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CAUSES OF THE SPREAD OF PRIVATE TUTORING PHENOMENON A FIELD STUDY AT A CENTER IN ALGERIA

Kamel Aouissi*, ORCID: 0000-0002-7740-1035

*University of Ghardaia Laboratory of Southern Algeria Laboratory for Research in History and Islamic Civilization,
Ghardaia, 47000, Algeria*

*Corresponding author: Kamel Aouissi, aouissi.kamel@univ-ghardaia.dz

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Abstract. This research discusses the phenomenon of private tutoring, which has become a significant threat to the education system by creating academic inequalities and hindering students' equal opportunities for university enrollment. The study explores the prevalence of private tutoring at the secondary level in Ghardaia and investigates the reasons behind its widespread adoption. It also examines whether educational elements, such as teachers and the curriculum, influence the prevalence of private tutoring. Additionally, the research explores the role of families in encouraging their children to adopt this educational pattern. The descriptive-analytical methodology was employed, utilizing a questionnaire with 23 items distributed across three axes: reasons related to the student, reasons related to the teacher and curriculum, and reasons related to the family. The questionnaire was administered to a sample of individuals in Ghardaia. After analyzing the responses, the study found that the majority of the sample attributes the spread of private tutoring largely to reasons associated with the family, significant encouragement from families for their children to join private tutoring, and perceived teacher inadequacy in academic achievement. The dense curriculum was also identified as a crucial factor leading students to opt for private tutoring.

Keywords: *Private tutoring, Teacher, Student.*

Rezumat. Această cercetare discută fenomenul meditațiilor private, care a devenit o amenințare semnificativă la adresa sistemului de educație, creând inegalități academice și împiedicând oportunitățile egale pentru înscrierea la universitate. Studiul explorează prevalența meditațiilor private la nivelul învățământului secundar în Ghardaia și investighează motivele adoptării lor răspândite. De asemenea, examinează dacă elemente educaționale precum profesorii și programa școlară influențează prevalența meditațiilor private. În plus, cercetarea explorează rolul familiilor în încurajarea copiilor să adopte acest model educațional. S-a folosit o metodologie descriptiv-analitică, cu un chestionar format din 23 de întrebări distribuite în trei axe: motive legate de elev, motive legate de profesor și programul școlar, și motive legate de familie. Chestionarul a fost administrat unei mostre de indivizi din Ghardaia. După analizarea răspunsurilor, studiul a constatat că majoritatea

participanților atribuie răspândirea meditațiilor private în mare măsură motivelor legate de familie, încurajarea semnificativă din partea familiilor pentru ca copiii să li se alăture la meditații private și percepția unei inadecvări din partea profesorilor în ceea ce privește realizările academice. De asemenea, programa școlară densă a fost identificată ca factor crucial care determină elevii să opteze pentru meditații private.

Cuvinte cheie: *Lecții private, profesor, student*

1. Introduction

In recent years, the phenomenon of private tutoring has spread tremendously, posing a specific threat to the formal educational process. It has extended to include all levels of education, reaching even the preparatory stage. Consequently, it has become a genuine educational problem that has troubled not only the officials in the sector but also Algerian families. This phenomenon is commonly referred to as the private tutoring phenomenon.

However, opinions about this phenomenon vary. Some see it as a positive phenomenon, a reaction to the failures experienced by the Algerian educational system in terms of teacher training, the basic structure of educational institutions, the weakness of pedagogical resources, and the overcrowding in schools, which have become more like camps with over 40 students per class. This has led to a decline in academic achievement for students. On the other hand, another perspective views this phenomenon as entirely negative, resulting from the greed and avarice of some sector workers to gain more money and improve their living standards. This drives them to lure students into this pattern of lessons using all means and methods, representing a symbolic form of violence practiced by teachers on learners [1].

Moreover, the observer of Algerian society finds that this phenomenon has intensified specifically after the educational reforms introduced by the Algerian Ministry of Education, known as the "Second Generation Reforms." These reforms impacted teaching methods, curricula, increased the workload for teachers, complicated educational subjects, and added program density. This prompted parents to allow their children to attend private tutoring sessions to improve their academic performance, neglecting the pursuit of their self-improvement...

In this context, private tutoring has become the sole refuge for students and parents alike to achieve the highest grades in various exams, whether they are regular or official, not for the acquisition of knowledge or the development of students' experiences and skills but rather to follow ready-made solutions. This has led them to deviate from academic integrity by relying on memorization and failure, and adopting pre-packaged solutions [2].

Faced with this reality imposed by the private tutoring phenomenon as parallel education to formal education, our study aims to dig as much as possible into the nature of these lessons and the factors that have led to their widespread adoption. During our field study at the Basma Training Center, we observed a tremendous increase in the number of students attending private tutoring sessions at all levels and not limited to scientific streams. Even literary streams were included. Private tutoring was not confined to academically weak students but also extended to high-achieving ones. We also noticed that it covered various subjects, reflecting the complexity of the situation that has imposed itself.

As a phenomenon, the negative effects of private tutoring have become apparent, particularly in undermining the value of official schools as symbols and important educational institutions in the imagination of Algerian society. The role of these schools has

transformed from being a significant institution that awards certificates to learners to a marginal role [3]. Private tutoring has become foundational, translating into students escaping from official support classes introduced by the Ministry since the academic year 2007/2008, aimed at preparing final year students for the Baccalaureate. However, this decision did not manage to curb the spread of private tutoring. Despite the Ministry imposing penalties on teachers engaging in this unofficial activity, the phenomenon continued to grow day by day. Faced with this reality, we pose several questions, focusing on the following:

Primary Question: What are the school factors that drive students to opt for private tutoring?

First Sub-Hypothesis: The more the school lacks suitable conditions for students, the more these students turn to private tutoring.

The second Sub-Hypothesis: The more the socio-educational environment is unsuitable for studying, the more students tend to prefer private tutoring.

2. Study Concepts

Concept of Private Tutoring

All lessons provided by a teacher outside the classroom on a regular and repetitive basis, in exchange for payment or material compensation taken by the teacher for delivering this material [4]. It is also defined as any educational effort received individually or due to external conditions carried out by the teacher individually or collectively outside the school building and is in a specific part of the curriculum that is not understood by the student [5].

Concept of the Student

The person prepared for a specific educational stage controlled by cognitive, temporal, and linguistic levels that the teacher aspires to teach. This individual should consider the learner's abilities, interests, habits, and readiness regarding the goal they seek to achieve. The student should possess the capabilities, interests, and habits necessary to acquire skills and habits [6].

Concept of School Curricula

These are all the educational courses taught to all learners. These courses contain information taught by their teachers inside the classrooms, and these lessons are regular in routine schedules [7].

Concept of School Environment

Jenny Coulomb suggests that the concept of the school environment takes specific angles, such as the class or school climate. The class climate is determined by the relationships of students with each other and with their teachers, and the school climate is determined by the relationships of the teachers with each other and with the administration [8].

3. Materials and Methods

Research Methodology

The researcher employed a specific methodology to study the phenomenon scientifically, using the quantitative approach, which is known as "a set of procedures for measuring phenomena [9]. This method aims to identify the characteristics of the phenomenon, analyze it, and extract its essence. It helps reveal the causal relationship between variables and gives them a numerical character [10].

Exploratory Research

This stage is one of the initial phases in any scientific research, sometimes referred to in methodological books as the exploratory stage. It involves collecting theoretical information related to the research topic. It is crucial as it enriches the study in terms of sources, references, and previous studies. We visited the Basmah Training Center to collect field data and statistical figures about the center's establishment, nature of contracts with teachers, and the number of students. Simultaneously, we conducted interviews with students to explore certain indicators and dimensions posed in the problem statement. After these exploratory steps, we distributed questionnaires to students. The research sample consisted of 115 students, and the data collection occurred between May 7, 2023, and May 14, 2023. We collected and processed the data using the statistical program SPSS V22.

Sample and Sampling Method

We chose a non-random sample, specifically purposive or intentional sampling. This type has the advantage of providing sufficient information and evidence about the research community without requiring complex statistical analysis procedures used by random samples [11].

Sample Characteristics

The sample characteristics are essential information in any research, providing valuable statistical data that reveal various insights about the participants. In tables and graphs, we will illustrate many indicators related to the research sample, such as gender, department, and specialization, Table 1 [12].

Table 1

represents a pie chart of the number of students according to gender

Variables	Categories	Frequency	Percent, %
Gender	Male	51	44.34
	Female	64	55.65
	Total	115	100.0

It is evident from the relative circle that our sample is almost gender-balanced. We find that the percentage of females reached 55.7%, while the percentage of males did not exceed 44.3%. Perhaps this is what we noticed during our presence at the Basma Center, as the dense presence of the female element is apparent. However, our sample is characterized by a kind of moderation, which will be reflected in the questions of our questionnaire.

4. Results

4.1. Socio-school environment and private lessons: The duality of family and school, what impact

The school environment is of paramount importance in the educational system. It is the second most important factor in the upbringing of individuals, after the family. It is the foundation upon which individuals are raised, formed, and prepared to be good and integrated members of their community, and to contribute to their homelands in all aspects [13]. It is also the only official place where teachers and learners interact, and where learners acquire the facts and information that enable them to realize what needs to be done to develop their community. Based on this, providing the appropriate atmosphere within the school may contribute significantly to achieving the goals that this noble educational institution seeks [14]. This is what we will explore through the following tables.

Table 2

Illustrates the school's provision of a good school environment and its relationship to the duration of students' engagement in private lessons

Provision of the school and a suitable environment	Duration of following private lessons			Total
	Less than two years	From 2-4 years	More than 4 years	
YES	18.3%	15.4%	18.3%	100%
NO	9.1%	18.2%	9.1%	100%
Total	17.4%	15.7%	17.4%	100%

Table 2 consists of two variables: the school's provision of a suitable study environment in general and its impact over the period during which the student receives private lessons outside of school. According to the table, 90.4% state that their school provides a suitable atmosphere for studying, supported by 66.3% of those who joined private lessons less than two years ago. In contrast, 9.6% of those who see the learning environment in their institution as unsuitable have a very low percentage, not exceeding 9.6%, supported by a significant percentage representing 72.7% of those who joined private lessons only two years ago. Based on this, it is observed that as long as the atmosphere for studying in the institution is suitable, students are less likely to enroll in private lessons 66.3%. Conversely, if the institution does not provide a suitable environment, students tend to turn to private lessons by 72.7%. This is also evident in the 18.2% of students who stated that the school does not provide them with a suitable learning environment; they have been engaged in private lessons for more than 3 years.

When calculating the Pearson correlation coefficient, we found -0.60, representing a strong inverse relationship. The school's function on the education side lies in providing educational means and a suitable atmosphere for studying. The lack of satisfaction with the need for this atmosphere may negatively affect the student's performance and academic achievement, forcing them to seek an alternative to the official, traditional education system to succeed academically. They often resort to support centers.

Among the indicators of the learning environment in the institution and its availability, we find the classrooms and their capacity for accommodating students. Does this impact students' tendency to enroll in private lessons? This is what we will observe in the following Table 3.

Table 3 illustrates the relationship between the number of students in the class and their opinions regarding their resorting to private lessons. Within this cross-sectional table, we notice that 41.2% stated that the reason for turning to private lessons is because they do not comprehend the lesson well in the class, and their class size reaches 40 students. Following this, a lower percentage of 36.2% mentioned that their goal is to succeed in the Baccalaureate, and they are not concerned about the number of students in the class.

Therefore, they stated that their class does not exceed 30 students, while those who stated that the number of students in the class is more than 40 tend to resort to private lessons to obtain new ideas and innovative problem-solving approaches related to official exams, such as the Baccalaureate certificate.

Table 3

Number of students in the class and the student's resort to private lessons				
The number of students in the class	The reasons for students turning to private lessons			Total
	Lack of understanding of the lesson in school	Success in the Baccalaureate exam	New methods and ideas in problem-solving	
Less than 30 students	29.3%	36.2%	34.5%	100%
31-39 students	41.2%	23.5%	35.3%	100%
More than 40 students	32.5%	32.5%	35%	100%
Total	32.2%	33%	34.8%	100%

What distinguishes this latter category, which seeks new ideas and innovative solutions despite the large number, is that the teacher is not entirely in control of the classroom. The teacher does not provide new solutions as they aim to complete the lesson, constrained by the limited time allocated for teaching, spent mostly on explanation only or to control the class from certain behaviors exhibited by the students.

Furthermore, the lack of discipline within the class and the teacher's inability to control it can result in various behaviors that could shatter the student's future, such as disruption in the class, continuous truancy, and consistent absenteeism. Perhaps this last indicator, which the student performs, might be a contributing factor to the desire for private lessons. The following table illustrates the nature of the matter.

Table 4

Classroom Chaos and Student Inclination towards Private Lessons for Confidence Enhancement			
Classroom Chaos	Student Inclination towards Private Lessons for Confidence Enhancement		Total
	YES	NO	
YES	92.3%	7.69%	100%
NO	83.78%	16.21%	100%
Total	89.56%	10.43%	100%

Table 4 represents the purpose behind a student's enrollment in private lessons, which is to enhance their confidence and acquire personal and intellectual skills in solving integrative situations and exercises proposed in the Baccalaureate certificate. It also explores how chaos in the classroom and lack of class organization contribute to pushing students towards private lessons.

We observe that the largest percentage, 92.3%, represents students who stated that their regular study class is characterized by chaos and lack of organization. Those who say that their goal is to enhance self-confidence are the ones driven to private lessons. In contrast, a much lower percentage of 83.78% consists of those who stated that there is no chaos in the class they study. Therefore, examining the cells within the table, it becomes apparent that the more chaos there is in the class, the more students tend to turn to private lessons to enhance their confidence. Conversely, the more organized and controlled the class

is by the teacher, the less inclined students are towards private lessons. This is consistent with some responses from the surveyed students in the questionnaire technology, where some mentioned that the private lesson teacher, in addition to teaching and explaining the lesson, provides advice on how to pass the Baccalaureate and prepares well for this certificate. This enhances their confidence, which is lacking in public institutions due to the limited time and the teacher's focus on explaining the lesson or controlling the class.

The role of private centers is not limited to private lessons but extends to caring for the student psychologically, evaluating their abilities and readiness by providing psychologists and pedagogical support from teachers or former students who were in the center and achieved good grades. This is to transfer their experiences and provide various strategies for success in the Baccalaureate.

All of this encourages students to join private lessons. This teaching style is lacking in official secondary institutions, and this deficiency undermines the student's confidence in these institutions compared to private centers.

Given this reality, the school, as an educational institution, needs to consider the other institutions that contribute to socialization, such as the family and peer group or classmates in the school environment. Do these institutions influence the student's inclination towards private lessons? This will be explored in the following section:

Table 5

Family Encouragement for the Student and the Period of Enrolling in Private Lessons

Family Encouragement	Period of Enrolling in Private Lessons			Total
	From the Beginning	In the Middle	At the end of the school year	
YES	82.8%	12.1%	5.1%	86.1%
NO	68.8%	31.3%	0%	13.9%
Total	80.9%	14.8%	4.3%	100%

The family is considered the strong fortress for every child until reaching advanced years of age, always cherished, especially if it consistently seeks to support them. Table 5 illustrates the extent of family encouragement from all economic and psychological aspects to be enrolled in these private lessons. It is observed that the largest percentage is 86.1% of students who stated that their parents strongly support them for private lessons, supported by a percentage of 82.8% who started private lessons from the beginning. Then, this percentage begins to decrease as we move towards shorter periods representing the end of the school year. We find that 12.1% start from the middle of the school year, and it decreases to only 5.1% at the end of the year. In contrast, we find a percentage of 13.9% of students who mentioned that they do not receive any encouragement or support from their families, and this is supported by a percentage of 68.8% who enroll in private lessons, a relatively low percentage compared to students who receive encouragement from their families.

It seems clear that the family is also a significant and motivating factor for students, providing psychological support for their children to join these centers and be part of informal education. Here, the family plays a crucial role in changing the socio-educational imagination for formal education, which, although free, recognized, and legal, seems less convincing.

Families prefer private lessons for their children to obtain certificates. The support the student receives from the family strongly encourages private lessons, as the family grants a kind of legitimacy and acceptance for this type of education.

The tangible evidence of this encouragement lies in the qualitative development of the student from an academic perspective. Does the student truly benefit from and comprehend these private lessons? Table 6 illustrates this relationship.

Table 6

Family Encouragement for the Student and the Ability to Comprehend Private Lessons			
Family Encouragement	Ability to Comprehend Private Lessons		Total
	YES	NO	
YES	98%	2%	100%
NO	68.8%	31.3%	100%
Total	93.9%	6.1%	100%

In Table 6, the strength of family support for the student becomes apparent, affecting their academic achievement and comprehension of private lessons. It is evident that 98% of those who receive encouragement from their family members, including siblings, aunts, and even extended family, can comprehend the lessons., this percentage decreases to 68.8% for those who do not receive encouragement from their families. Notably, 31.3% of those who lack family encouragement struggle to comprehend private lessons. This percentage further decreases to 2% for those who receive encouragement but find it challenging to understand the lessons.

This table significantly reinforces the findings of the previous one, highlighting the role of the family as an external motivator pushing students towards private lessons. Although lacking legal recognition, the family's decision to encourage their children for private lessons serves as a social source of motivation. Families are in dire need to establish a social status in society, wishing their children to hold important roles in life to fulfill their societal roles. In return, the family feels a sense of comfort, achieving self-fulfillment as advocated by Abraham Maslow's hierarchy of needs.

In conclusion, the family's role in the prevalence of private lessons is evident, and their encouragement for this type of education stems from a social need that they aim to fulfill through various means. Some families make financial sacrifices or take loans to provide private lessons for their children. Additionally, even if the student excels, the family's lack of conviction in formal education, combined with social conformity, leads them to opt for private lessons. This demonstrates the significant impact of family dynamics on a student's educational path.

Peer Group and Private Lessons: What Impact?

From our studies in the sociology of education regarding peer groups, it is established that they play a crucial functional role in the details of an individual's life. Among these roles is satisfying the social and psychological needs of individuals, such as the need for respect, appreciation, and psychological well-being. In other words, the peer group represents a source of socio-psychological support for individuals based on their belonging and loyalty to the group. Participation in shared interests and concerns is a primary focus of peer groups. Therefore, we will attempt to understand the extent of their impact on students' decisions, particularly those related to private lessons. The following table documents this relationship statistically.

Table 7

Encouragement of a Peer for Private Lessons and its Impact on Self-Confidence			
Peer Encouragement for You	Inclination toward Private Lessons and Boosting Self-Confidence		Total
	YES	NO	
YES	96.3%	3.7%	100%
NO	87.5%	12.5%	100%
Total	89.6%	10.4%	100%

Table 7 shows that the highest percentage is 96.3% of the respondents who stated that they receive strong encouragement and motivation from their peers, who are already attending private lessons. This percentage decreases to 87.5% for students who claimed not to receive any encouragement or hint from their classmates to pursue private lessons. Additionally, there is a significant percentage of 12.5% within this latter category who are not interested in private lessons at all.

Thus, the general trend from the table indicates that the more encouragement and support a student receives from classmates for private lessons, the more inclined they are towards private lessons. This inclination is associated with a sense of confidence, comfort, and reassurance that positively affects their academic performance. Conversely, when there is no encouragement, and no peer is urging them to take private lessons, their inclination towards private lessons decreases. This highlights the influential role of peer relationships in a student's decision to engage in private lessons. Many respondents enrolled in centers offering private lessons based on invitations from their peers, and witnessing their peers excel in specific subjects through private lessons also motivated them to join such educational programs.

Table 8

Illustrates the relationship between a teacher's inability to master the subject matter in school and its impact on students' inclination towards private lessons

Teacher's Academic Proficiency	Teacher's Mastery			Total
	Beginning of Private Lessons	Middle of Private Lessons	End of Private Lessons	
YES	78.2%	16.8%	4.95%	100%
NO	57.14 %	42.85 %	00%	100%
Total	75.6 %	20%	04.3%	100%

Table 8 indicates that a teacher's mastery of the subject matter is positively correlated with students' enrollment in private lessons. When the teacher is proficient, there is a higher percentage 78.2% of students joining private lessons compared to cases where the teacher lacks mastery 57.14%.

Through the table, it is evident that the inability of the teacher is what compelled them to resort to private lessons, constituting the highest percentage at 87.8%. This is represented by the highest percentage of 78.2% among those who attend private lessons from the beginning of the year, followed by a percentage of 12.2% who stated that there is no correlation between the teacher's proficiency and their resort to private lessons. This latter percentage is represented by those who start private lessons from the beginning of the year. The overall trend from the table indicates that the more the teacher is incapable of mastering the subject matter, the more students turn to private lessons. The percentage is highest 8.2% when they start private lessons from the beginning of the year and decreases when there is no correlation between the teacher's proficiency and their decision to attend private lessons. According to the students, they initiate private lessons from the beginning of the school year to catch up on lessons more effectively and prevent accumulation. They also mentioned the innovative and easy methods in private lessons that aid in understanding complex subjects. Furthermore, the choice is influenced by the teacher's previous knowledge and competence, whether from teaching in previous years or from feedback from former students who have studied with the same teacher.

In summary, the general trend recorded in the table is that the more the teacher is proficient in the subject, the less inclination there is for students to opt for private lessons. Conversely, the inclination increases when students feel that their school teacher is less competent than the teacher in private lessons. This is evident in the fact that the period of initiation into private lessons tends to start from the beginning when the school teacher is perceived as less proficient.

Curriculum: Nature and Its Impact on Students' Inclination Towards Private Lessons

The Algerian educational system has witnessed many reforms in curricula and teaching methods. The goal was to keep pace with the global development of educational systems, where the student has moved from being a recipient to a producer of knowledge. However, experts in education believe that this change in the system has been accompanied by a large density in the teaching materials in terms of the size and content of the material. Therefore, we find that many students are looking for a solution to this problem, and we find that many of them have chosen to attend private lessons. The following tables confirm this hypothesis [15].

Table 9

The table below demonstrates the intensity of the curriculum and study programs and their correlation with students' inclination towards private lessons for improved academic performance

Curriculum and study programs	Inclination Towards Private Lessons		Total
	YES	NO	
YES	90.1 %	9.9%	100%
NO	75%	25%	100%
Total	89.6%	10.4%	100%

Through Table 9, we can observe that the highest category comprises those who answered yes, with a percentage of 90.1%, indicating strong support for the notion that the

curriculum and study programs are dense. Those who stated that the density of the curriculum and study programs was a reason for their inclination towards private lessons to enhance their self-confidence. Following this, a percentage of 75% responded that they do not perceive the curriculum and study programs as dense, asserting that the curriculum and program density are not reasons for their inclination towards private lessons.

The overall trend from this table indicates that the more intensive the curriculum and study programs are, the greater the inclination towards private lessons by students. According to their statements, this is attributed to the density of the curriculum, a problem that characterized the reforms of the second generation. It compels teachers to finish lessons, even at the expense of students, prompting them to take private lessons to meet the requirements of the curriculum.

Table 10

A table showing the respondents' views on the density of the curriculum and study programs and their affiliation with private lessons.

Nature of Study Programs	Enrollment period for private lessons			Total
	Beginning of Private Lessons	Middle of Private Lessons	End of Private Lessons	
YES	81.1 %	14.4%	4.5%	100%
NO	75.0%	25.0%	0%	100%
Total	80.9%	14.8%	4.3%	100%

The general trend indicates that as the curriculum becomes more intensive, students tend to opt for private lessons at the beginning of the school year, with a percentage of 81.1%. This gradually decreases to 25% for students who stated that the density of the curriculum is not a reason for attending private lessons in the middle of the school year. Hence, the curriculum plays a significant role in students' engagement with private lessons from the early stages of the academic year. This is attributed to the fact that the school curriculum may not align with the individual learning abilities and cognitive capacities of students, affecting their comprehension of lessons. Consequently, students turn to private lessons as a solution to this problem, aiming to overcome difficulties and succeed in the baccalaureate exam.

Through the field investigation we conducted on the phenomenon of private lessons and its prevalence in the school environment, we reached several conclusions, including:

- The more conducive the study environment in the institution, the less students enroll in private lessons. Conversely, if the institution does not provide a suitable environment, students tend to opt for private lessons. This indicates that the school environment is a significant factor in reducing the phenomenon of private lessons.
- Lack of control in the classroom by a teacher who lacks a strong personality and the inability to manage behaviors in the class, with disruptions from some students, can lead to a student's rejection of learning in the classroom. Instead, they turn to private lessons where they feel more secure and comfortable due to conducive learning conditions.
- Irregular attendance and frequent absences from school due to certain circumstances may drive students to seek private lessons to compensate for missed material. While classroom teachers may not repeat lessons missed by students, private tutors offer more flexibility and answer all questions without hesitation.

- Families, particularly mothers, play a significant role in motivating their children to join private lessons, providing financial and emotional support. Families perceive the school as not entirely satisfying in terms of academic training for their children, and they find better quality education and discipline in centers offering private lessons, prompting them to invest in their children's private education even if the cost is higher than their capacity.
- Peer encouragement for private lessons has a considerable impact on a student's inclination towards them. When classmates encourage private lessons, the researched student is more likely to feel confident, comfortable, and at ease in private lessons, reflecting positively on their academic performance. Conversely, a lack of encouragement from peers results in less interest in private lessons.
- A higher desire for private lessons to achieve a good GPA, enabling access to desired specialties in university, was reported by 92.6% of students. This percentage drops to 89.8% for students who do not find motivation or support from their peers.
- Two types of students were identified: those who choose private lessons with the same teacher from their school class to gain favor in grading and better understanding of solutions presented in class, and those who prefer a different teacher with higher expertise in the subject compared to their class teacher.
- The density of private lesson curricula and programs correlates with increased student interest in private lessons. This is attributed to the fact that the intensity of school programs, influenced by second-generation reforms, compels teachers to complete lessons at the expense of students. Despite the allocation of support in some complex subjects and materials, students reject this support and resort to private lessons, even at high costs.

5.Conclusions

The school is a focal point of interest for all segments of society, as it is a structure that works to maintain social order by creating equal opportunities for all its members to integrate into society and become socially responsible, in accordance with the morals, customs, and traditions of the community. However, the challenges it faces due to societal developments have shaken its status day by day. The phenomenon of private lessons is a contemporary problem that has proven its existence and widespread impact on society, threatening the functional and symbolic role of the school and the educational system in particular.

Through this study, we have found that responsibility does not solely lie with the educational system, but there are other stakeholders within this educational space who have contributed to the spread of the phenomenon of private lessons. Among these actors are students, teachers, classmates, and even families. Therefore, it is crucial for the relevant educational authorities and those in charge of the educational field to work more seriously to limit or at least regulate this societal phenomenon. This is in order to restore the stereotypical image of the school as the main structure that contributes to building and developing society, working towards its continuity by equipping students with the educational skills and experiences that help them build and develop their community.

In conclusion, the results obtained from this field study are just a first step towards further expanding research into this phenomenon, delving deeper into the roots of this societal issue that is affecting Algerian families and even those managing the country's educational system. We also hope to continue this research with variables that may be related

to the economic aspect of the phenomenon, as this is what distinguishes sociological research, which always calls for exploration through field and statistical studies, understanding it from the perspective of the reality experienced by Algerian society.

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