works per week.

Criterion 4: The number of students per class. The number of students per class is an important detail to consider lightening the teacher's mission and at the same time promoting the learner's learning.

3. Results

After a thorough search of information (through Table 2), Table 5 includes the educational cycles (grades) on which the schooling of the seven countries is based.

Table 5 Teaching grades with number of years and ages (Sources: Morocco [34], Canada [35], the USA [33], Japan [31, 32], France [33], Finland [33], and Australia [33])

	Africa	America		Asia	Europe		Oceania
Grades	**Morocco**	**Canada**	**The USA**	**Japan**	**France**	**Finland**	**Australia**
Nursery School/ Kindergarten	0–2 years nursery; 2/3-year very small section or nursery; 3–4 years old small kindergarten section; 4/5 years middle section of kindergarten; 5–6 years kindergarten grand section	1–3-year nursery school; 3–4 years preschool; 4–5 years pre-kindergarten	2–3-year nursery school/day care; 3–4 years preschool /day care; 4–5 years pre-kindergarten	3–4 years = Kindergarten; 4–5 years = Kindergarten; 5–6 years = Kindergarten	0–2 years = nursery; 2–3-years = very small section or nursery; 3–4 years = small section of kindergarten; 4–5 years = middle section of kindergarten; 5–6 years = kindergarten grand section	0–6 years = early childhood education and kindergartens; 6 years = school kindergarten	3–4 years = kindergarten; 4–5 years = kindergarten; 5–6 years = preparation year

Continuation of Table 5

Elementary School	6/7 years = CP; 7/8 years = CE1; 8/9 years = CE2; 9/10 years = CM1; 10/11 years = CM2; 11/12 years = 6th grade;	5–6-year Kindergarten; 6–7 years = 1st grade; 7–8 years = 2nd grade; 8–9 years = 3rd grade; 9–10 years = 4th grade; 10–11 years = 5th grade; 11–12 years = 6th grade	5–6-year kindergarten; 6–7 years = 1st grade; 7–8 years = 2nd grade; 8–9 years = 3rd grade; 9–10 years = 4th grad; 10–11 years = 5th grade	6–7 years = 1st grade; 7–8 years = 2nd grade; 8–9 years = 3rd grade; 9–10 years = 4th grade; 10–11 years = 5th grade; 11–12 years = 6th grade	6–7 years = CP; 7–8 years = CE1; 8–9 years = CE2; 9–10 years = CM1; 10–11 years = CM2	7–6 years = basic education; 9 years = comprehensive schools; 7 years = CE1; 7–8 years = CE2; 8–9 years = CE3; 9–10 years = CE4; 10–11 years = CE5; 11–12 years = CE6	6–7 years = year 1; 7–8 years = year 2; 8–9 years = year 3; 9–10 years = year 4; 10–11 years = year 5
Middle School (Secondary School)	12/13 years = 5th grade; 13/14 years = 4th grade; 14/15 years = 3rd grade	12–13 years = 7th grade; 13–14 years = 8th grade; 14–15 years = 9th grade	11–12 years = 6th grade; 12–13 years = 7th grade; 13–14 years = 8th grade	12–13 years = 1 (7th); 13–14 years = 2 (8th); 14–15 years = 3 (9th)	11–12 years = 6th grade; 12–13 years = 5th grade; 13–14 years = 4th grade; 14–15 years = 3rd grade;	12–13 years = C7; 13–14 years =C8; 14 -15 years =C9	11–12 years = year 6; 12–13 years = year 7; 13–14 years = year 8; 14–15 years = year 9; 15–16 years = year 10
High School/ Senior College	15/16 years = Common core; 16/17 years = 1st year; 17/18 years = Terminal	15–16 years = 10th grade 16–17 years = 11th grade 17–18 years = 12th grade	14–15 years = 9th grade; 15–16 years = 10th grade; 16–17 years = 11th grade; 17–18 years = 12th grade	15–16 years =1 (10th); 16–17 years = 2 (11th); 17–18 years =3 (12th)	15–16 years = 2nd; 16–17 years = 1st; 17–18 years = Terminal	Senior high schools = 3 years; 15–16 years = C10; 16–17 years = C11; 17–18 years = C12;	13–14 years = middle school, secondary school; 14–15 years = middle school, secondary school; 15–16 years = middle school, secondary school; 16–17 years = year 11; 17–18 years =year 12
University	License (4 years); Master1 (2 years); Doctorate (3 to 5 years old)	Bachelor's degree (4 years); masters (2 years); PhD (3 to 6 years)	Bachelor's degree (3/4 years); masters (2 years; PhD (3 to 6 years)	18–19 years (university undergraduate); 19–20 years = Associate (university undergraduate); 20–21 years (university undergraduate); 21–22 years = Bachelor (university undergraduate); 22–23 years (graduate school: master); 23–24 years = master (graduate school: master); 24–25 years (graduate school: PhD); 25–26 years (graduate school: PhD); 26–27 = PhD	License (3 years); Master 1 (1 year); Master 2 (1 year); doctorate (3 years)	Professional qualifications: 3 years; bachelor's degree (universities of applied sciences); 3.5 – 4years; Master (universities of applied sciences): 1-1,5 years or license (universities): 3 years; Master (Universities: 2 years; PhD pre-doctorate (universities)	The first cycle undergraduate delivers three degrees: the diploma (baccalaureate +2); the advanced diploma (baccalaureate +3), and the bachelor's degree (baccalaureate +3) at the university. The second cycle, postgraduate, includes three degrees: the graduate diploma and the master (one to two years of study) and the doctorate.

	(graduate school: PhD); 27+ = PhD	

Morocco, Japan, France, Finland, and Australia tend to use 6–7 years as the age of real schooling, the first age of basic education, while Canada and the United States use 5–6 years. This explains the different conceptions by which countries proceed and see their educational management policies, something that effectively influences the performance of the whole educational system.

Canada and the United States have the highest age of enrollment, which shows that they give more importance to preschool education, which is the basis of the learner's schooling, and these results in the top ranking of both countries.

Morocco itself opts for the same age of entry to elementary school as other successful countries except that

It turns out that this criterion is not sufficient to conduct an entire educational system, but it can be a basic element through which a reform can be triggered.

Table 6 Teachers: number of years of training; salary: number of hours worked per week; number of students per class (Sources: Morocco [36, 37, 38], Canada [39, 40], the USA [41, 42, 43], Japan [24, 44], France [45, 46], Finland [47, 48], and Australia [49, 50])

	Africa	**America**		**Asia**	**Europe**		**Oceania**
Grades	**Morocco**	**Canada**	**The USA**	**Japan**	**France**	**Finland**	**Australia**
Nursery School/Kindergarten	2 years	Minimum 4 years	Minimum 3 years	Minimum 5 years	Minimum 4 years	Minimum 4 years	4 years
	40.37 to 280.75 €/month	2201 to 5107 €/month	2490.20 €/month	2198.57 to 3699.78 €/month	1540 to 2310 €/month	Minimum 2696 €/month	3203.58 to 5391.92 €/month
	40 h/week	32 h/week	21 h/week	23 contact h/week	30 h/Week	Between 15 and 17 h/week	36 hours/week
	20 students/class	6 children and a maximum of 17/class	10 children/class	30 to 40 students	22 children/class	Between 12 and 21 children/class	Between 20 and 32 children/class
Elementary School	4 years	Minimum 5 years	Minimum 5 years	Minimum 5 years	Minimum 4 years	Minimum 4 years	4 years
	467 to 1 024.37 €/month	2408 to 5586 €/month	3344.80 to 5017.20 €/month	2553.38 to 5332.42 €/month	2975 €/month	Minimum 2696 €/month	2492.70 to 4032.37 €/month
	Between 20 and 30 h/week	35 h/week	16 h/week	56 h/week	30 h/week	Between 15 and 17 h /week	45 h/week
	Between 30 and 40 students per class	21 students/class	20 students/class	35 to 40 students	19 students/class	Between 20 and 25 students/class	24 students/class
Middle School (Secondary School)	4years	Minimum 6 years	Minimum 5 years	Minimum years	Minimum 5 years	Minimum 5 years	5 years
	467 to 1 024.37 €/month	2201 to 5107 €/month	4915.18 €/month	3231.61 to 3968.44 €/month	3 425 €/month	Minimum 2696 €/month	3395.57 to 5782.07 €/month
	Between 20 and 24 h/week	32 h/week	14 h/week	56 h/week	18 to 20 h/week	Between 15 and 17 h /week	45 h/week
	Between 30 and 40 students/class	23 students/class	25 students/class	No more than 15 students	14 students/class	Between 20 and 25 students/class	23 students/class
High School/Senior College	4 years	6 years	Minimum 5 years	Minimum 4 years	Minimum 5 years	Minimum 5 years	5 years

Continuation of Table 6

	467 to 1 024.37 €/month	2201 to 5107 €/month	5017.20 €/month	3231.61 to 3968.44 €/month	3850 €/month	Minimum 2696 €/month	3395.57 to 5782.07 €/month
	Between 20 and 24 h/week	32 h/week	13 h/week	56 h/week	18 to 20 h/week	Between 15 and 17 h/week	45 h/week
	Between 30 and 40 students/class	20 students/class	35 students/class	No more than 15 students	14 students/class	Does not exceed 25 students/class	22 students/class
	Minimum 7 years	7 years	7 years	Minimum 7 years	Minimum 5 years	Minimum 7 years	Minimum 7 years
University	263.41 to 2433.24 €/month	2910 to 10589 € month	7916.66 €/month	3810.95 to 6747.82 €/month	3 102.14 €/month	263.41 to 2433.24 €/month	2910 to 10589 €/month
	Between 8 and 14 h/week	45 h/week	4 to 5 h/week for one semester	10 to 15 h/week	15 h/week	Between 15 and 17 h/week	Between 50 and 55 h/week
	Exceeds 250 students per class in some majors	This depends on the course	150 to 300 or more students/University courses class	No more than 15 students/class	Up to 1000 students/lecture hall	Does not exceed 25 students/class	It depends on the course taught and the tutorials

The good management of educational human resources leads to the evolution of the entire educational system. The teacher is a pillar member of the educational system, and he (she) plays a preponderant and major role. Therefore, favorable working conditions contribute to his involvement and motivate him to deploy more energy in terms of educational creativity and innovation.

It is difficult to identify all the training that may exist in each country given the variety of paths that lead to the profession of a teacher, but a strict minimum of years of training has been set.

As shown in Table 6, the lowest number of years of teacher training in kindergarten is in Morocco, 4 years in Canada, France, Finland and Australia, 5 years in Japan and 3 years in the U.S.

In primary education, Morocco, France, Finland, and Australia devote 4 years of training on their side, Canada and the U.S. devote 5 years of training for teachers, 4 years of training for teachers in Morocco and Japan in secondary education, 5 years in the United States, France, Finland, and Australia. Canada alone favors 6 years of training for its secondary school teachers,

Morocco and Japan also 4 years of training for high school teachers, while the United States, France, Finland, and Australia has 5 years of training and Canada 6 years of training for its high school teachers. Given the above, all countries require educational experience of at least 2 years (depending on the grade taught) before starting the job of a teacher except Morocco. Finally, the seven countries agreed 7 years of training and which is equivalent to the Doctorate for a teacher in a university.

The minimum number of years of teacher training differs from one country to another, but it is remarkable that Canada in all grades is the country that requires the most years of teacher training, something that explains its benevolence on the knowledge that will be transmitted to its future citizens.

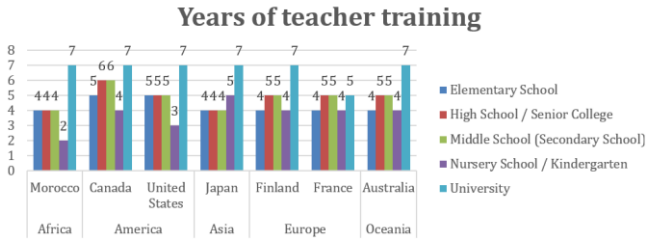

Fig. 3 Number of years of teacher training

As for salaries, it can be seen from Table 6 and Figure 4 that there is a notable variety. In kindergarten, Morocco has the lowest teacher's salary between 40.37 and 280.75 €/month, the average is in Canada between 2201 and 5107 €/month as a teacher's salary, and the highest is in Australia it varies between 3203.58 and 5391.92 €/month.

In relation to kindergarten, the salary is between 467 and 1024.37 Euros per month in Morocco. In Canada the average salary is between 2408 and 5586 Euros, Japan the highest salary is between 2553.38 and 5332.42 €/month.

A teacher in secondary school and high school is paid in Morocco between 467 and 1024.37 €/month, between 2201 and 5107 €/month in Canada, and between 3395.57 and 5782.07 €/month in Australia.

At the university, teachers are paid up to 2433.24 €/month h in Morocco, between 5113.97 and 9055.2 €/month in Australia. The highest salary is that of

Canada, which reaches 10589 €/month.

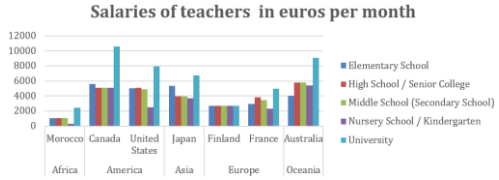

Fig. 4 Teachers' salaries per month

As far as the number of working hours of the teacher is concerned, in kindergarten, the teachers in Morocco work 40 h per week, in Canada – 32 h, the United States – 21 h, Japan – 23 h, France – 30 h and Australia – 36 h. The lowest number of working hours is that of Finland, it varies between 24 h and 24 h per week.

In elementary school, the Japanese teacher has 56 h of teaching work per week, the Moroccan from 20 to 30h, while the Finnish 15 h to 17 h per week.

Secondary and high school teachers work 56 h per week in Japan, 45 h in Australia, 32 h in Canada, 20 to 24 h in Morocco, 18 to 20 h in France, 15 to 17 h in Finland, and 13 to 14 h in the United States.

The number of hours a university teacher works is 50 to 55 h per week in Australia, 45 h in Canada, 15 h in Japan, France and Finland, and 8 to 14 h of teaching in Morocco.

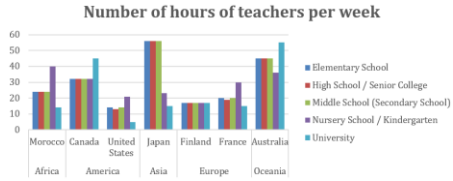

Fig. 5 Number of teacher's working hours per week

About the number of students per class, Japan has 30 to 40 children in kindergarten, which is a huge number to manage in class, especially regarding children and their attention needs. Finland has 12 to 21 children per class, Morocco has 20 children, and Canada has 6 to 17 children maximum per class.

Moroccan and Japanese elementary classes have between 30 and 40 students per class, the Canadian class has 21 students, the American class has 20 students, and the French class has 19 students per class. In secondary and high schools, the classes in Morocco gather the largest number of students per class from 30 to 40, Canada, Finland, and Australia between 20 and 25 students per class, contrary to France, it is satisfied with 15 students maximum per class.

In relation to the university class, the number of students it includes depends on the classroom and course taught in most countries.

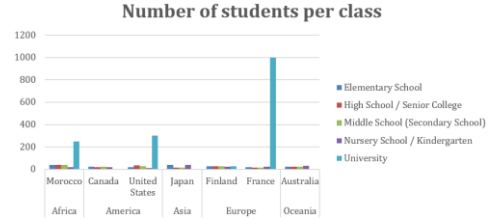

Fig. 6 Number of students per class

4. Discussion

The quality of an educational system is a fundamental requirement, except that this concept is not yet clearly defined, and the evaluation of this quality remains open. It turns out that the quality of an educational system is a polysemic concept. Its evaluation must consider several factors.

Until now, this quality has mainly been measured by the level of performance of students through international tests such as PISA-2018. The high level of students means a remarkable involvement on multiple levels, especially the psychological and behavioral involvement of teachers, and this is due to adequate working conditions.

The Canadian, Finnish, American, Japanese, Australian, and French education systems are known by their performance according to the PISA-2018 survey. It is true that the score achieved by each country makes a difference in ranking, but they all remain in the top ranks of efficiency and performance. This explains that these countries have found the tools and means to achieve the expected performance results by the relevance of their choice. As for the Moroccan education system, it ranks 75th (PISA-2018), which requires a review and reform of the management policies used.

Let us recall, first, that our research highlights the quality educational system that has succeeded in bringing together managerial and educational policies in terms of management of teaching staff, their working conditions, and the source of their motivation. It also identifies appropriate practices to maintain an educational correlation.

We will discuss the main results considering the research objective to compare particular criteria of the most successful educational systems in Canada, Finland, the United States, Japan, Australia, and France with those of the Moroccan system considered the least successful.

Our analysis shows the importance of teacher training, motivating salary, the number of working hours of the teacher, the number of students per class, and its impact on the educational system.

Indeed, the teachers who follow a rich training in pedagogy, education, and knowledge related to the subject tend to make the educational interest of the students in particular and the whole system as a whole triumph. The monthly income of the teacher is central to the professional life of the teacher. [12] confirms that educational organizations that invest the most in their employees can expect favorable attitudes and behavior from them. Among other things, the number of hours a teacher works is strongly linked to his or her performance and output.

From the analysis made, it is remarkable that each of the six countries has a very different strength in the compared criteria, but in general, they all care about

the quality and implementation of good educational elements, which makes their educational systems perform well.

However, the Canadian system is only of the six countries that makes the grade in terms of all criteria. Notably Canada provides such a remarkable number of years of teacher training, which positively influences its results according to PISA-2018. On average in the OECD, even the 40% of teachers working in disadvantaged schools have at least a master's degree, compared to 48% in advantaged schools [17].

Since the salary is a source of motivation, the Canadian system grants monthly payments that highlight the involvement of the teacher and that go with the number of hours of work, that is to say, a good strategic management is in place. Among other things, the Canadian classes are very light in terms of the number of students compared to Japan and Morocco in turn. This explains the ease and flexibility of the courses, which tends to increase the success rate of students in Canada, but this implies the performance of the entire Canadian system.

The study has shown a significant influence of the discussed criteria on educational system. It emphasizes the importance of the choice of managerial practices in human resources and proper strategic management. A country with a poorly performing education system should take the trouble to review all these key criteria before considering a general education reform.

5. Conclusion

Our study aimed to identify the best-performing education system based on the designated criteria. It was therefore essential to begin by collecting information through reliable resources to obtain a summary table on which this investigation was based.

5.1. Main Findings of this Study

This study allowed us to dissect the managerial problems of the Moroccan educational system. It is a lack of management of educational resources and an aberrant strategic management. Indeed, the calculated investment or involvement in the profession, explained in part by HRM practices that favor the collective and collective objectives, will also depend on a managerial management focused on the well-being of the human resource, both individuals, which are the teachers, and collective, through the pedagogical teams formed [14] . It is undeniable that the creation of a pedagogical team capable of bringing about change in the education system depends on a rigorous selection of the conditions for the recruitment of objectives (professional, cultural, social, etc.) [15].

No one can deny that good management of educational human resources leads to an evolution of the entire education system. The teacher, on the other hand, is a pillar member of the educational system, and he plays a preponderant and major role. Therefore, favorable working conditions contribute to his involvement and motivate him to deploy more energy in terms of educational creativity and innovation.

5.2. Comparison with Other Studies

The study conducted by the Organization for Economic Cooperation and Development (OECD) through the Program for International Student Assessment (PISA-2018) showed that the Canadian education system is in the top ranking as a member country of the OECD with an OECD average of 520 (score above the OECD average 487), and Morocco is in 75th place at some 4 steps from the last with an OECD average of 359 (score well below the OECD average 487). In our article, we have tried to detail and focus on much more meaningful criteria to get reliable results. New and diverse resources were used to ensure the thoroughness of our research. The Canadian system has proven that it is worthy of being a model to follow in terms of educational performance on most levels (teachers' salaries, training of its educational body, number of working hours, number of students per class).

This is more than a reason to be inspired by the educational system of this leading country in this field, something that would lead to better results in terms of structural transformation, inclusive development, and efficient management of Moroccan educational networks in the days to come.

5.3. Implications of the Study

This study can help less successful countries that are seeking to improve and evolve in terms of curriculum development and good management of educational networks.

It will facilitate the task of having a clear understanding of the criteria to be considered when discussing the performance of any education system.

5.4. Strengths and Limitations

Among the limitations of our study is the absence of documentation and the near-existence of certain resources in terms of the specificity of the subject, especially from a current perspective. We did not receive the expected feedback from most of the people we contacted that are a part of the educational community (teachers, principals, personnel managers, etc.) around the world. Despite the differences and progress in implementing successful models of education systems, there are common challenges.

The strengths of our study appear in the investigation of the management and leadership system in Moroccan educational institutions and the determination of the causes that hinder socio-educational development by referring to the most developed model in the world (Canada) to create an effective system.

5.5. Recommendation and Future Research

As [53, p. 136] pointed out, "Simple actions and arrangements are a way of rewarding certain employees who have demonstrated their availability to the organization in the past." The choice to satisfy employee demands can also be a positive driver of expected involvement [12].

Therefore, it seems essential to make more efforts to ensure the proper choice and operation of managerial policies that meet the efficiency and performance of the educational system as a long-term goal.

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