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**Investigating Learners' Views on The
Effectiveness of Private Schools in Enhancing
Their Level
The Case Study of 4th Year Middle Students
of Private School Awras El-Mostakbal.**

*Dissertation Submitted to the Department of English in Partial Fulfillment of the
Requirements for the Degree of Master in Language and Culture*

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DEDICATION:

I dedicate this work to:

My beloved parents and the pillars of my life, to **my father** who shaping my life, teaching me all he can, make me everything I am making my dreams come true.

To my grateful **mother**, who encouraged me to go forward her advice, supported me, gave me the most beautiful moments, gave me hope and success, thanks mom.

To the spirit of my aunt **Hadda**, who was my second mother.

To **Hasna** My spiritual twin, who gave me safety, love, and attention like my mother.

Kholoud who bore my bad times, and my erratic actions without bothering me, my good and pure sister.

Ikram which is my likeness, who supports me in all my decisions, she gave me confidence, and she was with me in my most difficult situations.

To **Malik** who was always by my side, standing with me in all hard times, my favorite brother.

Rahim who gave me sympathy and support in moments of need.

Hamid my loving and friendly brother, who is my friend and my shoulder at odds.

To my sister's husband **Morad**, and her handsome sons, the joy of family **Moayed** and **Monjid**.

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Abstract

This study is intend to investigate teachers' and students' perspectives and beliefs concerning the effectiveness of private school in Khenchla city in 0 enhancing learners' level.

It aim mainly to answer the following questions : Do teachers and students find circumstances of private school more beneficial and effective in enhancing learners' level ? I have hypothesized that teachers and students have positive views concerning the impact of private school in improving learners' level in the school. To verify our hypothesis , we have conducted two questionnaires as suitable tools for our research which were administred to both teachers and Fourth year of private schools in the city of Khenchla, who have been chosen randomly during the academic year 2017 / 2018.

Teachers' questionnaire is composed of twelve questions administered to fourteen teachers of different modules, and students' qestionnaire is consisted of seventeen questions presented to a group of fifty students. Both questionnaires dealt with the different aspects and issues of factors and its relationship with students in the private school. The results of the present study revealed that private school can be considered as an effective education for learners. That is to say there is a positive and effective correlation between private school and students' level in the classroom. This study also proposed a number of suggestions and recommendations for futur research .

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List Of Abbreviation

EFL : English Foreign Language

L2 : Second Language

PrS : Private School

PbS : Public School

SC : School Choice

LL : Learning Level

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General Introduction

1. Statement of the problem

Education is one of the most discussed and most controversial social issues. The current competitive environment, focusing on grade and award attainment, pressures students to be the best. In recent years, an increasing number of Education systems and partner countries have welcomed the involvement of private entities, including parents, non-governmental organizations and enterprises, in funding and managing schools. Learners are frequently more concerned with class rank, grades, and test scores, rather than to acquire knowledge. This competitive pressure translated to their parents, forced them to explore and critically analyse advantages and opportunities to help their children gain an edge over other students. Parents want to provide their children with every advantage available, and widespread concerns of public education are challenging a parent's trust in public school. Therefore, many parents are enrolling their children in private schools.

Private School originated as formal schooling for the elite and privileged prior to the common school movement (Chubb & Moe, 1990), with the development of the common school and public school system, private school enrollment decreased. Private School curriculum does not follow the same guidelines as public school. Parents seek better education for their children, on environment, more conducive to learners', better policies and practices, for enhancing their level. This study was to better understand the effectiveness of private schools with more effective influencing factors.

2. Research questions

The main purpose of this study is to investigate learner's views on private school effectiveness on their educational level.

The following questions were formulated in order to address the influencing factors that help improve level, compared with public school.

1/-Is the quality of education considered high in the private school?

2/- Is the learning environment of a private school more successful?

3/-what is the influence of good management and provide satisfied elements in private school?

3.Aims of the Study

1/- To know the quality of education considered high in the private school.

2/- To know the learning environment of private school is more successful.

3/- To know the influence of good management and provide satisfied elements in private school.

4. Significance of the study

This study is significant for three reasons: First a deeper understanding of views of the learners on the impact of private school to improve their level. In addition, it is hoped that the finding of the study may provide learners with insights into their school environment and the education ways in improving their level. Second, the results from this study can help public schools to evaluate the need to develop positive views on learners towards private schools effectiveness. Finally, the results can guide the ministry of education review the programs and equip the future learners with the private school and good quality education, in order to fill the vacuum which is appeared among most schools to produce high learner's level.

5. Definition of terms:

1- Private school:

Private schools are “educational institutions run independently of the government” (Friedman Foundation for Educational choice, 2013). Private schools may center on a particular instrumental method, educational philosophy, specialized curriculum or program for individuals with special needs (Friedman Foundation for Educational choice, 2013 U. S. Department of Education, 2009).

Private school are defined by specific characteristic such as private Funding, independent manage and limited enrollment (Wilson, 2008).

2- School choice :

Known as educational choice is defined by (Good and Braden, 2000) as the freedom for families to send their children to educational Settings other than the one public school within their attendance Zone (Good and Braden, 2000) the right to choose to exist.

School choice options include private School, Homeschooling, and public school choice.

3- Learning environment:

Is a space where the resources, time and reasons are available to a group of people to nurture , support, and value their learning of a limited set of information and idea (Rieber, 2001)

6. Limitation of the study

The limitation has the greatest impact on our finding as well as the ability to effectively answer the research questions

The Current study is limited students in the city of Khenchela of Three private schools namely: Awras El Mostakbal Privat School; Zed private School; Multi langual brain.

7. Research methodology

7.1 Choice of the Method:

In this research, we opted for descriptive method; this type of research describes what exists and may help to uncover new facts and meaning. The purpose of descriptive research is to observe, describe, and is used in order to achieve the general aim of this research.

A questionnaire is used as a data gathering tool in order to reach our research objectives .

Two formal questionnaire were conducted one for teachers and another for students, both of them were designed to demonstrate whether private schools improve learners' level.

7.2 Population

The participants of this study are:

- 1- Students of three private schools in the city of Khenchela
- 2- Teachers of private schools in the city of Khenchela

8. Structure of the study

This dissertation is going to be divided into two chapters. The first chapter is a theoretical part which is divided into two sections

The first section deals with the issue of private school. It offers a definition to the term the historical background and the main tools used in asserting it.

The Second Section deals with influencing factors improving learning achievement. It provides a clear idea about the factors, the quality education and every important aspects of perfect learning environment.

The Second chapter is the practical part which deal with the description of the questionnaires, its analysis, and the discussion of the results. The research ends with a general conclusion of the whole study and some implications and recommendations to be bestowed to the specialist.

Chapter One: Literature Review

Section one: Private School

Introduction

The purpose of this section is to gain a deeper understanding of why parents choose to pay for private school for their child. The effectiveness of private schools has been the topic of large number of studies in the educational sciences private schooling in its various gives, is an important feature of education systems, when parents choose a private school over a public school for their child, they are selecting the greater probability that their child will attend classes with peers of similar, that the resources devoted to choose classes, in the form of teachers and materials, will be of high her quality, in order to gain this understanding, one must understand a verity of aspects of private schools, in this section light will be shed on the role of education; the private sector; defining private school; followed by concepts of private school: The characteristics, and reasons for selecting private school, the benefits, and strategies helps private school in competitive environment. Then distinction between public and private schools; The principals of private schools. Finally, deals with importance of school choice; School choice and the role of parents in schools.

1. The role of Education

The purpose of education, basic literacy and math have been important in all educational sectors throughout history; however, the needs of our country in country increasingly dictate necessary role of education. The role of education has transformed from a focus of local beliefs and religion to a broader role of creating globally productive citizens.

(Peterson, 1998) stated that “the purpose of education is to teach more than math and reading, it is also to prepare citizens for a democratic society “

Schools must prepare for the workforce and develop the students' social skills, many people feel that schools need to operate as a public good and develop individuals with basic democratic values, moral values, civic responsibility, and a voice of conscience (Ausbrooks,1997; labaree, 2011). If our schools do not meet these goals , the expected result in citizens that are not productive, not responsible, and cannot function successfully in our society (Ausbrooks , 1997) , the students need specific skill development in critical thinking, communication skills , ;meaningful goal setting , and collaboration. Schools are not focusing on the development of these skills , student needed to know how to motivate others. Schools should also offer opportunities for career guidance, college, preparation and other extracurricular activities that will further develop the student (Lauen, 2007) .

(Labaree, 1997) expresses that these new expected roles of education are promoting education as a private good versus a public good.

1.1.The private sector

In many developed western countries; private schools are prominent in providing ESP courses as they are known for their flexibility in responding to perceived demand(Broughton , Brumfit, Flavell , Hill and pincas , 1980). In many parts of Algeria , it is commonly agreed on that foreign language private institutions cater chiefly for learners who tend to be communicatively competent speakers of L2 frequently , English private departments' clients start with no or very rusty knowledge in the TL and this generates different classes quite along with the proficiency levels and intellectual abilities with each receiving different instructional materials, accordingly. Furthermore , Algerian private schools are different from state run institutions in the sense that learners of the former pay the fee to get what they want.At one extreme , adult produce a very interesting society in which one might find a housewife who does not want to stay at home, but to carry on what she had stopped so far ; a businessman and engineer who need to witness a very rapid communicative progress besides ,

age and intrinsic factors are all key factors language private schools take into account . Significantly building an effective teacher. Client relationship is needed is such a surrounding. In other words, the teachers' personality and sympathetic understanding of the obstacles students face in their attempts to internalize English would stop adult learners from with drawingand ; therefore overcome the pressure that learning a FL imposes.

1.1.1.Private school

Private schools are often perceived to be more successful in teaching students, with at least some empirical basis.

Many reform proposals for public schools have looked to the private sector for models to emulate. School choice, small schools , and decentralised decision making , for example , are among the features commonly associated with private education that many have suggested might benefit public schools. private school is used with varying meaning in the literature and in the policy debate (Bangay 2007 ; day Ashley 2009 ,2013;kitaev 1999 ;lewis and patrinis 2012 ; Moran 2006 ; Rose 2006; srivastava 2013) defining " private schools " that they are dependent on user fees to cover all or part of their operational and development costs. These private schools have to follow the market to attract and retain students in order to be financially viable .

Some state schools defining " private schools " that are managed largely independently of the state ,and are owned independently of the state .

Private schools may be partially fumed and regulated by the state; even those that operate most independently of the state still interact will governments .

The definition of private schools as those incorporate schools, many of which are companies limited by guarantee with all the assets owned by individuals, companies or religious Institutions .

Private schools are managed by a non-government organization such as a private institution, it can be either government dependent or independent of the government.

1.1.1.1. The roles of private School

The main challenge facing private school is the bias against private schools. Parents are more likely to send their children to public schools, as they have more confidence in the teachers and curriculum of the public schools.

As private schools do not receive funding from the government within the education sector, there is some disagreement about the use of the term “private” to describe government funded institutions. The degree of public should be an important criteria to distinguish between government funded private institutions and truly private schools which receive no governmental funding at all. The main advantage of private school, is that most private schools feature smaller classroom sizes that allow students to receive a lot more attention from teachers. Because there is more personal attention given to students. The diversity climate in private school environment provides an invaluable experience to students. Students are exposed to people from different socio economic classes, which can broaden their educational experience.

Private schools do not receive state funding, they have more flexibility to develop programs and practices best suited for their student.

Private schools meet the needs and concerns of students and parents, and view them as clients

Private schools offer the choice for integration of age groupings it sees education as a lifelong process, because they have a more relaxed guideline at the age of the students working adults find private schools more comfortable to their learning needs.

1.1.1.2.The characteristics of private school:

- The quality of education in private schools can be enhanced in areas: school administration, and management, postural care and home school cooperation, curriculum.
- Program evaluation plans must be developed and implemented parallel with the action plans and improvement goals.
- Regular monitoring and assessment need to be introduced to provide a detailed , systematic and ongoing profile of the progress of all students .
- Private schools should focus on delivering quality education, smaller classes; new technology and personalised teaching instructions are a few examples that have long-term positive impacts on student learning.
- Use evaluation methods for improvements of staff, and not for fault, findings.
- It is important to draw attention to high expectations and targets as characteristics of effective schools(Mortimore, et al 1988; Samous, Hillman &Mortimore, 1994; and Scheerens, 1992).
- High expectations need to be manifested at the level of the school and teachers.
- Breaking down barriers between classes, level departments and administration levels- teamwork and openness are the key factors of success.It is important to create an ideal and efficient work medium for staff.
- The reputation of the private school industry can be damaged as a result of unethical behaviours.
- The advantage of private schools as compared to public schools is that business decisions can be made to quicker and with less bureaucracy.
- Private schools do not have large spacious buildings with small classrooms.
- Private schools have less qualified or untrained teachers.

- Homework is assigned and checked regularly. Selected study is done, private schools and short notes are given to students
- Students become more dependent and careless because of more attention of teacher.

1.1.1.3.Reasons for selecting private school :

Parents selecting a school for their child must weigh all options to determine which school is best. There is attraction to private schools based on the characteristics and opportunities that are possible. Parents should choose a school based on academic excellence, << Many parents who do decide to send their children to another school appear to do so for non-academic reasons >> (Carnegie Foundation for the advancement of Teaching, 1992, p.12). According to Hamilton and Guin (2005) << parents often give more weight to factors such as distance from home and availability of day care than they do to test scores >>. Other reasons that parents prefer private school are for religious education, course offerings, cultural values, a safer environment, strict discipline policies, higher expectations, improved college preparation, school atmosphere, school and class size, location, prior experience with the school, more caring teachers, increased teacher quality, student composition, more individual attention, increased parental involvement, discipline policies, increased teacher autonomy. (Benveniste et al, 2003; GAPE, 2012; Conway, 1992) school will focus on improving the non-academic characteristics to address parent preferences and attract new students (Hamilton & Guin, 2005). Private schools are frequently perceived as more successful environment due to the social characteristics, ideal of a higher quality education, and a family's interest in religious education (Stevens & Sessions, 2000) (Benveniste et al, 2003) claimed that the private school is the most similar to the traditional common school because the school is centered on a central set of values and expectations. Religion is one of the main reasons that parents select private religious schools. Religious private schools are composed of families that share a set of common expectations (Coleman, 1990). (Levin, 1990) stated that the interaction with students and families with similar values allows the

student to meet the parents' social expectations schooling.(Buckley ,2002) stated that analysing behaviour studies supports the popularity of selecting a school with similar demographic characteristics among the students .

1.1.1.4.The benefits of private school:

Many parents have considered whether it would be worth the expense to enrol their child in private school. For example : private schools may offer a particular kind of instruction that is not available in public schools. Parents will also feel that they are securing the best possible education for their child if private schools also attract higher performing students and better teachers than public schools.

- While students who attend private schools tend to perform significantly better, than students who attend public schools.
- In private schools, parents seeking the best educational opportunities for their children.
- Some school systems also promote private schools under the assumption that, with the flexibility that accompanies autonomy in designing curricula and allocating resources, private schools may be seen as stimulating innovation in school system, innovation helps private schools to compete for students.
- Private schools segregate students and reinforce inequities in educational opportunities, particularly when those schools charge parents a fee.Schools that attract advantaged students are also more likely to attract better, performing students as well as greater resources.
- In most school systems, private schools have a more advantaged student population, more material resources.
- The small performance difference between public and private school students that remains is associated with higher levels of autonomy over curricula and resources among private schools.
- Private school students score higher our standardized tests, take more demanding courses, feel safer at school and are more likely to attend and complete college than students in other schools.
- Private school have reasonable class size, so the teachers can teach their students with ease.

1.1.1.5. Strategies that helps private school in competitive environment:

Three important strategies, that appear to be critical in successfully positioning private schools in an increasingly competitive environment:

a- creating a culture of change:

Like all other organizational change, implementing a successful school improvement process is challenging and demanding tasks. Private school improvement efforts include the introduction of new programs and procedures that will transform the schools.

New curriculum materials and new methods of instructions are heralded as examples of school improvement. Focusing on schools personnel is the most effective way to improve schools. Principals could promote school development by focusing on the professional development of staff and should take into consideration the following:

- Encourage experimentation in methods of instructions.
- Monitor the critical elements for school improvement.
- Identify and promote shared values.
- Provide opportunities for staff development.
- understand the importance of the school's vision, mission, and core values.
- Ensure team effort of every staff within the organization.

b- Valuating collaboration:

School management is an important factor affecting teacher job satisfaction than the physical facilities of the schools. Teachers placed high emphasis on remuneration incentives, rather than the professional development, as an element of their job satisfaction, because most of them do not view the teaching profession as their lifelong career.

School policies are largely determined by principals in all the schools studied the principals and supervisors are the same person. The principals are the key decision, makers in the schools.

Teachers are usually not involved in decision, making processes. Private schools due to their smaller student numbers have better opportunities to offer holistic learning to their students.

c- Sharing leadership: principals sharing leadership skills with their teachers, will enhance overall efficiency of the schools. Leaders help the team to approach the task more effectively by ensuring that there is a high level of commitment among teachers to school's objectives. Successful leaders have a strong positive influence on teachers' levels of identification. Owners and principals are business entrepreneurs who run the schools according to their previous experience.

1.1.1.6. Distinction between public and private schools:

Two major factors distinguish public and private school:

1- Funding by the government a long with.

2-their student admission policies, (Lieberman, 1998, 1990).

Private schools are usually funded by business, and charge school fees. (Dillsaetol, 2010; 438) stat that some private schools, are funded by revenue from tuition, private donation, support from their affliate religions organization. Where us public schools are funded and in part administrated by the government. It cannot deny admission to any student provided there is a place available for him/her.

(Lieberman, 1998) claimed that public schools are compelled to government rules and regulations related to curriculum and education policies.

Private schools are able to retain the right to reject potential student, private school teachers in regard to the educational aspect and also they tend to have fewer years of teaching experience (Gamoran, 1996) stressed that private schools expel fewer students and over all their students are considered to take their education more serious by private school students appear to differ from public school learners in terms of socio, economic background. (Taylor, 1996; 69) stated that public schools tend to more flexible, and it have a more complicated bureaucratic structure than private schools, private schools tend to have more focused and coherent goals.

There are two fundamental differences between public and private schools:

Their sources of support, and the role of choice in determining where students go to school.

Also about a description of the characteristics of the key participants in the education process.

Following, that is a comparison of select aspects of the organization and management of public and private schools, including for the schools, the varying circumstances under which teaching and learning it means the school climate, are examined, also the differences in academic programs and support services.

The data show many differences about the relative merits of various aspects of public and private schooling: the two are compared, it is important to keep in mind the enormous variation that exists within each sector and the overlap between the two<< school sector is not a simple organizational fault line running through the nation's schools>>.

1.1.1.7. The principals of private schools:

- Private school principals should be encouraged to take up training courses, to improve their level of competencies to manage the schools properly and have higher sensitivities towards teachers and students. The school principals need to increase their own knowledge base, in order to respond to the new challenges.
- Private school principals should be encouraged to take up training courses to improve their level of competencies to manage the schools properly and have higher sensitivities towards teachers and students.
- Private school principals should move away from school centered education to learner centered success and from teaching subjects to teaching learners. The principals should develop a school improvement evaluation plan.
- The principal needs to motivate staff so that they share the vision and mission of the school. They should learn to apply human development theory and motivational theories to the learning process.
- Principals can play a key role in developing teacher leadership they must see teachers as assets and understand how encouraging teachers to become leaders will affect their behavior.

They may also have to change their behaviors and be comfortable as facilitators when teachers are leading.

If teachers perceive principals to be open, facilitative and supportive teachers' participation increases (Murphy and Louis, 1994).

- Principals need to develop the ability to be a good listener; they recognize the legitimacy of everyone's concerns and the value of everyone's resources.

- The successful principals will take advantage of diversity and view diversity as a resource. They must recognize the strengths of others and utilize them for the good of the private schools.
- Principals must be bold enough to protect voice to all people so that differing points of view are heard.
- The principals need to possess clear sets of educational and personal values as well as a clear personal vision (Moos, Mohany and Reeves, 1998).
- Principals need to possess passion, humor and empathy.
- School principals must create an environment that promotes change; change is inevitable if schools are going to improve.
- The principals must exude energy for and commitment to school improvement. They should encourage more communication between them and the various stakeholders teachers, students, parents and community.
- Principals have to have the ability to motivate the teachers.

They must be willing to accept the risks and ambiguity that develop as they embrace new visions, based on new knowledge. Principals as well as staff must develop a change enabling culture to adapt to the ever changing competitive environment. An affective principal is a necessary precondition for an affective school.

- Principals of private schools teach some subject, whenever they get time. All of them plan the activities of their school regularly.
- All the principals encourage the enhancement of qualification of their staff. They all make their policies after getting feed-back from parents, teachers, and students when it is required.
- All the principals provide the facilities of co-curricular activities for the personality development of students.

1.1.2. Importance of school choice:

Parents usually do not possess the financial capability to provide their children with the transportation to attend a better school further away. A school choice programme is one potential solution to this problem. (Friedman, 1980; Moe, 1995) claimed that introducing more school choice will probably allow such parents to leave the poor school and chose a better school for their children .And (Bell, 2009) states that the choice of school will reinforce equity by providing disadvantaged students multiple options to choose the school that provides them with an appropriate education. Parents when making school choice decisions by identify school quality to benefit their children both academically and behaviorally, that show a positive relationship between the choice of school and the measures. (Hastings et al(2007; 3)) point out that: school choice plans are intended to improve both education quality and equity, by providing incentives for schools. (Lavy, 2009) claimed that the school choice programme leads to the improvement in certain educational criteria. (Weiher and Tedin, 2002) stated that school choice can improve behavior in schools by encouraging a sound relationship between teachers and students; (Linow, 2011; 415) argued that; the goals of majority of choice are: to increase the academic achievement, and consequently the chances for success.

(Rothstein, 2006) found that students' academic achievement had little effect on parental school choice and no evidence that school choice improves overage school effectiveness. Others argue that the school choice programme increasing the gap between high performing and poorly performing schools and potentially.

1.1.2.1. School Choice and The role of parents in schools:

The importance of school choice lies not only in the development of the quality of education through competition among schools, but may also be extended to motivate parents

to engage in their roles in the educational process. The participation of parents in the educational process can act as a mechanism for educational reform. (Godwin and Kemerer, 2002) concluded that the parental perspective could cut through the external controls and rules. That may have a negative effect on the educational process. According to (Marsh et al, 2009; 33) to identify what the public schools may be missing, that private schools are offering, by the parents perspective helps the policy makers. Parents valued being able to meet with teachers at any time, this gave them a strong sense that they were part of the school. School choice, encourage parents so take more interest in the education process. (Johnson, 1990) claimed that the expansion of the right of parents to school choice to include a parental role in school curriculum design.

(Smrekar, 1996) stated the mean of << configuration of education >> through school choice, that parents and schools sharing common cultures, values and thoughts, could lead to the process of education being more successful. (Pardey, 1991) pointed out that parents values and the behavior of families affected their aims in terms of school choice, and hence the decisions they take.

Vryhof (2005: 141) confirmed that education goes better when children are in the schools, where they want to be and their parents want them to be.

The school becomes representative of the family's background, which means the parents can promote their community's attitude within the education process through the school choice system.

Conclusion:

Throughout section one. Descriptions of private school, public school, and school choice information were provided. The assumption that private school is the better educational setting has been challenged. The most common for all private schools is financial success, a particular profit or return on investment, effective principals are central of change in the system for improving school performance. The principal sets the climate of teaching, the morale of teachers and students.

This section suggests that private school is not the best setting to improve student achievement; however, parents are still choosing to pay tuition for private school enrollment. Also to understand school choice decision process of private school parents.

Section two : Influencing factors improving learning achievement.

Introduction

This section will revolve around the importance of factors in effective education for promote learning; Obtaining an influencing factors is the foundation to improving learner's level, increasing access to education at good level. This section will include about quality education and school management, learning environment, teaching methods, assessment and feedback, teaching aids.

1.1. Quality education

The issue of quality education has received special attention in the discipline of primary education. The quality education is featured with quality access, teaching learning process and outcomes. The input variables include certain factors used for inside and outside classroom an instruments of teaching and learning process. Besides, a number of factors facilitate to start thinking about the main elements of education systems and it process of implementation in class. Learners are characterized by different aptitudes, learning barriers and prior knowledge classroom input indicators are learning time, teaching methods, assessment, feedback, incentives and class sizes.

Enabling inputs inside classroom:

Teaching time is an important input of quality teaching learning process in the framework that deserves special attention. It seems that increased instructional time enhances learner's exposure to knowledge and results in correspondingly significant learning gains (Benavot, 2004 b)

Teaching method is an important factor mentioned in the quality framework which maps out the approaches of teaching by a teacher in order to improve quality. An improved teaching method play greater role for attracting student's attention during lesson.

In the analytical framework, quality process encompasses assessment. Feedback and incentives as evaluation strategies that allow the teacher to get idea about the performance and progress of their pupils.

The size and organization of classroom is an important input as mentioned in the framework which has great influence on teacher's teaching styles.

Enabling input outside classroom:

Distribution and delivery of resources are essential in order to ensure effective teaching learning sessions. Teaching aids include textbooks and other learning materials. Besides, the availability of classrooms, libraries, school infrastructure and other facilities are also included, (UNESCO, 2004) states that all these tools are usually provided by governments and households.

Schools without textbooks or learning aides are not able to do an effective job it is important to know which materials are supported by the government and households, for the purpose of educational development.

Physical structure of classrooms and schools and their availability are important outside classroom related quality inputs indicated in the framework.

The indicators of human resource inputs include managers, administrators, other support staffs, teachers.

This input allows teachers and parents to take school based quick decisions.

1.2.School management

Good management is a key factor to bring effective performance among the staffs of an institution.

(N E P,2010) has simultaneously enhanced on school management for individual development and to encourage mutual confidence and understanding among the teachers and students: (Chap. 2, Section B, Article 28) claimed that << to ensure community participation in the development activities of school, the management committees will be constituted of some ex- officio members and others elected through thoughtful consideration >>.

School management is important to run school properly;it includes class organization, class allocation and students' enrollment. School staffs are brought under management in order to bring effective performance in their duties teaching. Learning process deserves adequate supports for teachers and school so as to support learners.

(Berry, 2006) argues that children remain disadvantaged unless teachers receive supports from higher authorities and school head. Even learning difficulties may continue among pupils unless the proper supports are assured from higher authorities.

1.3.Learning environment

The classroom environment established by the teacher has a major impact on pupil's motivation and attitudes towards learning. A classroom generally facilitates student's learning. In addition, a safe and open environment facilitates to develop shared norms and values, makes students listen to understand, participate fully, respect others and their ideas. (Aida, 2008) found the classroom well equipped because the class tutor received various supports from the school and also from parents. Sometimes, teachers worked there in a team

with other teacher and also with parents. In order to make the lesson flexible, teacher can follow time schedule to meet pupils' interests for work and their educational needs.

(Kemizano,2007) argued that along with classroom setting, school environment contributes to the success or failure of learners in their reading performance.

Besides, quality learning is also concerned with home environment. As (Lerner, 1993) argues learning competencies depend on positive interactions with school and home environment. (Kemizano, 2007) claimed that largely emphasize on family and school communication but it is found in a study that quality outcomes, often come from development of children's reading, writing and from vocabulary skills.

Hossain (2012) points out that good socio-economic background of learners is an additional essential element of quality education in his qualitative study.

However, compared to ordinary classroom setting, well- organized classes concerned with home and school environment may provide a message about the physical fitness of learning setting in order to generate knowledge for learners, where learners might be facilitated from both home and school. Good learning environment facilitates to ensure quality teaching, learning. It is a combination of physical facilities of school and classroom organization too. Quality education is significantly affected by class size, (Ecalte, Magnan, and Gibert, 2006) claimed that a small class performs better than a larger one. It seems inconsistent with the education policy which may result in overcrowding, and creates little interaction between teacher and students (Ackers and Hardman, 2001). Generally, children require an environment that can allow them to imitate for additional development (Kemizano, 2007).

1.4. Teaching methods

In this aspect, teachers have to know which strategy is better for students' learning and when. It is found in many studies that proper learning seems hard to take place following a single method of teaching. (Barrow and Leu, 2006) mentioned that an effective teaching strategy means practising and asking questions to one other and repeating them in class. Many factors are involved in effective teaching strategies such as teacher knowledge and qualification, motivation, provision for resources and use, and learning environment (Ibid). In a qualitative research, (Rigelman and Ruben, 2012) mentioned collaboration as central for learning because learners feel safe to learn alongside their mentors and peers through this process (Aida, 2008) referred that teacher should assist pupils' initiatives to help each other and work together so that students can willingly help one other and can take the role of teachers. (Shanahan, 2006) refers that students can learn in a pair or in a group so that the teachers can easily monitor learners' activities. (Johnson, Hayter, and Broadfoot, 2000) suggests activity based approach to hold intellectual teaching learning in class. With this strategy, students learn from their activities practised at home and school works.

1.5. Assessment and feedback

(Chuunga, 2013) stated that assessment is an integral part of teaching learning process which facilitates solving existing problems of learners. (Yong and Risko, 2011) refer to two forms of assessment such as formative and summative.

The former is ongoing and aims at capacity building of the learners, although summative assessment seems better for over enrollment of class, but it widens the gap between "Slow learners" and "fast learners" (Chuunga, 2013). On the other hand, (Aida, 2008) points out some ways of dynamic assessment through revision of contents and pupils' activities on their learning sheets, test and homework in order to get ideas about students and their educational

needs, and also to assess teacher's work to make further decisions. Though dynamic assessment considers learners as center of learning but it is practically hard to assess all students individually in overcrowded classes. With regard to feedback (Johnson, 2010) stated that feedback should be adapted to learners' needs so that teachers can easily assess their knowledge, skills, learning potentials and needs. Feedback might be less effective in spite of having few learning outcomes of some lessons.

Teacher gave feedback to the students in form of affirmation or making no reaction to pupils' responses and then went to something else.

(Aida, 2008) claimed that teachers should give chances to students to express their feelings. They can admire students verbally being satisfied their performances. (Ackers and Hardman, 2001) stated that this kind of feedback discourages pupils to contribute themselves during classroom lesson.

1.6. Teaching aids

Different teaching materials such as textbooks pencil, pen, cards, building blocks, wooden chips... can be employed during lessons. Even different objects like teaching sheets can be used as medium of instruction in order to meet pupils' needs. (Ackers and Hardman, 2001) claimed that quality of classroom interaction might be hampered due to insufficient teaching resources and poor physical facilities.

(Aida, 2008) found additional teaching tools during teaching station to work individually and in groups but those were almost similar. She also confirmed that teachers applied different contents supplied by the educational authorities. Contents of teaching facilitate to motivate learners if those are life oriented and simply accessible for teaching. Inadequacy of materials by and large hampers teaching and learning process in classroom. Less teacher-pupil interaction happened. However, life oriented teaching aids could be considered better

for teaching and to motivate learners towards learning compared to conventional forms of teaching instruments.

Conclusion:

School performance generally depends of the quality of instruction provided. In addition, advantaged students tend to have more positive attitudes towards education; Education is taken as a development process where students are academically raw at entry and are transformed to acquire knowledge. This section provides factors that may promote creating a positive learning environment for students is one aspect of many issues involved with parental school choice for their children. The central concepts of the study are discussed in this section. It is argued that these concepts are appropriate and conducive for enhance learners' level. These factors focus on developing learning process. These concepts can be considered as important indicators to practice quality teaching learning. In fact, teaching learning process might not be effective unless these factors are available and practised properly.

Introduction

So far, we have presented a review of related literature to private school and influencing factors improving learners achievement. The practical part is the next step of any research design .As far as our research is concerned; the most suitable method is the descriptive one.

Therefore, the questionnaire is perhaps the most widely used for eliciting information target informants relative to their goals, views and backgrounds. In this study, two questionnaires are directed: the teachers' questionnaire is designed for teachers who are believed to be in good position for providing relevant data to our study.

Students' questionnaire is designed for inviting them to contribute information on their actual state of learning .when the questionnaire is well prepared, it enables the research to achieve a more reliable and comprehensive picture. This chapter, then, clarifies the research design in terms of the aim, the description and the administration.

Moreover, it also contains the analysis of students' and teachers' questionnaires.

2.1. Methodology:

2.1.1 Research Tool:

In this research, a descriptive study is carried out for data collection through two questionnaires which are administrated to both teachers and learners.

The aim behind is eliciting teachers' and students' views on the private school as an effective way to improve learners level.

2.1.2 Population and sampling

In the current research, the target population is 50 student members fourth year middle students, at mentioned private schools.

In the city of Khenchela, for the academic year 2018. The reason behind the selection of such population was based on the influence of factors helps fourth year students product better outcomes⁰⁰. Moreover, our targeted population of teachers consists of 14 teachers in the same private schools.

The questionnaire is administrated to 14 teachers as a sample of this study.

The reason behind such selection was based on their access of responding to the questionnaire.

2.1.3 Questionnaire Definition;

According to Brown (2001, p6 as cited in Dorney, 2003), "questionnaires are any written instruments that present respondents with series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers". In other words, a questionnaire is a tool for data collection of report or survey that contains a list of questions answeredby target population.

2.2 Students' Questionnaire

2.2.1 Description of the Questionnaire

The questionnaire begins with introduction in which students are informed about the scope of the study and its purpose. In addition, they were asked to answer the questions carefully by marking the appropriate box (s) or filling in the gaps the questions that require from them to give their opinions or any justification. The students' questionnaire is composed of seventeen (15) multiple. Choice and open-ended questions that are divided into three sections:

Section One: Students' views on Private School

(Q1-Q12)

The second section involves participants to answer (12) question. In Q1, they are questioned which school sector is best. In Q2, they are asked to arrange how like studying privately. In Q3, they are questioned about their level. In Q4, seeks to know the extent of the learning in private school help to improve level. Q5 seeks to know if the teacher give students the opportunity to evaluate their level. In Q6, they are asked for achieve better exam results. Q7 seeks about if private school different from other schools, with justification. In Q8, they are asked about the importance of quality education. Q9 seeks to know if students shown changes behaviorally and socially in private school. In Q10 they are asked about the individual attention of teacher. In Q11, they are questioned about the problems in school that affect the ability to learn. In Q12, they are interrogated about the helps of private school learning

Section Two: Students' Self-Esteem

(Q13-Q15)

The third section consists of (3) questions to elicit learners' self-esteem. In Q13, they are interrogated about their feeling as being a member of private school. In Q14, they are questioned about their feeling, when enrolled the school. In Q15, they are asked about their feeling when the learning environment does not function well.

2.2.2 Analysis of the questionnaire

Section One: Students attitudes Towards Private School

Q1: Which school sector is best environment for you?

Options	Students	Percentage
Private	46	92%
Public	4	8%
Total	50	100%

Table 1: Students' performance of School environment

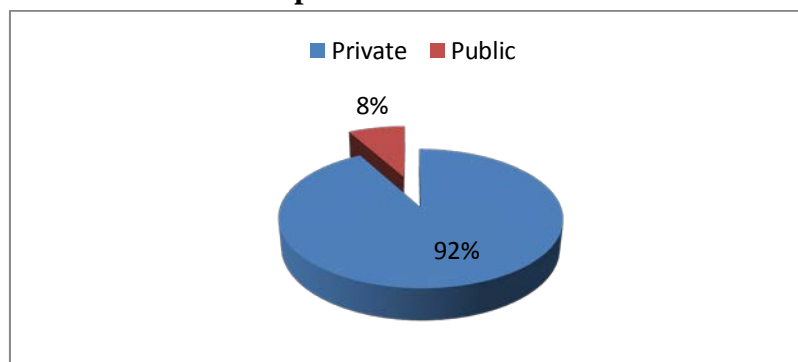


Figure 1: Students' performance of School environment

This question is asked to know which learning preference environment is best for students. As the results show the majority of students (92%) state that the private school include best environment, they aware about the experience provided in diversity climate of private school. The minority of them (8%) sees the public school is the best environment. In addition, private school offers effective climate rather than public school.

Q2: How would you like to be arranged when studying privately.

Options	Students	Percentage
Level	30	60%
Performance	3	6%
Costing money	0	0%
Outcomes	17	34%
Total	50	100%

Table 2: Students' choice of Arrangement

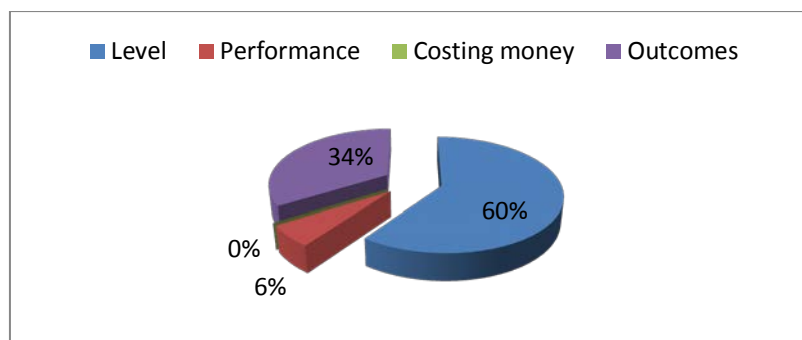


Figure 2: Students' choice of arrangement

The question is posed to see on which basis students prefer to studying privately. Level on the basis preference seems to be preferable to great number (60%) of students. This reflects the idea that students like to choose their prefer school which they can take advantage without being afraid of putting them with schools they do not like or trust. The other portion of students (34%) opted for outcomes. These students may have a willingness to work hard in their school which helps them to gain best outcomes probably, in order to avoid problems that usually appear in schools. Some participants (6%) favor to be arranged according to their preference. This indicates that some students may learn with the favorite needs. Finally, the choice of costing money arrangement does not attract any students.

Q3: Is your level in your school?

Options	Students	Percentage
High	35	70%
Above average	15	30%
Average	0	0%
Below average	0	0%
Low	0	0%
Total	50	100%

Table 3: Students' Evaluation of Level

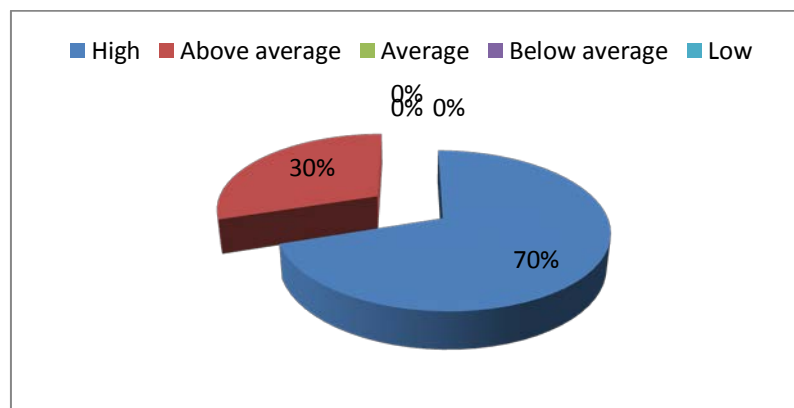


Figure 3: Students' Evaluation of Level

The question is asked in order to compare private school students level to other schools and know how it is higher for the students. The majority of the respondents (70%) emphasize that students' level is high in private school. This demonstrates that this school helps and encourages them much in their learning and they may high from it with different degrees.

In this main, a significant member (30%) of the respondents state that their level is above average.

This reflect that only a few portion of students may gain average level when learning privately

Q4: To what extent does the learning in private school help you improve your level?

Options	Students	Percentage
Very much	27	54%
Some what	14	28%
Not very much	9	18%
Not at all	0	0
Total	50	100%

Table 4: Students' attitudes towards private school's learning

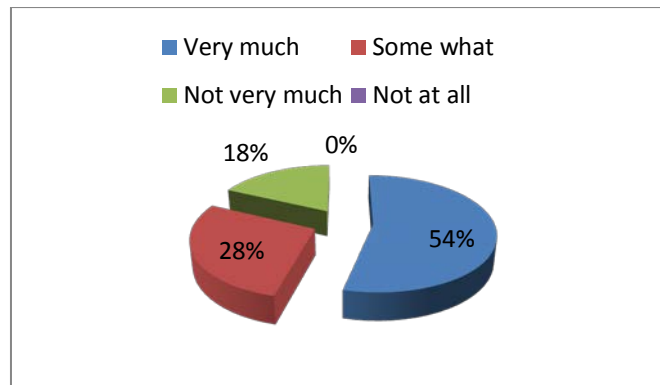


Figure 4: Students' attitudes towards private school's learning

As shown in the table above, the majority of respondents (54%) indicate that the learning in private school help them very much improve their level; (28%) of the subjects say that they improve somewhat the level. A member of participants opts for the reverse situation in that (18%) respondents do not actually find their schools helpful "not very much".

Q5: Do the teacher give you the opportunity to evaluate your level?

Options	Students	Percentage
Yes	27	54%
No	28	46%
Total	50	100%

Table 5: Students' rate of level evaluating

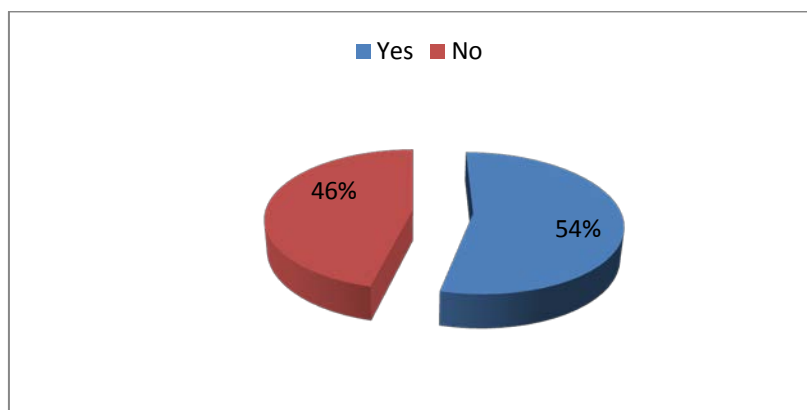


Figure 5: Students' rate of level evaluating

This question is given to investigate students' perceptions about whether their teachers give them the opportunity to evaluate their level or not. A big part (54%) of the respondents report that their teachers make them evaluating their levels and make sure all learners are on desired level and are participating in reaching a given goal. This reveals the concept that private schools teachers are responsible and serious when they apply students evaluate their

level in class. On the other hand (46%) of the students claim that their teachers do not have appropriate ways that help them give the opportunity to learners for evaluate level.

Q6: Do you achieve better exam results at your school?

Options	Students	Percentage
Yes	50	100%
No	0	0%
Total	50	100%

Table 6: Learners' capacity to achieve better exam results

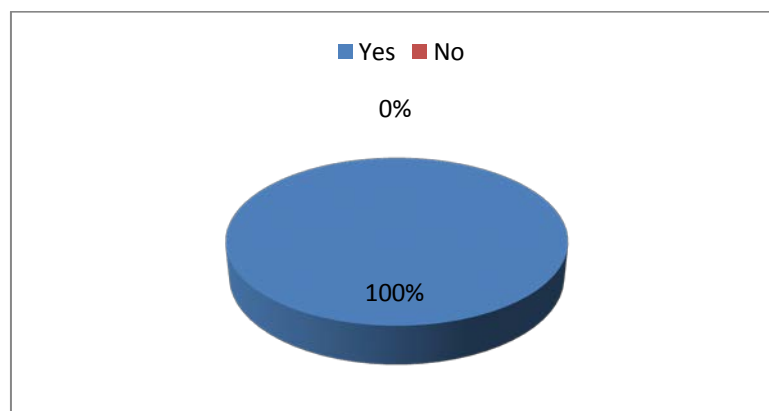


Figure 6: Learners' capacity to achieve better exam results

It is clear from the results that all participants have news about their exam results in the private school, they can achieve the best, and think that they have acceptable level help them gain positive results. Therefore, they have more of confidence and practice at school.

Q7: What makes a private school different from other public school? Please justify?

Not all the students answered the question some of them mentioned that the private school show factors responsible for motivating students with high quality rather than public school. Others mentioned that private school depends on how the learner and teacher improve the high level in teaching learning process. And the rest of them explained that the environment of private school is very effective and good atmosphere, climate, class size, and all the needs of students are concerned with effective ways, compared to public schools.

Q8: Is quality education important to you?

Do you always find something that can be improved with right assessment?

Options	Students	Percentage
Yes	50	100%
No	0	0%
Total	50	100%

Table 7: Students' opinion about quality education

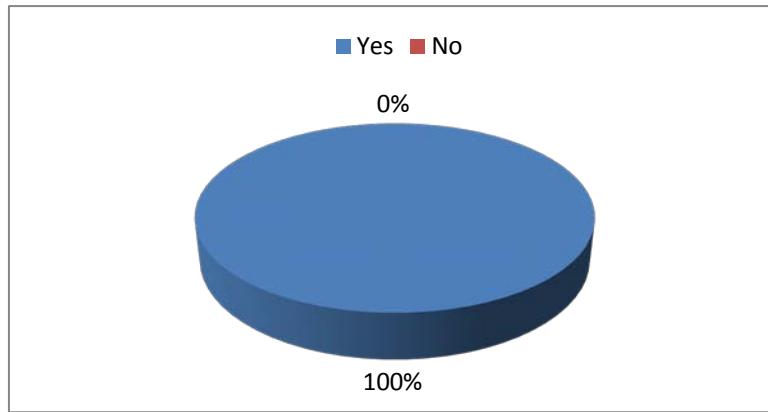


Figure 7: Students' opinion about quality education

The results show that all participants answered “yes”, which means that assessment have positive impacts on students learning. So, importance of quality education needs to be manifested at the level of the school.

Q9: Have you shown changes behaviorally and socially since beginning in private school?

Options	Students	Percentage
Very much	38	76%
Somewhat	12	24%
Never	0	0
Total	50	100%

Table 8: showing students behavioral about changes.

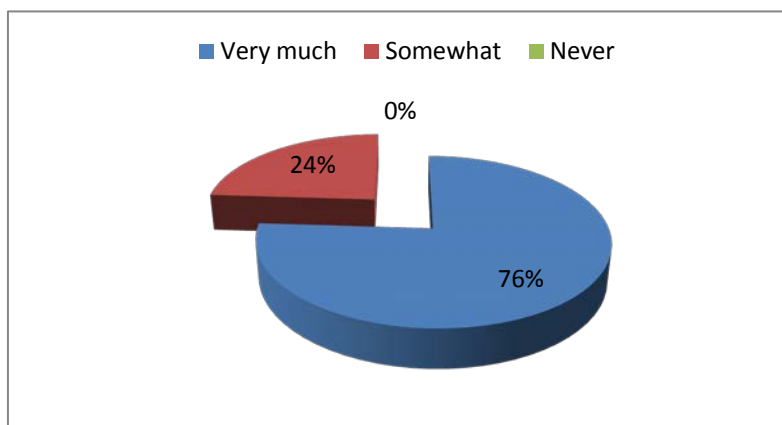


Figure 8: showing students behavioral about changes

As illustrated in the table above, the majority of the participants (76%) asserted they show changes when studying in private school. In addition, these changes as behaviorally and socially interactions during learning privately. While rest of them (24%) opted somewhat.

These batter (the majority) might be described to be self-confident, motivated and follow the tips and directions through study in private school, to show positive changes of behaviorally and socially

Q10: How often does your teacher give you more individual attention?

Options	Students	Percentage
Always	9	18%
Often	27	54%
Sometimes	14	28%
Rarely	0	0%
Never	0	0%
Total	50	100%

Table 9: Students' Frequency of Individual Attention Use.

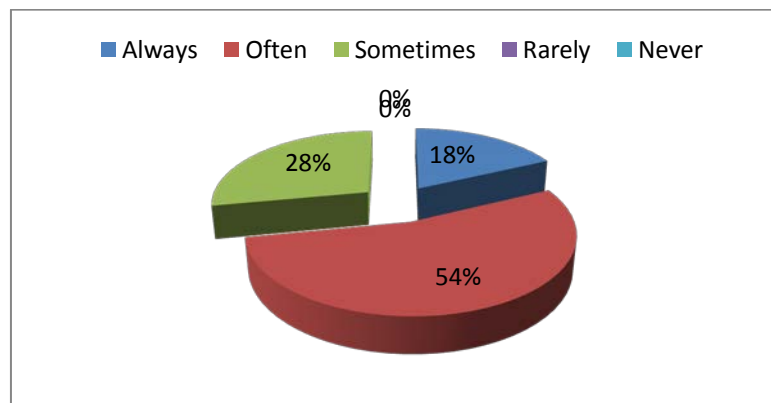


Figure 9: Students' Frequency of Individual Attention Use.

This questions is asked to discover the frequency of using individual attention in the classroom, it is observed that (54%) of the respondents assume that their teachers often give them individual attention. The other subjects, however, opted for the other options with varying percentages. This states the fact that the private school teachers give individual attention in the classroom as a teaching way for implementing some goals. However, no student said that his teacher never give them individual attention.

Q11: do you encounter problem in school that affect your ability to learn?

Options	Students	Percentage
Yes	20	40%
No	30	60%
Total	50	100%

Table 10: Students' Rate of Problem in Private School.

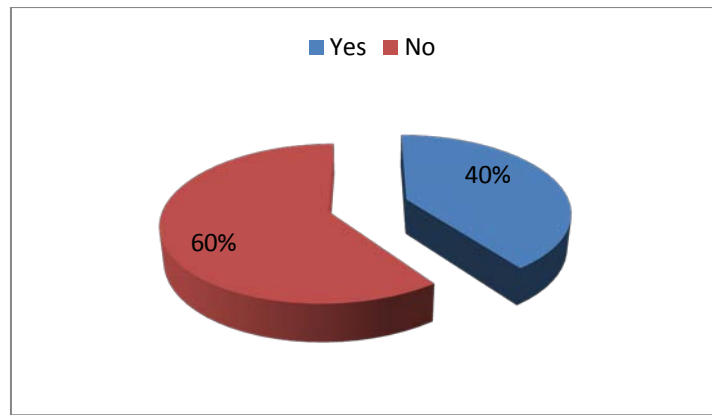


Figure 10: Students' Rate of Problem in Private School.

This item is posed to see whether students have problems when they study in private school. As it is clearly demonstrated in the table, (60%) of the respondents affirm that they do not have problems in private learning. This result indicates that the majority of students enjoy studying privately and they can learn through it without being influenced negatively. However, (40%) state that they face some problems. This is absolutely natural especially within schools with no similar ways interaction between learners, or because some students are inert overt who would prefer studying privately, but they are obligated to learn in private schools.

Q12: This type of learning (private school) helps you to:

Options	Students	Percentage
a- Having reasonable class size.	17	34%
b- Regular monitoring and assessment.	15	30%
c- Take more demanding courses.	8	16%
d- Less feel safer.	0	0%
e- Feel safer.	10	20%
Total	50	100%

Table 11: Advantages of Private School.

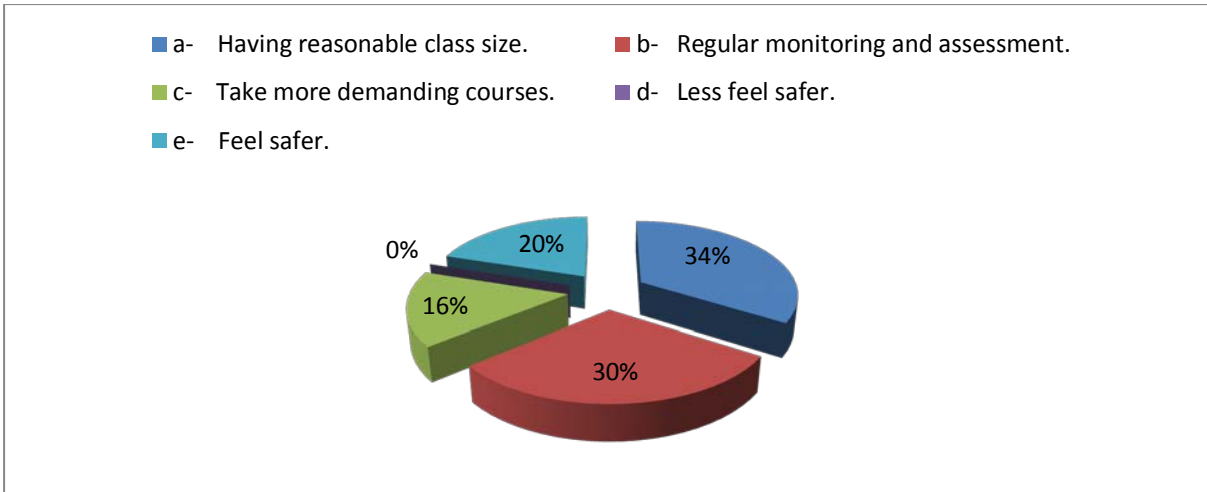


Figure 11: Advantages of Private School.

This item is given to investigate which advantages a private school to students, the first choice which is “having reasonable class size” is opted the most (34%). This implies that most students know that class size can strongly enhance various suitable programs of learning as well as allow teachers to give students more workload and therefore are generally considered desirable. (30%) of respondents assume that private school give them regular monitoring and assessment need to be introduced to provide of the participants state that private school helps them to gain good safe better than public schools. The rest of participants (16%) claim that private school learning helps them to take more demanding courses rather than the back of curses. This may explain that students do not give much interest to courses.

Section Two: Students’ self esteem

Q13: How do you feel about yourself being a member of private school?

Options	Students	Percentage
Confident	30	60%
Different	15	30%
Indifferent	5	10%
Total	50	100%

Table 12: Students’ Feeling as being a Member in Private School.

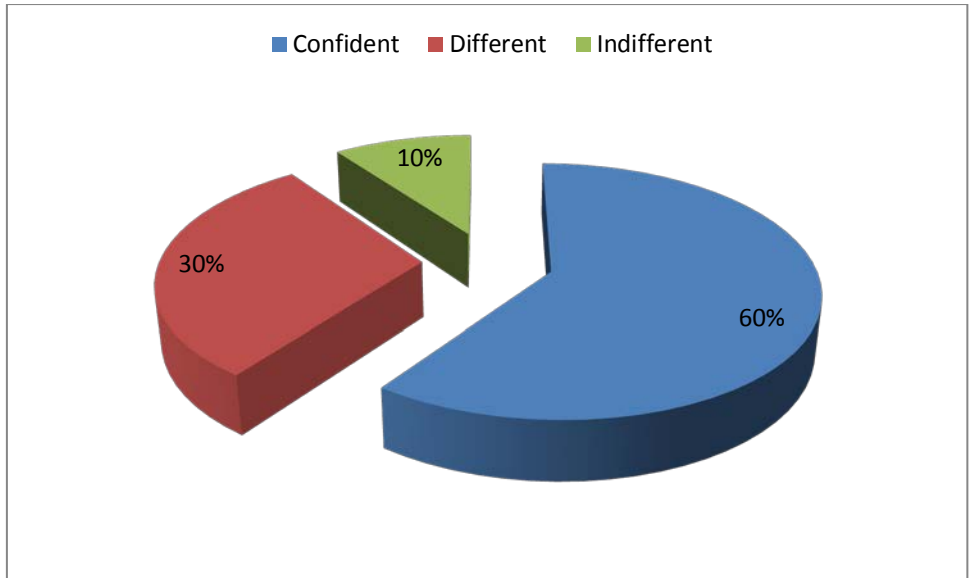


Figure 12: Students’ Feeling as being a Member in Private School.

This question is proposed to seek students’ feelings as being a member of a private school. A great portion (60%) of the respondents believe that studying in private school makes them confident for their own and each private learning these students demonstrate that they really know that one positive characteristic of private school is to reinforce learners’ confident in the classroom. The other portion (30%) of the students compare themselves to public school students. In addition, they feel proud to be attending a private school. Finally, a few members of students (10%) give the impression that they are not interested at all as if they do not care about their feelings when they learn privately.

Q14: When you enrolled in your school, do you feel?

Options	Students	Percentage
Satisfied with your school	46	92%
Unsatisfied	4	8%
Total	50	100%

Table 13: Students’ self satisfaction in Private School

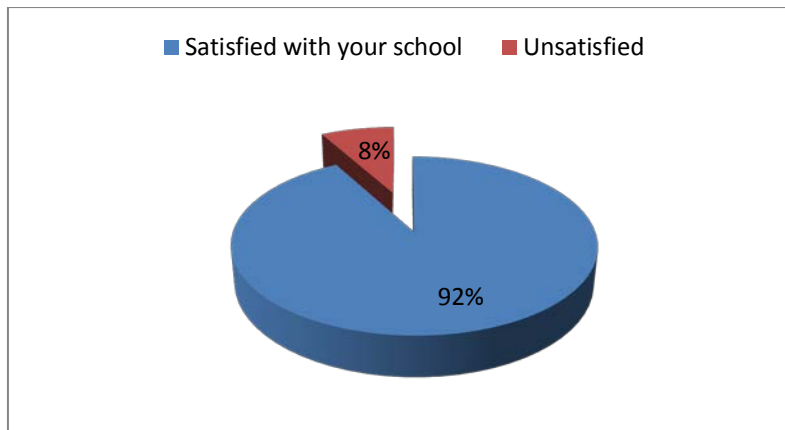


Figure 13: Students' self satisfaction in Private School

This item investigates students' satisfaction when they are involved in private school. The results point out that self satisfaction is highly raised in a great percentage of students (92%). This indicates that these students contribute and feel satisfied with their private learning. As for another option, only (8%) of the informants claim that enrolling in private school makes them unsatisfied students do not support studying in private school.

Q15: How do you feel when learning environment does not function well?

Options	Students	Percentage
Frustrated	34	68%
Challenged	13	26%
Indifferent	3	6%
Total	50	100%

Table 14: Students' Reaction to Non-function Learning Environment

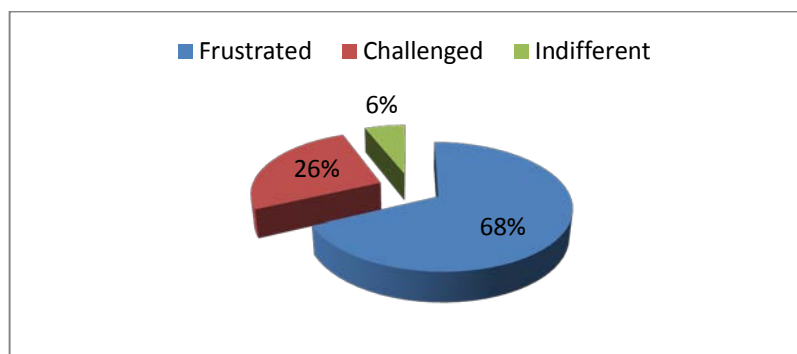


Figure 14: Students' Reaction to Non-function Learning Environment

This question is asked for the purpose of knowing how do students feel when their learning environment does not function as it is required. In the table 15, it is noted that the

majority (68%) of the informants point out that when their learning does not perform well, they feel frustrated. Whereas (26%) of them feel challenged. This describes the point that these feelings may result in them lack of interest in learning. However, (6%) of

them feel indifferent. That is, these students do not care if their learning environment succeeds in establishing a given objective or not.

2.2.3 Discussion of Students' Questionnaire Results

The answers to question, number 1 reveals that the majority of the students prefer studying in private school. This would portray that students have a positive views about learning in private atmosphere.

Concerning the answers to questions number, 9 and 14, a large member of respondents agree that the private school is beneficial and helpful for them to be responsible for their own. These results would be explained by the fact that private school may provide effective factors improving learners achievement.

However, for the answers to questions number 8 and 10, almost all students point out that the quality education have a great role in improving learning as well as creating an effective environment in the school to improve learners' motivation, and getting better outcomes.

From these results, it would be easy to confirm that students are on the required level, help them see the importance of studying in private school, and enhance their motivation through learning effectively with provide high factors better than public school.

2.3. Teachers' Questionnaire:

2.3.1. Description of the Questionnaire

The questionnaire begins with introduction in which teachers are informed about the scope of the study and its cause. Adding up, they were asked to answer the questions cautiously by working the appropriate box (s) or filling the gaps the questions which require from them to give their views or any justification.

The questionnaire consists of twelve (9) multiple and open-ended questions that are divided into two sections:

Section One: Teachers' views on the effectiveness of private school.(Q1-Q9)

This section includes nine questions. In Q1, they were asked, which school is the most effective in teaching. The Q2 seeks to know the type of school would be best for the individual students. In Q3 they were asked about how private schools compete in the education reform environment. Q4 seeks to know if private school achieve better learning. The aim of the Q5, is knowing if quality of perceived education is a priority in private school. The Q6, they were asked about a higher students' level. Q7, they interrogated were about the elements that they satisfied during the private school. The Q8, seeks to know the teachers' work in private school. The Q9 seeks to elicit the purposes of uses assessments of students.

2.3.2. Analysis of teachers' Questionnaire:

Section One: Teachers views on the Effectiveness of private school.

Q1: Which school is the most effective?

Options	Participants	Percentage
Private	12	86%
Public	2	14%
Total	14	100%

Table 15: Teachers' School Effective

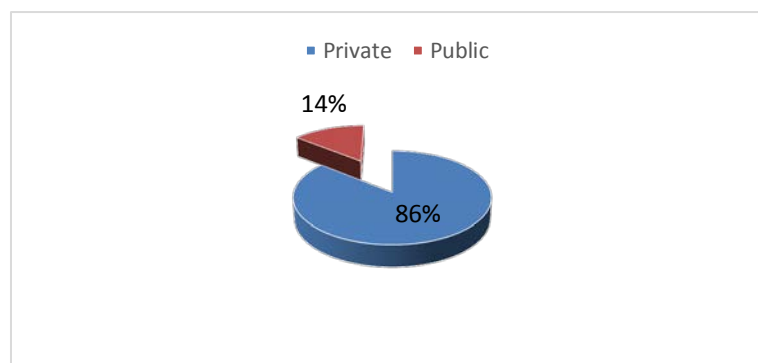


Figure 15: Teachers' School Effective

It is clear from the results that the majority (86%) of participants in the questionnaire emphasized that the private school is the most effective than public school. In consequence, they are aware of the importance of the private school in enhancing the learners' level. They also interest in improving school quality and students outcomes. Thus, the minority (14%) recognized the effectiveness of public school.

Q2: What type of school would be best for the individual students?

Options	Participants	Percentage
Private	14	100%
Public	0	0%
Total	14	100%

Table 16: Schools' individual student

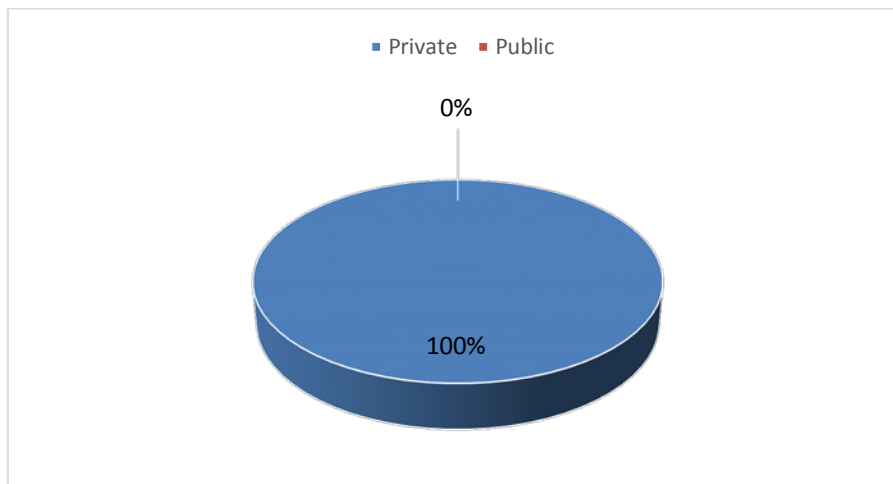


Figure 16: Schools' individual student

The results of the table show that all teachers consider the private school as a successful way in teaching individual students private school meet the needs and concerns of students and parents. The student find private school more comfortable to his learning needs.

Q3: How private schools compete in the education reform environment?

The aim behind his question is to elicit the teacher' attitudes towards the education reform environment by the way of compete for better education.

- ✓ Teachers of private school plan their lesson formally
- ✓ Teachers have to teach more periods, which effect their performance
- ✓ They have to work more as compared to public school teachers.
- ✓ Implementing a successful school improvement process in challenging and demanding tasks.

- ✓ Private school improvement efforts include the introduction of new programs and procedures that will transform the schools.
- ✓ New curriculum materials and new method of instructions are heralded as examples of school improvement
- ✓ Focusing on schools personnel is the most effective way to improve schools
- ✓ The results reveal that all teachers give important strategies that appear in successfully positioning private school in competitive environment.

Q4: is private school student achieve better learning outcomes than students in public school? If your answer yes, justify it.

Options	Participants	Percentage
Yes	14	100%
No	0	0%
Total	14	100%

Table 17: School's Better Learning Outcomes

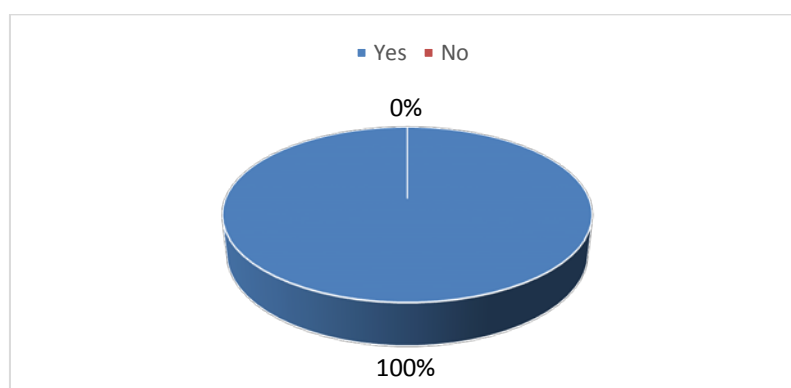


Figure 17: School's Better Learning Outcomes

It is clear from the results that all teachers consider private school achieve better learning outcomes. They have provided the following arguments:

- ✓ Having a background about this feature of learning helps the teacher in applying it in the appropriate way.
- ✓ We need to use our qualification to teach effectively
- ✓ They have more flexibility to develop programs and practices best suited for their student
- ✓ I would welcome new plan about my lesson, and use aids. This would enrich my experience and my teaching in class.
- ✓ They stated the difference of public and private school they have to work more as compared to public school teachers
- ✓ Training helps a lot in applying better learning
- ✓ The teacher should know about every single aspect in teaching and learning experience including students' needs, designing curricular activities to develop students' as outcomes.

- ✓ We need, as teachers, training to know how to solve the different problems we face with weak students in classes. We also need to know more about how to assess Students when achieve better learning

Q5: Is the quality of perceived education a priority for users when choosing private schools?

Options	Participants	Percentage
Yes	10	71%
No	4	29%
Total	14	100%

Table 18: User’s Priority to Choose Private School

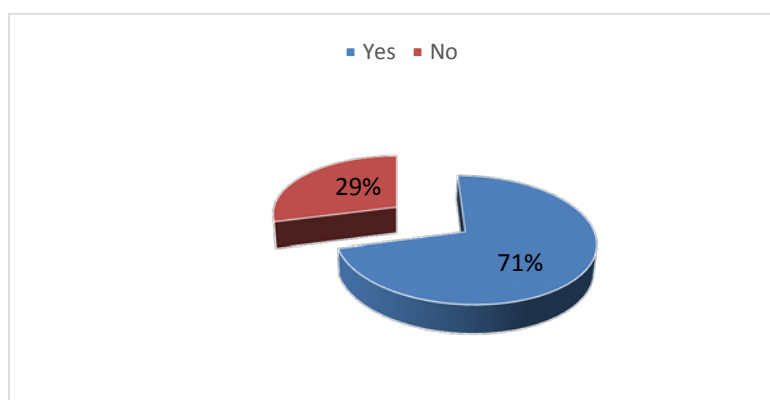


Figure 18: User’s Priority to Choose Private School

From the results, we notice that most of teacher (71%) state that the quality of perceived education is a priority for users when choosing private school, this indicates that the quality education in private school can be enhanced in areas: school administration and management, postural care and home school, cooperation, curriculum. Which (29%) of them claim la that it is not a priority for users.

Q6: As teacher, do you have higher students’ level in this school?

Options	Participants	Percentage
Many	14	100%
A few	0	0%
Have not	0	0%
Total	14	100%

Table 19: Teachers’ Proof Higher Students Level.

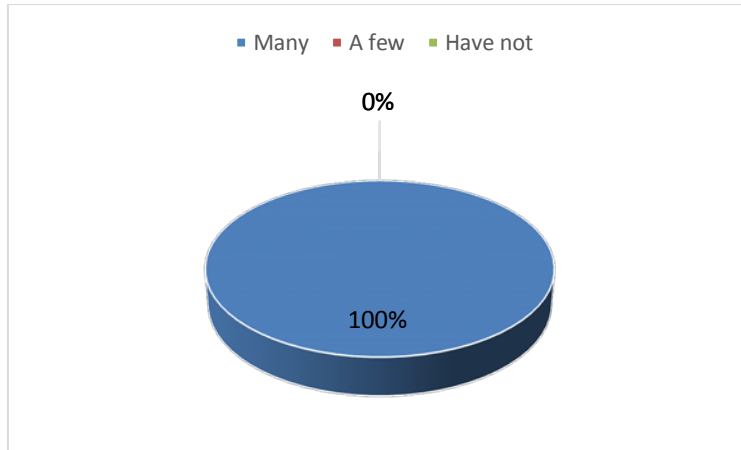


Figure 19: Teachers' Proof Higher Students Level.

It is clear from the results that all the participants in the questionnaire have a higher students' level. So they are aware about their better learning outcomes. In addition, private school attract higher performing students and better teachers. Schools attract better. Performing students as well as greater resources of teaching.

In fact, private school have a more advantaged student population, better discipline and also higher students level.

Q7: Are you Satisfied with the classified elements in private school?

Percentage teachers who satisfy the following statements		
	Participants	Percentage
I somewhat satisfy with salary	6	43%
I strongly satisfy with class size	14	100%
I satisfy with schools' policy	10	71%
I strongly satisfy with school learning environment	14	100%
I strongly satisfy with student motivation to learn	9	64%
I satisfied with student discipline and behavior	8	57%
I strongly satisfy with support from parents	14	100%
Evaluating teachers	12	86%
Clarity of schools goals	14	100%
Colleagues share schools' mission	10	71%
Staff cooperative efforts is high	14	100%
Total	14	100%

Table 20: Teachers' Satisfied Elements in Private School

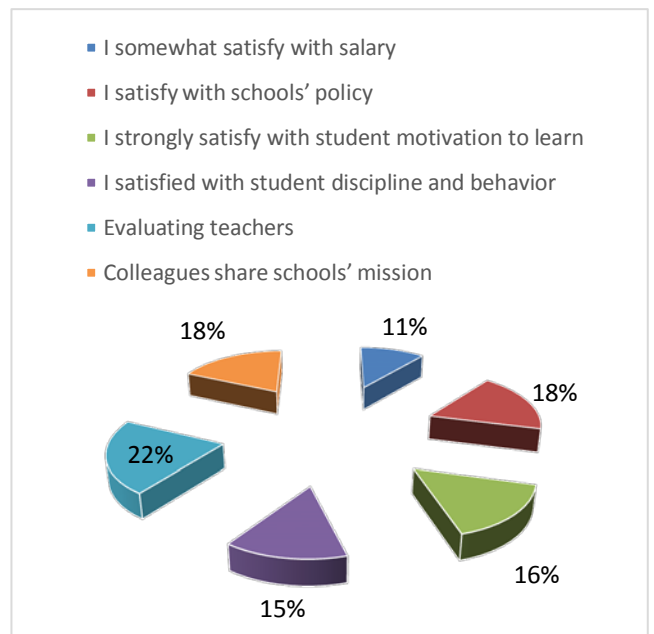
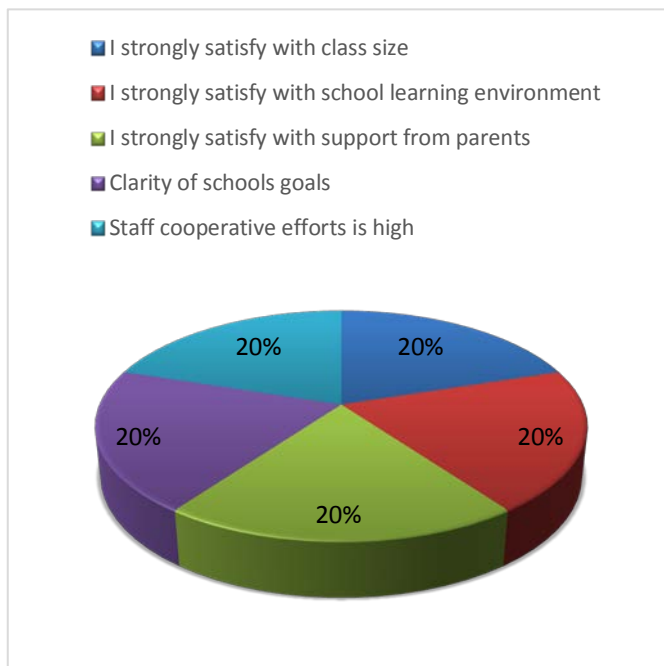


Figure20: Teachers' Satisfied Elements in Private School

The question is asked in order to compare satisfied element to unsatisfied elements from private school's factors and know how it beneficial for the students. The majority of the respondents(43%) emphasize that they satisfy With teaching salary; and all teachers claim that they strongly satisfy with the class size, school learned environment, support from parents, school goalsand stuff cooperative efforts is high, That allow students to receive a lot more attention from teachers, and they convinced about the diversity climate in private school environment provides an invaluable experience to students, also know about attraction to private school based on the characteristics into account.

(71%) of them state that, they satisfy with private school's policy, they released about this school do not receive funding from the government within the education sectors. The majority of participants (64%) emphasize that they satisfy with student motivation to learn, that private school meet the needs and concerns of students. (57%) of them claimed that with student discipline and behavior. Therefore, students boring with them to school certain background characteristics into account. The majority of teachers (86%) claim that they satisfy with evaluating of teacher, and (71%) satisfy with colleagues share school's mission.In addition, teachers are more comfortable in private school's characteristics than public school.

Q8: Are private school's teachers work according to the school is educational goals.

Options	Participants	Percentage
Never	0	0%
Seldom	0	0%
Quite often	0	0%
Very often	14	100%
Total	14	100%

Table 21: Private Schools' Teachers Approach of Work

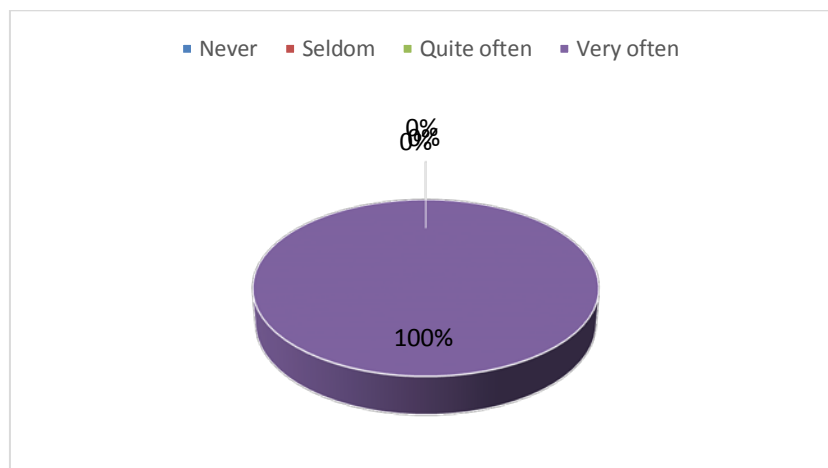


Figure 21: Private Schools' Teachers Approach of Work

It is clear from the results that all teachers consider educational goals as a way of work in private school. Since, the personal goal are often not useful Adding up, the large number of students have obligated the teachers to work school's educational goals rather others.

Q9: Is assessments of students used for

Options	Participants	Percentage
a- make judgments about teachers effectiveness.	7	50%
b- identify aspects of instruction or the curriculum that could be improved	4	29%
c- compare the schools.	3	21%
Total	14	100%

Table 22: Teachers' Use of Students Assessments.

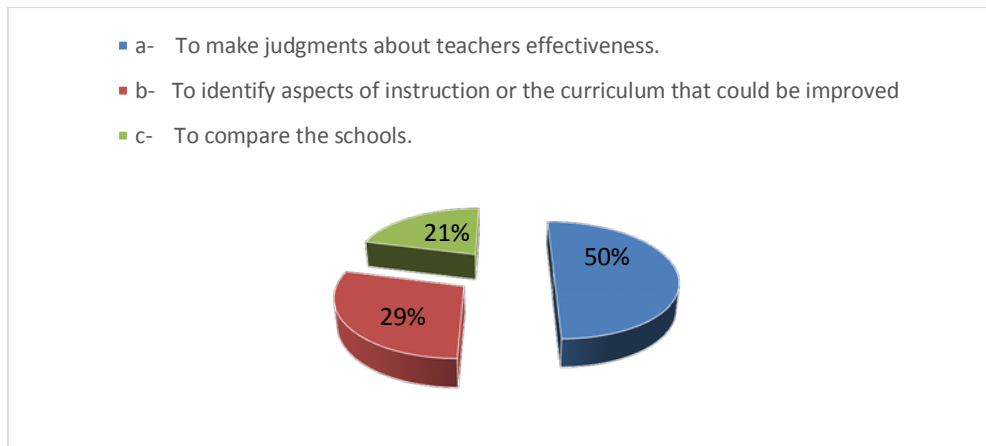


Figure 22: Teachers' Use of Students Assessments.

It is clear from the results that the majority of teachers (50%) believe that they using assessment of students to make judgements about teachers effectiveness. Therefore, The minority of them (29%) have selected for identify aspects of instruction or he curriculum that could be improved. The rest of them (21%) have chosen using assessments to compare the school with others schools.

2.3.3 Discussion of the results:

On the light of the results from the questionnaire assigned to teacher, we can conclude that's

- ✓ The majority of teachers (86%) emphasize the private school is the most effective (Q1) and all of them consider the private school as a successful way in teaching individual student (Q2).
- ✓ All teachers have positive views on private schools competes in the educations reform environment (Q3).
- ✓ All teachers Consider private school achieve better learning outcomes.
- ✓ They (71%) have considered quality of education as a priority for users and all of them have a higher students level (Q5) and (Q6).
- ✓ The popular part of them emphasize satisfied elements according to private school characteristics. (Q7)
- ✓ All teachers have considered work according to the school's educational goals.(Q8).
- ✓ The majority of them (50%) are using assessments of students for make judgments about teachers effectiveness (Q9).

2.4. Limitation of the Study.

1- The first limitation is tine constraints. longer time would help us to use different tools and larger Samples of students and teachers. This would give our results different dimensions.

2- The second limitation is the nature of the tool used. In investigating a correlation study, the experimental method of research would be more helpful for the quantitative results that would yield more reliable and valid outcomes which is not always the case of the questionnaire where the answers would not reflect the students' real or answer.

3- The third limitation is the lack of private schools in the city of Khenchela. So, I have faced difficulties to gather these data analysis.

2.5. Pedagogical Implication and Recommendation:

- ✓ Schools are places that prepare for future responsible of society. Consequently, the educational system should be aware of different element that could affect explicitly or implicitly the way of thinking of the student and may improve his level.
- ✓ Teachers should be selective in their lessons and be conscious of the embedded sense that the content may transmitted to students
- ✓ public schools should provide the effective environment to improve the learning as private schools' environment.

Conclusion

This chapter has offered an analysis of “Teachers” and “learners” Questionnaires to investigate their views toward the factors of private School to improve the learner's level. The positive results have proved my hypothesis. Therefore, both teachers and learners are aware of the importance of private school as effective school learning in enhancing learners’ level, and even all teachers who participate in the questionnaire have consider private School to develop learning environment. Especially, the influencing factors. Overall, there is a helpful relationship between private school and improving learning.

General conclusion

The aim of this dissertation was to investigate teachers' and learners' views on the effectiveness of private school on learners' level.

This study has includes two main chapters, the first chapter is the theoretical part in which we have made a literature review about private school as influencing factors. The second chapter is the practical part in which we have collected data via two questionnaires.

They have administrated to 14 teachers at private schools and 50 students from the same schools. The analysis of both questionnaires reveals that they are aware of the importance of private school on learners' level. Therefore, our hypothesis is confirmed.

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Students Questionnaire

Dear students

This questionnaire aims at investigating the attitudes of students towards the role of private school on improving learners' level.

I will be so grateful if you could take the time and every to share your ideas that are very important and that will be of much help for this research work.

The questionnaire is anonymous and the information provided will be treated confidentially.

Please, tike (✓) the choice that corresponds to your answer, more than one answer is something possible.

Write your opinion in the space provided.

Section One: Students' views on private school

Q3: Which school sector is the best environment for you?

- a- Private
- b- Public

Q4: How would you like to be arranged when studying privately?

- a- Level
- b- Preference
- c- Costing money
- d- Outcomes

Q5: Is your level in your school?

- a- High
- b- Above average
- c- Average
- d- Below average
- e- Low

Q6: To what extent does the learning in private school help, you improve your level?

- a- Very much
- b- Somewhat
- c- Not very much
- d- Not at all

Q7: Do the teacher give the opportunity to evaluate your level?

- a- Yes
- b- No

Q8: Do you achieve better exam results at your school?

- a- Yes
- b- No

Q9: What makes a private school different from other schools? Please justify.

.....

.....

.....

Q10: Is quality education important to you? Do you always find something that can be improved, with the right assessment?

- a- Yes
- b- No

Q11: Have you shown changes behaviorally and socially since beginning studied in private school?

- a- Very much
- b- Somewhat
- c- Never

Q12: How often does your teacher give you more individual attention?

- a- Always
- b- Often
- c- Sometimes
- d- Rarely
- e- Never

Q13: do you encounter problems in school that affect your ability to learn?

- a- Yes
- b- No

Q14: This type of learning (private school) helps you to:

- a- Having reasonable class size
- b- Regular monitoring and assessment
- c- Take more demanding and courses
- d- Less feel safer
- e- Feel safer

Section Two: Students' Self-esteem

Q15: How do you feel about yourself being a member of private school?

- a- Responsible
- b- Confident
- c- Different
- d- Indifferent

Q16: When you enrolled with your school, do you feel:

- a- Satisfied with your school
- b- Unsatisfied

Q17: How do you feel when learning environment does not function well?

- a- Frustrated
- b- Challenged
- c- Indifferent

Thanks for your cooperation.

Questionnaire for Teachers :

This questionnaire is a part of a research work. It aims at investigating the importance of choosing private schools, as an effective school for students to improve their level. Your answers will be very helpful in the undertaken research.

I would be thankful if you could answer these questions to help me accomplish my research.

Please, tick the appropriate box(es), or write full statements when necessary.

May I thank you in advance for your collaboration.

Section One: Teachers' views on the effectiveness of private school

1) Which school is the most effective?

a- private b- public

2) What type of school would be best for the individual student?

a- private b- public

3) How private schools compete in the education reform environment?

.....
.....

4) Is private school achieve better learning out comes than pupils in public schools?

Yes No

- If yes, Would you please explain?

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

Section two: Teachers' views on the effectiveness of private school

4) Which school is the most effective?

a- private b- public

5) What type of school would be best for the individual student?

a- private b- public

6) How private schools compete in the education reform environment?

.....
.....

7) Is private school achieve better learning out comes than pupils in public schools?

Yes No

- If yes, Would you please explain?

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

8) Is the quality of perceived education a periority for users when choosing private schools?

Yes No

9) As a teacher, Do you have a higher student's level in this school?

Many a few No

10) Are you satisfied with these classified elements in private school?

Please check (√) in the box that reflects your opinion about each of the following statements:	Strongly satisfy	Some what satisfy	Never
a- Teaching Salary			
b- Class size			
c- School's Policy			
d- School learning environment			
e- Student motivation to learn			
f- Student dexipline and behaviour			
g- Support from parents			
h- Evaluating teachers			
i- Clarity of school goals			
j- Colleagues share school's mission			
k- Staff cooperative efforts is high			

11) Are private school's teachers work according to the school's educational goals.

Never Seldom Quite often very often

12) Is assessments of students used for any of the following purposes?

a- To make judgements about teachers effectiveness

b- To identify aspects of instruction or the curriculum that could be improved

c- To compare the school with other schools

ملخص

يهدف هذا البحث لدراسة آراء أساتذة و طلبة السنة الرابعة متوسطة في المدارس الخاصة. و تتمحور حول فعالية المدرسة الخاصة و العوامل المؤثرة لها، و الأكثر تطورا من المدرسة العامة، في تعزيز مستوى الطلبة، لاحتواء المدرسة الخاصة على محيط تعليمي أكثر فعالية من المدرسة العامة، مما أدى إلى وصول الطلاب لتعليم راقى و فعال. لاستكشاف ذلك، بحثنا على الفرضية التي تقول أن لأساتذة و تلاميذ المدرسة الخاصة آراء ايجابية حول هذه العوامل الفعالة الأكثر إتاحة في المدرسة الخاصة أفضل من المدرسة العامة و دورها في تحسين المستوى التعليمي للطلاب.

الدراسة الرئيسية انقسمت إلى قسمين استبيان الأساتذة المشاركين هو الجزء الأول من الدراسة، و الذي يتكون من اثني عشرة سؤالاً قدم لأربعة عشرة أستاذ في المدارس الخاصة في ولاية خنشلة في نهاية السنة الدراسية 2019/2018 . الجزء الثاني من الدراسة قدم لخمسون تلميذ و تلميذة في السنة الرابعة في نفس المدارس، و الذي يتكون من سبعة عشرة سؤالاً.

مناقشة تحليل النتائج أثبتت صحة الفرضية ما يعني أن للمدرسة الخاصة أثر ايجابي فعال على الطلبة.