

PEOPLE' DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
FACULTY OF FOREIGN LANGUAGES
DEPARTMENT OF ENGLISH



MASTER IN
Psycholinguistics Issues in English Language Teaching

**The Private Supplementary Tutoring and Its Impact on the
learners 'Academic Achievement**

The case study: Third year students at Ahmed Abdelghani High
School-Mostaganem

Submitted by: Hafsa NAIMI

Members of the Board:

Chairperson :Mrs.Sofia BAHRAOUI

Supervisor: Dr.Melouka ZIANI

Examiner: Rajaa ADNANI

Academic Year: 2017-2018

Dedication

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

To my beloved parents, source of happiness and success in my life. May Allah bless them.

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

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

To my extended family and the many friends, who have been so supportive and encouraged the fulfillment of this work.

Acknowledgments

*I would like to announce special thanks to my supervisor, **Dr.MeloukaZIANI**, for being kind enough to accept directing this work with all her academic engagements. I would also like to thank her for the accurate advice she put forward and for her patience with me throughout the stages of this research.*

*I would like to thank the examiners **MrsAdnani** and **MrsBahraoui** for having accepted to read my work and being part of my committee.*

I would also like to express my thanks to all my teachers of Master (Didactics and Applied Linguistics) for providing and helping me to collect much of the data inside and outside the classroom. My doubt to them is incalculable.

My final heartfelt and acknowledgment goes to my family.

Their encouragements and supports were important to me to carry on this milestone stem in my education.

To all those who believes in me and pried for my success.

Abstract

Nowadays, Algerian educational system faces a complex phenomenon which is the private supplementary tutoring. Hence, the majority of students become relying on that concept. Tutoring which made ignore the formal studies and some teachers exploit the situation for financial side. Thus, the private supplementary tutoring can be seen as an educational ,social, ethical and economical phenomenon in Algeria .This study aims to investigate the private supplementary tutoring and its effect on third year learners of Ahmed Abdelghani high school in Mostaganem .in addition to identify the main reasons that drove the students and teachers to deal with tutoring and trying to achieve solutions in order to overcome this phenomenon .this research based on two questionnaire addressed to both teachers and learners of Ahmed Abdelghani high school in Mostaganem . The data revealed that among the reasons leading some learners to resort to the private supplementary tutoring are the bad level in some subjects and the need of more information and explanation and also the lack of receiving information from the teachers. On the other hand, some teachers supported tutoring of financial and educational reasons.

Key words:

Private supplementary tutoring. teachers, learners, academic achievement.

List of figures

Figure 1.Reasons that leads the teacher to offer the private supplementary tutorials.

Figure 2.Teachers' opinions about if the private supplementary tutorials improve their financial situation.

Figure 3.Teachers' responses about the reasons that lead students resorting the private supplementary tutorials.

Figure 4 .Teachers 'opinions about the idea of the private supplementary tutorials in Algeria.

Figure 5. Teachers' responses about if their salary is enough or not.

Figure 6.The most demanding level of resorting the private supplementary tutorials in the high school.

Figure 7.The most demanding subjects for resorting the private supplementary tutorials according to the teachers.

Figure 8.Teachers' suggestions to avoid this phenomenon in Algeria.

List of tables

Table1 .Learners' ages.

Table2 .Learners' gender

Table3 .Reasons leading to the private supplementary tutorials according to the pupils .

Table4 . The most receiving subjects in the private supplementary tutorials .

Table 5.Pupils' responses if they improve their level after tutoring.

Table6 .Pupils' responses of their level after doing private supplementary tutorials.

Table 7. How the private supplementary tutorials make the pupils.

Table 8 .Pupils' responses about the decision of resorting the private supplementary tutorials.

Table9.Pupils 'responses about the effect of the private supplementary tutorials on the financial income of their parents.

Table 10. Pupil' opinions about if they can avoid this phenomenon in algeria.

Table11 .Pupils'suggestions to solve the phenomenon of private supplementary tutorials in Algeria.

Table of contents

Dedication.....	I
Acknowledgement.....	II
Abstract.....	III
List of Figure.....	IV
List of Tables.....	V
Table of Contents.....	VI
General introduction.....	1
Chapter one: Overview of Private Supplementary Tutoring	
Introduction.....	5
I.1. Definition of private supplementary tutoring.....	6
I.2. Factors of spreading the private supplementary tutoring.....	6
I.2.1.Educational and school factors.....	6
I.2.2.Factors related to the student.....	7
I.2.3.Factors related to the teacher.....	7
I.3.The effects of private supplementary tutoring.....	8
I.3.1. The positive effects.....	8
I.3.2.The negative effects.....	9
Conclusion.....	9

Chapter Two: Field work of the study

Introduction.....	10
II.1 Teacher’s questionnaire.....	10
II.1.1. Description of Teacher’s Questionnaire.....	10
II.1.2. Administration of Teachers’ Questionnaire.....	10
II.1.3. Analysis of Teacher’s Questionnaire.....	10
Conclusion.....	17
II.2 Learner’s questionnaire.....	18
II.2.1. Description of Learner’s Questionnaire.....	18
II.2.2. Administration of Learner’ Questionnaire.....	18
II.3.3. Analysis of Learner’s Questionnaire.....	19
Conclusion	26

Chapter three: Interpretation of data and Recommendations

Introduction.....	27
III.1.Recommendation and Implications.....	27
III.2.Suggestions.....	28
III.3.Suggested solutions to avoid the private supplementary tutoring.....	29
Conclusion.....	29
General conclusion.....	31

Bibliography.....	32
Appendices.....	34

General Introduction

The educational system in Algeria attest a massive number of limitations, many educational institutions struggle to meet the student's needs and this is very common problem. One of the most common issues that has grown significantly in the society is the private supplementary tutoring which has long been a major phenomenon in Algeria and it has become an almost universally pervasive phenomenon. This happen for a number of reasons , mainly because of the bad level of the students or the lack of receiving information from the teacher in classroom and also the need of more information and explanations .Whereas the financial and the educational reasons for the teachers .Naturally ,this is not an easy problem to solve and it would be wrong to suggest that there are any simple solutions .that are why we decided to make this research in order to answer the questions that are asked including what are the main reasons that lead both teachers and students to resort to the private supplementary tutoring ? And what are the suggested solutions to diminish to phenomenon of private supplementary tutoring?

Hypotheses

To answer the research questions formulated above, it has been hypothesized the following:

- some students resort to the private tutorials because of the bad level in some subjectssuch as science and mathematics especially for the classes of exam (baccalaureate)
- The teachers offer the extra courses as a mean of financial source.
- The main proposed solutions to reduce this phenomenon is to make the teachers under the governmental control and improve their situation financially.
- Organize remedial programs supervising by the Algerian educational system in order to meet the students 'needs

General Introduction

Motivation

Among the reasons that motivated me to choose this topic which is considered as a social and educational phenomenon and it becomes like a savior for many students and also a financial source for some teachers .moreover, The spread of the culture of the private tutorials for students and their parents become like a necessity of success especially for the classes of exam.

Methodology

Choice of the method

The most suitable method in my research is the analytical method .because we want to investigate the reasons behind the spread of the private supplementary tutoring in Algeria and also to find solutions to overcome this phenomenon.

Population of the study:

The population of this study consists mainly of teachers and third year pupils of Ahmed Abd Elghani High school at Mostaganem.

Data Gathering Tools

Questionnaires

The data will be collected through teachers and students 'questionnaires .we use teachers questionnaire as a research tool in order to probe the opinion of teachers about the private supplementary tutoring and the main reasons that lead them to offer this kind of tutoring and provide solutions to avoid it .we use the students of high school in order to know the reasons that lead them to resort the private supplementary tutoring and to give suggestion to avoid this phenomenon.

General Introduction

The questionnaire is designed for 15 students and it include 11 questions and another questionnaire which include 8 questions and i twill be addressed for 4 teachers.

Aim of the study

The objectives of this research are as follows:

- To propose suggestions and solutions in order to avoid the phenomenon of private tutorials.
- To shed light on this phenomenon and make the students and even their parents aware of the negative impacts on their educational level and the ethical and economical affect.
- To identify the reasons that lead the teachers offer this kind of extra courses.
- To identify the reasons that lead the students to resort to the private tutorials.

Delimitation and limitation of the study

As in any research, research may face many difficulties in his/her. In our case we face the following main obstacles:

- The different version of methodology confused us which one to follow.
- The problem of time constraints
- Some learners were not serious in answering our question

General Introduction

Structure of the study

Our research is divided into three main chapter .the first chapter dealt with all what is essential and substantial about the private supplementary tutoring ,its definition , its negative and positive impacts and the reasons behind the private supplementary tutoring spread and the solutions to overcome this phenomenon .the second chapter considers the field work of study .it dealt with the data analysis of both teachers and learners questionnaires to see if our result rejects or accept our hypotheses .the third and the last attached to the discussion of previous result . it also treats some educational and recommendations directed to both teachers and students.

Chapter one:
Overview of Private
Supplementary Tutoring

Overview Of Private Supplementary Tutoring

Introduction

Private Supplementartytutoring constitute a delicate topic, both on the social and educational level. It is safe to say that people are not unanimous about it, some approve whereas others disapprove. Furthermore this topic has brought a serious debate about its true meaning, its reasons, its use, and its positive and negative aspects. Beside this, it tackles the remedial alternatives and solutions to fix our educational system to transform this means from a controversial topic to a cultural and an intellectual heritage which can lead to a better acceleration of the abilities and capacities of the young students.

Right from this point, we are going to discuss briefly in this chapter the true content and the real meaning of the Private Supplementary tutoring, and the factors and issues which are interested in them in the field of academic education. Add to this not forget to mention its drawbacks by providing concrete solution both on the short and long term.

I.1Definition of Private Supplementary Tutoring

Many terms have been used to describe what is the private supplementartytutoring, this concept can be defined as tutoring in academic subjects such as languages and mathematics that is provided by the tutor for financial gain (Bray, 2003) .Private supplementarty tutoring widely known as a shadow education because of the way that it follows the formal studies, it has greatly spread around the world. It provides employment for teacher occupies the time of students and help them to improve their level. On the other hand ,it makes learners to rely on resorting private supplementarty tutoring and ignore the importance of studying at schools(Bray, 2016).Private supplementary tutoring has become a major daily activity for learners, tutors and families(Kwo, 2016).Private supplementary tutoring consists of a series of activities to mainstream schooling, its aims to enhance the student's academic performance in exchange for monetary payment(Bray , 2006).

Overview Of Private Supplementary Tutoring

I.2. Factors of spreading the private supplementary tutoring

It is a widespread global phenomenon, it is on an increasing trend both in magnitude and intensity. There are many factors that have been identified as influencing the private supplementary tutoring such as educational, social, economical and ethical factors (Bray, 2005, 2009, 2010).

I.2.1. Educational and school factors

- The insufficiency in educational level and immature and unqualified or inexperienced teachers may lead the students to resort to the private supplementary tutoring.
- Using complex methods when teaching, and neglecting the less fortunate minds will result in students seeking better teaching services outside school.
- Among the factors that contributed to the creation of private supplementary tutoring professionals (teachers) to predict and guess the exam questions, and therefore the student resorts to it, in order to obtain high grades and marks, what makes them ignore the teacher's explanation in classroom, because he has another alternative outside the school.
- The absence of control from the department of education helps to spread this phenomenon.
- The overcrowding in classroom is one of the main factors of resorting to private supplementary tutoring so that the teacher cannot provide all the information to the students.

Overview Of Private Supplementary Tutoring

I.2.2.Factors related to the student

- Provide supplementary tutoring improve the students learning and it also provides constructive activities for them during out of school hours (Bray, 2003).
- Some families view the private supplementary tutoring as social duties, or a sign of their economic and social statue.
- The lack or the absence of doing homework which can stimulate the student's brain.
- The need to pass good examinations grade is a major factor driving the need for the private supplementary tutoring (Biswal, 2009, Dang 2006).
- Some students lead to resort the private supplementary tutoring in order to obtain good result and marks qualified for admission to good university profession.
- The new technology that has emerged is the one of the main factors of the private supplementary tutoring the student is occupied with mobile phones and internet forgetting his duties towards his studies and so he resort to private supplementary tutoring to make up the lost lessons .

I.2.3 Factors related to teachers

- Private supplementary tutoring shapes the live hood of the tutors .some tutors are mainstream teachers who gain extra incomes from supplementary lessons (Bray, 2005).
- The insufficiency of the monthly salary of the teachers would lead them to offer private lessons.

Overview Of Private Supplementary Tutoring

- There is a broad consensus that teachers 'remuneration is grossly inadequate where unlike other professions their total pay despite being professionals does not cover basic household survival, let alone enable them to reasonable standard of living (Benell,2007) .
- The pressure for need for additional financial resources to cover their basic needs or greed of some of teachers acts as a motivation for teachers to engage in private supplementary tutorial.

I.3.1The effects of private supplementary tutoring

The researches in this area provide extremely mixed results, with many claiming that the private supplementary tutoring impacts the learner's academic achievement and the social and economic sides negatively and positively

I.3.1 Positive Effects

Advocates of private supplementary tutoring have claimed that the private supplementary tutoring raises student's academic performance and help the students to increase their confidence, enjoyment and motivation in a subject (Biswal, 2009). private supplementary tutoring has some benefits such as helping students catch up after temporarily falling in subjects, learning a subject outside the school environment ,stretching the learners further or give closer attention to their personal needs is not possible in a normal class environment (Dang,2006). More positively private supplementary tutoring can be seen as a mechanism through which students extend their learning and gain additional human capital which benefits the wider societies of which they are part .supplementary tutoring may also help the strong students to get more out of their mainstream classes.

Overview Of Private Supplementary Tutoring

I.3.2The negative Effects

While private supplementary may have positive effects for instance improving students learning and providing constructive activities for students during out of school hours and providing incomes and employment for tutors , it can also have negative effects (Mark Bray ,P13,2003),however ,supplementary tutoring for everything including homework and exam tips .as a result ,classroom attention create discipline problems for teachers so that private supplementary tutoring is becoming more important than the classroom experience (yassmeen p-23,1999) .Critics said that private supplementary tutoring can distort the curriculum in the mainstream system ,upsetting the sequences of learning planned by mainstream teachers and exacerbating diversity in classrooms.(Mark Bray ,p1,2007) .moreover, Forcing students to take private supplementary tutoring could cause a decrease in their self confidence ,which could lead them to become passive and not having the capacity to make their own choice and decision .

Conclusion

This chapter presented a theoretical background of private supplementary tutoring. As it has been shown, its definition, its factors of spread of this phenomenon, its positive and negative impact on the academic achievement and the Algerian educational system . In addition to that, we suggest some solutions to overcome or to avoid leading with this phenomenon.

Overview Of Private Supplementary Tutoring

Chapter Two:
The Field Work

The Field Work of the Study

Introduction

The second part of this dissertation is the field work of our research and we devote it to explain and analyze the data that we have collected via a suitable research instrument. In order to fulfill our objectives and validate our hypothesis, which assume that some students rely on the private supplementary tutorials in order to improve their level. Besides, some teachers offer the private supplementary tutorials as a mean of financial source. Furthermore, we have chosen two parts of questionnaire; teachers 'questionnaire and learners' questionnaire. Foremost, this chapter tackles the description of both questionnaires. Besides, their administrations and analysis .Likewise, this chapter provides the discussion of the main findings of our study.

1-Teacher's Questionnaire

1.2. Description of the questionnaire

The present questionnaire consists of seven (7) closed-ended questions and one (1)opened-ended question .All the questions were the same for all the intended teachers , they were about the main reasons of resorting to the private supplementary tutorials and its implications on the academic achievement in Algeria and proposed solutions to avoid this phenomenon.

1.2. Administration of the questionnaire

The teachers' questionnaire was administered to four teachers of English language in Ahmed Abdelghani high school at Mostaganem .All the teachers were so helpful.

1.3. The analysis of teacher's questionnaire

Question one: What are the main reasons that lead you to offer the private supplementary tutorials?

The Field Work of the Study

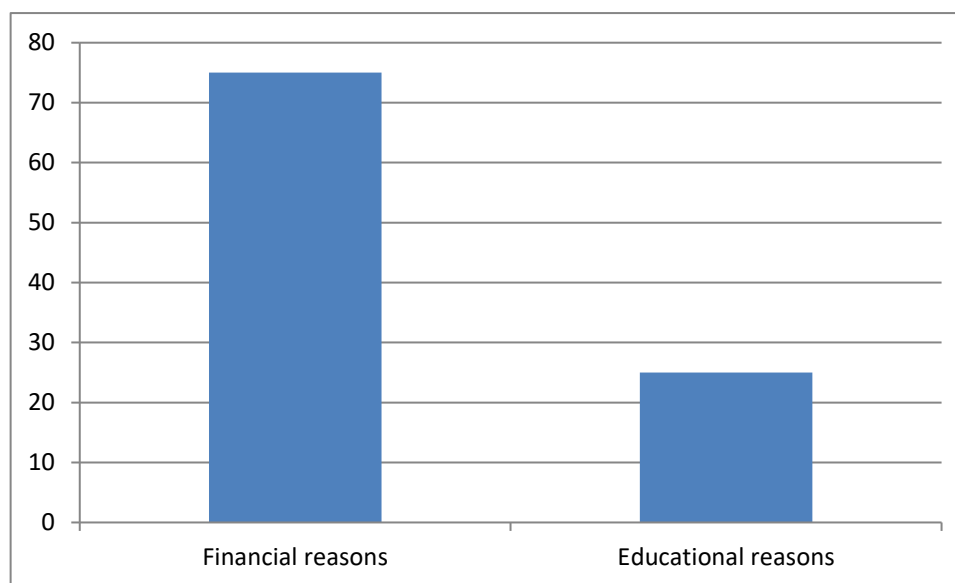


Figure1: The reason that lead the teacher to offer the private supplementary tutorials.

From the results obtained from the table above, the majority of the teachers (75%) claimed that they offer the private supplementary tutorials because of the financial reasons. Whereas The rest of the teachers (25%) said that they offer the private supplementary tutorials because of the educational level.

Question two: Do you think that the private supplementary tutorials improve your financial situation?

The Field Work of the Study

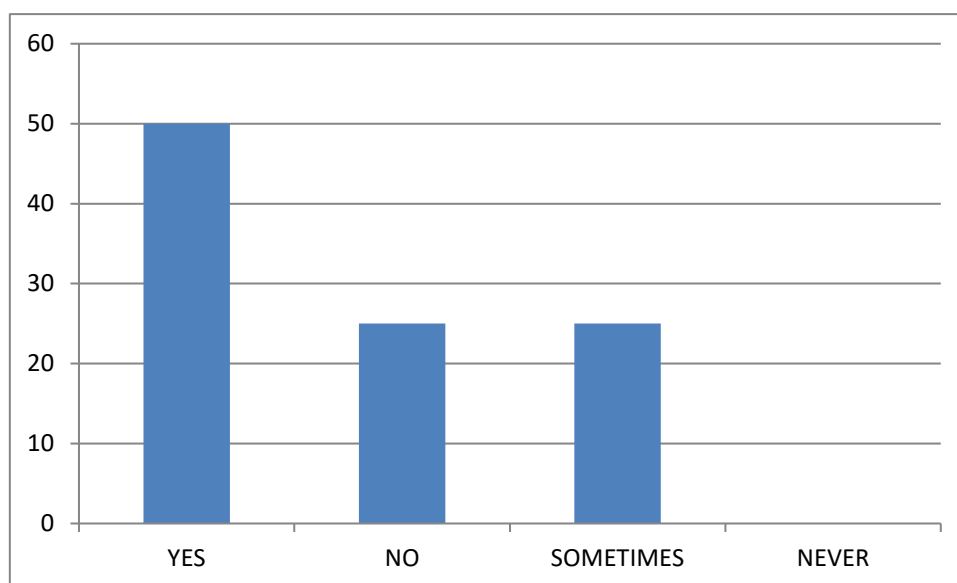


Figure 2 :Teachers’ opinions about if the private supplementary tutorials improve their Financial situation.

According to the statistics on the table above, half of the participants (50%) claimed that the private supplementary tutorials improve their situation level. Whereas only (25%) of the teachers said that the private supplementary tutorials sometimes improve their financial situation. Also (25%)of the teachers said that the private supplementary tutorials do not improve their financial situation and none of the teacher answered by the private supplementary tutorials never improve their financial situation.

Question three: what are the main reasons that lead the students to resort to the private supplementary tutorials?

The Field Work of the Study

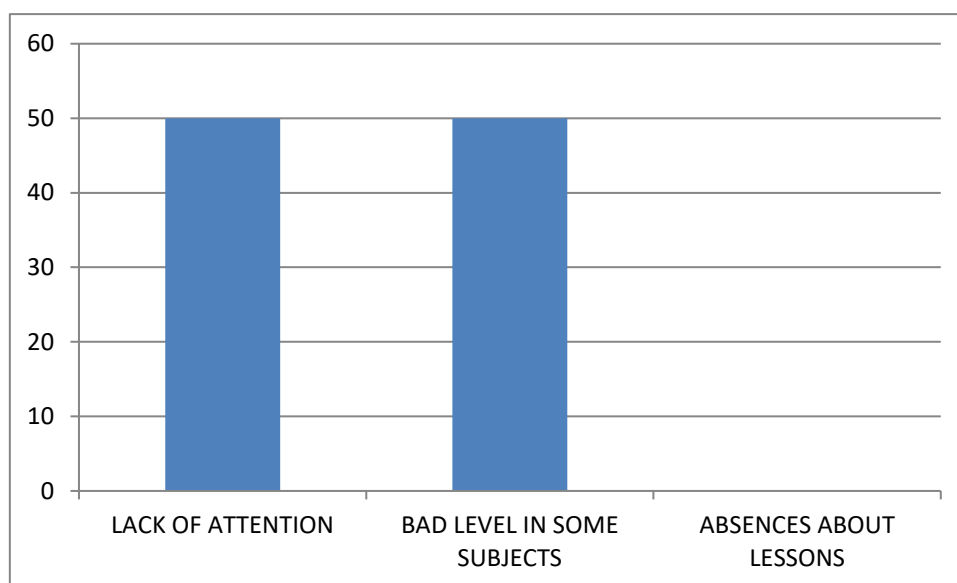


Figure 3 :Teachers' responses about the reasons that lead students resorting the private supplementary tutorials.

The results of this question revealed that around (50%)of the teachers said that the main reason that lead students to resort to the private supplementary tutorials because of the lack of attention in class. On the other hand, (50%) of the teachers claimed that the main reason that lead students to resort to the private supplementary tutorials because of the bad level in some subjects. Whereas, none of the teacher answered that the main reason that lead students to resort to the private supplementary tutorials because of the absences about lessons.

Question four: Are you with or against the idea of private supplementary tutorials In Algeria?

The Field Work of the Study

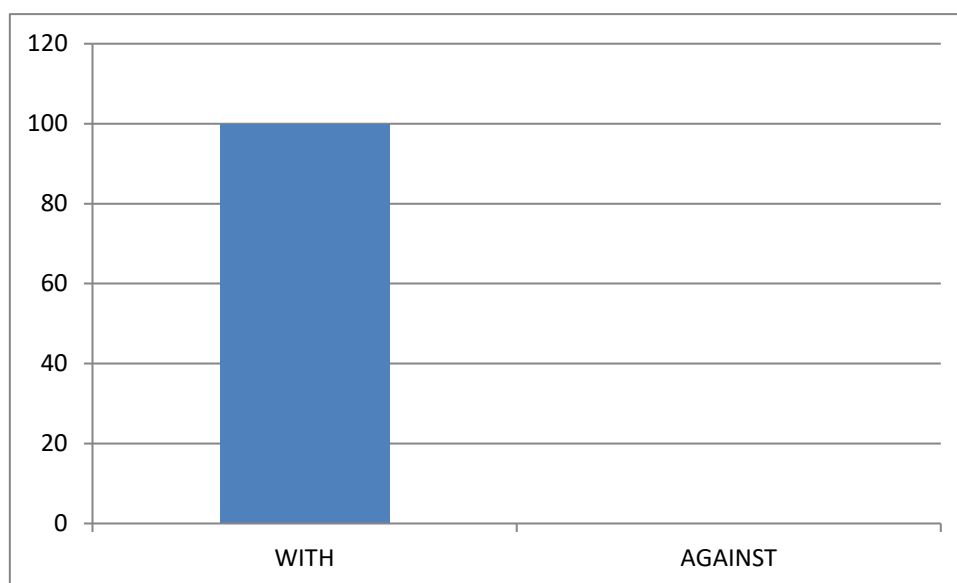


Figure 4 :Teachers ‘opinions about the idea of the private supplementary tutorials in Algeria.

From the results obtained from the table above, we see that all the participants (100%) Claimed that they are with the idea of private supplementary tutorials in Algeria. Whereas; none of the teacher said that they are against the idea of private supplementary tutorials in Algeria

Question five: As a teacher of high school; do you think that your salary is enough?

The Field Work of the Study

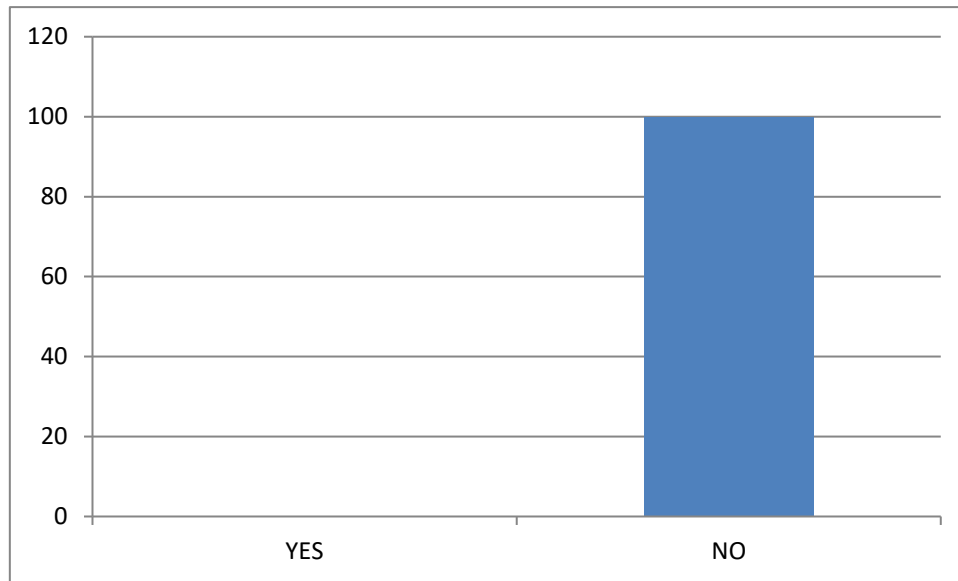


Figure 5 :Teachers' responses about if their salary is enough or not.

The results of this question show that all the teachers (100%) think that their salary is not enough. Whereas; none of the teacher thinks that their salary is enough.

Question six: what is the most demanding level for resorting to the private supplementary tutorials in the high school?

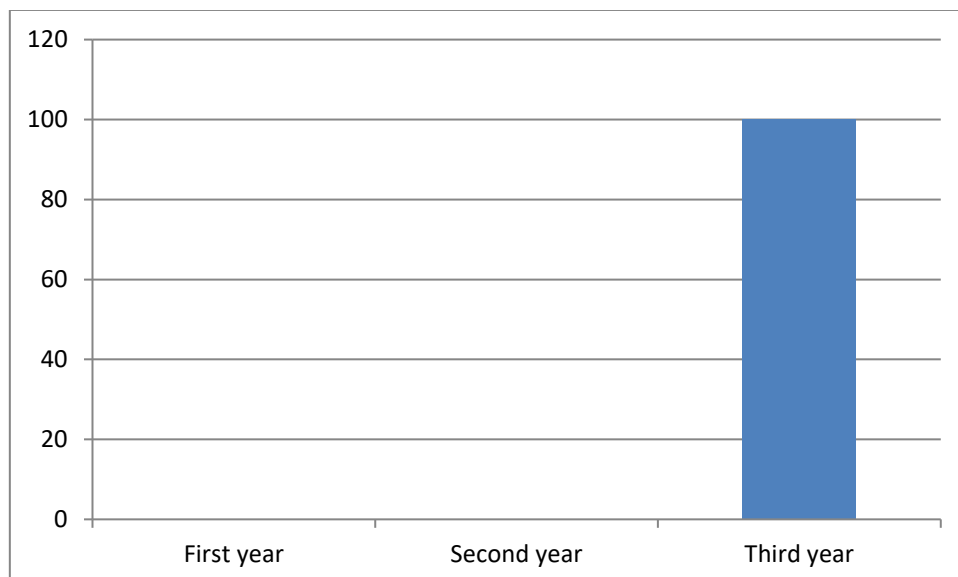


Figure 6 :The most demanding level of resorting the private supplementary tutorials in the high school

The Field Work of the Study

According to the statistics of the table above, we see that all the participants (100%) claimed that the third year (Baccalaureate) is the most demanding level for resorting to the private supplementary tutorials in the high school. Whereas; none of the teacher said that the first and the second year is the most demanding level for resorting to the private supplementary tutorials in high school.

Question seven: What are the most demanding subjects for resorting to the private supplementary tutorials?

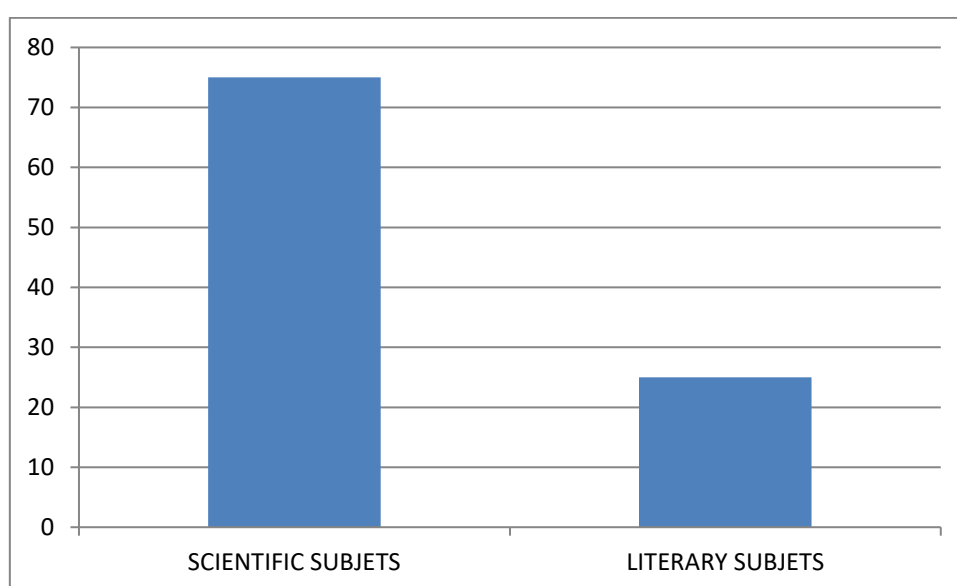


Figure 7 : The most demanding subjects for resorting the private supplementary tutorials according to the teachers.

From the results obtained from the table above, we see that the majority of the teachers (75%) said that the scientific subjects are the most demanding subjects for resorting to the private supplementary tutorials. Whereas just (25%) of the teachers claimed that the literary subjects are the most demanding subjects for resorting to the private supplementary tutorials.

Question eight: In your opinion; what are the main solutions you suggest to avoid the private supplementary tutorials?

The Field Work of the Study

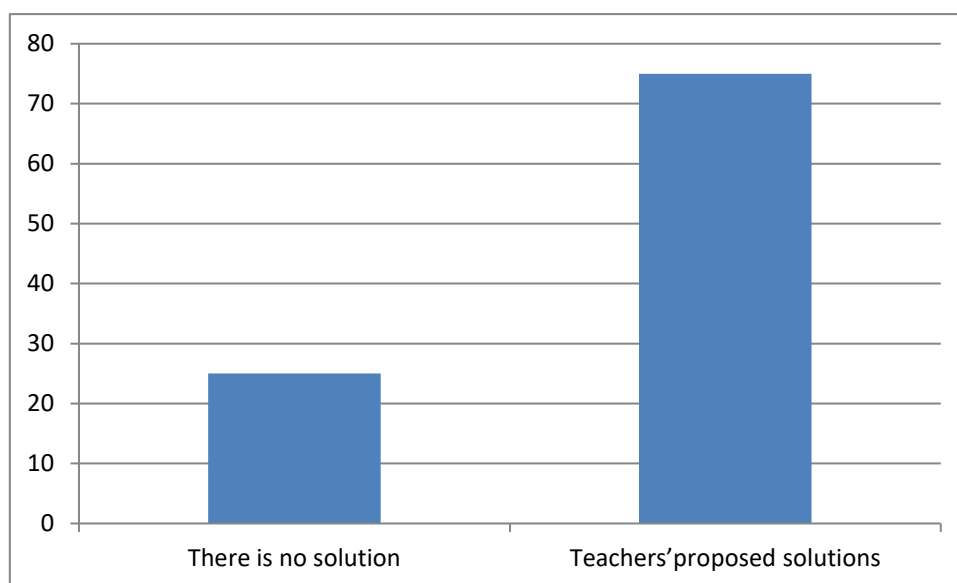


Figure 8 :Teachers' suggestions to avoid this phenomenon in Algeria.

Through the answers of the teachers; I came across a variety of solutions suggested by (75%) of the teachers. Some of them said that the government must organize remedial programs supervising by the educational institutions and the schools in order to improve the level of students and help them in need. Whereas; some teachers said that the government must fight the overcrowding in schools and also must raise the teacher's salary. In another hand; (25%) of the teachers said that there is no solution for this phenomenon and they said that the government cannot dispense with this phenomenon and this is due to the failure of the educational system in Algeria.

Conclusion

The findings of the teachers 'questionnaire demonstrate that the majority of the teachers recognize that they offer the private supplementary tutoring because of the financial reasons but unfortunately a small member of teachers said that they offer tutoring for educational reasons. On the other hand, some teachers provide solutions to avoid this phenomenon, there are teachers who said that the government must raise the teachers' salary and others said that the educational system must organize remedial programs supervising by schools and

The Field Work of the Study

institutions. Whereas as some teachers said that there is no solution to avoid this phenomenon because of the failure of the educational system in Algeria.

Learners' questionnaire

Description of the questionnaire

This questionnaire consists of eleven questions. They are divided into two sections:

Section one: It includes general information which consists of two main questions; it is about the age of the learners and their sex.

Sectiontwo: It includes nine questions, investigating the main reasons of resorting to the private supplementary tutorials and their impact of the academic achievement and their educational level, also to provide solutions to reduce this phenomenon in Algeria.

Administration o the questionnaire:

The present questionnaire was given to one group of third year pupils of Ahmed Abdelghani high school in Mostaganem. The group contains 22 pupils and we received just 15 answers because 4 learners were absent and 3 didn't complete answering the questionnaire. The participants answered the questionnaire in their classroom with the presence of their teacher.

The Field Work of the Study

Analysis of learner's questionnaire

Section one:

Question one: Learners 'ages:

Option	Number	Percentage
17	6	40
18	7	46.7
19	2	13.3

Table 1: Learners' ages

A quick glimpse at this table will reveal that there are (3) age groups in our selected sample. All of them are teenage pupils whose ages vary between 17 years old and 19 years old. Out of the total number of the sample (15). We have 7 pupils (46.7%) of 18 years old and 6pupils (40%) of 17 years old and just 2 pupils (13.3%)of 19 years old they either have repeated the year or not having their primary education early.

Question two: learners' gender

Option	Number	Percentage
Male	10	66.7
Female	5	33.3

Table 2: Learners' gender

According to the resultshowed in the tableabove , it is remarkable that male pupils outnumber females. This is even the case with regard to the sample under study .We

The Field Work of the Study

have recorded just 5 female subjects put of a total of 15 making up (33.3%). Whereas the rest is of a male gender, that is 10 (66.6%). Although, they were a big number of girls' pupils but unfortunately male gender answered more than female gender.

Question three: What are the reasons that lead you resorting the private supplementary tutorials in some subjects?

Years	Number	Percentage
Bad marks	8	53.4
For more explanation and understanding	5	33.3
Lack of receiving information from the teacher	2	13.3

Table 3: reasons leading to the private supplementary tutorials.

According to the table above, it is obvious that the majority of the pupils (8) making up (53.4%) stated that they resort to the private supplementary tutorials because of getting bad marks in some subjects. Whereas ;(33.3%) of the participants claimed that among main reasons of getting private supplementary tutorials in some subjects are to get more explanation and understanding. And the rest of the participants making up (13.3 %) answered by saying that the main reason of resorting the private supplementary tutorials is the lack of receiving information from the teacher.

The Field Work of the Study

Section two:

Question one: In which subjects you receive the private supplementary tutorials ?

Option	Number	Percentage
Scientific subjects	13	86.6
Literary subjects	2	13.4

Table 4: The most receiving subjects in the private supplementary tutorials

The results of this question show that the majority of the participants 13 making up (86.6%) receive the private supplementary tutorials in the scientific subjects like mathematics physics and science. Whereas a few members of the participants (13.4%) declared that they receive the private supplementary tutorials in the literary subjects.

Question three : Did you improve your level in the subjects in which you received tutoring?

Option	Number	Percentage
yes	12	80
no	0	0
somtimes	3	20

Table 5: Pupils' responses if they improve their level after tutoring.

The Field Work of the Study

According to the table above, the majority of the pupils 12 making up (80 %) claimed that they improve their level in the subjects which they received tutoring and none of the pupils declared that they improve their level. Whereas just 3 of the pupils making up (20 %) said that they sometimes improve their level depending on the subjects they received tutoring.

Question four: Do you think that the private supplementary tutorials improve the educational level for the students?

Option	Number	Percentage
Yes	10	60.7
No	1	6.7
Sometimes	4	26.6

Table 6: Pupils' responses of their level after doing private supplementary tutorials.

The results of this question show that the majority of the learners (60.7%) think that the private supplementary tutoring improve the educational level for the students. And around. (6.7 %) of the pupils don't think that the private supplementary tutorials improve their educational level. Whereas, (26.6%) of the pupils think that the private supplementary tutorials sometimes improve the educational of the students.

The Field Work of the Study

Question five: The private supplementary tutorials make you?

Option	Number	Percentage
Ignore the explanation of the teacher	9	60
More interested in the explanation of the teacher	6	40

Table 7: How the private supplementary tutoring make the pupils.

According to the table above, the majority of the pupils 9making up (60%)stated that the private supplementary tutoring make them ignore the explanation of the teacher. Whereas, (40%) of the pupils declared that the private supplementary tutorials make them more interested in the explanation of the teacher.

Question six:The private supplementary tutoring was your decision or your parent's decision?

Option	Number	Percentage
Your decision	10	66.7
Your parent's decision	5	33.3

The Field Work of the Study

Table 8 :Pupils’ responses about the decision of resorting the private supplementary tutorials.

The result of this question revealed that (66.6%) of the participants resort to the private supplementary tutorials because of their own decision. Whereas (33.3%) of the pupils declared that the private supplementary tutorials was their parent’s decision.

Question seven: Have the private supplementary tutorials affected on the financial income of your parents?

Option	Number	Percentage
Yes	4	26.7
No	4	26.7
Sometimes	7	46.6

Table 9: Pupils’ responses about the affect of the private supplementary tutorials on the financial income of their parents.

The results above show that (26.7%) of the participants said that the private supplementary tutorials affect on the financial income of their parents. The same results for the learners who said that the private supplementary tutorials do not affect on the financial income of their parents. Whereas (46.6%) of the pupils claimed that the private supplementary tutorials sometimes affect on the financial income pf their parents.

The Field Work of the Study

Question eight: Do you think that we can avoid this phenomenon in Algeria?

Option	Number	Percentage
Yes	4	26.7
No	8	53.3
Maybe	3	20

Table 10: Pupils' opinions about if they can avoid this phenomenon in Algeria.

The results of this question show that a few members of the pupils (26.7%) said that they can avoid the phenomenon of private supplementary tutorials in Algeria. Whereas; the majority of the pupils (53.3%) said that they cannot avoid this phenomenon in Algeria, and just (20 %) said that they maybe can avoid this phenomenon in Algeria

Question nine: In your opinion; what are the main solutions you suggest to avoid the private supplementary tutorials?

Option	Number	Percentage
There is no solution	8	53.4
Students' proposed solutions	7	46.6

Table 11: pupils' suggestions to solve the phenomenon of private supplementary tutorials in Algeria.

Through the answers of the participants; I came across a variety of solutions suggested by (46.6 %) of the pupils. Some pupils said that the government must organize remedial programs supervised by the educational institutions and the schools in order to improve the level of students. Whereas; some students said that the teachers must be serious in the classroom and make more efforts to transmit all the information and the explanations to the learner. Unfortunately the majority of the participants (53.4 %) declared that there is no solution to avoid the phenomenon of private supplementary tutorials because of the bad educational system in Algeria.

Conclusion

According to the results obtained from the learner's questionnaire, through which we tried to confirm our hypothesis, the majority of students stated that they resort to the private supplementary tutorials because of getting bad marks in some subjects especially the scientific subjects and also the need of more information and explanations. On the other hand, some students provide a variety of solutions and they claimed that some teachers must be serious in classroom and make more efforts to transmit all the information and the explanations to the learner and a small member of them said that there is no solution because of the bad educational system in Algeria.

Chapter Three:
Interpretation of Data and
Recommendations

Introduction

Private tutoring has become full-blown in the last few decades not only in the Algerian educational system but almost all third world countries. This phenomenon has increased among pupils at all educational levels due to academic inadequacies following the new reforms and other reasons. Henceforth, it has turned into a duty of the parents to send their children to private tutoring to further lectures and practice. Although the spread of private education has triggered the interests of academicians and experts in the field of teaching, no decision is taken until now to change the pupils' attitudes that public education is important, whereas private tutoring is conducted for private purposes (economic purpose), the phenomenon is still existing due to the negative attitudes displaced towards the Algerian educational system that has become ineffective even though there have been tremendous efforts to improve it. In the twilight of what is mentioned before, the spindle aim behind the research work under scrutiny is to explore the reasons behind changing the attitudes of pupils and their parents towards favoring private tutoring in public education promoted by the government with free charges. Secondly, it strives to examine the level of performance of the tutees after being trained through shadow education.

III.1.Recommendations and Implications

Based on the findings of this small scaled research work, the researcher would like to recommend the following points: The results revealed that all pupils shared positive attitudes towards having more sessions through shadow education which has become so widespread in Algeria in the last few decades. As far as the nature of the tutors is concerned, the results demonstrated that it is just mainstream teachers who vary between new teachers, retired ones and experienced tutors who are conducting extra-sessions for economic purposes. Most

Interpretation of Data and Recommendations

importantly, the analysis expounded that the tutors are not following any academic technique in teaching in private tutoring in comparison to mainstream education, i.e., no guiding books or textbooks are provided for tutoring sessions. The results also confirmed that both teachers and the learners' parents encouraged the pupils to have private tutoring sessions to improve their level and, thus this can help in realizing good academic achievements. Although it is done on a one-to-one basis in most countries, where the learner receives more attention in comparison to mainstream schooling, they are still done in large groups in Algeria. Another substantial point that this study endeavors to mention is that the government has not taken yet any procedures towards the status of mainstream education and the spread of supplementary tutoring. Indeed, most of the tutors in private education are working illegally and do not give any importance to the academic techniques used in teaching. Importantly, private tutoring is hindering teachers from doing their duties, i.e., providing significant place to the teaching process at mainstream school.

III.2.Suggestions

The study suggests that teachers and school administrators could usefully pay more attention to the students' perceptions and the reasons why large numbers seek tutoring despite the existence of a well-funded public education system. Such observations may also have pertinence in other parts of other world, including in the ones where enrollment rates in tutoring are lower but where those enrollment rates are rising (Bray 2009; Mori and Baker 2010)

III.3.Suggested solutions to avoid the private supplementary tutoring

- The ministry of education must provide qualified academics and educators and teachers
- Limit the numbers of students per class so that the number of students do not exceed 30, so they could assembled the lessons better .
- Organize seminars for schools to guide students on how to rely on their own learning own capacities and being responsible and decision makers.
- Organize remedial programs supervising by school and teachers to meet student's needs and raise their intellectual level of learning .
- Educational system must punish the teachers and educators who encourage students to resort to the private supplementary tutoring and put the teachers under the control.
- Teaching the academic and school programs to the teachers before the students so that the teaching process becomes easier.

Conclusion

One might say that supplementary schooling becomes a direct factor that hampers the mainstream education in Algeria from guiding pupils to realize better achievements since the issue of education has been placed at the market and its value becomes linked to the teachers' benefits and economic issues without any regard to the pupils' rights to have knowledge from the real source which is the public school. Another remarkable point that the researcher did not want to conclude without mentioning it is the position of the parents who are the first source to guide their children. In Algeria, parents send their children to private sessions for several reasons among which the poor teaching level in mainstream schooling in addition to the competitive nature that is based on the idea of prestige, forgetting the fact that the extra-sessions are not controlled pedagogically by experts in the field. In other terms, the nature of

Interpretation of Data and Recommendations

competitiveness between the pupils, which is raised by their parents and their teachers, should be reduced so that the learners will not search for other alternatives outside the school to improve their level, but they encourage their teachers to work in mainstream schooling.

General Conclusion

General conclusion

The present study has deal with the private supplementary tutoring and its implication on the student's academic achievement .its main concern of the main reason that lead the students to resort this kind of tutoring and the teacher and the main factors behind the spread of private supplementary tutoring and identify the factors behind the spread of this phenomenon.

It is known that the private supplementary tutoring has been a major phenomenon in algeria and it has become an universally pervasive phenomenon .The main objective of this research is to overcome this phenomenon by giving some suggestion and solutions.

Our work is divided into three main chapters .we devoted the first one to give a general review of the private supplementary tutoring ,and some concepts related to them as :its definition ,its factors of spreading ,its effects which can be positive or negative and some solutions suggested to avoid the private supplementary tutoring .whereas, the second chapter concerned with the field work of our study ,thought which we analyzed the results of the teachers'and the learners'questionnaire .Finally ,the last chapter attached the discussion of our results , recommendation and implications and suggestions to avoid the private supplementary tutoring .

The results from this research confirm our hypotheses and demonstrate that the main reason that lead student to resort to private supplementary tutoring is the bad level in some subjects whereas the financial side is the main reason that lead them to offer the private supplementary tutoring .moreover the both of students and teachers suggest that the educational system must organize remedial programs supervising inside schools in order to meet the student's needs.

General Conclusion

Finally ,it is suggested that students and even their parents should be aware of this phenomenon ,so that private supplementary tutoring lead with many negative impacts on the student's academic achievement and eve, on the social and economical sides .

Bibliography

Websites :

https://www.researchgate.net/publication/44840394_Private_supplementary_tutoring_comparative_perspectives_on_patterns_and_implications.

<https://www.telegraph.co.uk/education/2017/10/10/private-tutoring-time-invested/>.

<https://files.eric.ed.gov/fulltext/EJ1115807.pdf>.

<http://unesdoc.unesco.org/images/0013/001330/133039e.pdf>.

Bray, M. (2013). Benefits and tensions of shadow education: comparative perspectives on the roles and impact.

of private supplementary tutoring in the lives of Hong Kong students. *Journal of International and Comparative Education*, 2013, Volume 2, Issue

Bray, M. (2007). *The Shadow Education System: Private Tutoring and Its Implications for Planners*. Paris:

UNESCO: International Institute for Educational Planning (IIEP).

Bray, M. (2010). *Blurring Boundaries: The Growing Visibility, Evolving Forms and Complex Implications of*

Private Supplementary Tutoring Hong Kong: Comparative Education Research Centre

<https://pdfs.semanticscholar.org/7d54/992da1074d07de85c5f8f934b678e5d527ee.pdf>.

Appendices

Teacher's Questionnaire

You are kindly requested to fill in this questionnaire to express your thoughts about your teaching career. Feel free to add any comment. I would be grateful if you could answer the following questions by ticking (√) in the appropriate box, or by making a full statement wherever needed. Thank you for your collaboration. Your answers are very important for the validity of the research.

Q1) What are the main reasons that lead you to offer the private supplementary tutorials?

A-financial reasons

B-educational reasons

Q2) Do you think that the private supplementary tutorials improve your financial situation?

A-yes

b-no

C-sometimes

D-never

Q3) what are the main reasons that lead students to resort to the private supplementary tutorials?

A-lack of attention in class

B-bad level in some subjects

Appendices

C-absences about lessons

Q4) Are you with or against the idea of private supplementary tutoring in Algeria?

A-with

B-against

Q5) As a teacher of high school; do you think that your salary is enough?

A-yes

B-no

Q6) what is the most demanding level for resorting to the private supplementary tutorials in the high school?

A-first year

B-second year

C-third year(Baccalaureate)

Q7) what is the most demanding subjects for resorting to the private supplementary tutorials?

a-scientific subjects

b-literary subjects

Q8) in your opinion; what are the main solutions you suggest to avoid the private supplementary tutorials?

.....
.....
.....

Thank you for your time

Appendices

Learner's Questionnaire:

Dear learners, you are kindly invited to fill in this questionnaire giving your opinions in order to investigate the impacts and reasons of making private supplementary tutorials and providing solutions to avoid them. Your answers are very important for the validity of the research we are undertaking. We hope you will give us full interest and attention. We really appreciate your collaboration.

Section one:

Q1) Age:

....Years old.

Q2) Sex :

a-Male

b-Female

Section two:

Q1) what are the reasons that lead you resorting the private supplementary tutorials in some subjects?

a-Bad marks

b-for more explanation and understanding

C-lack of receiving information from the teachers

Q2) in which subjects you receive the private supplementary tutorials?

A-scientific subjects

Appendices

B-literary subjects

Q3) did you improve your level in the subjects in which you received tutoring?

a-yes

b-no

c-sometimes

Q4) do you think that the private supplementary tutorials improve the educational level for the student?

a-yes

b-no

c- sometimes

Q5) the private supplementary tutorials make you

a-ignore the explanations of the teacher

b-more interested in the explanation of the teacher

Q6) the private supplementary tutorials was your decision or the decision of your parents?

a-your decision

b-your parent's decision

Q7) have the private supplementary tutorials affected on the financial income of your parents?

Appendices

a-yes

b-no

c-sometimes

Q8)do you think that we can avoid this phenomenon in Algeria?

a-yes

b-no

c maybe

Q9) in your opinion; what are the main solutions you suggest to avoid the private supplementary tutorials?

.....

.....

.....

Thank you for your time