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Faculty of Letters and Languages
Department of English

Investigating EFL Students’ and Teachers’ Attitudes Toward the Impact of Private Tutoring on Algerian Mainstream Schooling

Case Study of First Year students of English at Larbi Ben Mhidi University

A Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of Master in Language Sciences and Teaching English as a Foreign Language

By: Yasmina BOUMARAFI

Supervisor: Mrs. Samira ARROUF
Examiner: Mrs. Hafida KHALDI

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DEDICATION

I dedicate this work to the most precious people to my heart:

To my mother and my father

To my brothers, my sisters and my little niece Boukandire Nardjes

To my Uncle

To all who love me.
ACKNOWLEDGEMENT

This dissertation could not have been completed without the help of my teacher and supervisor Mrs. ARROUF Samira to whom I would express my sincere thanks. I am grateful for her encouragement, patience, and insightful advice throughout the completion of this work.

I would like to thank all teachers of English department. A special thank to my teacher Hafida KHALDI for her help before starting the study and for her effort in correcting the final work.
ABSTRACT

Private tutoring phenomenon has taken a widespread practice among baccalaureate pupils. The private courses are taken in order to supplement mainstream education. They might help students to improve their scores but they also might have different impact on teachers and students. Therefore, presenting its influence on the regulated mainstream schools’ system need to be acknowledged. Interestingly, the aim of this study is to investigate the impact of private tutoring on mainstream schools. To reach the aim, a descriptive method was applied in which two questionnaires have been used. The first one was given to first year students of English at L’arbi ben mhidi University, Oum El Bouaghi. The second questionnaire was given to teachers of English in secondary schools, in Oum El Bouagui. The results of both questionnaires revealed the negative impact of PT on mainstream schooling. Importantly, this negative impact sheds light on PT phenomenon in order to attract governments’ attention towards considerable control of private tutoring courses at a time when a necessary revision of the basic standards of the mainstream school system needs to take place.
LIST OF ABBREVIATIONS

**PT:** Private Tutoring

**PSC:** Private Supplementary Courses

**PTC:** Private tutoring courses

**PST:** Private Supplementary Tutoring

**SES:** shadow Education System

**SE:** Shadow Education
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RESUME

الملخص
General Introduction

Billions of pupils are learning English as a second language around the world (Azam, 2015). Since English is a compulsory subject in mainstream schools, pupils are seeking to master it. Interestingly, mainstream schools are not the only place where learning English can take place; learners might have other chances to practise English as taking private courses to supplement their mainstream school courses. This supplementation has taken a widespread practice in the name of private tutoring, which has been an acceptable issue in social and educational life.

Private tutoring has been described differently. Some people and specialists consider it a nightmare and even a virus affecting the mainstream school. Others think that private tutoring is the source of success and progress for both students and teachers. This study attempts to figure the impacts of private tutoring on the Algerian mainstream schooling.

Statement of the Problem

Recently news reported that parents are worried about their children who are unable to cope with school work especially in subjects like languages. This is usually because pupils are unfamiliar with English language and they come across for the first time at schools. Interestingly, the quality and quantity of formal schooling is often regarded as one of the most important reasons for students’ involvement in private tutoring.

In Algeria, private tutoring is all done outside of state control, there is no law governing this practice. Hereby, it is necessary to report that different studies reported divergent effects of private tutoring (Ireson, 2004).
Studies on private tutoring phenomenon focused mainly on the causes of this activity, but the most important interest and serious area that are in need for further research is the influence of private tutoring on mainstream schooling.

**Aim of the Study**

This study aims at investigating teachers’ and students’ perceptions towards the influence of private tutoring on mainstream schooling. It sheds the light on this practice, through providing a description of mainstream school classrooms where private tutoring takes place.

**Research Question and Hypothesis**

The present research raises the following questions:

What are students’ attitudes towards the influence of private tutoring on their mainstream schooling?

What are teachers’ attitudes towards the influence of private tutoring on mainstream schooling?

Accordingly it is hypothesized that:

English private tutoring would show positive impact on Algerian mainstream schooling.

Alternatively,

English private tutoring would show negative impact on Algerian mainstream schooling.

**Means of Research**

In order to fulfill the current study’s aims, a descriptive research method has been adopted for which two questionnaires were constructed as main instrument for collecting data.
about the field of research. The first questionnaire was given to first-year students of English at Larbi Ben Mhidi University. The second one was given to third level of English secondary schools’ teachers. Through using two questionnaires, we aim at investigating both teachers’ and students’ perceptions about the impact of private tutoring on mainstream schooling.

**Structure of the Dissertation**

The study is composed of two chapters:

**Chapter One:**

The first chapter is divided into two sections. The first section is devoted to the conceptual framework of private tutoring. It introduces at the beginning private tutoring phenomenon. Then, it provides a definition of PT, its variant terminology, its concerns, characteristics, reasons and advantages along with the disadvantages of this practice. Finally, it presents governments’ responses towards the practice of private tutoring and future prospects about this activity. The second section discusses mainstream schooling. It introduces first the definition of mainstream schooling. Then it describes mainstream schools and indicates the rights and duties inside schools. It tackles then secondary schools’ English subjects’ programs and schools climate. Finally, it deals with the impact of private tutoring on mainstream schooling.

**Chapter Two:**

The second chapter is concerned with the fieldwork. It includes the design of the questionnaires, its analysis and discussions.
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Introduction

Private supplementary tutoring is a widespread phenomenon and an international issue. Many pupils participate in private supplementary courses to supplement their schools’ lessons. Private tuitions’ use varies in nature. It might present different reasons under numerous circumstances for its use, as well as it would have remarkable advantages and disadvantages on individuals and societies. Governments in different countries responded to the use of this niche differently, but the prevalence of the private tutoring courses is still growing.

Classrooms constitute the comfortable formal setting where students receive organized information regularly from their teachers. This setting is regulated from governments and educational decision makers in order to attain a perfect public educational system. This comfortable setting might be disrupted with many attitudes if rules are not obeyed and schools’ principals are ignored.

1.1.1. Definition of Private Tutoring

Private tutoring (PT) is defined as tutoring provided on a supplementary basis after school, on weekends and vacations (Bray, 2003). PT was firstly introduced as one-to-one instruction (Lee, 2013), in the sense that one teacher provides supplementary course to one student. The meaning of PT has been expanded to cover many different forms of private supplementary courses (PSC) that are to be found around the world. The tutor’s and tutee’s age in PT organization, are unnecessary as long as the former is more knowledgeable in the subject matter, and this subject does not involve extra curricula as music (Bray, 2003). PST might take place in private institutions, in large classes or in tutors or tutees’ own home; as well as it might be carried face to face or out at a distance using the internet to deliver the course (Ireson & Rushforth, 2003).
1.1.2. Different Terminology of Private Tutoring

PT introduced differently by variant researchers in many societies. Burch (as cited in Bray, 2003) used the term “Hidden market place”, Bray (1999) described it as “shadow education”, Nath (2006) used the term “payment-based private tutoring”. Bray (2007), along with these variant terms, presented other terminology that refers to PT:

In some English-speaking societies, people refer to private tuition more often than private tutoring. Entrepreneurs who create formal establishments for tutoring commonly call them centers, academies or institutes. In Japan, centers which supplement the school system are known as JUKU. These are distinguished from YOLIKO, which mainly serves pupils who have Left school but who want an extra ‘block’ of time to study intensively for examinations in order to gain higher grades for entrance to universities. (p.22)

1.1.3. Private Tutoring and the Shadow Education

PST in academic subjects is described as “The shadow education system” (SES). Bray (2007) explained the use of this metaphor, and addressed that the latter exists because the mainstream education system exists and it merely imitates it. Just like a shadow, when the mainstream education shifts in size and interests, so does PT. Additionally, public interests focus on public schools rather than its shadow.

1.1.4. Concerns of Private Tutoring

Out-of- school education and activities that pupils engage in, might have different types. Entrich (2014) presented different types of those activities (Figure1).
Those activities involve major concerns of the present study. That is out-of-school supplementary education or what is referred to shadow education (SE). This SE, in the paper in hand, is limited to three major orientations. First, the shadow education is related to “English language” as an academic subject and exclude other non academic forms as general knowledge about the language or any other out-of-school education like arts and sports lessons. Second, the shadow education is private, it excludes non-professional forms such as family members’ help or any other unpaid supplementary classes at school because PT is fee-based. Finally, an important concern is PT provided by public schools’ teachers, in other words the instructors in PST is a part of mainstream secondary school and teach baccalaureate pupils (Bray, 2007).
1.1.5. Characteristics of Private Tutoring

The characteristics of PST are identified through its form, scale, costs, quantity, quality and subject matter.

1.1.5.1. Forms of Private Tutoring

PST might take different forms in order to provide pupils with multiple choices depending on their needs, and their parents’ financial abilities. Bray (2003), Bray and Susso (2008), Entrich (2014), Lee (2013) identified numerous forms of PT. There are three major forms of private tutoring (Lee, 2013). The First form of PT introduced by Lee is individual tutoring or one-to-one tutoring. Where a teacher provides a private course for one pupil typically at the student’s or instructor’s home. Instructions are mainly provided to help regular schooling. The Second form of PT is the one provided by “private for profit institutes” (p.43). It consists of instructors, who are mainstream teachers as well, that provide supplementation to a group of students in “classroom-like setting” (p.43) after formal schooling. The courses in PT might be learned in advance or might be a re-review of what was already seen in mainstream classes. The third form is private tutoring in groups. That is one teacher provides instructions for a group of pupils in private properties such as home. In general, most pupils are the same of mainstream classrooms.

1.1.5.2. Scale of Private Tutoring

Private tutoring becomes a widespread phenomenon. Reliable data are much harder to be collected and examined, since much of PT is conducted illegally. In fact, the scale of private tutoring is widely different in variant societies. The major factors underlying the variation include: culture, mainstream educations’ nature and economies’ structures (Bray, 2003). Dang and Rogers (2008) presented a number of countries on which PST scale is high,
relying on variant data from different studies, Some of those data are summarized on the following table (1).

<table>
<thead>
<tr>
<th>Study</th>
<th>Year</th>
<th>Country</th>
<th>Findings(percentage of pupils participate on PT)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fergany</td>
<td>1994</td>
<td>Egypt</td>
<td>52.0 %</td>
</tr>
<tr>
<td>Tansel and Bican</td>
<td>2001</td>
<td>Turkey</td>
<td>35 %</td>
</tr>
<tr>
<td>Davies</td>
<td>2004</td>
<td>Canada</td>
<td>52 %</td>
</tr>
<tr>
<td>Ahmed and Nath</td>
<td>2005</td>
<td>Bangladesh</td>
<td>45.6 %</td>
</tr>
<tr>
<td>Ireson and Rushforth</td>
<td>2005</td>
<td>United Kingdom</td>
<td>30 %</td>
</tr>
<tr>
<td>Glewe and Jayachadran</td>
<td>2006</td>
<td>Srilanka</td>
<td>78 %</td>
</tr>
<tr>
<td>Paviot, Heinshohn and Korknan</td>
<td>2008</td>
<td>Tanzania</td>
<td>56 %</td>
</tr>
</tbody>
</table>

**Table 1: The scale of PST in different countries.**

Those data (table 1) show the high scale of pupils in PT around the world. Yet this scale improved to be more emerging through years. Bray (2003) provided an illustration that addresses the increasing participation of pupils in PT (Figure 2). This case of Juku in Japan can be generalized to many countries around the world as Bray argued, because PT is a worldwide issue taken to be the same in different societies.
Figure 2: Increasing attendance of pupils in JUKU in Japan Bray from (Japan, 1995, p.26).

1.1.5.3. Costs of Private Tutoring

In the SES, money determines the extent, time quality and quantity of PSCs. PT was reported to consume a huge amount of money (Bray, 2003). Parents now must pay for books, food, travels’ transportation as well as fees paid to tutors. An example introduced by Rusell (n.d), reported “In Japan, tutoring had annual reverence in the mid 1990s equivalent to US € 14.000 million” (p.27). In Egypt, Fergany (1999) reported that PT was estimated in 1994 to consume 20 % of total expenditures per child. Those illustrations denote that PT is expensive.

1.1.5.4. Quantity of Private Tutoring

The quantity of PT varies from one group to another, from one teacher to another and from one level to another. Money paid for tutors as well as the subject matter affects the intensity of PSC. Even in the same shared context, PT’s duration and intensity per day, week and month varies. Importantly, Bray (2007) reported that secondary streaming levels tend to receive more intensive tutoring especially in “the grades that leads up to major examinations”
(p.41). In the sense that most pupils generally, receive only a short time intensive tutoring as preparation for important examinations, whereas other receive tutoring regularly throughout the year in two subjects, and others approximately 20 % in more than five subjects (Bray, 2007).

1.1.5.5. Quality of Private Tutoring

It is needed, hereby, to restate that most PSCs are done on informal basis and outside governments’ control, so reliable data are not really available to describe the quality of the present issue. Although PT courses imitate mainstream schools’ subjects and content, and teachers are familiar with those programs because they taught them in schools, these courses’ quality remains open to question. Lai-yin (2004) indicated that “Private tutoring can complement and repeat what tutees (full time students) have learned in their daytime lessons and deepen their understanding of the underlying concepts or theories through drilling exercises” (p.4). This indicates that these supplementations are “exams-centered” (p.3) and the quality of courses depends on the teacher’s professionalism as well as the focus on what pupils need “for doing well in examinations” (Bray, 2007, p.41).

1.1.5.6. Subjects in which pupils receive private tutoring

The subject of interest in the present paper is PST in languages, particularly English. Accordingly, Kwan-terry (as cited in Bray, 2007) highlighted the need for languages in Singapore as an example and addressed that about 55 per cent of pupils in this country receive PT in English. Many pupils reported to engage in more than one subject in PT. Bray (2007) presented a sector graphic (figure3) which represent the percentage of numerous subjects in which students take PT. It represents that pupils take more than one subject in PT.
1.1.6. Reasons for Taking and Producing Private Tutoring

1.1.6.1. Teachers’ Reasons for Providing Private Tutoring

The present paper is mainly interested with producers who are part of public school systems no matter their age, qualification or gender. Bray (2007) stated “tutors are commonly perceived as people who help pupils to carry the heavy academic load of formal classrooms” (p.20). Bray (2007) identified in this context private tutors’ role (Figure4).
Variant studies (Bray, 2007; Dang & Rogers, 2008) addressed the interpretation of PT’s production from the micro economic theory, “supply creates demand”. I.e. when teachers provide PT students demand it. Bray (2007) stated “In these circumstances, tutoring exists because producers make it available and recommend pupils to take advantage of the availability” (p.39). This means, if teachers do not offer private supplementary courses, pupils will not need it nor ask for it. Researchers (Bray, 2007; Dang & Rogers, 2008) addressed some reasons given by teachers for providing PT:

- Overcrowded classes.
- Limited time for course presentation and practice.
- Disability to cover the entire syllabuses in classrooms.
- Low salaries for their work

Jokik (2013) added, students’ mixed abilities, knowledge, level, motivation and attitudes towards education which are not adjusted for individuals in formal classes is a reason of
providing supplementation. Kim and Lee (2004) identified that weak public educational systems and poor quality of education are also reasons introduced by teachers to explain their production of PSCs.

1.1.6.2. Students’ Reasons for Taking Private Tutoring

Pupils in the secondary school, particularly in baccalaureate level, proved to be the largest group that consumes PT (Dang & Rogers, 2008; Devis, 1996; Elbadawy, 2008; Nath, 2007). There are different reasons given by students for taking those courses. Importantly, Bray (2007) presented a bare graphic (figure 5) which addresses the main reasons for taking PST by Maltese pupils.

![Graph showing reasons for taking private tutoring](image)

**Figure05: Reasons given by Maltese students for Taking PTC Falzon and Busuttil (1988, p.55) as cited in (Bray, 2007, p.43).**

It is important to highlight that the first reason given by pupils is taking PT for doing well in examinations. Research on PT tutoring phenomenon (Dang & Rogers, 2008;
Devis, 1996) reported that the assumption that degrees signals skills, where governments rely heavily on marks initially for employment, is a culture ‘fueled’ the ‘mark disease’ or ‘diploma disease’ (Bray, 2007; Dang & Rogers, 2008; Devis, 1996). Pupils are studying to get marks and hold an “examination-oriented culture” (Dang & Rogers, 2008; Devis, 1996; Hai-yin, 2007) hence running after supplementation no matter how and when. Nath (2007) added that out-of-school supplementation or practice is not a students’ interest in education but it is schools’ demand no more.

Some studies and articles (Ali, 2013; Bray, 2003) presented the simplest factor for taking PST to be simply a fashion and imitation of peers to engage in PT courses prestigiously. At a time, teachers saw it as a source of extra income and the general public attention is still unaware of its advantages and disadvantages.

1.1.7. Advantages and Disadvantages of Private Tutoring

1.1.7.1. Advantages of Private Tutoring

Studies on PT’s activity lack valuable data because much of this niche is unrecognized. Despite this lack, some researchers addressed the advantages and disadvantages of PT. At a time when PT is addressed to be a wide growing practice (Dang & Rogers, 2008), it, of course, has a remarkable value and usefulness. Bray and Susso (2008) reported some advantages:

- When PT is of good quality and quantity it would increase pupils’ academic performance.
- Teachers will not need to work hard in formal classrooms.
- Teachers also will benefit from additional income.

Elbadawy (2008) added:
- PT gives the pupils much individual attention.
- PT can help students on specific obstacles.
- PT free parents from helping their children themselves.

1.1.7.2. Disadvantages of Private Tutoring

Many studies related to PT phenomenon argued that it is a serious problem (Bray, 2007; C. Das & R. Das, 2013; Dang & Rogers, 2008; Elbadawy, 2008; Tansel, 2013). According to Bray (2007),

- Intensive study from sun rise until sun set, on weekdays and weekends would cause strong fatigue to students and teachers as well
- Pupils might rely on PT’s teachers to solve their formal schools’ home works.
- Pupils tend to misbehave and lack attention in formal classes because they have seen the course or will see it in PSCs
- PT appears to be a “same class with the same teacher” (p.38). This situation was criticized by researchers (Bray, 2007; C. Das & R. Das, 2013) because it might cause teachers’ corruption.

Bray and Susso (2008, p.12) explained teachers’ corruption via a formula

Corruption = Monopoly + Discretion – Accountability

Simply, teachers’ corruption comes when they attract pupils to attend PT and impose it on them through limited supply at schools. Additionally, Teachers might use their authorities to fail pupils in order to enhance the practice of PTCs for fees.

More over PT is taken to widen the social gap and status between pupils (Lee, 2013), Wittwer (2014) added:
- Tutoring is expensive for many families
- Pupils will feel much pressured of having extra work and activities in PSCs.

Ali (2013) emphasized that many parents find a difficulty to send their children (especially female) to tutors’ home for taking PT. Finally, Tansel (2013) argued that PT would show no impact and even negative impact on academic performance.

1.1.1.8. Governments Responses toward the Practice of Private Tutoring

Bray (2003) divided governments’ responses on PT phenomenon into four types and provided examples for each (table 2)

<table>
<thead>
<tr>
<th>Type</th>
<th>Government response</th>
<th>countries</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Banned PT</td>
<td>Cambodia, Myanmar</td>
</tr>
<tr>
<td>2</td>
<td>Ignored PT</td>
<td>Canada, United Kingdom</td>
</tr>
<tr>
<td>3</td>
<td>Recognized and regulate PT</td>
<td>Hong Kong, China Mauritius, Vietnam</td>
</tr>
<tr>
<td>4</td>
<td>Encouraged Pt</td>
<td>Singapore, South Africa and Tanzania</td>
</tr>
</tbody>
</table>

Table 2: Governments’ responses towards the practice of PTCs (Bray, 2003).

Other governments have taken a different reaction towards PT activity. For example the Korean government found more effectiveness in changing the roots of its education (1994) rather discouraging PT. Where it adopted secondary school equalization program (Kim, 2007). That program “switched to allocation secondary school entrance by lottery rather than examination” (Dang and Rogers, 2008, p.187). This means that the Korean governments have changed the examinations oriented culture in schools and do not rely on it for secondary schools’ graduation.
1.9. Future Prospects

The challenge of regulating PT's practice is not an easy task for governments. At a time when education is provided for free as a human right, PT tends to change this situation to be a paid education. This fact must be treated with caution and understanding that quick solutions are not available and the attention must be directed towards improving mainstream schools’ Education.
Section two
Mainstream schools

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1.2.1. Definition of Mainstream School

A mainstream school is any school which is not a special school; hence it is an ordinary school. It is any school that principally meets the needs of pupils who do not have special educational needs (Wikipedia). A mainstream school is generally referred as school, formal school or ordinary school that is a setting in which students receive formal education in variant subjects whose content is not for a specific need.

The school is defined as:

A SCHOOL is an organizational subdivision of a school system consisting of a group of pupils composed of one or more grade groups, organized as one unit with an assigned principal, on person acting in the capacity of principal, to give instruction of the type defined in the North Carolina standard course of study, and housed in a school plant of one or more building. (School Attendance and Students, 2014, p. 8)

In those schools, students receive education regularly. Schofield (1999) clamed that “Formal education is organized educational activity and is usually linked with schools” (p.24). In the sense that this formal educational system is an organized by rules settled to offer quality education in schools.

1.2.2. Mainstream Schools’ Description

In order to describe a school, it is necessary to know the rules that organize it. Those rules regulate the teaching and learning processes and specify the rights and duties of teachers and students.
1.2.2.1. Schools’ rules

Schools’ rules generally are introduced by governments for the sake of organizing the whole educational process and individual bodies involved in. Rules controlling schools are numerous. A number of rules are needed to be a referent base for identifying a general description to mainstream schools advantages and weaknesses.

The work of Torneas (2002) presented a set of organized regulations inside school and identified the main rules as follows:

- Rules governing the educational policy’s objectives, roles and aims.

- Rules regulating the authority of schools’ bodies. Where, in the classroom, teachers are the core and directors of the learning process.

- Rules that organize the entry and exit of individuals involved in the process, as well as the “compulsory attendance” of those members (Public Schools, 2003).

- Rules organizing schools’ period of education and time of rests for all members participate in schools.

- Rules identifying teachers and students’ rights and duties.

- Rules emphasizing curricula allowed under schools circumstances and assessing the compulsory common exams and other assessments.

- Rules identifying compulsory schooling age (for entry and exit).

The rules are the best way around controlling mainstream school’s quality and protecting the participants’ rights and specifying their duties. These rules can be better clarified with reference to the unique aims of schools and particularly of education.
1.2.2.2. Schools’ aims

The public educational system, inside schools setting, generally aims to offer “a quality education for all young people” (Schofield, 1999, p.36). Tornaes (2002) presented a number of purposes that schools aim to reach. Importantly, Tornaes (2002) identified that schools organize the teaching process, that is constructed on democratic, balanced freely provided basis to meet students’ needs; recognizing the fact that they learn differently and have varieties in term of level. In the sense that schools’ content and core subjects must enable students to be active participants and take responsibilities in the society.

Tornaes (2002) added also that schools aim to offer a scheduled teaching and balanced program for students “to continue as thinking, learning, physically active, valued member in the society” (Public School, 2003, p.22). Schools’ basic aims are providing learners with activities, resources and challenges which help them “to use the listening, viewing, speaking, reading, and writing modes of language (s) and mathematical and scientific concepts and symbols to think, learn, and communicate effectively” (Public Schools, 2003, p.26).

Accounting the presented limited aims which are mainly to provide sufficient knowledge about the subject, it is quite important to mention that beyond the school hours, pupils might have no need for further courses but a simple regulated practice and revision might be needed because students will sufficiently take their educational needs from their mainstream schools.

1.2.2.3. Rights and Duties inside Schools

School rules provide schools’ bodies with rights and restrict their duties so that they “fit appropriate academic stream” (Bonauto, 2008, p. 19) and control what goes on inside classrooms.
1.2.2.3.1. Teachers’ Rights

Goldering, Gray and Westat (2013) defined teachers as “staff members who teach regularly scheduled classes to students in (different) grades” (p.34). Teachers are the core of the learning process. Their rights and duties have major impact on creating healthy classrooms. Importantly, Teachers in classrooms are given the whole authority from governments and are protected under the state control (Bonauto, 2008). Teachers’ rights involve the employment contract arrangement that identifies the salaries of teachers’ performance (Dronkers & Robert, 2003) so that teachers are monthly paid. Teachers in fact must make a balance between their personal life and their work inside classes. Hence they must be professionals and take their duties seriously (Goldering et al., 2013).

1.2.2.3.2. Teachers’ Responsibilities

Teachers are the transmitters of the knowledge. They ought to function effectively in order to pass regulated needed information to provide a useful access to the available resources for pupils. Teachers are primarily responsible for presenting the courses in the limited time and are restricted to a regulated program. They are also essential in the enforcement of the compulsory attendance of students. Teachers are responsible for informing students and parents about the importance of regular school attendance and inform the administration with pupils’ absentees as well. Teachers must regulate the class and follow their students’ developments by providing them with variant activities and home works, month assessment, examination grades and marks (School Attendance and Students, 2014).

1.2.2.3.3. Students’ Rights

A student is considered to be ‘mainstreamed’ in school if he/she is in a formal class. This term is usually used as referent when students are grouped in a regular classroom with a regular teacher, rather than being in a class that is only for children with special needs
(Wikipedia). Students are the platform of the schools’ building. They are provided with rights as well as asked for duties inside mainstream schooling.

Bonauto (2008) identified a series of students’ right that are needed. Importantly, students’ free learning (as defined by court) that gives them access to information appropriate to their levels through books and materials selected from schools. Students have the right to be given supplementary teaching if needed and have the right for school weekends and holidays (Torenaes, 2002). Students of course will pass from one level to another when they attain an average or more grades in their examination.

1.2.2.3.4. Students’ Responsibilities

After having rights, students must workout their duties starting with behaving appropriately. Toreneas (2002) identified that students should take their responsibilities to carryout school staff and practise their activities. They also have to follow the school’s regulations. Importantly, students must attend their lessons regularly and justify their absentees then take exams constantly to pass from one level to another.

1.2.2.4. Sufficiency of secondary schools’ English subjects’ program

English, like any other subject in school is limited to a program followed by the teacher. Generally, these curricula might be revised and updated every year. The core of the present research is students’ sufficiency of knowledge needed in English course in their mainstream schools. Importantly, Kendra (2013) have provided an example in which the core of the course in secondary school is to interact in English, and presented the following aims behind the overall course:

- To enable the learner to communicate effectively and appropriately in real life situations.

- To use English effectively for studying.
-To develop interest in and appreciation of literature.

-To revise and reinforce structures already learnt.

More along with, Kendra presented numerous objectives that students would be able to do. Besides interacting in English, there are other courses that Kendra has stated, like skills including grammar and other areas of English. These examples of content are restricted with time and activities that teachers must strictly follow.

Through public schools’ program, aims and objectives, students normally would benefit and sufficiently develop the language’s skills needed. Interestingly, this consistency of programs might be affected by schools’ climate which causes disruption in the learning process.

1.2.2.5. Implications of Schools’ Climate on the Quality of Education

There is a strong link between schools’ climate and the quality of education provided. Whenever schools are organized and the learning environment is regulated, the quality of education would be more valuable for pupils. The schools’ climate involves obeyed regulated rules, formal comfortable setting and motivated culture that enhance learning. Students’ regular attendance as an example creates a regulated mainstream class; their absentees might disrupt mainstream education in general and the process of teaching in particular. The examination oriented culture and class size might affect mainstream education as well.

1.2.2.5.1. Implications of School Attendance on Education

Pupils’ attendance in schools is a compulsory regulation. Teachers daily record their pupils’ attendance. Unless pupils present a lawful absence justification like illness, jury, and death in the immediate family, medical appointment or court /administrative proceeding... etc. They might be expelled (School Attendance and Students , 2014). This compulsory attendance regulate the schools’ environment and obligates students’ presence and
participation in each course, as well as make them value schools’ education. In order to attend schools examinations students must have less than four justified absentees. If this climate where disrupted by unregulated attendance schools educations might be of a poor quality. Additionally, the consistency of courses presentation in each session will be disrupted and contents’ completion might be unreached.

1.2.2.5.2. Implications of Examinations on Education

In general, schools’ system of graduation from one level to another depends on examinations’ scores. Pupils now are studying to get marks and succeed in examinations, in other words schools held examination-oriented culture (Hai-yin, 2004). This culture strongly affects pupils’ aim of learning to be directed toward solely passing the examinations (Kirkpatrick & Zag, 2011). A study conducted on China identified that schooling start up from seven at morning until five afternoon including break and three or four classes, each subject has an impact on the process of teaching and learning (Kirkpatrick & Zag, 2011). Kirkpatrick and Zag (2011) argued that these exams determine students’ future. This culture limits pupils and imposes what they do and what they learn without imagination and creativity. Importantly, it might cause extreme stress and hard work during exams’ period since these examinations are regarded as a means of improving their levels.

Exams encourage pupils to revise, practise and memorize the knowledge presented in mainstream classes and give teachers an idea about their students’ progress but “such education that holds examinations as the core component down plays the ultimate purpose of education: critical thinking” (Kirkpatrick & Zag, 2011, p.45). Another concern, raised in different term is “diploma disease”. Dore (as cited in Devis, 1996) referred to diploma disease that raised the fact that in many societies, learning to get a job has come to dominate the learning process; the approval of this learning is diploma. Hence having a diploma for having
a job was the major concern. This fact affects the individual and the educational system as whole and put the quality of education in mainstream schools under question.

1.2.2.5.3. Implications of Pupils’ Behaviour on Education

A study conducted in England (Pupils Behaviour in School, 2012) addressed that teachers report frequent pupils’ misbehaviour and disruption, including noise and disorder, in mainstream classes and that they take about at least 30 per cent of their lessons’ time in maintaining order in classrooms. Issues surrounding pupil’s misbehaviors during mainstream classrooms might have variant reasons.

The core point is the impact of these actions on the quality of formal education and even on teachers’ productivity. Studies on the role of schools in improving behavior (Pupil’s Behavior in Schools, 2012) addressed that schools climate and proactive approaches that aim to prevent bad behavior as well as reactive approaches which attempt to deal with those bad behaviors is of a great importance in improving pupils’ behaviors and hence produce a quality education in healthy classrooms. Teachers are also involved in promoting pupils’ good behaviors through peaceful relationship with their students. To conclude, the schools’ climate where students luck interest, participation and cause problems affect negatively course presentation in particular and education in general.

1.2.2.5.4. Implications of Class Size on Education

Class size refers to “the number of pupils in a class with one teacher” (Class Size and Education, 2011, p.62). This study presented the legal class size of secondary schools to be limited to a maximum of 20 pupils per teacher. This maximum average was exceeded in Algeria. Teachers now might have even more than 45 pupils in one class. Importantly, Blatchford (as cited in Class Size and Education, 2011) found that in secondary school, small
classes were beneficial for law attaining pupils and argued that large classes need more time for interaction, teaching and practicing.

1.2.2.5.5. Implications of Class Size on Students’ Attainment

Some studies provided evidence based on the link between class size and attainment (Class size and Education, 2011; Mosteller, 1995). In general, in smaller classes the individual pupils benefit more from teachers’ attention and have more ability of participation as well as understanding and interaction, hence improving their attainment. Teachers also can be more competitive in small size classes. They can work easily and help weak students and motivate them since there is an opportunity.

1.2.2.5.6. Implications of Class Size on Students’ Behaviour

It is evident that over crowded classrooms can not be controlled by a teacher. Mosteller (1995) argued that fewer children in the class reduces the distraction and pupils’ misbehaviour and gives the teacher the opportunity to regulate each individual pupil and attract their attention.

1.2.2.5.7. Implication of Class Size on English Subject

A study (Class Size and Education, 2011) presented a link between class size and school’s subjects especially foreign languages. In this work, over years (from 2002 to 2011) the classrooms’ size of foreign language was downward; this means that schools have shortened the number of students per class in foreign language subjects to provide a quality education. Because, the number of pupils in one class in these subjects reported to be better if it is limited in order to give the individual pupil the opportunity to grasp, participate and practice in each course.
1.2.7. Impact of Private Tutoring on Mainstream Courses

Private tutoring has been argued to affect mainstream schools (Ali, 2003; Bray, 2007; Bray & Susso, 2008; C. Das & R. Das, 2013; Dang & Rogers, 2008; Elbadawy, 2008; Lee, 2013; Tansel, 2013). C. Das and R. Das (2013) emphasized that private tutoring affect the education in schools and the global education as whole (Figure 5).

![Diagram showing the impact of private tutoring on school education.](image)

**Figure 06: The impact of PT on school education (C. Das and R. Das, 2013, p.6).**

In fact, Algerian schools’ governments have suggested extra hours for baccalaureate pupils, but few, if not no member, of pupils are interested taking these extra lessons (Kwadri, 2013). This fact questions students’ belief toward the quality of education provided at schools due to this ignorance, as well as devotes that students value PT and care about taking it. It is necessary hereby to address the impact of these PSC on mainstream schooling, particularly on teacher and students in schools and on the continuum production of content and education provided in this public formal institution in general and in the mere classroom setting in particular.

Importantly, many studies reported the impact of private tutoring on teacher. Bray and Susso (2008) argued that teachers that provide PT would relax when they are at mainstream schools. Teachers might also complete their non covered content in mainstream courses
during PTCs. Teachers will definitely feel fatigue out of providing courses in mainstream classes and private courses. Importantly, Dang and Rogers (2008) addressed a valuable question, “what if teacher corruption makes the tutoring market uncompetitive?” (p. 17). Whereby they expressed that the power of mainstream teachers with corruption might “blur the borderline between public education and PT” (p.17) at a time when instructors receive extra income for the same instructions and information.

Furthermore, many studies identified the impact of PT on students. Findings from studying the effect of private tutoring among pupils (Bray & Susso, 2008; Elbadawy, 2008; Lee, 2013) addressed that when PT is of a good quality and quantity it would increase students academic performance. But, after school intensive study cause fatigue and pressure (Bray, 2007). Students might feel bored and lack interest in mainstream school classrooms when they take the course from PTCs (Elbadawy, 2008).

Moreover, Berberoglu and Tansel (2014) argued that PSCs disrupt mainstream schooling attendance, especially during the second and third semester, where students concentrate on attending PSCs rather than attending formal classes to prepare for examination. At this point Bray (2007) presented an example of formal classes where all students receive PT and identified that their mainstream teacher may have a decreased workload. Bray presented another situation where just a group of a whole class receive PT and emphasized that mainstream teachers will need appropriate approaches to deal with differences in performance within learners. This example illustrates that some teachers might solve the problem by helping the weaker performing, but others will take students who receive PT as the elite educated pupils and create inequalities in learning between pupils.

Finally, PT will affect the consistency of courses’ production and quality. At a time when students and teachers responsibilities are affected by PT, the content in schools will also be affected.
Introduction

The present study aims at investigating teachers’ and students’ perceptions towards private tutoring and its impact on mainstream school education. It tries to find out whether PTCs have a positive impact on mainstream secondary school classrooms particularly third level. This chapter will explain the choice of the methodology followed in the investigation. Starting with the sample of the questionnaire, then the description of the questionnaire, the administration and the analysis of the questionnaire. Ending with the discussion of the results. Then it will present a comparison between students’ and teachers’ questionnaires to see to what extent their perceptions go along each other.

2.1. Choice of the method

A descriptive method was used to reach the aim of investigating EFL students’ and teachers’ perceptions toward the impact of private tutoring on mainstream schooling. Additionally, data needed for this investigation are qualitative. A paper and a pencil instrument is the most useful method for collecting data from a large group in its formal environments without any treatment. The present study used two questionnaires, one for students and another for teachers.

2.2. Questionnaire

In this study, a questionnaire was used as a means for collecting data. Both teachers’ and students’ questionnaires will be analyzed and compared to identify the extent to which teachers and students agree in describing mainstream school classrooms.

2.2.1. Definition of questionnaire

A natural way of asking questions to gather answers was adopted by humans from the
very beginning of discovering the surrounding environment. The essence of scientific research is trying to find out answerers to questions rose out of critical thinking in a scientific manner (Dornyer, 2013). Brown (as cited in Dornyer, 2013) indicated that a questionnaire is a written instrument formulated for particular respondent in a type series of questions which might be statements to be answered directly or to choose from a numerous existing answers. The questionnaire needs to be clear, appropriate and easy for the respondent in order to facilitate answering for them and facilitate data collection and analysis.

2.2.2. Advantages of Questionnaire

Dornyer (2003) indicated the advantages of questionnaires as follow:

The main attraction of questionnaires is their unprecedented efficiency in terms of (a) researcher time, (b) researcher effort, and (c) financial resources. By administering a questionnaire to a group of people, one can collect a huge amount of information in less than an hour, and the personal investment required will be a fraction of what would have been needed for, say, interviewing the same number of people. Furthermore, if the questionnaire is well constructed, processing the data can also be fast and relatively straightforward, especially by using some modern computer software. These cost benefit considerations are very important, particularly for all those who are doing research in addition to having a full-time job. (p.9)

2.2.3. Disadvantages of Questionnaire

Despite the advantages that indicate the effectiveness of using questionnaires in collecting data, this methodology might have some disadvantages as well. Dornier (2003) addressed certain disadvantages of questionnaires as simplicity and superficiality of answers, lack of respondent’s reliability and motivation, respondents’ literacy which might present
questionnaires as a difficult task for students who have difficulties in reading and writing skills.

2.3. Students’ Questionnaire

2.3.1. The Sample

The target population of this research is 291 first year students of English at Larbi Ben M’hidi University. Oum El Bouaghui. For the academic year 2014-2015. The number of the population is quite large to investigate. Hence 168 students were taken to represent the population. This sample is taken to have 95% level of confidence (Israel, 1992). Israel (1992) identified this formula to calculate sample size. The formula is:

\[
N = \frac{N(population)}{1+N(e)^2}
\]

\[
N = \frac{291}{1+291(0.5)^2} = 168.45
\]

Hence the sample that represents this population is 168 students. Unfortunately, only 159 of the sample have received the questionnaires. Random selection was approached in order to give the whole population the ability to participate in the sample and receive the questionnaire. The questionnaire was carried out in the department of English under the teachers’ attendance and control of the class.

The choice of first year English students is done rather than secondary school students because they have experienced PT and might provide the research with more valuable and valid data on the issue being investigated.

2.3.2. Description of Students’ Questionnaire

Students’ questionnaire is made up of twenty three (24) multiple choice questions. It includes three sections which are divided as follows:
Section one: background information (1 → 4)

The first part targets the students’ background information. It includes four questions. In Q1, students are asked to determine their gender. Next, in Q2, students are asked to identify the year of success in baccalaureate. Then, in Q3 students are asked to identify the branch they were enrolled in, in secondary school. Finally, in Q4, students are asked to identify the extent to which it was important for them to have a good proficiency level in English?

Section two: students’ attitude towards private tutoring (5 → 12)

This section includes seven questions that intend to elicit students’ perceptions towards private tutoring. In Q5, students are asked if they took PTCs. Accordingly, in Q6, they are asked about their private tutor. In Q7, students are asked to identify the reason for taking PTCs. In Q8, students are asked to determine the reason behind taking PTCs. In Q9, they are asked to identify the type of PT they took. In Q10, students who took PT are asked about extensiveness of PT. In Q11, students indicated the disadvantages of PT. In Q12, students who took PT are asked to determine the advantages of PT.

Section three: students’ attitudes towards the impact of PT on mainstream schools (13 → 24)

This section includes 12 questions tackling the impact of PT on mainstream schools. In Q13, students are asked about their attitude toward the mainstream English course. Accordingly, in Q14, students will indicate the cause behind their answer of Q13. In Q15; students are asked if they are satisfied with their mainstream teacher. In relation, in Q16 they have to determine the reason. Q17 investigates the frequency of pressure and fatigue students felt in baccalaureate year. Q18 investigates student’s attendance of mainstream school classrooms. In Q19, students are invited to select their representative behaviour in mainstream
school. In relation, in Q20, students will describe their classmates’ behaviour who took PTCs. In Q21, students who did not take PT will determine their English mark in the baccalaureate exam. In Q22, students are asked to indicate if PTCs gave improved their marks. Q23, students who did not take PTCs are asked to indicate the extent to which their teachers complete presenting mainstream courses during PTCs. In Q24, students are asked to indicate their marks after receiving PTCs.

**Administration of the Students’ Questionnaire**

Students’ questionnaire was given to 159 first year student in the department of English at L’arbi Ben M’hidi University, Oum El Bouaghui. Students were given information and explanation about the questionnaire. Additionally, they have been given the freedom to ask about any ambiguous item in the questionnaire.

**Analysis of the questionnaire**

**Section one: (1 ——> 4)**

**Q1: Students’ gender**

<table>
<thead>
<tr>
<th>options</th>
<th>Subjects</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>7</td>
<td>4.40 %</td>
</tr>
<tr>
<td>Female</td>
<td>152</td>
<td>95.6 %</td>
</tr>
<tr>
<td>Total</td>
<td>159</td>
<td>100 %</td>
</tr>
</tbody>
</table>

**Table 03: Students’ gender**
From table (3) it is clear that females’ number (95.60 %) is more than males (4.40 %) this is perhaps due to demographic reasons of females who over scores males.

![Pie chart showing gender distribution: 95.6% female, 4.4% male.]

**Figure07: Students’ gender**

**Q02: Students’ Baccalaureate year**

<table>
<thead>
<tr>
<th>Year identified</th>
<th>Subjects</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. 2014</td>
<td>141</td>
<td>88.68 %</td>
</tr>
<tr>
<td>b. 2013</td>
<td>11</td>
<td>6.92 %</td>
</tr>
<tr>
<td>c. 0</td>
<td>7</td>
<td>4.40 %</td>
</tr>
<tr>
<td>Total</td>
<td>159</td>
<td>100 %</td>
</tr>
</tbody>
</table>

**Table (04): Students’ baccalaureate year**

Data reported on table 04 indicates that most students (88.68 %) got there baccalaureate last year. 6.92 % of students got it on 2013. This indicates that they are first year students. Some students (4.40 %) of the sample wrote 1 or 2 and meant that they took their baccalaureate for the first time or they got it in the second (2) time, i.e., they were repetitives.
Figure 08: Students’ baccalaureate year

Q3: students’ streaming

Table (5): Students’ streaming

<table>
<thead>
<tr>
<th>Options</th>
<th>subjects</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literature and philosophy</td>
<td>74</td>
<td>46.54 %</td>
</tr>
<tr>
<td>Literature and languages</td>
<td>27</td>
<td>16.98 %</td>
</tr>
<tr>
<td>Science/ mathematics</td>
<td>58</td>
<td>36.48 %</td>
</tr>
<tr>
<td>total</td>
<td>159</td>
<td>100 %</td>
</tr>
</tbody>
</table>

As table 05 shows, the percentage of students of literature and philosophy stream are the most present in this research with 46.54 %. It is surprising that the percentage of students enrolled in scientific streaming is 36.48 % which is higher than the percentage of students of literature and language stream (16.98 %). This reveals the weaknesses of the Algerian educational system in relation to “orientation”, whereby students of poor attainment are oriented to literature and languages whereas students of good attainment are oriented to science and mathematics.
Q4: to what extent was it important for you to have a good proficiency level in English?

<table>
<thead>
<tr>
<th>options</th>
<th>subjects</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Very important</td>
<td>49</td>
<td>30.82 %</td>
</tr>
<tr>
<td>b. Important</td>
<td>78</td>
<td>49.06 %</td>
</tr>
<tr>
<td>c. Not important</td>
<td>32</td>
<td>20.12 %</td>
</tr>
<tr>
<td>total</td>
<td>159</td>
<td>100 %</td>
</tr>
</tbody>
</table>

Table (6): Students’ importance of having good proficiency level in English

Table 06 shows that most students (79.88 %) were interested in having good proficiency level in English language. 49.06 % represents the percentage of students that indicated the importance of having a good proficiency level. 30.82 % of students indicated that it is very important for them to attain good proficiency level. 20.12 % of students indicated that they were not interested in having good proficiency level in English. The results of (a) and (b) reveal that students are aware about the importance of developing a good proficiency level in English, whereas (c) indicate that this proportion of students constitutes those who are enrolled in studying English reluctantly; that it was their main choice.
Figure 10: Students’ importance of having good proficiency level in English

Section two: (5 → 12)

Q5: Did you take private tutoring courses in English during your baccalaureate year?

<table>
<thead>
<tr>
<th>Options</th>
<th>Subjects</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>97</td>
<td>61 %</td>
</tr>
<tr>
<td>No</td>
<td>62</td>
<td>39 %</td>
</tr>
<tr>
<td>Total</td>
<td>159</td>
<td>100 %</td>
</tr>
</tbody>
</table>

Table 07: Students’ participation in PTCs.

Table 07 represents data of the core question in the research that is students’ participation in PTCs. It is evident that the majority of students (61 %) took PTCs in English whereas 39 % of the sample did not receive PT. This addresses that PT is a widespread activity among baccalaureate students in Algeria.
Figure 11: students’ participation in PTCs.

Q6: If yes, who was your Private tutor?

This question intended to determine if students took PT with their mainstream teacher or not. In order to describe teachers who provide PTCs and identify if this activity affects their work in mainstream classes.

<table>
<thead>
<tr>
<th>Options</th>
<th>Subjects</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mainstream teacher</td>
<td>86</td>
<td>88.66 %</td>
</tr>
<tr>
<td>Another teacher</td>
<td>11</td>
<td>11.34 %</td>
</tr>
<tr>
<td>Total</td>
<td>97</td>
<td>100 %</td>
</tr>
</tbody>
</table>

Table 08: Students’ private tutor

The data reported on table 08 show clearly that the majority of students (88.66 %) took PTCs from their mainstream teacher whereas (11.34 %) of students have received PT from another teacher. This stresses the fact that most private tutors are the students of mainstream teachers as indicated in the theoretical part.
Figure 12: Students’ private tutor

Q7: If yes, why did you take private courses in English? Was it because?

<table>
<thead>
<tr>
<th>Options</th>
<th>subjects</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Your marks were bad in tests and exams</td>
<td>7</td>
<td>7.22 %</td>
</tr>
<tr>
<td>b. you wanted to prepare well for exams</td>
<td>41</td>
<td>42.26 %</td>
</tr>
<tr>
<td>c. you were not satisfied with the English lessons given by mainstream teachers</td>
<td>11</td>
<td>11.34 %</td>
</tr>
<tr>
<td>d. you wanted to make up the English lessons you missed in mainstream school</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>e. you enjoyed taking private courses with your peers</td>
<td>15</td>
<td>15.46 %</td>
</tr>
<tr>
<td>f. your mainstream teacher encouraged you to take private courses</td>
<td>10</td>
<td>10.32 %</td>
</tr>
<tr>
<td>a+ b+ e</td>
<td>7</td>
<td>7.22 %</td>
</tr>
<tr>
<td>a+ e</td>
<td>6</td>
<td>6.18 %</td>
</tr>
<tr>
<td>Total</td>
<td>97</td>
<td>100 %</td>
</tr>
</tbody>
</table>

Table 09: students’ reasons for taking PTCs.

Table 09 reports that most students (42.26 %) participated in PTCs in order to prepare for exams. This identifies the examination-oriented culture where students are studying for passing exams. 15.46 % of students indicated that they have enjoyed taking PTCs with peers. This strengthens the reason that some students are imitating their peers and taking PT as
fashion as it was indicated in the theoretical part. Other students (7.22 %) identify that they took PTCs because their marks in tests and exams were bad. The same percentage (7.22 %) represented students that indicated the reasons of improving bad marks, preparing for examination and enjoyment of those courses with peers. Another group (11.34 %) indicated that they were not satisfied with the English lessons given by mainstream teachers. This identifies that some students are not satisfied with the English mainstream course or explained that PTCs affected their perceptions towards mainstream classes. 10.32 % of students presented the encouragement of mainstream teacher as a reason for taking PTCs. Finally, 6.18 % presented that both preparations for examination and enjoyment to attend those courses with peers were their reasons for taking PTCs. But no student has chosen the reason of making up for lessons that they missed in mainstream school.

Figure13: Students’ reasons for taking PTCs.

Q8: What was your reason(s) for not taking private tutoring?

As acknowledging students’ reasons for taking PT it is needed to know the students’ reasons for not taking PTCs.
The data presented on table 10 report that the majority of students (56.45 %) presented the choice of having good marks in tests and exams to be the reason for not taking PTCs. This indicates the examination-oriented culture. In other words, students’ bad marks cause their engagement in PTCs and the vise versa. Accordingly, there is no interest in having knowledge but in having marks. An other group of students (19.36 %) indicated that they attended extra courses provided in mainstream schools, hence they did not attend PTCs. 17.74 % of students indicated that they received family help. Whereas, 6.45 % of students indicated that good marks as well as mainstream extra courses’ attendance were their reasons for not attending PTCs.

<table>
<thead>
<tr>
<th>options</th>
<th>subjects</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. your marks were good in tests and exams</td>
<td>35</td>
<td>56.45 %</td>
</tr>
<tr>
<td>b. your family helped you with your educational difficulties</td>
<td>11</td>
<td>17.74 %</td>
</tr>
<tr>
<td>c. you did not have enough money to pay for private courses</td>
<td>/</td>
<td>/</td>
</tr>
<tr>
<td>d. you attended the extra courses provided in mainstream school classes</td>
<td>12</td>
<td>19.36 %</td>
</tr>
<tr>
<td>a+ b</td>
<td>4</td>
<td>6.45 %</td>
</tr>
<tr>
<td>Total</td>
<td>62</td>
<td>100 %</td>
</tr>
</tbody>
</table>

Table 10: Students’ reasons for not taking PTCs.
Figure 14: Students’ reasons for not taking PTCs.

Q9: If you took private tutoring, indicate which type?

This question intended to know the prevailed type of PT that students engaged in. Additionally, it aims for comparing mainstream classrooms’ size and PT group size.

<table>
<thead>
<tr>
<th>options</th>
<th>Subjects</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Private one-to-one</td>
<td>4</td>
<td>4.13%</td>
</tr>
<tr>
<td>b. PTCs in group of:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b1. 10-15 student</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>b2. 15-20 student</td>
<td>48</td>
<td>49.48%</td>
</tr>
<tr>
<td>b3. More than 20 students</td>
<td>45</td>
<td>46.39%</td>
</tr>
<tr>
<td>c. Tutoring in private institutes</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>d. Internet tutoring</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>97</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 11: Types of PTCs students engage in.

The data presented in table (11) show that the majority of students (b2 + b3: 95.87%) have taken PTCs in groups. 49.48% of those students took PT in group of 15-20 student. A considerable percentage of students (46.39%) took it in more than 20 members in a group.
This addresses that even PTCs are taken in crowded classes. This means that those private courses are not so different in setting since the class size is large and the private tutor is the mainstream teacher most of the time. It implies that it may have a negative effect on the students’ attainment and therefore may reject the research hypothesis. Finally, internet tutoring and tutoring in private institutes is not prevailed among students since no one have identified its engagement in.

![Figure 15: Types of PTCs student engage in.](image)

**Q10: If you took private courses, how often did you receive them?**

This question tends to figure out the extent to which students received PTCs during the first and last semester.
Table (12): Students’ frequency of attending PTCs.

Table (12) shows that the majority of students (48.46 %) received PTCs weekly during the last semester. 25.77 % of students received it during the first semester. The same percentage (25.77 %) received it during both semesters along the year. This reveals that the rate of frequency raises within the second semester and thus strengthens the fact that PTCs’ main aim is to enhance the students grades as it is reviewed in the theoretical part.

Figure 16: Students’ frequency of attending PTCs
Q11: Indicate the disadvantage(s) of private tutoring

This question is addressed for students who took PTCs if they have developed any disadvantage of PTCs as well as for students who did not receive the supplementations.

<table>
<thead>
<tr>
<th>Options</th>
<th>subjects</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Tutoring takes up your spare time and causes fatigue</td>
<td>105</td>
<td>66.03 %</td>
</tr>
<tr>
<td>b. It is like paying for having the same course of the mainstream school but in a different setting</td>
<td>21</td>
<td>13.21 %</td>
</tr>
<tr>
<td>c. private tutoring is expensive</td>
<td>22</td>
<td>13.84 %</td>
</tr>
<tr>
<td>a+ b</td>
<td>11</td>
<td>6.92 %</td>
</tr>
<tr>
<td>Total</td>
<td>159</td>
<td>100 %</td>
</tr>
</tbody>
</table>

Table 13: Students’ perceived disadvantages of PTCs.

The data reported on table 13 show that the majority of students (66.03 %) see that PT takes up spare time and causes fatigue. A smaller group (13.84 %) who took PTCs reported that PT is expensive. Another group (13.21 %) indicated that PT is like paying for having the same mainstream course in different setting. Some students (6.92 %) presented that private tutoring takes up spare time as well as it is not different from mainstream courses. Those data strengthens the fact that students are aware of the disadvantages of private tutoring and this correlates with the findings mentioned in the theoretical part.
Figure 27: Students’ Perceived disadvantages of PTCs

Q12: If you received private tutoring, indicate its advantage?

<table>
<thead>
<tr>
<th>Options</th>
<th>Subjects</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Private tutoring Makes up for poor quality of teaching in mainstream schools</td>
<td>25</td>
<td>25.77 %</td>
</tr>
<tr>
<td>b. Private tutoring gives you the opportunity to make up the lessons you did not attend in school</td>
<td>3</td>
<td>3.09 %</td>
</tr>
<tr>
<td>c. Helped you preparing for examination</td>
<td>52</td>
<td>53.62 %</td>
</tr>
<tr>
<td>a+b</td>
<td>17</td>
<td>17.52 %</td>
</tr>
<tr>
<td>Total</td>
<td>97</td>
<td>100 %</td>
</tr>
</tbody>
</table>

Table (14): students’ perceived advantages of PTCs.

The data reported on table 14 show a main advantage perceived from the majority of students (53.62 %) which is the help for exams’ preparation. This percentage again addresses the examination oriented culture to be the most reason and advantage of PTCs. 25.77 % of students presented that PTCs makes up the poor quality of teaching in mainstream schools. This might indicates that students are not satisfied. An other group of students (17.52 %) identified that PTCs makes up poor teaching quality in mainstream schools. 3.09 % of
students indicated that PTCs gives them the opportunity to make up the lessons they did not attend in school. But this advantage was not a reason for taking PTCs. Again, these results reflect the students awareness about the advantages of PT.

![Figure 18: Students' perceived advantages of PTCs.](image)

**Section three: (13— 24)**

**Students’ attitude towards the impact of PTCs on mainstream schooling**

**Q13: According to you, was the English course given in mainstream schools?**

This question was intended to indicate students’ perceptions towards the success of English mainstream course.
Table 15: Students’ description of mainstream English courses

<table>
<thead>
<tr>
<th>Options</th>
<th>subjects</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Very successful</td>
<td>Students who take PTCs</td>
<td></td>
</tr>
<tr>
<td>b. Successful</td>
<td></td>
<td>31.96%</td>
</tr>
<tr>
<td>c. unsuccessful</td>
<td></td>
<td>63.91%</td>
</tr>
<tr>
<td>d. very Unsuccessful</td>
<td></td>
<td>4.13%</td>
</tr>
<tr>
<td>Total</td>
<td>97</td>
<td>100%</td>
</tr>
<tr>
<td>a. very successful</td>
<td>Students who did not take PTCs</td>
<td></td>
</tr>
<tr>
<td>b. Successful</td>
<td></td>
<td>51.61%</td>
</tr>
<tr>
<td>c. unsuccessful</td>
<td></td>
<td>27.42%</td>
</tr>
<tr>
<td>d. very Unsuccessful</td>
<td></td>
<td>9.68%</td>
</tr>
<tr>
<td>Total</td>
<td>62</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 15 shows some differences between students perceived evaluation of the English course. On one hand, the table reports that most students who took PTCs (63.91 %) describe the English mainstream courses to be unsuccessful. Participation in PTCs might be the cause for this choice as well as it might be the reason for taking those courses. 31.69 % of students who took PT reported that the English mainstream course was successful. Although, 4.13 % addressed That PT is very successful which is higher than the percentage that described them to be unsuccessful. Interestingly, no student described the English mainstream courses to be very successful. On the other hand, students who did not take PTCs presented variant choices. Most students 51.61 % reported that English courses are successful, a higher percentage than the one that describes those course to be unsuccessful (27.42 %). Some
students (11.29) indicated that those courses are very successful not much higher in percentage (9.68) than students who contradict and take it to be very unsuccessful. Importantly, the majority of students that take PTCs presented the English mainstream course to be unsuccessful.

Figure 19: Students’ description of mainstream English courses

Q14: If your answer was c, d what was the cause of this weakness?

<table>
<thead>
<tr>
<th>options</th>
<th>Subjects</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Limited time</td>
<td>14</td>
<td>15.73 %</td>
</tr>
<tr>
<td>b. over crowded classes</td>
<td>45</td>
<td>50.56 %</td>
</tr>
<tr>
<td>c. Poor teaching materials</td>
<td>12</td>
<td>13.48 %</td>
</tr>
<tr>
<td>a+ b</td>
<td>10</td>
<td>11.24 %</td>
</tr>
<tr>
<td>a+ b+ c</td>
<td>8</td>
<td>8.99 %</td>
</tr>
<tr>
<td>Total</td>
<td>89</td>
<td>100 %</td>
</tr>
</tbody>
</table>

Table 16: Students’ perceived reasons of mainstream English course’s weakness

The data reported on table 16 show that most students (50.56 %) take the over crowded classes to be a cause of mainstream courses’ failure. 15.73 % of students reported that time constraints for courses are behind the unsuccessful courses. 13.48 % of students presented the reason of failure to be poor teaching materials. 11.24 % of students indicated
both, time constraint and aver crowded classes to cause mainstream courses’ failure. Finally, some students (8.99 %) presented all reasons to cause the failure. In fact, if we take the overcrowded classes as a cause of unsuccessful mainstream courses, then the PTCs are also unsuccessful since they are not much different in size from mainstream classes. Therefore, PTCs and mainstream courses are both characterized by the over crowdedness. This latter is said to have a negative effect on students’ educational attainment. This may imply that PTCs will not have a positive effect on learners’ education and a rejection of he research hypothesis may be anticipated.

Figure 20: Students’ perceived reasons of mainstream English course’s weakness

Q15: Were you satisfied with your mainstream teacher’s performance?

<table>
<thead>
<tr>
<th>Options</th>
<th>Subjects</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Students who take PTCs</td>
<td>37.11%</td>
</tr>
<tr>
<td>No</td>
<td>61</td>
<td>62.89%</td>
</tr>
<tr>
<td>Total</td>
<td>97</td>
<td>100 %</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Options</th>
<th>Subjects</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Students who did not take PTCS</td>
<td>62.89 %</td>
</tr>
<tr>
<td>No</td>
<td>38</td>
<td>37.11 %</td>
</tr>
</tbody>
</table>
Table 17: Students’ satisfaction with their mainstream teachers

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>62</td>
<td>100 %</td>
</tr>
</tbody>
</table>

The data reported on table 17 show difference between students’ satisfaction. On one hand, most students who did not took PTCs (62.89 %) were satisfied with their mainstream teachers’ performance. In contrast, most students who take PTCs (62.89 %) indicated that they were not satisfied. Interestingly, most students who indicated the dissatisfaction were taking PTCs with their mainstream teachers. This might be taken as a contradiction, or might be explained that teachers’ performance inside mainstream classrooms differs from the performance in PTCs. Or it might take another direction in that mainstream school rules’ and environments limit teachers’ abilities.

Figure 21: Students’ satisfaction with their mainstream teachers
Q16: If no, was it because?

<table>
<thead>
<tr>
<th>options</th>
<th>Subjects</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. The teacher’s explanation was complex</td>
<td>5</td>
<td>5.06%</td>
</tr>
<tr>
<td>b. The teacher only worked with good students.</td>
<td>10</td>
<td>10.10%</td>
</tr>
<tr>
<td>c. The teacher did not provide enough practice activities</td>
<td>32</td>
<td>32.32%</td>
</tr>
<tr>
<td>a+ b</td>
<td>12</td>
<td>12.12 %</td>
</tr>
<tr>
<td>a+ c</td>
<td>13</td>
<td>13.13</td>
</tr>
<tr>
<td>a+ b+ c</td>
<td>27</td>
<td>27.27</td>
</tr>
<tr>
<td>Total</td>
<td>99</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Table18: Students’ perceived reasons for teachers’ weak performance.**

The data reported on table 18 show that most students (32.32 %) are not satisfied with their teachers’ performance due to limited practice activities. Some students (10.10 %) presented that their teacher work only with good students. Whereas, a limited group of students (5.06 %) addressed that the teacher’s explanations were complex. 12.12 % indicated the complexity of teachers’ explanation with their work with good students as a reason. Some students (13.13 %) identified the complexity of teachers’ explanation as well as the limited activities as a reason. Finally, 27.27 % of the students presented all options as a reason for teachers’ weak performance.
Figure 22: Students’ perceived reasons for teachers’ weak performance.

Q17: How often did you feel pressured and tired before your baccalaureate final exam?

This question tends to identify the extent to which students feel tired during mainstream classes, for making a comparison between students who take PTCs and those who do not.

<table>
<thead>
<tr>
<th>options</th>
<th>Subjects</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students who take PTCs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. always</td>
<td>56</td>
<td>57.73 %</td>
</tr>
<tr>
<td>b. often</td>
<td>28</td>
<td>28.87 %</td>
</tr>
<tr>
<td>c. sometimes</td>
<td>13</td>
<td>13.40 %</td>
</tr>
<tr>
<td>d. seldom</td>
<td>/</td>
<td>/</td>
</tr>
<tr>
<td>e. never</td>
<td>/</td>
<td>/</td>
</tr>
<tr>
<td>Total</td>
<td>97</td>
<td>100</td>
</tr>
</tbody>
</table>

Students who did not took PTCs

<table>
<thead>
<tr>
<th>options</th>
<th>Subjects</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. always</td>
<td>26</td>
<td>41.94 %</td>
</tr>
<tr>
<td>b. often</td>
<td>30</td>
<td>48.36 %</td>
</tr>
<tr>
<td>c. sometimes</td>
<td>6</td>
<td>9.68 %</td>
</tr>
<tr>
<td>d. seldom</td>
<td>/</td>
<td></td>
</tr>
<tr>
<td>e. never</td>
<td>/</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>62</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 19: students’ frequency of pressure and fatigue

The data reported on table 19 show that most students who take PTCs (57.73 %) always feel pressured and tired. Smaller group (28.87 %) identified that they often felt so. whereas, 13.40 % of students indicated that sometimes they feel pressured. Interestingly some students add “especially in the last semester” after selecting always. Majority of students (48.36 %) who did not take PTCs addressed that they often feel pressured. Not much different in percentage (41.94 %) of students selected that they always feel pressured and tired. A limited group of students addressed that they sometimes feel pressured. Accordingly, it is widely interesting and observable that students who take PTCs are always pressured and tired.
This might be due to PTCs’ attendance along with regular schooling courses. Importantly, in both group no student felt at ease and selected seldom or never.

Figure 23: Students’ frequency of pressure and fatigue

Q18: How often did you ignore your mainstream school class during the last semester?

This question attempts to investigate students’ frequency of mainstream schools’ ignorance. It also aims at comparing perceptions of students who took PTCs and those who did not receive them.
Table 20: Students’ frequency of mainstream classrooms’ ignorance.

<table>
<thead>
<tr>
<th>options</th>
<th>Subjects</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students who take PTCs</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. always</td>
<td>29</td>
<td>29.90 %</td>
</tr>
<tr>
<td>b. often</td>
<td>56</td>
<td>57.74 %</td>
</tr>
<tr>
<td>c. sometimes</td>
<td>6</td>
<td>6.18 %</td>
</tr>
<tr>
<td>d. seldom</td>
<td>6</td>
<td>6.18 %</td>
</tr>
<tr>
<td>e. never</td>
<td>/</td>
<td>/</td>
</tr>
<tr>
<td>Total</td>
<td>97</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Students who did not took PTCs</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. always</td>
<td>/</td>
<td>/</td>
</tr>
<tr>
<td>b. often</td>
<td>31</td>
<td>50 %</td>
</tr>
<tr>
<td>c. sometimes</td>
<td>28</td>
<td>45.16 %</td>
</tr>
<tr>
<td>d. seldom</td>
<td>3</td>
<td>4.84 %</td>
</tr>
<tr>
<td>e. never</td>
<td>/</td>
<td>/</td>
</tr>
<tr>
<td>Total</td>
<td>62</td>
<td>100</td>
</tr>
</tbody>
</table>

The data reported on table 20 show that the majority of students who took PTCs (57.74 %) have often ignored their mainstream classes. Half students (50 %) who did not attend PTCs ignored their mainstream classrooms as well. A group of students who took PTCs (29.90 %) have always ignored their mainstream classes whereas no student who did not take PTCs presented this criterion. 6.18 % of students who took PTCs where sometimes ignoring their classes, the same percentage (6.18 %) represents students seldom ignorance of their mainstream courses. A representative percentage of students (45.16 %) who did not take PTCs identified that they sometimes ignore their classes. Whereas, 4.84 % of students who did not take PTCs presented that they sometimes ignore it. Interestingly, students who took PTC always ignore their classes more than students who do not take PTCs. Accordingly; PTCs affect students’ presence in mainstream school classrooms.
Figure 24: Students’ frequency of mainstream classrooms’ ignorance.

Q19: What was your behavior inside the mainstream schools in your baccalaureate year?

<table>
<thead>
<tr>
<th>Options</th>
<th>subjects</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Interested</td>
<td>Students who take PTCs</td>
<td>14</td>
</tr>
<tr>
<td>b. Not interested</td>
<td></td>
<td>38</td>
</tr>
<tr>
<td>c. Tired most of the time</td>
<td></td>
<td>16</td>
</tr>
<tr>
<td>d. Active</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>e. Bored</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>b+ e</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>b+ c+ e</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>97</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Options</th>
<th>subjects</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Interested</td>
<td>Students who did not take PTCs</td>
<td>12</td>
</tr>
<tr>
<td>b. Not interested</td>
<td></td>
<td>18</td>
</tr>
<tr>
<td>c. Tired most of the time</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>d. Active</td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>e. Bored</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>b+ e</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>b+ c+ e</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>62</td>
</tr>
</tbody>
</table>

Table 21: Students’ behaviour inside mainstream classrooms
The data reported on table 21 show that most students who took PTCs (39.17 %) were not interested. 16.49 % among the same group were tired most of the time. 24.43 % were interested and 7.23 % of students were bored. 9.28 % of students were active. Most students who did not take PTCs (29.03 %) identified that they were not interested as well. 19.36 % of this group identified that they were interested, at a time where 11.29 % were active; another group of 17.74 % were bored. In relation to many other students that belong to both groups and selected multiple options we might conclude that interest among both groups was not as good as it is expected from baccalaureate students. Activeness inside classrooms were also of a limited percentage; But the lack of interest and tiredness are said to be more present particularly among students who take PTCs. Hence PTCs might affect negatively students’ interest in particular and behavior in general in mainstream classes. These results correlate with the findings in Q11, where 66.03 % claimed that PT courses cause fatigue.

![Figure 25: Students’ behaviour inside mainstream classrooms](image-url)
Q20: What was the behavior of your classmates who took private English courses inside mainstream school classes?

<table>
<thead>
<tr>
<th>Options</th>
<th>Subjects</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Interested</td>
<td>19</td>
<td>11.94 %</td>
</tr>
<tr>
<td>b. Not interested</td>
<td>95</td>
<td>59.75 %</td>
</tr>
<tr>
<td>c. Tired most of the time</td>
<td>6</td>
<td>3.77 %</td>
</tr>
<tr>
<td>d. Active</td>
<td>12</td>
<td>7.55 %</td>
</tr>
<tr>
<td>e. Bored</td>
<td>5</td>
<td>3.14 %</td>
</tr>
<tr>
<td>b+ e</td>
<td>12</td>
<td>7.56 %</td>
</tr>
<tr>
<td>B+ c+ e</td>
<td>10</td>
<td>6.29 %</td>
</tr>
<tr>
<td>Total</td>
<td>159</td>
<td>100 %</td>
</tr>
</tbody>
</table>

Table 22: Students’ description of colleagues’ behaviour

The data reported on table 22 show that the majority of students (59.75 %) described their classmates who take PTCs to be not interested during lessons. 11.94 % presented their colleague as being interested and 7.55 % identified that they were active. 3.77 % of students described them tired and 3.14 % of students presented that they were bored. Some students (7.56 %) described their colleagues of being not interested and bored, and other (6.29 %) added to this two option tiredness. Accordingly, students who took PTCs are not interested in mainstream school classrooms. This implies that PTCs may have a negative effect on the mainstream schools’ education and therefore a possible rejection of the research hypothesis.
Q21: If you took private tutoring, how often do your teacher complete the content that is not completely covered in mainstream schools during private courses?

<table>
<thead>
<tr>
<th>Options</th>
<th>Subjects</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. always</td>
<td>/</td>
<td>/</td>
</tr>
<tr>
<td>b. often</td>
<td>6</td>
<td>6.18 %</td>
</tr>
<tr>
<td>c. sometimes</td>
<td>26</td>
<td>26.9 %</td>
</tr>
<tr>
<td>d. seldom</td>
<td>55</td>
<td>56.8 %</td>
</tr>
<tr>
<td>e. never</td>
<td>10</td>
<td>10.30 %</td>
</tr>
<tr>
<td>Total</td>
<td>97</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 23: Students’ frequency of tutors’ completion of mainstream courses.

The data reported on table 23 shows that indeed teachers complete their mainstream courses in PTCs’ settings. Since just a limited number (10.30 %) identified that their teacher has never done it. At a time when 56.7 % of students presented that their teachers seldom complete the mainstream courses in PTCs. 26.8 % of students identified that their tutor
sometimes do complete the mainstream courses during PTCs and 6.18% of students reported that their tutors often complete the courses inside PT classes. Importantly, professional teachers should separate their personal life and activities from their job as mainstream teachers. The effectiveness of those private courses is to be criticized because if students do not receive the needed information in mainstream schools as well as in PTCs, why is it then to make them pay, for pressure and tiredness?? All those results may entail that PTCs can have a negative effect not only on students’ attainment but on the whole mainstream education and therefore a rejection of our research hypothesis.

Figure27: Students’ perceived frequency of mainstream teachers’ course completion during PTCs.
Q22: If you did not take any English private course, what was your English mark in the baccalaureate exam?

<table>
<thead>
<tr>
<th>Options</th>
<th>Subjects</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Blow the average</td>
<td>/</td>
<td>/</td>
</tr>
<tr>
<td>b. Average</td>
<td>47</td>
<td>75.80 %</td>
</tr>
<tr>
<td>c. above the average</td>
<td>15</td>
<td>24.20 %</td>
</tr>
<tr>
<td>Total</td>
<td>62</td>
<td>100 %</td>
</tr>
</tbody>
</table>

Table 24: Students’ scores without PTCs

Data reported in table 24 show that most students (75.80 %) who did not take PTCs addressed that they got average mark in baccalaureate exam. 24.20 % of students identified that they got above the average mark. Interestingly, no student attained below the average, this might be explained that since they belong to English department they must have attained average mark in the language. These results confirm that PTCs do not have a strong positive effect on students’ final scores especially that no one scored below the average. That is to say, the English results are quite acceptable without PT.

Figure 28: Students’ scores in English without PTCs
Q23: Did the private courses you took improve your mark of English in the baccalaureate exam?

This question intended to know the impact of PTCs on students’ marks. This impact might be positive when it improves students’ scores or the vice versa.

<table>
<thead>
<tr>
<th>Options</th>
<th>Subjects</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>68</td>
<td>70.10 %</td>
</tr>
<tr>
<td>No</td>
<td>29</td>
<td>29.9 %</td>
</tr>
<tr>
<td>Total</td>
<td>97</td>
<td>100 %</td>
</tr>
</tbody>
</table>

Table25: Students’ scores’ improvement after taking PTCs

The date reported on table 25 shows that most students who took PTCs identified that those courses improved their marks whereas 29.9 of students explained that it did not improve their marks.

Figure29: Students’ scores’ improvement after taking PTCs
Q24: If yes, what was your English mark in the baccalaureate exam?

<table>
<thead>
<tr>
<th>Options</th>
<th>Subjects</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Blow the average</td>
<td>/</td>
<td>/</td>
</tr>
<tr>
<td>b. Average</td>
<td>26</td>
<td>26.8 %</td>
</tr>
<tr>
<td>c. above the average</td>
<td>71</td>
<td>7302 %</td>
</tr>
<tr>
<td>Total</td>
<td>97</td>
<td>100 %</td>
</tr>
</tbody>
</table>

Table 26: Students’ scores after taking PTCs’ practice

The data reported on table 26 shows that the majority of students (73.2 %) who took PTCs have taken above the average and 26.8 % of this group has taken an average mark. It is interesting to relate the data presented on table 5 with data presented and compared between table 21 and 26. The comparison shows that in both groups ‘attending and not attending PTCs), no one scored in the English baccalaureate exam below the average. Those who attend PTCs scored got average results with a percentage of 26.5 % whereas in the one not taking PTCs, there is only 24.20 % got above the average. These finding show that PTCs have a positive effect on final scores of English. However, a look at the number of students attending PTCs outsored those who are not. The results should have been more accurate if the number of students in both groups was equal to draw more concrete conclusions about whether PTCs is positive or not. All in all, one might say that PTCs improves the students’ performance according to the present results.
2.4.5. Discussion

Analyzing students’ questionnaire revealed many facts about students’ perception towards PTCs and the impact of those courses on mainstream school classrooms. First, most students of baccalaureate level took PTCs. The aim behind those courses was mainly to prepare and improve their marks. Students engaged in PTCs have to some extent benefit from them, but this group is said to ignore its classes and lack interest during lessons. Hence, even that their marks were improved their performance in mainstream classes were also affected. Accordingly, PTCs affect students inside mainstream schools. Second, teachers are more appreciated by students outside formal classes because students in both groups were not satisfied with their work inside formal classes. Students perceptions indicates also that teachers who provide PTC lack professionalism at a time when they attract students to take PTCs and relate those PTCs with their mainstream work when they present some of the mainstream content. Finally, students’ perceptions indicate that the English course inside mainstream schools is neither appreciated nor valuable since they ignore it. This weakened mainstream schools’ system even more than the extent to which it is weak.

Figure 30: Students’ scores after taking PTCs
2.4. Teachers’ Questionnaire

2.4.1. The Sample

The target population of the second questionnaire consists of all teachers of English in secondary schools (28 students); third level At Oum El Bouaghui. As we could not cover the whole population due to time constraints, a sample of 16 teachers was targeted. Eight (8) of those teachers are providing PTCs; the other eight do not provide PTCS.

2.4.2. Description of teachers’ questionnaire

The teachers’ questionnaire is made up of nineteen (19) multiple choice questions. It includes three sections divided as follows:

Section one: Background information about the participants (1→2)

This section is about the teachers’ background information. It is made up of two questions. Q1 is intended to know how long teachers have been tutors of English in mainstream secondary schools. Q2 is concerned with the employment status of the mainstream teacher.

Section two: teachers’ perception about the practice of PTCS (3→11)

The second section is mainly concerned with teachers' perception toward PTCs' practice. To start with, Q3 asked teachers to select their perception toward PTCs. In Q4 teachers are asked to identify if they provide PTCS. Accordingly, in Q5 teachers who provide PTCs are asked to indicate if they inform their students that they give PTCs. In relation, Q6 teachers are asked to identify the reason for providing PTCs. In Q7, teachers who do not provide PTCS are invited to present the reasons for not providing PTCs. In Q8 teachers are asked if they provide extra lessons in mainstream schools for baccalaureate level. Q9 asked teachers about the type of PTCs they provide. In Q 10 teachers are invited to indicate the
content of the private course. Q11 the participants are asked to identify the extent of PTCs' necessity for students who attend their courses regularly.

Section three: teachers’ attitudes toward the impact of PTCs on mainstream schools

(12 — 19)

The last section of teachers’ questionnaire is composed of eight (08) questions targeting the teachers' perceptions towards the impact of PTCs' practice on mainstream schools. To start with, Q12 asked them about the extent of successfulness of the English mainstream course. In Q13 teachers are asked to describe their contribution in the mainstream schools' classrooms. In Q14 teachers are asked to describe their colleagues who provide PTCs. Then, in Q15 teachers are asked to identify the extent of pressure they feel when teaching mainstream courses. Importantly, in Q16 teachers are asked to describe their students' behaviour inside mainstream school classrooms. In Q17, teachers are asked to identify how often their students ignore the English mainstream courses in the last semester. Finally, in Q18, teachers that provide PTCs had to select the extent to which they complete presenting the mainstream courses during PTCs.

2.4.3. Administration of teachers’ questionnaire

The teachers’ questionnaire was administered to 16 teachers of English at Oum El Bouagui secondary schools. Eight (8) of those teachers were providing PTCs and the questions was handed to them outside mainstream schools. Other teachers (8) who do not provide PTCs received the questionnaire in mainstream schools.
2.4.4. Analysis of teachers’ questionnaire

Section one: (1 → 2)

Q1: How long have you been teaching English?

<table>
<thead>
<tr>
<th>Years identified</th>
<th>Subjects</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>1</td>
<td>6.25%</td>
</tr>
<tr>
<td>6</td>
<td>2</td>
<td>12.5%</td>
</tr>
<tr>
<td>9</td>
<td>1</td>
<td>6.25%</td>
</tr>
<tr>
<td>10</td>
<td>1</td>
<td>6.25%</td>
</tr>
<tr>
<td>12</td>
<td>3</td>
<td>18.75%</td>
</tr>
<tr>
<td>17</td>
<td>2</td>
<td>12.5%</td>
</tr>
<tr>
<td>18</td>
<td>5</td>
<td>31.25%</td>
</tr>
<tr>
<td>23</td>
<td>1</td>
<td>6.25%</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 27: Teachers' teaching experience

The data reported on table 27 show that all teachers have five years or more in teaching English in secondary schools. The majority of those teachers (31.25%) have been teaching English for 18 years. 18.75% represent teachers with 12 years of experience. 12.5% represents teachers who have been teaching for 17 years as well as teachers with six (6) years of experience. 6.25% represents teachers who have been teaching for 5, 9, 10 and 23 years. Hence all teachers have experience in teaching English in secondary schools.

Figure 31: Teachers' teaching experience
Q2: what is your employment status?

<table>
<thead>
<tr>
<th>Options</th>
<th>Subjects</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full time</td>
<td>16</td>
<td>100 %</td>
</tr>
<tr>
<td>Part time</td>
<td>/</td>
<td>/</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100 %</td>
</tr>
</tbody>
</table>

Table 28: Teachers' employment status

The data reported on table 28 show that all teachers are of a full time status. Since all teachers have more than five (5) years teaching they are mainstream secondary level teachers who are able to provide us with the necessary information related to our research.

Figure 32: Teachers' employment status

Section two : (3 → 11)

Q3: What do you think about private tutoring courses?
Table 29: Teachers’ perceptions toward PTCs

The data reported on table 29 show that the majority of teachers (52 %) perceive PTCs to be helpful for improving students' scores. Additionally, it denotes that the aim of PTCs is to improve students’ scores on examinations. Some teachers (18.75 %) presented that PTCs might replace mainstream schools' courses. Another group of teachers (12.5 %) presented that PTCs might help students to practice English. A percentage of 12.5 of teachers indicated that PT helps marks’ improvement and can replace mainstream courses. Finally, some teachers (6.25) presented that PT help improving students’ marks and help practicing the language.

Figure 33: Teachers’ perceptions towards PTCs
Q4: Do you provide English PTCs to baccalaureate students?

<table>
<thead>
<tr>
<th>Options</th>
<th>Subjects</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>8</td>
<td>50%</td>
</tr>
<tr>
<td>No</td>
<td>8</td>
<td>50%</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 30: Teachers' providing PTCs

The data reported on table (30) show that half of the sample produces PTCs and the other does not. Even though, mainstream teachers are prohibited from providing those private courses but it appears clear and unorganized practice of this niche.

![Graph showing 8 subjects for both Yes and No options.](image)

Figure34: Teachers' providing PTCs

Q5: If yes, did you inform your mainstream students?

This question intended to investigate if teachers have a role in engaging students in PTCs.
<table>
<thead>
<tr>
<th>Options</th>
<th>Subjects</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>6</td>
<td>75 %</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>25 %</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>100 %</td>
</tr>
</tbody>
</table>

Table 31: Teachers' role in engaging students in PTCs

Data reported in table (31) show that most teachers (75 %) inform their students about PTCs’ provision. A few group of teachers (25 %) addressed that they do not inform their students. Data indicates that teachers are making PTCs available for students; hence students take advantage of its availability. This also might be presented as corruption (illegal practice) in mainstream schools, at a time where teachers are using their authorities for personal and economic advantages.

Figure 35: Teachers' role in engaging students in PTCs
Q6: If you provide private course indicate you reason(s)?

<table>
<thead>
<tr>
<th>Options</th>
<th>Subjects</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Inability to cover the syllabus due to over crowded classes and time constraints</td>
<td>2</td>
<td>25%</td>
</tr>
<tr>
<td>b. improve your income as you are not satisfied with your mainstream school salary</td>
<td>2</td>
<td>25%</td>
</tr>
<tr>
<td>c. your students ask you to provide them with private courses</td>
<td>3</td>
<td>37.5%</td>
</tr>
<tr>
<td>a+ c</td>
<td>1</td>
<td>12.5%</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 32: Teachers' perceived reasons for providing PTCs

The data reported on table 32 show that the majority of teachers (37.5%) provide PTCs because their students asked them. Some teachers (25%) reported that they provide PTCs because they cannot cover the whole syllabus in mainstream classrooms. However, this result contradicts with what the students claimed in Q21, where they confirm that tutors seldom complete the syllabus (56.8%). Therefore, this could have been solved by the mainstream extra courses' use but teachers and students value more PTCs and ignore the former. Some teachers (25%) addressed that they need supplementation for their low salaries. This denotes that the economic reasons play a great role in the spread of PTCs. 12.5% of teachers indicated that the inability of covering the topic and students wish were their reasons for providing PTCs. This denotes that mainstream classrooms are not sufficient for teachers to cover the whole syllabus.
Q7: If you do not give private courses in English, is it because?

<table>
<thead>
<tr>
<th>Options</th>
<th>Subjects</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. You do not have time to provide private course</td>
<td>3</td>
<td>37.5%</td>
</tr>
<tr>
<td>b. You do not need extra income</td>
<td>2</td>
<td>25%</td>
</tr>
<tr>
<td>c. private courses are banned in Algeria.</td>
<td>1</td>
<td>12.5%</td>
</tr>
<tr>
<td>a+ c</td>
<td>2</td>
<td>25%</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 33: Teachers’ reasons for not providing PTCs

The data reported on table (33) show that the majority of teachers (37.5 %) who do not provide PTCs explained that they do not have time. If we take this reason we might consider that teachers who provide this niche are very busy. This percentage implies that teachers do not provide PTCs for being busy and not for educational reasons which mean that PTCs is a welcomed practice among teachers even it is prohibited. Some teachers (25 %) indicated that they do not practice it since it is banned. A smaller group (12.5 %) presented that they do not
need extra salaries. Other 25 % of teachers indicated that they have no time as well as it is a prohibited activity.

Figure 37: Teachers’ reasons for not providing PTCs

Q8: Do you provide your baccalaureate students with extra lessons in schools?

This question intended to identify if teachers are providing extra mainstream course.

<table>
<thead>
<tr>
<th>Options</th>
<th>Subjects</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>13</td>
<td>81.25 %</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
<td>18.75 %</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100 %</td>
</tr>
</tbody>
</table>

Table 34: Teachers’ providing extra mainstream courses.

The data reported on table (32) show that the majority of teachers (81.25 %) do provide extra mainstream courses. Just a limited number of teachers (18.75 %) do not provide those courses. This represents that students have the ability to take extra mainstream courses
but only some of them take those courses. Those courses also give teachers the opportunity to cover the content that was not covered in schools rather than providing PTCs. It might be concluded that students value more PTCs and that teachers' performances differ in both settings.

Figure 38: Teachers' production of extra mainstream courses

Q9: If you provide private tutoring courses, indicate which type?

<table>
<thead>
<tr>
<th>options</th>
<th>subjects</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. one-to-one</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>b. PTCs in groups of:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b.1. 10-15 student</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>b.2 15-20 student</td>
<td>3</td>
<td>37.5%</td>
</tr>
<tr>
<td>b.3 More than 20 students</td>
<td>2</td>
<td>25%</td>
</tr>
<tr>
<td>c. In private institutes</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>d. Internet tutoring</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>e. a+ b.2</td>
<td>3</td>
<td>37.5%</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 35: Types of PTCs teachers provide
The data reported on table (35) show that teachers provide different types of PTCs. The majority of teachers (37.5%) claimed that they provide PTCs in groups of 15-20 members. The same percentage (37.5, %) represents teachers that they provide both one–to-one tutoring and in a group of more than 20 members. 25 % of teachers reported that they provide PTCs in group of 20 members. From those data, it might be concluded that most teachers provide private tutoring in groups; hence those courses are not so different from the mainstream classrooms. These results also correlate with the students’ answer on the same question (Q9, students’ questionnaire) who claims that PTCs take place in groups of 15 and more than 20 members. All this imply that the learning environment in PTCs is similar to mainstream classes and this raises questions on the effectiveness of PT for which students pay money and get tired from it all the time.

![Figure 39: Types of PTCs teachers provide](image)

**Q10: What do you tackle in the private course?**

This question intended to acknowledge the content of PTCs and its difference from mainstream courses.
<table>
<thead>
<tr>
<th>Options</th>
<th>Subjects</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. The same lesson given in the mainstream school classroom with more practice</td>
<td>2</td>
<td>25%</td>
</tr>
<tr>
<td>b. sample exams given in previous years</td>
<td>1</td>
<td>12.5</td>
</tr>
<tr>
<td>c. re-explain courses that were difficult for students</td>
<td>1</td>
<td>12.5</td>
</tr>
<tr>
<td>a + b</td>
<td>4</td>
<td>50%</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Table 36: Content of PTCs**

The data reported on table 36 show that the majority of teachers (50%) provide sample exams in PTCs with the same mainstream courses. This indicates that PT is examination-oriented. Another group of teachers (25%) addressed that the content of those courses are the same of mainstream classes with more practice which denotes that those PT are not so different from mainstream courses. 12.5% of teachers adds that students have the opportunity to ask for the difficulties they have in the courses presented at mainstream classes.

**Figure 40: Content of PTCs**
Q11: To what extent do you think private tutoring courses are necessary for students who attend their mainstream courses regularly?

<table>
<thead>
<tr>
<th>Options</th>
<th>Subjects</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Very necessary</td>
<td>2</td>
<td>12.5 %</td>
</tr>
<tr>
<td>b. Necessary</td>
<td>7</td>
<td>43.75 %</td>
</tr>
<tr>
<td>c. Unnecessary</td>
<td>7</td>
<td>43.75 %</td>
</tr>
<tr>
<td>d. very unnecessary</td>
<td>0</td>
<td>0 %</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>16</td>
<td>100 %</td>
</tr>
</tbody>
</table>

Table 37: Teachers’ perceptions towards the necessity of PTCs for students

It seems that results of Q4 where half teachers provide PTCs and half do not is revealed in the answers of this question because approximately 43.75 % believed in the necessity of PT where as 43.75 % do not. It can be deduced therefore that those who provide PT believe in its importance and vise-versa.

Figure 41: Teachers' perceptions towards the necessity of PTCs for students
Q12: According to you, the English course offered in the mainstream schools is?

<table>
<thead>
<tr>
<th>Options</th>
<th>Subjects</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Very successful</td>
<td>/</td>
<td>18.75%</td>
</tr>
<tr>
<td>b. Successful</td>
<td>3</td>
<td>81.25%</td>
</tr>
<tr>
<td>c. unsuccessful</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>d. very Unsuccessful</td>
<td>/</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 38: Teachers' perceptions towards the English mainstream courses’ success

The data reported in table 38 show that the majority of teachers (81.25 %) perceive the English mainstream course to be unsuccessful whereas only (18.75 %) indicated that it is successful. This perception of course affects students as well. Importantly, if those courses are perceived to be unsuccessful, then the PTCs are also unsuccessful because they are only a shadow and the conditions of PTCs are so similar to the mainstream ones (overcrowdedness).

Figure42: Teachers' perceptions towards the English mainstream courses’ success
Q13: How would you describe your contribution in mainstream school?

<table>
<thead>
<tr>
<th>Options</th>
<th>Subjects Who provide PTCs</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. You are a competitive teacher and can motivate your students</td>
<td>1</td>
<td>12.5 %</td>
</tr>
<tr>
<td>b. You are able to transmit the course and make your students practice it</td>
<td>2</td>
<td>25 %</td>
</tr>
<tr>
<td>c. The time and schools environment limits your abilities</td>
<td>0</td>
<td>0 %</td>
</tr>
<tr>
<td>a + b</td>
<td>5</td>
<td>62.5%</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>100 %</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Options</th>
<th>Subjects who do not provide PTCs</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. You are a competitive teacher and can motivate your students</td>
<td>1</td>
<td>12.5 %</td>
</tr>
<tr>
<td>b. You are able to transmit the course and make your students practice it</td>
<td>3</td>
<td>37.5%</td>
</tr>
<tr>
<td>c. The time and schools environment limits your abilities</td>
<td>2</td>
<td>25 %</td>
</tr>
<tr>
<td>a + b</td>
<td>2</td>
<td>25 %</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>100 %</td>
</tr>
</tbody>
</table>

**Table 39: Teachers’ description of their contribution in mainstream classes**

The data reported in table 39 show differences between teachers’ perceptions. Firstly, most teachers who provide PTCs (62.5 %) described their contribution as being competitive and able to motivate their students. Some teachers (25 %) indicated that they have the ability to transmit the course and make their students practice it, even though they are producing PTCs. Secondly, 12.5 % of teachers who do not provide PTCs identified that they are competent teachers. A percentage of this group (37.5 %) indicated that they are able to transmit the course and make students practice it. This is taken as an advantage for
mainstream schools, so, in the light of these results one might ask why do those teachers provide PT if they are able to motivate their students in mainstream courses and able to transmit the courses and make students practice it (a+b: 62.5 %). The answer can be related to their different performance in mainstream courses and PTCs which entails that the educational system is at a grievous situation and that the alarming bell should be rung. Some teachers of this group (25 %) indicated that schools environments limit their abilities. This latter reason is taken by both groups and hence represents a weakness in mainstream schools that drive to the practice of PTCs.

![Figure 43: Teachers' description of their contribution in mainstream classes](image)

**Figure 43: Teachers' description of their contribution in mainstream classes**
Q14: How would you describe your colleagues who provide private tutoring?

<table>
<thead>
<tr>
<th>options</th>
<th>subjects</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Greedy</td>
<td>2</td>
<td>25%</td>
</tr>
<tr>
<td>b. Competitive and able to provide both mainstream and private courses</td>
<td>1</td>
<td>12.5%</td>
</tr>
<tr>
<td>c. Better performing in mainstream school classes</td>
<td>2</td>
<td>25%</td>
</tr>
<tr>
<td>d. Better performing in private tutoring courses</td>
<td>3</td>
<td>37.5%</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 40: Teachers’ description of their colleagues

The data reported on table 40 show that the majority of teachers who do not provide PTCs (37.5 %) described their colleagues’ contribution as being greedy and better performance in PTCs. It is surprising that teachers perceive their colleague to be greedy but the fact that drive mainstream teachers to supplement their income through using their power as teachers causes this description that might be taken as corruption. Some teachers (25 %) added that they perform better in private courses. In conclusion, PTCs affect teachers’ performance in mainstream schools.
Figure 44: Teachers’ description of their colleagues providing PTCs.

Q15: How often do you feel pressured and tired of teaching in mainstream schools?

<table>
<thead>
<tr>
<th>Options</th>
<th>Subjects</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. always</td>
<td>7</td>
<td>43.75 %</td>
</tr>
<tr>
<td>b. often</td>
<td>6</td>
<td>37.5 %</td>
</tr>
<tr>
<td>c. sometimes</td>
<td>3</td>
<td>18.75 %</td>
</tr>
<tr>
<td>d. seldom</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>e. never</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100 %</td>
</tr>
</tbody>
</table>

Table 41: Teachers’ frequency of fatigue and pressure in mainstream schools

The data reported on table 41 show that the majority of teachers (43.75 %) always feel pressured during PTCs. Those teachers where all providing PTCs. A Smaller group (37.5 %) of teachers indicated that they often feel tired and pressured during mainstream courses. Whereas, 18.75 % of those teachers indicated that they sometimes feel tired and pressured. Interestingly, teachers who provide PTCs always feel tired during mainstream classes.
Q16: How would you describe the behaviour of your students, who take private courses, inside the mainstream school classroom?

<table>
<thead>
<tr>
<th>Options</th>
<th>Subjects</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Interested</td>
<td>5</td>
<td>31.25 %</td>
</tr>
<tr>
<td>b. Not interested</td>
<td>12</td>
<td>75%</td>
</tr>
<tr>
<td>c. Tired most of the time</td>
<td>4</td>
<td>25%</td>
</tr>
<tr>
<td>d. Active</td>
<td>2</td>
<td>12.5%</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Table 42: Teachers’ descriptions of students who take PTCs**

The data reported on table 42 shows that most teachers (75 %) reported that students who take PTCs are not interested. 31.25 % of teachers addressed that those students are interested. 25 % of teachers perceived them to be tired most of the time. Some teachers (12.5 %) addressed that those students are active in mainstream schools classrooms. Importantly, these results confirm that PTCs have a negative effect on students’ interest in mainstream course and this may reject the present research hypothesis.
Q17: How often do baccalaureate students ignore their English mainstream courses in the last semester?

<table>
<thead>
<tr>
<th>Options</th>
<th>Subjects</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. always</td>
<td>7</td>
<td>43.75 %</td>
</tr>
<tr>
<td>b. often</td>
<td>6</td>
<td>37.5 %</td>
</tr>
<tr>
<td>c. sometimes</td>
<td>3</td>
<td>18.75 %</td>
</tr>
<tr>
<td>d. seldom</td>
<td>/</td>
<td>/</td>
</tr>
<tr>
<td>e. never</td>
<td>/</td>
<td>/</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100 %</td>
</tr>
</tbody>
</table>

Table 43: Teachers’ perceptions towards students’ ignorance of their mainstream classes.

The data reported on table 43 inform that most students (43.75 %) always ignore their mainstream schools. 37.5 % indicated that students often ignore their classrooms. 18.75 % addressed that students sometimes ignore their classrooms. Importantly, students ignore their mainstream classes even though they are in need for those courses to pass the final exam, hence, we conclude that students belittle those courses and value more PTCs. So, if PT causes
an ignorance of the mainstream courses, it has a negative effect and the research hypothesis is rejected.

Figure 47: Teachers’ perceptions toward students’ ignorance of their mainstream classes.

Q18: If you provide private tutoring, how often do you cover the content that you have not completely covered in the mainstream school classroom?

<table>
<thead>
<tr>
<th>Options</th>
<th>Subjects</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. always</td>
<td>/</td>
<td>/</td>
</tr>
<tr>
<td>b. often</td>
<td>/</td>
<td>/</td>
</tr>
<tr>
<td>c. sometimes</td>
<td>3</td>
<td>37.5 %</td>
</tr>
<tr>
<td>d. seldom</td>
<td>/</td>
<td>/</td>
</tr>
<tr>
<td>e. never</td>
<td>5</td>
<td>62.5 %</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>100 %</td>
</tr>
</tbody>
</table>

Table 44: Teachers’ perceptions toward students’ ignorance of their mainstream classes.
The data reported in table 44 shows that most teachers (62 %) indicated that they never present the mainstream course during PTCs. A smaller group (37.5 %) indicated that they seldom complete presenting the courses. These results correlate with the students’ answers in Q21 where they confirmed that 56.8 % of teachers are said to complete the syllabus very rarely. Therefore, the adoption of PTCs is not a positive addition to the educational system, it has rather influenced the mainstream schooling negatively. Hence, on the basis of these findings, the research hypothesis is going to be rejected.

Figure 48: Teachers’ frequency of mainstream courses completion during PTCs

Q19: What were the English marks of the students who took private courses in the BAC exam?

<table>
<thead>
<tr>
<th>Options</th>
<th>Subjects</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. below the average</td>
<td>0</td>
<td>0 %</td>
</tr>
<tr>
<td>b. average</td>
<td>6</td>
<td>37.5 %</td>
</tr>
<tr>
<td>c. above the average</td>
<td>5</td>
<td>31.25 %</td>
</tr>
<tr>
<td>d. no answer</td>
<td>5</td>
<td>31.25 %</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100 %</td>
</tr>
</tbody>
</table>

Table 45: Teachers' perception toward students' marks in baccalaureate exam.
The data presented on table 44 show that the majority of teachers (37.5 %) indicated that students who receive PTCs took an average mark in the baccalaureate exam. Some teachers (31.25 %) presented that those students took above the average. Other teachers who did not provide PTCs (31.25 %) did not present any answer. If we combine the answers of teachers here and those given by students on the same issue in Q23 and Q24 respectively, we may notice that the number of students attending PT is higher than those who do not. Therefore, to draw a conclusion about the positive impact is problematic.

Figure 48: Teachers' perception toward students' marks in baccalaureate exam.

2.4.5. Discussion

Analyzing teachers' questionnaires gave us the opportunity to get information about the teachers’ perceptions towards the practice of PT' activity and its impact on mainstream schools particularly on students, teachers and the consistency of courses' presentation. First, even though PT activity is banned for mainstream teachers, its practice is widely considered as a prevailed phenomenon. Teachers who provide PTCs are found to be weak performing
and most of the time tired during mainstream schools due to this practice. Teachers’ questionnaire also indicated that corruption and negative intentions are present among teachers at a time when they receive extra income and take use of their authority as teachers to invite students to take PTCs. Second, teachers’ questionnaire also denotes that their perception towards mainstream schools affect students and causes fatigue and ignorance to mainstream classrooms, by making PTCs more valuable. Finally, the process of teaching and learning and providing PTCs is caused by the mark disease. Teachers’ questionnaires also addresses that PT helps students to improve their scores, but it disrupts the teaching process in mainstream schools and the consistency of courses' presentation. Therefore, the research hypothesis is going to be rejected.

2.5. Comparison between students and teachers questionnaire

After analyzing teachers’ and students’ questionnaires, an attempt is made to compare the obtained results in order to identify the extent to which students’ and teachers’ perceptions towards PT practice and its impact on mainstream schooling. This comparison aims at highlighting the aspects of agreements and disagreements between students’ and teachers’ questionnaires.

To begin with, PT is a prevailed action among teachers and students. The majority of students are taking PTCs extensively during the last semester from their mainstream teachers in general. In accordance, mainstream teachers make PTCs available for students and acknowledge its use. Reasons of providing and taking PTCs among teachers and students as well as the highlighted advantages of this niche are surrounded around a major issue which is “examinations”. Students’ major reason for taking PT and their identified advantages of those courses are strictly related to scores’ improvement. Similarly, teachers are providing those courses with much focus on sample exams.
As far as PT’s practice is taken by both students and teachers to be valuable, teachers are perceived, from students’ questionnaire, to be better performing during those courses. Similarly, students are more interested in taking PTCs and most of the time ignores mainstream courses. Accordingly, both teachers and students take mainstream courses to be unsuccessful. Teachers addressed that they provide extra mainstream courses but the majority of students do not attend it but rather they take PTCs. In fact, PTCs reported in both questionnaires to improve students’ scores in examinations. To conclude, PTCs are taken to be valuable from both teachers and students than mainstream school courses.

An interested point is that students’ and teachers’ questionnaires in agreement, report that students who take PT are affected negatively. Most students are not interested in mainstream classes and even ignore those classes for attending PTCs. This behaviour weakened the teaching process in mainstream schools. Another point, teachers’ and students’ questionnaires show disagreement in describing teachers’ performance. Students addressed that mainstream teachers are weak performing. Teachers reported their competence and ability of successful courses’ transmission and practice but presented that school environments’, including overcrowded classes and limited time constraints, as a limitation for their performance. In relation, students’ questionnaire reported the unprofessionalism of teachers, at a time when they present mainstream courses during private courses. Not in accordance, teachers’ questionnaire rejects this practice and presented it to be a rare restriction that can not be generalized.

Results from analyzing teachers’ and students’ questionnaires indicate that the practice of PTCs affect both participants negatively and cause fatigue and pressure. Most teachers addressed that they are most of the time tired and pressured when teaching mainstream courses. Finally, considering students’ questionnaire, teachers are better performing during PTCs. In accordance, this presentation attracts students to take PTCs. Hence, PT affects
mainstream schools’ teachers and students negatively. To sum up, the weak performance of teachers in mainstream schools and students' ignorance to this latter causes a weakness in the process of teaching and learning in mainstream schools and prevails the practice of PTCs which are found to influence mainstream courses negatively. Accordingly, the hypothesis that PTCs have positive impact on mainstream schools is rejected.

**Conclusion**

This chapter presented an analysis of both questionnaires in order to investigate their perceptions towards the impact of PTCs on mainstream schools as well as to provide a description for classrooms where PTCs take place. The results of this study show that PT is a widespread phenomenon. It has a positive impact on improving students’ exam scores. Additionally, it provides teachers with extra income. Importantly, mainstream schools where PTCs take place are weak and negatively influenced. This niche disrupts mainstream school classrooms and cause students’ and teachers to belittle those classes and ignore them. Particularly, PTCs cause a lack of interest among students and a lack of professionalism among teachers in mainstream schools. In conclusion, PTCs show more negative impacts on the process of teaching and learning and on participants’ activities in mainstream schools.
**Pedagogical Implications**

The findings of this study could be useful in drawing some pedagogical implications. Accounting the prevalence of PTCs’ practice among students and teachers as it was presented in this study, sheds the light on this virus and might attract governments’ actions towards directing and controlling this activity.

Presenting the negative impact of PTCs might attract students and teachers to change their perceptions which are focused on the usefulness of PT. The results of this investigation have identified weakness and failure in mainstream school courses and system as whole. This fact might attract educational decision makers to revise the basics in schools systems in order to provide more healthy environments. Importantly, this study sheds the light on the examination oriented schools culture that causes the prevalence of PTCs and weakened schools as well. This culture drives students to study only to succeed not to obtain knowledge. This educational system needs to be revised in order to create a more successful one that shifts the focus from exams’ to create more interest in acquiring knowledge, that is to say, curriculum designers should develop programs that emphasize the development of skills based on more mastery learning objectives rather than performance learning which emphasizes only grades.
Limitations of the study

Due to many reasons, the current study is characterized by some limitations that can be summarized as follow:

- The whole sample size (168) did not receive the questionnaire but only 159 students due to time constraints and the difficulty to reach students. This case was the same with teachers’ population, where it was hard to reach all teachers due to time constraints and teachers’ unavailability.

- The sample was limited to first year LMD students of English. More accurate results would be gained if the sample was from other departments as well in which there is a variety of the English mark in the baccalaureate exam.

- Another limitation can be noticed in the number of students who attend PT (97) and those who do not attend PT (62). Having this different numbers may not generate accurate results.
General conclusion

Most students aim to reach a good proficiency level in English. Some students achieve this proficiency inside mainstream schools’ courses. Others take mainstream courses to be insufficient to their needs and improvements. Hence, they engage in PST in order to perform better and attain average scores. This activity might help students in improving their scores but it might also present variant implications on mainstream schools’ classrooms.

This study aimed at investigating the impact of PT on mainstream schooling. It presented two major chapters. The first, tackled the conceptual framework of private tutoring and mainstream schooling. The second chapter constructed of the students’ and teachers’ questionnaires. The questionnaires investigate teachers’ and students’ perceptions toward the impact of PT on mainstream school. After describing and analyzing both questionnaires it is concluded that PT phenomenon have a negative impact on teachers, students and the consistency of course presentation in mainstream schools.

This study provides Algerian students, teachers and governments with insights of what implications might this phenomenon bring into schools.
References:


Lai-yin, K. (2004). *Emergence of demand for private supplemantary tutoring in Hong Kong: arguments, indications and implication.* Hong Kong: Hong Kong institute of education.


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Appendix I: students’ questionnaire

Dear students,

This questionnaire was designed as part of an investigation carried out for Master degree. Its purpose is to investigate students’ perception toward the impact of private tutoring on mainstream schooling.

You are kindly invited to take part in this investigation by completing the questionnaire. Your responses will be treated as confidential and will be used for the stated purpose only. Your contribution is very much appreciated.

Thank you for cooperation

Mrs. Yasmine BOUMAARAFI
Department of English
Oum El Bouagui’ University

Definition of terms

Private tutoring: private courses that students pay for in order to receive supplementation for the education offered at mainstream schools.

Mainstream schools: public schools where you receive formal education.

Mainstream teacher: teachers in mainstream schools

Mainstream students: students in mainstream schools that attend their courses regularly.
Section one: Background information

1. Sex: □ Male □ Female

2. When did you get your baccalaureate? □ Year

3. Which branch you were enrolled in your mainstream secondary school?
   a. Literature and philosophy □
   b. Literature and languages □
   c. Science □

4. To what extent was it important for you to have a good proficiency level in English?
   a. Very important □
   b. Important □
   c. Not important □

Section two: Students’ attitudes toward private tutoring

5. Did you take private tutoring courses in English during your baccalaureate year?
   a. Yes □
   b. No □

6. If yes, who was your Private tutor?
   a. Mainstream teacher □
   b. Another teacher □

7. If yes, why did you take private courses in English? Was it because?
   a. Your marks were bad in tests and exams □
   b. You wanted to prepare well for exams □
   c. You were not satisfied with the English lessons given by mainstream teachers □
   d. You wanted to make up the English lessons you missed in mainstream school □
   e. You enjoyed taking private courses with your peers □
   f. Your mainstream teacher encouraged you to take private courses □

8. What was your reason(s) for not taking private tutoring?
   a. Your marks were good in tests and exams □
   b. Your family helped you with your educational difficulties □
c. you did not have enough money to pay for private courses

d. you attended the extra courses provided in mainstream school classes

9. If you took private tutoring, indicate which type?
   a. Private one-to-one
   b. Private courses in group of □ 10-15 members □ 15-20 members □ more than 20
   c. Private courses in private institutes
   d. Internet tutoring

10. If you took private courses, how often did you receive them?
    During the first semester
    During the last semester

11. Indicate the disadvantage(s) of private tutoring
    a. Tutoring takes up your spare time and causes fatigue □
    b. It is like paying for having the same course of mainstream school in a different setting □
    c. Private tutoring is expensive □

12. If you received private tutoring, indicate its advantage(s)?
    a. Private tutoring makes up for poor quality of teaching in mainstream schools □
    b. Private tutoring gives you the opportunity to make up the lessons you did not attend in school □
    c. Helped you preparing for examination □

Section three:

Students’ attitudes toward the impact of private tutoring on mainstream schools

13. According to you, was the English course given in mainstream schools?
    a. Very successful □ c. unsuccessful □
    b. Successful □ d. Very Unsuccessful □

14. If your answer was c, d what was the cause of this weakness?
    a. Limited time □
b. over crowded classes

c. Poor teaching materials

15. Were you satisfied with your mainstream teacher’s performance?
   a. yes □  b. No □

16. If no, was it because?
   a. The teacher’s explanation was complex □
   b. The teacher only worked with good students. □
   c. The teacher did not provide enough practice activities □

17. How often did you feel pressured and tired before your baccalaureate final exam?
   a. always □  c. sometimes □
   b. often □  d. seldom □
   e. never □

18. How often did you ignore your mainstream school class during the last semester?
   a. always □  c. sometimes □
   b. often □  d. seldom □
   e. never □

19. What was your behavior inside the mainstream schools in your baccalaureate year?
   a. Interested □
   b. Not interested □
   c. Tired most of the time □
   d. Active □
   e. Bored because you already had seen the course □

20. What was the behavior of your classmates who took private English courses inside mainstream school classes?
   a. Interested □
   b. Not interested □
   c. Tired most of the time □
   d. active □
21. If you did not take any English private course, what was your English mark in the baccalaureate exam?
   a. Blow the average □
   b. Average □
   c. above the average □

22. Did the private courses you took improve your mark of English in the baccalaureate exam?
   a. Yes □
   b. No □

23. If you took private tutoring, how often your teacher complete the content that is not completely covered in mainstream schools during private courses?
   a. always □
   c. sometimes □
   e. never □

24. If yes, what was your English mark in the baccalaureate exam?
   a. below the average □
   b. average □
   c. above the average □
Appendix2: teachers’ questionnaire

Dear teachers,

This questionnaire was designed as part of an investigation carried out for Master degree. Its purpose is to investigate teachers’ perception toward the impact of private tutoring on mainstream schooling.

You are kindly invited to take part in this investigation by completing the questionnaire. Your responses will be treated as confidential and will be used for the stated purpose only. Your contribution is very much appreciated.

Thank you for cooperation

Mrs. Yasmine BOUMAARAFI
Department of English
Oum El Bouagui’ University

Definition of terms

Private tutoring: private courses that students pay for in order to receive supplementation for the education offered at mainstream schools.

Mainstream schools: public schools where you receive formal education.

Mainstream teacher: teachers in mainstream schools

Mainstream students: students in mainstream schools that attend their courses regularly.
Section one: Background information

1. How long have you been teaching English? □
2. What is your employment status?
   a. □ Full time           b. □ Part time

Section two: Teachers’ attitude toward private tutoring

3. What do you think about private tutoring courses?
   a. Private tutoring courses help students to improve their exam scores. □
   b. Private tutoring courses can replace mainstream school courses □
   c. Private tutoring courses help students to practice English.

4. Do you provide English private tutoring courses to baccalaureate students?
   a. Yes □ No □

5. If yes, did you inform your mainstream students?
   a. Yes □  b. No □

6. If you provide private course indicate you reason(s)?
   a. Inability to cover the syllabus due to over crowded classes and time constraints □
   b. Improve your income as you are not satisfied with your mainstream school salary □
   c. Your students ask you to provide them with private courses □

7. If you do not give private courses in English, is it because?
   a. You do not have time to provide private courses □
   b. You do not need extra income □
   c. Private courses are banned in Algeria □

8. Do you provide your baccalaureate students with extra lessons in schools?
   a. Yes □  b. No □

9. If you provide private tutoring courses, indicate which type?
   a. Private one-to-one
   b. Private tutoring in group □ 10-15 members □ 15-20 members □ more than 20
   c. Private courses in private institutes □
d. Internet tutoring

10. What do you tackle in the private course?
   a. The same lesson given in the mainstream school classroom with more practice
   b. sample exams given in previous years
   c. another type please identify;……………………………………………………………

11. To what extent do you think private tutoring courses are necessary for students who attend their mainstream courses regularly?
   a. Very necessary
   b. Necessary
   c. very unnecessary
   d. Unnecessary

Section three: Teachers’ attitude toward the impact of private tutoring on mainstream schools

12. According to you, the English course offered in mainstream schools is?
   a. Very successful
   b. Successful
   c. very unsuccessful
   d. Unsuccessful

13. How would you describe your contribution in mainstream school?
   a. You are a competitive teacher and can motivate your students
   b. You are able to transmit the course and make your students practice it
   c. The time and schools environment limits your abilities

14. How would you describe your colleagues who provide private tutoring?
   a. Greedy
   b. Competitive and able to provide both mainstream and private courses
   c. Better performing in mainstream school classes
   d. Better performing in private tutoring courses

15. How often do you feel pressured and tired of teaching in mainstream schools?
   a. always
   b. often
   c. sometimes
   d. seldom
   e. never

16. How would you describe the behaviour of your students, who take private courses, inside the mainstream school classroom?
17. How often do baccalaureate students ignore their English mainstream courses in the last semester?
   a. always  
   b. often  
   c. sometimes  
   d. seldom  
   e. never  

18. If you provide private tutoring, how often do you cover the content that you have not completely covered in the mainstream school classroom.
   a. always  
   b. often  
   c. sometimes  
   e. never  

19. What were the English marks of the students who took private courses in the BAC exam?
   a. below the average  
   b. average  
   c. above the average
Résumé

Par Les processus d'enseignement et d'apprentissage besoins règles contrôlées pour être efficace. Écoles représentent le réglage de ce processus où les enseignants fournissent des instructions que les élèves reçoivent dans les classes formelles. Ces règles pourraient être cassés à partir soit des enseignants ou des élèves. Il est évident que le phénomène de soutien scolaire privé est considéré comme une activité de l'étranger sur le système des écoles publiques. Les deux participants sont contrôlés par de nombreuses règles qui créent un processus efficace. Toutefois, les règles conséquentes, la présentation de son influence sur le système de l'école ordinaire réglementée de besoin d'être reconnu. Fait intéressant, le but de cette étude est d'étudier l'impact du soutien scolaire privé sur les écoles ordinaires. Pour atteindre le but, une méthode descriptive a été appliquée en deux questionnaires qui ont été utilisés. Le premier a été donné aux étudiants de première année d'anglais à L'Arbi ben Mhidi univversity, Oum El Bouaghui. Le second questionnaire a été remis aux enseignants d'anglais dans les écoles secondaires, à Oum El Bouaghui. Les résultats des deux questionnaires ont révélé l'impact négatif de PT sur la scolarité classique. Surtout, cet impact négatif éclaire le phénomène de PT afin d'attirer l'attention des gouvernements vers un contrôle considérable de PTC à un moment où une nécessaire révision des normes de base du système scolaire ordinaire doit avoir lieu.
الملخص

 عملية التعلم والتعلم تتحكم بها قواعد تكون قيمة فعالة. المدارس تمثل مكتبة هذه العملية حيث وفر المعلمين التعليمات التي تسلمها الطلاب في الفصول الدراسية الرسمية. يتم التحكم في كل من المشاركين من خلال العديد من القواعد التي تخلق عملية فعالة. ومع ذلك، فإنه من الممكن لهذه القواعد إن تكسر من المعلمين أو الطلاب. من الواضح أن ظاهرة الدروس الخصوصية تؤثر كنشاط أجنبي على نظام توجيه المدارس العامة. لذلك، من اللازم تقديم تأثيرها على نظام المدارس العامة. من المثير للاهتمام، إن الهدف من هذه الدراسة هو استبان تأثير الدروس الخصوصية على المدارس العادية.

 للوصول إلى الهدف، تم تطبيق النهج الوصفي حيث استخدم استبيانين. أعطيت أول واحد لطلاب السنة الأولى في اللغة الإنجليزية. إما الثاني فقدم لمعلمي اللغة الإنجليزية. وكشفت نتائج الاستبيانين الأثر السلبي لظاهرة الدروس الخصوصية. الأهم من ذلك، هذا تأثير سلبي يسلط الضوء على هذه الظاهرة لمراجعة للمعايير الأساسية للنظام المدرسي العادي.