

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA Ministry of Higher Education  
and Scientific Research University of Ain Temouchent - Belhadj Bouchaib



Faculty of Letters, Languages and Social Sciences  
Department of Letters and English Language

**Comparative Study Between Public and Private Schools in  
Ain Temouchent**

*An Extended Essay Submitted in Partial Fulfillment of the Requirement for a  
Master's Degree in Didactics and Applied Languages*

**Submitted by:**  
Ines Kamilia ARIF

**Supervised by:**  
Dr. Boualem BENGHALEM

Meriem MARHOUM

**Board of Examiners**

**President: Dr. Assia BOUZID**

**MCA**

**Ain Temouchent University**

**Supervisor: Dr. Boualem BENGHALEM**

**MCA**

**Ain Temouchent University**

**Examiner: Dr. Hassiba KORICHE**

**MCA**

**Ain Temouchent University**

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## **Dedications**

I would like to dedicate this thesis to all people who didn't give up on me to finish my master degree.

The light of my eyes my beloved parents, who have been the source of my inspiration, who continually provide their moral, spiritual, emotional and financial support.

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My partner and my best friend Ines for being cooperative and easy to work with.

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## **Abstract**

In Algeria, there has been recent interest in the role of private education as a competitor to public education. It has been assumed that private sector contributions will aid in improving educational quality . In order to investigate these allegations, this research sought to compare and contrast Algeria's public and private schools. Both systems are evaluated on the basis of students' academic success and the overall satisfaction of the main stakeholders , students and instructors . This study seeks to close the gap in school effectiveness research in Algeria with a focus on Ain Temouchent . Additionally, it assists readers distinguish between private and public primary schools by providing information about each of them. In order to do this, two distinct types of schools were the subjects of a comparative case study, which used a variety of sources and research tools to gather data. In both situations, instructors were interviewed, classroom observations were made, and student questionnaires were given out. Data gathering using these research tools were analysed quantitatively and qualitatively . The present research work contributes knowledge about the Algerian educational system and suggests that there is room for more cooperation and mutual learning between the private and public school systems. The researcher concludes by offering a few recommendations for more investigation and solutions.

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## **List of Acronyms**

ELT: English Language Teaching.

EFL: English as a Foreign Language.

TEFL: Teaching English as a Foreign Language.



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# **GENERAL INTRODUCTION**





## **General Introduction**

Education facilitates the acquisition of new knowledge, competencies, ethics, values, beliefs, learning, and self-improvement. Education is compulsory for people starting from a young age in many countries. Teaching, learning, training, directed research, storytelling, and other methods are examples of educational methods. A person's dynamic force is their education, which significantly impacts their mental, emotional, social, physical, and ethical growth. It enables someone to have various experiences and use those experiences to build a fulfilling life.

In Algeria, education is compulsory starting at the age of 6. It is one of the most critical priorities of the Algerian government. The Algerian education system consists of several levels: preparatory, fundamental (primary, middle, and high school), and higher education. Algeria's history demonstrates that its first educational system was centered on Islamic studies or instruction in mosques. Reading, writing, and counting used to be taught in mosques. French colonists established Algeria's formal educational systems by requiring Algerian students to study the same French as their children. At that time, public schools were the only choice, and only a small percentage could attend them due to their scarcity. When Algeria earned its independence, things drastically changed. Significant changes were made to the educational system, and more public schools were created and opened to the general public. In the past few decades, the private school system in Algeria has fully developed. Many parents shifted their focus to enrolling their kids in private schools because they believed public education was no longer advantageous for their children.

In light of this point, this research aims to investigate and compare some aspects between two different types of schools in Ain Temouchent. In addition, the main objectives of this study are to provide more information about public and private primary schools in Ain Temouchent and determine the differences and similarities between the education provided by the government and that provided by the private sector.

Hence, this study research attempts to answer the following research questions :

- What are the similarities and differences between private and public schools?

- What professional differences exist between teachers in the two sectors?

This study has been carried out to test the following hypotheses:

- They share the same textbooks and teaching objectives and differ in teaching program and size of the class.
- Private school teachers show higher motivation than public school teachers.

This dissertation is made up of three chapters: The first chapter is purely theoretical and will focus on the main similarities and differences between two different primary schools in Ain Temouchent as well as a review of the literature on various related fields. The second chapter is the practical portion of the study and is devoted to the research tools, which are classroom observation and the questionnaire. The third chapter tries to answer the research questions by confirming or disproving the research hypothesis. As well as a discussion of the findings and some additional recommendations and suggestions for future research.

# **CHAPTER ONE**



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## **1.1.Introduction**

The Algerian language has a rich and complex linguistic background. It makes the country a particular Arab nation with the number of languages taught and used either in academic or non-academic contexts. In Algeria's latest step toward English as being considered the global language, "it is a reality that English is the international language", President Abdelmadjid Tebboune has announced that the country's schoolchildren will start learning English in primary school as a second language, beginning this year 2022. There are various kinds of education in which parents may enroll their children. The choices are narrowed down into two main categories: public and private schools. The purpose of this chapter is to review the literature on the attached terms relating to the context of education in various primary schools in Ain Temouchent, highlighting the major differences and similarities. It also tries to describe the nature of the learning process across the two sectors. It further examines the advantages and disadvantages of both public and private schools.

## **1.2.Language Education**

In recent years, Research has shown that language is a very important part of the learning process. "language" may refer to any "system of signals" consisting of sounds, words, and word patterns governed by grammatical rules and used for human interaction (Bloch & Trager, 1942; Hendriks 2013) .

Education is derived from the Latin words "*educare*" and "*educum*." The former means *to bring up*, and the latter denotes the art of teaching and training. According to Kumar and Ahmad (2008), education can be interpreted in many ways, including social, scientific, and psychological activities that are either planned or unplanned and are capable of facilitating progress in the life of an individual and in society in general. Language and education are two closely related concepts that share a common duality. The relationship between language and education can be analyzed from two perspectives: education of language and education through language.

In the first combination, language and education are viewed as two separate subjects, with language being studied as content and education being used as a methodology. As a result, choices must be taken on whether other nonnative languages should be included in the educational program in addition to the country's official language. There can be a problem when learning a language if it's different from the language most people speak. There are

many factors to consider, such as politics, culture, economics, geography, history, etc. Sometimes the priorities of policy makers don't match the recommendations of education experts.

In the second combination, education is seen as a collection of academic disciplines, whereas language is seen as a tool for communication or as a mechanism of knowledge transfer. Therefore, a choice must also be made about the subjects that should be taught in other languages, especially in non-English-speaking nations. Language policymakers, for example, continue to debate whether Arabic or another foreign language should be used as the "applied language" for teaching exact sciences in the Arab world. The advocates of foreign languages have differing opinions on whether to adopt French (in countries in the Maghreb, for example) or English (in countries in the Middle East).

Language and education coexist with one another. Whatever the subject is, using language is a necessary component of all knowledge construction in the framework of education.

### **1.3.ELT Situation in Algeria**

As the globe becomes ever smaller and more interconnected, the need to learn new languages becomes more apparent. It is becoming more and more crucial to consider the place and function of English in the ever-shrinking global community. With a lengthy history of usage over many years and a range of purposes, English asserts itself as a universal language. Evidently integrating into Algeria's academic community. Given that the value of English is increasing in various forms and contexts, a greater understanding of its significance is of great interest, and it is currently taught in most Algerian universities as well as all middle and secondary schools across the country (Miliiani, 2000). It is spoken by about 1, 5 billion people and is the language of international communication in business, diplomacy, technology, sports, travel, and entertainment (Tiersky: 2001). As a result, English instruction is increasingly being emphasized in all aspects of education.

The National Curriculum considers the capacity for oral and written communication in English to be one of the fundamental skills that students should develop over the course of their education. The requirement of enhancing teaching English as a Foreign Language

(TEFL) has been incorporated into Algeria's educational system. In order to operate as responsible citizens in the social and cultural context of the 21st century and take part in the nation's global economy. Algerian EFL students must be taught the four competencies (listening, speaking, reading, and writing) according to the national curriculum in an integrated manner so that they can improve their entire range of abilities (Djebbari, 2016). English is now a required subject in Algerian schools, and it is taught starting in primary school up to higher education levels. In actuality, Algeria has used several teaching strategies to raise the quality of its students. shifting from the 1960s Grammar Translation Method, which overtly prioritizes linguistic traits, to the Direct Method and the Audio Lingual Method. Nevertheless, in 2003, schools began using the competency-based approach. The idea of expertise is highlighted significantly, and communication is given significant weight. This approach aims to give students the knowledge and skills they need to understand and solve problems in their fields (Miliani, 2000). A competency is a flexible, objective quality based on experience and situational application. According to Medjahed (2011), a learner develops competency through activities and in a variety of situations. As a result, competency is a recognition of the need for self-improvement.

#### **1.4. Education Sectors**

Education is seen as an essential need, and it is considered the backbone of a society. A school is the appropriate place where students can acquire the knowledge and skills they need to succeed in the future. There is a common belief that selecting the appropriate school is the primary factor in determining one's level of success in life. Recently, parents have become increasingly active in their child's educational experience. Thus, they place a great deal of importance on choosing the best educational environment for their children. In most cases, parents have two educational options to consider: a public school or a private school. Competition between public and private schools has always existed. Despite having significant differences, the two varieties can share some common features.

##### **1.4.1 Private and Public Schools**

Public schools are a legal requirement for all children in different parts of the world. All children have the authority to receive a good-quality education provided by the government.

"In the United States, Australia, and many other countries, a public school is a school that is supported financially by the government and usually provides free education." Collins English dictionary. Public schools are operated by the government, and they must abide by any standards and regulations set by officials while staying within the budget. The financial resources made available by the government determine every facet of a public school. Public schools must also accommodate every student; therefore, they frequently have a large number of students.

On the contrary, over the past several years, Algeria's educational system has seen a rapid expansion of private schools. "It is a school that is not supported financially by the government and that parents have to pay for their children to go to." Collins English dictionary. Private schools are managed independently of the government, but they are nevertheless required to adhere to a set of academic requirements that are often established by the state. The moderate private school charge in 2003–2004 was \$8,412 (Snyder, Dillow, & Hoffman, 2008, p. 86). Since private schools are not funded by the government, enrollment is contingent on the payment of tuition.

### **1.5. Major Differences Between Private and Public Schools**

There might be a big difference between private and public schools, depending on their purpose. There is plenty of data used to compare public and private schools on a number of important dimensions. This information can help parents make a conscious decision about which school is best for their child. The defining distinction between public and private schools is their different sources of support. Public schools rely on tax money raised by the general government. (Kyle, 2005), while private schools are usually supported by tuition payments. Many people believe that school choice should be available to both private and public schools. The idea is that having public schools compete for students will help them improve and show the benefits to students and their parents more effectively. Another difference is that public and private schools differ in terms of their organizational structure and the source of authority for making important decisions. Moving on, there is numerous research on the pros and cons of different school sizes (15), and the consensus is that smaller schools are generally considered to be easier to manage and promote a sense of community

among students and teachers, especially in private schools. However, larger schools can sometimes offer more academic programs and support services.

Although there are many differences, public and private schools share some similarities, such as the fact that they both must be government-registered and subject to inspectors, but the major one is their common aim of providing opportunities to learn and succeed.

### **1.5.1 Private School and Public School : Curriculum**

The term curriculum is one of the main concerns in education. Schubert (2003) defines curriculum as the contents of a subject's standards and responsibilities to be obtained through deliberate activities, the specified mastering outcomes, and reports made on culture and 'agenda' to reform society. It covers the disciplines and extracurriculars that fall under the purview of a specific school system. Generally, curriculum describes the setting in which particular educational activities are conducted. Moreover, no school or university can operate without a curriculum since it specifies and establishes the rules and what takes place in any official educational setting.

Private schools are not bound by the same regulations as public schools when it comes to expanding their programs and curriculum. Private schools are not legally required to follow legislative mandates in programming, funding, and services. Private schools have more freedom to adopt their own curriculum and standards than public schools, allowing them to provide a more diverse and advanced education than what is offered in most public schools. The increased quantity of advanced coursework and college preparation is a widespread assumption regarding the private school curriculum. When asked how much homework they do per week, 75% of private school students in 2004 said they do 4 or more hours, compared to only 56% in public schools (Snyder et al., 2008, p. 221). According to Cookson (1993), students in private schools have stricter discipline, more homework and writing, are placed in smaller classes, and take more semester hours.

On the other hand, public schools are required to comply with state norms. Public schools offer an educational program that is designed for all students. It includes core subjects such as math, reading, writing, science, history, and geography, as well as many specialized programs offered in music, art, and languages. Each state determines what students are expected to learn. Clayton (2005) emphasizes that learning is measured through standardized tests.

However, opting for a one-size-fits-all approach to curriculum for all of their students in the same grade can be difficult for students who have different learning skills, as the curriculum may not be tailored to their specific needs.

### **1.5.2. Class Size in Private and Public Schools**

While there are many factors that contribute to the quality of education, class size is one of the most important. According to Adeyemi (2008), class size refers to an educational tool that can be used to describe the average number of students per class in a school. There are a variety of class sizes in a school; some are large, while others are smaller. Public and private schools differ significantly in a number of ways, including the size of their classes. In public schools, classes can be quite large, averaging around 30 to 35 students (or more). However, most private schools tend to keep their classes much smaller, typically ranging from 10 to 15 students.

There is a long-standing belief that the number of students in a class impacts the standard of the learning environment (Ehrenberg, 2001; cited in Coetzee, 2008, pp 26-7). Certain scholars hold the view that the size of a class is a major factor in determining a student's success. Loveless and Hess (2007) argued that reduced class sizes provide teachers more time to address the individual needs of each student, and the smaller settings provide better structure, safety, and discipline (p. 2). However, other assumptions recognize the advantages of larger class sizes. They may have the extra resources to offer more opportunities for students; when there are more students, there are more teachers to meet students' needs and to offer more classes (Laura B. Koenig et al., 2015). Stating that classes where there are many students can provide both a challenging and rewarding experience for teachers. The behaviorists believe that the lessons learned in large classes are more productive because they represent the behavior of teachers as the primary and basic factor in the students' outcome.

According to National Center for Education data, private schools are on average half the size of public schools. Hruz, 2000, agrees that reductions in class size will reduce classroom problems, improve morale for both students and teachers, and increase focus and participation. Many experts believe that having a smaller class size can help to create a sense of cohesion and belonging for students and also tends to have more favorable teacher-student

ratios. On average, private schools have a student-teacher ratio of 9:1, compared to about 17:1 in public schools.

Analysis of private vs. public school differences found in the workings of Dills, A.K., & Mulholland, S.E. (2010) They maintain that private schools are better due to three aspects: Private schools put students with lower skills (low-ability students) in small classes rather than other students; private schools also put in small classes students with poor or bad behavior; and the third reason or aspect is that private schools impose teachers with special features to deal with such students.

The purpose of the characteristics mentioned above is that private schools typically place students with lower skills and those with behavioral issues in small classes in order to better facilitate their education. This is because these students often have difficulty competing with others on equal terms. Specialized teachers are also assigned to these students in order to aid them in overcoming their weaknesses and improving their skills..

### **1.5.3. Teaching Quality in Private and Public Schools**

Teaching quality is a complex matter with many different definitions, and it can often be linked to other issues such as teacher recruitment and retention. It is a combination of teacher characteristics, such as professional qualifications, experience, place of residence, in-service training, etc., and what the teacher 'does' and exhibits in the classroom (practices, attitudes, content knowledge).

The quality of a teacher's instruction depends not only on the content they know but also on their pedagogical knowledge. This includes their knowledge about how students learn and what different learning environments are best for them, as well as their understanding of the curriculum and how to adapt it to different students. This has been worthily elaborated by Fenstermacher and Richardson (2005):

Quality teaching can be understood as teaching that produces learning. That is to say, While there can be a task-oriented approach to teaching, any claims that such a method is of high quality instruction depend on the progress of the pupils. We label this sense of teaching successful teaching [our emphasis]. (p. 186)



Classroom teachers play an important role in the academic and social success of the students in their class. They are supposed to be the guide, controller, and trainer. In non-government schools, the teacher is the only person responsible for creating a sense of belonging and organizing the school. They support students progress by directing them. Therefore, "private schools are generally very selective about who they place in front of their students," says Nicholas (2010:77). Many students who attend private schools want to return to teaching there; private schools are more likely to consider hiring former students from their school. However, this does not always hold true in public schools

#### **1.5.4. Teaching Methods in Private and Public Schools**

Teaching methods can be broken down into principles and methods. There are many different methods that are usable, including class participation, demonstration, recitation, memorization, etc., depending on the information or skill that is being taught. In the pre-technology education context, teachers are the sources of information, and students are the receivers of that information. In terms of the way the delivery is made, the educator can use the "chalk and talk" method and overhead projector OHP transparencies to deliver the message to students in a way that is both visual and auditory. This type of instruction is founded on the behavioral learning perspective (Skinner, 1938), which has been used for a long time as an educational strategy in schools.

Research concerning teaching methods in private and public schools shows that the private head teacher focuses on co-curricular activities at the school while the government school head teacher is better at dealing with administrative planning for the year (Fairda and Madeeha, 2000). A recent study by Alderman et al. (2001) has shown that, when it comes to enhancing the teaching quality, which involves the methods, private schools are much better than government schools. This is based on survey data from the household level, which is a much more reliable source than data from the school level. In fact, another researcher has reported that teacher evaluations should measure the level of knowledge, methodology, classroom atmosphere, and teacher inspiration, as well as students' manners. A study reported that the performance appraisal in private schools is good as compared to government schools,

but results in government schools are not good, so the public sector has to be improved.(Khan et al., 2014).

On the other hand, in most government schools, traditional teaching methods are used with few uses of technology and multimedia because there are not enough facilities and infrastructure. In contrast, in private schools, teachers are more likely to use new technology tools, such as computers and software, to improve teaching methods. The blackboard is still used in both types of schools, although in government schools it is more traditional and may be less effective.

### **1.5.5.School climate in Private and Public Schools**

The factors that contribute to student success in school are a topic of study in education. There are several variables, including the characteristics of students, the parameters of the educational process, and the specific features of the school and its environment. Recent research has focused on the daily events that take place in school, and one of these characteristics is school climate. School climate is an unseen element of school life that is felt by all participants. Cohen, McCabe, Michelli, and Pickeral (2009) asserted that school climate is based on features of people's perspectives on school life and promotes norms, goals, and values . The concept of school climate is complex and encompasses a variety of facets of the school experience, from the size and state of the school's structure to the interpersonal relationships within the school. A healthy school environment is an important component of successful and effective schools and is thus often the aim of school-wide initiatives (Griffith, 2000; Koth, Bradshaw, &Leaf, 2008; Lehr, 2004).

Crime can occur in any location. Schools, whether public or private, are not immune to crime. However, public school students are exposed to crime at a much higher rate than private school students. Public school students are much more likely to be aware of, witness, or worry about being a target of physical assault, theft, or harassment than private school students. Additionally, public school students had a higher propensity to report being personally victimized than private school students.

Learning in a safe and comfortable environment is essential for students to be able to learn effectively. When the school climate is safe, students can achieve their academic goals

successfully. This is due to the fact that a positive learning environment can help pique a student's enthusiasm for learning. A learning environment where students are constantly worried about being threatened or becoming victims of crime can seriously compromise their education.

### **1.5.6. Discipline and Safety in Private and Public Schools**

Discipline in classrooms is seen as the norm all over the world, and it is believed to be essential for the functioning of education in schools, both public and private. The teacher is central to maintaining a classroom environment that enables learning and instruction (Clunies-Ross, Little, & Kienhuis, 2008:694). Likewise, defending kids against harm or risk.

Classrooms can be characterized by a sense of harmony, with occasional episodes of chaos and ill-discipline. People who lack discipline are often those who crave attention from others, whether that be from their teachers, parents, or peers.

Public schools have a different approach to discipline than private schools. In a government school, the students are governed by the law and have rights under the Constitution. Meanwhile, parents who choose to send their kids to a private school agree to follow the rules and regulations set forth by the school.

According to Clayton (2005), private schools generally tend to be safer than public schools, as they have fewer students and it is easier to keep track of them. However, public school students receive less individual attention than their private school counterparts because most government schools are twice the size of private schools.

### **1.5.7. Academic Success in Private and Public Schools**

The term "academic success" is among the most commonly used concepts in the educational system and is often used in conjunction with students' performance on standardized tests. The promise of greater academic success is possibly the most common misconception about private schools. "It is part of the common wisdom in the United States

that private school students outscore public school students on standardized tests" (Lubienski & Lubienski, 2005, p. 696). In today's world, where a university diploma is increasingly necessary for success, many parents want their child to attend a school that will give them a greater likelihood of entering a good university and securing a scholarship. For that to happen, many assume that private school is the solution. "Private schools are often seen by parents as better in terms of producing learning outcomes, reducing "at-risk" behavior among their students, and promoting social citizenship. (Dynarski, 2016; Flanders & DeAngelis, 2017; Levchenko & Haidoura, 2016; Lubienski & Lubienski, 2013). In terms of test scores, private school students outperform public school students. "The mean mathematics achievement of private schools was significantly higher than that of public schools" (Lubienski & Lubienski, 2005, p. 69). Additionally, Synder et al. (2008) state that the standard reading level for 8th grade students in 2003 was 261 in public schools and 282 in private schools, a difference of 21 points. In private schools, students are more likely to complete secondary education and obtain a high school certificate. According to Broughman et al. (2011), in the 2008–09 school year, private school students' graduation rate nationwide was 98.1% (p. 18).

According to the NATIONAL CENTER FOR EDUCATION STATISTICS, for the 2006–07 school year, the private school graduation rate was 93.8% compared to the public school rate of 81.2% (Keigher & Gruber, 2009, p. 12–13). These results lead to the following obvious assumptions: If the number of graduates is higher, then private schools must provide an environment where students are more driven to learn. Not only this, but also harsher coursework and a stiffer curriculum help pupils develop the practice and self-discipline necessary to graduate from high school. Since dropout rates are higher among children attending public schools, the environment there must not encourage academic motivation, and they are more likely to be impacted by unfavorable influences. "Graduates of private secondary schools are more likely to attend college than their public school peers, whatever their level of academic attainment or family background" (Cookson, 1993, p. 181). In other words, the statistics demonstrate truths and facts about students after graduation in both sectors. Bobek (2005) reports that the percentage of private school graduates attending college after the 2003-04 school year (89.1%) is higher than that of public school graduates (72.1%) (p. 8). Also, according to the NATIONAL CENTER FOR EDUCATION STATISTICS, in the 2006–07 school year, only 39.5% of the public school graduates attended a 4-year college, compared to 66.5% of the private school graduates (Keigher & Gruber, 2009, p. 12–13). These figures lead to even further presumptions, such as that private school guidance

counselors are more dedicated than those at public schools to helping their students achieve success at the college level and that colleges prefer to accept applicants who have had private schooling.

However, the public educational system has changed significantly during the last few years. In an effort to raise student performance, there have been numerous increases in testing that have been highlighted previously. The initiatives are succeeding in many ways. For instance, "the 2007-08 score amount of high school diplomas surpasses the former records of 2005-06 and 2006-07" (Snyder et al., 2008, p. 52). Furthermore, "between 1986 and 2006, the dropout rate declined from 12.2 percent to 9.3 percent" (Snyder et al., 2008, p. 52). Public schools have successfully reformed the way they serve special needs students by implementing response-to-intervention methods, which have helped struggling readers and placed advanced readers with students at a similar level. "Public schools are at least as effective as private schools in boosting student achievement." (Crane et al., 2008, p. 694). Crane contends that public schools often enroll a higher proportion of students with lower achievement levels. Public schools are able to compete with private schools on an academic level, even when starting from a lower point.

### **1.6. Advantages and Disadvantages of Private and Public Schools**

When considering which type of school to attend, it's important to consider the advantages and disadvantages of each option. Private school is a good option for students because it has many advantages. It includes the fact that smaller class sizes are typical in private institutions, which allows more students to receive individual attention from their teachers. This means that everyone is able to contribute to the lesson, which makes learning more enjoyable. The teacher feels less pressure when marking the test because there is less paper to mark, and the students get better punctuality. (Holetzky, 2003). Thus, private schools may have sophisticated teaching methods in addition to the latest technologies. Another advantage is that private schools may offer a safer environment for kids. They often ought to be of exceptional quality for discipline and respect, and this is because they have lower staff-to-student ratios. This allows for more effective observation and control of the school grounds, and the powerful impression of connection found in private schools discourages

dangerous behavior. and the discipline that children learn in private schools often helps them succeed in post-secondary education. Nevertheless, it is remarkable that non-public schools provide fewer services than private ones, which is why many private schools can be quite expensive. so that expense can be considered one of the cons of private schools. Some private schools have set conditions for their pupils, which can create a gap in educational opportunities for some students. If a private school has the ability to accept or refuse students each year, this creates inequality between learners. (Franklin,2017) .

Besides what has been mentioned, there are several benefits to attending a government school. For one, public schools are free, which means everyone can benefit from education. The teachers are highly qualified. A recent study from the NATIONAL CENTER FOR EDUCATION STATISTICS indicates that public school teachers are more qualified than independent school teachers when it comes to education and experience. This suggests that public schools are better equipped to provide a quality education to their students. On the other hand, public schools have some disadvantages compared to private schools. For example, there is a higher student-to-teacher ratio, and it seems that classes are often larger and more crowded in the public sector. In addition, behavioral problems are more commonly observed in government schools.

## **1.7.Conclusion**

This chapter was dedicated to the literature review on private and public schools and their corresponding case scopes for this study. It endeavored to figure out the key differences between the two types of schools. It further attempted to depict the quality of teaching in both sectors. It also discussed their main advantages and disadvantages.

# **CHAPTER TWO**

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## **2.1. Introduction**

This chapter is dedicated to the practical part of the research. It makes an effort to properly clarify the procedures used in gathering and choosing the study's information. In order to compare public and private schools, identify issues, and potentially suggest solutions, various research techniques that are deemed appropriate for this work are used, including research design, population and sample size, sampling techniques, and instruments including classroom observation, structured interviews, and questionnaires targeted at students and teachers. Additionally, a mixed-methods approach containing both qualitative and quantitative data was collected to answer the research questions.

## **2.2. The Research Objectives**

The major aim of this research is to find out if there are any disparities between the education offered by the public and that offered by the private sector. Such research is crucial because it may aid in the development of educational policies for the future and allow us to assess the success of the Algerian government's attempts to improve the country's educational system.

The Algerian educational ministry will, ideally, profit from this study since it will show the contrasts and similarities between the two institutions from several perspectives, including student academic achievement and the viewpoints of educators, students, and parents.

## **2.3. The Research Design**

The research design is deliberate to offer a suitable framework for a study. Research design can be thought of as the framework for research; it is the "glue" that binds all the components of a research endeavor together. A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure." Selltiz et al. (2012): 110.

Research design is the plan, structure, strategy, and investigation conceived so as to ensure the search question and control variance. A research design ought to be based, at least in part, on a methodology. Once the topic and problem of the research have been chosen and established, objectives have been correctly specified, ideas have been properly defined, and the hypothesis has been appropriately framed, the research design should be created.

To examine the nature of the similarities and contrasts between private and public schools, the researcher in this study adapts a comparative study. The comparative case study is thus a long-term endeavor that emphasizes comparison both inside and between settings. It entails the examination and synthesis of the commonalities, distinctions, and trends across two or more examples that have a similar emphasis or objective. According to Goodrick (2014), comparative case studies are particularly useful for understanding and explaining how context influences the success of an intervention and how to better tailor the intervention to the specific context to achieve the intended outcomes.

## **2.4. Research Approaches**

In this study, the researchers combined qualitative and quantitative methods to expand their evidence, increase the credibility of their findings, and clarify the results of one method with those of another over the course of this work.

### **2.4.1. Qualitative Approach**

Qualitative research is a type of research that explores and provides deeper insights into real-world problems. (1) It is a way of gathering data that goes beyond simply counting or measuring things. Qualitative research helps generate hypotheses about why things are happening, which means it answers the hows and whys instead of how many or how much, as well as looking at data in more detail to understand it better.

This type of research can be done on its own or as part of a mixed-methods study that combines qualitative and quantitative data. Denzine & Lincoln (2000) describe qualitative research as a study that involves an interpretive, naturalistic approach to the world. This

means that qualitative researchers study things in natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them.

Qualitative research involves studying human problems in the real world and relying on the data that is gathered in that setting. This data is then analyzed inductively in order to provide researchers with reliable and flexible information about the differences between private and public schools.

#### **2.4.2. The Quantitative Approach**

In contrast to qualitative research, quantitative research is a systematic survey that collects data from respondents based on numerical figures and various statistics. At this point, Creswell (1994:13) states that quantitative research is the kind of study that is "explaining phenomena by collecting data that are analyzed using mathematically based methods (in particular statistics)." It is focused on getting accurate information about social phenomena, often by measuring or counting things.

#### **2.5. Data Collection Procedures**

Data collection is a way of gathering information about the matters of study by using specific, reliable methods, so that the results can be used to improve understanding.

A researcher can use the data they've collected to evaluate their hypothesis. This is often the most important part of research, as it determines what information is collected and how it will be used. Depending on the field of study as that different methods of data collection may be necessary.

#### **2.6. The Target Population**

Enon (1998) defined the "target population as the group of people who can supply information to the researcher ". It has been proposed that the population refers to the entire group. The target population is the group of people for whom results are generalized or for whom data is requested (Msabila and Nalaila, 2013).

The teachers, pupils, and principals of two distinct primary schools in Ain Temouchent were the study's target population for this research work that was conducted in the academic year 2022-2023. More precisely, there are 22 pupils, divided between eight females and

(14 males) for the private school (Algerie Avenir). On the other hand, the participant number from the public school (Akid Othman) was 30 pupils, divided into 17 males and (13 females).

## **2 .7. The Research Instruments**

This section provides a description of the data collection methods and specific instruments utilized in this research. Yin (2011) defined research as a tool for collecting data. The instruments were selected to gather reliable information that assisted in addressing the study questions and evaluating the hypotheses.

The study used three methods to gather data: a questionnaire, an interview, and classroom observation. The questionnaire was used to collect primary quantitative data. According to Mugenda and Mugenda (1999), questionnaires give a detailed answer to complex problems. Hence, qualitative data were gathered through teacher interviews and classroom observations.

To get the most accurate information from different sources, it was required to combine both qualitative and quantitative methods in order to thoroughly comprehend information from various sources and consider issues from several angles.

When conducting the studies, questionnaires and interviews are always employed together (Lai and Waltman 2008). Teachers were interviewed in a semi-structured interview, and the questionnaire was distributed to pupils in two different primary schools (public and private) in addition to classroom observations.

### 2.7.1 Questionnaire

A questionnaire is a type of research instrument that consists of a list of questions intended to gather information. In order to accomplish the study's goals, questions were created to both capture the content and produce data on variables.

The questionnaire in this study was designed to gather information regarding learners' perceptions of studying in a private and a public school. After the researcher obtained the agreement of the supervisor on the questionnaire, it was directed to the 3rd grade pupils in both public and private schools. The researcher read the questions to the pupils in both schools using their mother tongue, asking them to raise their hands to the answer they chose to give since they were too young to know how to fill out a questionnaire, and that's how the answers were gathered. Multiple-choice questions were used so as to allow the respondents to choose more than one answer. The objectives of the questions asked are explained in the following tables:

#### **Rubric 1 : Pupils Profile**

The questions were addressed to both public and private school 3rd grade pupils, in an effort to identify their gender and age which were important to the researcher for further information.

#### **Rubric 02 : Pupil's Opinion about School**

Q1	The objective of this question is to measure pupils' satisfaction in schools.
Q2	the researcher intends to know which school environment is safer for its pupils.
Q3	the aim of this question is to detect which school provides the learners with more requirements.

Q4	The aim of this question is to study the possible effects of class size on students' learning progress.
Q5	The researcher intended to know which school is better for the pupil's schooling experience and their mental health .
Q6	The purpose of this question is to find out the causes behind the shift from public to public school and vice versa .
Q7	The researcher seeks to know if there is a difference in the acadmic level between private and public school pupils
Q8	It aims to see the difference in the academic success between the two schools in english in particular
Q9	
Q10/11/12/13	the purpose of these questions is to determine the best school for the pupils and their learning process .

### **2.7.2 Classroom Observation**

Classroom observation is a method of gathering data by watching behavior, events, or physical characteristics in their natural setting. It represents a measurement approach used to characterize teaching quality through the use of an observation protocol. "Observational data are attractive as they afford the researcher the opportunity to gather 'live' data from 'live' situations. In fact, the observation is a difficult task, as Hyman (1975) stated that an observational classroom session is a well-planned and methodical process that takes into account all that goes on in the classroom. As it requires complete focus and preparation to document what happens accurately.

The main objective of the classroom observation was divided into two parts: one to witness learners' level and behavior and the other to demonstrate teachers' behavior and the relationship between the two, as well as to highlight the effectiveness of the teaching and learning quality.

### **2.7.3 Interview**

Interviews are a type of qualitative research that is typically conducted when researchers ask open-ended questions of participants. Often, recordings of the interviews are used to ensure accurate transcription (Creswell, 2012). It can also be defined as a way to communicate and interact with the interviewee to get information about a given topic. The

interview is described by Cannell and Kahn as (cited in Cohen et al., 2000:269) "a two-person conversation initiated by the interviewer for the specific purpose of obtaining research-relevant information and focused by him on content specified by research objectives of systematic description, prediction, or explanation."

As categorized by Nunan (1992:149), there are three types of interviews: unstructured, semi-structured, and structured, depending on the degree of formality between interviewer and interviewee.

In light of this, the researcher of this paper opted for a structured interview, which means the questions were well-planned and designed to achieve specific goals. The objectives of each question are clearly explained in the following tables:

**Rubric 01 : About Teachers**

<b>Q1</b>	The aim of this question is to know which school's teachers are more experienced
<b>Q2</b>	It aim's to know the difference between public and private schools in recruiting teachers

**Rubric 02 : About Pupils**

<b>Q1</b>	This question aims to know the difference in sectional overcrowding between public and private schools.
<b>Q2 (Year Repeaters)</b>	it aims to know the academic leve of pupils in public and private schools.
<b>Q3 (Percentage of their Term Mark)</b>	It attempts to discover if the learners' level is comparable or not.
<b>Q4</b>	The question is asked about the use of textbooks and other materials. To know who is more familiar with technology.
<b>Q5</b>	This question was asked to see which of the private and public school is more secure

**2.8. Validity and Reliability**

The validity and reliability of the scales employed in research are critical aspects of achieving healthy outcomes. As a result, it is vital to understand how researchers appropriately measure the reliability and validity of the scales. Despite being closely linked concepts, validity and reliability describe various characteristics of measuring instruments. Whiston (2012) defined validity as obtaining data that is appropriate for the intended use of

the measuring instruments. The relevant and suitable interpretation of the data produced from the measuring device as a consequence of the analysis determines validity. The use of a validated measuring device guarantees that the results of the analyses are accurate.

On the other hand, the amount to which the same responses may be achieved using the same instruments more than once is referred to as reliability. "Reliability is a concern every time a single observer is the source of data because we have no certain guard against the impact of that observer's subjectivity" (Babbie, 2010, p. 158).

In empirical research, there are numerous threats to validity and reliability. As a result, researchers must be aware of these risks and take appropriate steps to reduce bias in their studies. To improve the study's validity and reliability, multiple data analysis methods known as triangulation were used. quantitative and qualitative methods, and classroom observation.

Triangulation emphasizes employing several techniques and theoretical concepts to bring clarity, richness, and depth to research (Guba, 1990; Denzin & Lincoln, 1998).

## **2.9. Conclusion**

This study was conducted using a reliable and valid methodology. This study used a mixed-methods approach, combining a quantitative questionnaire with qualitative data from teachers' interviews and classroom observations.



# **CHAPTER THREE**

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### **3.1 Introduction**

This chapter is fundamentally dedicated to analyzing and discussing the results of the data gathered using the selected research instruments, which are the learners' questionnaire, the teachers' interview, and classroom observation. Furthermore, it assists in identifying the research questions and their appropriate responses, which either support or disprove the hypotheses that were put forward for this study.

### **3.2 Data Analysis Procedure**

The next stage is to figure out how to extract the relevant and valuable information hidden in the data for further modification and interpretation after successfully gathering the correct and trustworthy data from the source using the proper approach. Data analysis is the process of carrying out certain computations and evaluations in order to extract pertinent information from data.

The term "analysis" refers to a closely similar activity that is carried out with the goal of condensing the information gathered and structuring it in a way that produces answers to the questions. It simply means analyzing the data to identify underlying truths. According to Selltize, Johoda, the term analysis refers to such process facilitating the data for operations, designed to draw conclusions for further manipulations.

Data analysis requires the right organization of the data. The difficulty of data analysis differs among studies. Data analysis used both quantitative and qualitative methods; the former focused on data, and the latter offered explanations and solutions based on the circumstances.

In this study, the researcher used both qualitative and quantitative aspects in an effort to manage the various data sets.

### **3.3.The Analysis of Students' Questionnaire**

In this work, the researcher has prepared one questionnaire for both pupils of private and public schools. This section is devoted to the analysis of the results obtained from the questionnaire, which contains several questions that were arranged according to two rubrics.

**Rubric one : Pupil’s profile**

Q1 , Q2 : Pupils Gender and Age

**Table 3.1. Comparison between Private and Public Schools ( Gender)**

Gender	Male	Female
Public school	17	13
Private school	14	8

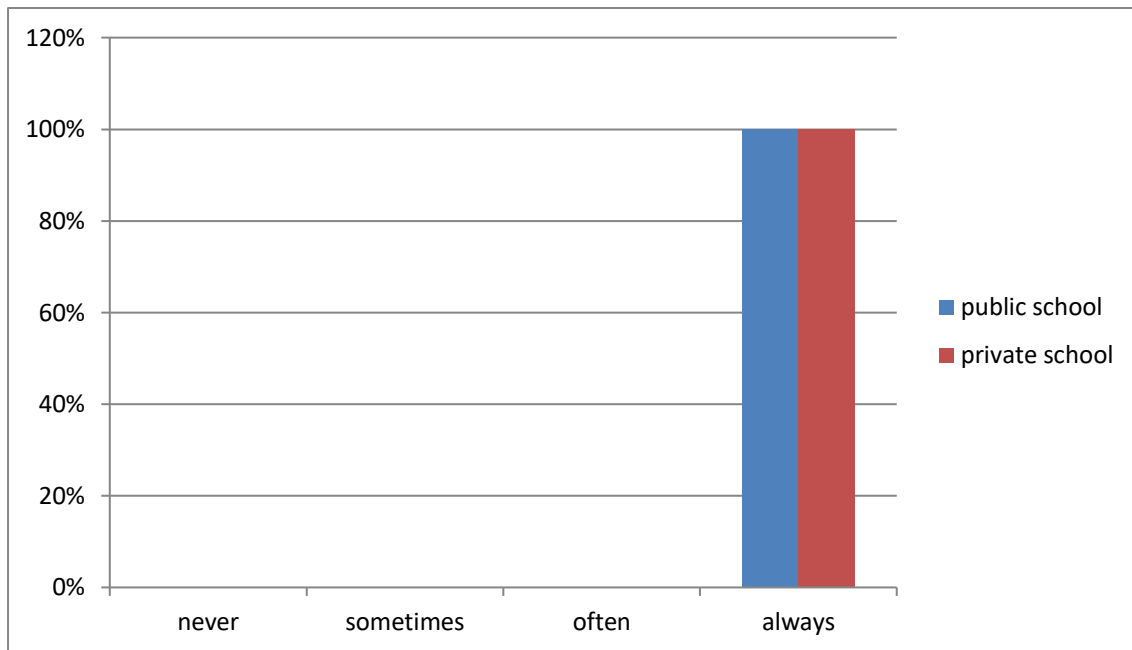
**Rubric 02 : Pupils opinion about school .**

**Question 1:** Do you enjoy being at your school?

**Table 3.2. Comparison between Public and Private Schools ( Enjoyment)**

Public school	Private school
The results reveal that all the pupils (30 out of 30 ) claimed that they enjoy being at their school which means that they don’t have an issue being in a public school	22 pupils out of 22 has chosen the answer « always » denoting that they are satisfied

**Figure : 3.1 Enjoyment Level**

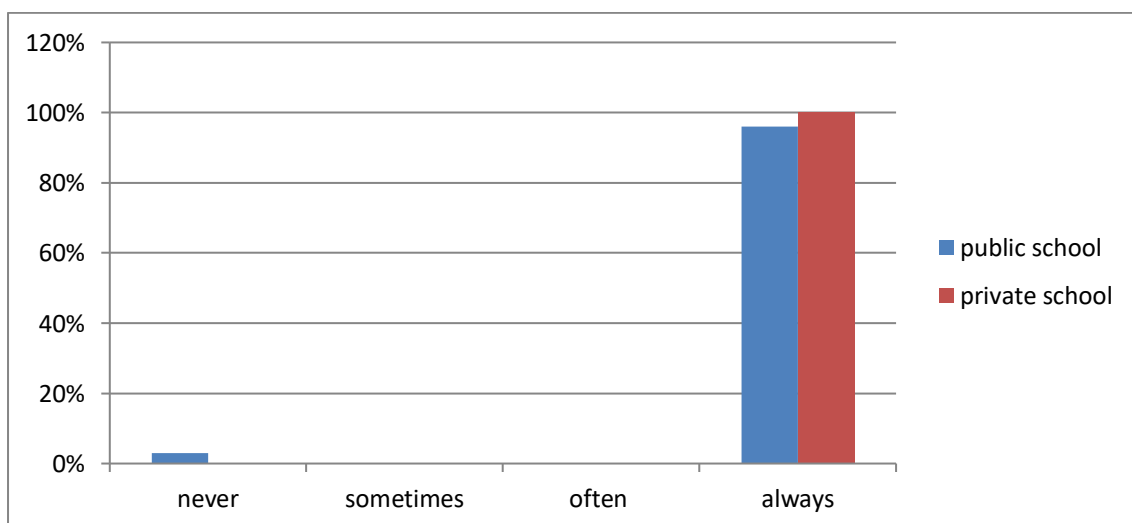


Question 02: Do you feel safe being at your school?

**Table 3.3. Comparison between Public and Private Schools ( Safety / Security)**

Public school	Private school
<p>The main concern in this question was to know the extent of safety in public schools.</p> <p>The results show that 96% of the pupils feel safe and secure at school , yet 3% reported that the feeling of safety is nihilistic.</p>	<p>This question reveals that all the pupils 100% feel safe at their school which shows the security system's strength in the private school.</p>

**Figure : 3.2. Safest School for Pupils**

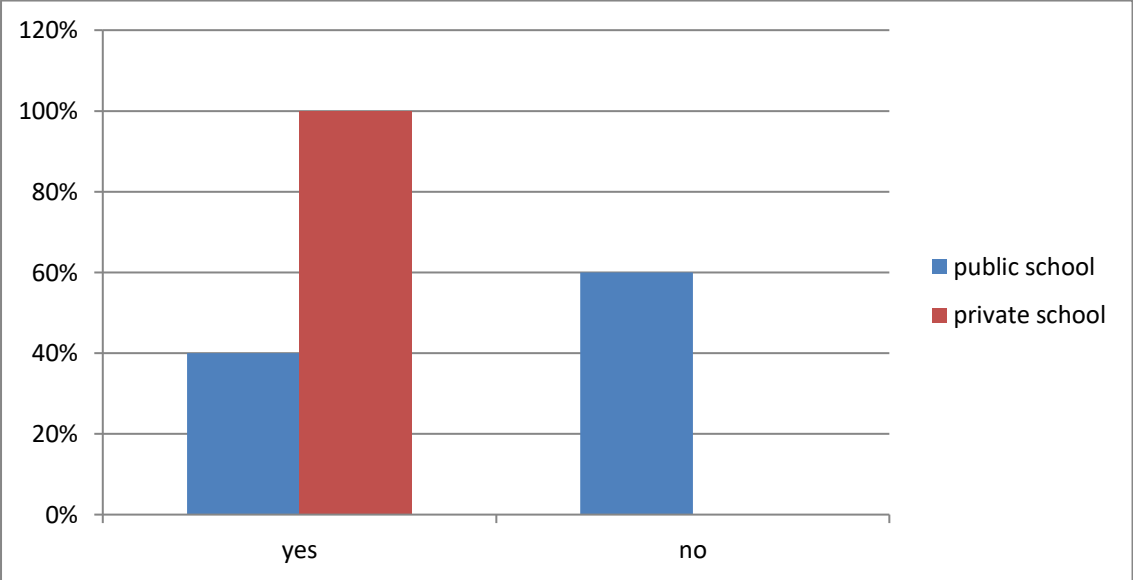


Question 03: Is your school providing adequate learning resources?

**Table 3.4. Comparison between Public and Private Schools ( Adequate Lerning Resources)**

Public school	Private school
This question is destined to see if the pupils are satisfied with the learning resources their teachers are using. 60% of the pupils were not satisfied, highlighting the rarity of datashow access. 40% claimed that they don't have an issue with the learning resources.	All the pupils 100% have agreed on the quality of the learning resources their school is providing them with

**Figure : 3.3. Adequate Learning Resources**

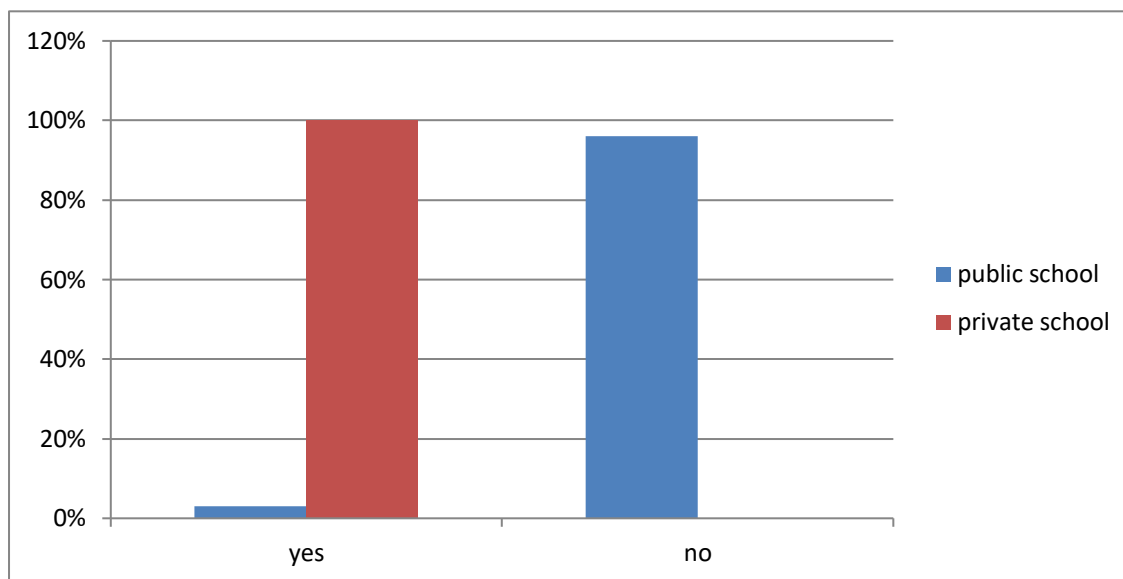


Question 4: Do you think smaller class sizes are better for pupils in the learning process ?

**Table 3.5. Comparison between Public and Private Schools (Class Size)**

Public school	Private school
96% of the pupils have claimed that they prefer their class size which is big and that they feel free in it , 3% have chosen the answer yes which contrasts their situation .	The purpose of the question was to find out if the pupils have the awareness of the advantage of smaller class size or not .  100% of the pupils have chosen the answer yes and they have stated that a smaller class size would be better for each student's individual needs.

**Figure : 3.4. The preference of smaller class size**

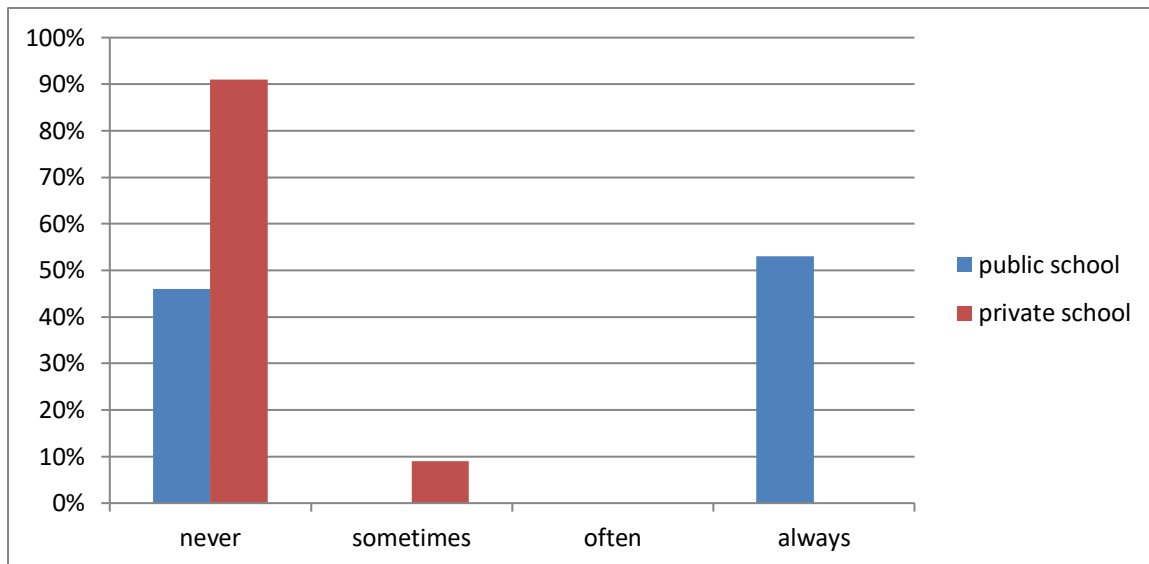


Question 5: Have you ever been bullied at this school?

**Table 3.6. Comparison between Public and Private Schools ( Bullying)**

Public school	Private school
This question intended to know which school is better for the pupil’s schooling experience and their mental health , 46% have chosen « never » while the other 53% which represents almost half of the number declared that they have been bullied several of times	Only 9% of the pupils stated that they have been bullied at school , on the other hand 91% of the pupils said that they have never been bullied and that they feel comfortable being at school .

**Figure : 3.5. The Spread of Bullying in Schools**



Question 6: What would you like to change in your school?

**Table 3.7. Comparison between Public and Private Schools ( Imperfections)**

Public school	Private school
<p>This question is particularly intended to detect the imperfections of each school .</p> <p>The researcher have got answers from only 10% of the pupils , the spread of bullying at school , the school yard , the tables ...</p>	<p>None answers were markes on that question which implies that there are school changes that the pupils want in their school .</p>

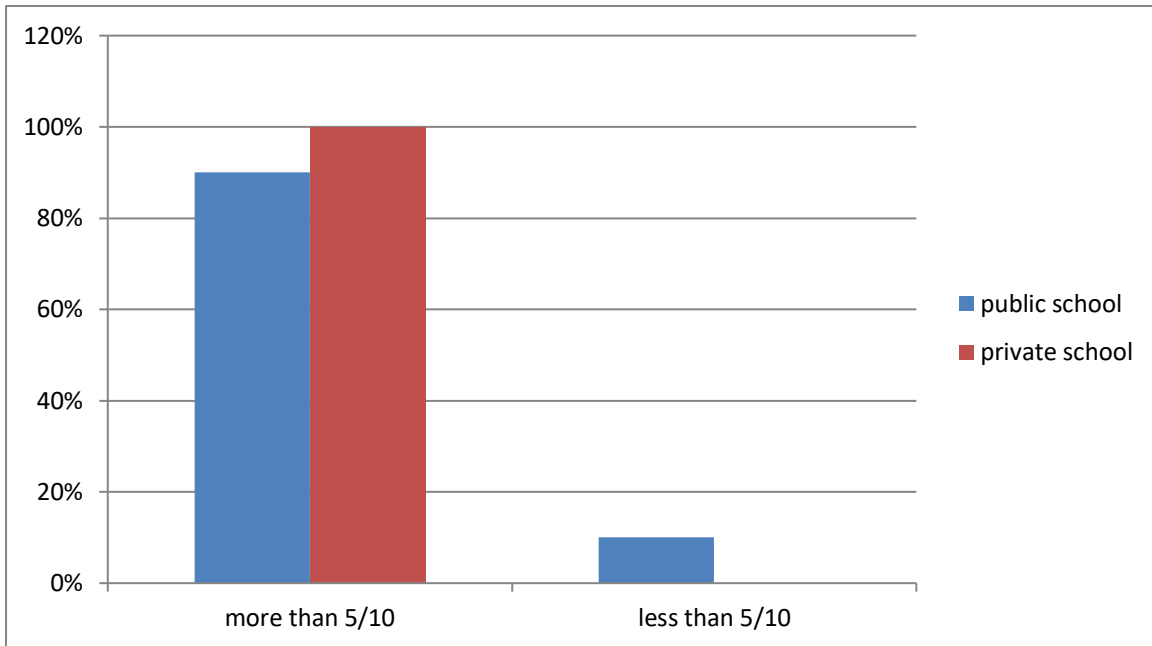
Question 7: What is your general grade?

**Table 3.8. Comparison between Public and Private Schools (Pupil's General Grade)**

Public school	Private school
<p>The aim of this question was to know if there is a difference in the acadmic level between private and public school pupils , the results reveal that only 10 % of the pupils have got less than 5/10 which means that the evaluation of the class is « very good »</p>	<p>The result tell that 100% of the pupils have got above 5/10 and that makes the class evaluation « excellent »</p>

**Figure : 3.6. Pupil's General Grade**



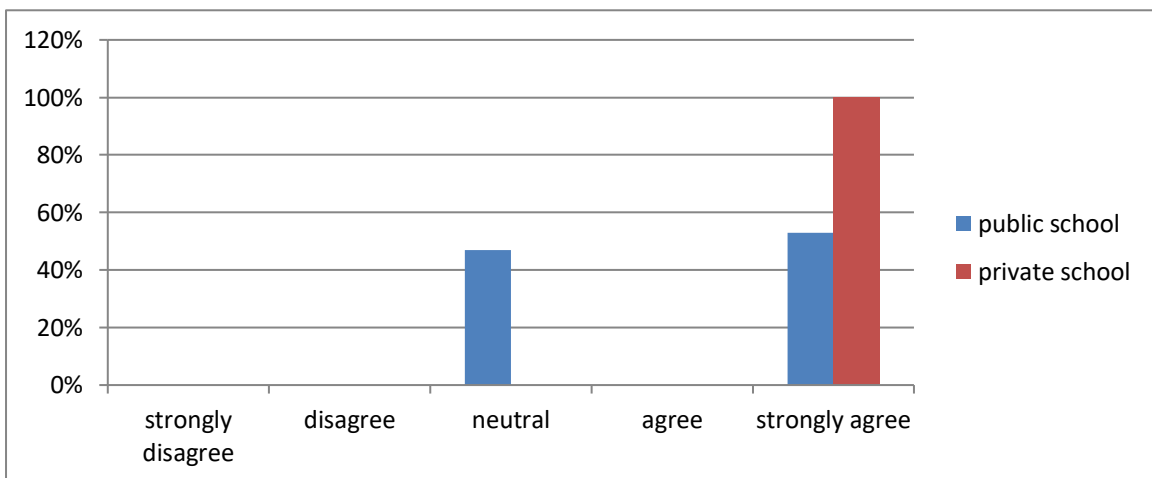


Question 8: English is one of my favorite subjects

**Table 3.9. Comparison between Public and Private Schools ( English Language Popularity)**

Public school	Private school
The question intends to see the english language popularity among the pupils ,53% of the pupils claimed that english is their favourite subject while 47% of them were neutral , that says that the language have got popularity among more than half of the pupils .	100% of the pupils have strongly agreed on that english language is one of their favourite subjects

**Figure : 3.7. Popularity of the English Language**

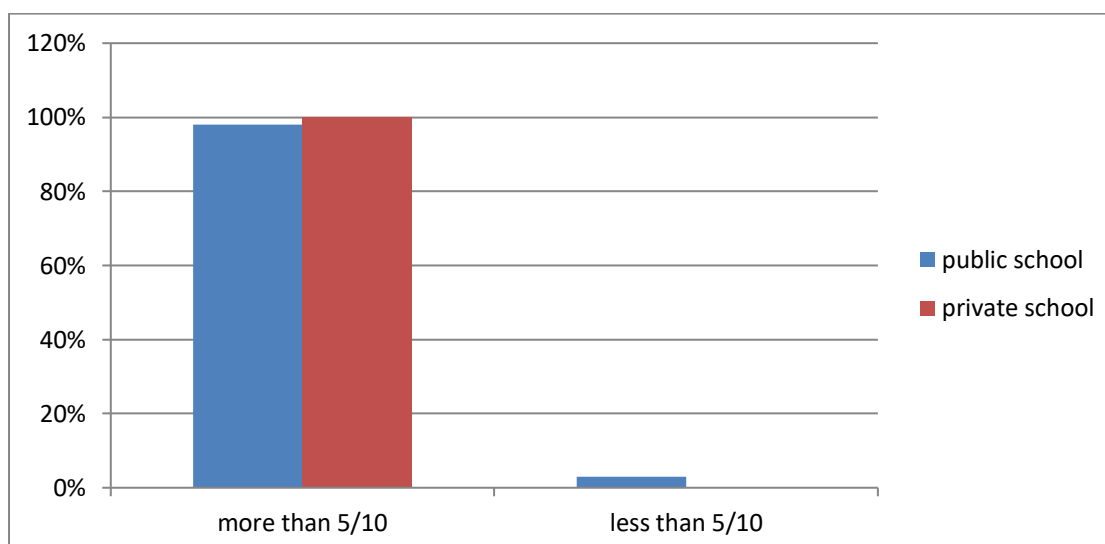


Question 9: What is your mark in the English subject?

**Table 3.10. Comparison between Public and Private Schools ( Pupil’s English Mark)**

Public school	Private school
This question aims to see the difference in the academic success between the two schools in english in particular . only 1 pupil out of 30 which represents 3% of the pupils have got less than 5/10 and the rest have got more than 5/10	100 % of the pupils have got more than 5/10 as the english mark .

**Figure : 3.8. Pupil’s English Mark**



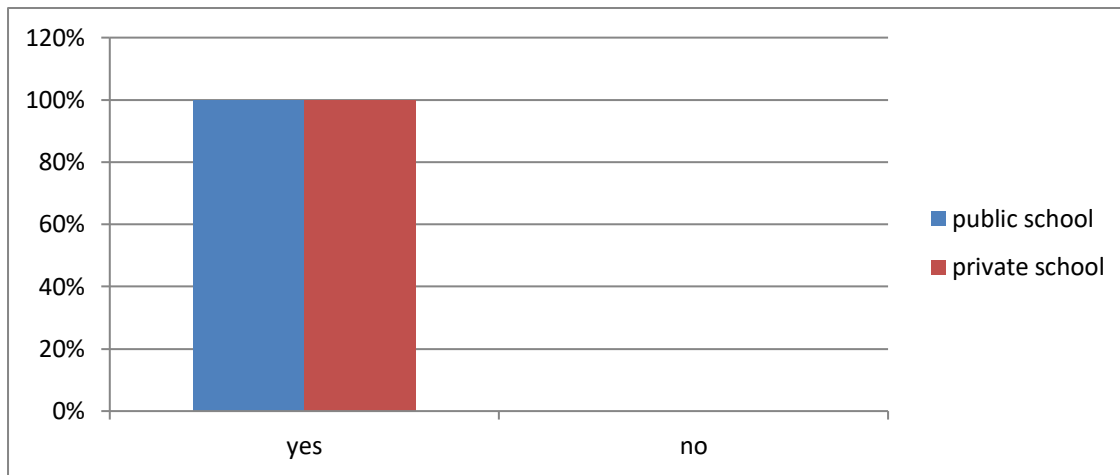
Q10/11/12/13: These questions aim to determine the best school for the pupils and their learning process seeing taking into consideration the teacher’s qualification

10-After each test, does your teacher help you understand ways to improve your grades?

**Table 3.11. Comparison between Public and Private Schools (Teacher’s Attitude ,Aspect01)**

Public school	Private school
100% have claimed with the answer yes	100% have claimed with the answer yes

**Figure : 3.9. Best Teacher’s Attitude (aspect01)**

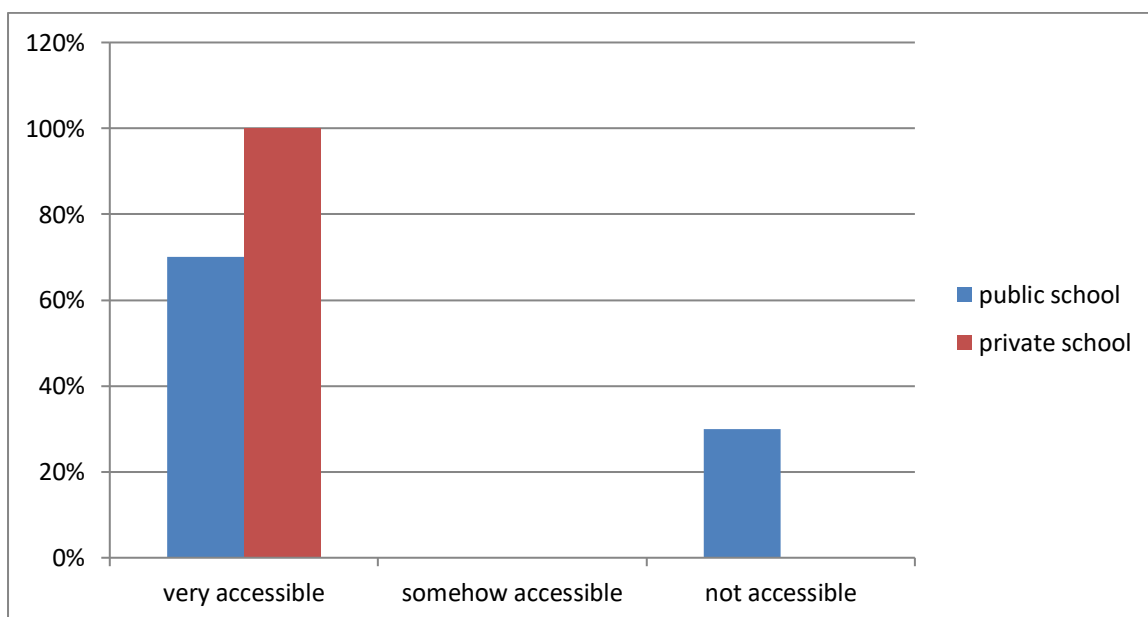


Question 11: How accessible is your English Teacher for questions and assistance?

**Table 3.12. Comparison between Public and Private Schools ( Teacher’s Attitude ,Aspect 2)**

Public school	Private school
30% of the pupils have said that their is not accessible and that they can’t ask him questions easily	100% of the pupils have claimed that the teacher is very accessible

**Figure.3.10. best teacher’s attitude (aspect02)**

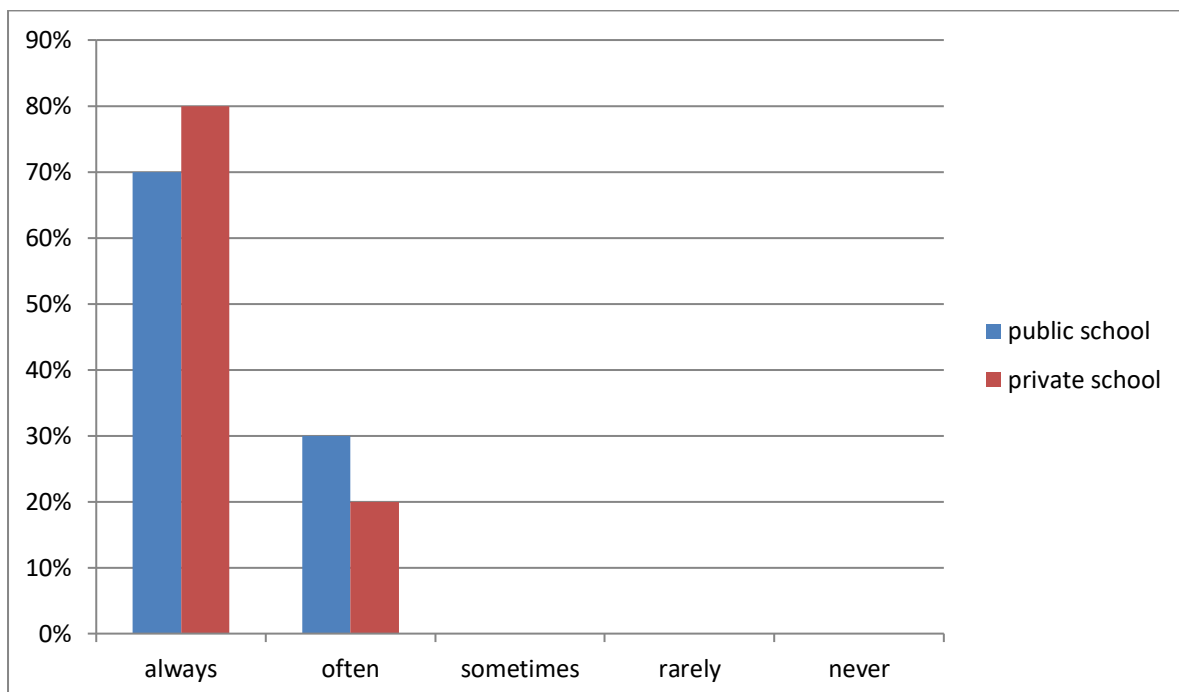


12- Does your English teacher encourage you to perform better?

**Table 3.13. Comparison between Public and Private Shools (Teacher’s Attitude ,Aspect 3)**

Public school	Private school
70% have answered with always and the rest with often .	80% have given the answer always and 20% have answered with often which means that the pupils are well encouraged .

**Figure : 3.11. Best Teacher’s Attitude (part03)**



### 3.4. Classroom Observation Analysis

The researcher gathered data via note-taking during classroom observation, which lasted two days in both settings. One portion of the classroom observation focused on the level and behavior of the students, while the other part examined the behavior of the teachers and how those two variables interacted. In this regard, the researcher condensed the core assumptions:

- ❖ The teachers in both locations employed the same program, but there were significant differences in how the course was delivered.
- ❖ At both institutions, teachers concentrated on helping students improve their four language abilities.
- ❖ The class size in the public school was 30 learners, while in the private school it was 22 learners.
- ❖ With a small class, the teacher has more opportunity to observe and assess both the class as a whole and the students individually. So, when teachers and students may spontaneously collaborate in the classroom, the learning process is boosted.
- ❖ Individualized instruction is common in private schools. However, it was challenging for instructors to accomplish this in public schools.
- ❖ In public schools, the resources available to EFL teachers are constrained. By contrast, teachers at private schools employed a range of instructional strategies, including data visualization, images, and flash cards.
- ❖ The public school teacher in both settings uses similar teaching methods.
- ❖ Private school students showed higher motivation in terms of participation compared to public school students.
- ❖ Threats were more common during the two sessions in public school than in private school.
- ❖ The private school teacher shared a greater sense of community and a stronger interaction with the students during the class, which was not the case with the public school teacher.

### **3.5.The Analysis of The Administrations's (Headmasters) Interviews**

The same questions were delivered to both private and public school headmasters.

### **Rubric 1 : About Teachers**

Q1 : How many years of experience the English teachers in particular have ?

- The aim of this question is to know which school's teachers are more experienced. As for the answer that the researcher got, the public school teacher has ten years of experience while the private school teacher has only two years. The headmaster of the private school has said that they look more for young teachers so that they can form them.

Q2 : What are the procedures for hiring teachers?

- In the public school, teachers are hired through competition or inclusion, while in the private school, teachers are hired according to their CV and an interview.

### **Rubric 2 : About Pupils**

Q1 : How many pupils are there in every classroom

- This question aims to determine the difference in sectional overcrowding between public and private schools. The average number of pupils in every classroom in the public school goes between 25 and 36, which makes it way overcrowded compared to that of the private school, which has between 12 and 22 pupils as a maximum number. The answers made it clear that the private school meets each pupil's individual needs better.

Q2 : How many year repeaters are there in the 3<sup>rd</sup> grade class ?

- This question aims to detect the academic level of the pupils in public and private schools. There are no year repeaters in the private school's 3rd grade classroom as it is proof of the pupils' high level and the quality of teaching there, while there are two repeaters in the public school.

Q3 : What is the percentage of the 3rd grade first term marks ?

- The question attempts to discover if the learners' level is comparable or not between the two schools. 90% is the answer that the researcher got from the headmaster of the public school and 100% from the private school's headmaster. The results show that the percentage is approximate and a little preponderance for the private school.

Q4 : Does the school provide the learners with any other books than the official ones ?

- The question is asked in the purpose of knowing who is more familiar with new updates. The public school's headmaster stated that they only use the official one, while in the private school they stated that there are other books used beside the official ones. As an example, in English, they use the Let's Go book, 5th edition. Q5 : have the school faced or struggled with any security problems before ?

- Concerning this question, it was asked to see which of the private and public schools is more secure. The answers were similar; they both stated that no security problems have ever happened.

### **3.6. Data Interpretation**

Based on the main results collected from the classroom observation ,headmasters interview and the pupil's questionnaire , this part will highlight its interpretation to either validate or reject the stated hypotheses.from the analysed data .

The first interpretation that can be revealed is that there is a lucid difference between public and private school environments, but at the same time, so many similarities can be found between the two sectors.

Most eminently, from the information about the differences between the two sectors exposed through the questionnaire, the interview, and the classroom observation, there is a little privilege for the private sector in terms of materials, etc., the class size, and the sectional overcrowding. Also, also the researcher revealed that there is a noticeable difference between the two types of schooling in the way teachers are hired and the criteria they both look for in a teacher. On the other hand, it is also stated that there are so many similarities between the two kinds of schools, such as the extent of safety and security, the level of pupils, and even the teachers motivation.

Relying on that, the first hypothesis is more or less even between rejection and confirmation: the two sectors truly differ in the size of the class and share the same textbooks with some additional books in the private school, yet there is only one teaching program followed by the two sectors. Moving on to the second hypothesis, which is partly rejected, it is accurate that the private school is equipped with more learning resources and materials, which facilitate the teaching and learning processes, but the motivation is in some way the same, high in both sectors with a little priviledge for the private school.

### **3.7.Recommondations for Further Research**

The findings of this study comparing public and private schools raise several concerns regarding primary school education in Algeria. In this line, the researchers suggest more studies on the following topics:

#### **❖ Parental Involvement**

This research demonstrates how absolutely necessary parental involvement in their children's education is. Parents play a significant role in their children's education in private schools, and they are immediately notified of any problems. In contrast, parents and schools were not in contact with public schools.

#### **❖ Class Size Restriction**

The current study demonstrates that teachers in front of smaller classes are better equipped to observe and evaluate both the entire class and each individual student since they have more time to tailor their input. As a result, students feel more at ease and confident in smaller classes since they are more likely to speak up and express their opinions on the spot. To improve students' learning processes, more study should concentrate on limiting class sizes in public schools.

#### **❖ School Environment**

This study suggests that pupils would become more engaged in studying if a positive environment were provided in public schools, similar to how it has been handled and arranged in private schools.

#### **❖ Teachers Rights and Privileges**

Differences between public and private school instructors are a crucial factor when comparing public and private schools because of the crucial role they play in the educational process. This study would focus on teachers' rights, privileges, and duties in both settings.



### **3.8. Conclusion**

This chapter discusses the results from the questionnaire, interview, and classroom observation. After examining a wide range of sources, it is fair to conclude that public and private schools differ in major ways, even though they have certain commonalities. In the end, a number of suggestions were made to improve educational settings that fulfill the requirements and needs of students.

## **General conclusion**

## General conclusion

Education is undeniably the most important procedure in every learner's life for a bright future. As all things in life matter, problems always exist. Teaching quality, learning resources, security, safety, learners levels, teacher motivation, etc. are all related to education. As a matter of fact, these are all linked to the different types of education in Algeria, including the public and private schools. The main focus of this study is to examine some of the differences and similarities between two sectors of education in Algeria in order to find the best environment for learners.

Thus , in this work the researcher tried to answer the following research questions :

- o What are the similarities and differences between private and public schools?
- o what professional differences exist between teachers in the two sectors?

And proposed these hypothesis :

- o They share the same textbooks and teaching objectives and they differ in teaching program and size of class.
- o private school teachers show higher motivation than public school teachers.

Consistently, the researcher has divided the study into three chapters: the first chapter which is the literature review, deliberates theoretically on the different related areas to education in addition to the similarities and differences between the two sectors; the second chapter is the practical part of the study, focuses on both schools' situations using the different research instruments. The third chapter dealt with the analysis and interpretation of the collected data, trying to answer the research questions and make some recommendations for reaching the final objective.

After the researcher analyzed the collected data from the various research instruments ( learner's questionnaire , headmaster's interview , and classroom observation ) in order to conduct the case study and to arrive to a comprehensive understanding of the situation , the two hypothesis were not truly confirmed , the results that have been released indicated that the two schools really differ in the class size but they share the same textbooks with the use of some additional books in the private school yet they follow the same teaching program , also the results showed that the public schools have less teaching materials but it still doesn't effect the teacher's motivation so that it they don't show lower motivation then the private school teachers .

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# Appendices

## Appendix A

### Learners' Questionnaire

This questionnaire is designed to collect information about the similarities and differences between private and public schools.

In order to help you complete it more easily,

- You are kindly asked to tick the appropriate box and include a brief explanation when necessary.
- Please read each question carefully and answer as accurately as you can .
- You may ask for help if you do not understand something or are not sure how to answer a question .

Thank you for your time and cooperation.

#### Rubric One: Pupils' Profile

Gender Male  Female

Age

#### Rubric Two: Pupils' Opinion about Schools

1 - Do you enjoy being at your school ?

Very much  Sometimes  Not at all

2 - Do you feel safe at your school ?

Very much  Sometimes  Not at all

3- Is your school providing adequate learning resources ?

Yes  No

4- Do you think that smaller class size is better to pupils in the learning process ?

Yes  No

5 - Have you ever been bullied in this school ?

Yes  No

6- What would you like to change in your school ?

.....

7- What is your general grade ?

More than 5/10  Less than 5/10

Indicate .....

**8-** English is one of my favorite subject

Not at all true                       A little bit true                       Very true

**9-** What is your mark in the English subject ?

More than 5/10                       Less than 5/10

Indicate .....

**10 -** After each test , does your teacher help you in understanding ways to improve your grades ?

Yes                       No

**11-**How accessible is your English Teacher for questions and assistance ?

Very accessible                       Somewhat accessible                       Not accessible

**12-** Does your English teacher encourages you to perform better ?

Yes , all the time                       Only sometimes                       No , not at all

**13-** Please share your agreement with this statement « My teacher asks each one of us whether we have understood what he/she taught and helps us in case we have doubts » .

Agree                       Neutral                       Disagree

**Date questionnaire completed**

Month                       day                       year

## استبيان المتعلمين

تم تصميم هذا الاستبيان لجمع المعلومات حول أوجه التشابه والاختلاف بين المدارس الخاصة والعامة.  
من أجل مساعدتك على إكمالها بسهولة أكبر ،

- يُطلب منك تحديد المربع المناسب وتضمنين شرحًا موجزًا عند الضرورة.
- يرجى قراءة كل سؤال بعناية والإجابة بأكبر قدر ممكن من الدقة.
- يمكنك طلب المساعدة إذا كنت لا تفهم شيئًا ما أو إذا لاحظت أنك متأكد من كيفية الإجابة على سؤال.

شكرا لك على وقتك وتعاونك.

### الموضوع الأول: الملف الشخصي للتلاميذ

الجنس ذكر  انثى   
عمر

### الموضوع الثاني: رأي التلاميذ في المدارس

1 - هل تستمتع بالتواجد في مدرستك؟

نعم  أحيانا  لا على الإطلاق

2- هل تشعر بالأمان في مدرستك؟

نعم  أحيانا  لا على الإطلاق

3- هل توفر مدرستك مصادر تعليمية مناسبة؟

نعم  لا

4- هل تعتقد أن حجم الفصل الأصغر هو الأفضل للتلاميذ في عملية التعلم؟

نعم  لا

5- هل تعرضت للتممر من قبل في هذه المدرسة؟

نعم  لا

6- ما الذي تود تغييره في مدرستك؟

.....

7- ما هي درجتك العامة؟

أكثر من 5/10  أقل من 5/10

يشير .....

8- اللغة الإنجليزية هي مادتي المفضلة

نعم  قليلا  لا

9- ما هي علامتك في مادة اللغة الإنجليزية؟

أكثر من 5/10  أقل من 5/10

10- بعد كل اختبار ، هل يساعدك معلمك في تحسين درجاتك؟

نعم  لا

11- هل يمكن الوصول إلى مدرس اللغة الإنجليزية الخاص بك للأسئلة والمساعدة؟

سهل المنال للغاية  يمكن الوصول إليه إلى حد ما  غير متاح

12- هل يشجعك مدرس اللغة الإنجليزية على الأداء بشكل أفضل؟

نعم ، طوال الوقت  فقط في بعض الأحيان  لا على الإطلاق

13- يرجى مشاركة موافقتك على هذا البيان «يسأل أستاذي كل واحد منا عما إذا كنا قد فهمنا ما قام بتدريسه ويساعدنا في حالة وجود شكوك لدينا.»

توافق  على الحياد  تعارض

تاريخ الانتهاء من الاستبيان

شهر  يوم  سنة

## **Appendix B**

### **Headmaster's Interview**

This interview is being conducted as part of a research project that seeks to evaluate and contrast the educational standards of both private and public schools. Therefore, we kindly ask that you provide your responses with an unbiased perspective.

#### **Rubric 1 : About Teachers**

Q1 : how many years of experience the english teachers in particular have ?

Q2 : What are the procedures for hiring teachers?

#### **Rubric 2 : About Pupils**

Q1 : how many pupils are there in every classroom

Q2 : how many year repeaters are there in the 3<sup>rd</sup> grade class ?

Q3 : what is the percentage of the 3rd grade first term marks ?

Q4 : does the school provide the learners with any other books than the official ones ?

Q5 : have the school faced or struggled with any security problems before



## Appendix C

### Classroom Observation Grid

Public School Vs . Private School	score			Comments
	1	2	3	
Assessment of previous knowledge				
approach				
materials				
participation				
Interaction				
Motivation				
Teachers behaviour				
Lerner's behaviour				
Relationship between the two				
Lerner's level / previous knowledge				
Classroom environment+ class size				

## Summary

The present research work aims at comparing and examining the differences and similarities between private and public schools in Algeria . The real basis of this work is to provide information about private and public middle schools for the purpose of helping the readers to differentiate between the two schools. More than that, this work will further help the readers and researchers to understand the benefits of using either of them.

Key words: private school. Public school. Differences.

## ملخص

سعى هذا البحث إلى المقارنة بين المدارس الحكومية والخاصة في الجزائر. و هذا من خلال تقييم كلا النظامين على أساس النجاح الأكاديمي للطلاب و القناعة العامة لأصحاب المصلحة الرئيسيين - الطلاب والمدرسين. تسعى هذه الدراسة إلى سد الفجوة في أبحاث الفعالية المدرسية في الجزائر مع التركيز على ولاية عين تموشنت. بالإضافة إلى ذلك ، فإن هذه الدراسة تساعد القراء على التمييز بين المدارس الابتدائية الخاصة والعامة من خلال توفير و تقديم معلومات حول كل منهما.

تساهم الأطروحة في معرفة جديدة عن النظام التعليمي الجزائري وتقتراح أن هناك مجالاً لمزيد من التعاون والتعلم المتبادل بين أنظمة المدارس الخاصة والعامة. ويختتم الباحث بتقديم بعض التوصيات لمزيد من البحث والحلول.

الكلمات المفتاحية: المدرسة العامة – المدرسة الخاصة - أوجه الاختلاف

## Résumé :

Le présent travail de recherche vise à comparer les écoles publiques et privées a Ain-Temouchent (Algerie). Cela se fait en évaluant les deux disciplines sur la base de la réussite scolaire des étudiants et de la satisfaction globale des principales parties prenantes - étudiants et enseignants. Cette recherche contribue à de nouvelles connaissances sur le système éducatif Algérien et suggère qu'il y a place pour plus de collaboration et d'apprentissage mutuel entre les systèmes scolaires privés et publics. Le chercheur conclut avec quelques recommandations pour d'autres recherches et solutions.

**Les mots clés :** école privée- école publique-Les différences

