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**Regular Teaching and Shadow Education in Algeria. Perceptions and
Motives**

The Case Study: Relizane High and Middle School Teachers & Students

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Dedication

To Allah, who gave me the strength and patience to continue when I felt overwhelmed and discouraged

To my parents, whose happiness and pride surpass my own, to see this humble achievement

To my siblings who looked at me with faith and trust

To the one who was always there

To my beloved family and friends

*To the three teachers (**Safi Miloud, Agoun Djija, and Abdullah**) that left an indelible mark throughout my study journey*

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Abstract

With the spread of the tutoring practice, many serving teachers, retirees, the unemployed, and university students joined to work as tutors. In this regard, issues have arisen about who can offer private supplementary tutoring and who cannot. Particularly regular teachers who tutor their mainstream students due to the assumption that they tend to offer high-quality teaching in private supplementary tutoring over their main duties. Thus, this research aims at testing this hypothesis and simultaneously studying their motives and intentions behind this disparity. Two data collection tools were chosen, teachers' observation in both settings and a questionnaire for their students as a reinforcement of data. The results have shown that the majority of regular teachers allocate more effort and energy to PST over the traditional classroom, some of them unintentionally due to some challenges faced at school that affected their performance, while others intentionally as a tactic for financial and personal gains.

Key words: motives, mainstream students, private supplementary tutoring, regular teachers, teaching quality.

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General introduction

General Introduction

While shadow education has been carefully studied, there is still limited research on the intention and motivations that drive regular teachers who tutor their mainstream students to devote more effort and energy to their private supplementary tutoring over their traditional classroom teaching. Within the same topic being investigated abroad, one facet has been unveiled, and the vast majority of researchers have interpreted this phenomenon negatively, in which teachers do that tactically only for the sake of financial gains, neglecting the fact that some of them may face challenges such as constraints of time, the overloaded classroom and other further factors that act as an excuse for their minimal exertion in the regular classroom compared to the private supplementary tutoring.

In order not to fall into generalization and preconception, Algeria needs its own investigation since it is experiencing the same concern considerably. Thus this study aims to investigate whether these category of teachers truly tend to devote more effort and energy to their private tutoring over their main duties during school hours or not, if they do, to explore their motivations for this behavior. By achieving these objectives, and answering the research question of what are the intentions that drive Algerian regular teachers to provide high-quality teaching in PST over the traditional classroom? This research will provide valuable insights for educational policy in Algeria, address challenges in the traditional classroom teaching and help improve the balance between school and the private tutoring.

Hypotheses

Regardless of the results being found, it does not necessarily guarantee the same for Algerian teachers due to the differences and variations existing within each country; what works for some may not work for others. Thus, the researcher considered the following possibilities to answer the research question:

- Their intentions behind this disparity might be pure due to distinct circumstances they face in the traditional classroom such as group size, teaching in row, insufficient time, and students' discipline issues, extensive curriculum and teachers being confined.
- Their intentions might not be pure, they tend to devote more effort and energy to private tutoring over the traditional classroom to create a need for PST.

Chapter one

Private Supplementary

Tutoring and

Regular Teaching

1. Introduction

Private supplementary tutoring also presents ethical dilemmas and critics, particularly among serving teachers who tutor their mainstream pupils, whose intentions have been questioned since it has been noticed that they tended to offer high-quality teaching in private tutoring over their main duties. Thus, this chapter will provide insights on the definition of the core concept, its spread across many regions and countries, who are the providers of shadow education, its effects, then move on to the second important area of regular teachers to reveal how they perform in both settings and what intentions they have behind that performance, and lastly focus on some regulations and recommendations that policymakers and governments need to be aware of.

1.1 Definition of Private Supplementary Tutoring

Different scholars provided slightly varied definitions; however, the core concept remains consistent. Private tutoring is referred to as shadow education, the duplicate and imitation of regular teaching (Bray & Lykins, 2012). They added that the same concept does not necessarily have the same exact meaning, so they identified three specific areas related to the topic under investigation, which are after school, paid supplementation in the mainstream curriculum as languages, sciences, and mathematics. (2012). Besides, according to Zhang (2023) Shadow and formal education are distinct in terms of guidance and rules, development, and dynamicity. Moreover, researchers have mentioned various types of private supplementary tutoring

A wide range of types of private tutoring exists. At one end of the scale is one-on-one tutoring, commonly delivered in the homes of either the tutors or their students. Alternatively, pupils may receive tutoring in small, medium-sized, or large groups. At the extreme pupils may pack into large lecture theaters, with overflow rooms operating with video screens. Other tutoring may be provided by the internet, and indeed can be conducted across national and even continental borders. (Bray & Lykins, 2012, p.14)

It can be added that shadow education means going beyond just following the mainstream curriculum to also focusing on improving students' achievements and skills.

1.2 Spread of Private Supplementary Tutoring

Recent decades have witnessed a widespread of what is called shadow education across several countries as they were infected by a virus of private supplementary tutoring. Bray (1999) clarified that Asia, Africa, Eastern Europe, and Latin America have quietly experienced shadow education, but it is still not much notable in the rest of the continents. Also (Zhang, 2023) declared that even in Denmark, Norway, Sweden, Finland, and Iceland that have good teaching quality programs, the practice is still present.

Furthermore “As African countries expand their secondary provision, they catch up with Asian and Latin American countries not only in formal schooling but also in supplementary tutoring “(Bray, 1999, p.29). Alongside Bray (2021) illustrated that according to research, all of the African countries, without exception, have been involved in shadow education. Meanwhile Bray & Hajar (2023) revealed that in the process of private supplementary tutoring spread, the middle east like Saudi Arabia, Jordan, Iran have been engaged. This phenomenon has also gained immense popularity and spread across Japan. In this regard Russell (1997) said “Japan has been a pioneer in the provision of this type of supplementary education. Private tutoring has long been a huge commercial industry in Japan, with annual revenues reaching an estimated \$14 billion by the mid-1990(cited in Dang & Rogers, 2008, p.163).

From the mentioned studies above we concluded that most countries have been exposed to shadow education regardless of the quality of their school systems and economic status.

1.3 Suppliers of Private Supplementary Tutoring

While serving teacher are the primary source of knowledge in mainstream education. There are a multitude of providers in the realm of shadow education. In this respect researchers have identified the following suppliers

In China and many other countries, significant numbers of commercial enterprises supply shadow education. Other suppliers include regular teachers, university students and other informal providers. Many of the teachers work in public schools and offer private supplementary tutoring outside school hours to earn extra income, usually without formal approval of the governments that are their principal employers (Zhang & Bray, 2021, p.44)

Additionally, the providers are often closely tied to the location, as Zhang & Bray (2021) stated that far from the city, mostly in rural areas and less developed regions, serving teachers act as tutors. Other contributors, as discussed by Bray (2010) Retired teachers are also among the most known suppliers of tutoring for both giving help and financial matters. Albeit, he added that "High-income societies have additional forms of tutoring that harness technology. Telephone tutoring is one option, but has increasingly been displaced by internet tutoring. Such technology means that the tutors and tutees may be distant from each other and perhaps even in different countries." (p. 65).

Furthermore, the diversity of private supplementary tutoring encompasses another different category Jayachandran (2012) stated that unlike other countries, tutoring in the developed ones is more common among school teachers who tutor their mainstream students, which is the focus of this research. The quality and experience can vary depending on the providers, in which they have their own structure and approaches, which strongly impact the effectiveness of the tutoring sessions

1.4 Teaching Quality of Serving Teachers

Among the main suppliers of private supplementary tutoring are mainstream teachers who tutor their existing students outside school hours and premises. While the practice has been familiar, it is still controversial and problematic in the sense that teachers provide high quality teaching in PST sessions over the traditional classroom. Bray (2020) confirmed this point by saying that the spread of private supplementary tutoring in general, and serving teachers being involved in particular, exhibited the concerns of responsible parties and stakeholders in terms of shifting efforts, and their commitment to their formal work.

1.4.1 Teaching Quality between PST and the Traditional Classroom

Regular teachers who simultaneously work as tutors tend to offer high-quality performance in private supplementary tutoring over the traditional classroom, where their salaries are not affected by how good, or bad their teaching is (Zhang, 2023). Also, in terms of addressing students' needs and understanding of the material Bray & Suante (2023) clarified that "schooling may be impacted even when teachers do not themselves provide supplementary tutoring, because when tutoring enrolment rates are high, the teachers assume that students needing support are receiving it outside the schools" (p.719). Thus, this perception causes diminishing in the effectiveness of teaching in the classroom.

Moreover, when serving teachers offer tutoring to their own students there is a great possibility that teaching areas can be divided between formal schooling and private tutoring:

The child's schoolteacher is very often the one providing the tutoring creates a potential distortion in teacher incentives. Anecdotal evidence suggests that teachers sometimes refrain from teaching some of the curriculum during school in order to generate demand for their fee- generating tutoring classes. Teachers say, in not so many words or sometimes even explicitly, "You need to know X, Y, and Z to pass the exam. We'll cover X and Y in class. If you want to learn Z, come to tutoring (Jayachandran, 2012, p.2).

Albeit Jayachandran (2012) figured out that when comparing mainstream education to its shadow, the chance of lowering the teaching effectiveness in the private lessons is negligible because they will face financial consequences, in which they are paid by taking into account the quality. Besides the fact that mainstream teachers downgrading their efforts, energy and offering half of the work creates what is known as teachers' monopoly as described by Dang

& Rogers (2008) “Teachers’ monopoly power reduces the consumer surplus of high-demand consumers. The dysfunctional monitoring system coupled with teacher corruption blurs the line between public education and private tutoring” (p.182).

Furthermore, describing some of the merits that serving teachers who give tutoring have, Bray (2021) said that Even while many countries struggle with a shortage of competent teachers and some are undoubtedly better at their profession than others one benefit of tutoring by teachers is that it is reasonable to presume that they possess a baseline level of pedagogical ability. But in the ways and subjects of tutoring they provide, some teachers might go well beyond what they were taught in school.

1.5 The Effect of Private Supplementary Tutoring

“General public raises arguments on tutoring issues, with various positive and negative opinions. Some have remarked that tutoring supports students’ learning and improves the average results of schools, while others claim that tutoring has drawbacks which hamper educational perspectives and create arguments about academic rationality” (Mahmud, 2019, p.61).

1.5.1 The Positive Effects of PST

Private supplementary tutoring could be advantageous if it enables students to both comprehend and still be interested in their regular classes (Bray, 2003). Additionally, this area is well explained through De Silva (1994) words in which he stated

Sometimes large gaps in students’ learning are created due to a number of factors such as student and teacher absence, frequent closure of school, ineffective teaching and negligence on the part of the teacher. It is not every school that can boast a full complement of specialist teachers in crucial areas like mathematics, science and English. Immature, inexperienced or unqualified teachers handling these subjects may not be able to lead the students to a proper understanding of the sections taught. Effective private tuition may help overcome these gaps or deficiencies in students’ learning and build their confidence enabling them to compete with others and experience a happy and pleasant life (cited in Bray, 2003, pp.29-30).

Simply put, what mainstream teachers cannot do to help students comprehend the material. Private tutors are able to do, or what is left missing, is fully covered in tutoring. I would like to call it a complementary process. Moreover, Bray (2003) mentioned that the tutoring

Sessions do not only help weak students; they can also be an opportunity for the diligent ones to maximize their learning. Furthermore, a study has shown by Yiu (1996) that Hong Kong teachers in his study of upper secondary classes were positive about supplementary tutoring. Among the comments were

- Since the school used English as the medium of instruction, students benefited from hearing the content again in Chinese in the tutoring institute.
- School teachers could cover the main ground, while tutors would help consolidate.
- Tutors provided extra questions for students because the schoolteachers were too busy
- Yiu added (1996) that some teachers gained ideas from the tutors. One teacher explicitly requested his students to bring materials from the tutorial institute to school, so that the teacher could use them to improve (cited in Bray, 2003, p.30).

Ireson (2004) specified certain conditions in order for the tutoring to be effective by stating that giving tutoring to tutees in small groups or one-on-one settings is likely to result in a far better learning experience for them than in big classroom settings. Even one-on-one tutoring may not always be of high caliber. That means the best tutoring experiences are those in which there are a small number of students, so the effectiveness of tutoring sessions is limited to the group size. Albeit he further appended specifically with individual tutoring, which enables the tutor to have a thorough understanding of the student's strengths and deficiencies, the program can be customized to meet the needs of the learner. All forms of tutoring can assist students in maintaining up with courses or reviewing previously completed material. In short, Ireson focuses on the importance of individual tutoring since it provides personalized attention and support to students.

Besides, Bray (1999) found that the labor market may benefit greatly from additional tutoring in a number of ways that support the utilization of human resources. First, additional tutoring carries a sort of image in several nations. Child care service that frees up parents to work somewhere else. His words suggest that beyond its primary role in enhancing students' learning, it also has a dual purpose that functions as a form of childcare.

Different areas have witnessed positive effects, with improvements and advancements benefiting themselves as producers first, their consumers next, and their communities last.

1.5.2 The Negative Effects of PST

Concerning the adverse impact Bray (2003) argued that the drawbacks of private supplementary tutoring encompasses misrepresentation, deviation from the intended content and goals of the educational curriculum, students being overloaded, and tricks and strategies done by the tutors, particularly school teachers who tutor their mainstream students outside the school hours. Albeit he inserted that while private supplementary tutoring is not very widespread, it seems to be expanding. This practice has become a sort of business for financial gains that negatively affects the budget of parents and students' time. It can also create social conflicts and backlash on mainstream education.

Additionally, this phenomenon is well explained through Bray's (2003) clarification, in contrast to other shadows. Private tutoring is an active force that has detrimental effects on what it imitates. Precisely Mori & Baker (2010) shed light: "Certainly cases remain where shadow education can be shown to corrupt the quality and goals of public schooling, but these cases will likely become rarer in the less corrupt nations" (p. 46). For them, shadow education can be negative when the environment providing it is depraved in the first place.

On top of that, the existence of shadow education threatens the existence of the core aspects of learning as stated here private tutoring could make students less enthusiastic about attending their regular classes, thus raising truancy (Tarekegne & Kebede, 2007).

The collected data on whether private supplementary tutoring is positive or negative is not one size fits all; results can differ based on various factors such as location, circumstances, and mindsets.

1.6 Motives of Regular Teachers

Unlike other producers of private supplementary tutoring, mainstream Teachers who tutor students whom they already teach bring to light a significant concern. Jayachandran (2012) assumes that "the fact that the child's schoolteacher is very often the one providing the tutoring creates a potential distortion in teacher incentives" (p.2). This means there is a conflict of interest when teachers prioritize their private tutoring income over their duties within the school.

1.6.1 Negative Intentions and Hidden Motives

Evidence indicates that when teachers provide private supplementary tutoring, their intentions are more likely to be bad (Jayachandran, 2012,). Albeit he mentioned that it seems

that teachers are manipulating their work to create a need for tutoring services. Similarly, Bray (2021) shared the same perspective as the above when he stated, that it is problematic when teachers disregard their main responsibilities to focus on providing private tutoring to students. Alongside Banerjee (1997) has illustrated this with the following analogy “teacher lowering the amount taught during class in order to boost tutoring profits is analogous to a bureaucrat creating inefficient obstacles so that he can extract bribes” (cited in Jayachandran, 2012, p.4). In addition, Bray (1996) explains that some schoolteachers distort their efforts and provide low teaching quality in the traditional classroom to save effective teaching for tutoring sessions. As a result, it will raise ethical issues such as exploitation and blackmailing (cited in Duong & Silova, 2021).

Moreover, most of the time teachers do that deliberately as a strategy as it was reported:

Because of poor remuneration of mainstream teachers, teachers encourage their students to attend ‘remedial’ (PST) classes outside the normal formal school hours in order to earn some extra income. To achieve this, they employ different tactics such as teaching the main examinable content during remedial classes or even teaching at a slower pace during the normal class hours so as not to cover the stipulated syllabus thus forcing the school management boards and parents to see the need to organize and pay for extra classes (Chui, 2016, p.196).

In some situations, students are being mind washed instead of complaining about the situation they get used to it as Sobhy Ramadan (2012) brought attention to the situation of a teacher who taught in a school setting identical to how she tutored students, but who faced criticism from peers for assigning revision materials and frequent quizzes. This occurred because she saw that teachers tended to save their best efforts for their private lessons (cited in Bray, 2021). Thus, confirming the statement that since it has become a common practice, it is difficult to remove or change. While such practices have been observed and supported by evidence, they completely ruin the reputation of mainstream teachers who offer tutoring to their students.

Furthermore, for uncovering the corrupt arrangements that both teachers and school administrations do, Bray (2021) found that several educators worked as tutors in these facilities, giving up their primary teaching time for tutorial work and splitting their profits with the administration in exchange for their tolerance of tardiness and complaints about subpar instruction.

1.6.2 Unintended Disparity

Certainly, if regular teachers' disparity in traditional classroom versus private supplementary tutoring were not done intentionally, there must be other factors that contribute to the process. According to Bray et al (2015) Additional factors include the impression of overfull curricula and crammed classrooms within the framework of insufficient school hours. Also, Zhang (2023) explained that in order to have more professional independence, teachers also tutor. They pick their own pupils and employ instructional strategies and resources that might not be approved by educational institutions. In tutoring, some teachers get a sense of accomplishment and recognition that they are unable to obtain in the classroom. Albeit he added that "Time is another factor in some settings, related to school workloads" (p.29).

Additionally, tutoring the existence students does not necessarily mean bad intentions because schools sometimes have obstacles instead of facilities. Zhang (2023) illustrated that Evaluation and curriculum are related factors. In Cambodia, classes are held throughout two shifts. Even the basic curriculum might be challenging for many teachers to complete in the allotted time, let alone extracurricular activities. Therefore, in order to sustain students' performance, some educators and educational institutions view tutoring as an addition to the curriculum. Because systems in Mainland China judge teachers based on their students exam scores and promotion rates, some highly accomplished teachers have taught exclusively their own students in order to preserve their reputations.

Without forgetting that downgrading instruction is probably less common in private tutoring because of the higher level of parental supervision (Jayachandran, 2012). Moreover, in private supplementary tutoring, teachers have the advantage of covering content that has already been introduced in the classroom which allows them to dive deeper and perform better this lead to think that they are putting more efforts in PST and less in traditional classroom while it is not the case as Jayachandran (2012) stated that "assumption might hold if students absorb material best when it is presented to them twice; the more material the teacher covers in school, the more he can reinforce in tutoring"(p.5).

Furthermore, Teachers are also less motivated to lower the quality of their instruction (e.g., clarity or knowledge) since students are hesitant to accept tutoring from a teacher who they perceive to be uninformed or unclear if they believe that these are his fixed qualities (Jayachandran, 2012). Which means that if the teacher lowers his/her performance, it might be due to influencing factors since they know well that this trait prevents students from taking

tutoring. Albeit he suggested that “Moonlighting as a tutor takes away teachers’ time from class preparation and that while teaching less in class is indeed an effect of offering tutoring, it is not a strategic choice” (p.14). Another possibility considered, putting less efforts in class as a side effect of tutoring.

1.7 Regulations and Recommendations

Governments frequently have concerns about teachers offering shadow education, and some authorities have laws that restrict or forbid this kind of instruction (Bray & Suante, 2023). Albeit they expressed that prohibition of tutoring by serving teachers of their existing students is often the starting point, followed in some cases by prohibition of tutoring other students from the teachers’ schools and perhaps by prohibition of all tutoring by serving teachers”(p.719). Besides, when the policies become aware of the situation and the necessity to implement regulatory measures they discovered that the matter has grown too common, complex and normal which is uneasy to be taken away (Zhang,2023). Albeit he compared the obligatory of regulating the tutoring domain to other services stating that

The domain of tutoring may be compared with other service industries. The restaurant industry, for example, is regulated to ensure basic hygiene and prohibition of inappropriate additives; taxis and other forms of public transport are regulated for vehicle roadworthiness and driving skills; and private clinics are regulated to ensure qualified medical practitioners and appropriate physical facilities. Consumers of private tutoring benefit from regulations when they can have confidence in the services, and whole societies benefit when regulations secure oversight of safety and social development (pp.17-18).

Also, the phenomenon of mainstream teachers giving tutoring to their students is not just the concern of the government only but also caregivers are worried and unsatisfied. Bray (1999) revealed that in Cambodia, a lot of teachers augment their official income by providing extra tutoring to their own students. Every day, students pay the teacher directly for each lesson. One parent laments that we dislike the system, but we are powerless to alter it. Albeit he ensures that Parents understand that their children will be most likely to repeat the grade the following year if they choose not to enroll in the tutoring courses. This would be just as expensive as paying for the additional lessons, and it would be a waste of the students time. Moreover, “many parents have sympathy for the teachers because they realize that official

salaries are too low for the teachers to support their families without extra income “(Bray, 1999, p.38).



Figure 1.1 Themes and Links for Comparative Analysis of Laws and Regulations for Shadow Education

Source: Zhang & Bray (2020) (as cited in Zhang, 2023, p.13)

To regulate the sector of shadow education four areas must be tackled first, the process requires individuals or staff members who are responsible for implementing and controlling these laws which referred to as deploying the necessary personnel. Zhang (2023) clarified that “also needing recognition is that full enactment of laws and regulations requires the deployment of government personnel to monitor compliance and take action if necessary” (p.14). Second, collaboration is an essential ingredient to complete this model as well as forming alliances with various stakeholders to collectively address the challenges and issues

related to private supplementary tutoring, which is mentioned in the figure above as seeking partnerships with schools, teachers, unions, other government branches, community bodies, media. Moving to the third one that is self-regulation of tutoring providers, by associations and other professional bodies, standards and codes of conduct, guidelines must be set to ensure quality and ethical practices within the sector and to promote professionalism, safeguard the interests of students and parents. Lastly, parents, students and all those who are involved in the tutoring domain must be informed and aware of who are the providers of shadow education, what they are providing, how they are doing so, through raising awareness about potential benefits, risks and limitations of private tutoring under the title of educating and empowering the consumers for informed choices and evaluation. In this respect Zhang (2023) argued that one strategy they might use is to empower customers so they can learn important details about tutoring providers and how they behave. If all combined and taken into consideration, unethical practices will be reduced, and it can result in several positive outcomes.

Furthermore, many countries have made significant strides in establishing regulations, Bray (1999) found that several governments prohibit traditional educators from taking money for providing extra help to their own pupils. These laws are implemented in Singapore, the Republic of Korea, and Morocco. Nonetheless, in those nations, regular educators are still allowed to get paid to tutor students from different schools. What is more, as mentioned by Bray (1999) in communities where private tutoring rates are high or likely to become so, planners can start by determining the reasons behind engaging in tutoring. The first approach would be for the government to identify ways to raise compensation if they are mainstream teachers who are compelled to supplement their revenues due to low official salary. In this regard “the Egyptian authorities have tried to tackle this matter by seeking other ways to raise teachers’ incomes. Providing in-service training, remunerating them for grading examinations, and offering housing and other benefits” (Bray, 1999, p.78).

1.8 Conclusion

This chapter has provided an overview of private supplementary tutoring linked to regular teachers who tutor their mainstream pupils. Starting with the definition of the concept, its growth across the world, and its suppliers, moving on to the teaching quality offered in both settings, the traditional classroom and private supplementary tutoring, then studying its positive and negative effects. Last but not least it was important to tackle the core title of this research, that is the intentions that drive these teachers to provide high quality teaching in their tutoring sessions compared to their main duty, confined to hidden motives and negative intentions or influencing factors that are out of their control. Finally some regulations and recommendations to deal with the phenomenon.

CHAPTER TWO

THE RESEARCH

Methodology

2. Introduction

Private supplementary tutoring transcends geographical boundaries and has become a familiar practice on almost all continents and countries; thus, several researchers direct their attention to investigate and study this phenomenon profoundly. However, the obtained findings are not one size fits all; it is important to recognize that, despite following a similar framework globally, it is still different. That is why each nation needs to conduct its own investigation to avoid false perceptions and biases. In this respect, this study is a first attempt in Algeria to understand the intentions and factors that drive Algerian serving teachers who tutor their mainstream students to give high-quality teaching in PST over their main duties in traditional classrooms. This chapter acts as a foundation that outlines all information concerning the practical part, starting from the type of research, the approach used, the procedures, the participants that are involved, the sampling techniques, instruments including teachers' observation during school hours and in PST sessions, as well as questionnaires for their students. This combination of tools leads to reliable and valid outcomes.

2.1 Research Design

Dealing with regular teachers who provide tutoring services for their own students is a sensitive and challenging topic since it is directly concerned with their intentions. In this regard, the study aims to fact-check the claim that this category of teachers tends to allocate more effort and energy to their tutoring compared to their mainstream classes. Along with their motives and intentions whether it is done deliberately as a strategy to allure students or unintended due to some factors that impact their performance during school hours, as a result, the suitable research type is descriptive analytic because it examines the relationship between two variables, which are the allocation of efforts and teachers' intentions, along with a detailed description of their behaviors, and the factors affecting them.

The researcher decided to employ a mixed-methods approach since it is better aligned with the research objectives and the data collection tools, which are structured teachers observation and students questionnaire. This combination allows a comprehensive investigation and understanding of the topic, as well as enhancing the validity and reliability of the findings.

2.2 The Research Participants

In this study, the primary participants are Algerian regular teachers currently working in the formal education system and offer private supplementary tutoring to their existing students. The latter are also key participants in the research.

2.2.1 Serving Teachers

The first key participants in this research are mainstream teachers who were selected purposefully through systematic sampling based on specific qualities. They should be currently teaching at school while offering paid tutoring sessions to their traditional classroom students outside school hours and premises, without considering their levels. In this respect, four teachers were found, three (2Physics, 1Arabic) from distinct middle schools and one from the secondary (Philosophy) in Sidi M'hamed Ben Ali and Mazouna, the Relizane wilaya.

2.2.2 Students

The second contributors are the same students whom regular teachers teach during school hours and supplement in the private tutoring. They were 36, divided among the fourth teachers. As for the sampling technique, it is systematic because, of all students, only a particular sample was taken based on its usefulness.

2.3 The Data Collection Tools

Collecting data allows the researcher to uncover answers to research questions, which is one of the important steps for the research study. Gaining insights into the research issue is the goal of the data collection method (Taherdoost, 2021). Thus, to validate or invalidate our hypotheses, two data instruments were selected teachers' observation during school hours and private supplementary tutoring, along with their students' questionnaire as reinforcement.

2.3.1 Observation of Teachers

The main use of an observation is to examine a phenomenon or a behavior while it is going on, which allows the researcher to study the topic at a close range with many of the contextual variables present. It is divided into two types, the structured observation with a high degree of explicitness made in advance with a checklist, and unstructured one with a low degree of explicitness in which the data being observed are broad. Due to the sensitivity of our topic, the structured observation was chosen as the primary source of collecting data. By concentrating on specific areas, actions, and behaviors of teachers in both contexts, one can

gain a detailed and nuanced understanding of how teachers act and deliver instructions in traditional classroom versus private supplementary tutoring.

2.3.1.1 During School Observation

To study the intention that drives Algerian regular teachers who tutor their mainstream students to provide high-quality teaching in private supplementary tutoring over their main duties at schools, two different checklists of teachers' observation were prepared, one during school hours (see Appendix A), which contains 14 statements or variables to be observed with yes or no checking. The researcher started by looking for situations or instances where the teacher encourages students to save questions and seek further explanation in private supplementary tutoring because they are among the strategies or tactics that this category of teachers use, to intendedly get students to join their private tutoring. As a result, they will reduce their efforts in the traditional classroom and invest in the second setting. As for the third and fourth statements, it is important to know the pace of the lesson, whether the teacher rushes or slows down, if he/she wastes time in order not to cover the whole lecture, and creates a need for tutoring sessions. Another area of observation is classroom management. The latter and Effective teaching are interconnected; this will detect if the teacher provides effective teaching or not.

Additionally, it was noted that teachers whose intentions are bad tend to give special treatment and favor students who join their tutoring over those who do not. That is why the researcher decided to include this aspect in the sixth statement. Moreover, part of the research question deals with the allocation of efforts between private supplementary tutoring and during school hours; thus, it is necessary to know how serving teachers perform. In this respect the seventh statement, tackles whether the teacher uses strategies and methods to deliver effective teaching or not. Besides, in order not to fall into subjectivity and bias, giving the benefit of the doubt to these teachers was a must. As a consequence, the three following ones focus on factors that might unintendedly influence their performance, such as workload, fatigue, challenges of an overloaded classroom, students' misbehavior, and insufficient time.

Furthermore, in relation to the explanation provided, the researcher assesses when teachers stop explaining, either at their discretion or when students indicate that they have understood, and if they ask questions to check for understanding in the first place. It aims at revealing teachers' responsiveness to students' needs. Last but not least, most of the time,

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The common strategy used to allure students to pay for tutoring classes is telling the tutees about suggested topics and questions that might be included in the exams. By considering this one, it will ensure their intentions, because if it comes out of pure motives, there is no difference between traditional classroom and private tutoring sessions. The teacher informs both his/her tutees and why not his/her students, not based on the mentality "If you pay, you will know." Referring to the fourteenth statement, it is about teachers providing feedback to their students. The latter plays a crucial role in students learning and growth. It is known that the absence or presence of feedback indicates to what extent the teacher provides personalized support, which will serve the research objective of understanding and evaluating the effectiveness of teachers' monitoring and guidance in the traditional classroom.

2.3.1.2 Private Supplementary Tutoring Observation

The second checklist of the teachers' observation was for private supplementary tutoring sessions;)see Appendix B) likewise, 7 areas were necessary to fill before going to the checking phase: date, session number, class size, his/her students, level, teacher of, duration. The class size was included to identify the whole number of the tutoring group, and his/her students to know how many of them he/she tutors. As for the duration, to be aware of the time spent for the tutoring and to use it as evidence because if the teacher during school hours has the limitation of time, which acts as an obstacle for them to provide high-quality teaching, the duration will somehow help reveal the actual motives.

In contrast to the first checklist, this one has 15 items to take into account when observing. For the record, eight of them were similar, just to make a comparison and see the differences. For instance, the researcher kept the statement that the teacher manages the classroom, as a step that can help find the answer because if there are discipline issues in the traditional classroom, and the teacher is neither reactive nor proactive to prevent these problems. However, in the tutoring classes, he/she will be firm if there are any, thus it will raise ethical issues.

Concerning the distinct ones, first, it was written if the teacher reexplains the lesson already explained in the traditional classroom, reinforced with exercises, or deals with the practical part only in the second statement because among the tactics to have students want their tutoring sessions is reexplaining the same lesson in a more effective way while the lesson should be explained well in the traditional classroom at least the same as the tutoring sessions,

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not any less, and since the time is not enough during school hours to do both explaining the lecture and doing sufficient activities, private supplementary tutoring has to focus more on practice instead. Second, another different statement is the seventh one, which is about the teacher providing individualized attention to the students learning needs or not. The reason behind it is to compare the level of support and help that students receive in contrast to the traditional classroom. Third, the following one focuses on noticing if the way of teaching differs between the two settings to make sure that the devoted efforts for each are similar or different. Fourth, in the first checklist, it has been taken into account that some teachers face challenges like an overloaded classroom, so that is why they cannot give that high-quality teaching. Thus, in this checklist for the tenth statement, it is written if the teacher tutors all his/her mainstream students to know whether the group size helps the teacher provides effective teaching or not, and the number of students in the traditional classroom was truly a challenge, not just an excuse.

I have been informed that in subjects such as physics and mathematics, serving teachers who tutor their mainstream students tend to provide strategies or ways to solve activities differently, easy ones in tutoring classes and complicated during school hours just to create a need for tutoring. That is why it has been included in the statement 15.

2.3.2 Students' Questionnaire

In order to gain variable and reliable insights, a questionnaire was chosen as a reinforcement tool for the teachers' observation. In which it administered only mainstream students who received the tutoring sessions from the same teacher teaching them in the traditional classroom. They were as a whole 36 students (17 of the physics teacher, 05 of the second physics teacher as well, 07 of Arabic, and another 7 of philosophy).

The questionnaire (see Appendix C) administered in this descriptive analytic research consisted of 12 questions (7 structured and 5 open-ended questions), which can be categorized into three sections. The first section aimed at gaining some background information on the students involved in the study: their level, the subject they receive private tutoring in, and the hours per week they spend in these classes. Since they are from different levels with different teachers, it is important to distinguish the previously mentioned details about them. The second section is entitled Teachers' Quality and Effectiveness in Both Private Supplementary Tutoring and Traditional Classrooms, in which the participants are given three options (in

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private supplementary tutoring, in traditional classroom, both) to choose from in each of the fourth statements. To know where exactly the teacher provides high-quality teaching, his/her responsiveness and attentiveness to students' needs, in addition to his/her level of motivation and enthusiasm, and where the students receive better and more feedback and guidance. The answer will help us confirm if teachers really invest more effort and energy into private tutoring than into their main duties or not.

Finally, in the third section, they have total freedom to express their ideas and thoughts. They were asked about the main reasons that drive them to receive PST from their regular teachers; they were required to explain whether they attended the private lessons by their choice because they understood better with him/her or obliged (blackmailing from their teachers) or other different causes. As for the second question, it was about identifying the differences and similarities they have noticed about their teachers in both settings concerning his/her effectiveness and teaching quality, because, apparently, they were given the same in the second section, except in this one, they do not have options, and they can determine other variables that were not listed. Also, it is like a trap to know if their choices in the second section were honest or they were given randomly. Moreover, in the third they were asked if they had the choice to have private supplementary tutoring from their teacher or another one, what would they choose with justification, this question will reinforce the answer of the first one and let us know why not another teacher. Besides, since there is what we call the teacher-student relationship, they know their teachers better, so they were questioned about their opinions on both the motives of their teachers behind offering effective teaching in private tutoring over school hours and what they hope to achieve from tutoring their mainstream students. The questions are interrelated to ensure validity and honesty.

2.4 Conclusion

To sum up, this whole chapter sheds light on the descriptive part and the organization of our research by putting each piece in its place. Including the indication of types, approaches, and objectives, as well as the research participants and data collection tools, in detail to accept or refute the cited hypotheses for this research study

Chapter Three

Data Analysis and Interpretation

3. Introduction

Now that we have concluded the theoretical and descriptive chapters of our research topic, it is necessary to move on to the most important chapter of analyzing and interpreting the obtained data from both the observation and the questionnaire of the motives that drive Algerian regular teachers to allocate more efforts and energy in the private supplementary tutoring over the traditional classroom, along with some suggestions and recommendations as solutions to the issue.

3.1 Data Analysis

After deciding on what data instruments to use according to the research objectives, it is important to integrate these tools into practice to collect the necessary data needed to answer the research question. Subsequently, once this phase is completed, the next step is to analyze the structured teachers' observation in the traditional classroom and private supplementary tutoring, as well as the questionnaire of students whom they teach and tutor simultaneously.

3.1.1 Analysis of the Traditional Classroom and PST Observation

Unlike the usual observations, this one is multiplied since it is not confined to one setting only, but two were involved, observing teachers during school hours and when giving private tutoring sessions with slightly distinct checklists that tend to observe certain behaviors and manners to indicate if they allocate more effort and energy in PST or not, and if so to study their motives and intentions behind it. Followed by a questionnaire for their mainstream students whom they tutor. The researcher dealt with four teachers, three sessions for each. In the process of analyzing the checklist, first it is going to start with items that are common between private supplementary tutoring and traditional classroom settings, then move on to the different ones.

3.1.1.1 Common Items between PST and During School Hours

In terms of Teacher's Way of Explanation

The checklist Item: The teacher asks questions to check for understanding and if he/she stops explaining when students say that they have understood.

Level	Teachers	Session number	During school hours	In PST	Summary / comments
4th grade Middle school	Physics A	One	Yes	Yes	As it was noticed, the teacher acted in the same way and cared about his students' understanding in both settings
		Two	Yes	Yes	
		Three	Yes	Yes	
4th grade Middle school	Physics B	One	No	Yes	This teacher explained the lesson during school hours without taking into account if students understood or not; however, in PST, she prioritized their understanding.
		Two	No	Yes	
		Three	No	Yes	
4th grade Middle school	Arabic	One	No	Yes	The teacher rushed her explanation, thus the students seemed not to understand fully and were confused, but in PST, she delivered instructions at the proper pace.
		Two	No	Yes	
		Three	No	Yes	
1st year secondary school	Philosophy	One	No	Yes	It was observed that he explained superficially, leaving gaps in students' understanding, while providing a thorough explanation in PST to ensure they understood.
		Two	No	Yes	
		Three	No	Yes	

Table 3.1 Teachers' Way of Explanation in PST and School

Data analysis and Interpretation

In Terms of Teachers' Feedback

The checklist Item: The teacher provides feedback to students/tutees

Level	Teachers	Session number	Durin g school hours	In PST	Summary / comments
4th grade Middle school	Physics A	One	No	Yes	It was noted that when students gave wrong responses, the teacher chose someone else to answer without correcting the first one or telling him/her what he/she missed, while in PST, the teacher tried to make him/her answer correctly by reexplaining the question or telling what areas he/she needed to work on.
		Two	No	Yes	
		Three	No	Yes	
4th grade Middle school	Physics B	One	Yes	Yes	This teacher often concentrated on her students' attitudes and gaps and tried to fill them by giving guidance, advice, and solutions in both settings.
		Two	No	Yes	
		Three	Yes	Yes	
4th grade Middle school	Arabic	One	No	Yes	Through the observation, it has been revealed that she was passively teaching without interfering much, in contrast to PST, where she was engaged in active teaching and directed them.
		Two	No	Yes	
		Three	No	Yes	
1st year secondary school	Philosophy	One	No	Yes	In this case, the teacher did not give his students the chance to respond, participate, and discuss; he was the only speaker as opposed to the tutoring sessions. They took part in the discussion with him guiding them and offering comments to support their learning and progress.
		Two	No	Yes	
		Three	No	Yes	

Table 3.2 Teachers' Feedback

Data analysis and Interpretation

In Terms of Classroom Management

The checklist Item: The teacher manages the classroom during school hours/ in PST

Level	Teachers	Session number	During school hours	In PST	Summary / comments
4th grade Middle school	Physics A	One	Yes	Yes	In both settings students were well disciplined, speaking only when participating, following what their teacher told them to do, and focusing on the lecture only.
		Two	Yes	Yes	
		Three	Yes	Yes	
4th grade Middle school	Physics B	One	No	Yes	The learning environment was noisy during school hours, and the teacher was interacting only with those who were following and neglecting the others without making efforts to quiet them down. However, in PST, the teacher managed the classroom well and monitored them, and if she found s someone not following, she immediately reacted.
		Two	No	Yes	
		Three	No	No	
4th grade Middle school	Arabic	One	Yes	Yes	Similar to the first teacher, this one was also strict about certain behaviors and did not tolerate them. She either gave them minuses or moralized them.
		Two	Yes	Yes	
		Three	Yes	Yes	
1st year secondary school	Philosophy	One	No	Yes	The teacher during his regular classes allowed students to do whatever without permission, not paying attention if they are engaged or not while in the second setting they were very attentive and calm
		Two	No	Yes	
		Three	No	Yes	

Table 3.3 Classroom Management between PST and School Hours

In Terms of Teacher's Guidance

The checklist Item: The teacher informs students/tutees about suggested topics and questions that might be included in the exam

Level	Teachers	Session number	During school hours	In PST	Summary / comments
4th grade Middle school	Physics A	One	No	Yes	None of them told their students to "concentrate on this part, point, or question that might be included in the Exam." They only taught the lesson with its activities; however, in the private classes, I have heard multiple times, "In the exam, the questions can be as follows, and you should answer in that way." They gave them possibilities, especially the philosophy teacher, every time he informed them about <i>المقالة المرشحة</i> For the test, exam.
		Two	No	Yes	
		Three	No	Yes	
4th grade Middle school	Physics B	One	No	Yes	
		Two	No	Yes	
		Three	No	Yes	
4th grade Middle school	Arabic	One	No	Yes	
		Two	No	Yes	
		Three	No	Yes	
1st year secondary school	Philosophy	One	No	Yes	
		Two	No	Yes	
		Three	No	Yes	

Table 3.4 Teachers' Guidance

Data analysis and Interpretation

In Terms of Teaching Effectiveness

The checklist Item: the teacher uses strategies and methods to deliver effective teaching

Level	Teachers	Session number	During school hours	In PST	Summary / comments
4th grade Middle school	Physics A	One	Yes	Yes	The teacher was very organized in his way of teaching in both settings. First, he revised the previous lesson then introduced the new one. After that, he began explaining then moved on to the practical part, and once again, he reexplained the lesson through the activities and gave them ten minutes to think about it. When they were finished, They did the correction.
		Two	Yes	Yes	
		Three	Yes	Yes	
4th grade Middle school	Physics B	One	No	Yes	All the three of them lacked organization. For the physics teacher, she started the new lesson by giving them an activity and approximately half an hour to answer it without monitoring them. When it was time to answer, she answered on her own and wrote them on the board But in PST, she explained first then gave them ten minutes to answer with her monitoring and help. She corrected their mistakes one by one, and after that, she selected the ones who did not seem to understand to answer on the board and explained what they were doing simultaneously. As for the Arabic and philosophy teachers most of the time they were off topic then started explaining the previous lesson. Then the new one without momentum.
		Two	No	Yes	
		Three	No	Yes	
4th grade Middle school	Arabic	One	No	Yes	
		Two	No	Yes	
		Three	No	Yes	
1st year secondary school	Philosophy	One	No	Yes	
		Two	No	Yes	
		Three	No	Yes	

Table 3.5 Teaching Effectiveness

In Terms of the Lessons' Pace

The Checklist Item: The instructions are paced appropriately

Level	Teachers	Session number	During school hours	In PST	Summary / comments
4th grade Middle school	Physics A	One	Yes	Yes	The teacher neither rushed nor slowed down; he followed the appropriate pace that helped students understand and Follow.
		Two	Yes	Yes	
		Three	Yes	Yes	
4th grade Middle school	Physics B	One	No	Yes	All of them were either delivering quickly, like the Arabic teacher, or slowly, like the physics teacher. And for the last one, he was in between, sometimes too quick and other times too slow.
		Two	No	Yes	
		Three	No	Yes	
4th grade Middle school	Arabic	One	No	Yes	
		Two	No	Yes	
		Three	No	Yes	
1st year secondary school	Philosophy	One	No	Yes	
		Two	No	Yes	
		Three	No	Yes	

Table 3.6 The Pace of The Lesson between PST and School Hours.

3.1.1.2 During School Hours

Checklist Items

A: There are instances where the teacher encourages students to save questions for PST.

B: The teacher tells students to continue the lesson or seek further explanation in PST.

Data analysis and Interpretation

level	Teacher s	state ment	Session	During school hours	Summary / comments
4th grade Middle school	Physics A	A	One	No	I have noticed that when students have questions, the teacher immediately answered them and t them to not hesitate. If you do not understand, tell me.
			Two	No	
			Three	No	
		B	One	No	He never delayed explanation; he was always ready to reexplain and the observer did not notice any cases where he mentioned the PST; he gave each setting the Needed efforts.
			Two	No	
			Three	No	
4th grade Middle school	Physics B	A	One	No	The students were not attentive enough to follow and ask questions, so there was no related case.
			Two	No	
			Three	No	
	B	One	No	She neither repeated explanations nor suggested the private tutoring classes.	
		Two	No		
		Three	No		
4th grade Middle school	Arabic	A	One	Yes	Except for the two other sessions, in the first one, one of her students, whom she tutored, asked her, and she replied that you are my tutee. We will discuss it later. Do not worry.
			Two	No	
			Three	No	
		B	One	No	During the last session, one student who did not join her PST asked her about الإعراب. She told him if I explain it now, it will take all the time, so if you want Come Saturday for PST.
			Two	No	
			Three	Yes	
1st year secondary school	Philosophy	A	One	Yes	Since most of them joined his tutoring, he told them to write down any questions they wondered about to enhance their understanding, and we will answer them together in PST.
			Two	Yes	
			Three	Yes	
		B	One	Yes	The explanation during school hours was just superficial, and he left the good one for PST; his students already knew that, so they did not care; they only waited for the private classes, and I heard him said we will deal with it later, so you understand more.
			Two	Yes	
			Three	Yes	

Table 3.7 Teachers' Encouragement for PST

Checklist Items

A: The teacher encourages students who join his/her private tutoring over those who do not

B: There are factors such workload, fatigue that impact the teacher performance

C: The teacher faces challenges of overloaded classroom and students ‘misbehavior,

Insufficient time to do practice and cover all areas of the lesson

level	Teacher of	statement	S	During school hours	Summary / comments
4th grade Middle school	Physics A	A	One	No	It has been noticed that he did not play favorites, and everyone was the same.
			Two	No	
			Three	No	
		B	One	No	The teacher did not seem to be exhausted he was doing his work at ease.
			Two	No	
			Three	No	
		C	One	Yes	The classroom was overloaded with 37 students but that did not impact his teaching for bad. As for the students misbehaviors as stated before they were disciplined. However the time was insufficient to tackle every point of the lesson and give the needed activities in the traditional classroom setting.)1hour)
				No	
				Yes	
			Two	Yes	
				No	
				Yes	
Three	Yes				
	No				
	Yes				
4th grade Middle school	Physics B	A	One	No	The researcher did not notice any situations where she treated those who joined her tutoring differently.
			Two	No	
			Three	No	
		B	One	No	Her session was the first one at 1:30 after the lunch break, so she rested before teaching that is why there were no fatigue symptoms.
			Two	No	
			Three	No	
		C	One	Yes	The classroom was full of 35 students which made it challenging for her to control them. Instead she ignored them thus they were noisy and misbehaving more. Concerning the time one hour for
				Yes	
			Two	Yes	
				Yes	

Data analysis and Interpretation

				Yes	the physics module is not enough for her to do both theory and practice as she said while explaining
			Three	Yes	
				Yes	
				Yes	
4th grade Middle school	Arabic	A	One	Yes	She was interacting much with the students whom she tutored and praising them. Every time they said an answer she linked it to her PST. for instance, she told them you are getting better, the private classes are doing the job and she always chose the same students to answer and repeated the exact sentence to them.
			Two	Yes	
			Three	No	
		B	One	No	Her session was in the morning at 8 o'clock, she was energetic and active; a factor that helps in presenting the lesson properly.
			Two	No	
			Three	No	
		C	One	Yes	She also has 32 students to teach but she did not have any discipline issues as mentioned before because she set strict regulations and boundaries for disruptive behaviors. She taught like she was in a hurry due to the insufficient time.
				No	
				Yes	
			Two	Yes	
				No	
				Yes	
Three	Yes				
	No				
	Yes				
1st year secondary school	Philosophy	A	One	Yes	Witnessing The special treatment he gave to students who took the tutoring classes One time a student who did not go to these type of classes said a wrong answer the teacher directly told him to look at them they never tell incorrect responses) his tutees)
			Two	Yes	
			Three	Yes	

Data analysis and Interpretation

	B	One	No	No fatigue or workload that impacts the teacher's performance. He did not seem tired
		Two	No	
		Three	No	
	C	One	No	Not an overloaded classroom, with 16 students only. There was misbehavior but not those that the teacher could not control. They were allowed to act in that way without any procedures to stop them. However the time was sufficient) 2 hours)
			No	
			No	
		Two	No	
			No	
			No	
Three	No			
	No			
	No			

Table 3.8 Teachers' challenges

3.1.1.3 In Private Supplementary Tutoring

Checklist Items

A: The teacher reexplains the lesson already explained in the classroom.

B: the teacher focuses on practice only without reexplaining the lesson taught in the traditional classroom.

C: The teacher provides individualized attention to the students' needs.

D: The teacher does not tutor all his students, so the group size helps in providing high teaching quality compared to the traditional classroom.

E: The teacher does not face the challenges of fatigue and insufficient time.

F: The teacher gives different strategies and techniques from those given in the traditional classroom to help students answer questions easily.

Data analysis and Interpretation

level	Teachers	statement	S	In PST	Summary / comments
4th grade Middle school	Physics A	A	One	No	The teacher did not reexplain the lesson taught in school again because he was tutoring his students and he knew what they did and needed.
			Two	No	
			Three	No	
		B	One	Yes	He focused on practice more and reexplained through activities for those who were confused because in the traditional classroom, the time was insufficient to do these activities
			Two	Yes	
			Three	Yes	
		C	One	Yes	During the correction time every student passed to the board and provided the answer and explained the why, how and what. Meanwhile when they have questions they called the teacher and he started clarifying. At the beginning of the session he asked them what activities they need more of and according to that he created the Exercises.
			Two	Yes	
			Three	Yes	
		D	One	Yes	The group size was such a great contributor in helping to provide slightly good teaching because during class they were 37 and in PST 23.
			Two	Yes	
			Three	Yes	

Data analysis and Interpretation

		E	One	Yes	It was the weekend and no workload or fatigue seemed to show on the teacher alongside, there were no time issues because he stopped when he Finished not when the bell rang.	
			Two	Yes		
			Three	Yes		
		F	One	No		The strategies and techniques to answer questions and activities were extended from school they were not new to them.
			Two	No		
			Three	No		
4th grade Middle school	Physics B	A	One	Yes	Due to the fact that not all of them were her students, she did the explanation of the lesson once again and then did the exercises. Only one session when only her students were present, she did the practice on its	
			Two	No		
			Three	Yes		
		B	One	No		
			Two	Yes		
			Three	No		
		C	One	Yes	The individualized attention was evident in her tutoring she was monitoring them one by one and asking them about problems they Found hard to make it easy for them.	
			Two	Yes		
			Three	Yes		
		D	One	Yes		It has been noticed that the group size made the process way easier for her they were just 12 with 5 of her Mainstream students.
			Two	Yes		
			Three	Yes		
		E	One	Yes	No tiredness signs were observed.	
			Two	Yes		
			Three	Yes		
		F	One	No		The strategies and techniques to answer questions and activities were extended from school; they were not new to them.
			Two	No		
			Three	No		

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4th grade Middle school	Arabic	A	One	Yes	The same lessons taught during school hours were explained again especially grammar rules and then she reinforced their understanding with exercises.	
			Two	Yes		
			Three	Yes		
		B	One	No		
			Two	No		
			Three	No		
		C	One	Yes		She stepped to each student's place and discussed some issues and Questions.
			Two	Yes		
			Three	Yes		
		D	One	Yes	The group contained 12 tutees, which helped to provide individualized attention and quality teaching in the first place.	
			Two	Yes		
			Three	Yes		
		E	One	Yes	No tiredness signs were observed.	
			Two	Yes		
			Three	Yes		
F	One	No	She was teaching normally the same rules with the same way on how to deal with them, there were no special techniques different than those given in the traditional Classroom.			
	Two	No				
	Three	No				
1st year secondar y school	Philosophy	A	One	Yes	The teacher started the explanation of the lesson from the very beginning, once he finished, he gave them instructions to put what they had learned into practice, and sometimes he gave them a prepared مقالة.	
			Two	Yes		
			Three	Yes		
		B	One	No		
			Two	No		
			Three	No		
		C	One	Yes		If one needed an explanation, he explained it multiple times until he/she got it and carried on with the Rest.
			Two	Yes		
			Three	Yes		

Data analysis and Interpretation

	D	One	No	He tutored the majority of his student, who were 12. Besides, they were only 16 in the traditional classroom. In both settings there Were no overloaded classrooms.		
		Two	No			
		Three	No			
	E	One	No		Since he was the one in control of time, he did not face any issues related to it. As well as the lassitude, It did not show on him.	
		Two	No			
		Three	No			
	F	One	Yes			Concerning the methodology on how to do مقالة it was different than the one given during school hours and gave the prepared مقالة only to them not the other mainstream students.
		Two	Yes			
		Three	Yes			

Table 3.9 Private Supplementary Tutoring Practices

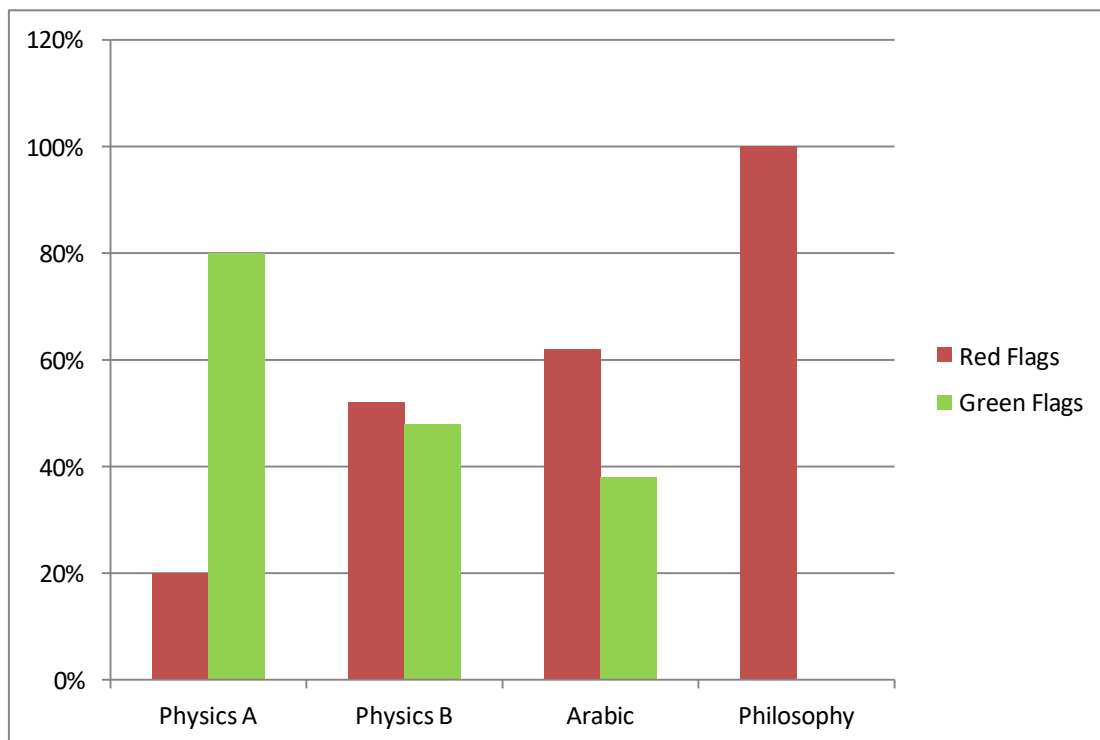


Figure 3.1 Teachers' Positive and Negative Practices

The figure above demonstrates the positive and negative behaviors of regular teachers based on counting the colored segments of the checklist items included in the previous tables. Concerning the motives that drive Algerian serving teachers to allocate more efforts and energy in PST over the traditional classroom, the philosophy teacher found to have the most negative motives and practices as opposed to the physics teacher whose intentions were interpreted positively, and the disparity was due to some challenges and obstacles faced during school hours only. While the two others were neither like the first teacher nor like the second one, they were in between, sometimes facing challenges and other times doing suspicious and questionable behaviors.

3.1.1.4 Discussion of Observation Results

The teachers' observations during school hours and in private supplementary tutoring sessions revealed that Algerian-serving teachers who tutor their mainstream students were more diligent in the private tutoring setting rather than their main duties. After this, it was important to study their motives and intentions behind such a behavior, for some, the challenges of time, overloaded classroom prevented them from providing high-quality teaching in the traditional classroom. That is why, when they found themselves free of these obstacles in the private supplementary tutoring, they performed better. As the first physics teacher, he was doing his best and making efforts to tackle the necessary points before the bell rang. He was focusing on explaining the lesson, then finishing at least one activity to reinforce their understanding, but there was not enough time to provide the needed feedback and attention to each and every student since they were 37 with only one hour. However during the private sessions he gave them what was missing such as activities, feedback, strategies and ways to answer questions. They were complementary.

Additionally, for the second physics teacher and the Arabic one, their efforts were dedicated more to private tutoring; their teaching during school hours was not organized and of quality, with the absence of momentum. In contrast to the first teacher, these two were not efficient in utilizing their dedicated time, so one cannot say time was an excuse for their low performance since they were not using it right in the first place. They were having mixed signals that indicate their motives, as mentioned in the analysis they were doing some practices to allure their students to join their private classes. For instance, the Arabic teacher was praising her tutoring and how effective it was every time a student whom she tutored

gave the correct answer. Alongside the physics teacher, she was careless during school hours and did not have procedures to stop misbehavior, but in the second setting, she was strict enough to deal with the discipline issues. A question raised, if she can, why let them be noisy and ruin the learning atmosphere in the traditional classroom?

Finally, the philosophy teacher was also having good teaching in the private supplementary tutoring over the traditional classroom. Many shady practices and tactics have been noticed. During school hours, only the first 20 minutes were, for the lesson, and all that came next was off topic and a waste of time. He was telling anecdotes, jokes and reproaching them sometimes. Furthermore, he was telling them explicitly that the good marks are for those who joined my private sessions because they are making more efforts and caring about raising their grades, thus i will give them pluses. However, in PST, he was not off topic, and all the time was dedicated to the lesson and the students' concerns.

3.1.2 Analysis of Students' Questionnaire

After collecting results from the teachers' observation, we deduced that the fourth serving teachers who tutor their mainstream students tend to give high-quality teaching in private supplementary tutoring over the traditional classroom, except one who approximately performed the same, some of them due to the challenges of time and the overloaded classroom they faced during school hours, which is categorized under unintended disparity, while others did it on purpose, Still, it was vital to reinforce the data gathered through the their students' questionnaires since they are the ones involved in this process. This tool was given to them in the Modern standard Arabic to facilitate the questions for them and gain meaningful answers.

3.1.2.1 Educational Levels of The Students

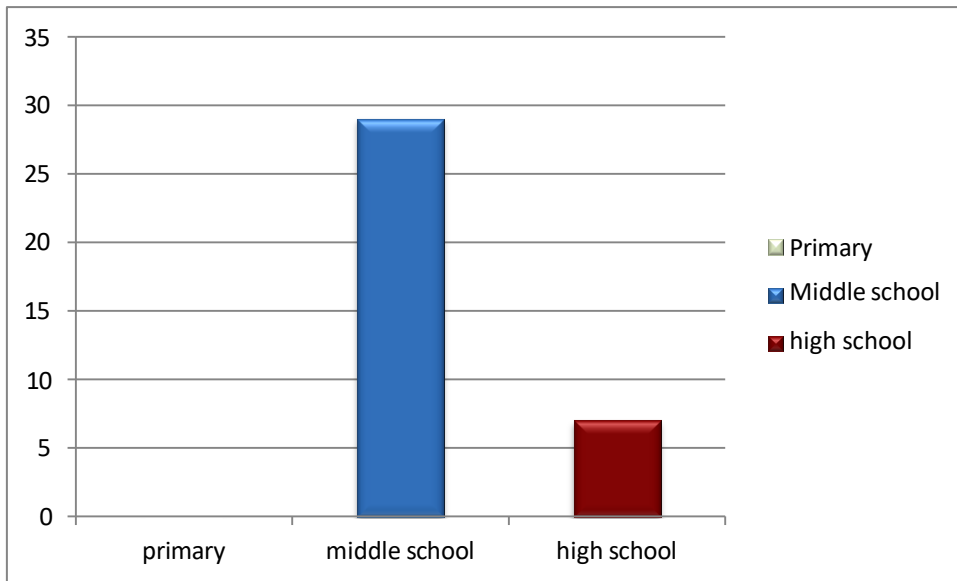


Figure 3.2. Students' Educational Levels

The figure above shows the educational levels of students. We have 29 participants from fourth grade middle school who took private supplementary tutoring from their mainstream teachers) 17 received physics, 7 Arabic, 5 physics as well), and for the secondary level, only 7 students were involved in the philosophy tutoring. However, no cases were found at the primary level where serving teachers tutored their students.

3.1.2.2 Subjects Tutored by Regular Teachers

Most tutored subjects by serving teachers to their mainstream students	Students' number
Physics	22
English	0
Mathematics	0
Arabic	7
Sciences	0
Others) Philosophy)	7

Table 3.10 Tutored Subjects

Data analysis and Interpretation

This table represents the most tutored subjects for mainstream students by their regular teachers. The physics was on top, the majority of participants joined the physics tutoring sessions, but it has been dealt with two classes particularly only students who met the required conditions. However, English, Mathematical, Sciences teachers were not cooperative, some of them said that I gave tutoring sessions but not to my students, they are forbidden to join me, I give them what they need during school hours, there is no need for such sessions for them; if they want to, they can have another different tutor whereas English teachers did not admit that they were involved in this practice. As for the Arabic, the teacher tutored a group from each of the fourth grade class, the researcher selected the one with the highest number of students receiving tutoring from her in which they were 7. Finally, literary stream students were concentrating much on philosophy, but their number was not considerable in the traditional classroom, so just 7 of them joined his tutoring.

3.1.2.3 Time Spent on PST

Hours per week they spend on PST	Students choice
Less than 1hour	0
1-2 hours	29
3-4 hours	7

Table 3.11 Time Spent on PST

This table demonstrates how much time is dedicated to PST per week. All participants) 29) Went for the 1-2 hours choice, except those who received philosophy tutoring, it appeared that they studied for three to four hours. The aim of this question was to know, since teachers who tutor their mainstream students were complaining about the shortage of time during school hours, how much time they prioritized when in control.

3.1.2.4 Teaching Quality and Effectiveness between PST and School Hours

3.1.2.4.1 Physics Teacher A

Statement A: My Teacher provides higher quality teaching in:

Statement B: My teacher is more attentive and responsive to my needs and questions in:

Statement C: My teacher is more motivated and enthusiastic in:

Statement D: My teacher gives me more feedback and guidance in:

Private supplementary tutoring

Traditional classroom

Both

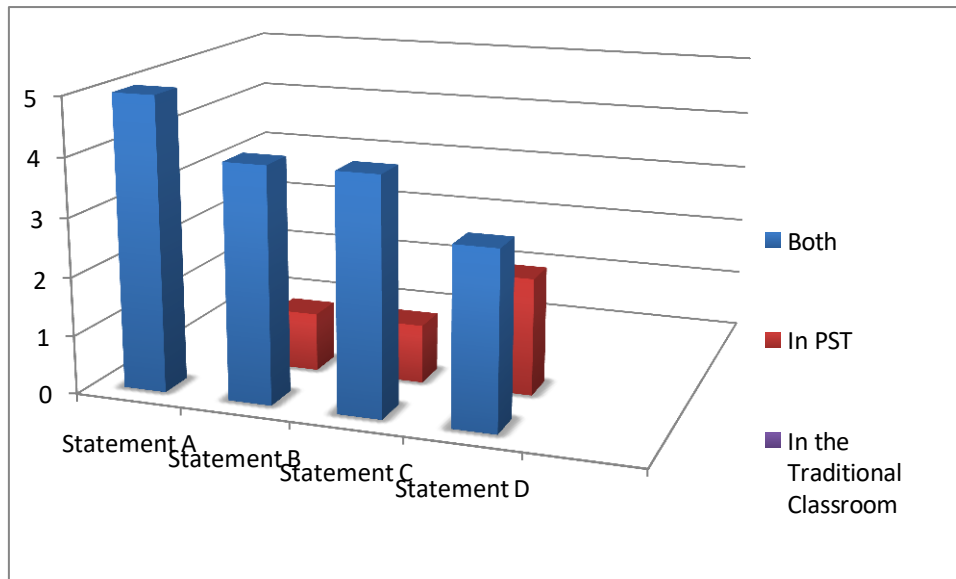


Figure 3.3 Teaching quality and Effectiveness

The figure above illustrates the effectiveness of the teaching quality between PST and the traditional classroom, according to students' opinions. This physics teacher has 5 of his mainstream students to tutor, most of them found no difference in the teaching quality between the two settings in which they strongly selected both, while 2 to 3 students in statements B, C, and D chose the private supplementary tutoring choice.

3.1.2.4.2 Physics Teacher B

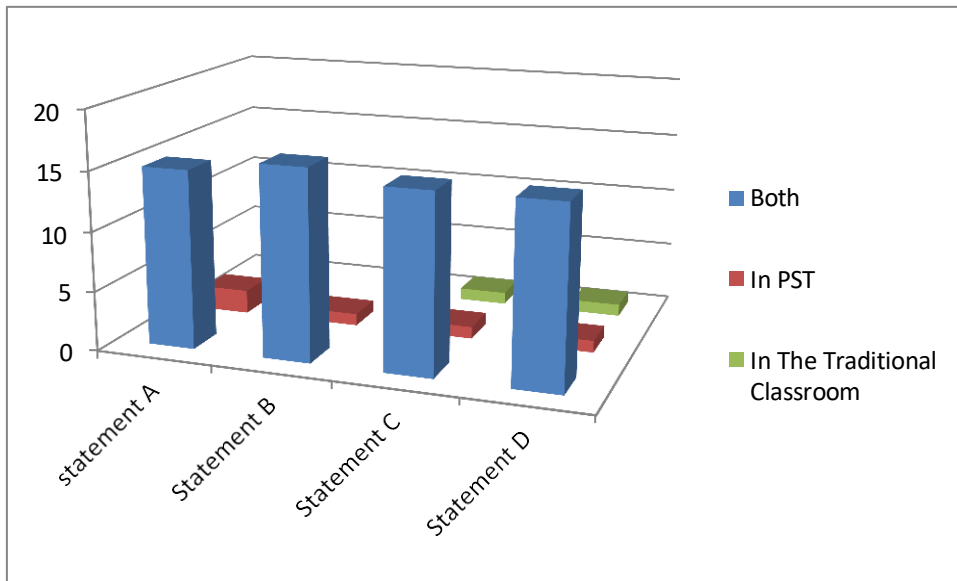


Figure 3.4 Teaching quality and Effectiveness

Figure 4 shows the teaching performance of the second physics teacher in both the traditional classroom and in PST. The results were gathered from 17 students whom he taught and tutored simultaneously, and 15 of them found that their teacher was performing the same in both settings in terms of attentiveness and responsiveness to their needs and questions, as well as his motivation and enthusiasm, in giving them feedback and guidance. However, the minority saw a slight difference where they circled the PST selection, whereas two students in statements C and D agreed that their teacher was more motivated and provided feedback during school hours.

3.1.2.4.3 Arabic Teacher

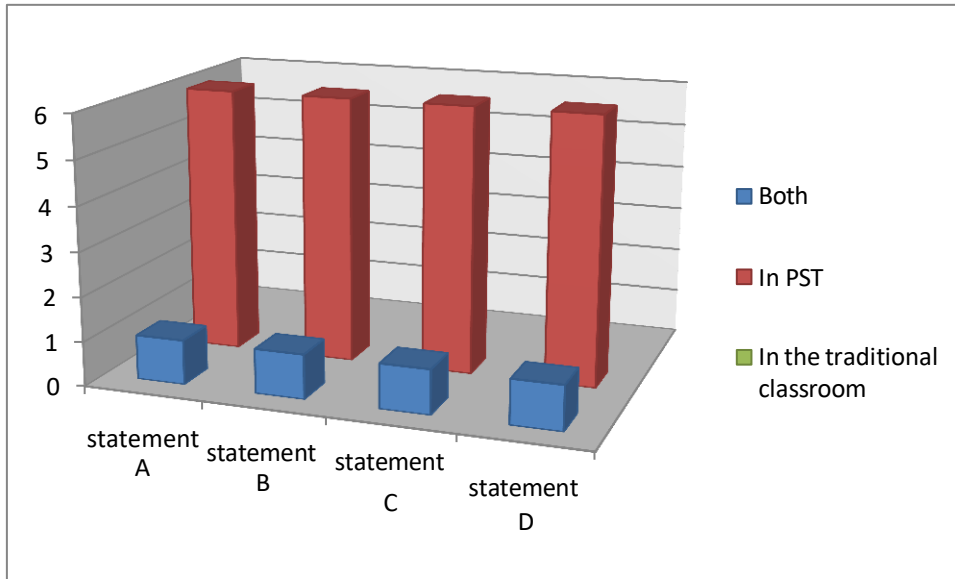


Figure 3.5 Teaching quality and Effectiveness

In this case, students were only 7. We noticed that the majority saw that their teacher provided high-quality teaching in PST in comparison to the traditional classroom. While 1 participant for each statement voted for both.

3.1.2.4.4 Philosophy Teacher

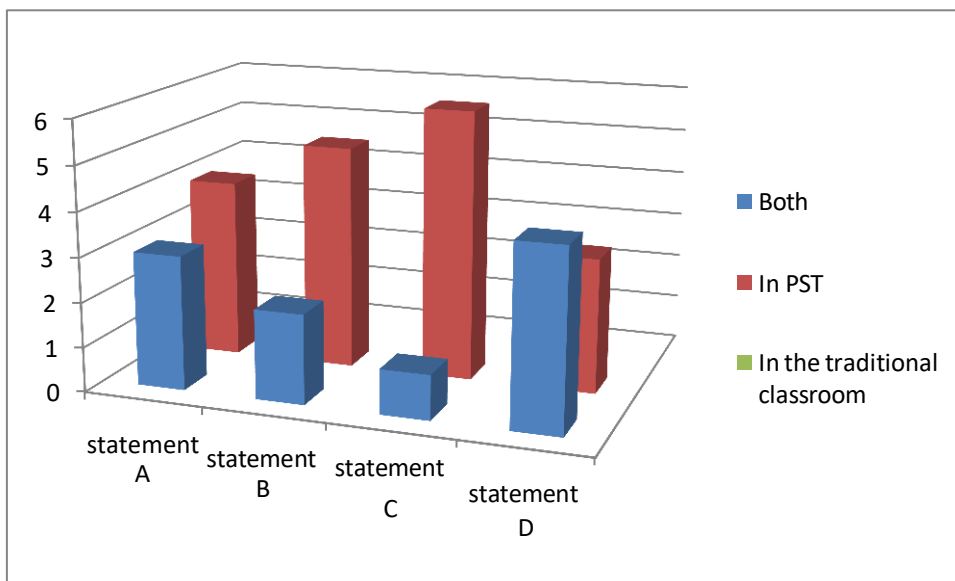


Figure 3.6 Teaching quality and Effectiveness

As it is observed, the total number of participants was 7. The great majority) 6, 5, 4) perceived that they were receiving such good learning in PST. However the minority) from 4 to 1) disagreed and stated that their teacher offered the same learning experience in both settings.

3.1.2.5 Students' Reasons behind Taking PST

	Reasons driving students to receive PST from their regular teacher	
	Common reasons	Different reasons
Arabic Teacher's students)7)	<ul style="list-style-type: none"> -For deeper understanding and explanation -For additional practice and exercises -To benefit from recommended topics for academic assessments -To get better marks -The difference in the teaching quality, either not understanding at all during school hours or not enough explanation 	<ul style="list-style-type: none"> -Peer recommendation -To get the teacher's support and satisfaction -The teacher's treatment (it was better in PST). -To get the format and method to answer questions
Philosophy Teacher's students (7)	<ul style="list-style-type: none"> -The need for further information and explanation -The good detailed explanation in PST -Retaining information 	<ul style="list-style-type: none"> -Their teacher knows their weaknesses and strength - Feedback and guidance -Increasing creativity and abilities

Table 3.12 Students' Reasons behind taking PST (A)

The above table clarifies the causes leading students to seek PST from their traditional classroom teachers. Since the results of the previous graphs were approximately the same for the Arabic and philosophy teachers, we decided to compile them in one table. We concluded

Data analysis and Interpretation

that almost all took PST because the teaching quality of their teachers was low during school hours in contrast to PST, where they were understanding more and fulfilling their needs. Some of the reasons were normal, others were not, for instance, when one student wrote to get the teacher's satisfaction, and that they were treated better in PST. Another main motive was due to the recommended topics and questions that might be included in the academic assessments as a result the answers were mixed between positive and negative.

	Reasons driving students to receive PST from their regular teacher	
	Common reasons	Different reasons
Physics teacher's students (17)	<ul style="list-style-type: none"> -Academic success - Practice and activities -Teacher's good reputation (they stated that their teacher is good, his way of explaining, his high standards). 	<ul style="list-style-type: none"> -To get the stream i want next year (scientific) -Ongoing lessons - Not being able to understand from the first time -To reinforce the knowledge and get new information
Physics teacher's students (05)	<ul style="list-style-type: none"> -Lack of understanding in the traditional classroom due to : Noise, and not being able to focus -For further information and explanation 	<ul style="list-style-type: none"> -Feeling comfortable around my teacher to ask her any questions or unclear points without hesitation (02 Students) - The bad marks

Table 3.13 Students' Reasons behind taking PST (B)

The first physics teacher's students were his big fans, and he was like a role model for them, the majority praised his teaching not specifically in PST but in both settings. Also, the need for activities pushed them to receive tutoring because the time was not enough to have sufficient exercises during school hours. However, the second physics teacher's students were unsatisfied with the explanation provided in the traditional classroom, and they complained about the noise. In addition to that, what really made them take PST from their regular teacher was the feeling of comfort to ask questions and whatever they needed without hesitation.

3.1.2.6 Differences and Similarities between PST and Traditional Classroom

The participants in the figure below are different for each teacher.

Physics A → 17 students

Physics B → 5 students

Arabic → 7 students

Philosophy → 7 students

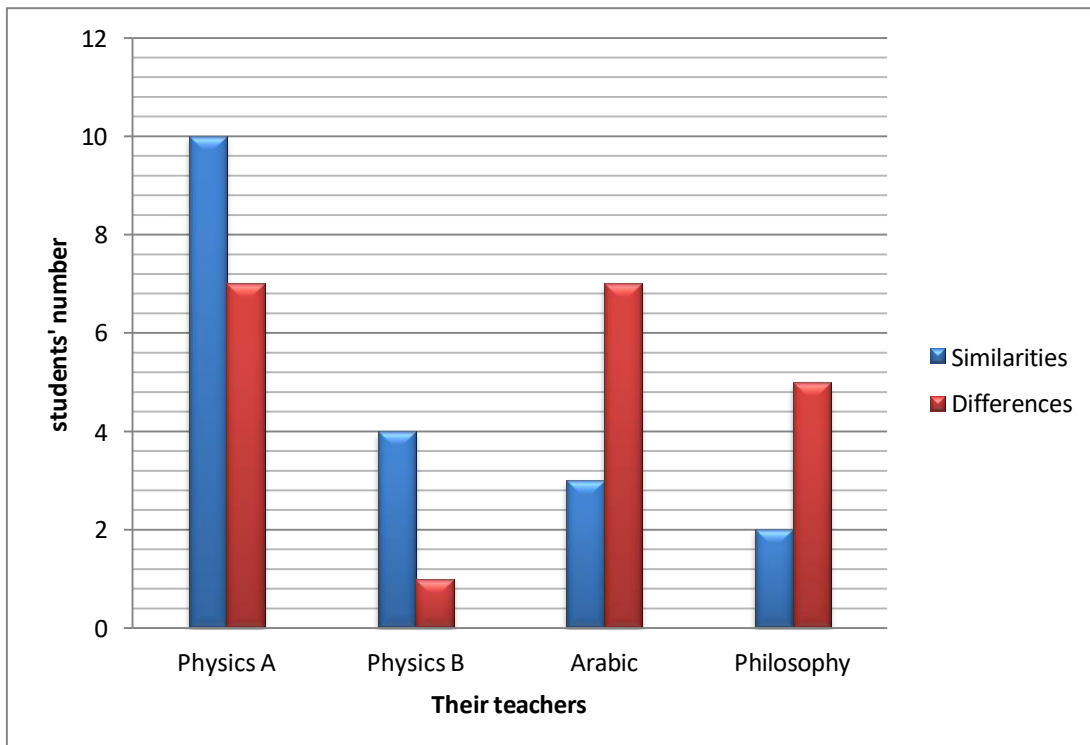


Figure 3.7 Differences and Similarities in students' opinions

According to the first physics teacher's students answers, 10 of them stated that there were no differences and their teacher had the same attitudes, teaching quality, and effectiveness, but 7 students said the opposite, considering that in PST he offered an easy explanation and reassurance in contrast to the traditional classroom where taking into account the lessons and regulations only, another difference was that the teacher could not give everything due to the insufficient time and the overloaded classroom, and as they mentioned also the variety of activities, the guidance, value, and lastly, during school hours was organized as the lesson with few exercises and in PST revision with more practice, still he put in efforts in both settings. As for the second physics teacher's students, 5 declared that no differences were noticed, and she was such a good teacher with multiple roles

(A guide, preacher). Conversely, 1 participant observed a difference in explanation. Moreover, for the Arabic teacher's students, 3 noticed that the similarities included just the given information, titles, and lessons without further clarification. While 7 students listed the differences as follows ; her explanation, knowledge about the subject, treatment, attentiveness, and strictness, it was also mentioned that she cared more about their questions in PST, but during school hours she considered them a waste of time and instead preferred to carry on the lesson. Finally, when it comes to the philosophy teacher's students, only 2 said that they did not see any differences, whereas the other 5 believed that their teacher was more serious and provided an appropriate explanation in PST.

3.1.2.7 Students' Choice of PST Tutor

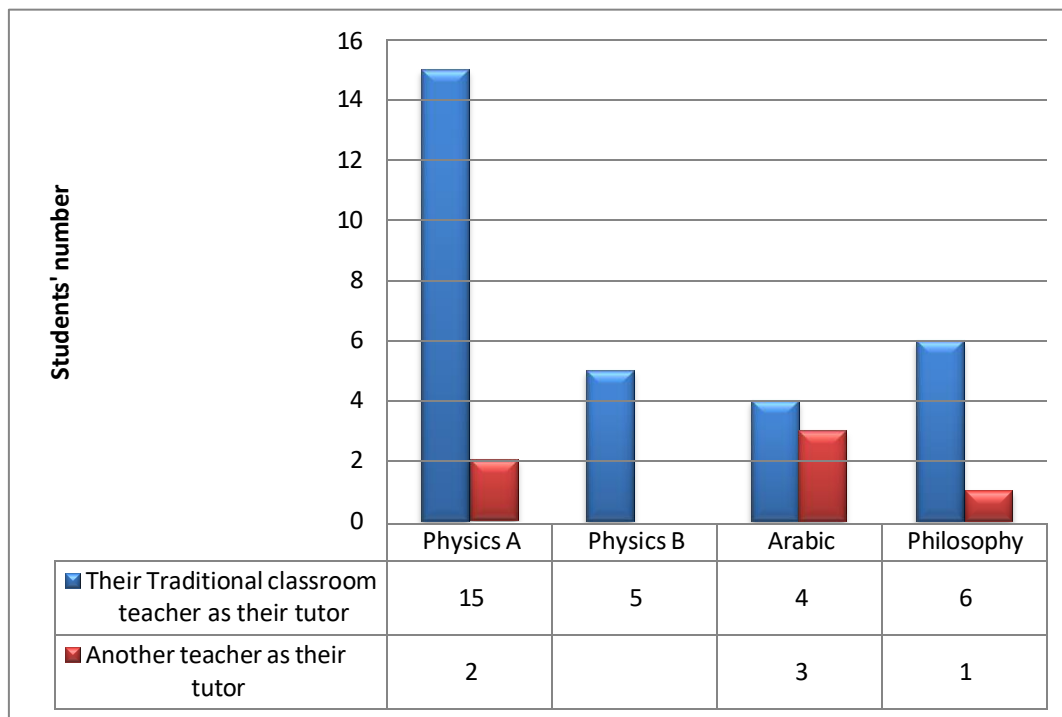


Figure 3.8 Students' Choice of PST Tutor

As it is shown, the great majority of students chose that even though they would have the chance to be tutored by another tutor, they would still pick out their regular teacher. However, the minority opted for another teacher as their tutor.

Students' justification of their choices	
Physics teacher' s students (A)	Physics teacher's students(B)
<ul style="list-style-type: none"> - He knows our needs - We understand with him - Feeling comfortable asking him - To avoid confusion -He is a great teacher - He gave us the way to answer the exams <p>-2 students chose another teacher because if they did not understand with him during school hours they could have another chance with another teacher.</p>	<ul style="list-style-type: none"> - She knows their strengths and weaknesses - She is a good teacher - Feeling comfortable enough to ask her without hesitation -To avoid confusion
Arabic teacher's students	Philosophy teacher's students
<ul style="list-style-type: none"> - There are multiple benefits from receiving PST from my own teacher : <p>Additional marks, answering the suggested topics and questions for exams, and his satisfaction</p> <ul style="list-style-type: none"> -Afraid of the teacher's reaction when she finds out about having another tutor -I know her better compared to another teacher, and she is also a good teacher in PST <p>As for the 3 students who chose another teacher, to notice the difference between their teacher and the other one and see if their lack of understanding is due to what</p> <ul style="list-style-type: none"> -My teacher is unfair /To have another chance to understand 	<p>6 students chose their regular teacher either because :</p> <ul style="list-style-type: none"> -He knows their weaknesses and needs -His explanation is tailored to their understanding - Not feeling embarrassed around him <p>As for the one who said another teacher, he /she did not justify</p>

Table 3.14 Students' Justifications

3.1.2.8 The Motives of Regular Teachers

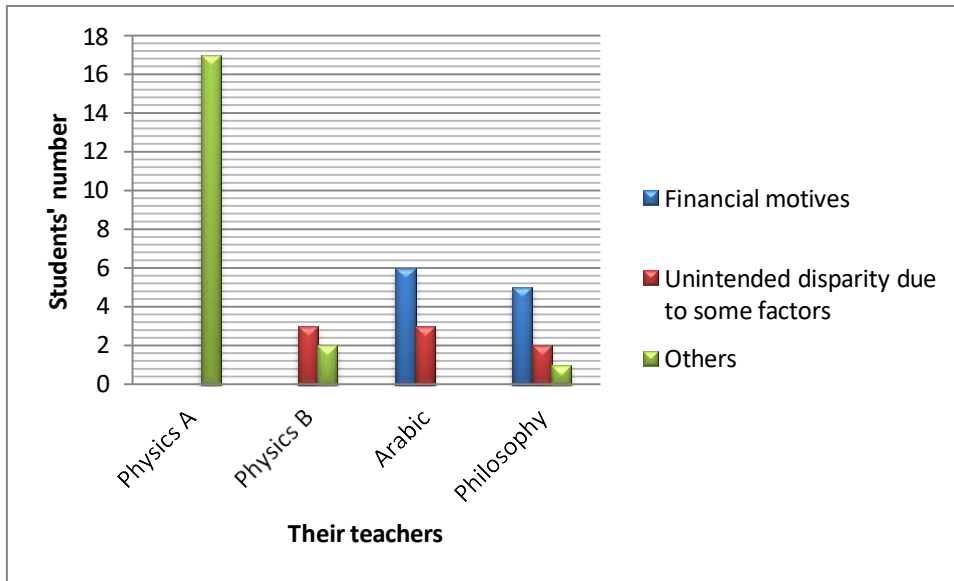


Figure 3.9 Students Opinions on Their Motives

For the first physics teacher, all his mainstream students (17) have that common positive answer: " there is no difference between PST and the traditional classroom, he invested more effort and tried his best in both of them, and his intentions were always to help us get better marks and levels and to be proud of us in front of other teachers and colleagues except during school hours the time was such a challenge for him. Meanwhile the second physics teacher had the same feedback from her 2 students that she was committed to her job, while the 3 other students stated that she invested more effort in PST because during school hours there was a lack of focus due to the noise, which was an obstacle for her. However, for the Arabic and philosophy teachers, the great majority of their students saw that the financial gains were the reason behind investing more efforts in PST, whereas the other answers encompassed both the financial gains and the factors of insufficient time and the overloaded classroom, noise, and pressure of the curriculum that faced the teachers and prevented them from investing those efforts in the traditional classrooms.

3.1.2.9 The Goals behind Offering PST

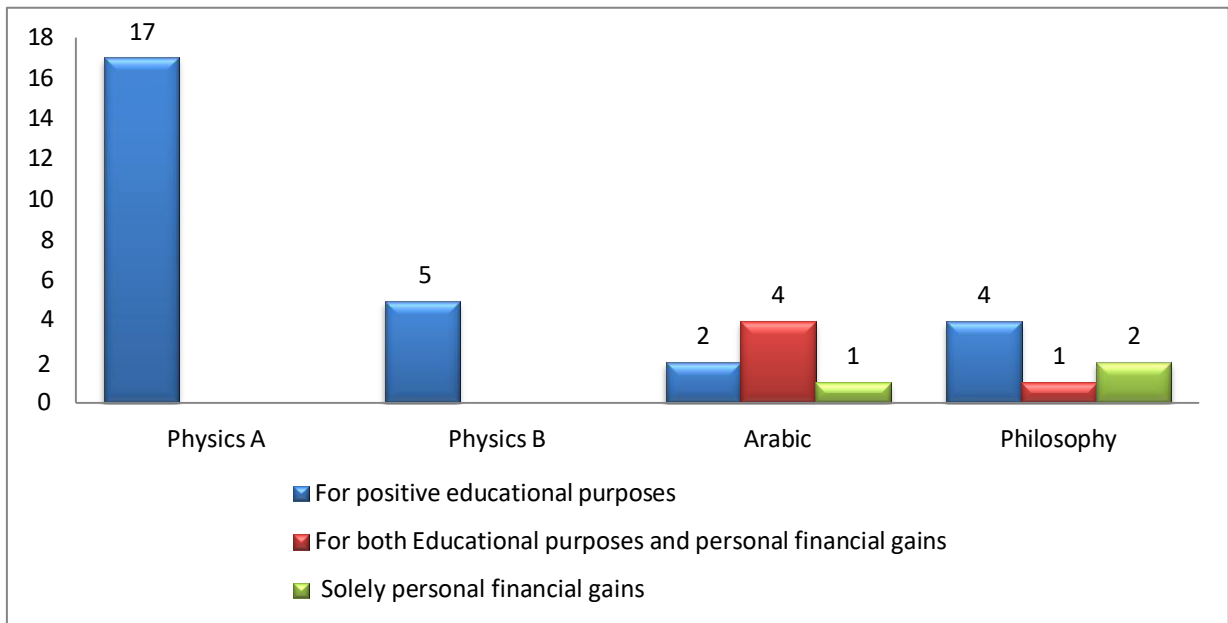


Figure 3.10 Teachers' Purpose in Students' Opinions

In the figure above, 17 students of the first physics teacher declared that what their teacher hoped to achieve from offering PST to them was helping them fulfill their goals and enhance their levels and marks to achieve success simultaneously to build a positive reputation for himself. Likewise, the answers of the second physics teacher's students (05) were the same, all for educational purposes. However, only 02 students of the Arabic teacher provided similar common responses as the previous ones, but 04 of them said that their teacher had positive goals of supporting them, meanwhile she did that for personal financial gains as well, because one student stated that she has a bigger chance to gain profits from her traditional classroom students than any others. Moving on to the last sample, their replies were a combination of the three.

3.1.2.10 Discussion of the Questionnaire

Based on what students have answered, the researcher concluded. First, only the first physics teacher was offering the same quality teaching during school hours and in private supplementary tutoring, regardless of the insufficient time and the overloaded classroom in the first setting. His students were the big motive that drove him to tutor them. All their feedback was positive about him

Second, the second physics teacher performed slightly different due to some factors that influenced her teaching in the traditional classroom, including students' misbehavior, a shortage of time, and the cramped classroom. According to her mainstream students she chose to tutor them just to make up for what they had missed, and because the circumstances were better in PST, no obstacles were faced.

Third, the Arabic one was putting in more effort and energy in PST. Although she had difficulties like the other teachers, most of her students agreed that it was done purposely because it is like a deal. We gave her money and she gave us good teaching.

Fourth, as for the philosophy teacher, some noticed that there were no differences between PST and the traditional classroom while others admitted that he provided high-quality teaching in PST. Speaking of the motives that drove him to this disparity, approximately all answers were « for money » and the rest justified it as due to the factor of time.

Despite the teachers' intentions behind offering more efforts in PST in comparison to the traditional classroom, students were aware of what was going on and took advantage of it, like our teachers got their benefits and we got ours. What was important for them was benefiting from suggested topics for exams, test subjects, and their answers, in addition to the practice part and having good marks.

So PST was not an option for them but was a must and important step to achieve success.

3.2 General Interpretation of Data

Overall, through the analysis of the teachers observation and their students questionnaire, it appeared that serving teachers who tutor their regular classroom students indeed their way of teaching between PST and during school hours differs in the sense that they were more serious, committed, and professional while giving the private lessons, except one who was approximately performing the same in both settings although he faced obstacles of the overloaded classroom, time, but generally he overcame them and showed his abilities and skills that is why most of his students wanted him to tutor them to get more benefits and understanding, nothing negative was either noticed or written by his students. However, in the opposite case where that one teacher who could not provide quality teaching in the traditional classroom due to the challenges of the noisy, crammed classroom, time itself being insufficient and ended up wasted because of the discipline issues, as opposed to PST, where she found herself free and consequently performed better and her students joined her for almost one reason "noise and lack of focus during school hours."

While the other teachers purposely cared less during school hours and more in the private classes. They were applying some tactics, such as the different treatment between those who joined their tutoring and those who did not, informing tutees about potential topics, exam questions, and giving them good marks as far as they were involved. A wide range of their students declared that their one and only reason for this disparity of efforts was primarily for personal financial gains and advantages. As a result, they had no choice but to seek supplementation.

We concluded that even though some regular teachers tended to tutor their mainstream students mainly for negative purposes, their students still did not want to receive these private classes from anyone other than their own teachers because they assumed that they knew their weaknesses and needs better than anyone else would. Besides that, these practices were totally normalized and accepted by both teachers and students.

3.3 Suggestions and Recommendations

Obviously, when teachers know that they are going to meet their students again outside school hours for tutoring sessions, they will not give their maximum in the traditional classroom they will reserve their efforts for PST. The latter is meant to be supplementary, not a replacement for mainstream education. That is what regular teachers who tutor their traditional classroom students should keep in mind.

Providers of PST, especially serving teachers, should be under control and not prevented from such a practice since they better know their students' needs and weaknesses. As a result the researcher proposes the following suggestions:

- If they want to tutor their students, they should have legit reasons and justifications
- They must have a consent form from authorities and those who are responsible in order to be involved in PST and not doing it in secret, because once, I was looking for this type of teachers and i already knew that they were offering tutoring, but when i asked the director for permission to be present with them during school hours, he had no idea that they were providing PST. Also, he gave me the name of one teacher who serves my research, but then she was surprised and nervous about who told him i gave PST.
- They should give regular reports to responsible parties about what they tackled in PST to avoid any shady practices that lead to question their intentions
- Their students should also fill out a feedback sheet about their progress and the teachers' performance in both settings.
- There should not be much disparity in terms of teaching quality between PST and the traditional classroom. The rating idea would be suitable, if students would rate teaching performance as low during school hours and high in PST, procedures need to be taken.

Instead of finding PST as the one and only solution, why not specifying additional hours when available in school premises for weak and low-level students or those who did not get enough understanding?

As for the ministry of education, it should bear in mind that the time of one hour at the middle school level was not sufficient especially for subjects that need practice, such as

Physics. In addition to the number of students in one classroom it was such a challenge for teachers to deal with them.

3.4 Conclusion

Throughout the process of analyzing and interpreting teachers observations and students questionnaires, which were the main focus of this chapter, it appeared that most serving teachers who provided PST to their mainstream students tended to give high-quality teaching in PST over their main duties. Some teachers found themselves free of the obstacles they faced during school hours, such as the cramped classroom, insufficient time, and discipline issues while others did that intentionally and got used to invest their efforts in the private sessions. As a result, the majority of their students stopped taking learning in the traditional classroom seriously and started seeking supplementation.

General

Conclusion

General Conclusion

Among the most infected regions and countries by shadow education is Algeria, where a wide range of students and their parents view it as a necessity to achieve better results and success. In this regard, some teachers who are tutors took advantage of it and started manipulating their learners through some tactics, such as investing more effort and energy in private supplementary tutoring over their main duties, in order to allure them to join their private sessions. For this reason, the researcher decided to investigate to what extent this practice is familiar and what motivated them to do so.

This work is divided into three chapters, starting with the first one, which was for private supplementary tutoring, its definition, spread, positive and negative effects, as well as regular teachers and their teaching quality between PST and the traditional classroom, in addition to their intentions and motives, which can be negative or unintended due to some influencing factors, and finally some recommendations and suggestions to reduce the risks of this activity. The second chapter was about the description of the appropriate methodology for this research, while the third one tackled the practical part with the discussion of the results altogether.

The collected data on our topic confirmed the hypotheses and showed that truly some serving teachers provided high-quality teaching during PST over school hours, because they were facing these common challenges of the huge classroom number, constraints of time, and students' misbehavior taking their energy, consequently they felt demotivated. Whereas the other teachers intentionally did not seem to care to do their best in the traditional classroom instead they put their efforts into the private lessons not only for academic and educational purposes but for their personal reasons to enhance their finances, it was clear from the shady practices they were doing. Also, we concluded that some regular teachers were engaged because their students desperately wanted to not for any other motives.

One last word to add is that shadow education should not imitates the content of mainstream education only but also the procedures and legitimacy to ensure the safety and reliability of the field

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Appendices

Appendix (A)

Teacher's Observation during school hours

Date:

Level:

Session number:

Teacher of:

Class size :

Duration :

During school hours		Yes	No
1	There are instances where the teacher encourages students to save questions for PST		
2	The teacher tells students to continue the lesson or seek further explanation in PST		
3	The teacher wastes time and does not cover the whole lecture		
4	The lesson is paced appropriately		
5	The teacher manages the classroom		
6	The teacher encourages students who join his /her PST over those who do not		
7	The teacher uses strategies and methods to deliver effective teaching		
8	There are factors such as workload, fatigue that impact teacher 's performance		
9	The teacher faces challenges of overloaded classroom and students' misbehavior		
10	Insufficient time to cover all areas of the lesson		
11	The teacher stops explaining when students say that they have understood		
12	The teacher asks questions to check for understanding		
13	The teacher informs students about suggested topics and questions that might be included in the exam		
14	The teacher provides feedback to his/her students		

Appendix (B)

Teacher's Observation in private supplementary tutoring

Date:

Level:

Session number:

Teacher of:

Class size:

Duration:

His/her students:

In private supplementary tutoring		Yes	No
1	The teacher reexplains the lesson already explained in the traditional classroom, reinforced with exercises		
2	The teacher focuses on practice only without reexplaining the lesson taught in the traditional classroom		
3	The teacher stops explaining when tutees say that they have understood		
4	The teacher asks questions to check for understanding		
5	The teacher manages the classroom		
6	The teacher informs students about suggested topics and questions that might be included in the exam		
7	The teacher provides individualized attention to the students' needs		
8	In PST, the way of teaching differs from that in the traditional classroom		
9	The teacher uses strategies and approaches to deliver effective teaching		
10	The teacher tutors all his /her students		
11	If not, the group size helps the teacher provides high-quality teaching compared to the traditional classroom		
12	The teacher gives feedback for improvement to tutees		
13	The teacher does not face challenges of fatigue, and insufficient time		
14	The instructions are paced appropriately		
15	The teacher gives different strategies and techniques from those given in the traditional classroom to help students answer questions easily		

Appendix (C)

Students Questionnaire

Dear students,

This questionnaire is a part of a research thesis that addresses students who receive private supplementary tutoring from their mainstream teachers. Which investigates the intentions the drive Algerian regular teachers who tutor their students to provide high-quality teaching in PST over traditional classroom teaching. It aims at gaining insights and perspectives from students regarding their experiences with their teachers who engage in PST. Your participation in this questionnaire is voluntary and anonymous. The results will be used for academic purposes only and will not affect your evaluation or grades. Please answer the questions honestly and to the best of your ability.

Thank you for your cooperation

Instruction

Circle the answer

Background information

1. What grade level are you in?

- Primary
- Middle
- Secondary

2. What subject do you receive PST in?

- Physics
- English
- Mathematics

Section two:

1. What are the main reasons or goals that drive you to receive PST from your regular teachers?

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2. What are the main differences or similarities that you notice between PST and traditional classroom teaching in terms of your teachers quality and effectiveness?

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3. If you were given the choice to receive private supplementary tutoring from your own teacher or another teacher, what would you choose? (Justify your answer)

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.....

4. In your opinion, what motivates your regular teachers to invest more efforts and energy in PST over their main duties?

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.....
.....

5. In your opinion, what do you believe regular teachers hope to achieve by offering PST to their students?

.....
.....

Thank you for completing this questionnaire. Your responses

are valuable and appreciated.

Appendix (D)

The Arabic version

استبيان المتعلمين

أعزائي الطالب،

هذا الاستبيان جزء من أطروحة بحثية الذي يستهدف التلاميذ الذين يتلقون الدروس الخصوصية من معلمهم الذين يدرسونهم في القسم. والذي يدور موضوعه حول النوايا التي تدفع هؤلاء المعلمين الى تقديم تدريس عالي الجودة في الدروس الخصوصية مقارنة بجودة التدريس في القسم. والذي يهدف الى اكتساب رؤى ووجهات نظر من الطالب فيما يتعلق بتجاربهم مع معلمهم الذين يقدمون لهم الدروس الخصوصية. ان مشاركتك في هذا الاستبيان طوعية ومجهولة الهوية. سيتم استخدام الأجوبة للأغراض الأكاديمية فقط ولن تؤثر على تقييمك او درجاتك. يرجى الإجابة على الأسئلة بصدق وبقدر ما تستطيع

شكرا لتعاونكم

التعليمة: ضع دائرة حول الإجابة

خلفية المعلومات الشخصية

1. في اي مستوى دراسي انت ؟

الابتدائي

المتوسط

الثانوي

2. ماهي المادة التي تتلقى فيها الدروس الخصوصية؟

الفيزياء

الإنجليزية

الرياضيات

اللغة العربية

العلوم الطبيعية

غير ذلك (يرجى التحديد)

3. كم عدد الساعات التي تقضيها اسبوعيا في الدروس الخصوصية ؟

اقل من ساعة

ساعة الى ساعتان

من ثالث ساعات الى اربعة

القسم الأول: جودة المعلم وفعاليتته في كل من الدروس الخصوصية والقسم المدرسي التقليدي

1. استاذي يوفر تعليم عالي الجودة في

الدروس الخصوصية القسم المدرسي التقليدي

كالهما

2. استاذي اكثر انتباها واستجابة لإحتياجاتي واسئلتي في

الدروس الخصوصية القسم المدرسي التقليدي

كالهما

3. استاذي اكثر تحفيزا وحماسا في

الدروس الخصوصية القسم المدرسي التقليدي

كالهما

4. استاذي يقدم لي المزيد من الإرشادات والتوجيهات في.

الدروس الخصوصية القسم المدرسي التقليدي

كالهما

القسم الثاني:

1. ماهي الأسباب او الأهداف الرئيسية التي تدفعك لتلقي الدروس الخصوصية من استاذك ؟

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.....
.....

2. ماهي اهم الاختلافات او اوجه التشابه التي لاحظتها بين الدروس الخصوصية والقسم المدرسي التقليدي من ناحية جودة الأستاذ وفعاليتته ؟

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

3. إذا تم تخييرك بين تلقي الدروس الخصوصية من استاذك او استاذ اخر , ماذا ستختار؟ برر اجابتك

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

4. في رأيك, ما الذي يحفز استاذك الى استثمار المزيد من الجهود والطاقة في الدروس الخصوصية مقارنة بالقسم المدرسي التقليدي؟

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

5. في رأيك, ما الذي يأمل الأستاذ تحقيقه وراء تقديم الدروس الخصوصية لطالبه؟

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

شكرا لكم لمأل هذا الاستبيان إجابتم ذات قيمة وتقدير