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Comparing The Quality Of Education In Public And Private Middle Schools : The Case Of Fourth Year Classes In Kechroud Rabeh And Fodil El Ouartilani Schools -Ain Defla City -

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Language and Communication

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DEDICATION

We dedicate our work to:

Our loving parents

Our supervisor Mr. ALILI ABDELHAMID for HIS

guidance...

Our sisters

Our brothers

And our friends

*Every challenging work needs self-efforts as well as
guidance of elders specially those who were very close to our
heart.*

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Foremost thanks to ALLAH the highest for blessing and helping us in realizing this achievement.

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To him, we express our profound gratitude. Thanks for being our supervisor . Also, to the members of the Jury namely : Dr . Zehaff and Mr . Hablich

Finally, we thank anyone who contributes in helping us to accomplish this research.

Abstract

This dissertation examines and analyses the differences between public and private middle schools in Ain Defla province . This study focuses on different factors such as school management and operation , school environment , students discipline and behavior, teachers qualification and training. It examines them as factors contributing to the school's success and effectiveness, by exploring how the two schools are managed and operated and describing how different categories of participants' (students, teachers, administrators and parents) opinions toward each school. Qualitative and quantitative methods are used as the primary research methodology. The main source of data came from different data tools: questionnaire , interview, observation and documents. Additional data is gathered from the newspapers to describe the education quality in both government and non government schools (Appendix F) , the Government Academic Statistical Reports (Appendix G) and school documents (Appendix H) . The findings indicate that a positive learning environment is necessary for a school success. This investigation indicates also that private schools provide a better education than public ones. Despite the high tuition and fees, parents preferred enrolling their children in private schools.

Keywords .: Public School, Private School, School Environment, Positive Learning Environment, Quality of Education.

ملخص:

تبحث هذه الأطروحة وتحلل الاختلافات بين المدارس المتوسطة الحكومية والخاصة في ولاية عين الدفلى . تركز هذه الدراسة على عوامل مختلفة مثل إدارة المدرسة وتشغيلها ، والبيئة المدرسية ، وانضباط الطلاب وسلوكهم ، وتأهيل المعلمين وتدريبهم. ويفحصها كعوامل تساهم في نجاح المدرسة وفعاليتها ، من خلال استكشاف كيفية إدارة المدرستين وتشغيلهما ووصف كيفية آراء الفئات المختلفة من المشاركين (الطلاب والمعلمين والإداريين وأولياء الأمور) تجاه كل مدرسة. تستخدم الأساليب النوعية والكمية كمنهجية بحث أساسية . المصدر الرئيسي للبيانات استخرج من أدوات بيانات مختلفة: الاستبيان والمقابلة والملاحظة والوثائق. يتم جمع بيانات إضافية من الصحف لوصف جودة التعليم في كل من المدارس الحكومية وغير الحكومية (الملحق و) ، والتقارير الإحصائية الأكاديمية الحكومية (الملحق ز) والوثائق المدرسية (الملحق ح). تشير النتائج إلى أن بيئة التعلم الإيجابية ضرورية لنجاح المدرسة. ويشير هذا التحقيق أيضا إلى أن المدارس الخاصة توفر تعليما أفضل من المدارس الحكومية. على الرغم من ارتفاع الرسوم الدراسية والرسوم ، فضل الآباء تسجيل أطفالهم في المدارس الخاصة.

الكلمات المفتاحية : مدرسة حكومية، مدرسة خاصة، بيئة مدرسية، بيئة تعليمية إيجابية، جودة التعليم

Résumé :

Cette thèse examine et analyse les différences entre les collèges publics et privés dans la province d'Ain Defla. Cette étude se concentre sur différents facteurs tels que la gestion et le fonctionnement de l'école, l'environnement scolaire, la discipline et le comportement des élèves, la qualification et la formation des enseignants. Il les examine en tant que facteurs contribuant au succès et à l'efficacité de l'école, en explorant la façon dont les deux écoles sont gérées et exploitées et en décrivant comment les différentes catégories de participants (élèves, enseignants, administrateurs et parents) ont des opinions à l'égard de chaque école. Des méthodes qualitatives et quantitatives sont utilisées comme principale méthodologie de recherche. La principale source de données provenait de différents outils de données : questionnaire, entretien, observation et documents. Des données supplémentaires sont recueillies dans les journaux pour décrire la qualité de l'éducation dans les écoles publiques et non gouvernementales (annexe F), les rapports statistiques académiques du gouvernement (annexe G) et les documents scolaires (annexe H). Les résultats indiquent qu'un environnement d'apprentissage positif est nécessaire à la réussite scolaire. Cette enquête indique également que les écoles privées offrent une meilleure éducation que les écoles publiques. Malgré les frais de scolarité élevés, les parents préféreraient inscrire leurs enfants dans des écoles privées.

Mots-clés : École publique, École privée, Environnement scolaire, Environnement d'apprentissage positif, Qualité de l'éducation.

LIST OF ABBREVIATIONS :

Df : Degrees of Freedom

FE : Expected Frequency

H0: Null Hypothesis

OPB: Public Observed Frequency

OPR: Private Observed Frequency

PB : Public

PR : Private

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CHAPTER ONE

INTRODUCTION

Statement of the Problem

It is a fact that destiny of the nation is shaped in the classrooms; this implies that education is the main source of progress and development. It can be said without hesitation that education is mostly responsible for the future of all the nations. There are two sectors working side by side in the field of Algerian education system , i.e. private sector and public or government sector.

As it should be, public schools in Algeria are required to serve each student needs. They are administered and funded by the government. In Algeria, children are sent to school from around the age of five until graduation at the age of eighteen, during these dozen or so years, they are expected to transmit from illiterate children to mastering the knowledge needed for their future. As the public schools are controlled by the government, the curriculum is decided at national levels; that is all public schools follow the same curriculum. Teachers should be highly qualified and the technological materials and facilities differ from one public school to another.

However, another factor may affect the quality of education and may change most people vision towards education ; the most professional parents send their children to private schools since they thought they are safer and secure ; no bullying, no fights, no drugs, as well as the private schools policy which never hesitate to expel pupils who misbehave. This is on one hand, on the other hand, private schools typically have very small class sizes contrary to public schools which are very crowded. Small class sizes make learning easier for pupils.

Hence, departing from what is mentioned before, the aim behind the research is to explore the reasons behind changing the attitudes of professional parents towards favoring private schools on public schools. So, we conduct our comparative study in Ain Defla city so as to examine the differences between the two sectors (public and private schools) and figure out them.

Aims of the Study

The present study aims at comparing the quality of education in public and private schools and emphasizing on whether private or public schools are better options for obtaining useful education .Thus: This aims at:

- 1- Determining the elements that both public and private schools consider to be successful and effective .
- 2- Understanding the distinctions between the public and the private schools.
- 3- Analyzing parent’s perceptions of both public and private schools .

Research Questions

The study under investigation is an endeavor seeking to answer the following questions:

- 1- Do public schools have better education than private schools?
- 2- What is the difference in students’, teachers’ and administrators’ attitudes and behaviours between public and private schools?
- 3- What kind of school environment do students, teachers and administrators build in public and private schools and to what degree does this environment influence the schools’ success and effectiveness?
- 4- What is the perception of parents and the community towards the public and the private schools?

Hypothesis

From the problematic situation that has been raised, we hypothesize that:

The quality of education in public schools is better, more efficient and has many advantages than private schools.

Choice of the Method

In order to address the research questions above, this study utilizes the descriptive qualitative method as a primary methodology, where we intend to compare the quality of

education in both public and private schools. The case of middle schools in Ain Defla city (one public school and one private school).

Population

The population upon which we conduct this study is divided into two categories (Teachers / Students). The population is extended to two other categories: the parents and all the administrative staff of both schools.

Sample

As this is a comparative case study, it involved two middle schools in Ain Defla , one public and one private. The two schools are Kechroud Rabeh middle school (public), and Fodil El Ouartilani middle school (private).

Tools of Research

For data assembling process, we opted for the questionnaire and the interview as the instruments undertaken to collect the research data . They consist of a range of questions administered to the sample units for the sake of obtaining data to ensure an accurate relevance and management of the research. We prepared three questionnaires: a questionnaire for teachers of both middle schools another one for students of both middle schools. An interview for administrators of middle schools have also been conducted .

Significance of the Study

This study will be of greatest interest to those who are interested and involved in the development of education programs in Algeria . Particularly, this study will be of keen interest to all the individuals and organizations that play vital roles in the establishment, expansion, and operation of public and private schools in Algeria. In a sense, this study is a pioneering one because of the lack of research in this field in Algeria and it is a significant one because it examines both the internal and external factors, particularly from a social behavioural perspective, it is an important way to look at the success and effectiveness of schools because it is these factors that build a school environment which may be instrumental in the success and effectiveness of a school.

The findings of this study will be of significant value to educational planners, policy makers, educators, parents, community and educational leaders and entrepreneurs in both of public private schools.

Definition of Terms

Quality of Education :

Quality of education is one that focuses on the whole child—the social, emotional, mental, physical, and cognitive development of each student regardless of gender, race, ethnicity, socio-economic status, or geographic location. It prepares the child for life, not just for testing (Slade, 2017).

Public Schools

Public schools provide access to an education for every child. They cannot turn students away based on academic performance, income level or disability, this ensures that every student in a neighborhood has the same educational opportunities as the neighbors down the street, regardless of their current personal or financial situation. Since education is frequently seen as the great equalizer for society, the availability of education for all is a key benefit these institutions offer a community. Funding for schools is often dependent on the number of students in a school, with consideration for smaller, more manageable classroom sizes and the teachers in public schools are required to be certified by the state(Chen, 2020).

Private Schools :

Private school 'is a school which is not supported financially by the government and which parents have to pay for their children to go to' Collins English Dictionary.

Curriculum :

'Curriculum is a tool in the hands of the artist (teacher) to mould his material (pupils) according to his ideas (aims and objectives) in his studio (school)'Cunningham.

Etymologically the term 'curriculum 'has been derived from the Latin word 'currere' which means race course .Thus ,the term 'curriculum' has the sense of competition and achievement of goal inherent in it (Mahashwari, 2011).

Bullying :

Bullying can be characterized by repeated, unprovoked harassment of another individual in which that individual has difficulty defending him or herself. Victims (kids) of bullying can suffer from the following: sadness, Low self-esteem, anxiety, hard time making friends, bad grades, and possible violence (Shetgiri,2013).

Highly Qualified Teachers :

Those teachers who hold a bachelor's degree and a teaching license from their state, and who demonstrate competence in the subject areas they teach. Highly qualified teachers are able to adjust to the shifting tides of classroom life and student's needs (Asokan,2016).

Illiteracy :

Illiteracy means when a person cannot read or write at all and is completely unaware of mathematical concept. If a person is illiterate then he may not be able to do certain things and he may also suffer from psychological effects of illiteracy (Kapur,2018).

Structure of the Dissertation :

This dissertation is divided into four chapters. In summary, the chapters contain the following:

Chapter One outlines the problem statement, purpose, and significance of the study. The primary and implementing research questions are posed; central terms used in the study are defined, as well as the hypothesis.

This chapter provides the reader with the heart of the problem and explains what is in the chapters ahead.

Chapter Two presents literature written on public and private schools and related topic areas for this study.

An extensive review of the literature is done on public-private education, and school effectiveness. Literature found specifically addressing education in Ain Defla is reviewed in a different section. At the end of this chapter, a conceptual framework emerging from the literature is outlined and linked with the research questions of this study.

Chapter Three describes the research design and methodology used in this dissertation. Justification and appropriateness of the qualitative case study, approaches for this study are presented. Data collection and analysis methods are explained. Also what described in this chapter are the participant, profiles, the city, and the schools? The reasons for selecting the schools are presented.

Chapter four applies to the analytical step of the collected data and the findings drawn up from it.

CHAPTER TWO

LITERATURE REVIEW

Introduction

The quality of education has been a cornerstone of the development of the country. Education is a basic and primary condition to cultivate knowledge and civilize people for their all-round development.

The educational system of Algeria is mostly of good quality, corresponding to Western patterns from primary education until universities. The system inherited from the French era. The present system still largely continues according to the patterns laid down during the French administration, but the scope has been greatly extended. In 1971, the compulsory period of nine years of education was introduced. In 1976, all private schools were abolished. In 1991, Arabic was mandated being used at all levels of education. Since 2003, Berber has been permitted as a teaching in schools. In 2004, private schools were again permitted, but there are today very few private schools.

Facing the high levels of illiteracy, the government continues to promote adult literacy classes. Illiteracy has been considerably reduced in recent decades, but every third Algerian still cannot read or write properly (AbdDjalil, 2012).

The Importance of Education

Education is an important issue in one's life. It is the key to success in the future and to have many opportunities in our life. Education has many advantages for people. For instance, it illuminates a person's mind and thinking. It helps students to plan for work or pursue a higher education while graduating from university. Having education in an area helps people think, feel, and behave in a way that contributes to their success, and improves not only their personal satisfaction but also their community. In addition, education develops human personality, thoughts, dealing with others and prepares people for life experiences. It makes people have a special status in their own society and everywhere they live in. There are various benefits of having education, such as having a good career, having a good status in society, and having self-confidence.

First of all, education gives us the chance of having a good career in our lives. We can have plenty of chances to work at any workplace we wish. In other words, opportunities for a better employment can be more and easy. The highly educated we are, the better chance we get.

Moreover, education polishes our mind, reinforces our thoughts, and strengthens our character and behaviours toward others. It equips us with information in various fields in general and our specialization in particular; especially what we need to master in our job career. Therefore, without education, we may not survive properly nor have a decent profession.

Furthermore, education grants us a good status in society. As educated people, we are considered as a valuable source of knowledge in our society. Having an education helps us teach others morals, manners and ethics in our society. For this reason, people deal with us in a considerable and a special way of being productive and resourceful.

In addition, education makes us a role model in society when our people need us to guide them to the right way or when they want to take a decision. Thus, it is an honour for us to serve our community and contribute towards its advancement. In fact, being educated is an advantage to help our people and build a good society.

Besides, it is very well-known that having self-confidence is always generated from education. It is a great blessing for us to have self-confidence which leads to many advantages and success in life. For example, it helps us manage specific tasks, tackle life's challenges and maintain positive stands. Additionally, having self-confidence is typically based on proper education; paving the path for us to success. Accordingly, self-confidence makes us aware of how well we perform a task or a range of actions.

In short, being educated is undoubtedly being self-confident and successful in life. All in all, education is the process of acquiring knowledge and information that lead to a successful future (Al-Shuaibi,2014).

Education System in Algeria

The Algerian education system is divided into several levels: preparatory, basic (primary, middle), secondary, vocational and higher education. It is also necessary to take into account the continuing education provided by the University of Continuing Education. The Ministry of Education is responsible for the organization and management of the primary, middle and secondary levels, the management of higher education is entrusted to the Ministry of Higher Education and Scientific Research, and the professional level is entrusted to the Ministry of Education and Vocational Training. . The Algerian

Constitution guarantees the right to education for all citizens. The school is compulsory from the age of six and free of charge from first year of school to university.

Classical Arabic is the compulsory language of instruction in the Algerian schools. French is taught from the third year onwards, it is also the language of instruction for advanced mathematics and science courses. English is taught from the first year in middle school. Students can also learn Spanish, Italian or German at secondary level. The Tamazight language (Berber language) became a national language registered in the Algerian constitution, thus since 2005, it was studied at primary, middle and even at the secondary school.

Primary education is for a period of five years. The age of admission to primary school is fixed at six years of age. The purpose of primary school is to help children to master the basics of reading, writing and numeracy. Moreover, its aim is to promote the development of personality in pupils and to create good habits by training them in community life. The end of primary school education is culminated by a final examination leading to the issuance of a certificate of achievement called "Certificate of Primary Education".

The middle school is a period of four years. At the end of schooling in the middle school and after a final examination entitled to obtain a diploma called "Certificate of Basic Education", the pupils are automatically admitted to the first general and technological secondary year, according to their wishes. Pupils who are not admitted have the possibility of joining either vocational training or working life if they have reached the age of sixteen years. The aim of fundamental education is to equip students with essential learning to develop their identity in harmony with social, spiritual, ethical values and traditions arising from the common cultural heritage, to embrace the values of citizenship and the demands of life in society, to develop their sensitivity and to sharpen their aesthetic sense; their curiosity; their imagination; their creativity and their critical thinking to understand the living and the world and to learn to observe and solve problems.

Secondary education is for a period of three years. It consists of many specialities:

experimental sciences, management and economy, humanities and letters, literature and foreign language, and engineering. The orientation of pupils in the first year of secondary school towards the specialities of secondary education is done at the end of the

year according to their wishes and their results. The end of schooling is marked by the baccalaureate exam .The secondary schools aim at consolidating and deepening the knowledge acquired in the different disciplinary fields, developing methods of analysis; synthesis; reasoning and taking responsibility, having an openness to foreign civilizations and cultures and to accept differences and to coexist peacefully with other peoples and preparing pupils for the pursuit of further studies or higher education.

The reform of the educational system in Algeria that have been implemented gradually since 2003 because the school has become an important political issue, in recent years. The reform was as consequence to numerous criticisms of national education on the lack of quality and efficiency. Thus, the reform has been initiated with the aim of increasing the efficiency of the system and responding to the challenges of the modern society. Two major projects were launched: reformed school curricula in the form of skills and textbooks, which was the cornerstone of the generalization of the reform and adapting the competency-based approach that focuses on a pupil (learner-centred) rather than on the teacher during the teaching and learning process. In this approach the pupil is trained to act and build knowledge by himself (to seek information, to organize, to analyse situations, to develop hypotheses, to respond to problem situations and evaluate solutions based on acquired knowledge). It aims at making learning more concrete and operational, geared towards integration into society and into everyday life (Arab, 2017).

The Advantages and Disadvantages for both Private and Public Schools

Parents all over the country are at some point faced with the question: public school or private school ? It can be a difficult decision for parents to make, and should be made after careful consideration of what is best for your child and family overall. There are many advantages and disadvantages to both public and private educations, and even these may differ depending on the community in which you live. Our child's education is important to us, that's why we have compiled the pros and cons of private schools and public schools to help people make an informed decision.

Private School Pros and cons

Here are the pros of sending your child to private school:

1. May offer alternative or enhanced teaching methods.
2. Flexible curriculum.
3. Independently funded.
4. Smaller class sizes.
5. Exclusive to accepted applicants.
6. Able to provide more structure/discipline.
7. More accepting of other minorities/backgrounds.
8. Statistically less instances of bullying.
9. Statistically produce higher standardized test scores.
10. Better access to resources.

Here are the cons of sending your child to private school:

1. Must pay tuition.
2. Teachers don't have to be certified.
3. May not have special education programs.
4. Less diversity.
5. Limited access to sporting facilities /fields unless privately owned.
6. May offer less extracurricular activities.

Public School Pros and cons

Here are the pros of sending your child to public school:

1. Tuition Free.
2. State certified teachers.

3. State-set standards.
4. Free special education programs.
5. More diversity.
6. Typically offer more after-school programs.

Here are the cons of sending your child to public school:

1. Less flexible curriculum.
2. Larger class sizes.
3. Overcrowding.
4. Under funding.
5. Government mandated regulations.
6. Lack of discipline (Parker, 2017).

The Differences between Public and Private Schools

Whether you are a school student applying to colleges or a parent trying to find the right elementary school for your child, it's important to understand the differences between private and public schools (Kendrick, 2018).

Table 1 : *An overview of the differences between public and private school**(Adopted from Scholar Advisor on Apr 10, 2018)*

	Public School	Private School
Funding and control	Funded by taxes and controlled by the government	Funded by students' tuition and administered by a private body
Curriculum	Is set at the national level	Shares the same curriculum as government schools, but differs in the method of delivery
Number of students	More students	Fewer students
Facilities	Fewer facilities and technology	More facilities and advanced technology
Teachers	Recruits teachers who meet state-mandated requirements	Independent criteria for recruiting teachers
Class size	Bigger	Smaller

Conclusion

To sum up, there are some differences between public schools and private schools. Parents choose between those schools; depending on whether they can afford it or not in the first place. Public schools are run by the government itself; it is normally cheaper and got big classes. However, private schools are very expensive and got small classes, it is more organized.

In addition, private school is more secure and safe, on the other hand, public schools are less secure and a lot of problems could happen between the students every single day. We know that private schools are much more advanced than any public school, but nowadays we can see a real improvement in public schools like they have been equipped with the appropriate technological tools. At the end, a good student can pass at any school if he worked hard, but in the future, we will see more improvement in the schools and more technology to use, not just notebooks.

CHAPTER THREE
METHODOLOGY AND
RESEARCH DESIGN

Introduction

The purpose of this chapter is to outline and describe the research design and methodology used in this study. We discuss the research design and methodology, research approach and also presents the research instruments used along this investigation. Data will be collected from different sources through the use of a set of procedures including a structured interview with the administrators of both schools (private and public school) (see Appendix C). Another questionnaire is prepared for teachers (see Appendix A), students (see Appendix B) and even parents (see Appendix D) to make the research more reliable and accurate.

Choice of the Method

To do a research, the researcher must have a clear understanding of the various types of research design to select which model to implement for a study.

In this work, we mixed between quantitative and qualitative methods for the sake of giving strength and valid data in the process of this study. Consequently, it is vital to shed light on the two methods.

Qualitative Method

Qualitative research determines relationships between the collected data and observations based on mathematical calculations. Theories related to a naturally existing phenomenon can be proved or disproved using statistical methods.

Quantitative Method

Quantitative research is for cases where statistical conclusions to collect actionable insights are essential. Numbers provide a better perspective to make critical business decisions.

The researcher can further break down the types of research design into five categories: Descriptive, Experimental, Correlational, Diagnostic and the Explanatory research design.

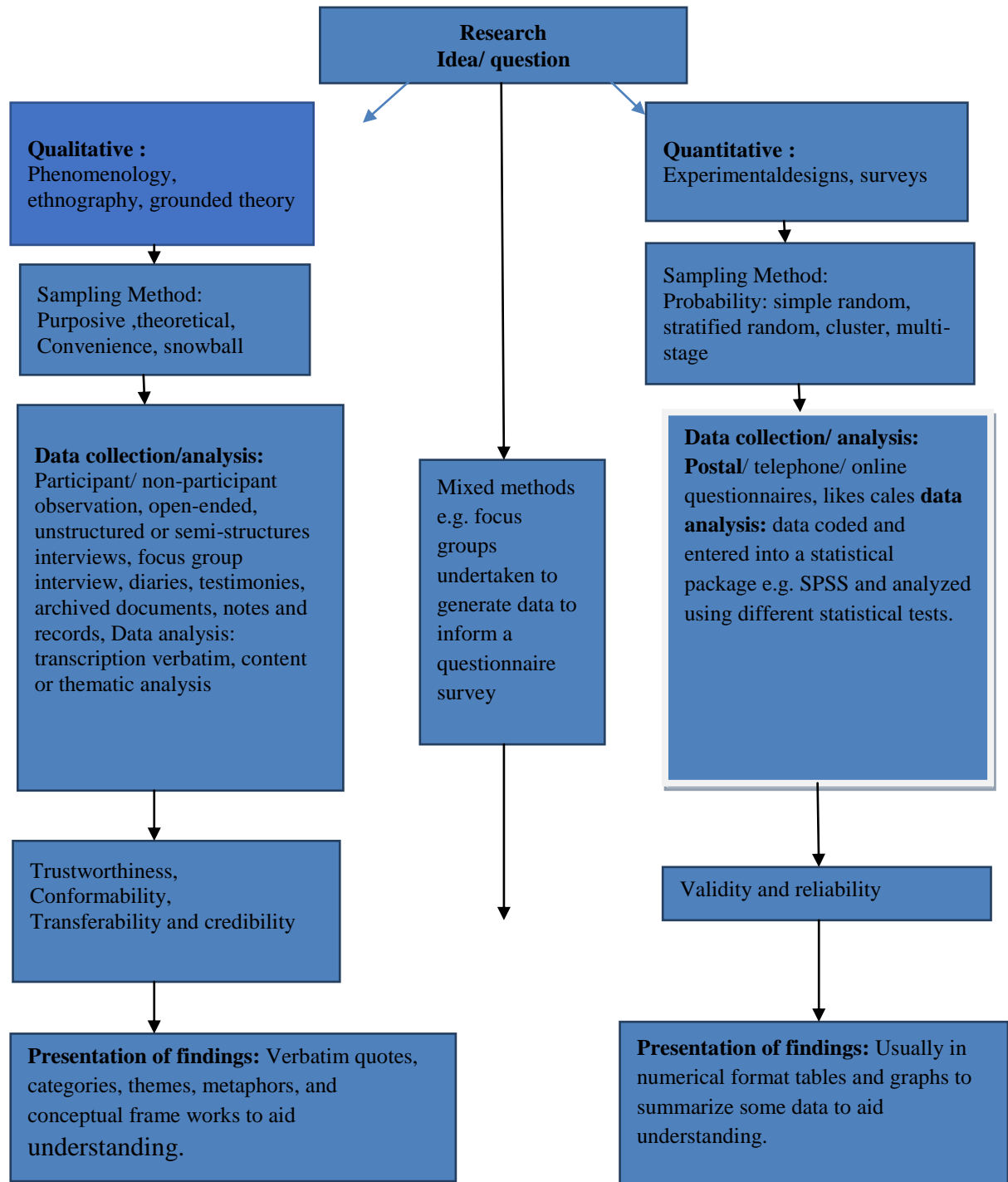


Figure 1: Methodologies of Qualitative and Quantitative Research

In our case of study, the decision to utilize the quantitative method as the main approach for this inquiry, with some utilization of quantitative data, comes from the conceptual framework that we have described under the literature review section. The conceptual framework come out from of the literatures reviewed to meet the specific needs addressed

CHAPTER THREE : METHODOLOGY AND RESEARCH DESIGN

in the research question of this study. While some basic statistical data provided specific information for the study, the data collected from questionnaires and interviews . As Kidder and fine (1987) pointed out, the combination of qualitative and quantitative measures in a study is a form of triangulation which enhances the validity and reliability of one's study.

Besides, in our case study, we have adopted the descriptive research that means the findings of our study include detailed description which are the real accounts given by all participants: the students, teachers, administrators and parents. Our study describes the way public and private schools in Ain Defla city are run and what they do to make themselves successful and effective.

Table 2: *Comparison between Qualitative and Quantitative Methods in Research*

	Quantitative approach	Qualitative approach
Independence	Observer is distinct from process	Observer is part of the process
Value-freedom	No human interest	Involves human interest
Explanations	Seeks after causality	General understanding
Methodology	Hypothesis and deduction	Data gathering and ideas generation
Operationalization	Measures objectively	Metrics are qualitative
Analysis	Simple forms	Complex analysis
Generalization	Statistical	Theoretical
Sampling	Large sampling	Limited cases

Source. Adapted from Easterby-Smith, Thorpe, and Jackson (2012, pp. 23-25).

Population

Polit and Hungler (1999, p.37) refer to the population as an aggregate or totality of all the objects, subjects or members that conform to set specifications. The sampling population upon which we conducted our study is the teachers, the students and the administration staff of both public and private middle schools. The population is extended to another category which is parents since they have the authority to make the choice of their children.

Students' sample

The present research selected the students of all fourth year classes of Kechroud Rabeh public middle school randomly, but purposively since those students are so interested in their studies as we have mentioned before. So the sample is the one fifth (1/5) of the population ; $94/5 = 18.8$ so approximately 19 students.

As far as Fodil El Ouartilini private middle School, we selected the total number of fourth year students who are students 09 .

Those students are from the same city, they have the same social background, the same culture, and they are mixed of gender (male and female). Basically, they are supposed to answer some questions about their opinions and their school.

Teachers' sample

In addition, teachers are selected randomly. Concerning Kechroud Rbeh public middle school teachers are 32 teachers, so the sample of our study is the one fifth (1/5); 6,4 so approximately they are 6.

Whereas Fodil El Ouartilani private middle schools are (11), so our sample is approximately (03).

Teachers of both schools in which we did our research are mixed of gender (male, female) and have diverse degrees (License, Master).

Administrators' sample

Besides, the population of Kechroud Rabeh public middle school is 10 administrators.

Concerning Fodil El Ouartilani Private middle school administrators are (8) permanent administrators so we have applied the total population sampling because the size of the population is very small; small in number.

Parents' sample

In our research, we extended our study to another category which is professional parents to make our research more reliable and credible. We have selected them purposively in terms of that those professional parents may have a high degree of awareness about their children studies and future. Our sample is 6

Data Collection Tools

Lost and Khan (1993, p.25) defined data collection tools as: 'the process of disciplined inquiry through gathering and analyzing of empirical data'.

Data collection is the process by which the researcher collects the information needed to answer the research problem. There are several data collection methods, each with its own advantages and disadvantages.

Here are the top four data collection methods:

- 1- The questionnaire and Survey.
- 2- Interviews.
- 3- Observations.
- 4- Documents.

In our case we have singled out the questionnaire as a technique which was directed to the students and the teachers of both schools, as well as parents. In fact, we have prepared an interview as another technique for both schools' administrators . As well as we have prepared an observation check list to work it with teachers and students, but due to time constraints, we have retracted our minds. Besides to the documents that we have collected.

Questionnaire

'It consists of a series of questions or statements to which individuals are asked to respond'. (Turney& Robb,1971, p.130)

Advantages and Disadvantages of Questionnaires

A questionnaire is one of the most affordable ways to gather quantitative data; they have some pros as they have some cons.

Table 3 : *Advantages and disadvantages of questionnaires*

Advantages	Disadvantages
- Not expensive	- Dishonest answers
- Practical	- Skipped questions
- Fast results	- Interpretation issues
- Scalability	- Lack of nuance
- Comparability	- Lack of personalization
- Easy analysis	- Unconscious responses
- Validity and reliability	- Survey fatigue

Description of the Participants’ Questionnaire

The Description of the Teachers’ Questionnaire

This questionnaire is a whole of 16 items. It aims at revealing the views of both of private and public middle schools’ teachers about their willingness and enthusiasm in teaching in those schools, the welfare arrangements that their schools provide and the availability of technological tools in both schools. Moreover, the questionnaire aims at shedding light on the teachers’ opinions towards the safety and calmness of schools where they work besides to their satisfaction for the salary they are paid. In addition, the teachers’ opinions about their students’ intelligence and politeness.

The Description of the Students’ Questionnaire

Like the teachers’ questionnaire, the students’ one is a whole of 16 items, and it is nearly the same, however this latter differs somehow in some questions. The questionnaire reveals the opinions of students about the quality of education they are taken in terms of teaching methods their teachers mostly use, the availability of

Documents

Sometimes we can collect a considerable amount of data without asking anyone anything. Using documents can be efficient and inexpensive, because we are predominantly using research that has already been completed. However, since the researcher has less control over the results, documents and records can be an incomplete data source.

Conclusion

This chapter involved the practical elements of the study by conducting a research design and methodology, including the research design, research methods, population, sampling, and research instruments. In the next chapter, the researcher attempts to analyze and interpret the results obtained from the case study to reach valid conclusions.

CHAPTER FOUR
INTERPRETATION AND
DATA ANALYSIS

CHAPTER FOUR : INTERPRETATION AND DATA ANALYSIS

Introduction

The present chapter is quite different from the previous ones because it deals with analysing and interpreting the data collected through the chosen research instruments: teachers', administrators' and parents' questionnaire . Since the study included the results of last year , we were unable to do the students' questionnaire, but relying on students' marks of BEM exam, we analysed them via 'Chi Square Test' to compare the quality of education in public and private school. -The Chi Square Test is an important test amongst the several tests of significance developed by statisticians. It was developed by Karl Pearson in 1900. In general, we use this test to measure the differences between what is observed and what is expected. It is used for testing hypothesis and is not useful for estimation.

The other research instruments, like an interview and an observation which we have prepared ,have not been achieved because of the reasons that have been mentioned before . This section is considered as the bottom of the dissertation since it shows in details the results and answers of all the questions that are raised before in this study, as it investigates more about the hypothesis set before and thus confirming or rejecting it.

The Analysis of the Teachers' Questionnaire :

1/ Teacher's gender

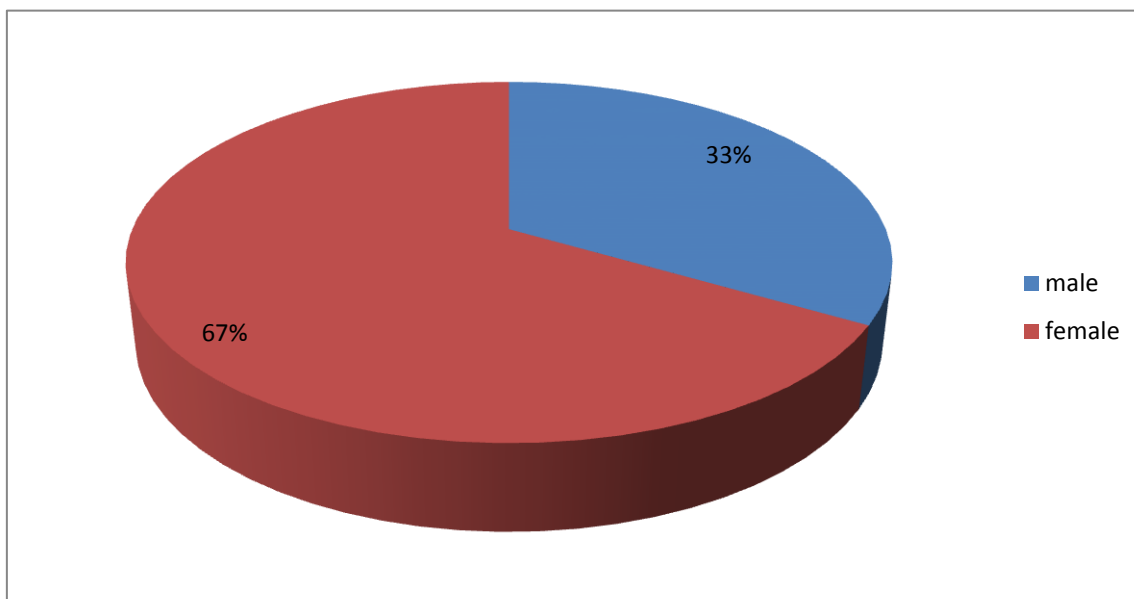


Figure 04 : Teacher's gender

The graph above shows that 67% of teachers who have answered the questionnaire are females while 33% are males .

2/ Teacher's age :

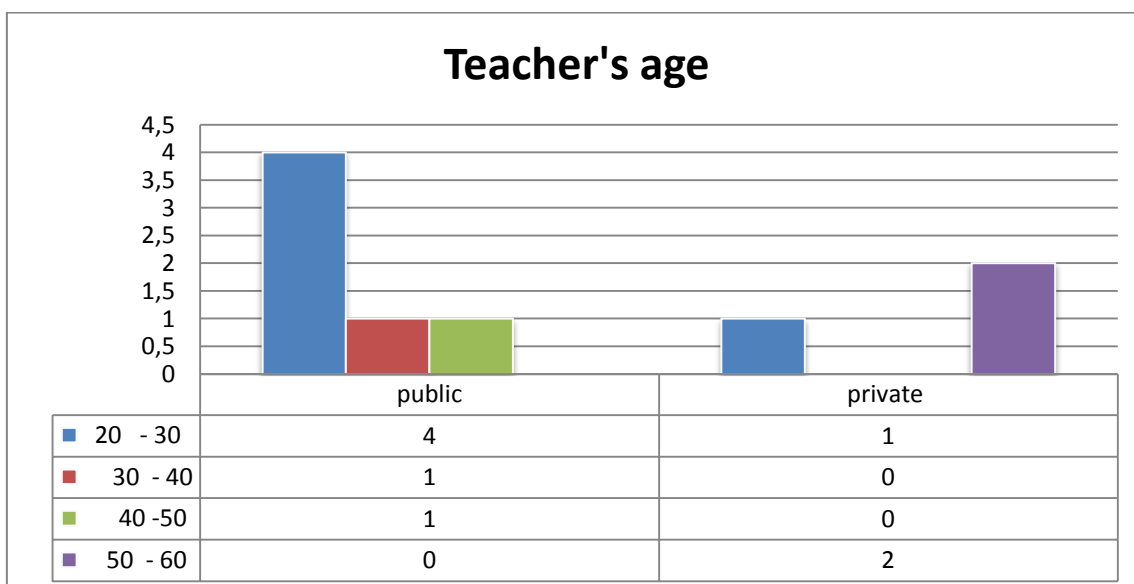


Figure 05: Teacher's age

CHAPTER FOUR : INTERPRETATION AND DATA ANALYSIS

The findings in this graph showed that 80% of teachers of public school are young teachers (from 20 to 30 years old) , however in private school 75 % of teachers are old teachers (from 50 to 60 years old)

3/ How long have you been teaching :

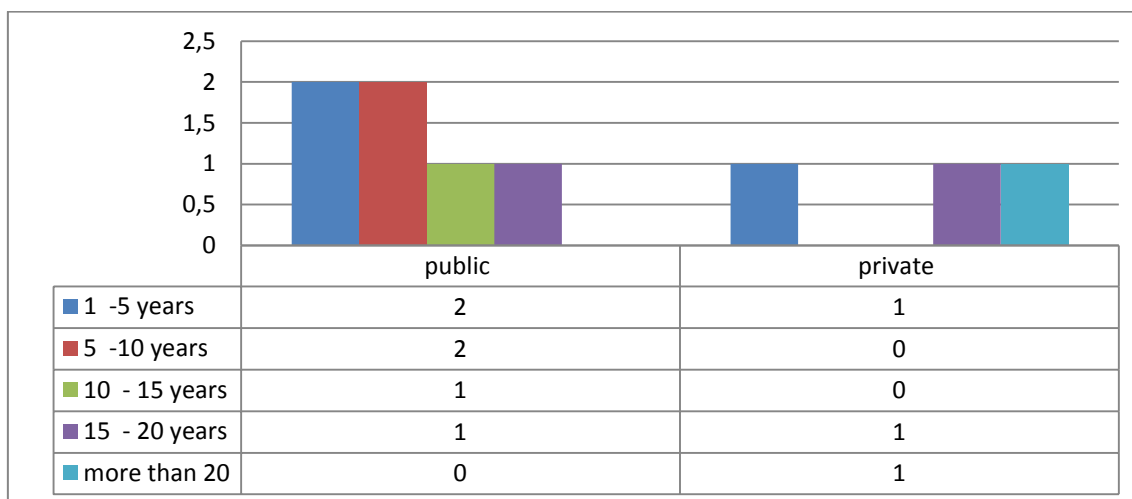


Figure 06 : Teacher's experience

This graph shows that teachers of Fodil El Quartilani private school are more experienced than the teachers of public school .

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

Table 6 : *Smaller class size benefits*

Options	Public		Private	
	Subjects	%	Subjects	%
a.Yes	06	100	03	100
b.No	00	00	00	00
Total	06	100	03	100

This enquiry seeks to find out if teaching smaller class size might lead to a good education .Basically,(100%) of both school teachers' answered 'yes'. Consequently, having fewer students, which means that each one got the attention they needed from their teachers.

CHAPTER FOUR : INTERPRETATION AND DATA ANALYSIS

5 /Are you satisfied with the salary that your school pays you?

Table 7 : *Salary satisfaction*

Options	Public		Private	
	Subjects	%	Subjects	%
a. Yes, very satisfied	00	00	02	75
b. Satisfied to some extent	02	20	01	25
c. Not satisfied at all	04	80	00	00
Total	06	100	03	100

This question is meant to see how many teachers were satisfied with the salary they get paid. As it is revealed in table 2, the most teachers of public school were not satisfied at all with their salaries contrary to the teachers of private school who showed their satisfaction. Hence, most of public teachers (80%) said that they were not satisfied with the salary, and it is followed by (20%) of them who said that they were satisfied to some extent. And none (0%) of them said that they were very satisfied. As for the private school, most teachers (75%) showed that they were very satisfied with the salary they get paid, and it is followed by (25%) of them who showed that they were satisfied to some extent and none (0%) of them showed his dissatisfaction. This can be interpreted, as teaching in private schools might make teachers feel at ease and might live in harmony.

6/ Does your school give you enough opportunity to fulfill your responsibilities?

Table 8 *The teachers' given opportunity to fulfill their responsibilities*

Options	Public		Private	
	Subjects	%	Subjects	%
a. Yes	4	80	3	100
b.No	2	20	00	00
Total	6	100	3	100

This question showed that (80%) of Kechroud Rabeh public school teachers' were given the opportunity to fulfill their responsibilities in their school and only (20%) of them

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reacted negatively. Regarding to Fodil El Ouartilani teachers' reactions, the table shows that all of them have the opportunity to fulfill their responsibilities and none (0%) of them said the opposite. As a consequence, we can see here an equilibrium in the results we have gathered about public and private teachers' given opportunities in fulfilling their responsibilities.

7/ Overall, private schools are safer than public schools (no fights, no weapons).

Table 9 : *Private schools safety*

Options	Public		Private	
	Subjects	%	Subjects	%
a. Strongly Agree	02	20	03	100
b. Agree	03	70	00	00
c. Disagree	00	00	00	00
d. Strongly Disagree	01	10	00	00
Total	06	100	03	100

Almost all the teachers of Kechroud Rabeh public school (70%) agreed with that private schools are safer, and it's followed by (20%) of them who agreed strongly on the same answer. Only (10%) of them who were disagreeing strongly that private schools are safer than public ones. Consequently, the results showed that private schools are safer and secure than public ones.

8/ How likely are you recommend this school to others?

Table 10 : *Recommending private or public school to others*

Options	Public		Private	
	Subjects	%	Subjects	%
a.I strongly recommend	02	20	02	75
b. I don't recommend	04	80	01	25
Total	06	100	03	100

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In this question, we aimed at confirming how likely are private and public teachers' recommend their schools to others. The results were as the following: the majority of Kechroud Rabeh public school teachers (80%) said that they "didn't recommend" their school to others and (20%) of them said that they strongly recommended it. Conversely, the majority of Fodil El Ouartilani private school teachers (75%) strongly recommended their school to those who prefer enrolling their children there, and only (25%) of them said that they were against recommending people with their school. In Table 10, the results showed a balance in the participants' answers of both private and public schools.

9 /Are you satisfied with your school facilities in terms of availability of technology, management of school and administration?

Table 11 : *School facilities' satisfaction*

Options	Public		Private	
	Subjects	%	Subjects	%
a. Yes, very satisfied	00	00	03	75
b.Satisfied to some extent	02	40	00	00
c. Not satisfied	04	60	00	00
Total	6	100	03	100

This item aimed to discover if there is a difference in public and private schools' facilities in terms of availability of technology, management of school and administration as it aimed to discover teachers' satisfaction on those facilities. As for the public school teachers, (60%) of them said that they were not satisfied and (40%) of them answered that they were satisfied to some extent. Whereas, all teachers of Fodil El Ouartilani private school (100%) said that they were satisfied . Hence, the results showed that the technological facilities and the management in private schools are more satisfiable than public ones.

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10 / Does your school conduct a meaningful training program for you?

Table 12 : *The meaningful training program conducted in the school.*

Options	public		private	
	Subjects	%	Subjects	%
a. Yes	04	60	02	75
b. No	01	20	00	00
c. Somehow	01	20	01	25
Total	06	100	03	100

In this question, the researcher intended to figure out the teachers' opinions about the meaningful training programs conducted in their schools. So, the results showed that (60%) of Kechroud Rabeh public school teachers said that their school conducted a meaningful training program, (20%) of them said no and the other (20%) said somehow. Contrary to Fodi El Ouartilani private school teachers where the majority (75%) said that their school conducted the training programs and the other (25%) of them said that it is somehow. As a result, private schools conduct a meaningful training programs for their teachers contrary to public schools.

11 / Pupils who attend private schools are smarter than those of public ones?

Table 13 : *Cleverness of private school students'*

Options	Public		Private	
	Subjects	%	Subjects	%
a. Yes	01	15	01	25
b. No	05	85	02	75
Total	06	100	03	100

In this question, almost all of the public school teachers (85%) said that those students who attend private schools were not smarter than those of public ones and only (10%) of them who said "yes". However, (75%) of private school teachers had the same

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opinion as those of public schools and only (25%) who said "yes". So, private school students are not clever than those in public ones.

12 / Teachers are less enthusiastic about teaching in public schools than those in private ones.

Table 14 : *Love of teaching in private schools*

Options	Public		Private	
	Subjects	%	Subjects	%
a. Strongly Agree	00	00	02	75
b. Agree	01	20	01	25
c. Disagree	01	20	00	00
d. Strongly Disagree	04	60	00	00
Total	06	100	03	100

Question nine aimed at knowing if teachers are less enthusiastic in teaching in public schools than those in private ones. Indeed, (60%) of public school teachers are disagreed strongly, (20%) of them agreed, and the other (20%) said that they disagreed. About (75%) of private school teachers' said that they agreed strongly and the other (25%) of them said that they agreed.

13 / Private schools are simply a waste of money.

Table 15 : *Private schools are simply a waste of money*

Options	Public		Private	
	Subjects	%	Subjects	%
a. Strongly Agree	00	00	00	00
b. Agree	02	20	00	00
c. Disagree	00	00	01	25
d. Strongly Disagree	04	80	02	75
Total	06	100	03	100

This question revealed that (80%) of public school teachers denoted that private schools were not simply a waste of money, following by (20%) of them who agreed.

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(75%) of private school teachers have the same reaction as those of public one and (25%) of them said that they disagreed. Hence, the results show the equilibrium in the answers; private schools are not simply a waste of money.

14 / What kind of technology is available in your school?

Table 16 : *Technological tools offered*

Options	Public		Private	
	Subjects	%	Subjects	%
a. Smart Class	06	80	02	75
b. Language Lab	00	00	00	00
c. Others	02	20	01	25
Total	06	100	03	100

Almost all the teachers of the public school (80%) confirmed that their school had smart classrooms and (20%) of them claimed that they had a group of laboratory devices as it had network devices available at any time. The same (75%) of non government school teachers who reported that they had smart classes and it is followed by (25%) who said that they had also laboratory tools and network devices. So, it seems that both schools are considered as identical ones since both of them take care on students' educational needs.

15 / Bullying and other various prejudiced acts are not as common in private schools as in public ones.

Table 17 : *Private schools are free of bullying and prejudiced acts*

Options	Public		Private	
	Subjects	%	Subjects	%
a. Yes	02	20	02	75
b. No	04	80	01	25
Total	06	100	03	100

This question seeks to reveal if there were an equality within students in both schools. The majority of government school teachers' (80%) demonstrated that bullying was not only monopolized in public schools, it might be found in private ones profusely, and (20%) of

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them reacted with "Yes". On the other hand, (75%) of non government school teachers' said "Yes" and the other (25%) replied with the negative answer "No".

16 / Private schools have good pupil care and welfare arrangements.

Table 18 : *Students' care and welfare arrangements in private school*

Options	Public		Private	
	Subjects	%	Subjects	%
a. Strongly Agree	00	00	03	100
b. Agree	00	00	00	00
c. Disagree	00	00	00	00
d. Strongly Disagree	06	100	00	00
Total	06	100	03	100

The basic target of this question is to find out which school had much attention and care of its students. Basically, (100%) of the public school teachers' strongly disagreed with the idea that only private schools had good students care. On the other side, all the private school teachers' strongly agreed that private schools have good pupil care and welfare arrangements. Consequently, both schools are paying much attention to their students' welfare.

The Analysis of the Administrators' Questionnaire

1. What are your opinions about the enrolment of the students in your school?

Table 19 : *Students' enrollment*

Options	Public		Private	
	Subjects	%	Subjects	%
a .Too Much	10	100	00	00
b. Few	00	00	00	00
c. Acceptable	00	00	08	100
Total	10	100	08	100

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This question is specifically destined to detect which type of school is more requested by parents and their children. Hence, all the public school administrators (100%) said that the enrollment of students in their school was too much, on the other hand, all the private school administrators said that it was acceptable because of many reasons like the number of school seats that it was limited and choosing students according to their level. What we noticed here, is that the public schools are more requested by parents than the private ones.

2. What kinds of technology are available in your school?

Table 20 : *Technological tools offered*

Options	Public		Private	
	Subjects	%	Subjects	%
a. Social Networking	07	70	06	75
b. Online Teaching	03	30	08	25
c. None of the above	00	00	00	00
Total	10	100	08	100

Throughout this question, we gained some insights to know if both of schools are in line with technological development. As the results revealed in the above Table 20, (70%) of government school administrators' said that they depended on social networking to pass instructions to their staff and (30%) of them depended on the online teaching. About (75%) of non-government school administrators' noticed to social networking and the other (25%) of them said that it was online teaching. As a conclusion, both of schools used the technological tools in their work.

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3. Do you recommend this school to others?

Table 21 : *Recommending private or public school to others*

Options	Public		Private	
	Subjects	%	Subjects	%
a. I don't Recommend	08	80	08	100
b. Yes , I recommend	02	20	00	00
Total	04	100	08	100

In this question, we aimed at confirming how likely are private and public administrators' recommend their schools to others and to know if they feel at ease in working there. The results were as the following: the majority of Kechroud Rabeh public school administrators' (80%) claimed that they didn't recommend their school to others and (20%) said that they strongly recommended it. Conversely, all of Fodil El Ouartilani private school administrators' (100%) strongly recommended their school to those who prefer enrolling their children there. The results of the table here show that working and learning in private schools are better than public ones.

4. Are you satisfied with your teaching staff, students and their parents?

Table 22 : *Satisfaction on the teaching staff, students and parents*

Options	Public		Private	
	Subjects	%	Subjects	%
a. Yes, very Satisfied	00	00	06	75
b. Satisfied to Some Extent	08	80	02	25
c. Not Satisfied at All	02	20	00	00
Total	10	100	08	100

Clearly, almost all the administrators of the public school (80%) had emphasized on 'satisfied to some extent' answer, and (20%) of them said that they did not satisfy at all. On the other hand, the majority of Ibn Rochid private school administrators' showed their strongest satisfaction to their teaching staff, students and parents. The other (25%) said that

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they were satisfied to some extent. Hence, private school administrators' feel at ease in working with their teachers, students and their parents than the other public school ones.

5. How do you see your school in next 5-10 years?

Table 23 : *Guessing the schools' future*

Options	Public		Private	
	Subjects	%	Subjects	%
a. Getting Forward	01	10	08	100
b. In the Same Situation	02	20	00	00
c. Turning Back	07	70	00	00
Total	10	100	08	100

This question is meant to clarify that if those schools were working hard and if they have the intention to maintain a good work flow so as to bring out a distinguished elite. (70%) of Kechroud Rabeh administrators' reported that their school was turning back ; (20%) said that it was in the same situation and only (10%) said that it getting forward . Whereas all of Fodil El Ouartilani' school staff expected their education would go ahead. Therefore, private school staff do their best to make their school a distinguished one.

6. Overall, private schools are safer than public ones(no fights, no weapons).

Table 24 : *Private schools safety*

Options	Public		Private	
	Subjects	%	Subjects	%
a. Yes	00	00	08	100
b. No	10	100	00	00
Total	10	100	08	100

All of Kechroud Rabeh public school administrators' (100%) noticed that private schools were not safer than public ones, on the other hand, all of Fodil El Ouartilani private school administrators' (100%) reported that private schools were safer than public ones.

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7. Uniform should be required in your school?

Table 25 : *Obligation of wearing the uniform*

Options	Public		Private	
	Subjects	%	Subjects	%
a. Yes	10	100	08	100
b. No	00	00	00	00
Total	10	100	08	100

The focal goal of this question is to find out if those institutions had an internal strict school law that should be respected. So, the results were that all the public school administrators' (100%) demonstrated that uniform should be required in their school as well as all the private school administrators' said that their students had to wear the uniform. Hence, both schools had strict internal school law and they are careful to apply it.

The Analysis of the Parents' Questionnaire

1. Private schools are simply a waste of money

Table 26 : *Private schools are simply a waste of money*

Options	subjects	%
a. Yes	00	00
b. No	06	100
Total	06	100

The aim of this question is to know if parents are just wasting their money when sending their children to private schools. The results of the above table show that all of them (100%) considered that learning in private schools was not a waste of money.

2. What school would you select to obtain the best education for your child?

Table 27 : *Selecting the best school to obtain the best education*

Options	subjects	%
a. Public	02	25
b. Private	04	75
Total	06	100

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The results in this table show that the majority of parents (75%) preferred teaching their kids in private school and only (25%) of them preferred sending them to public ones.

03 / Who had the biggest say in the choice of the school (Private or Public)?

Table 28 : *The responsible in choosing the school*

Options	subjects	%
a. You (and your partner)	02	30
b .Your Child	01	10
c. Equally Shared	03	60
Total	06	100

This question aimed at eliciting the importance of involving parents in choosing the type of school for their kids since they think what will work best for their children's personality, strengths, needs and interests. The results revealed that (60%) of parents demonstrated that the biggest say in the choice of the school is equally shared; parents plus their kids. About (10%) of them assumed that their children who made their choice and the other (30%) said that the choice of school was up to parents; mother and father.

04 / Do you have a degree or an equivalent professional qualification?

Table 29 : *Professional qualification*

Options	subjects	%
a. Yes	06	100
b. No	00	00
Total	06	100

By asking this question, we aimed at choosing educated parents with professional qualifications because of having the biggest choice of their kids' school and so as to make our study more valid and reliable. All of parents (100%) reported that they had qualifications.

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05 / Which sources of information did you use in making your choice?

Table 30 : *Reasons behind choosing the school*

Options	Subjects	%
a. Table of Examination Results	05	80
b. Open Day or Parents Evening	00	00
c. Personal Acquaintances	01	20
d. School Prospectus	00	00
Total	06	100

Almost all parents (80%) favoured the table examination results to use it as a source of information in choosing their kids' school since, undoubtedly, parents place teacher quality at the top of the list when choosing the school. Only (20%) of them reported that their choice was due to personal acquaintances. Hence, professional parents are more interested in quality of education.

07 / Private schools have a good pupil care and welfare arrangements .

Table 31 : *Students' care and welfare arrangements in private school*

Options	subjects	%
a. Strongly Agree	05	80
b. Agree	00	00
c. Disagree	01	20
d. Strongly Disagree	00	00
Total	06	100

Table 31 revealed that (80%) of parents strongly agreed with that private schools had good students' care and welfare arrangements and only (20%) of them who replied with disagreeing. As a result, parents view private schools as such a place where their kids find care and attention.

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1. Do attractive buildings, décor, the style and the appearance of the head and the staff of the school play a role in making a choice between private and public school?

Table 32 : *Choosing the school via attractive buildings and the staff appearance*

Options	subjects	%
a. Yes	01	20
b. No	05	80
Total	06	100

Despite the fact that attractive buildings and the staff's appearance have direct effect on the students' feelings and spirit , and the majority of private school directors' pay much attention to the aesthetic aspects to the school in order to attract more students, almost all of parents (80%) favored not considering attractive school and the staff appearance as a way of school choosing for kids. Only (20%) of them reacted with "yes".

The Analysis of the Students' Marks

Table 33 : *The impact of public and private schools on students' results in 4th year classes*

	0-8.99	9 - 9.99	10-11.99	12.13.99	14-15.99	16-17.99	18-19.99	Total
Private	0	00	00	00	02	04	03	09
Public	0	1	20	38	18	14	03	94
Total	0	01	20	38	20	18	06	103

In this Table 33, we have chosen students from fourth year classes of private school whose their number is: nine (09) , as we have chosen other sample which is constructed of ninety four student (94) belonging to the fourth year classes of the public school . Students of both schools are distributed according to their averages in BEM exam .

NB: students' marks are chosen with interval, such as 0-8.99, 9-9.99, 10-11.99, 12-13.99.....

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Table 34 : *Expected frequencies*

	0-8.99	9-9.99	10-11.99	12-13.99	14-15.99	16-17.99	18-20	Total
Private Observed								
frequency	00	00	00	00	02	04	03	09
Opr								
Private expected								
frequency	00.00%	00.08%	01.74%	03.32%	01.74%	01.57%	0.52%	
(fe Pr)								
Public Observed								
frequency	00	01	20	38	18	14	03	94
Opb								
Public expected								
frequencies	00.00%	00.91%	18.25%	34.67%	18.25%	16.42%	05.47%	
(fe Pb)								
Total	00	01	20	38	20	18	06	103

Since the value of the frequencies of 'fe' can be calculated according to the following equation:

Fe = Expected frequencies

$$E_{ij} = \frac{T_i * T_j}{N}$$

E_{ij} = Expected frequency for the row / ith column

T_i = Total in the ith row

T_j = Total in the ith column

N = Table grand total

Example: $Fe = \frac{(row\ total)(column\ total)}{GRAND\ TOTAL} \rightarrow Fe = \frac{9*01}{103} = 00.08$

So $Fe = 00.08$

CHAPTER FOUR : INTERPRETATION AND DATA ANALYSIS

Table 35 : *Distribution table of Chi-square.*

	0-8.99	9-9.99	10-11.99	12-13.99	14-15.99	16-17.99	18-20	Total
OPr	00	00	00	00	02	04	03	09
FePr	00.00	00.08	01.74	03.32	01.74	01.57	0.52	
$\chi^2 =$ $(\frac{oPr-fePr}{fePr})^2$	00.00	00.08	1.74	03.32	00.03	03.76	11.82	
OPb	00	01	20	38	18	14	03	94
FePb	00.00	00.91	18.25	34.67	18.25	16.42	05.47	
$\chi^2 =$ $(\frac{oPr-fePb}{fePb})^2$	00.00	0.008	0.16	0.32	0.003	0.08	1.11	
Total	00	01	20	38	20	18	06	103

The above table demonstrates the calculation of chi square (χ^2)

$$\chi^2 = \sum \frac{(O_i - E_i)^2}{E_i}$$

where : $O_i \rightarrow$ Observed frequency

$E_i \rightarrow$ Expected frequency

$\Sigma \rightarrow$ The summation symbol means that you will have to perform a calculation for every single data item in your data set. As you can probably imagine, the calculations can get very, very, lengthy and tedious. So

$$\chi^2 = 0.08 + 1.74 + 3.32 + 0.03 + 3.76 + 11.82 + 0.008 + 0.16 + 0.32 + 0.003 + 0.08 + 1.11 = 22.43 \rightarrow$$

$$\chi^2 = \mathbf{22.43} \text{ and we have } \chi^2_{df} = 3.84 \text{ calculated with } \alpha = \mathbf{0.05}$$

↓
Calculated

↓
tabulated

CHAPTER FOUR : INTERPRETATION AND DATA ANALYSIS

Table 36 : *Probability Level (alpha)*

df	Probability level (alpha)					
	0.5	0.10	0.05	0.02	0.01	0.001
1	0.455	2.706	3.841	5.412	6.635	10.827
2	1.386	4.605	5.991	7.824	9.210	13.815
3	2.366	6.251	7.815	9.837	11.345	16.268
4	3.357	7.779	9.488	11.668	13.277	18.465
5	4.351	9.236	11.070	13.388	15.086	20.517

Hence the calculated value of $\chi^2 = 22.43$ and Degree of freedom in the given problem is

df = degree of freedom

df = n-1 where n = number of variables which are private and public school.

in this case we have $n = 2$ so $df = 2-1 \rightarrow df = 1$

The table value of χ^2 for one degree of freedom at 5 percent level of significance is 3.84 So:

H_0 : The two category variables are independent

H_1 : The two category variables are dependent

In our research, we reject H_0 because $\chi^2_{\text{calculated}} > \chi^2_{\text{tabulated}}$ for

$\alpha = 0.05$ so $22.43 > 3.84$ we have statistically significant evidence at $\alpha =$

0.05 to show that the null hypothesis (H_0) is false.

So, we would reject the null hypothesis. Thus, the public school is not better than private school

Table 37 : *Chi square distribution*

	9-9.99	10-11.99	12-13.99	14-15.99	16-17.99	18-19.99
X2 Pr	0.08	01.74	3.32	0.03	03.76	11.82
X2 Pb	0.008	0.16	0.32	0.003	0.08	1.11

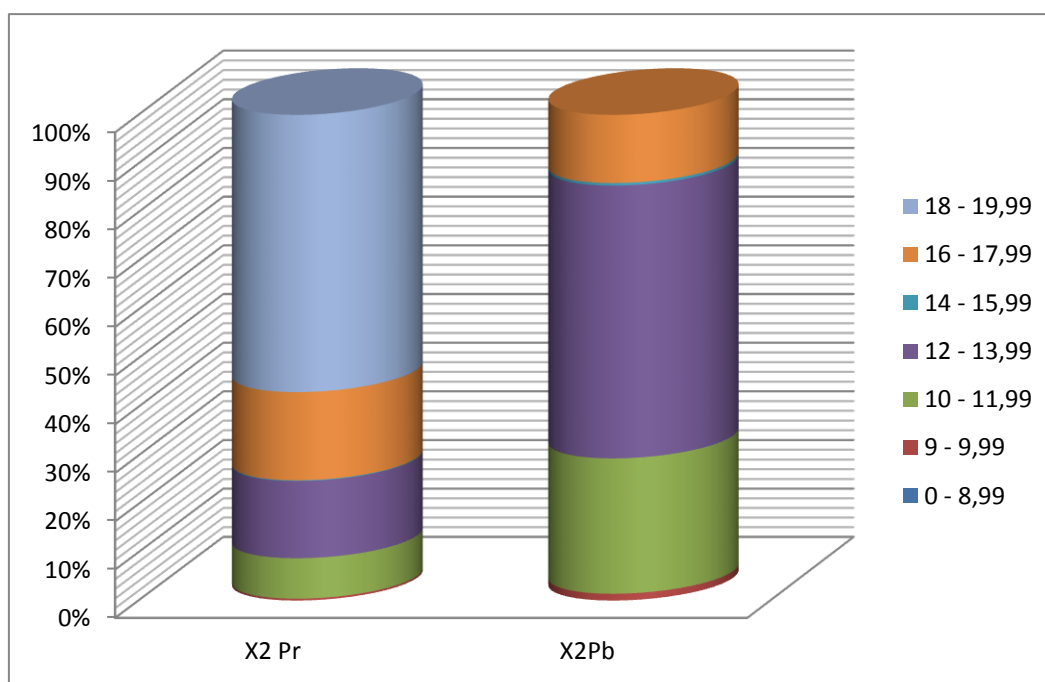


Figure 07 : Chi Square Distribution Graph

Conclusion

Through these questionnaires, we received rich and valuable data that enlighten and remove much vagueness about how is the quality of education in government and non government schools.

According to the results revealed in the teachers' questionnaire, the technical devices were provided in both schools, the salary paid to teachers in private school is more appropriate than in public ones, in addition to the safety of the classroom. Based on the findings of the questionnaire, we as researchers find that the quality of education in private schools is higher.

The findings identified several facts about the standard of education in public and private schools in the review of the questionnaire of the administrators. Both schools showed envy at their schools, as they showed interest in building a typical school by imposing strict laws such as the duty to wear the uniform, school should be protected from fights and weapons, and the technological tools provided to make it simpler for them and recommend their schools to others. Regarding the enrollment of private school students, it

CHAPTER FOUR : INTERPRETATION AND DATA ANALYSIS

was appropriate as the responsible choose students according to their levels and the number of restricted school seats, while the enrollment in public school is abundant.

Every parent would like to see their children in the automated positions and be brilliant among their generation. Those parents, who were questioned, indicated that they wanted to send their children to the private school because they thought the quality and standard of education in the private school is much better, they constantly preferred table of examination results as a proof of the private school's success and neglecting the idea of choosing the school according to the attractive buildings and staff appearance. Most parents thought that private schools provide care and welfare arrangements to their kids to get a good education .Although public schools are cheaper and private schools cost a lot of money, most parents prefer private schools because their children's education is more important. To sum up, the quality of education was the foremost reason for parents to choose private schools, most of them expressed the view that the private school was running smoothly, successfully and effectively.

Throughout the students' final exam marks analysis and via Chi Square Test, we have noticed that private schools have proven their success in achieving a good academic results than the public ones. In short, the quality of education in public schools is not better than the one in private schools.

General conclusion

General conclusion

GENERAL CONCLUSION

Education is very important and it requires much attention from those in charge, that's why the debate on public versus private education is a continuing one in many countries. Undoubtedly, education is a fundamental process in the life of learners. Many issues arise related to education: funding, teaching quality, learners' level, unsecure schools, technological tools offered and different educational chances.

In fact, those problems are related to different types of education including private and public school models. Basically, the central matter of this study is looking at comparing the quality of education in public and private schools in Ain Defla city for the sake of discovering the best school's environment in support of learners. For that, in this study we tried to investigate and answer some research questions, and confirming or rejecting the stated hypothesis concerning the quality of education in public schools: " Is the quality of education in public schools better, more efficient and have many advantages than private schools?"

Throughout conducting a case study and after the analysis of data gathered from different sources using a set of research instruments, our study points out that the quality of education in private and public schools are providing better quality education, each one has its pros and cons. Although adequate funding is an important factor for a school to be run successfully, our study reveals that money alone will not help a school to become successful and effective but there are many factors that might help in improving the education quality.

Overall, both types of schools have been conducting a meaningful training program, and working hard to achieve a good academic level for their students through providing and offering a typical technological tools. Contrary to, the two government and non-government schools have some differences in terms of class size, the national ranking where we find that the private schools over performing on the public ones is hugely. On

General conclusion

the light of our preceding study; we have met some obstacles that limited our research, which made our study somehow difficult to be fulfilled accurately; since we have intended to achieve a valid and reliable work through adapting two data tools: an interview and an observation

The hypothesis put forward is not absolutely confirmed through the results that have been precedingly revealed. The findings indicated that the teaching/ learning environment in the private school was much more conducive to learning than the one in the public school. The school environment and class size were important factors for the teachers to be effective as well as the technological tools offered there.

Throughout analyzing their exam marks through 'Chi SquareTest', the students' results and findings indicated that learning in private schools leads to a better education quality than the one in the public one. The findings of our study also indicated that parents are educated with professional qualifications, their involvement in their children's education is very important. Parents in the private school played crucial roles in their children's education as they are the responsible in school choosing and their decision was through the table of examination results. Concerning the administrators, our findings indicate that those who were in private schools are so wary of pupils wearing school uniforms, and the enrollment of students that were chosen according to their levels and the number of school seats. The fact that makes education quality in private schools is better than the ones in public.

This research study has several "*implications*" for the education sector in Ain Defla city.

1. Due to the non-celebrity of private schools in Ain Defla, we want to send a message to those who are interested in educational affairs to establish private schools, in order to reduce the pressure on public ones.

General conclusion

2. This study will be of interest to the educators in Ain Defla who are involved or are interested in opening private schools. Schools should be established for purely educational purposes. Private schools which are established for profit and financial gain do not help towards the development of education. Entrepreneurs should think about quality, stability, and accessibility in a school. When establishing a school, the primary intention should be to provide good educational services to the community and to create an excellent learning environment for the students.
3. This study is directed to the administrators, who are considered to be the most important ingredient of any educational institution. The success of a school depends on a qualified and trained teaching staff. The more the administrators being careful in selecting very talented and highly qualified teachers, the more school results being good.
4. Moreover, teachers of public schools may be made accountable on showing poor result in examinations. They must also be rewarded with incentives for showing good results.
5. Besides, libraries of public and private schools should be kept well maintained and all necessary books be available and students and teachers should be encouraged to get benefit from their library.

Further Studies

The current research might be a good help as it can be survival for Doctors and Masters who want to study in depth the quality of education in private and public schools. Since our work touches everything related to learning and teaching process. Specially those who are interested in comparing the quality of English language in government and non-government schools.

General conclusion

The success of a school can be measured by looking at the number of its student body who complete high school. This study shows that many parents send their children to the private school with the hope that their children will receive a good education and move on to further study and for a good career.

The Further research is needed to see what the students of public and the private schools do after they graduate from the high school. The half of parents in Ain Defla city are uneducated and do not understand the value of education, in this situation, the parents either do not send their children to school or do not know what kind of education they want for their children. Our research studies should be conducted to understand the adult education needs and their implications for public schooling.

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Appendices

Appendices

Appendix A

Teachers' Questionnaire

Dear Teachers,

We are conducting a research for our master dissertation entitled 'Comparing the quality of education in public and private schools'. The study aims to investigate your opinions, views and perceptions about the quality of education in both sectors. Your experience at the secondary school level is valuable information to achieve this study. So, we would be so grateful if you respond to the following questions honestly.

Thank you in advance for your contribution.

Tick the appropriate answer and provide a statement when it is necessary.

- 1. Do you think that smaller class size is beneficial to pupils in the learning process?**
 - a. Yes
 - b. No

- 2. Are you satisfied with the salary that your school pays you?**
 - a. Yes, very satisfied
 - b. Satisfied to some extent
 - c. Not satisfied at all

- 3. Does your school give you enough opportunity to fulfill your responsibilities?**
 - a. Yes
 - b. No

- 4. Overall, private schools are safer than public schools (no fights, no weapons).**
 - a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree

- 5. How likely are you recommend this school to others?**
 - a. I strongly recommend
 - b. I don't recommend

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6. Are you satisfied with your school facilities in terms of availability of technology, management of school and administration?
- a. Yes, satisfied
 - b. Satisfied to some extent
 - c. Not satisfied
7. Does your school conduct meaningful training program for you?
- a. Yes
 - b. No
 - c. Somehow
8. Pupils who attend private schools are smarter than those in public ones?
- a. Yes
 - b. No
9. Teachers are less enthusiastic about teaching in public schools than those in private ones.
- a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree
10. Private schools are simply a waste of money.
- a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree
11. What kind of technology is available in your school?
- a. Smart Class
 - b. Language Lab
 - c. Others.....
12. Bullying and other various prejudiced acts are not as common in private schools as in public ones.
- a. Yes
 - b. No
13. Private schools have good pupil care and welfare arrangements.
- a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree

Appendices

أعزائي الأساتذة

نجري بحثاً لرسالة الماجستير بعنوان "مقارن جودة التعليم في المدارس العامة والخاصة". تهدف الدراسة إلى التحقق من آرائكم ووجهات نظركم وتصوراتكم حول جودة التعليم في كلا القطاعين. خبرتكم على مستوى المدرسة الثانوية هي معلومات قيمة لتحقيق هذه الدراسة. لذلك، سنكون ممتنين للغاية إذ أجبتكم بصدق على الأسئلة التالية. شكراً لكم مقدماً على مساهمتكم.

ضع علامة * على الإجابة المناسبة وقدم بياناً عند الضرورة.

1- هل تعتقد أن حجم القسم الأصغر مفيد للتلاميذ في التعلم

أ- نعم

ب- لا

2- هل أنت راضٍ عن الراتب الذي تدفعه لك مدرستك؟

أ- نعم، راضٍ جداً

ب- راضٍ إلى حد ما

ج- غير راضٍ على الإطلاق

3- هل تمنحك مدرستك فرصة كافية للقيام بمسؤولياتك؟

أ- نعم

ب- لا

4- يشكل عام، المدارس الخاصة أكثر أماناً من المدارس الحكومية (لا قتال و لا أسلحة)

أ- أوافق بشدة

ب- أوافق

ج- لا أوافق

د- أرفض بشدة

5- ما مدى احتمالية أن توصي بهذه المدرسة للآخرين؟

أ- أوصي بشدة

ب- لا أوصي

6- هل أنت راضٍ عن مرافق مدرستك من حيث توفر التكنولوجيا و إدارة المدرسة والإدارة؟

أ- نعم راضٍ

ب- راضٍ إلى حد ما

ج- غير راضٍ.

7- هل تجري مدرستك برنامج تدريب هادف بالنسبة لك ؟

أ- نعم

ب- لا

ج- نوعاً ما

8- التلاميذ الذين يرتادون المدارس الخاصة أذكى من التلاميذ في المدارس الحكومية؟

أ- نعم

ب- لا

Appendices

9. المعلمون أقل حماساً للتدريس في المدارس الحكومية من تحمسهم في المدارس الخاصة-

- أ- أوافق بشدة
- ب- أوافق
- ج- لا أوافق
- د- أرفض بشدة

10-المدارس الخاصة هي ببساطة مضيعة للمال.

- أ- أوافق بشدة
- ب- أوافق
- ج- لا أوافق
- د- أرفض بشدة

11-ما نوع التكنولوجيا المتوفرة في مدرستك؟

- أ- الأقسام الذكية (حواسيب)
- ب- مخبر اللغات
- ج- شئى

.....آخر.....

12-النتمر والأفعال المتحيزة الأخرى ليست شائعة في المدارس الخاصة كما في المدارس العامة.

- أ. نعم
- ب. لا

13-المدارس الخاصة لديها رعاية جيدة للطلاب وترتيبات رفايتهم.

- أ- أوافق بشدة
- ب- أوافق
- ج- لا أوافق
- د- أرفض بشدة

Appendices

Appendix B Students' Questionnaire

Dear Students,

We are conducting a research for our master dissertation entitled 'comparing the quality of education in public and private schools'. The study aims to investigate your opinions, views and perceptions about the quality of education in both sectors. Since you are secondary school students, you may have the valuable information to achieve this study. So, we would be so grateful if you respond to the following questions honestly. Thank you in advance for your contribution.

Tick the appropriate answer and provide a statement when it is necessary.

1. To which school you belong?

- a. Private school
- b. Public school

2. Do you think that your school system is a burden or learning?

- a. Learning
- b. Burden

3. How likely are you recommended this to others?

- a. I strongly recommended
- b. I don't recommend

4. Do you get enough opportunity to show or explore your talent?

- a. Yes
- b. No
- c. Sometimes

5. Is staff of your school respectful towards your parents and is responsive to all queries?

- a. Yes, very respectful
- b. Respectful
- c. Not respectful at all

6. Is your school air-conditioned?

- a. Yes
- b. No
- c. Very often
- d. Sometimes

Appendices

7. Private schools help better in preparing pupils for higher studies?

- a. Strongly Agree
- b. Agree
- c. Disagree
- d. Strongly Disagree

8. What types of teaching methods do your teachers mostly use?

- a. Conventional blackboard
- b. Innovative methods (Data Show)
- c. Take you to smart class and switch on a lesson
- d. Knowledge outside books to facilitate learning

9. What kind of technology is available in your school?

- a. Smart Class
- b. Language Lab
- c. Others.....

10. What do you see yourself doing in next 5-10 years? Does your school help you in achieving that?

.....

11. Bullying and other various prejudiced acts are not as common in private schools as in public schools.

- a. Strongly Agree
- b. Agree
- c. Disagree
- d. Strongly Disagree

12. Uniform is highly required in your school?

- a. Yes, very required
- b. Not required at all, we wear stylish clothes

13. Pupils who attend private schools are smarter and have better morals than those who attend public ones.

- a. Strongly Agree
- b. Agree
- c. Disagree
- d. Strongly Disagree

14. Private schools are a waste of money?

- a. Strongly Agree
- b. Agree
- c. Disagree
- d. Strongly Disagree

Appendices

أعزائي الطلبة

نجري بحثاً لرسالة الماجستير بعنوان "مقارنة جودة التعليم في المدارس العامة والخاصة". تهدف الدراسة إلى استقصاء آرائكم ووجهات نظركم وتصوراتكم حول جودة التعليم في كلا القطاعين. نظرًا لأنكم طلاب مدرسة ثانوية، فقد تكون لديكم معلومات قيمة لتحقيق هذه الدراسة. لذلك، سنكون ممتنين للغاية إذا أجبتكم بصدق على الأسئلة التالية. شكر لكم مقدما على مساهمتكم.

حدد الإجابة المناسبة وقدم بياناً عند الضرورة.

1- إلى أي مدرسة تنتمي؟

أ- مدرسة خاصة

ب- مدرسة حكومية

2- هل تعتقد أن نظامك المدرسي عبء أم تعليمي؟

أ- تعليمي

ب- عبء

3- ما مدى احتمالية أن توصي بهذا للآخرين؟

أ- أوصي بشدة

ب- لا أوصي

4- هل لديك فرصة كافية لإظهار أو استكشاف موهبتك؟

أ- نعم

ب- لا

ج- في بعض الأحيان

5- هل القائمون على مدرستك يحترمون والديك و يستجيبون لجميع الاستفسارات؟

أ- نعم، محترمون جدا

ب- محترمون

ج- غير محترمون إطلاقاً

6- هل مدرستك مكيفة (مكيف الهواء)؟

أ- نعم

ب- لا

ج- في كثير من الأحيان

د- احيانا

7- المدارس الخاصة تساعد في إعداد الطلاب بشكل أفضل للدراسات العليا؟

أ- أوافق بشدة

ب- أوافق

ج- لا أوافق

د- أرفض بشدة

8- ما هي طرق التدريس التي يستخدمها المعلمون في الغالب؟

أ- السبورة التقليدية

Appendices

ب- طرق مبتكرة (تظهر البيانات)

ج- اصطحابك إلى الفصل الدراسي الذكي وتشغيل درس

د- المعرفة خارج الكتب لتسهيل التعلم

9- ما نوع التكنولوجيا المتوفرة في مدرستك؟

أ- اقسام ذكية تستعمل الحاسوب

ب- مخابر تعلم اللغة

ج- اخري.....

10- ماذا ترى نفسك تفعل في 5-10 سنوات القادمة؟ هل تساعدك مدرستك في تحقيق ذلك؟

11- التتمر وغيره من الأفعال المتحيزة ليست شائعة في المدارس الخاصة كما في المدارس العامة.

أ- أوافق بشدة

ب- أوافق

ج- لا أوافق

د- أرفض بشدة

12- هل اللباس الموحد ضروري في مدرستك؟

أ- نعم، مطلوب جداً

ب- لا يشترط إطلاقاً ارتداء ملابس موحدة

13- التلاميذ الملتحقون بالمدارس الخاصة أذكى وأخلاقهم أفضل من الملتحقين بالمدارس العامة.

أ- أوافق بشدة

ب- أوافق

ج- لا أوافق

د- أرفض بشدة

14- المدارس الخاصة مضيعة للمال؟

أ- أوافق بشدة

ب- أوافق

ج- لا أوافق

د- ارفض بشدة

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Appendix C

Administrators' Interview

The present interview is part of a research work aiming at comparing the quality of education in private and public schools. Hence, you are kindly requested to answer as objectively as possible. Besides, we promise you that the recorded interview data will be used for research purposes only.

Intended Areas to be Explored	Questions
Professional Qualification	Do you have a degree or equivalent professional qualification?
School Environment	According to you ,should uniforms be required in your school? Is your school safer than any other school; no fights, no weapons? Bullying and other various prejudiced acts are not as common in your school as the other schools
Available Materials	What kinds of technology are available in your school? Smart class, language lab, school library, social networking, online teaching.
Liberty during Working	Do you get enough freedom to run the school and make your own decisions? Are you satisfied with your teaching staff and the responses of the parents?
Curriculum	Are there different curricula that are implemented in private schools and not in public schools? Are you satisfied with the current education system?
Future Aspirations	How do you see your school in next 05-10 years? Get forward, in the same situation, or turn back.

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Appendix D Parents' Questionnaire

Dear Parents,

We are conducting a research for our master dissertation entitled 'comparing the quality of education in public and private schools'. The study aims to investigate your opinions, views and perceptions about the quality of education in both sectors. So, we would be so grateful if you respond to the following questions honestly.

Thank you in advance for your contribution.

Tick the appropriate answer and provide a statement when it is necessary.

- 1. Private schools are simply a waste of money.**
 - a. Yes
 - b. No

- 2. What school would you select to obtain the best education of your child?**
 - a. Public
 - b. Private

- 3. Who had the biggest say in the choice of the school (private or public)?**
 - a. You (and your partner)
 - b. Your child
 - c. Equally shared

- 4. Do you have a degree or an equivalent professional qualification?**
 - a. Yes
 - b. No

- 5. Which sources of information did you use in making your choice?**
 - a. Table of examination results
 - b. Open day or parents evening
 - c. Personal acquaintances
 - d. School prospectus

Other information sources .Please ,specify

- 6. Private schools have a good pupil care and welfare arrangements.**
 - a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree

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7. Do attractive buildings, décor, the style and the appearance of the head and the staff of the school play a role in making a choice between private and public school?

a. Yes

b. No

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الإباء الاعزاء

نجري بحثاً لرسالة الماجستير بعنوان "مقارنة جودة التعليم في المدارس العامة والخاصة". تهدف الدراسة إلى استقصاء آرائكم ووجهات نظركم وتصوراتكم حول جودة التعليم في كلا القطاعين. نظرًا لأنكم طلاب مدرسة ثانوية فقد تكون لديكم معلومات قيمة لتحقيق هذه الدراسة. لذلك، سنكون ممتنين للغاية إذا أجبتم بصدق على الأسئلة التالية. شكر لكم مقدما على مساهمتكم.

حدد الإجابة المناسبة و قدم بياناً عند الضرورة.
1-المدارس الخاصة هي ببساطة مضيعة للمال.

أ-نعم

ب-لا

2-ما المدرسة التي تختارها للحصول على أفضل تعليم لطفلك؟

أ- المدرسة العامة

ب-المدرسة الخاصة

3-من كان له القول الاول في اختيار المدرسة (خاصة أم عامة)؟

أ- أنت (وشريكك)

ب- طفلك

ج- بالتساوي

4-هل لديك درجة علمية أو مؤهل مهني معادل؟

أ-نعم

ب-لا

5-ما هي مصادر المعلومات التي استخدمتها في اختيارك؟

أ- جدول نتائج الفحص

ب- يوم مفتوح

ج- الحسابات لشخصية

د- نشرة المدرسة

مصادر المعلومات الأخرى (يرجى التحديد).....

6-المدارس الخاصة لديها رعاية جيدة للطلاب وترتيبات الرفاهية.

أ- أوافق بشدة

ب- أوافق

ج- لا أوافق

د- أرفض بشدة

7- تلعب المباني الجذابة والديكور دورا في الاختيار بين المدرسة الخاصة والعامة؟

أ-نعم

ب-لا

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Appendix E

Administrators' Questionnaire

Dear Administrators,

This questionnaire investigates the quality of education in public and private schools. Your experience at the secondary school level is valuable information to achieve this study. So, we would be so grateful if you respond to the following questions honestly. Thank you in advance for your contribution.

Tick the appropriate answer and provide a statement when it is necessary.

1. What are your opinions about the enrolment of the students in your school?

- a. Too much
- b. Few
- c. Acceptable

If it is few or acceptable, please justify.....

2. What kinds of technology are available in your school?

- a. Social networking
- b. Online teaching
- c. None of the above

3. Do you recommend this school to others?

- a. I don't recommend
- b. Yes, I recommend

4. Are you satisfied with your teaching staff, students and their parents?

- a. Yes, very satisfied
- b. Satisfied to some extent
- c. Not satisfied at all

5. How do you see your school in next 5-10 years?

- a. Getting forward
- b. In the same situation
- c. Turning back

6. Overall, private schools are safer than public schools (no fights, no weapons).

- a. Yes
- b. No

7. Uniform should be required in your school?

- a. Yes
- b. No

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السادة المسؤولين الأعماء ،

نجري بحثاً لرسالة الماجستير بعنوان "مقارنة جودة التعليم في المدارس العامة والخاصة". تهدف الدراسة إلى استقصاء آرائكم ووجهات نظركم وتصوراتكم حول جودة التعليم في كلا القطاعين. نظرًا لأنكم طلاب مدرسة ثانوية، فقد تكون لديكم معلومات قيمة لتحقيق هذه الدراسة. لذلك، سنكون ممتنين للغاية إذا أجبتم بصدق على الأسئلة التالية. شكر لكم مقدما على مساهمتكم.

حدد الإجابة المناسبة و قدم بياناً عند الضرورة.

1- ما رأيك في التحاق الطلاب بمدرستك؟

أ- كثيرة

ب- قليلة

ج- مقبولة

إذا كانت قليلة او مقبولة من فضلك علل

2- ما هي أنواع التكنولوجيا المتوفرة في مدرستك؟

أ. الشبكات الاجتماعية

ب -التدريس عبر الإنترنت

ج . لاشيء مما سبق

3- هل تتصح الآخرين بهذه المدرسة؟

أ - لا أوصي

ب -نعم أوصي

6- هل أنت راضٍ عن معلميك وطلابك وأولياء أمورهم؟

أ-نعم،راضٍ جداً

ب- راضي إلى حد ما

ج- غير راضٍ على الإطلاق

7- كيف ترى مدرستك في 5-10 سنوات القادمة؟

أ. في تقدم

ب-في نفس الموقف

ج -ترجع الى الوراء

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Appendix F

Kechroud Rabeh student's avrages

متوسطة المجاهد المرحوم كشرود رابح المدعو المسطاش (عين الاثياخ)

حصيلة نتائج معدلات شهادة التعليم المتوسط دورة (جوان) 2022

عدد التلاميذ المتحصلين على معدل ≥ 10		18 – 19.99		16 – 17.99		14 – 15.99		12 – 13.99		10 – 11.99		9 – 9.99		0 – 8.99		عدد التلاميذ
%	العدد	%	العدد	%	العدد	%	العدد	%	العدد	%	العدد	%	العدد	%	العدد	
98.94%	93	3.19%	03	14.89%	14	19.15%	18	40.43%	38	21.3%	20	01.06%	01	00.00	00	94

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Appendix G

Fodil El Quartilani private school student's averages

مؤسسة التربية و التعليم " فوضيل الورتلاني " الخاصة

حصيلة نتائج معدل شهادة التعليم المتوسط دورة جوان 2022

عدد التلاميذ المتحصلين على 10 معدل <=	18 – 19.99		16 – 17.99		14 – 15.99		12 – 13.99		10 – 11.99		9 – 9.99		0 – 8.99		عدد التلاميذ	
	%	العدد	%	العدد	%	العدد	%	العدد	%	العدد	%	العدد	%	العدد		
100%	09	33.33%	03	44.44%	04	22.22%	02	00.00%	00	00.00%	00	00.00%	00	00.00%	00	09

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Appendix H

News Paper Report

" نزوح جماعي " من المدارس الخاصة الى المدارس العمومية



منذ إعلان [الحكومة الجزائرية](#) عن موعد انطلاق الموسم الدراسي عادت المتاعب لتتقضم مضاجع العائلات، وفي حين كانت الانشغالات محصورة في ارتفاع أسعار المستلزمات المدرسية، جاء الدور هذه السنة على المدارس الخاصة التي لم تعد مرغوبة على نطاق واسع بسبب ارتفاع كلفتها.

ارتفاع طلبات التحويل

وتستقبل مكاتب مديريات التربية في مختلف المحافظات الجزائرية منذ عودة الكوادر الإدارية التربوية إلى العمل عدداً كبيراً من طلبات قبول التحويل من مؤسسات تعليمية خاصة إلى مدارس حكومية، مما خلق وضعا متوتراً وضغطاً كبيراً بسبب عدم جاهزية وزارة التربية لهذه الخطوة "المفاجئة".

وقال مسؤول مكتب استقبال الشكاوى بمديرية التربية لغرب [الجزائر](#)، يعقوب بسكري، لـ"انديبنت عربية"، إن الإقبال الكبير للمواطنين على تغيير المؤسسات المدرسية التي يرتادها أبناؤهم من الخاصة إلى الحكومية إنما يأتي لاعتبارات عدة، أهمها الزيادات الجذرية وغير المبررة في تكاليف الدراسة السنوية"، مضيفاً أن "الأولياء اشتكوا أيضاً من ضعف مستوى الأساتذة بسبب التوظيف الهش، وكذلك رفض بعض المؤسسات الخاصة الاستجابة للمقرر الوزاري المشترك الذي يحدد نموذج عقد [الدراسة](#) الذي يربط المؤسسات بأهالي التلاميذ".

أحكام مسبقة؟

من جانبه، ربط رئيس جمعية المدارس الخاصة، سليم آيت عامر، "النظرة السلبية تجاه المدارس الخاصة بالأحكام المسبقة السائدة التي تضيء عليها وسم نشاط تجاري بحت، بينما في الحقيقة هو نشاط تربوي هدفه الأساسي بناء فرد صالح في المجتمع، وجزء لا يتجزأ من المنظومة التربوية في الجزائر"، مؤكداً أنه "حان الوقت لمراجعة دفتر الشروط الحالي لإخراج المدارس الخاصة من وصاية وزارة التجارة لتصبح خاضعة للنظام الجبائي للمهن الحرة لأن نشاطها لن يكون بأي حال من الأحوال تجارياً صرفاً".

وأوضح آيت عامر، أن "المدارس الخاصة شريك للمدارس العمومية، وهي خيار فرضته ظروف معينة أفرزتها تغييرات في النمط المعيشي لكثير من أولياء الطلاب"، موضحاً أن "المدارس الخاصة تخضع لدفتر شروط وضع في عام 2004 بطريقة عشوائية بسبب عدم استشارة المعنيين من المهنيين"، مضيفاً أن "دفتر شروط لتسيير هذه المؤسسات من الجانب التربوي، حيث فرض إجبارية تطبيق مناهج وزارة التربية والتعليم، وأيضاً توظيف مدير لا تقل خبرته عن خمس سنوات في ميدان التعليم".

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وأبرز آيت عامر أن "تفضيل بعض الأولياء المدارس الخاصة عائد إلى أسباب عدة، من بينها جودة التعليم والخدمات المقدمة كنظام نصف داخلي، وكذلك قدرة بعض الراسيين في المؤسسات الحكومية على تحقيق النجاح في مسارهم التعليمي بعد التحاقهم بالمدرسة الخاصة"، مشيراً إلى أن "دفتر الشروط الحالي هو السبب وراء ظهور ثلاثة أنواع من أصحاب المدارس الخاصة، فمنها من يؤدي الرسالة التعليمية وهدفها الأول تربوي، ومن يعتبرها تجربة خاصة، وصنف ثالث يرى فيها صفقة تجارية صرفة".

Mass exodus' from private schools to public in Algeria'

Since the Algerian government announced the start of the school season, trouble has returned to haunt families, and while the preoccupation was limited to the high prices of school supplies, this year it is the turn of private schools, which are no longer widely desired due to their high cost.

High Transfer Requests :

Since the return of educational administrative cadres to work, the offices of education directorates in various Algerian provinces have received a large number of applications for admission from private educational institutions to public schools, which created a tense situation and great pressure due to the Ministry of Education's lack of readiness for this "sudden" step.

The official of the Complaints Reception Office at the Directorate of Education for Western Algeria, Yacoub Biskari, told "Independent Arabia" that the great demand of citizens to change the school institutions attended by their children from private to government comes for several considerations, the most important of which are the crazy and unjustified increases in the costs of annual study, adding that "parents also complained about the poor level of teachers due to fragile employment, as well as the refusal of some private institutions to respond to the joint ministerial decision that determines the model of the study contract that links institutions with the parents of students."

For his part, the president of the Association of Private Schools, Salim Ait Amer, linked "the negative view towards private schools to the prevailing prejudices that give them the label of a purely commercial activity, when in fact it is an educational activity whose main goal is to build a good individual in society, and an integral part of the educational system in Algeria," stressing that "it is time to review the current conditions book to remove private schools from the tutelage of the Ministry of Trade to become subject to the tax system for liberal professions because their activity will not be in any way from Conditions are purely commercial."

Ait Amer explained that "private schools are partners of public schools, an option imposed by certain circumstances resulting from changes in the lifestyle of many students' parents," explaining that "private schools are subject to a book of conditions developed in 2004 in a random manner due to the lack of consultation of the concerned professionals," adding that "a book was developed to manage these institutions from the educational side, where the imposition of compulsory application of the curricula of the Ministry of Education, as well

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as the employment of a director with at least five years of experience in the field of education."

Ait Amer highlighted that "the preference of some parents for private schools is due to several reasons, including the quality of education and the services provided as a semi-internal system, as well as the ability of some repeaters in government institutions to achieve success in their educational path after joining the private school," noting that "the current term sheet is the reason behind the emergence of three types of private school owners, some of which perform the educational mission and its first goal is educational, and those who consider it a private experience, and a third category sees it as a purely commercial deal."

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Appendix I

Ranking of Educational Institutions according to the success Rate in the 2022 BEM cycle
in Ain Defla city

مركز التوجيه والارشاد المدرسي

مديرية التربية لولاية عين الدفلى

ترتيب المؤسسات التربوية حسب نسبة النجاح في شهادة التعليم المتوسط دورة (جوان 2022)

الرقم	المؤسسة	المسجلين	الحاضرين	الناجحين	النسبة
01	مدرسة التربية والتعليم فوضيل الورتيلاني الخاصة	09	09	09	%100
02	متوسطة المجاهد كشرود رابع	94	94	93	98.94
03	متوسطة بوقفطان السعيد	77	77	71	92.21
04	متوسطة ابن سينا	180	179	154	86.03
05	متوسطة الاخوة بن شعبان	109	109	93	85.32
06	متوسطة قلاواز موسى	128	128	107	83.59
07	متوسطة محمد العيد ال خليفة	126	126	105	83.33
08	متوسطة ماجن محمد	239	239	199	83.26
09	متوسطة غربي محمد	131	131	109	83.21
10	متوسطة المجاهد فلاح محمد	64	64	52	81.25
11	متوسطة المجاهد شريفي احمد	241	240	194	80.83
12	متوسطة موسى طيبي	146	146	118	80.82
13	متوسطة ملوك عبد الله	59	57	46	80.70
14	متوسطة عمر بن الخطاب	144	144	116	80.56
15	متوسطة بسكري فتيحة	139	137	110	80.29
16	متوسطة صدوقي الصادق	112	111	88	79.28
17	متوسطة الاخوة مخالدي	248	248	196	79.03
18	متوسطة ولاي محمد	75	75	59	78.67
19	متوسطة البشير الابراهيمي	153	153	120	78.43
20	متوسطة صامت شقرا	157	153	120	78.43
21	متوسطة زيدوك بن شرقي	88	88	69	78.41
22	متوسطة جمال الدين الافغاني	88	87	68	78.16
23	متوسطة حمدي قويدر	132	132	102	77.27
24	متوسطة عثمان بن عفان	61	61	47	77.05
25	متوسطة المجاهد حباس محمد	101	100	77	77.00
26	متوسطة محمد شلال	198	198	152	76.77
27	متوسطة العربي التبيسي	138	135	103	76.30
28	متوسطة زيني بلقاسم	110	109	83	76.15
29	متوسطة الامير عبد القادر	114	113	86	76.11
30	متوسطة عبد الله مشاليخ	168	167	127	76.05
31	متوسطة مغربي عبد القادر	81	81	60	74.07
32	متوسطة على دوار	107	107	79	73.83
33	متوسطة بلعباس نابي ليلي	223	223	164	73.54
34	متوسطة محمد مرابط	152	151	110	72.85
35	متوسطة يرايح عبد الله	118	117	85	72.65
36	متوسطة مالك بن نبي	143	142	103	72.54
37	متوسطة مخلدي قويدر	77	76	55	72.37
38	متوسطة 8 ماي 1945	170	169	122	72.19
39	متوسطة صغير احمد عبد القادر	149	149	107	71.81
40	متوسطة المجاهد جرار يحيى	106	105	75	71.43