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Private Supplementary Tutoring in Adrar City: Reasons and Repercussions

Dissertation Submitted to the Department of English Language in Candidacy for the Degree of "Master" in Linguistics

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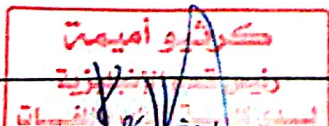القسم: الأدب و اللغة الأنجليزية

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امضاء المشرف:

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مساعد رئيس القسم:

Dedication

To Allah who gave me the strength and patience to continue my academic studies despite the obstacles that I faced. Hence, thank you Allah for this blessing,

To my cherished mother, source of happiness and success in my life who passed away while preparing this dissertation. May God have mercy on her and make her place heaven.

To my beloved father, source of happiness and success in my life. May Allah bless him,

To my lovely husband and my son, who are my strength in everything I do,

To my brothers and my sister for their patience and help to complete this dissertation,

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To all my teachers for their unconditional support and encouragements to pursue my academic studies,

To all those who believe in me and pray for my success.

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Abstract

The last few years, the Algerian society in general and the educational system in particular have witnessed the spread of private supplementary tutoring. The latter has become a major phenomenon and a topic of intense debate between scholars, politicians, and common people. At the beginning, parents adopted this kind of tutoring to their children at the baccalaureate level as it is the most important exam due to its significant impact on students' educational and professional career. Nowadays, such practice has been expanded as parents make use of it at all levels, even at primary schools. The current research endeavors to investigate the evolution of this phenomenon through four last years (2017-2020), and exploring within some private supplementary tutorial schools in Adrar city, the reasons that push learners to opt for this practice and its repercussions. Besides, this study highlights the role of teachers and what they are going through. Inappropriateness of the syllabus in term of time and overloaded classes disturb teachers' effectiveness. They could neither finish the syllabus, nor know the shortcomings of their students. Consequently, parents and their children ask for private lessons to overcome these difficulties.

Key words: Private supplementary tutoring, teacher, learner, parents, syllabus.

الملخص

شهد المجتمع الجزائري عامة والنظام التربوي بشكل خاص خلال السنوات القليلة الماضية انتشار الدروس الخصوصية التكميلية. أصبح هذا الأخير ظاهرة رئيسية وموضوع نقاش حاد بين العلماء والسياسيين وعامة الناس. في البداية، تبنى أولياء الأمور هذا النوع من الدروس الخصوصية لأبنائهم على مستوى البكالوريا حيث أنه أهم امتحان لما له من تأثير كبير على حياة الطلاب التعليمية والمهنية. في الوقت الحاضر، تم توسيع هذه الممارسة حيث يستخدمها الآباء على جميع المستويات، حتى في المدارس الابتدائية. يسعى البحث الحالي إلى التحقيق في تطور هذه الظاهرة خلال السنوات الأربع الماضية (2017-2020)، واستكشاف بعض المدارس التعليمية التكميلية الخاصة في مدينة أدرار، الأسباب التي تدفع المتعلمين إلى اختيار هذه الممارسة وتداعياتها. إلى جانب ذلك، تسلط هذه الدراسة الضوء على دور المعلمين وما يمرون به. يؤدي عدم ملاءمة المنهج الدراسي من حيث الوقت والصفوف المثقلة إلى اضطراب فاعلية المعلمين. لم يتمكنوا من إنهاء المنهج الدراسي ولا معرفة أوجه القصور لدى طلابهم. وبالتالي، يطلب الآباء وأبناؤهم دروسًا خاصة للتغلب على هذه الصعوبات.

الكلمات المفتاحية: دروس خصوصية تكميلية، معلم، متعلم، أولياء أمور، منهج.

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List of Abbreviations

The following abbreviations are featured throughout the dissertation:

EFL: English as Foreign Language

CBA: Competency Based Approach

MSA: Modern Standard Arabic

PST: Private Supplementary Tutoring

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General Introduction

Introduction

For the time being, the Algerian educational system has seen the spread of private lessons. These additional courses take place in parallel and outside of public course hours, within so-called language schools for the reason that private supplementary tutorials are not governed by a regulatory text. They take place also in teachers' house or garages. They are taught not only by novice teachers, but also with those in mainstream schools. Furthermore, all levels' learners (primary, middle and high school), whether they are in class exam or not, opt for extra-courses having as main objective the improvement of their academic achievement.

As first step, the study requires in-depth research on the cause (s) of this phenomenon. Then, the influence of these extra-courses on mostly learners. Although there are not statistical data available concerning the evolution of this phenomenon, and since the research is taking place in Adrar city, an investigation on the statistical data is needed to know the extent of the phenomenon in this city.

Private Supplementary Tutoring (PST) is a universal phenomenon. It is branded as being "*shadow education*" by many scholars (Stevenson and Baker, 1992; Bray, 1999; Baker and Le Tendre, 2005) since it couldn't occur without the presence of mainstream education system (Bray, 2006). "*They use the metaphor of the shadow because much private supplementary tutoring mimics the mainstream education system*" (Kim, 2014). Furthermore, this activity characterises learners who attend private extra-courses sessions in parallel to the regular educational system. Actually, private supplementary tutoring makes in use the mainstream syllabus, with its updates to meet learners' needs. Though, the difference lies on the participation rate from one place to another. Rates are low, less than 10%, in Western

European and North American countries, however; they are more than 50% in Eastern European, Asian, and African countries (Bray, 2009; Guill, 2012).

In the case of Algeria, there are several aspects that should be taken into account**;** hence**,** the various reforms brought to the educational system. The syllabi are the major concern of the reforms. Unsurprisingly therefore, these amendments lead to a remarkable increase of private supplementary tutoring in all educational levels. In this research, we try to find out why learners, teachers and even parents appeal to this practice and the outcomes it may bring to the educational community.

Hypotheses

- The syllabus is not effective in terms of content and time allocated for each course.

- Large classes don't favour the teaching learning process.

- It becomes a sociocultural trend and fruitful business.

Research questions:

- What are the issues that prompt students to look for private tutoring?

- Are the syllabus and large class number the major factors leading to PST?

- What are the problems that teachers of mainstream education face?

- At what levels and school subjects is private tutoring more in demand?

Motivation:

The idea of the subject came to my mind all of a sudden during a research methodology course. Additionally, my teacher motivated me to carry it out. While making my preliminary inquiry about it, I found that the topic had never been tackled in the English Department of Ahmed Draia University, Adrar. To bring something new to the Department was the genuine driving forces and triggered my inspiration to start off the research.

Choice of the Method:

Coercively, the investigating nature of the present study has driven the researcher to adopt a descriptive method which conveniently determines the nature of the phenomenon under investigation and hopefully helps achieve the aforementioned research objectives. Mixing both quantitative and qualitative methods in gathering data has been the plausible choice to reach those desired objectives.

Population of the Study:

The population of this study consists mainly of teachers, learners and parents whose children are attending private supplementary tutorial schools in Adrar city.

Data Gathering Tools:

The data are gathered through the help of two questionnaires: the first one dedicated for teachers in which we could figure out teachers' attitudes, points of view and reasons behind the opt for PST. It includes 09 questions. Containing 11 questions, the second one is devoted to learners; it aids us to know reasons and repercussions of PST on students. In addition, parents are going to be interviewed to emphasize both teachers' and learners' questionnaires' results. Thus, 08 questions are prepared for the cited interview.

Aim of the Study:

The objectives of this research are as follows:

- To provide evidences about the spread and the increase of private supplementary tutoring,

- To identify the reasons that lead teachers to offer private supplementary tutoring,

- To identify the reasons that lead learners to resort to private supplementary tutoring,

- And to figure out the impact of these extra-courses on teachers, learners and parents.

Structure of the Study

This research is divided into three chapters. The first one covers a general overview about PST such as definitions, factors influencing the spread of PST and the impacts of PST on teachers as well as learners. The second chapter represents the research methodology by highlighting the research approach and design, sample and sampling, description of the questionnaires and the interview and settings. Finally, the last chapter contains the analysis of data collected and the interpretation of the results.

Chapter One

Overview of Private Supplementary Tutoring

1.1. Introduction:

As known, each country has its own educational system. The latter plays a significant role for the development of people in addition to the country itself. For that reason, each country invests, provide budgets, and exploits its resources to have an effective educational system. As Bray, M. said: "*Schooling has become a standard component in the daily lives of families, and education is typically the largest item in government budgets*". Thus, effective educational system implies an efficiently well-designed syllabus. In the case of Algeria, private supplementary tutoring is the result of issues with syllabus in addition to other sociocultural and commercial ones. Parents give too much importance to their children's education, especially poor ones who move heaven and earth for their children to have a better life without noticing the impacts of such practice.

In this chapter, we are going to, firstly give different definitions of private supplementary tutoring, and then highlight factors influencing the need of these extra-courses; why teachers, learners and even parents lag behind such practice is the major concern of this research.

1.2. Definition of Private Supplementary Tutoring:

PST has various definitions depending on scholars' inquiries and interpretations. Bray, M. (2003) defines private supplementary tutoring as teaching academics subjects that are alike to the mainstream curriculum such as languages and mathematics. Also, it is given by the teacher for financial gain. Though, it doesn't exclude either extra-curricular subjects for instance: soccer and ballet; or extra-lessons given voluntarily. He stated that it is a paid service aiming to improve the student's academic performance (2006). Besides, these extra-courses could be given to one-to-one tutoring, to a small group in general at tutees or teachers' home, or to somehow mid groups (Guill, K. & Spinath, B., 2014); in recent years,

giving private tutorial by means of the internet becomes a tendency (Ventura & Jang, 2010). According to definitions above-mentioned, we conclude that PST is a chargeable education service which purposes to improve scholar attainment by referring and using the most important academic mainstream subjects through one-to-one, small groups or to a certain extent standard one. This education service occurs after school hours.

1.3. Factors Influencing the Spread of PST:

Aforementioned, private supplementary tutoring is a kind of educational activity that is done in parallel to an academic one. There are many factors that influence the emergence of this prevalent phenomenon. Therefore, these factors include cultural, educational, and economic features; and they vary in different societies (Bray, 2003).

First, culture is one of the most important factors that drive the demand for private supplementary tutoring, and among which, there are two types of societies: those who place emphasis on effort and others on ability in educational achievement. It is in the former where private supplementary tutoring is more used (Bray, 2003). In other words, a huge cultural implication is linked to "*academic credentials and meritocracy and the resultant obsession with education*" (Kim, 2006, p.156). For example, in the Asian cultures, they place stress on effort; still, European and North American cultures are more likely to emphasize on ability. Another reason which is related to culture, socio-cultural one, is the fact that parents send their children to supplementary tutorials just because other parents do, and more precisely because their children's results are good (Willian, 2017). Yet, some parents feel responsible for their kids' result for the reason that they do not have in use of private supplementary tutorials.

Secondly, economic factors are also considered as one of the main factors that encourage the use of extra-courses, especially salary differentials between those who are well

educated and those who are not (Bray, 2003). For wealthy families, private supplementary tutoring is a form of investment to guarantee a better future (career and job) for their children. On the other side, for novice teachers, the newly graduated, private supplementary tutoring is a source of income for them; however; for mainstream teachers, it is an additional source of income to support their family's needs.

Educational achievements and the quality of teaching are the third factor that compel parents and their children to opt for PST. In this regard, Bray & Lykins (2012) said: "*Education can play a vital role in reducing inequality and preparing citizens for inclusive economic growth, but does not always do so*." This means, the appropriate exploitation of education could alleviate inequality since the valuation criterion is learners' performance and not their standard of living; it could also contribute to the enhancement of the economy. Nevertheless, as claimed by Bray & Lykins (2012), people are aware that investing in education can enable learners to be more familiar with different kind of assessments. The latter gives them access to higher-ranking secondary schools and universities; though, it leads to demand for private supplementary tutorials. Moreover, the education's quality within formal education programs as well as the awareness about mainstream schooling's lacks are also educational factors that promote private supplementary tutorials (Bray & Lykins, 2012). In the same context and as an example taken from the failure of school in teaching English, Hamid et al. (2009:298) reported: "*Private tutoring is needed because of the failure of school in English teaching. If English was taught properly at school, there would not be any need to take private lessons*." Another issue that drives to use of private supplementary tutorial, and which is a widespread phenomenon in Algeria educational system, is class size .Indeed, less attention from teachers toward students caused by large class size push parents to opt for private supplementary tutorials for their children.

1.4. The Impact of PST:

Generally speaking, any activity or practice may have both positive and adverse consequences. Concerning private supplementary tutoring, it may have divergent findings on applicants.

The first effect which is a principal one and should be highlighted is students' academic achievement. Mostly, private supplementary tutoring could have a positive contribution on students' academic accomplishment; by contrast, some conducted studies as reported by Fergany (1994) about a survey made at the Egyptian Ministry of Education which demonstrate that there is no systematic relation between PST and learners' results; for the reason that PST cannot stand alone, it relies on other criteria such as students' abilities and motivation, and PST teachers' used methods (could fit or not student issues). On the other hand, learners who opt for this practice may end up with an overloaded agenda that doesn't let them have time dedicated to leisure, sports and other activities that are important for a healthy and balanced development of the individual (Bray & Lykins, 2012). In this case, learners lose not only their incentive and abilities, but also become less productive. For instance, the case study made by the two researchers Cheo and Quah in Singapore, find that PST may be worthless in distinction to national insights due to the surcharge on the children, and even the performance of upper-class students' starts to degradation quickly (2005, p. 276).

Secondly, private supplementary tutoring could have, both constructive and damaging influence on mainstream schooling. PST could affect the flow of the courses, the student-teacher and teacher-student relationships and also the atmosphere that reigns in classrooms at ordinary schools. According to De Silva (1994) perception, teachers can meet students' individual needs through PST. Though, the latter can help them not only to comprehend, but also to appreciate their formal lessons. Furthermore, Yiu (1996) said about his research on

upper secondary classes in Hong Kong that public teachers give the student the foundation of courses although supplementary tutoring ones give more practice about the former courses to consolidate them. On the other side, PST could harm mainstream schooling. Learners who make use of this practice could have more knowledge and less lacks with mainstream courses that supplementary tutoring teachers have already covered. For that reason, students become less motivated about public schooling even if teachers try not to overtake what learners do at formal school. For example, Hussein stated about his study among Kuwaiti students that PST makes learners less interested in public schooling (1987). Additionally, this extra-course may also create difficulty for the work of educational system reforms; as reported by Popa (2003) about issues that encounter Romanian educational system reforms. Leaners are seeking good results in addition to PST and its examination-oriented tutorials especially. Moreover, many scholars view this phenomenon as disturbs the smooth running of the curriculum which has been developed by specialists in the field.

Thirdly, this shadow education has also an impact on society. Bray & Lykins (2012) said: "… *that shadow education maintains and exacerbates social inequalities*.". It means that rich families can offer their children private tutorials in several subjects and with required hours; besides, poor families cannot do so. Hence, disparities and social cohesion are sustained and intensified by the private supplementary tutoring. Additionally, it impairs social relationships between student-student and student-parents.

The immense amount of teaching hours between mainstream and supplementary tutorials courses makes the students between them. Even outside both schools, they do not stop thinking and talking about learning either among their mates or to their parents. Unsurprisingly therefore, they do not have sufficient time to talk about personal lives; they cannot even do other activities like practising sports, playing games, going to pick-nick.

These extra-courses carry off the social life which is based on the formation of various bonds with each other (family, friends, communities' members and foreigner).

Finally, this phenomenon may have an impact on the economy, particularly on the labour market through the employment of teachers (Chapman, 2001). These teachers could be either unemployed or employed who work full-time or part-time.

Although, from interviews with the heads of PST school, recruitment is based on several criteria among which we mention the experience that doesn't arrange novice teachers who don't work. Besides, those who already thought at public institutions and also in PST schools as part-time work, refer to these extra-courses as another source of income for them.

1.5. Conclusion:

This chapter represents the theoretical side of the endeavour research. It has given some notions related to private supplementary tutoring. Firstly, it defines PST. Then, it highlights the factors influencing the spread of this phenomenon, namely culture, economics and education. Finally, the positive and negative impacts of this practice on academic achievement, mainstream schools, society and economy are clearly portrayed in this chapter.

Chapter Two

Research Methodology

2.1. Introduction:

The purpose of this study is to investigate PST which is a worldwide phenomenon that is also widespread in Algeria. It is mainly about the inquiry of the reasons behind the spread of PST, and its impacts on learner's academic achievement, mainstream school, society and even economy. In the previous chapter**,** literature review**,** many elements were mentioned such as the definition of this shadow education, factors leading to the emergence of this prevalent phenomenon, and its divergent findings on applicants.

Overview of PST represents the basic section that is necessary to achieve the practical part of this research. The different issues inside or outside the educational system and how they affect their environment are useful elements not only to outline this chapter, but also state the suitable questions needed in questionnaires and interviews. For instance, why do both learners and teachers opt for PST? Why do parents also enrol their children into PST schools? What are the impacts of the use of PST on the whole educational community?

In addition, this chapter gives an outline of the research method (s) that were used in the study. It, also, provides information about the participants: who are they? and how were they selected? Moreover, the current chapter describes the design of the research chosen for this study and the reasons for this choice. The tool used for the collection of data is also described and the procedures followed to carry out this study are included. Finally, the ethical considerations and limitations of the study are also discussed.

2.2. Research Approach:

The present study requires the use of both quantitative and qualitative approaches. Quantitative approach employs the use of numbers and accuracy while qualitative one focuses on lived experiences and human perceptions. Cohen and Morrison (2018) show that the combination of quantitative and qualitative methods provides a more comprehensive and

complete understanding of the research problem than an approach on its own would submit. In order to interpret and analyse the results of the study, both kinds of researches are used because this work deals with numbers of students, teachers and parents to measure the reasons leading to PST and how this practice affects each element of the educational community.

2.3. Research Design:

This research is using two pieces of data gathering tools which are questionnaire and interview. we utilise two questionnaires: one for students and another one for teachers. Besides, to have a complete view of the problem, an interview is given to parents to have an intelligible idea of their insights and feedback on PST. Students, teachers and parents are chosen randomly among 6 PST schools in this research.

The questionnaires are printed and given to PST school officials. It is divided into two sections, the first one is about basic information, and the second section is about how and why PST courses take place and their effects. We approached 140 learners of all levels (primary, middle and high degrees) from 6 PST schools in Adrar city. Less attention is given to primary school learners considering that they are not able to fill in the questionnaire alone. On the other hand, 47 questionnaires are submitted to teachers who taught all levels and streams.

Regarding the 10 face-to-face interviews with parents, the research tool is meant to reinforce both teachers' and learner's evidences, and used as a tool to have extra data to confirm or refute the research questions. It is a problematic task since the majority of them don't accompany their children to school and do not pick them up as well. And even if parents accept to be interviewed, the time constraint is also an issue despite the simplicity and straightforwardness of the questions.

2.4. Limitations of the Study:

As it is the case for every study, this dissertation had the following limitations:

- While conducting the study 6 schools out of the 10 contacted have accepted to collaborate with us.

- The problem is always time constraints. There is not enough time to get in touch with other PST schools, or even teachers who offer private lessons at home. Furthermore, neither teachers nor students' parents were generous enough to devote a little of their time to our research.

- Some students and teachers didn't fill in the questionnaires utterly and others didn't accept to answer them at all.

- The majority of primary school learners could not complete the questionnaire.

- It was so arduous to interview parents ostensibly; they didn't have time.

2.5. Sample:

PST SCHOOLS	Number of Learners	Number of Teachers	Learners' Sample	Teachers' Sample
A	122	15	40	15
B	72	16	19	9
C	76	14	25	8
D	20	10	17	3
E	79	12	28	10
F	15	2	11	2
Total	384	69	140	47

Table 1: Learners' and Teachers' Samples

To answer the research questions, it is necessary to work with students, teachers and parents of Adrar's PST school to investigate the reasons leading to these extra courses. In this regard, the participants are PST learners from all levels; the total sample participants consisted of 140 students, 73 males and 67 females. 23 of them are from primary school, 52

from middle school, and 65 from high school. On the other hand, the teachers' questionnaire is given to 47 PST teachers, 27 of them teach in public schools. The participants in the interview are 10 parents of the above cited learners who accepted to be interviewed.

2.6. Sampling

To confirm or refute the hypotheses, the sample of this study is based on learners, teachers and parents who have a link with PST. This sample is chosen randomly. All levels learners those who have used private supplementary tutorials are selected except some constraint with those of primary school (couldn't fill in the questionnaire alone). For the questionnaire, we chose teachers who are teaching all levels at PST school, and for the interviews, the choice was based on parents' readiness and consent to lead a conversation.

2.7. Description of Questionnaires and Interview:

This research utilises three tools: two questionnaires for both teachers and students to gather data from respondents to investigate the reasons and consequence of PST, and interview for parents to support questionnaires' results.

2.7.1. Teachers' questionnaire:

This questionnaire was designed to investigate teachers' feedback about this shadow education. It consists of thirteen questions that are divided into two sections:

a)   Section one : Information Background :

1) Gender

2) Do you teach in public school?

3) Which level you teach in public school?

   Do you teach? Scientific subjects & Literary subjects

4) Which level you teach in private supplementary tutorial?

Do you teach? Scientific subjects & Literary subjects

b)   Section two: Private Supplementary Tutoring Investigation:

1) What are reasons that lead you to offer Private Supplementary Tutoring?

2) According to you, what are the main reasons that lead the students to private supplementary tutoring?

3) Do you think that the syllabus is appropriate in term of time?

4) Do you think that the syllabus is appropriate in term of content?

5) Do you think that teachers received the appropriate training in regards to CBA?

6) Are teachers engaged in the preparation and implementation of the syllabus?

7) Are you with or against private supplementary tutoring?

8) If you are teaching at public school, could you manage your time between the two tasks?

9) Do you think that private supplementary tutoring is becoming much more a trend rather than bettering students' academic achievement?

2.7.2. Student's Questionnaire :

This questionnaire was designed to investigate the reasons that lead students to PST and how the latter impacts them. It consists of thirteen questions that are divided into two sections:

c)   Section one : Information background :

1) Gender

2) Educational level

a)   Section two: Private Supplementary Tutoring Investigation:

1) The reason or reasons that lead you to Private Supplementary Tutoring

2) Did Private Supplementary Tutoring improve your level?

1) Who made the decision about Private Supplementary Tutorials?

2) In which subjects you receive the private supplementary tutorials?

3) How many subjects do you receive supplementary tutorials on?

4) How many hours per week do you have private supplementary tutorials?

5) How many learners are in private supplementary tutorial classes?

6) Did your friend (s) motivate and encourage you to opt for PST?

7) Do you feel annoyed or uncomfortable when receiving these tutorials?

8) Do you think you have no time for leisure because of PST?

9) Do you think that the quality of teaching you receive in PST is better than that of your school?

2.7.3. Parents' Interview:

This interview is addressed to parents how opt for this practice for their children. Its aim is to examine and have a clear vision of the phenomenon. It consists of seven questions as follow:

1) How many children receiving PST do you have?

2) Do you take your children to private supplementary tutorials at the beginning of the academic year, or after tests' results?

3) Why did you decide to provide your children with PST?

4) Is your decision to take your children to private supplementary tutorials influenced by your entourage, family or friends who adopt that practice?

5) Novice or inexperienced teachers is the reason that pushes you to adopt private tutorials?

6) Do you take your children to private supplementary tutorials for prestigious reasons?

7) Do you think that large classes are main reason to opt for private supplementary tutorials?

8) Are you satisfied with the programs offered by the public school?

2.8. Settings :

This study took a place during the pandemic of Covid-19 of 2020/2021 in Adrar city where the six (06) PST schools are situated. One of them is specialized in literary subjects; however, the others are specialized in both scientific and literary streams. They give private supplementary tutorials for all levels from primary to high school. The number of learners and teachers differs from one school to another. The total number of learners and teachers in these 6 PST schools is respectively 384 and 69 for the academic year 2020/2021.

2.9. Conclusion:

To sum up, this chapter includes the research methods and design that have been used to find the response to the above-cited hypothesis. In other words, this section represents the specific procedures employed for collecting and analysing data through the employment of two keys decisions: the first one is how to collect data to answer the research question and the second one is how to analyse that data.

Chapter Three

Findings and Discussion

3.1. Introduction:

The first step was to make the suitable plan by choosing the appropriate approaches in which we mixed both the quantitative and qualitative methods. The second one was to gather the data needed through the use of questionnaires for teachers and learners additionally to face to face interview for parents. The final one is devoted to interpret and analyse the previously mentioned data.

In order to well organize the analysis and to ease the process of reading and exploring for the audiences, each part will be analysed separately. The data analysis chapter recapitulates the main findings and discusses the research questions of this research. In our case, graphs and tables of illustrations are the suitable techniques that can be used. Meanwhile, their use is more common and it helps us to examine and represent the collected data. We focus attention on the causes that prompt to PST and its impacts on learners.

The present study aims at providing shreds of evidence about the spread and the increase of private supplementary tutoring via the identification of the reasons leading to it and; and finally figure out its impact. Two research instruments were adopted to investigate the aforementioned research questions: a questionnaire for both teachers and learners and an interview for parents.
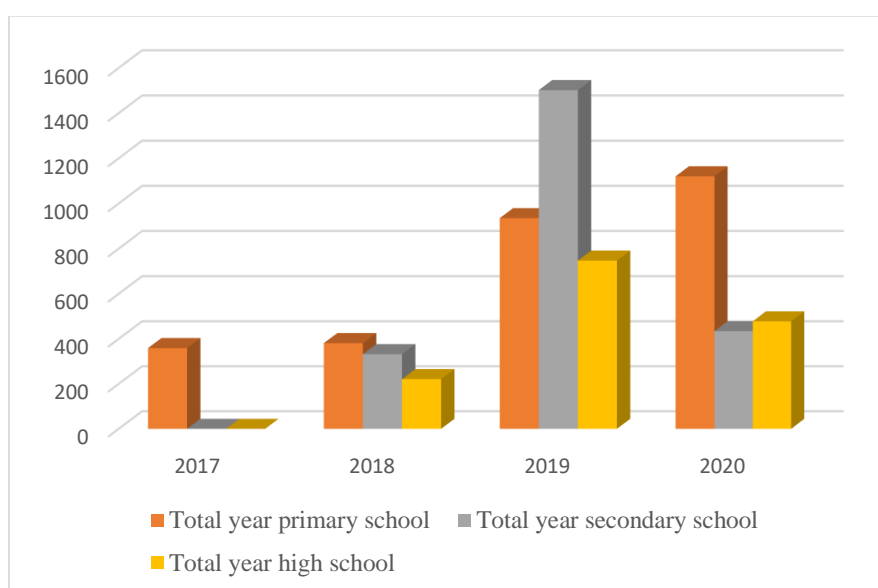
3.2. The Evolution of PST :

Number of Language Schools 2020/2021	Moral Person (Corporation)	Physical Person
23	10	12

Table 2: Number of PST School According to Commercial Register Institution

To have details vis-à-vis the evolution of PST that enables us to prove the increase of that phenomenon, the first step is to contact a commercial register institution. The latter gives us information about the total number of PST schools since they need the agreement of this institution to open a PST school **(Table 2)**.

The second step is to get in touch with these schools where 6 of them accept to work with us. After that, an excel doc is given to them to fill in it. This doc contains information about the number of students according to their level (primary, secondary, high level) for the last four years. The results and findings are shown below :

Figure 1: Evolution of PST

Although the majority of teachers (66%) are against private supplementary tutorials (see **figure 15**)**,** The figure above shows that from 2017 to 2019, there was a significant increase in the number of PST learners. However, in 2020 the number declines due to pandemic situation around the world (Covid-19). According to PST school managers, at the beginning of the academic year 2020, there was reluctance and apprehension from parents to send their kids to PST school. A few months later, after the results of the first semester and

the changes made to the syllabus in terms of hours allocated for each subject, it has become a request for private lessons.

3.3. Data Analysis and Findings Discussion:

3.3.1. Analysis of Learners' Questionnaire

All participants have maximum high school level, and the majority don't master the English language. The questionnaire was conducted in MSA (Modern Standard Arabic) to get the real data of their perception toward private supplementary tutorials. Moreover, it avoids any form of ambiguity. Additionally, it facilitates the process of understanding the questions.

3.3.1.1. Gender of Participants :

Gender	Frequency	Pourcentage
Male	73	52,1%
Female	67	47,9%
Total	140	100%

Table 3 : Gender of Participants.

The results shown in table **3** provide a clear picture as to who takes PST. 52.1% of males attend PST, while females represent 47.9%. However, there is no big difference.

3.3.1.2. Grades of Participants:
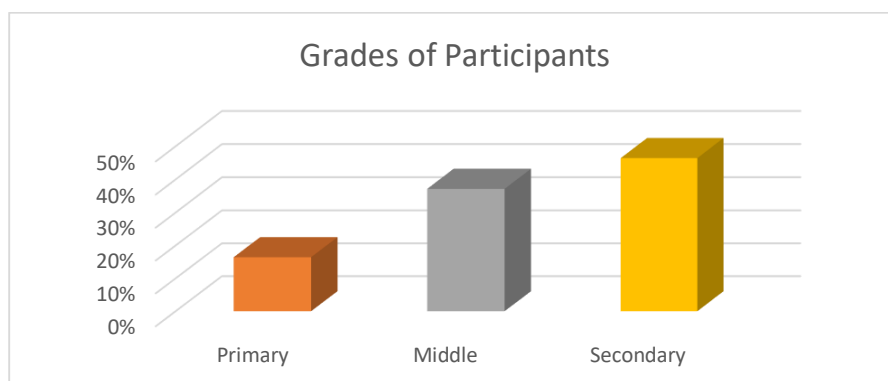
Figure 2: Grades of Learners.

This figure tells us about the grades of participants; we have **16%** of students from **primary school**, **37%** from **middle school**, and **46%** from **secondary school**, this shows that most of the participants were from high school.

Educational level	1st	2nd	3rd	4th	5th
Primary	1	1	2	6	13
Middle	11	10	14	17	
Secondary	13	7	45		

Table 4: Level of Participants

According to the result shown in the table above, 13 participants are from the 5th level of primary grades, 17 from the 4th level of middle grade, and 45 from the 3rd level of secondary grade. It signifies that class exam participants outnumber the other ones.

### 3.3.1.3.   Reasons Leading to PST:
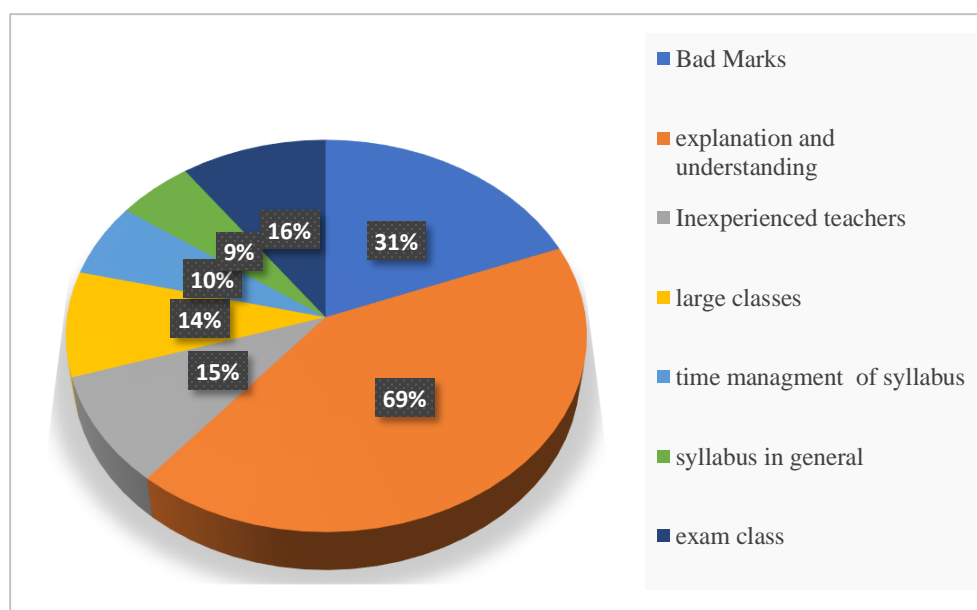
Figure 3: Reasons of PST

Although the majority of the participants have a class exam, this figure shows that **69%** of participants stated that the principal reason that drives them to PST is the need for **more explanation and understanding**. Whereas, **31%** of learners claimed that getting **bad**

marks is among the reasons leading to private supplementary tutorials. Furthermore, **16%** of the respondents say that being in-**class exam** is the cause of PST while **15%** justify that those **inexperienced teachers** are the main reason. **14%** and **10%** of them state that **large classes** and **time management of syllabus** respectively are other reasons for opting for PST. Finally, only **9%** of the participants blame **the syllabus** that does not confirm our research questions.

3.3.1.4. PST Level's Improvement:
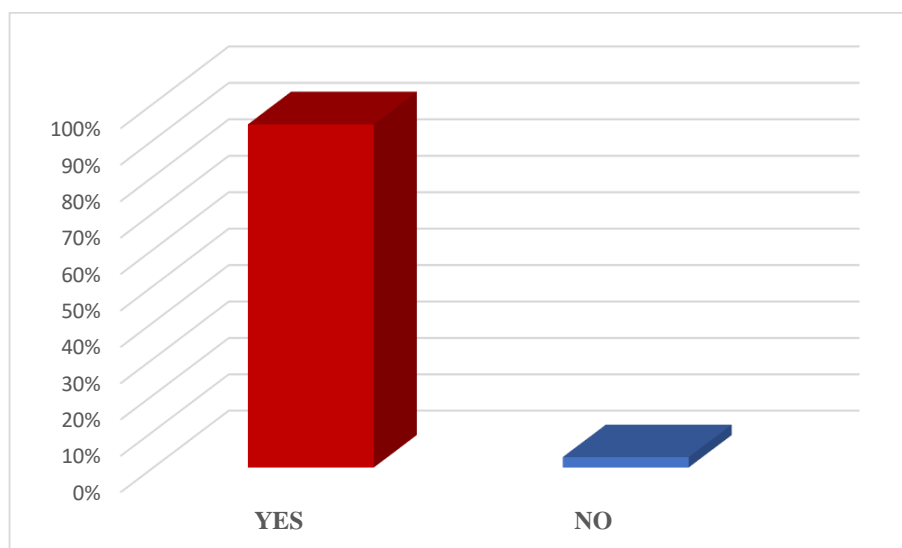
Figure 4: PST Level's Improvement

The above graph bars provide indicative data about whether private supplementary tutorials improve learners' level. As it is clearly seen, the highest proportion of learners **(94%)** responds that PST improves their level. Inversely, only **3%** answer that PST does not improve their level, and **3%** do not reply.

3.3.1.5. PST Subjects' Data:

Type of receiving subjects in PST	Frequency	Percentage
Scientific	100	71%
Literature	29	21%
Both subjects	11	8%

Table 5: Type of Students Stream

Table 5 tells us about the type of PST receiving subjets either scientific, or literature, or both. PST is significantly high in the scientific stream rather than literature. The average percentage of students enrolling in PST is **71%** for scientific subjects against **21%** for literature. Only **8%** are enrolled in both subjects.

Number of receiving subjects in PST	Frequency	Percentage
One subject	35	25%
Two subjects	58	41%
Three and more	45	32%

Table 6: Number of PST Subjects

The table above represents the number of PST subjects that the participants receive. The percentage of participants that receive two PST subjects is 58%. Whereas, 45% of them receive three and more subjects. And the others which represent 35% receive only one subject.

PST hourly volume per week	Frequency	Percentage
More than 6h	44	31%
Less than 6h	93	66%

Table 7: PST Hourly Volume per Week

**Table 7** shows the PST hourly volume per week that the participants have additionnaly to the mainstream one. 66% of learners have less than 6h per week, wheras 31% of them have more than 6h.

Number of learners in PST class	Frequency	Percentage
Less than 5	38	27%
Betwwen 5 and 10	70	50%
More than 10	33	24%

Table 8: Number of Learners in PST Classes

Table 8 illustrates the number of learners in PST classes. So that, 50% of the participants state that classes contain between 05 to 10 students, 27% of classes comprise less than 05 students, and 24% of classes include more than 10 students.

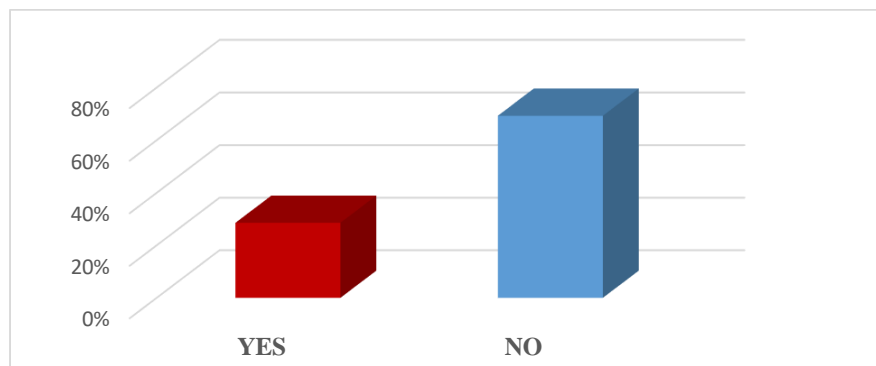### 3.3.1.6. The Quality of Teaching between PST and Mainstream School:
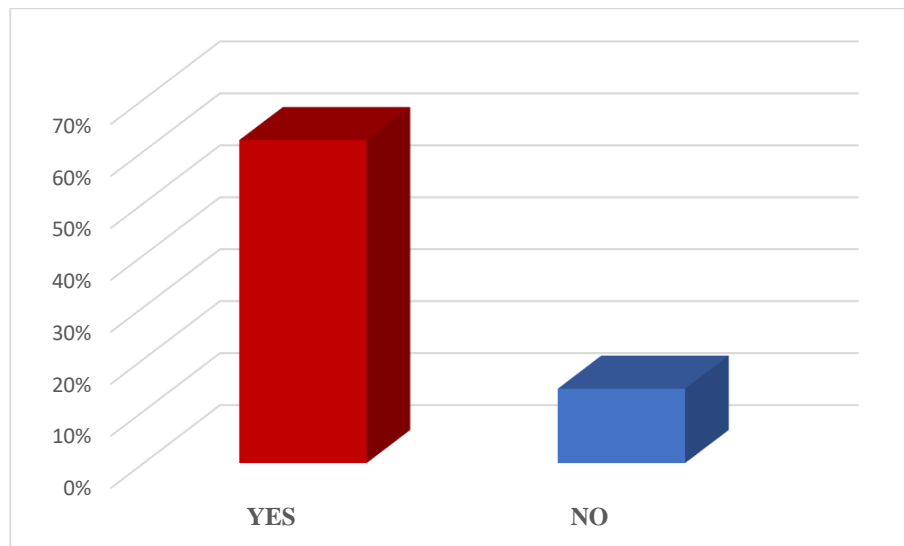
Figure 5: Quality of Teaching Between PST and Mainstream Schools

The data obtained (figure 5) demonstrates that the majority of respondents 62% strongly agreed that the quality of teaching at PST schools is better than mainstream schools.

3.3.1.7. Friend (s) motivation to opt for PST:

Figure 6: Friend (s) Motivation to Opt for PST

The figure above reveals that 69% of participants are not motivated by their friend to opt for PST. Whereas 29% who their friends drive them to PST.

3.3.1.8.   Learners Feeling when Receiving these Tutorials:
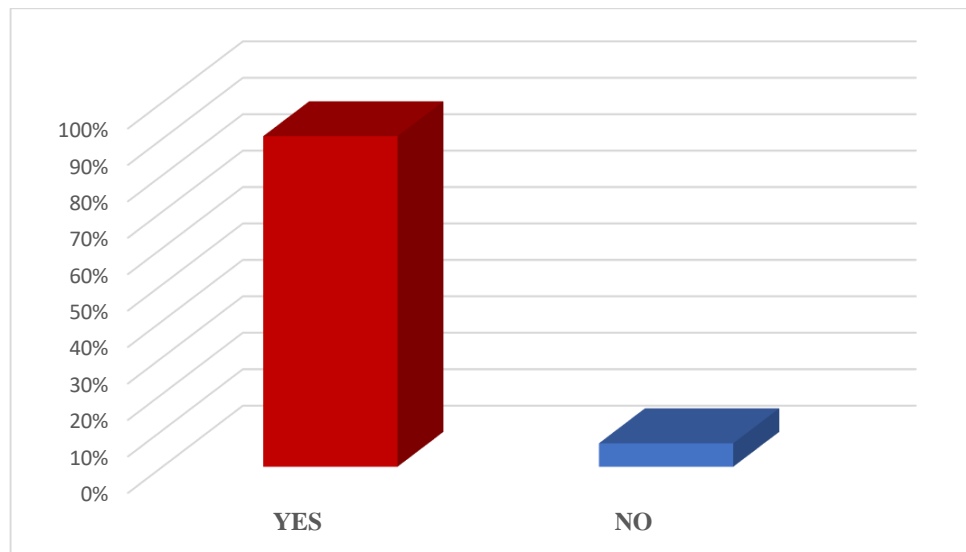
Figure 7: Learners Feeling when Receiving PST

In this figure, we find that the majority (**91%**) of learners feel annoyed or unconformable when enrolling in these tutorials. Nevertheless, only 6% feel the opposite.

3.3.1.9.   PST and leisure:

Figure 8 : PST and Leisure

According to **figure 9**, the vast majority, that is 63%, believes that supplementary tutorials don't enable them to have time for leisure.
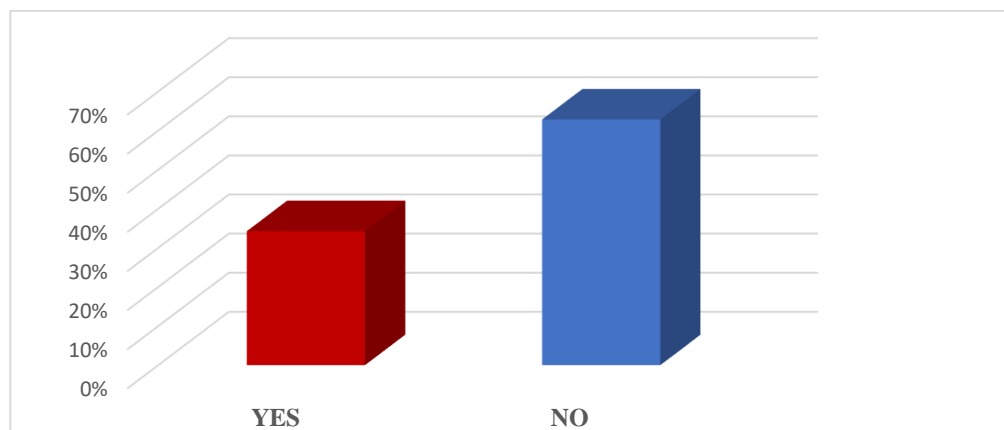
3.3.2. Analysis of Teachers' Questionnaire

To get the real data of their perception toward private supplementary tutorials and avoid any form of ambiguity, the questionnaire was conducted in *English* for EFL teachers, and in *MSA* (Modern Standard Arabic) for the others. Thus, it facilitates the process of understanding the questions.

3.3.2.1.   Gender of Participants:

Gender	Frequency	Percentage
Male	19	40%
Female	28	60%
Total	47	100%

Table 9: Gender of teachers

Clearly enough, **60%** of the respondents are females; whereas, males represent only **40%.**

3.3.2.2.   Place of Teaching PST & Public School:
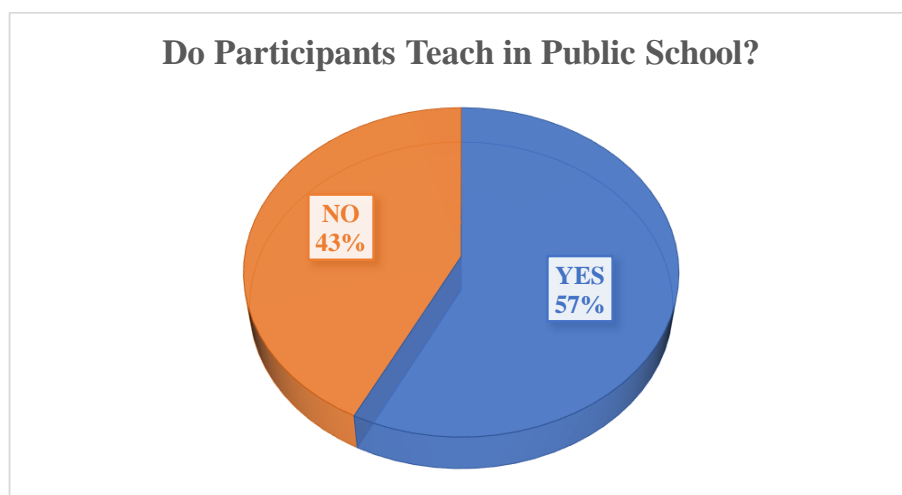
Figure 9 : Place of Teaching PST & Public Schools

The chart pie above demonstrates that 57% of the participants taught in both PST and public school, against 43% of them who taught only in PST schools. As stated by 04 out of 06 PST school managers, recruited teachers should have a 2 years teaching experience in the public school. Besides, competence is another recruiting citerian.

3.3.2.3. Subjects Taught in PST & Public Schools:

Subject taught in public school	Frequency	Percentage
Scientific	20	74%
Literature	12	44%

Table 10: Subjects Taught in Public School

Subject taught in PST school	Frequency	Percentage
Scientific	29	62%
Literature	15	32%

Table 11: Subjects Taught in PST School

Both **tables 10** and **11** show the frequency of subjects taught in PST and public schools, either scientific or literature subjects. They demonstrate that scientific subjects have the highest percentage in both PST and public schools, with respectively 74% and 62%. Whereas, the average in literature ones is 44% in public school and 32% in PST one. Consequently, scientific subjects are more in demand than literature ones.

3.3.2.4. Levels Taught PST & Public Schools:

Teaching level in public school	Frequency	Percentage
Primary	5	19%
Middle	8	30%
Secondary	14	52%

Table 12: Levels Taught in Public School

Teaching level in PST school	Frequency	Percentage
Primary	8	17%
Middle	20	43%
Secondary	21	45%

Table 13: Levels Taught in PST School

The two tables above illustrate the average percentage of levels taught in both public and PST schools. More than half of teachers (52%) teach in secondary school versus 45% in PST school. Both results demonstrate that there is a large demand at the secondary level. Then, the middle level ranks the second with 30% in public school versus 43% in PST school. Finally, primary level is classified the last with 19% and 17% respectively.

3.3.2.5.   Reasons that Lead Teachers to PST:

Reasons lead you to PST	Frequency	Percentage
Financial	30	32%
Educational	32	34%

Table 14: Reasons that Lead Teachers to PST

Table 14 shows that the average percentage related to reasons leading the participants to do extra-courses is almost similar between both cited ones, 32% for financial reason and 34% for educational ones. **Nevertheless, 34% of them didn't answer this request**.

3.3.2.6. Learners' PST Reasons According to Teachers
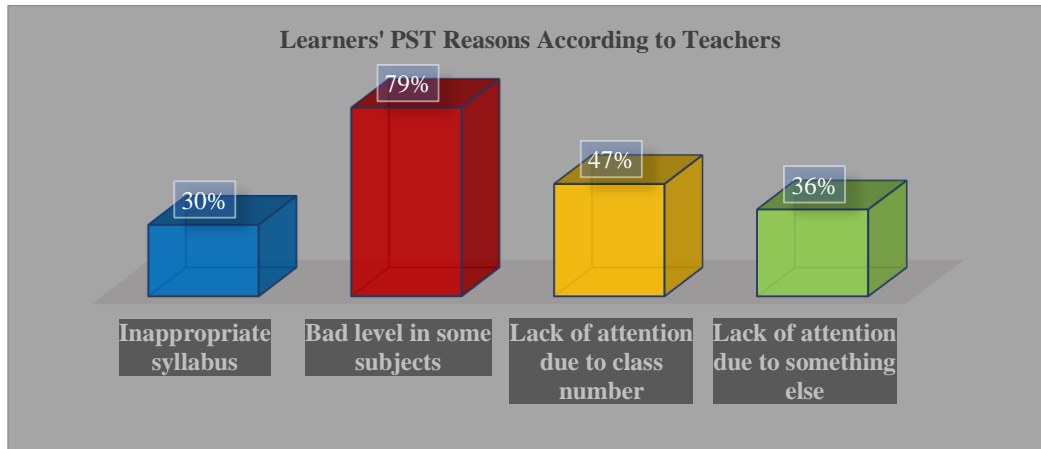
Figure 10: Learners' PST Reasons According to Teachers

Figure 10 investigates the criterion related to the reasons behind the learners' enrolment in PST school. This criterion is based on the teacher's perception of this phenomenon. The number of respondents who put the blame on the bad level that learners have in some subject is 79%. Besides, 47% of teachers said that lack of attention due to class number is one of the reasons for the increase of PST. On the other hand, 36% of them thought that lack of attention due to other circumstances is the cause. But, only 30% of tutors suppose that the inappropriateness of the syllabus is the reason for the spread of this phenomenon.

### 3.3.2.7. Appropriateness of the Syllabus in Term of Time and Content:
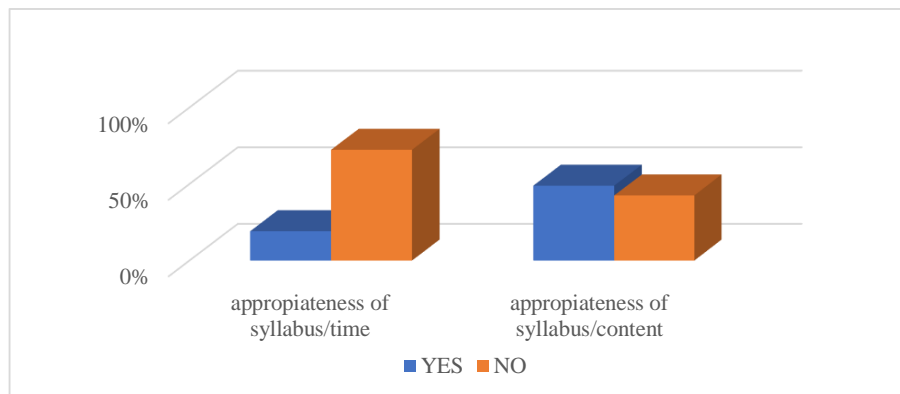
Figure 11: Appropriateness of the Syllabus in Term of Time and Content

This figure explains the respondents' point of view about the compatibility of the syllabus with time and content. Obviously, 72% of teachers say that the time allocated for the syllabus is not fitting. Subsequently, the inappropriateness of time is an issue for the smooth running of the program.

In term of content, findings are close between those who are with, and those who are against. 49% of them say that the syllabus is appropriate for effective learning while the others argue the contrary (43%). Nonetheless, 8% of them didn't answer this request.

3.3.2.8. Teachers' Involvement in the Preparation and Implementation of the Syllabus:
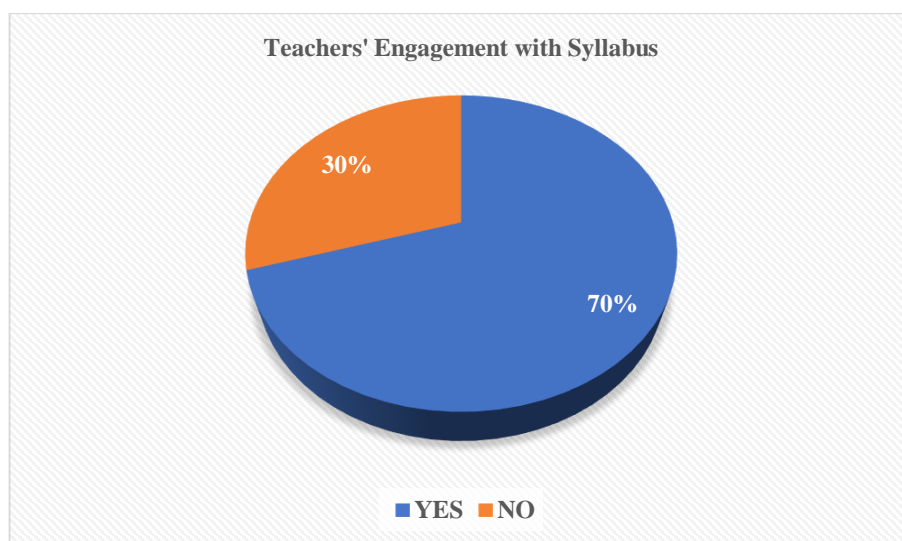
Figure 12: Teachers' Engagement with Syllabus

The aforementioned figure shows the degree of respondents' involvement in the preparation and implementation of the syllabus. Hence, 68% of them reply that they are implicated in, whereas 32% of them respond that they aren't.

3.3.2.9.   Teachers Training in CBA:
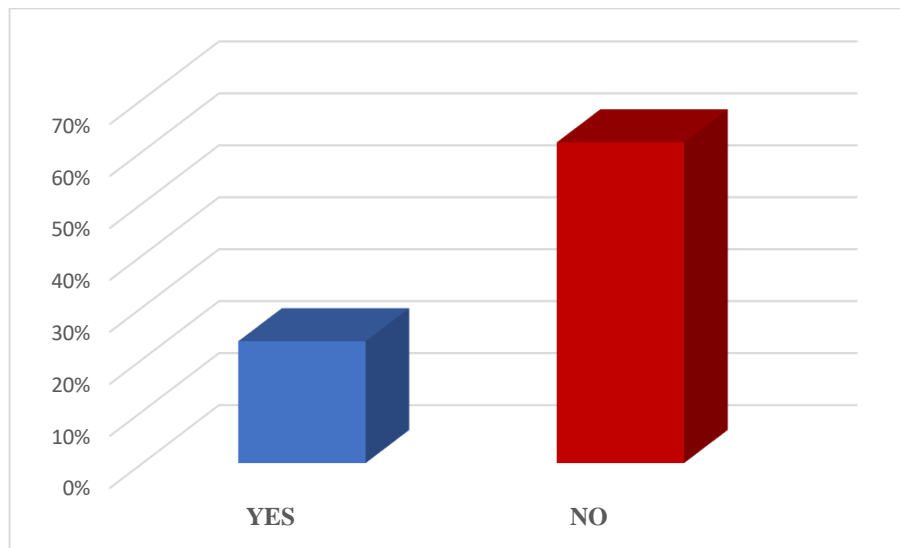
Figure 13: Teachers Training in CBA

In 2002, Competency-Based Approach (CBA) replaced the previous teaching approach as an attempt to reform the current educational system. It has been implemented during the Algerian educational reforms to face globalization requests (Lahmar, 2019). Richards and Schmidt (2002) define CBA as "*An approach to teaching that focuses on teaching the skills and behaviours needed to perform competencies. Competences refer to the students' ability to apply different kinds of basic skills in situations that are commonly encountered in everyday life.*" p 94.

Figure 13 states that the majority of the respondents 62% answer that they are not trained in CBA. However, 23% of them declare that are satisfied with training they had within the new educational reforms.

3.3.2.10. PST is Trend & Bettering Academic Achievement:
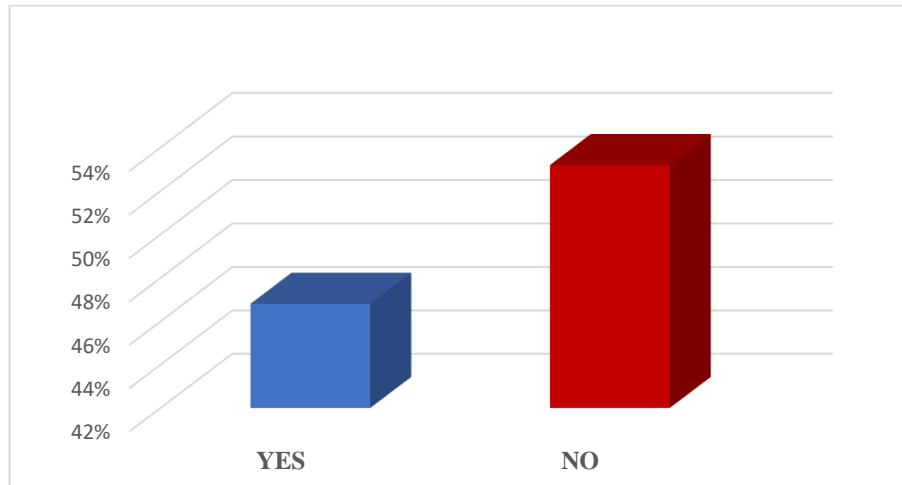
Figure 14: PST is Trend & Bettering Academic Achievement

The figure above illustrates data related to the fact that the phenomenon under investigation relies either on on-trend or ameliorating academic achievement. The results are approximately the same. 53% of teachers respond that PST is for enhancing academic success, but 47% of them reply that following the trend is the reason behind the PST phenomenon.

3.3.2.11. With/ Against PST:
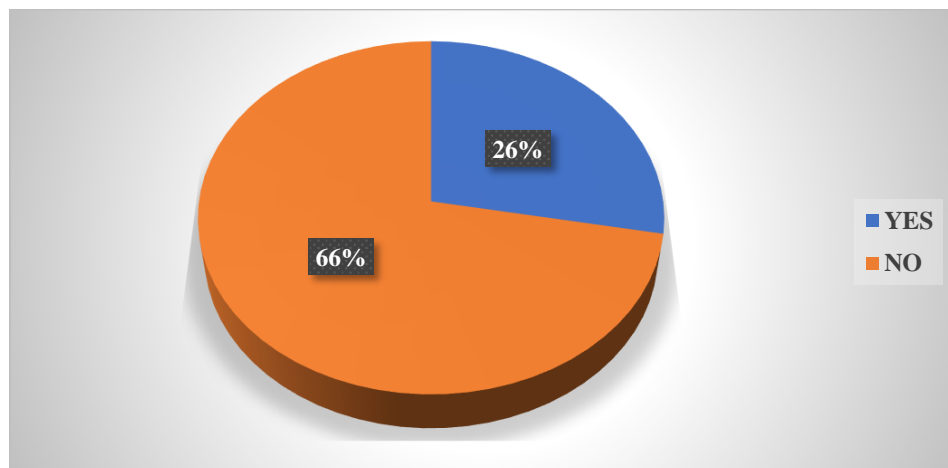
Figure 15: With/Against PST

This histogram demonstrates whether teachers are with or against this practice. The findings show that among 47 participants, 31 (66%) of them are against PST, and 12 (26%) are with PST.

3.3.3. Analysis of Parents' Interview:

In addition to teachers' and learners' point of view, parents represent another focal point that will allows us to have a complete view of the phenomenon. In this regard, 10 parents were interviewed. The interview was done in MSA (Modern Standard Arabic) with those who master MSA, and in Algerian dialect for those who don't. These arrangements have been made to get the real data of their perception toward private supplementary tutorials.

The results of the interview are presented as follow:

- Concerning the number of children enrolled in PST: 05 parents have 2 kids in PST school, 03 of them have 01 kids in PST school and others have 03 kids in PST school
- Concerning the question that regards the period when they take their kids to PST: 06 of them prefer the beginning of the year; however, 04 say that they wait for the results of the first semester.
- Behind the question which relies on the reasons that lead them to opt for PST, we have a multiple response:

According to 03 out of 06 parents say that because of the overcrowded class their children suffer from a lack of focus; so, the private tutorial sessions give them the opportunity to interact more with teacher. Yet, the others confess that they do not have enough time to help their kids at home for revision. Two (02) other participants state that since their children are weak in reading and mathematics, they are unable to understand the course. So, PST are kind of a remedial course. Besides, the 02 remaining participants answer that the purpose is to provide a permanent educational

environment for children to protect them from the effects of excessive play, reluctance of doing assignments, laziness, and poor achievement.

- Relating to the question about the educational system (novice or inexperienced teachers) is the reason that drives them to adopt private lessons. All of them answer by yes. More precisely, 06 parents blame teachers who endeavour to complete the program formally without paying attention to the extent of students' comprehension. 03 of them accuse teachers who suffer from a lack of training, that is why parents search compensation for this bad framing within the school. One parent reproaches the teachers' weakness in controlling the course distribution according to their learners' mental capabilities. The last one faults the teachers' lack, especially in elementary and intermediate education, in the skills of dealing with children that would raise their spirits, encourage them, and their desire to learn.

- Vis-à-vis the question related to the overcrowded classes which are the main reason for choosing private supplementary tutorials, all parents reply positively. This factor does not give their kids the opportunity to dialogue and ask questions to their teachers. Moreover, it affects children eyesight and hearing, as they usually complain about sitting at the back, so parents try to compensate for the delay resulting from this problem with private lessons in a better and fewer number. Likewise, it causes excessive movement that affects their kids' behaviour and concentration during the lesson unlike the private session. One of the parents stated: "*it makes the teacher's follow-up process difficult, so I do not get objective and accurate notes about my kids' level*".

- About the last question associated to whether parents are satisfied with the syllabus offered by schools or not, all of the parents say that they aren't pleased. They respond that the program needs to be reconsidered as it is beyond than their children's mental

capabilities. Secondly, the size of the syllabus is too large for the child to be realized in a 7 months period. Thirdly, how the syllabus is presented, as it is a boring traditional method that is not sufficient to attract the student's attention and love of learning. Finally, parents think that the syllabus is sterile and the concern of teachers is to end it formally. The frequent visit of the inspector, who does not care about the content, but only about the completion of the program is another indicator of parents' dissatisfaction. It even affects the teachers' level of teaching and kills their creativity.

3.4. **Discussion**:

Based on the analysis of data, we would like to discuss the results and findings of this study. Initially, our questionnaires and interview started with basic information of the samples. The rest of the questions were strongly related to the hypothesis, the research questions, and the elements mentioned in the literature review.

From the results and findings of this study, it is clear that most of learners are in need of more explanation and understanding. According to what the teachers have responded, the main reasons behind this phenomenon are bad level in some subjects and lack of attention due to class number. According to parents' answers, the main causes leading to PST are the overcrowded class where their children suffer from a lack of focus, as well as parents do not have time to help their kids at home for the revision.

Based on the results of the second section of the learners' questionnaire, the request for private lessons is on all levels: secondary, middle and even primary school. Furthermore, the majority of the participants are enrolled in at least two subjects, mainly the scientific ones. And more than 50% of these private supplementary tutorials' sessions are taking place in classes that contain no more than 10 students. Additionally, the majority of respondents

(students) state that the quality of teaching in PST school is better than that of public school. Therefore, all of them except 3% declare that their level has been improved through after having these courses.

Seen negatively, in addition to time allocated for mainstream school, the respondents pass at least 6h/week in PST schools. Consequently, this considerable hourly volume pushes them to feel annoyed or unconfortable; it doesn't enable them to have enough time to entertain themselves and have leisure.

According to the second section of the teachers' questionnaire, more than 50% of them teach at public school. And since the majority of learners are enrolled in scientific subjects, most teachers teach scientific subjects too. Moreover, opinions are almost equal between those who take these courses for financial reasons and those for educational reasons. Concerning teachers' feedback, the main cause of PST is bad marks that could be the consequence of the class number and the syllabus issues. Vis-à-vis syllabus, despite the majority of the teachers judge that they are involved in the preparation and implementation of the syllabus; most of them (72%) criticize the time allocated for the syllabus and emphasize its inappropriateness. Additionally, the teachers complain that they are not trained properly in CBA.

Referring to parents' interview, it states that the reasons that lead them to opt for PST for their kids are: the overcrowded classes, no parental involvement, insufficient time for home assignments, children's weakness in reading and mathematics, and lack of a motivating and adequate educational environment. They admitted that they feel obliged to do so due to the lack of teachers' expertise and syllabus' inefficacy. Furthermore, the interview reveals that teachers are more concerned with covering the syllabus at the expense of their students' comprehension. Being in such a hurry, they pay less attention to how their students learn and/or to the difficulties they face.

Concerning the research question related to PST which becomes trend rather than for bettering academic achievement, learners, teachers and even parents do not argue this hypothesis. Most of the participants (learners, teachers and parents) divulge that even if the entourage could have an impact on the decision to join PST schools, the main purpose is to improve the academic attainment.

General Conclusion:

The present study aims at investigating the causes behind the increase of private supplementary tutorials (PST) in Algeria. The outcomes previously presented confirmed the expectations. Since there is a significant association between the weakness of the educational system (inexperienced and untrained teachers, inappropriateness of the syllabus) and the PST, the research found that novice and untrained teachers and large classes are an interrelated reason which affect each other. So, the hypothesis that is related to large size classes is confirmed. Additionally, the supposition which assumes there is a correlation between PST and the time and content of syllabus is also confirmed because learners, teachers and parents complain about the syllabus inappropriateness. On the other side, parents strongly believe that the content of the syllabus does not go hand in hand with the new directives and recommendations brought within the new educational reforms by implementing technology in teaching and reducing the number of students in classes as to adequately apply the CBA principles.

Whatever negative and positive effects this phenomenon has on learners, it continues to exist. It is clear that PST improve the learner's academic achievement. In reverse, these extra-courses put learners in an awkward situation. Because they do not have time for entertaining extra-activities, their school achievement remains a controversial subject. They also feel uncomfortable as the lessons are not free (parents pay for it). Unsurprisingly therefore, children have to hold a heavy burden as they think they must do their best to please their parents.

This study considers only PST schools. These schools are under the control of the institutions of the commercial register only. So, the PST activity is not governed by legislative texts. There are teachers and non-teachers who give extra-courses in their house more

precisely in garages and cellars which includes the same number of students in the mainstream schools or even more.

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Appendices

Appendix 1

Learner's Questionnaire

Dear learner, you are kindly asked to fill in this questionnaire which enables us to inquire into the problems that push learners to private supplementary tutoring (PST). Your feedback is significant for undertaking this research. Thus, we hope you give us full interest and intention.

I. <u>Information background:</u>

a. <u>Gender:</u>

Female ☐   Male ☐

b. <u>Educational level:</u>

<u>Primary</u>		<u>Secondary</u>		<u>High School</u>	
1st year	☐	1st year	☐	1st year	☐
2nd year	☐	2nd year	☐	2nd year	☐
3rd year	☐	3rd year	☐	3rd year	☐
4th year	☐	4th year	☐		
5th year	☐				

<u>High School Stream:</u>
Practical Science ☐
Technical Math ☐
Literature and Philosophy ☐
Management and Economy ☐

II. <u>Private Supplementary Tutoring Investigation:</u>

a. <u>The reason or reasons that lead you to Private Supplementary Tutoring:</u>
Bad marks ☐
More explanation and understanding ☐
Inexperienced teachers ☐
Large classes ☐
Time management in term of syllabus ☐
Syllabus in general ☐
Exam class ☐

b. <u>Did Private Supplementary Tutoring improve your level ?</u>

Yes ☐   No ☐   sometimes ☐

c. <u>Who made the decision about Private Supplementary Tutorials?</u>

You ☐
Father ☐
Mother ☐

d. <u>In which subjects you receive the private supplementary tutorials?</u>

Scientific subjects ☐
Literary subjects ☐

e. <u>How many subjects do you receive supplementary tutorials on?</u>

One subject ☐
Two subjects ☐
Three subject and more ☐

f. <u>How many hours per week do you have private supplementary tutorials?</u>

More than 6h ☐
Less than 6h ☐

g. <u>How many learners are in private supplementary tutorial classes?</u>
Less than 5 ☐
Between 5 and 10 ☐
More than 10 ☐

h. <u>Did your friend (s) motivate and encourage you to opt for PST?</u>

Yes ☐   No ☐

i. <u>Do you feel annoyed or uncomfortable when receiving these tutorials?</u>

Yes ☐   No ☐

j. <u>Do you think you have no time for leisure because of PST?</u>

Yes ☐   No ☐

k. <u>**Do you think that the quality of teaching you receive in PST is better than that of your school?**</u>

Yes   ☐   No   ☐

Appendix 2

Teacher's Questionnaire

Dear teacher, you are kindly asked to fill in this questionnaire which enables us to inquire into the problems that push learners to Private Supplementary Tutoring. Your feedback is significant for undertaking this research. Thus, we hope you give us full interest and intention.

I.   Information background:

a. Gender:

Female ☐   Male ☐

b. Do you teach in public school?

Yes ☐   No ☐

c. Which level you teach in public school?

Primary		**Secondary**		**High School**	
1st year	☐	1st year	☐	1st year	☐
2nd year	☐	2nd year	☐	2nd year	☐
3rd year	☐	3rd year	☐	3rd year	☐
4th year	☐	4th year	☐		
5th year	☐				

High School stream:
Practical Science ☐
Technical Math ☐
Literature and Philosophy ☐
Management and Economy ☐

Do you teach?

Scientific subjects ☐
Literary subjects ☐

d. **Which level you teach in private supplementary tutorial?**

Primary		**Secondary**		**High School**	
1st year	☐	1st year	☐	1st year	☐
2nd year	☐	2nd year	☐	2nd year	☐
3rd year	☐	3rd year	☐	3rd year	☐
4th year	☐	4th year	☐		
5th year	☐				

High School stream:

Practical Science	☐
Technical Math	☐
Literature and Philosophy	☐
Management and Economy	☐

Do you teach?

Scientific subjects	☐
Literary subjects	☐

II. **Private Supplementary Tutoring Investigation:**

a. **What are reasons that lead you to offer Private Supplementary Tutoring?**

Financial reasons	☐
Educational reasons	☐

b. **According to you, what are the main reasons that lead the students to private supplementary tutoring?**

Inappropriate syllabus	☐
Bad level in some subjects	☐
Lack of attention due to class number	☐
Lack of attention due to something else	☐

c. **Do you think that the syllabus is appropriate in term of time?**

Yes ☐   No ☐

d. <u>Do you think that the syllabus is appropriate in term of content?</u>

Yes   ☐   No   ☐

e. <u>Do you think that teachers received the appropriate training in regards to CBA?</u>

Yes   ☐   No   ☐

f. <u>Are teachers engaged in the preparation and implementation of the syllabus?</u>

Yes   ☐   No   ☐

g. <u>Are you with or against private supplementary tutoring?</u>

With   ☐
Against   ☐

h. <u>If you are teaching at public school, could you manage your time between the two tasks?</u>

Yes   ☐   No   ☐

i. <u>Do you think that private supplementary tutoring is becoming much more a trend rather than bettering students' academic achievement?</u>

Yes   ☐   No   ☐

Appendix 3

Parent's Interview

1. How many children receiving PST do you have?

2. Do you take your children to private supplementary tutorials at the beginning of the academic year, or after tests' results?

3. Why did you decide to provide your children with PST?

4. Is your decision to take your children to private supplementary tutorials influenced by your entourage, family or friends who adopt that practice?

5. Novice or inexperienced teachers is the reason that pushes you to adopt private tutorials?

6. Do you take your children to private supplementary tutorials for prestigious reasons?

7. Do you think that large classes are main reason to opt for private supplementary tutorials?

8. Are you satisfied with the programs offered by the public school?

<div dir="rtl">

استبيان المتعلمين

عزيزي المتعلم، يُطلب منك التفضل بملء هذا الاستبيان الذي يمكننا من الاستفسار عن المشكلات التي تدفع المتعلمين إلى الدروس الخصوصية التدعيمية، ملاحظاتك مهمة لإجراء هذا البحث. وبالتالي، نأمل منكم أن تعطونا الاهتمام الكامل.

I. <u>**خلفية المعلومات الشخصية:**</u>

أ. <u>**الجنس:**</u>

ذكر ☐   انثى ☐

ب.**المستوى الدراسي:**

ابتدائي:		**متوسط:**		**ثانوي:**	
أولى	☐	أولى	☐	أولى	☐
ثانية	☐	ثانية	☐	ثانية	☐
ثالثة	☐	ثالثة	☐	ثالثة	☐
رابعة	☐	رابعة	☐		
خامس	☐				

شعب المستوى الثانوي:

علوم تجريبية ☐

رياضيات تطبيقية ☐

أدب وفلسفة ☐

تسيير واقتصاد ☐

</div>

II. <u>**البحث في الدروس الخصوصية التدعيمية:**</u>

أ. <u>**السبب أو الأسباب التي تقودك إلى الدروس الخصوصية التدعيمية:**</u>

علامات سيئة ☐

المزيد من الشرح والفهم ☐

معلمين عديمي الخبرة ☐

أقسام مكتظة ☐

إدارة الوقت من حيث المنهج ☐

المنهج بشكل عام ☐

فئة الامتحان ☐

ب. <u>**هل أدت الدروس الخصوصية التدعيمية إلى تحسين مستواك؟**</u>

نعم ☐   لا ☐

ت. <u>**من اتخذ القرار بشأن الدروس الخصوصية التدعيمية؟**</u>

انت ☐

الأب ☐

الأم ☐

ث. <u>**في أي مواد تتلقى الدروس الخصوصية التدعيمية؟**</u>

المواد العلمية ☐

المواد الأدبية ☐

ج. <u>**كم عدد المواد التي تتلقى دروسًا خصوصية تدعيمية عنها؟**</u>

مادة واحدة ☐

مادتين ☐

ثلاث مواد أو أكثر ☐

ح. كم ساعة في الأسبوع لديك دروس خصوصية تدعيمية؟

أكثر من 6 ساعات ☐

أقل من 6 ساعات ☐

خ. كم عدد المتعلمين في الأقسام الخصوصية التدعيمية؟

أقل من 5 ☐

بين 5 و10 ☐

أكثر من 10 ☐

د. هل حفزك صديقك (أصدقائك) وشجعك على اختيار الدروس الخصوصية التدعيمية؟

نعم ☐   لا ☐

ذ. هل تشعر بالانزعاج أو عدم الارتياح عند تلقي هذه الدروس؟

نعم ☐   لا ☐

ر. هل تعتقد أنه ليس لديك وقت لقضاء وقت الفراغ بسبب هذه الدروس؟

نعم ☐   لا ☐

ز. هل تعتقد أن جودة التدريس الذي تتلقاه في مدارس الدروس الخصوصية التدعيمية أفضل مدرستك؟

نعم ☐   لا ☐

استبيان الأساتذة

عزيزي الأستاذ (ة)، يُطلب منك التفضل بملء هذا الاستبيان الذي يمكننا من الاستفسار عن المشكلات التي تدفع المتعلمين إلى الدروس الخصوصية التدعيمية، ملاحظاتك مهمة لإجراء هذا البحث. وبالتالي، نأمل منكم أن تعطونا الاهتمام الكامل.

I. خلفية المعلومات الشخصية:

أ. الجنس:

ذكر ☐   انثى ☐

ب. هل تدرس في مدرسة عمومية؟

نعم ☐   لا ☐

ت. ما هو المستوى الذي تدرسه في المدرسة العمومية؟

ثانوي:		متوسط:		ابتدائي:	
أولى	☐	أولى	☐	أولى	☐
ثانية	☐	ثانية	☐	ثانية	☐
ثالثة	☐	ثالثة	☐	ثالثة	☐
		رابعة	☐	رابعة	☐
				خامسة	☐

شعب المستوى الثانوي:

علوم تجريبية ☐

رياضيات تطبيقية ☐

أدب وفلسفة ☐

تسيير واقتصاد ☐

في المدرسة العمومية،هل تعلم:

المواد العلمية ☐

المواد الأدبية ☐

ث. ما هو المستوى الذى تدرسه فى مدرسة الدروس الخصوصية التدعيمية؟

ثانوي:		متوسط:		ابتدائي:	
أولى	☐	أولى	☐	أولى	☐
ثانية	☐	ثانية	☐	ثانية	☐
ثالثة	☐	ثالثة	☐	ثالثة	☐
		رابعة	☐	رابعة	☐
				خامسة	☐

شعب المستوى الثانوي:

علوم تجريبية ☐

رياضيات تطبيقية ☐

أدب و فلسفة ☐

تسيير و اقتصاد ☐

في مدرسة الخاصة بالدعم، هل تعلم:

المواد العلمية ☐

المواد الأدبية ☐

ج. ما هى الأسباب التى تدفعك إلى تقديم دروس خصوصية تدعيمية؟

أسباب مالية ☐

أسباب تعليمية ☐

ح. **حسب رأيك، ما هي الأسباب الرئيسية التي تدفع الطلاب إلى دروس خصوصية تدعيمية؟**

منهج غير مناسب ☐

مستوى سيء في بعض المواد ☐

قلة الانتباه بسبب اكتظاظ الاقسام ☐

قلة الانتباه بسبب شيء آخر ☐

خ. **هل تعتقد أن المنهاج مناسب من حيث الوقت؟**

نعم ☐ لا ☐

د. **هل تعتقد أن المنهاج مناسب من حيث المحتوى؟**

نعم ☐ لا ☐

ذ. **هل تعتقد أن المعلمين يتلقون التدريب المناسب فيما يتعلق بالنهج القائم على الكفاءة؟**

نعم ☐ لا ☐

ر. **هل يشارك المعلمون في إعداد وتنفيذ المنهاج؟**

نعم ☐ لا ☐

ز. **هل أنت مع أو ضد الدروس الخصوصية التدعيمية؟**

مع ☐

ضد ☐

س. **إذا كنت تدرس في مدرسة عمومية، فهل يمكنك إدارة وقتك بين المهنتين؟**

نعم ☐ لا ☐

ش. **هل تعتقد أن الدروس الخصوصية التكميلية أصبحت اتجاهًا أكثر من كونها تحسن من التحصيل الأكاديمي للطلاب؟**

نعم ☐ لا ☐

مقابلة مع أولياء الأمور

1. كم عدد الأطفال الذين يتلقون دروس خصوصية تكميلية خاصة لديك؟

2. هل تأخذ أطفالك إلى الدروس الخصوصية في بداية العام الدراسي، أو بعد نتائج الاختبارات؟

3. لماذا قررت توفير دروس خصوصية تدعيمية لأطفالك؟

4. هل لمحيطك العائلي أو أصدقائك الذين يتبنون هذه الممارسة تأثير على قرارك بأخذ أطفالك إلى دروس خصوصية؟

5. هل المنظومة التربوية (مدرسون مبتدئون أو عديمي الخبرة) هي السبب الذي يدفعك لاعتماد الدروس الخصوصية؟

6. هل تأخذ أطفالك إلى الدروس الخصوصية التدعيمية لأسباب مرموقة؟

7. هل تعتقد أن الأقسام المكتظة هي السبب الرئيسي لاختيار الدروس الخصوصية التدعيمية؟

8. هل انت راض عن البرامج التي تقدمها المدارس العمومية؟

Appendix 7

Timetable of Secondary Level – Scientific Stream

اليوم	توقيت الحصص	الطور الثانوي		
		01علمي	02علمي	03علمي
السبت	09:30-08:00	الرياضيات	العلوم الطبيعية	الفرنسية
	11:00-09:30	العلوم الطبيعية	الرياضيات	الفيزياء
	16:30-15:00	الفيزياء	الفرنسية	الرياضيات
	18:00-16:30	الفرنسية	الفيزياء	العلوم الطبيعية

جدول التوزيع الزمني للطور الثانوي

Appendix 8

Timetable of Middle Level

جدول التوزيع الزمني للطور المتوسط

اليوم	توقيت الحصص	01متوسط	02متوسط	03متوسط	04متوسط
السبت	09:30-08:00	الرياضيات	العلوم الطبيعية	اللغة العربية	العلوم الفيزيائية
	11:00-09:30	العلوم الطبيعية	الرياضيات	العلوم الفيزيائية	اللغة العربية
	16:30-15:00	اللغة العربية	العلوم الفيزيائية	الرياضيات	العلوم الطبيعية
	18:00-16:30	العلوم الفيزيائية	اللغة العربية	العلوم الطبيعية	الرياضيات