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A comparative study between private and public high school

Effect on student achievement

The case of baccalaureate students at high schools ,El oued.

**A dissertation Submitted in a Partial Fulfillment for the Requirements of
Master Degree in Science of the Language.**

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Dedication

In the Name of Allah, the Most Gracious, the Most Merciful, All the

Praise is Due to Allah Alone the Sustainer of the Worlds.

I dedicate this work to:

The light of my life, the source of my happiness and efforts, the flame of heart,

my Mother: Aychouch.

The moral support and source of my joyful, the one who has always scarified to

see me succeed in my life my father: Aissa

A special gratitude to my one and only sister: Sonia. And my supportive

brothers: Bilal, Ismail, Kader, Saleh and Fares.

To the angels that fills our hearts before our home by happiness and

blamelessness : Rahaf, Assinat, Soudjoud and their mother Ghania.

To the one whom I love and supported me in this work: Hicham

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All the Daas and Arif's family.

Abstract

The aim of this study is to examine and analyze the differences and similarities between the public and the private schools, we highlight the two types of the education en lights of the challenges of the education and what are the main differences between the two types of education, and what re the influences that those lasts have on the achievements of their students. This study focus on two main variables: the first one is about the private high schools, while the second one is about the public high school. The study describes how teachers and headmasters felt about the public and private schools. The methodology used in order to collect the data obtained to confirm the hypothesis is the qualitative method, and the main sources of the data gathered came from the tools which are questionnaires to the teachers of both schools, and interviews to both headmasters of the schools. The findings indicate that there are many differences and similarities between the private and public schools, in which the quality of the education of the private school was better from the public one concerning the students' achievements and the programs design

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List of Acronyms:

Acronym	Meaning
OECD	The organization for Economic co-operation and Development.
HELs Scheme	Higher education links
PISA	the programme for International student Assessment.
CIEL	the center of intensify of Estranger languages.
PSC	Public school choice.
NCLB	No child left Behind.
SAT	scholastic Assessment test.

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General introduction

Education is a movement of making learners progress themselves and develop their individual efforts, it is important to determine the economic and social development of a nation. Quality of education in a country indicates the quality of its human resources. The expenditures on education is considered as an investment in human resource enrichment which lead to the educational planners work hard to develop the intellectual learners to strengthen their potential, so they focus specially at the educational systems, which are the private and public schools that become an attractive issue to the researchers, but they focus on these systems are actually the same. Across the developing countries, the public school enroll approximately 90% of all primary and 70% of all secondary students, while others countries spend money according to their resources to provide free education or at minimal cost to their citizens, which lead us to study the differences and the similarities of them and summarize the result of this differences on students' achievement to know in which extent, they differ from each others that makes the topic worthy to study.

Background of the study

According to McEwan (2001)*public school student who transferred to private schools and found that their academics excelled more in public school settings than in private schools* while others said that the quality of private school have found some advantage.

According to Lubienski (2000) *public school is a democratic means of educative in which the government integrates schools to slave strong traits found exclusively in the United States. Private schools within the U.S are generally described as non-profit facilities that are affiliated with the catholic elves McEwan, 2001 .all these made wide difference on student achievement we found in Europe. Dronkers (2004) rescued the empirical evidence on

achievement differences between public, catholic, and Protestant School. Which make a competition between private and public schools

Statement of the problem

It is very obvious that when we discuss the education issue, we turn to their systems we turn to their systems which are the private and the public, that are the source of education, so each of them it has its rules, systems, and strategies, for this idea derived our study, that investigate the difference between the private and public high school effect on student achievement, so this topic can help the reader as parents to distinguish between them to decide which one is the best for their children, also the education of their students achievement, and the comparison of them can make the decision easier, so the study is very important and richer. Moreover; it helps researchers to get extra information about the effects students' achievement, and scores.

Aim of the study

Through this research,we aim at providing information about private and public high schools,also help readers to distinguish between two schools,and knowing about the effect of them on student achievement we believe that this sudy will help readers and researchers to understand the benefits of using either of them,our aim,in the present research,is to show that the private and the public high schools are an effective issues in the education,es

Research questions

This research attempts to answer the following questions:

- 1- what are the main similarities and differences between the private and public high schools.
- 2- does student achievement in high schools differs between the private high schools and public high schools.

Hypothesis:

Throughout our research we will adopt the following hypothesis:

We hypothesises that private high schools were sophisticated than public high school and the student's achievement in private high schools were at a higher level of excellence in comparison to public high schools.

Research methodology

In the present study we attempt verify out hypothesis that is the private high schools is more advanced and it has higher achievement in comparison to public high schools, the research will use the comparative theory in addition, we inland to adopt descriptive methodology by using two tools : first, the

Structure of the study

Our research consists of three chapters; the two first chapters are concerned with the theoretical background of our topic. The last chapter is devoted for the field work. the first chapter will be devoted to the private school. It includes the introduction, overview of the private education, definitions of private schools, types of private schools, educational standards in private school. Then student achievement in private school, and finally the conclusion. In the second chapter, we will deal with public schools, we have introduction,

overview of public schools, definitions of public schools, the characteristics of public school, and also students achievement in public high school, and conclusion. The last chapter is devoted for the questionnaires and interviews .it provides details analysis of both and all these will help us to answer our questions, and fixed our hypothesis.

Significance of study

The study of private and public school is an interesting topic nowadays; the topic is the most important issue in the case of developing countries where demand for a better education system is rising day by day.

In a situation, a comparative study between private and public high schools effect on students achievement is crucial to both policy makers and education researchers. In an addition, given the new movements of privatization of education in developing countries, the study is more important, this study is unique in several ways, first it deals with the education and their systems seconds, and it investigate the different student achievement in both private and public schools. Also it provides the opportunity for the reader to gain knowledge about this comparison.

Research Limitations

There are limitations to this study in an environment where one is employed, it should be noted that the result would differ depending on which group or class was used as a reference group for comparison, also the tools that used especially the observation, it can't derived the scanty data, indeed the result of this research cannot be generalized on the wider research community, therefore another study may produce different findings.

Chapter one

Private high school

Private high school

Introduction:

This chapter is concerned with the private high schools; that have huge interest from the scholars and researches. Since the private education and the most basic system that must be provide education in this generation.

In this chapter we start with private education and its background that this issue taken a great deal of attention from researchers in addition to the definition of private schools. Another important issue is the types of private high schools. Moreover, we dealt with the educational standards in private schools that every school considers while a plan its system. Finishing up with a major step which considered as the key of our study is the student achievement in private high school.

1. Background of private education

According to the international classification of education, private education as that provided in institutions managed by private persons. This definition covers a wide variety of situations; some private institutions are wholly funded by the state, others are state aided to a wide variety of degrees while others gain receive no state aid at all, so the situation may vary over time or according to level of education.

Private education or private schools have long his Tory dating back at least to 597 AD specially in Britain (Green, Fetal, 2010, p. 3), so in any modern economy with a fully fledged education system. Private schools have therefore, to offer their potential clients something in addition, depends on better teaching resources and supportive peer it provide pupils with special needs or religions preferences (Green, Fetal, 2010, p. 100).

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As view in French the parents' perspective outcomes of the investment in private school education can be academic better qualification access to better universities, or non academic the rounded individual, the confident leader better soft skills. That school can deliver various services superior such as sports facilities and tuition music and other cultural good, which rich the academic education package. According to hacs (1981) cited in (Green. Fetal, 2010, 11) Prespicaticlus insider account of the public schools in the 1960 she describes how the schools were obliged to adapt to new and uncertain environment.

The private sector also plays an important role in the delivery of school

Level education in a number of developed countries, including Australia, France, Korea and Spain, in only a handful of non OECD countries including Lebanon, Bangladesh, Fiji and Guatemala. Private delivery of education comes in many shapes and sizes. Formal private schools and HELs so called cramming colleges that prepare students for national exams, informal or community schools individual tutoring services and Internet Based providers.

While we see in another source which is said that private education has grown rapidly on a world wide scale over the past ten years (Tooley, 2001). Which reveals that the growth of private schooling has been dramatic in developing countries, also we face in the same source the quotation of James Tooley. He comments on that growth by dispel some conceptions: far fridm finding that the private education sector in developing countries was relatively small and catering predominately only for the elite. I found a sector which was rather large at all levels. Primary, secondary and tertiary. Which was expanding rapidly, and which featured remark able examples of innovation. In countries such as Russia and Romania, which had until recently banned

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private education sector is burgeoning in Moscow, the same proportion of students attend private school as they do in the UK L about 07 percent. In countries such as Colombia, 28 percent of total enrolment in kindergarten and primary education is in the private sector, increasing to up percent at secondary school level in Argentina and Cote d'Ivoire 30 percent and 57 percent

Respectively of secondary school enrolment is in the private primary and secondary school students (Tooley 2001, p. 27-28). He also gives additional statistics concerning China and Africa, which they realize obvious trend in encouraging private education (Tooley 2001). All these schools were started by communities but currently receive significant state funding and support, so all these statistics and trends show the increase of private educating rather than the public one in the developing world. In addition to what mentioned above, we also investigate another studies of (Randall 1982 as cited in Christie 1990), and also the human sciences research council(HSRC) in 2001 that they make a qualitative and quantitative data to study the independent schools and its history, that relate its origin, with the religion.

1.1. Definition of private high school

As what mentioned in depending on who owns, manages and or finances education, the concept of private and public may also vary depending on different education systems; and for the purposes of comparisons it should be defined in a broad since (walford,1999) in its pure for on, we define private schools are those owned managed and financed by parents associations business, nonprofit organization or a religious institution and sometimes by the government and as what mentioned in the same source schools need not be categorized as fully public or fully private, and could be a combination of both.

Private high school

In addition we found the definition in the PISA data for this study a private school (also known as an independent school) is a school whose affairs are under the control of a private entity... (Drovers J and Robert, p, 2003). Private schools within the U.S are generally described as nonprofit facilities that are affiliated with the Catholic Church (Mc Ewan, 2001). Cited in (Walver.2010, p. 06).

According to center for education statistics, (1997, p. 2) Private schools are schools usually supported by tuition payments and sometimes by funds from others nonpublic sources such as religious organization, endowments, grants, and charitable donations. In some states, private schools receive public funds for certain services (e.g. transportation, 9783).

In other side, we found that private schools defined in both broad and narrow definitions, one of the broadest definitions for developing countries is that provided by Kitaev (1999):" Private schools includes all formal schools that are not public and may be founded, owned managed and financed by actors other than the state, even in cases where the state provides most of the funding and has considerable control over these schools. By contrast the narrow definition used in South Africa and does not include certain types of nonpublic education, especially what are referred? To as public schools on private property. These comprise state aided schools owned by religions bodies, farmers, mining and forestry, where the vast majority are catholic or farm schools. In most other countries these schools would be considered private. But in South Africa they are considered public schools (SASA) of 1996 cited in here, we noticed that the term independent schools has replaced private in many part if the word. The SASA also uses independent in preference to private when referring to nonpublic schools Changing class (H of iney. Jud lees, 2003, p. 2).

Private high school

From all these definitions, we summarized our own definition which contains all these features. Private schools are independent schools, nongovernmental, or no state schools are not administered by local, state or national governmental or non-state schools are not administered by local, state or national governments and they have the right to choose their student and are funded by charging their students tuition rather than relying on taxation through public.

2. Educational standards in private schools:

3. The difference between private government dependent schools and private independent

When we turn to investigate the term private school; we face a different terms that under this word, which mean the private school has various types. Which are included in the umbrella term private?

Before, we deal with these types we should turn to detect the two terms that mostly used private independent schools. So, we can test with these two types of private schools are simply interchangeable forms of private schools, as argued by vandenbergh and Robin (2003) in their analyses of the same Pisa data.

We also distinguish between private independent schools and private government dependent schools this division was developed earlier by the OECD, and was applied by the PISA survey. As we found in (Drinkers', J, and Robert 2003).

The Terms' government dependent ' and ' independent' refers only to the degree of a private schools dependence on funding from government sources; they do not refer to the degree of government direction or regulation.

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A government dependent private school is one that receives more than 50 percent of its core funding from government agencies. 'Core funding' refers to the funds that support the basic educational services of the schools. It does not include funds provided specifically for research projects, payments for services purchased or contracted by private organizations or fees and subsidies received for ancillary services, such as lodging and meals.(2003). In some studies reveals that the private independent secondary schools seem to be nonexistent in the educational systems specially Republic, the Scandinavian countries (Denmark, Finland, Sweden). Germany and the Netherlands.

Furthermore, this type of private school also seems to play a marginal role in secondary schooling in Belgium, Hungary, Poland and Portugal. Private government dependent educational institutions are missing in New Zealand. Poland and the United Kingdom. They also seem to play an especially marginal role (around 3% or less of students) in Italy, Finland, Sweden, Switzerland and the USA.

4. Types of private high schools:

Private schools are assigned to one of three major categories (Catholic, other religious or non sectarian) and within each major category, one of three sub categories based on the schools religious affiliation).

4.1. Catholic schools

Catholic schools are categorized according to governance, provided by catholic school respondents in item 140, into parochial, diocesan, and private schools.

And about this type of private school, we found a various studies about it effective results. One if these studies, final research results (Coleman, Hooper; and Kilgore,

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1982) cited in (German, T. 2015, p. 6). That their main finding was that private high schools, particularly catholic high schools, are more effective than public schools in enhancing the cognitive skills of their students. Also, a key finding of that study is that there were even larger differences in social outcomes between students and private and public high school in addition, Evan and such was 1995 found that "attending a private catholic high school raises the likelihood of finishing high school or entering colleges by as much as thirteen percentage points cited in (German, T, 2015, p. 7).

The catholic private school advantage appears to be larger for minority groups. Neal (1997) found that urban minority students attending catholic schools increase the probability of high school graduation and college graduation, for those graduating high school. The private school advantage even seems to continue into affecting future wage gain cited in (German, T, 2015, p. 8). Also the methodological approach developed by Altonji et al (2000); they find that catholic schools are effective in favoring high school completions is less evident Cited in (Capellari, L, 2004, p. 2).

4.2. Other religious schools

Other religious schools have a religious orientation or purpose, but are not Roman Catholic other religious association membership into conservative Christian, other affiliated school. Conservative Christian schools are those "other religious" schools with membership in at least one of four associations: Accelerated Christian Education, American Association of Christian schools International, or Roberts University Education Fellowship. Affiliated schools are those "Other religious" schools not classified as conservative Christian with membership in at least 11 associations. Association of Christian teachers and schools, Christian schools international,

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Evangelical Lutheran Education Association Friends Council on Education, general conference of the seventh day Adventist church, Islamic school League of America, National Christian school Association, National society for Hebrew day schools, Solomon Schechter day schools, southern Baptist Association of Christian schools. Or indicating membership in "Other religious schools associations". Unaffiliated schools are those "other religious" schools that gave a religious orientation or purpose, but are not classified as conservative Christian or affiliated (National center for Education Statistics, 2005, p. 23).

4.3. Nonsectarian schools

Nonsectarian schools do not have a religious. Orientation or purpose and are categories according to program emphasis, into regular schools are those that have a regular elementary, secondary or early childhood program emphasis. Special emphasis schools are those that have a Montessori, vocation, technical, alternative, or special program emphasis. Special education schools are those that have a special education program emphasis. (National center for Education Statistics, 2009, p. 23). And in addition to these types, there type which include in these which is urban city type, which is derived from the twelve category, urban centric local code (locale). The urban centric local code is based on the school physical address and is a measure of a schools location relative to populous areas. And the urban centric local codes were aggregated onto four urban city types: city, the territory inside an urbanized area and inside a principal city. Second, suburb, the territory outside a principal city and inside an urbanized area, third town, the territory inside an urban cluster, fourth rural, census defined rural territory (National center for Education statistics, 2009, p. 23).

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4.4. International schools in Algeria

Algeria is country like the other countries has a big history in all the domains, specially the educational one, it's as all the Arabic countries. Its mother tongue is Arabic as a primary language of public schools; also French is the first foreign language taught in all schools and is often the medium of instructions in post. Secondary programs as well as private schools, most educated Algerians are bilingual in both Arabic and French.

Algeria also depends on the international and bilingual schools may follow the American or British curriculums with English speaking programs while others are regulated under the French or Arabic education system. Many private schools are international schools that offer international baccalaureate.

These schools may private non English education such as Spanish, Japanese, and German. In addition admission and enrollment procedures vary from school to school. They usually size, first rate facilities and extracurricular. Boarding facilities may be available for additional fees. This table is summarizes the important international in Algeria:

The school	Address	Function
El Kalimat school.	Bouzareah 16200 Algiers, Algeria Tel: 213(0)21908783- 84 Annual Tuition Rates inquire at school.	The English-speaking school uses Cambridge international curriculum for a student body aged 05 to 14m They focus on core classes of English, Math, and science. In

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		addition, there are nursery and reception classes from 3- 4 years old.
Madras at Ardh Al Amal (MAA)	100 lot. Alloua Fodil cheraga, Algiers, Alegria. Tel: 021.371.169 or 0550.516.515 Annual tuition Rates inquire at school.	The hope land Academy is approved by the Algerian Ministry of Education and specialty in reintegrating students who are returning to Algeria from other countries. The school caters to kindergarten primary, and secondary.
King Fahd school	Tel: 202.383.793.1520238379311. Annual tuition Rates (in dinars) 400, DZD	An Arabic school offering course from to high school. The school is in partnership with the British council

French schools in Algiers, Algeria:

Lycee International Alexander Dumas an Alger.	Chemin Are ski Mouri 16030 Alger. Tel: (23)021913292 Annual tuition Rates (In	This school follows French curriculum as it open its doors in September 2002 under the
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Private high school

	<p>dinars):600.000</p> <p>720000 DZD.</p>	<p>terms of a bilateral agreement signed between France and Algeria. It is named in honor of the writer Alexander Dumas, who has always claimed his ambition to "educate first", for students of Algerian nationality admission to college can be done via on entrance to the sixth grade or via obtaining the DNB subject to availability. Half boarding is available.</p>
<p>Petite Ecole D'Hydra an Alger.</p>	<p>30 rue des frères Kadiri</p> <p>16035 Hydra Algiers</p> <p>Tel: (213)021480887</p> <p>Annual tuition Rates: 4100 to 8800 Euros.</p>	<p>Opened in 2005 by the French Lay mission. Instruction is in French the school had over 130 students in seven classes of middle section to CM2. New building recently opened for additional classes.</p>

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Groupement scolaire Salim	Hai galloul N 115 Bordj El Bahri. Algiers, Algeria Annual tuition Rates Preparatory 100000000 DZD Primary 18000000 DZD Middle 22000000 DZD. Secondary 25000000 DZD.	Courses from primary school to college prep in French instruction. Diploma, language courses and skills are offered full board is available.
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07 03 2017. ([www.expat quotes.com](http://www.expatquotes.com))

5. The difference between private education and shadow education

Shadow education closely follows the curricula of the main public school system (Stevenson and baker 1992 cited in Bray 1999). Engages in homework support. Test preparation and Cramming schools and is usually offered by individual tutors.

Shadow education many continue to thrive, a new breed of tutoring is emerging. Cited in (Janice, A, and scott, d, 2003, p. 6).

Shadow education tends to be goal specific and task oriented, usually aimed to pass an impending test or improve a grade in a key course. The pace and content of a tutoring session is dictated by school deadlines. The tutor uses the school schedule to cover the necessary material before a test, conduct review session, or work ahead towards upcoming topics. In general, shadow education is focus on immediate, short term goals.

Private high school

While private education on refers to any type of formal school which is outside the public education system (non public, non government, quasi public, parastatal, municipal)

Private schools foster academic excellence and high achievement, they educate the whole child within values. Based setting and prepare young's tears not just for college and career, but for life.). Private schools to prepare tests, and pass one grade, but they are like any schools have special schedule, Curriculum; levels. They systematic, from primary stage to the secondary stage, and finally there is diploma (baccalaureate).

So shadow education and private education are completely different. For instance El Haithem, and Albacha schools, the intensify languages, the center ofntensife of etranger languages (CIEL).

5- Educational standards in private schools

As in costrel (1994), we define the education standard as the productivity level needed to graduate, the higher the level, the higher the standard. What's means that the private schools have always depends on several of standards in their curriculum to develop their qualities also the importance of resources for school.

So, when we concerned that student time ability, and effort is important inputs in education, we should strengthen those potentials by higher educational standards. When a school increases its standard it raises its quality for two reasons: first, most students respond by working harder and learning more. Second, since the cost of effort declines with ability, higher standards attract better students' which reveals that the selected standard is enforced by combination of curriculum choice, tests and

Private high school

grading standards. From all what said we tread educational standards as incentives which affect the quality of public and private schools because they promote individual effort and the self selection of students by ability.

A private school enters the market and chooses both the positive tuition fee and its own educational standard, which could be above or below the standard set by the public school unlike the public schools which their standards decides by the government, where there no admission fees. In the this issue, we find many studies, one of them Lauren Desnick studies she summed up some of what she learned:'
....there can be differences of opinion about what good standards are, but no one will disagree that there is variability in quality that means that we have very different state standards with the same consequences to their own state standards in all but very few cases... Most of the state tests do not measure the high level, intellectual demands that we were after when we set up the standards...'

The choice of the standard by the private school depends crucially on the standard selected by the public school. Independently of the selected regime, private tuition is a function of the difference between the public and the private standard. Suppose that the government sets a low standard for the public school. In this case, the private school can charge a high price by choosing a high educational standard as the standard in the public school increases however, the relative benefit that the private school has from setting a high standard declines, and after a given threshold. The private school finds it more profitable to switch to a low standard. By so doing, it can increase both tuition and profit. ().

So learning the more sophisticated, math mating and science implied by a higher standard requires both higher effort by students and adequate facilities such as

Private high school

laboratories and libraries. As we notice that higher standards are not synonymous with more school resources while the former require better facilities, the latter without appropriate incentives can fail to improve school quality (Brunel, G. and Rocco, L, 2008, 1860).

An increases in the standard, requires higher total costs.

Attaining the standard requires that students spend individual effort. Since effort is costly, students either spend the minimum level needed to attain the standard or make no effort at all (costrel, 1994) cited in (Brunello, G, and Rocco, L, 2008, 1969).

From this view we confirm that the individual cost of effort depends on innate ability, not all the pupils in this economy attain the standard and complete secondary school.

5.1. Student Achievement in private schools:

Private schools appear more effective at enhancing the achievement of students (Trevino and Trevino, 2004) cited in (German, T, 2015, 17). For 30 years NAEP has reported that students in private schools outperform students in public schools. The students in private schools have capacities which are different totally from those in public in various points specially the performance in their schools. So we can evaluate the achievement of the students among the field of the study which are reading, mathematics, science and writing. And before deal with, we firstly discuss the achievement levels that the national Assessment Governing Board (NAGB). According national Assessment of Educational.

5.1.1. The achievement levels

Three Achievement levels are basic, proficient, and Advanced have been developed by the National Assessment Governing Board (NAGB) to provide a

Private high school

context for interpreting student performance on NAGP assessment. These achievement levels state what students should know and able to do in each subject area and at each grade assessed.

Also as provided is law, the national center for Education statistics(NCES), upon review of congressionally mandated evaluations of NAEP has determined that achievement levels are to be used on trial basis and should be interpreted and used with caution cited in the same source. These performance standards are useful for understanding trends in achievement. NAEP achievement levels have been widely used by national and state officials for over a decade. According to National Assessment of Educational progress in 2000 to 2005, the three levels are:

- **Basic:** which is the lowest level that denotes partial mastery of the knowledge and skills that are fundamental for proficient work at each grade?
- **Proficient:** represents solid academic performance. Students reaching this level have demonstrated competency over challenging subject matter.
- **Advanced:** signifies superior performance of students in private schools:

5.1.2. Reading performance

According to National Assessment of Educational progress that makes a study to differentiate between the types of private schools which found that no significant differences in reading performance. Students in all types of private schools had higher average reading scores in 2003 than students in public schools, also higher percentages of students performed at or above basic in reading in all private schools combined, as well as in all the subscale gorier of private school than in public schools.

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5.1.2. Mathematics performance

In 2003, students at grades 4 and 8 in private schools overall, and in all types of private schools with reportable data, had higher average scores in mathematics than students in public school. Similar results were seen for grade 12 in 2000 (the most recent mathematics assessment for that grade).

5.1.3. Science Performance:

Christian Billie (2005) reported that five out of often studies on public. Private achievement differential concluded that subsidized schools score higher than public schools cited in (German, T, 2005, 19).

According to National Assessment of Educational progress show results from the most recent science assessment in 2000, Fourth graders in Lutheran schools scored 08 points higher, on average than their counterparts in conservative Christian schools; no significant differences were seen among eighth grade students in the three private school types. In 2000, students at grades 04, 08, and 12 in all categories of private schools with reportable data had higher average scores in science than students in public schools.

5.1.4. Writing Performance

According to national Assessment of Educational progress, in 2002, students in private schools overall, and in catholic and Lutheran schools, had higher average scores in writing than students in public school.

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So, from all these achievement, we notice that the private high schools are more affective and success in improving the students achievement which realize the trends in all the field in all the grades, it cope all the difficulties that can decrease the level of the student, which make it more reliable than public schools.

Conclusion

In this chapter, we conclude that private school has a great importance in educational system .thus; it is certainly a central of education. As a concept, it is a new system that is free, it is non-governmental system, that has a significant and positive effect on college enrollment and degree attainment. Private schools facilitate student's critical thinking skills as well, academic achievement.

We take in this chapter, an overview about private education, and private schools as a concept, and then we saw the types of private schools, and the educational standards that cover this system. Finally, we showed the students achievement of private schools that seems to be very higher and advanced, which make the private education more sophisticated.

Chapter two

public high school

public high school

Introduction

The chapter two is specialized with the public high schools, that concerned us the primary system of education which present a social institution that cooperate to raise the individuals educational experiences and levels of achievement. Which let this a major issue to study and complex situation specially that the public schools in a competition with the private schools to appear with one is a better in improving students achievement?

In this chapter, I will discuss the overview of public's schools as initial, to take a general version about public education, and its important steps. In addition to the main specific definitions of it. Also the characteristics of public schools, moreover, the main advantages of public schools, to know why people they choose. Finally, we will deal with the student's achievement in public schools as major step to enable us to different between the public and private schools.

Overview of public education

The effectiveness of public schools has been the topic of a large number of studies in educational sciences, sociology and economics, over the world.

Especially those public schools are fully dependent on (Drinkers', J, and Robert, 2003, p. 8). Which make the issue very crucial to study, what led us to give further information's about his historical dimension? And know more about the starting of public education, to take complete and obvious version about the public system.

The emergence of systems of public education was in nineteenth century, was schools unusual or novel creations in the nineteenth century, and in neither place was it unusual for them to receive some sort of public support. (B. Katz, M, 1976, p. 383),

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and as mentioned in the same source that the hap hazard arrangements of the seventeenth, eighteenth, and early nineteenth centuries cannot be considered true progenitors of the school systems we know today. By the latter part of the nineteenth century the organization, scope and role of schooling had been fundamentally transformed. In place of a few casual schools dotted about town and country there existed in most cities, hierarchically structured groupings of schools, primarily free and often compulsory administered by full time experts and progressively taught by specially trained staff. (B. katez, M. 1976, p. 383).

So no longer casual adjuncts to the home or apprenticeship schools were highly formal institutions designed to play a critical role in the socialization of the young. Within the 40 or 50 years a new social institution had been invented.

The origins of public educational systems cannot be understood apart from their context. For they formed part of four critical developments that reshaped north America society during the first three quarters of the nineteenth century those developments were: first, industrialization and urbanization, second, the assumption by the state of direct responsibility for some aspects of social welfare, third, the invention of institutionalization as a solution to social problems, and fourth the redefinition of the family. (B. Katz, M, 1976, p, 383).

During the early and mid nineteenth century industrialization, urbanization, and immigration reshaped the economic and social order of North America. Every where a close temporal connection existed between social development and the creation of public educational systems (B. Katz, M, 1976, p. 384). As the example which mentioned in the same source, that in the United States, the date at which the first high school opened provides a rough but convenient index of educational

public high school

development which across the country, retained a strong association with social and economic complexity.

In addition, the above source concludes also the development of systems of public education, which did not comprise the sole thrust of governments into the area of social welfare during the early and mid nineteenth century. For in England, the United States and Canada it was in this period that governments generally began to exchange their haphazard and minimal concern with social problems as poverty public health, crime, insanity, disease, and the condition of labor remained more or less untended. By the end of third quarter of the nineteenth century each had become the subject of public debate, legislative activity, and the supervision of newly created state administrative bodies with full time, expert staffs. We can say that public school systems are one of the most characteristic and important feature of capitalism for the development of institutions.

What shown in the source precedent that the need to discipline an urban work force interacted with the fear of crime and poverty and the anxiety about cultural diversity to hasten the establishment of public educational systems as a result promoters expected public school systems to bring about precisely this substitution of achievement for ascription combined with the inculcation of modern habits of punctuality regularity, docility, and the postponement of gratification.(B, Katz, M, 1976,p. 395).

In recent years, and through the development of the public system, primary and secondary schooling options have increased dramatically through the advent, or growth of programs generally referred to as public sector school choice programs that allow parents to choose among multiple public schools rather than have their child's

public high school

school be determined solely by their place of residence. Rooted in philosophy of equal opportunity to quality education, public school choice (PSC) is essentially the aggregate of a diverse collection of programs, policies, and institutions that as Pire to provide quality education for all students (M. Gog gins, K, 2010, p, 6).

The differences between Charter and Magnet schools

Over the years, especially in the time of public school choice, it appears two ,win forms(PSC) which are charter schools (1990), and magnet schools are arguably somewhere between traditional public schools and private schools. (M. Goggins, K, 2010, p, 06). We turn to distinguish between these two types, that have a big important role in the history of public education, in somehow make difference in the its system, and change in many ways.

Charter schools are public schools that are privately owned and operated. They operate under a state charter that determines their degree of out anomy and their evaluation standards; they are not required to here to all the guidelines of traditional public schools in their state. Magnet schools are publically owned and operated, their origins lie in the pursuit of racial and socioeconomic diversification, and they ad there to the guidelines of the district in which they operated (M. Gog gins, K, 2010, p. 6).

Both magnet and charter schools are also, eant to be inherently unique. To draw a diverse group of students by offering superior and or unique curriculum or teaching styles. Charter schools often focus on nontraditional education techniques or concentrations of discipline. And magnet schools generally tout the excellence and or originality of their programming in tandem with their commitment to diversity (M. Gog gins, K, 2010, p. 6). As what mentioned in the same source that the growth among these schools of choice, in combination with federal legislation such as no

public high school

child left behind (NCLB). And as we found in this source, some statistics that appear the spread of these types over the last 10 to 20 years, for example in the 2007 _ 2008 academic year, more than 4000 magnet.

Schools were operating in the United States, serving more than 1.3 million students in 40 states and Washington, DC, and representing approximately 3 percent of the public school population. In 2008, approximately 4,300 charter schools operated in 40 states and Washington, DC, serving more than 12 million students. For context, in 2008 approximately 6.1 million primary and secondary students were projected to be enrolled in V.s. private schools (M. Gog gins. K, 2010, p. 7).

This figure shows the progress of charter and magnet schools in the united states, highlighted with a few private school enrollment trends.

public high school

Emergence Magnet

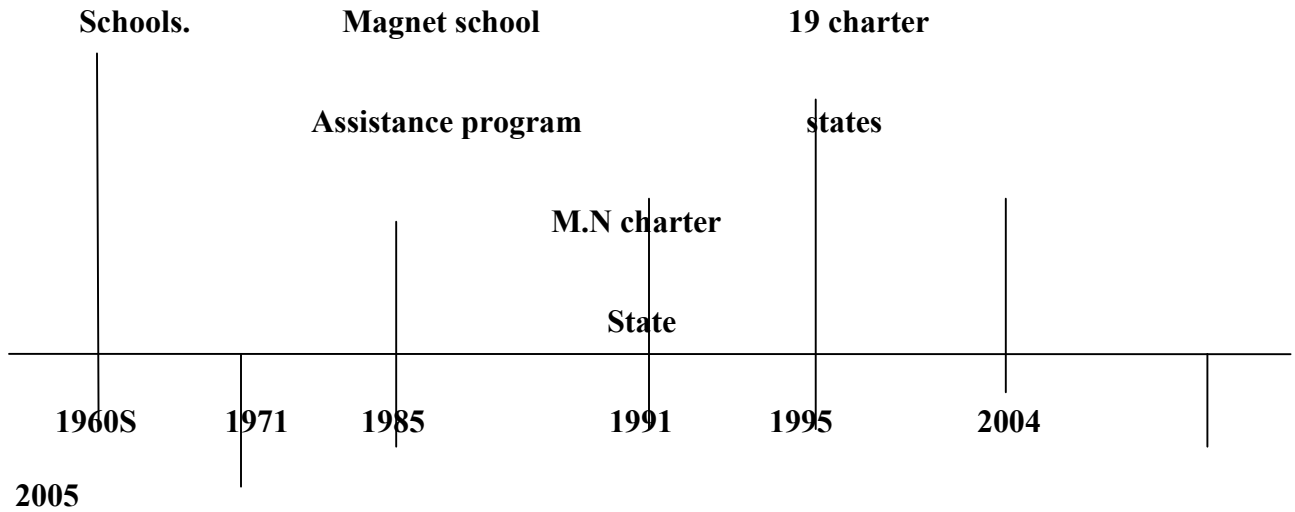


Figure: PSC Progress in U.S. with Private school trends,(M. Gog gins, K, 2010, p, 8).

Definitions of public schools

As we found in (walker, ch, 2010: 06), public school is a democratic means of education in which the government integrates schools to share strong traits found exclusively in the United States (Lubienski, 2000). The strongest reason for democratic education lies in the support the public receives through funds and governance, which expands from the school building to the community, which reveals that public schools are fully dependent on the state for their finances and their administration.

Public schools are the old type of schooling and the most numerous schools according to the statistics of the national center of education in the United States of America. The public schools in America are universally available, with the control

public high school

and funding coming from the state, local and federal government (Belguidoum, A, 2014, p 49), which means that the public schools are free and they do not pay taxes.

Public schools are those which are owned managed and financed by the state (Tapas, A, 2011, p. 1). The concept of what a 'public school' is differs from country to country (Caldwell and Hayward 1998, p. 149). For example, in the United States, it is strictly defined the schools that were publicly funded. It did not include schools that were operated by churches or privately charging independent schools. There is a different arrangement in Australia, The term public school is formerly, reserved for exclusive private school. Recently people started to refer to government and state schools as public schools (Caldwell Hay ward 1998, p. 149).cited in (Vickers, 2005, p. 02).

Public schools are run by the government and must adhere to any standards and regulations given while remaining within the established budget. The circumstances surrounding every aspect of a public school depend on how much money the government provides (Scheper, E, 2013, p. 02). We also found in National center for education Statistics that public schools depend primarily on local, state and Federal government funds.

Public schools were charitable and thus the opposite of private schools, by more broadly, for example with reference to some 100 schools whose heads were members of the head masters conference. Public schools supported from rates and taxes (ALDRICH, R, 2004, p. 16). Public schools are different from private schools, in terms of their funding and administration. Public schools get the government (BOUABDOU, D, 2010, p. 10).

public high school

Public schools are a regular school has an assigned principal, receives public funding as its primary support, provides free public elementary and or a contracted education program (Toukkin et al, 2010) cited in (Vickers, J, R, 2014, p. 14). So those definitions help us to take a general definition. From our version, public schools are communal section supported primary by government which totally depends on the free education.

The characteristics of public high school

Public schools are generally schools related to the government and they are not free as private schools. They took all the instructions from government, thence the two schools are the same. According to this difference, each school has own characteristics that different from the other one, and they are central to discussion.

Public high school has characteristics, that make it more different, and these characteristics include students, and their features and the school itself. According to analytical studies branch research paper series, the socio-economic factors, school resources and practices, and peer effects, all these factors are characteristics related to both public and private schools and they make the two different and them concedes as the total gap between private and public school students in each outcome.

	Public high school	Private high school
Female	0,508	0,459
Immigrant	0,082	0,092
Member of a visible minority group	0,130	0,151
Often has a disability.....	0,018	0,012

public high school

Rural residence	0,238	0,128
One parent	0,154	0,140
Two parents, not both biological.....	0,115	0,076
Two parents, both biological.	0,731	0,784
At least one immigrant parent.....	0,285	0,343
Equivalent total parental income /2008 dollars/.....	35,568	44,628
Highest parental educational level	0,340	0,178
High school or less	0,367	0,304
Non-university postsecondary certificate.....	0,195	0,270
Bachelor's degree.....	0,098	0,248
Graduate or professional...		

public high school

Number of books in home		
10 or fewer	0,45	0,032
11 to 50	0,157	0,128
51 to 100	0,206	0,135
101 to 250	0,245	0,273
251 to 500	0,211	0,266
More than 500	0,136	0,165
Number of computers in home		
None	0,081	0,026
1	0,558	0,515
2	0,269	0,325
3 more	0,091	0,135

Table 1: student socio- economic characteristics, by type of high school attended

This table reveals that private schools had fewer girls than public schools, students attending private schools were more likely to have background characteristics associated with educational success compared with public school students. Higher percentages of private school students lived in two –parent families with both biological parents, and they tended to live in home with more books and computers in comparison to public high school.

Student achievement in public high school

Public high school as the other system of education have own rules and instructions that covers it. It has characteristics and advantage that can help students

public high school

in their performance. So the academic achievement in public schools retard primary to the students themselves. Moreover, there are factors help in enhancing this achievement. As we show in the chart down. According to the center on Education policy, these are the mains factors that influence the achievement.

Outcome variable	Public high school	Private high school
Log of reading score	6,284	6,365
Log of mathematic score	6,278	6,362
Log of science score	6,267	6,355
High school graduation	0,955	0,988
Postsecondary attendance	0,793	0,909
University attendance	0,456	0,634
Postsecondary graduation	0,506	0,667
University graduation	0,215	0,354
Graduate or professional studies	0,048	0,130

Table: Academic outcomes, by type of high school attended.

According to the same source, private school students outperformed their public school counterparts by 0,081 log points, or about 8%. The gaps were slightly larger in

public high school

the mathematics and science tests 99% of private schools students had graduated from high school, about 3 percentage point above the figure for public school students, even in postsecondary outcomes, postsecondary attendance, university attendance, postsecondary graduation, university graduation, and graduate or professional studies, the private school are higher in all these than public schools.

As it is shown in (Thapa. A. 2011, p. 3) that the achievement rates of public schools is found to be very low. The pass rate of public schools was only 38 percent, while private schools were 85 percent.

Furthermore, According to (Kobold. T. 2015, p. 4) student outcomes in public and private schools generally show higher achievement in private schools.

Moreover, According to (Jaap. D, and Avram. S. 2009, p. 905) public high school had lower achievement scores in reading science, and mathematics compared to private schools, and this study is reveals according to study in sanctions' which are : France, UK, USA, Japan, Germany, and Netherlands. So, what we conclude that public high schools had lower achievement, when we compare it with private high school student's achievement.

From all these characteristics that specialized public high school. We notice that public school is totally difference from private school in term of in interest, school management, school environment, resources, even teacher qualification that we found in more spread in public school. As we show in / Jimenez, M, and E. lock head, M, 1995. P-19/ two school characteristics are included: the average salary of teachers in the sample schools and the student-teacher ratio. They are prosier for school resources spent on students, which hence may be considered measures of the quality of school

public high school

inputs. Most reseed, for example, Hanushek , 1986 finds little relationship between these particular school characteristics and student achievement .

Conclusion

To end this chapter, we can say that, public high schools are related to government, and followed the public system, which conducted by the state, all these according to the overview, about it and definition, then the characteristics, and students achievement of public high schools clarity to us that public schools are in big competition with private schools. Finally, public high schools are different private high schools, and they have a lower achievement in comparison with private achievement.

Chapter three

Field work

**analysis and interpretation of the Questionnaires and
interview**

The Field work

Chapter three: Field work, the interpretation of the questionnaire

Introduction

The present chapter is devoted to the global results of data collection procedures: the questionnaire. It is divided into two sections. Section one deals with the results of teacher's questionnaire in both private and public high schools in order to show their evaluation towards the tow schools and their students' achievement, the second section deals with the results of director's interview. Moreover, the aim of this study is to know which school is better in enhancing students' achievement in addition to collect about their differcues and similarities

3.1.1. Teacher's questionnaire

3.1.2. aim of the questionnaire

This questionnaire is mainly designed to give information and views of teacher's about our research study especially student achievement in both private and public high schools, in order to obtain reliable and authentic results.

3.1.3. Administration of the questionnaire was handled to our sample (N: 7) third

year teacher's at ELNAJAH high school, and (N:7)third year teacher's at 19 Mars public high school, the tow school are located of El Oud. Teacher's answer the questionnaire without any difficulties.

3.1.3. Description of the questionnaire:

The questionnaire is intended to give information about our sample background about their experience and evaluating the private and public high school, especially the achievement of thesis students. Each questionnaire consist twenty two questions.

The Field work

In designing the questionnaire for research study, the items required picking up the most appropriate answer from a series of options, or pick more than one answer, and answer with dichotomies (yes no question) or open questions asking teacher's to give explanation, and suggestions. The questions are divided into two sections.

3.2.4. Analysis of questionnaire

Section one: General information.

Part one: Private high school teachers.

Q1: Teacher's gender.

Gender	N	%
Male	6	85%
Female	1	15 %
Total	7	100 %

Table 1: Gender of Teachers:

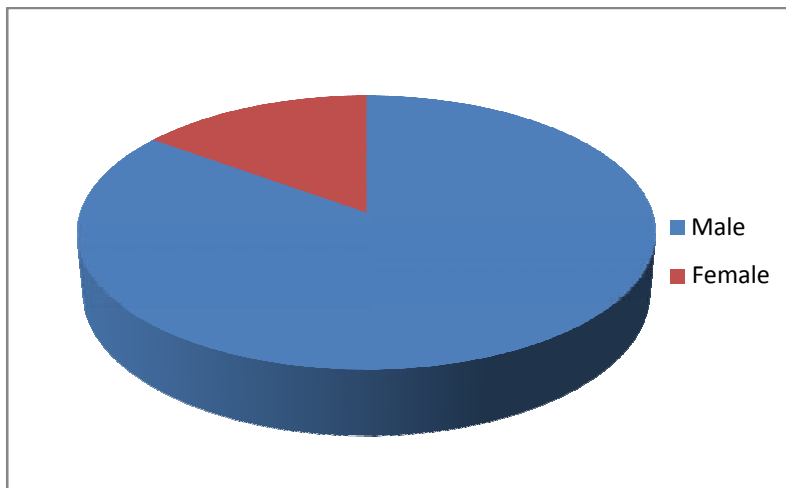


Figure 1: Gender of teacher's.

The Field work

As table 1 shows, 85% of the total respondents are male, against 15% are female.

The means that men are expected to be more interested in collaborating in private school.

Q2: Degree of qualification?

OPTION	N	%
LICENCE	5	71%
MASTER	2	29%
MAGISTER	0	0%
DOCTORAT	0	0%

Table02: teacher's degree of qualification.

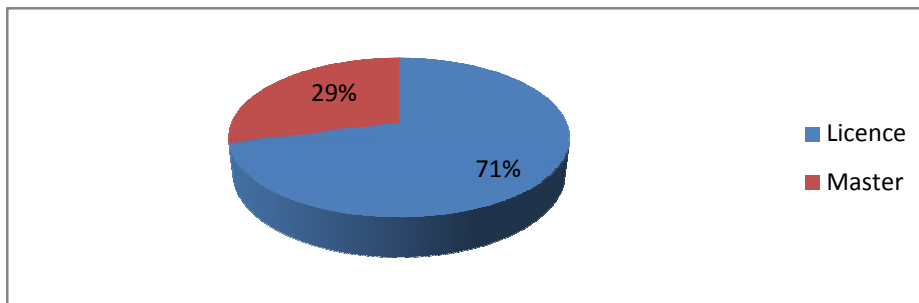


Figure02: teacher's degree of qualification.

According to the table 02, teacher in private high school are less experience as we have in our sample 71% Licence, and only 29% Master. While we have no one in Magister and Doctorat.

Q03: Length of teaching experience:

Option	N	%
1 3 years	1	15%

The Field work

3 7 years	2	28%
7 10 years	0	0%
10 15 years	1	15%
More than 20 years	3	42%

Table03: teachers teaching experience

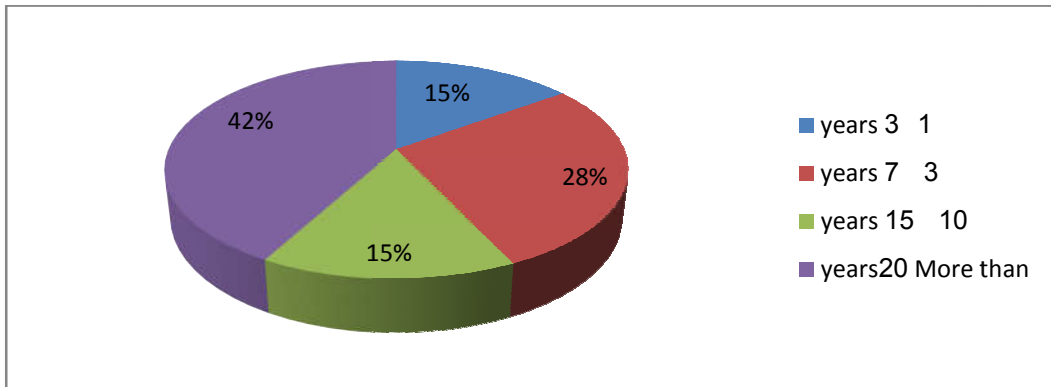


Figure03: teachers teaching experience.

According to that question, 42% of teacher of private school this experience is more than 20 years while 28% is between 3 to 7 years and 15% is between 1 to 3 years and also 1 to 15 years.

Q04: you work at the private school as:

Option	N	%
Part time teacher	5	71%
Full time teacher	2	29%

Table 04: teachers schedule in private school

The Field work

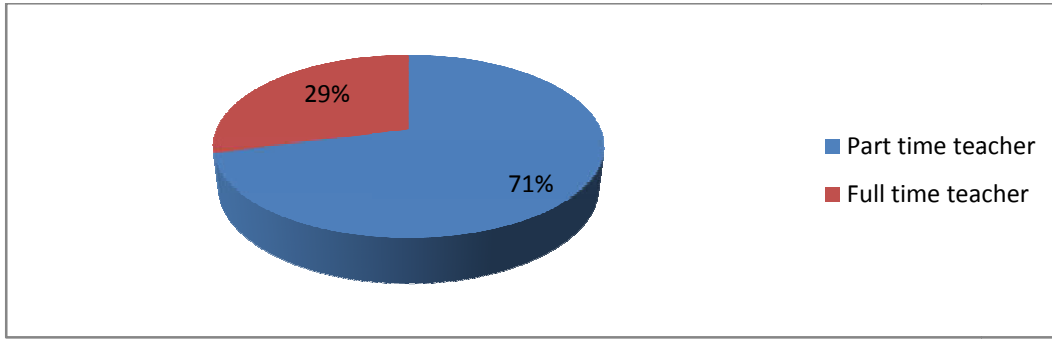


Figure 4: teachers schedule in private school.

According to the table below, the majority of teachers work part time, which is 71%, while 29% of teachers work full time.

Q05: How long have you been teaching in private school?

Option	N	%
One year	3	42%
From one to three year	2	29%
From three to seven	2	29%
More than 07 years		

Table05: teacher teaching length in private school.

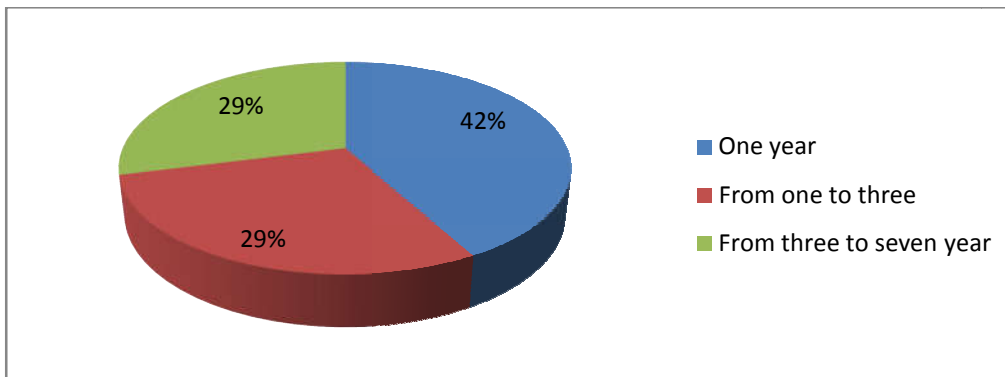


Figure05: teacher teaching length in private school.

The Field work

According to the table 5, we have 42% their experience only one year, while the teacher who his experience from one to three, or three from seven years 29%.

Q06: How many hours do you teach weekly?

teacher	01	02	03	04	05	06	07
hours	4h	5h	6h	8h	9h	6h	13h

Table06: teachers program timing

As we notice from the table 06 that each teaches has own time, not all the teach the same hours in the week.

Q07: What methods do you apply in teaching English?

Option	N	%
Process	07	100%
Product	00	0%
Genre	00	0%
Total	07	%

Table07: Methods that haply in teaching English.

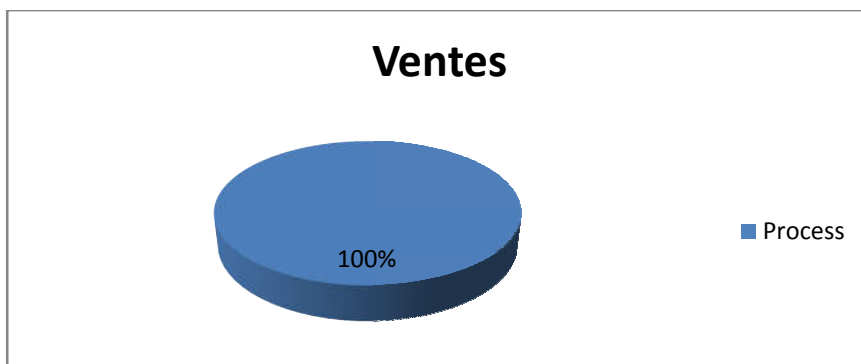


Figure07: Teachers Approach.

The Field work

According to the results, we conclude that all teachers followed the same Approach to study English is the process.

Q08: Do you teach in

Option	N	%
Private	04	58%
Public	00	00%
Both	03	42%

Table08: teachers work.

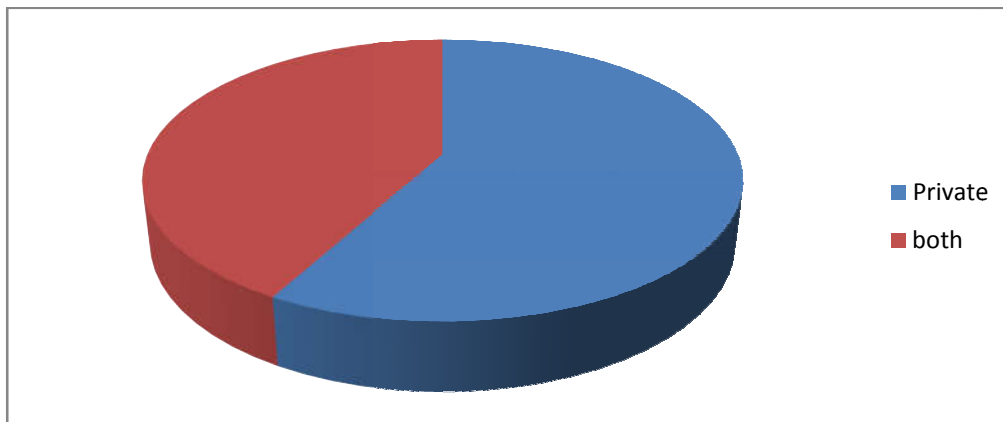


Figure08: teachers work.

According to the results we have 58% of teachers teach only in private, while 42% they in both private and public and when ask these who teaching in both, which one is better, while two teachers said that the private school in the better, while two teachers said the public.

Q09: What do you think of students' levels?

Option	N	%
Very good	0	0%

The Field work

Good	0	0%
Average	6	85%
bad	1	15%
Very bad	0	0%

Table 09: Students level in Private school.

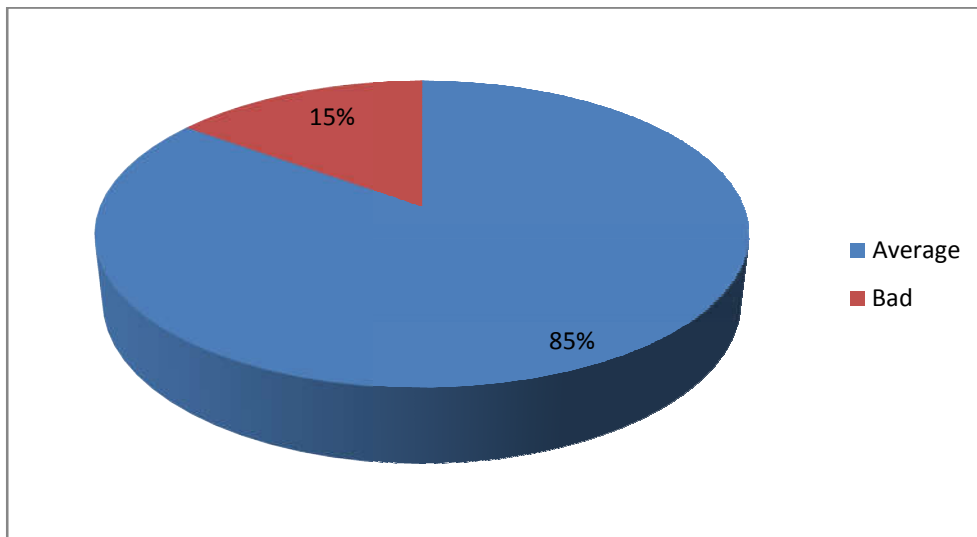


Figure 09: Students level in Private school.

Depends on what in the table 09, 85% of students level is Average, while 15% bad, which that the majority of students level average.

Q10: what is your opinion about private school?

Teachers comment on this question, majority of them said that the private high school, have positive effects on students.

Also, the others said that the private school has many advantages , its more organized and it always in progress.

Q11: Do you agree that private school is better than public one?

The Field work

Option	N	%
Yes	04	58%
No	03	42%

Table 11: Teachers their think that private school is better than public one

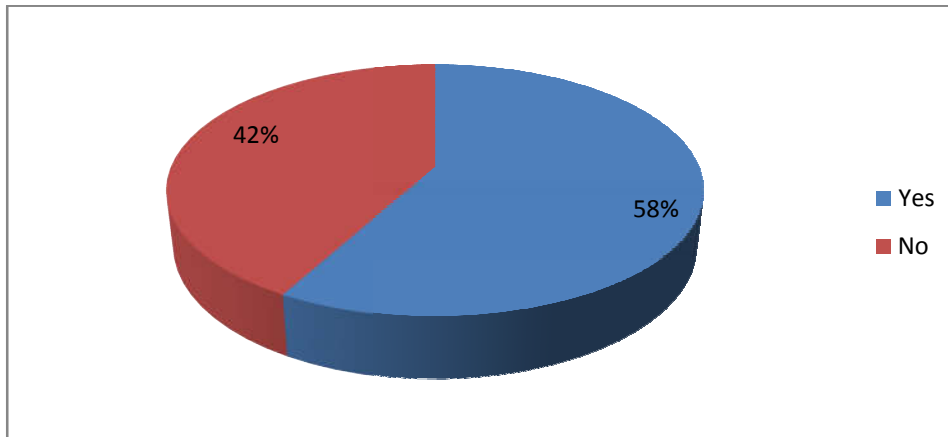


Figure11: teachers their think that private school is better than public one.

According to this question, 58% of respondents they said "Yes", against 42% they said "No". And their justification, who said yes believe that private school more controlled, because follow the students progress and strict. While they who said "No" related their answer to the finance issues.

Q12: How many modules are taught in private schools?

This question is depends on the branches itself, as teachers said, in addition that teachers said that the same modules in public school.

Q13: How many students are in the class?

Option	N	%
20 students	04	58%
25 students	03	42%

The Field work

Table 13: Students number in the class.

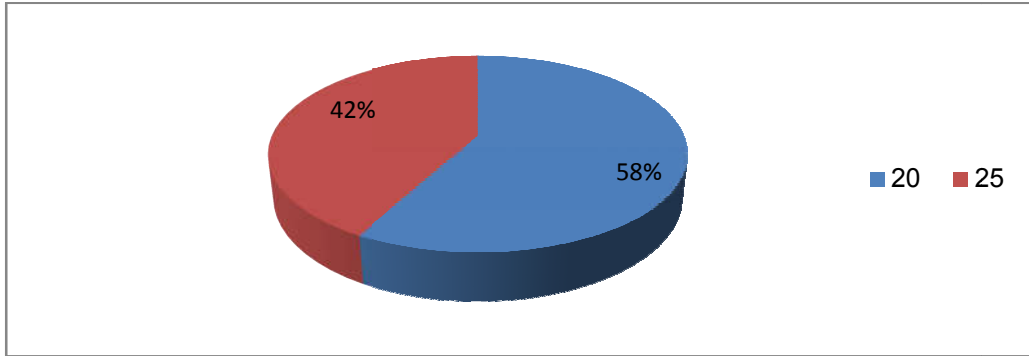


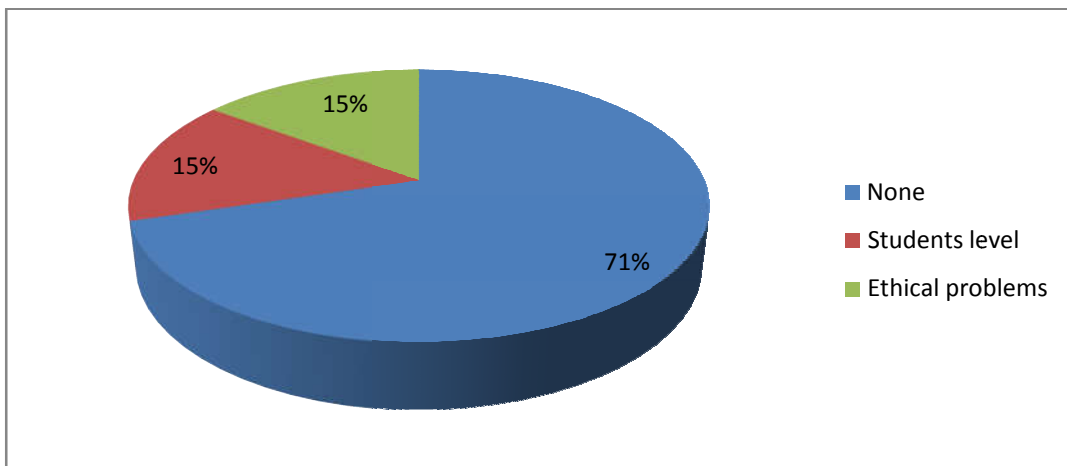
Figure 13: students' number in the class.

According to this question, 58% of students' number is 20 in class, while 42% their number is 25 in the classroom.

Q14: What kinds of problems do you in the private schools as a while?

Option	N	%
None	05	71%
Students level	01	15%
Ethical problems	01	15%

Table 14: Problems that in private school?



The Field work

Figure 14: Problems that in private school.

According to this question, there is 71% of teachers said there is no problems and 15% they said the problem is the students level and 15% they said there is ethical problems.

Q15: What are the difficulties that you encounter in the classroom?

Option	N	%
None	05	71%
Weakness base	01	15%
Do not interest	01	15%

Table 15: Difficulties that encounters teachers in classroom

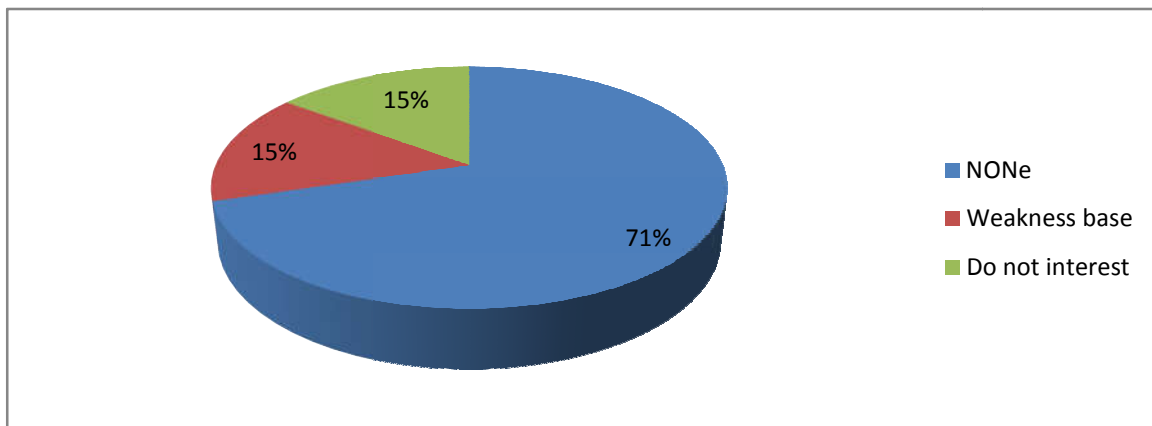


Figure 15: difficulties that encounter teachers in classroom.

According to this question, 15% of difficulties are weakness base, while 15% is the lack of interest, and 71% said there are no difficulties.

Q16: In your opinion as a teacher, are the materials provided by the school sufficient?

Option	N	%
Yes	04	58%

The Field work

No	03	42%
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Table 16: the materials that provided by the private schools.

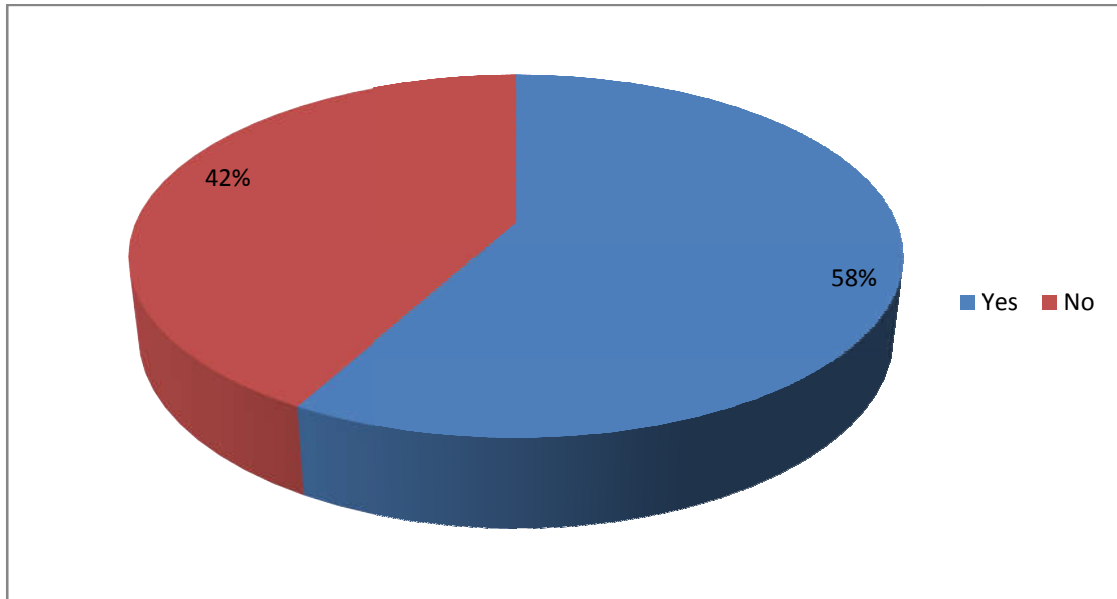


Figure 16: the materials that provided by the private school.

According to that question, 58% of teacher said that the materials who sufficient, while 42% of then said it not enough and those who said "No" see that should be the acclimatizers, some books. That is needed in library.

Q17: What is the most important school characteristic? You may tick more than one.

Option	N	%
School physical resources	04	57%
School management	03	42%
Teacher quality	02	28%
Teaching practices	03	42%
Classroom organization	04	57%

The Field work

Table 17: school characteristics.

According to this question, we conclude that the private high school depends primary on school physical resources 57%, moreover, classroom organization 57% and school management 42% teaching practices 42%, and teacher quality 28%.

Q18: in classroom tasks, do you

Option	N	%
Wait for the final draft	00	00%
Assess the students while answering	07	100%

Table: Classroom tasks.

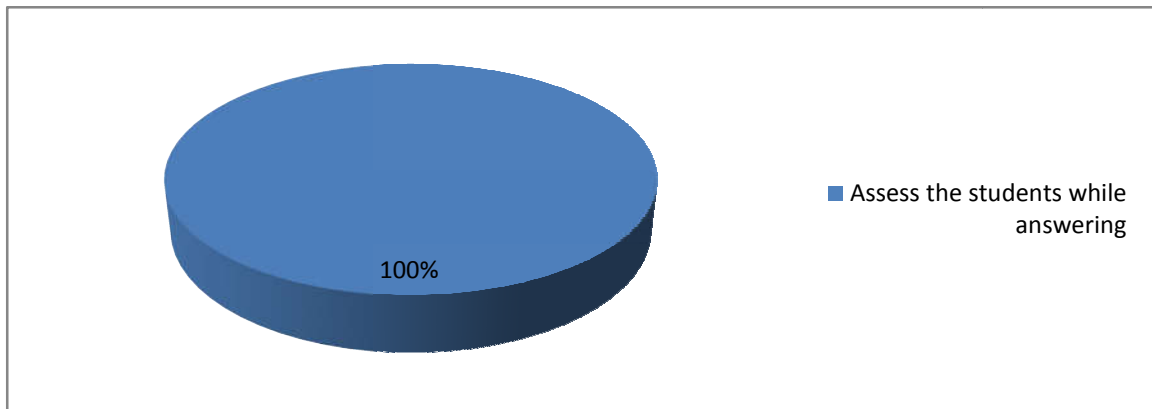


Figure 18: Classroom Tasks.

According to this questions , all the teachers of private high school followed the same technique, which is the assessment of students while the answering of tasks(100%).

Q19: Do you give your students extra home works?

The Field work

Options	N	%
Yes	06	85%
No	01	15%

Table 19: Teachers evaluation of home works.

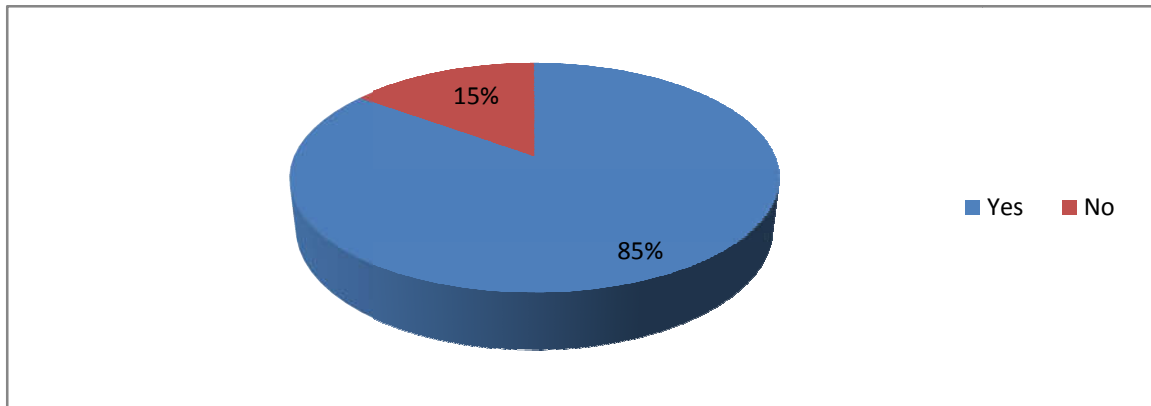


Figure19: Teachers evaluation of home works.

According to this question, 85% of teachers give home work to the students, while 15% they do not give it, and when we ask them is effective or not, who say yes: they see the home works as an technique to fix and to confirm the precedent information, but who said "No", and they considered it not effective, they said that when they give tasks, they repeated it at the next session.

Q20: in your opinion what have the greatest effect on students' achievement?

When two ask them this question, they are answering us: that the program and timing has a major effect also the tests and tasks in the class, moreover, the quality of teaching.

The Field work

In addition, other saw that the way of the teacher is the most effect on the achievement of students.

Q21: How might private school play a vital in enhancing students' achievement?

According to this question, the teachers give us a many of options to enhance students achievement, they are: practice the law of the school, class size, give additional sessions, control the level of students, putting objectives conditions to select who can study in the school, out expert teachers, and motivate the students by giving them awards.

Q22: if you have other suggestions or clafication, would you please write them below?

The teachers saw that the private school need additional materials, specially, the tools needed in scientific module in laboratories.

Part two: Public high school teachers

Q 01: Teachers gender

Gender	N	%
Male	02	28%
Female	05	71%
Total	07	100%

Table 01: Gender of public school's teachers.

The Field work

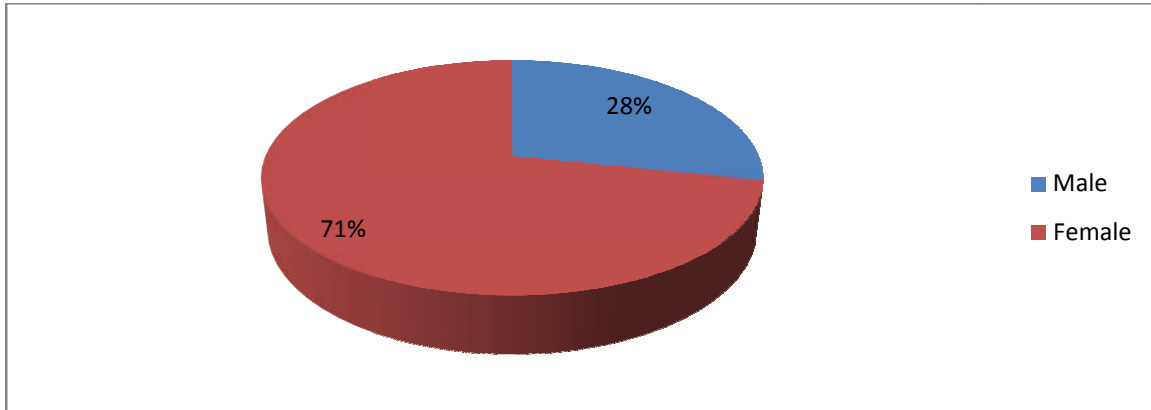


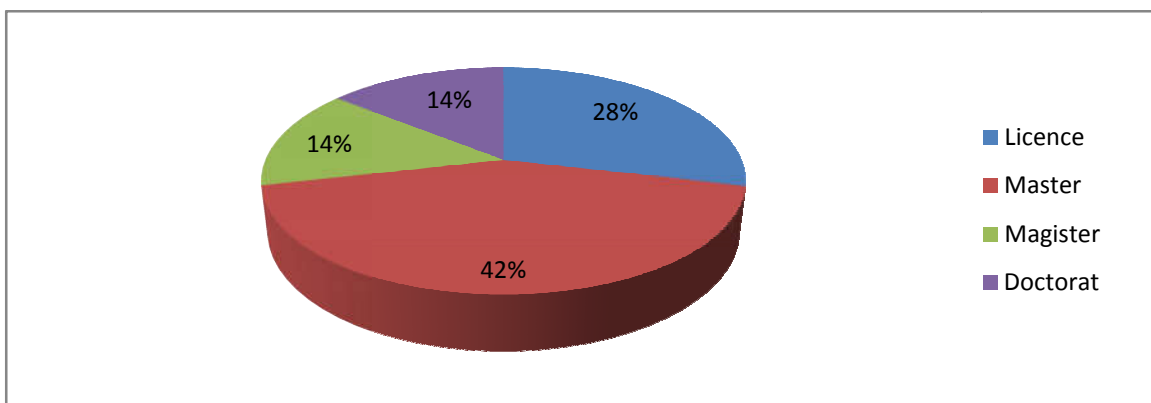
Figure 01: Gender of public school’s Teachers.

As table 01 show, 71% of the total respondents are female, against 28% are male, which reveals that the majority of public schools are female.

Q02: Degree of qualification.

Option	N	%
Licence	02	28%
Master	03	42%
Magister	01	14%
Doctorat	01	14%

Table 02: Teachers degree of qualification.



The Field work

Figure02: Teachers degree of qualification.

According to the table 02, teachers who have Licence are 42%, while, who have Master 28% , and who have magister and Doctorat degree are 15%.

Q03: Length teaching experience.

Option	N	%
1 3 years	02	28%
3 7 years	03	42%
7 10 years	02	28%
10 15 years	00	00%
More than 20years	00	00%

Table03: Teachers teaching experience.

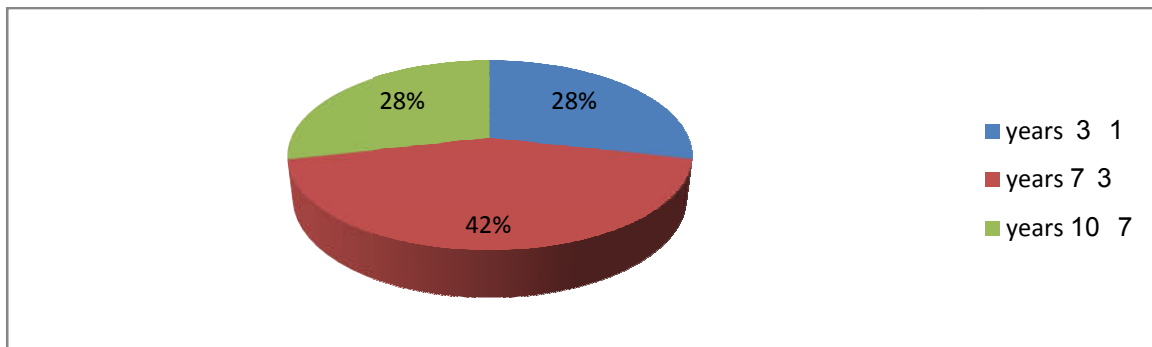


Figure03: Teachers teaching experience.

According to the table 03 42% of teachers have an experience between three year to seven years, 28% of them, their experience between one year to three years, and 28% they have experience between seven to ten years.

Q04: You work at the public school as:

The Field work

Options	N	%
Part time teacher	1	14%
Full time	6	85%

Table4: teachers of public high school.

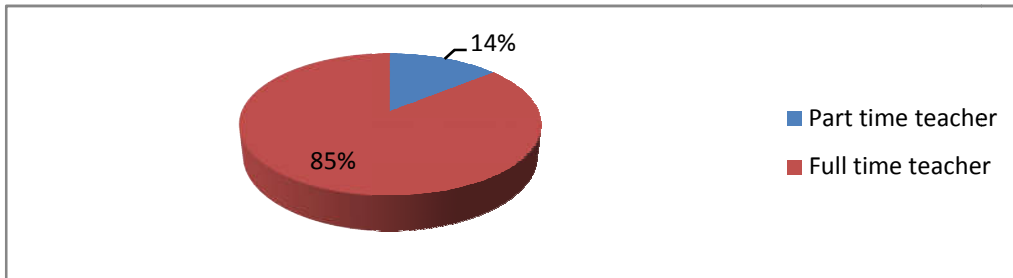


Figure 4: Teachers of public high school

According to the table 4, the majority of teacher in public high school work full time 85%,with 14% of teacher work part time.

Q5: How long have you been teaching in public school?

Option	N	%
One year	2	28%
From one to three years	0	00%
From three to seven years	3	42%
More than 7 years	2	28%

Table 5: teacher teaching length in public school

The Field work

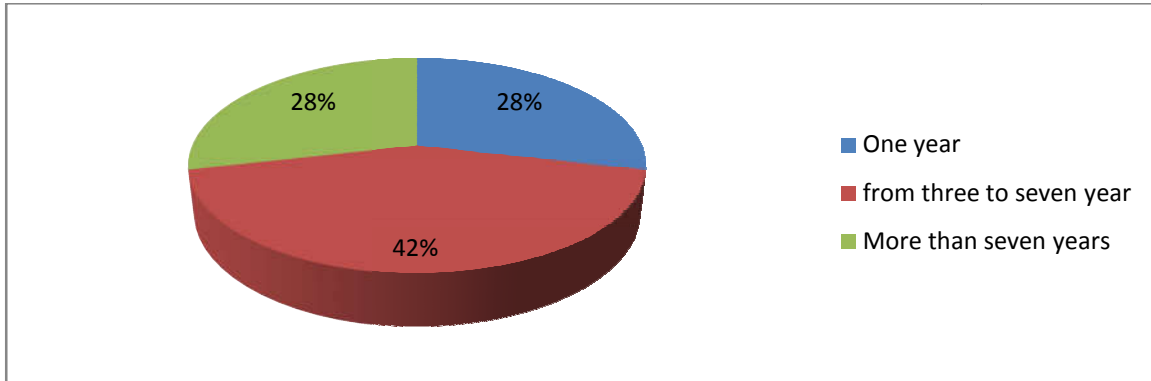


Figure 05: teacher teaching length in public school.

According to the table 05, we have 42% of teacher, their experience from three to seven years, while 28% of them their experience between one to three years, and 28% their teaching length is one years.

Q6: How many hours do you teach weekly?

Teachers	1	2	3	4	5	6	7
Hours	17h	18h	15h	14h	17h	17h	17h

Table 06: teacher's program timing weekly

as we notice that the teachers have different program timing because each one has own time, they also not the same in term of the branch they teach in (science, letters).

Q07: What method do you apply in teaching English?

Option	N	%
Process	7	100%
Product	0	00%
Genre	0	00%

The Field work

Table 07:method that apply in teaching English

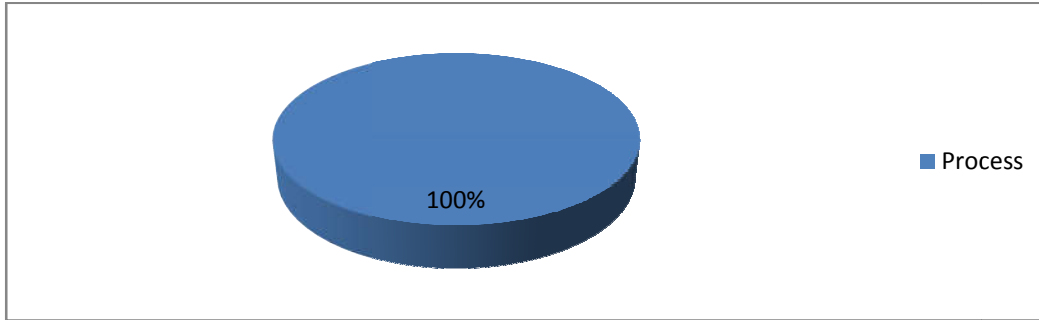


Figure 07: method that apply in teaching English.

According to the results, we conclude that all teachers followed the same approach to study English which is the process.

Q 08: Do you teach in

Option	N	%
Private	0	00%
Public	7	100%
Both	0	00%

Table 08:teacher's work.

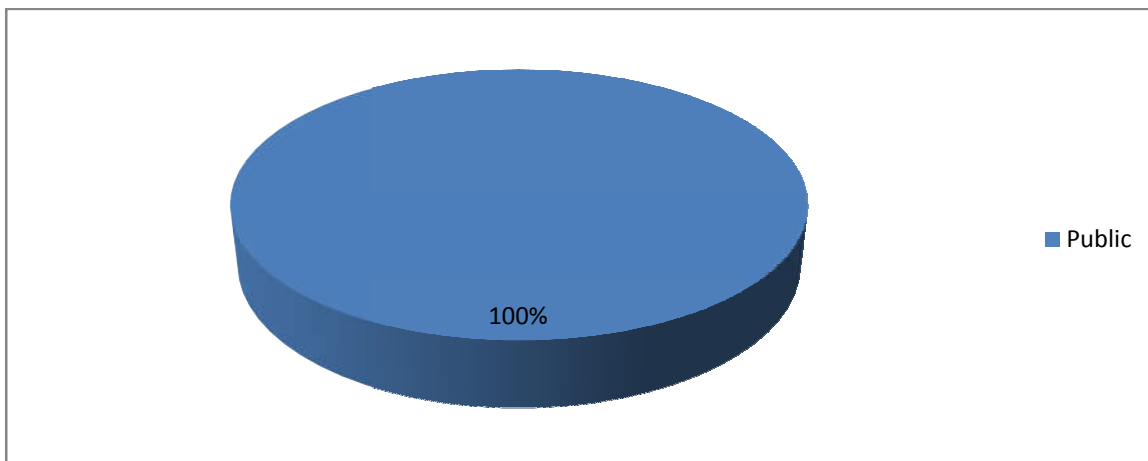


Figure 08: teacher's work.

The Field work

We conclude from this question, that 100% of teachers of public school teach only in public.

Q09: What do you think of students' level?

Option	N	%
Very good	00	
Good	00	
Aver age	04	57%
Bad	03	42%
Very bad	00	

Table 09: Student's level in public school.

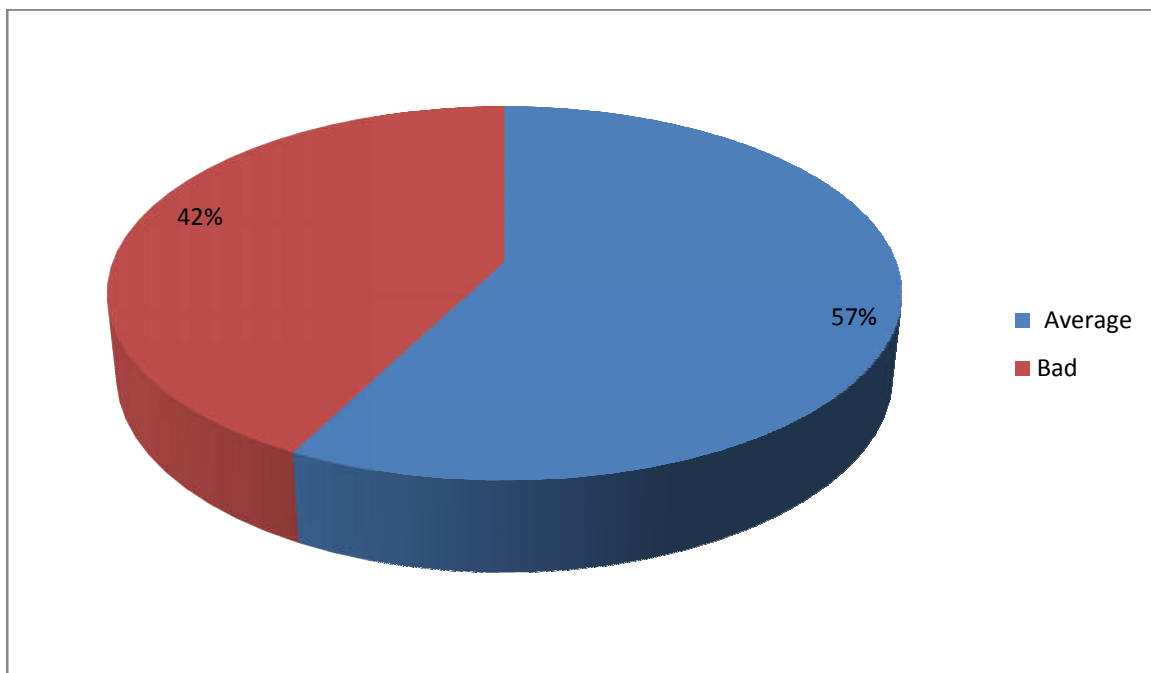


Figure 09: student's level in public school.

Depends on that in the table 09, 57% of students level is average .while 42% bad.

Q 10: What is your opinion about public school?

The Field work

Teachers comment on this question, some of them said that it needs to the hard word ,and others said that there is no organization ,the student are not educated, and the lack of awareness.

Q11: Do you agree that Public school is better than private school?

Option	N	%
Yes	07	100 %
No	00	00%

Table11: teachers their think that public school is better than private school.

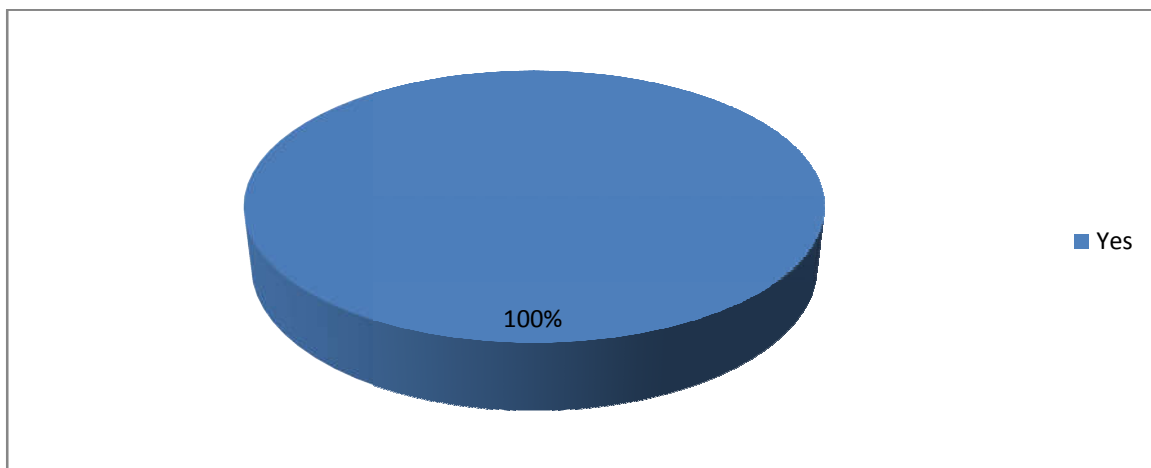


Figure 11: teachers their think that public school is better than private school.

According to this question, 100% of respondent they said "yes". And when we ask then to justify, they said, the public school don't care to the money.

Q12: How many modules are taught in public school?

This question is depends on the branches, and it the same in private school.

Q13: How many students are in the class?

The Field work

Option	N	%
46	6	85%
30	1	14%

Table 13: students' number in the class.

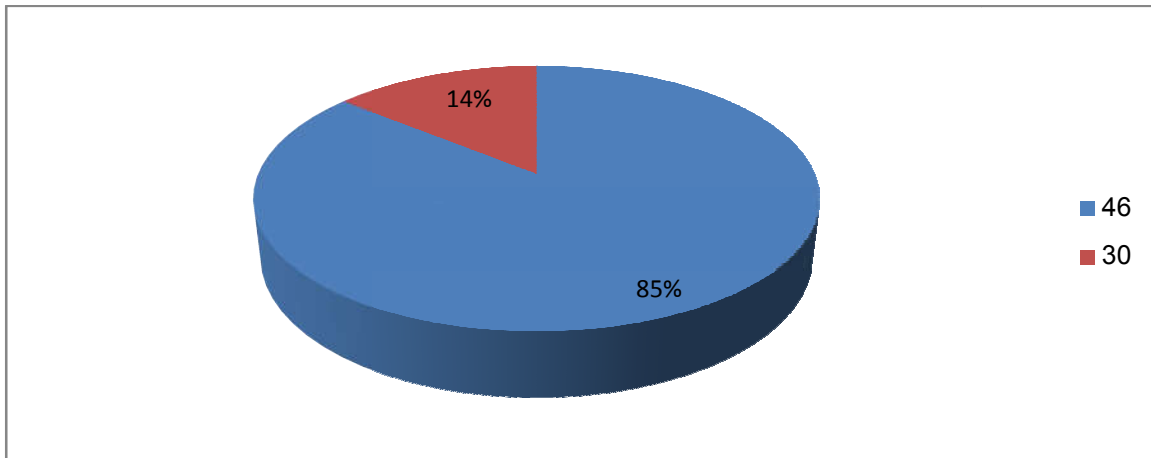


Figure 13: students' number in the class.

According to this question 85 % of teachers said that students' number is 46 in the class, while 14% of teacher said the number of their students is 30 in the class.

Q14: What kinds of problems do you in the public school as a whole?

Option	N	%
None	1	14%
Students level	2	28%
Ethical problem	4	57%

Table 14: problem that in public school.

The Field work

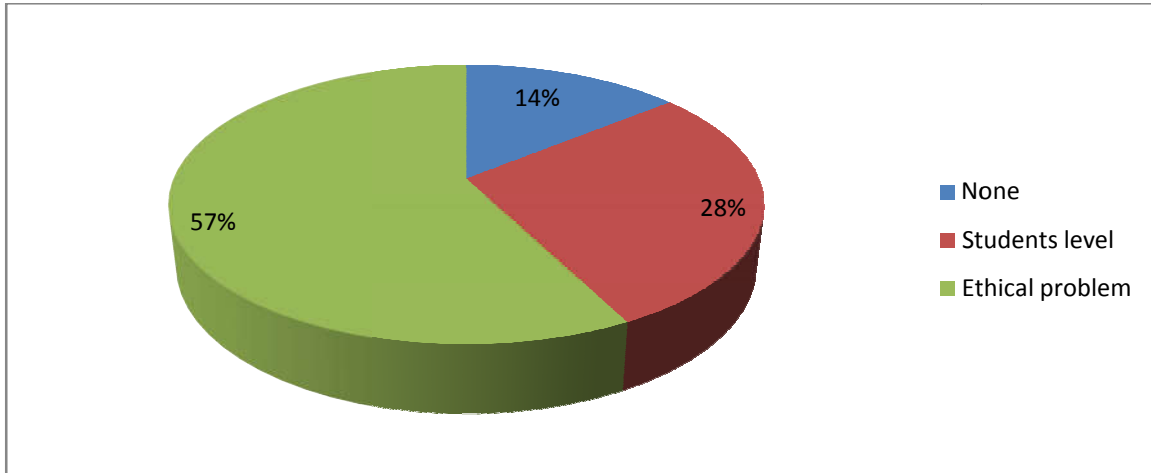


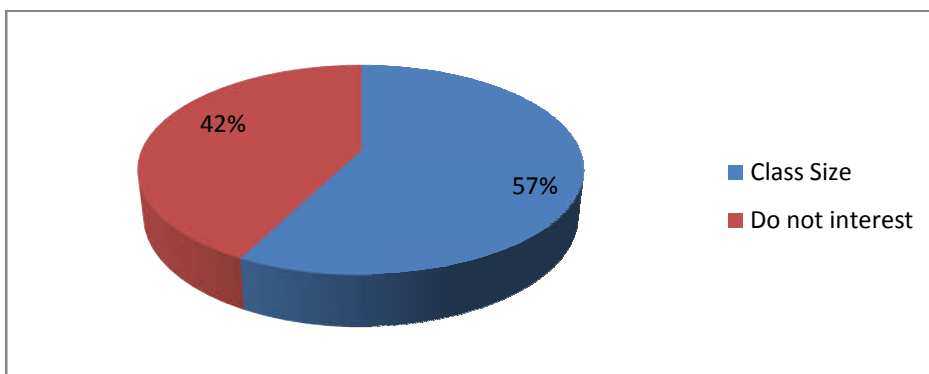
Figure 14: Problems that in public school.

According to this question, there is 57% of teachers said that there is ethical problems, 28% of them said there is problem in the level of students, while 14% they said there is no problem.

Q 15: What are the difficulties that you encounter in the classroom environment?

Option	N	%
None	0	00
Class size	4	57
Do not interest	3	42

Table15: Difficulties that encounter teachers in classroom.



The Field work

Figure15: difficulties that encounter teachers in classroom.

According to this question, 57 % of teachers said that the class size is the difficulties that encounter them, while 42 % they said that the big problem is that students do not care.

Q16: In your opinion, as a teacher are the materials provided by the school sufficient?

Option	N	%
Yes	03	42 %
No	04	57 %

Table 16: The materials that provided by the public school.

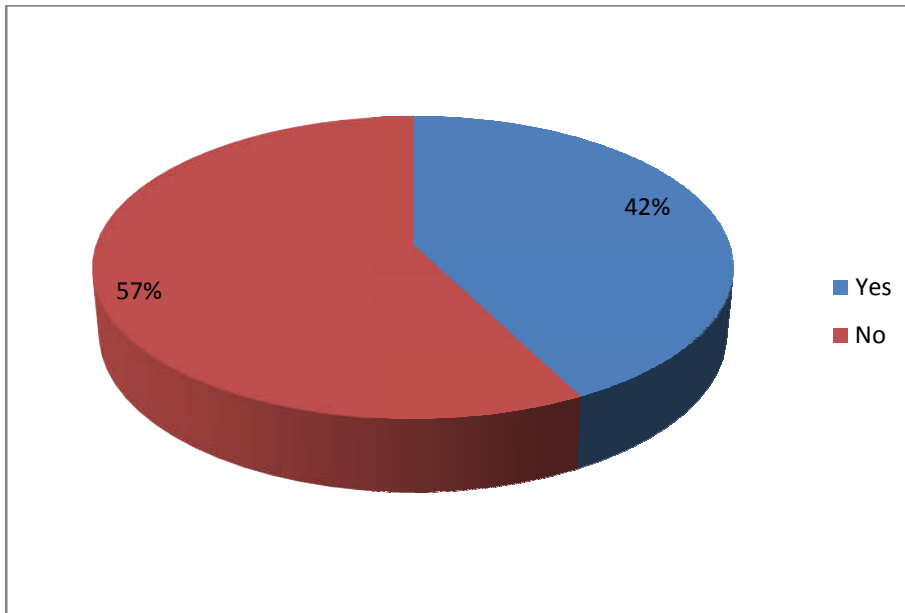


Figure 16: the materials that provided by the public school.

The Field work

According to this question, 57 % of teachers said that the materials not enough, 42 % they said they are sufficient. Those who said no they need the materials is laboratory, data show, books in the libraries.

Q17: what is the most important school characteristic? You may tick more than one.

Option	N	%
School physical resources	04	57
School management	03	42
Teacher quality	06	85
Teaching Practices	02	28
Classroom organization	04	57

Table17: School characteristics.

According to this question, we conclude that the public school depends on the teacher quality, 85 % of teacher said that. 57 % of them saw that classroom organization and school physical resources.

3.5. Discussion

On the basic of the analysis of teacher's questionnaire, we note that:

1. The private high school is totally different from the private high school in many ways specially the differences that the teacher's questionnaire reveals.

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2. Concerning teachers quality ,teachers of public schools are more experienced than those who are in private schools ,in addition to the degree of qualification ,we notice that what teach in public are having a higher qualification such as :Magister,and doctorate ,while in private ,teachers teach only by license or master.

3. As what in analysis of questionnaire, female teachers were coping the male in the domain of education, especially in public high school.

4. According to the timing of study, private high schools take only half of day in studying, while public school were starting from 8 to 5 p.m. So what we notice that the student in public schools had stuff program, which they don't can concentrate well, and there is no space to get relax. In contrary, private school student had time to study and to accent without any distribution; even teachers cannot give all what they had because they were exhausted.

5.Students in private school had an average level ,while the bad level only 15 % ,while public school students ,there are 42% of them had bad level ,while the average 57% ,which we notice that those in private school had a higher level than those in public.

6. The difference that was remarkable is the discipline ,so the discipline in public schools is somehow complicated ,because students are free there is no rights that governed them ,as result there are a various problems in it ,while the problems in private school are not like in public school ,it is more organized ,moreover, its students are governed by contract that parent sign with the school.

The Field work

3.6. Headmaster's interview

Introduction

The headmasters' interview had been used to help our research a comparative study between private and public high school effect on students' achievement at both private high school which is ELNAJAH School, and public high school which is 19 Mars. The Two schools are in El Oued. More precisely, this research instrument is used to gain further information to evaluate which one is the better in enhancing students' achievement. In addition, the headmasters give us a clear comments and suggestions that help us to complete this research.

3.6.1. Interview Administration

This interview designed to the headmasters for the private and public high school. Just two interviews, one for the headmaster of an school, and the other for the headmaster of 19 Mars.

3.6.3. Description of the interview

This interview is designed according to the theoretical part of the present research. This interview consists of fifteen question, these questions are, in turn, block i. e: one section there are yes /no questions, and open questions, they are direct.

3.6.4. Analysis of the interview

Q 1-How many pupils in your school?

The headmaster said that there are 106 students in their public school, 43 of them girls.

Q 2- What is the maxim number of pupils in the classroom?

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The administrator answered that there are 22 to 25 students in the classroom.

Q 3- What is the rate of success in the school for the last three years?

He said that 55%, this is their rate of the last three years.

Q 4- What is the number of the teachers with long experience?

The answer was 24 teachers whose experiences are more than three years.

Q 5- When you hire a teacher, what is the most important qualification you consider?

The headmaster stated that this question is not their business, however in cases like that we choose teachers according to their experience which is considered the most important one.

Q 6- Does your institution expose to a lot of strikes?

The answer for this question was negative.

Q 7- What are the main problems that face the teachers and the pupils?

According to this question, the headmaster claimed that the teachers do not face any problems, by contrast to the students who encounter various problems such as: the transportation and the students' retarding.

Q 8- Are there any remarkable progress in pupils' results?

The positive answers were given but with no justifications.

Q 9- In your opinion, does school organization in terms of classroom setting help in developing students' achievement?

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He said yes, school organization is a factor that effect students' achievement.

Q 10-Does student abilities play a role when you divide the classrooms into multiple sections?

The answer of the headmaster was positive “yes”, in order to balance the classrooms according to their levels.

Q 11- What are the most important rules that govern your school?

He answered this question by saying that the precision, the good manners and the competences.

Q 12- What are the punishments applied when students break the rules?

There are a lot of actions such as: the legal measures that the public school follows like reproaches, disciplinary consul, dismissing in period eight to fifteen days, an written or oral report.

Q 13- Are there any activities that entertain the students?

He answered yes there are some activities such as: sale of sports; trips and journeys.

Q 14- Are there any technological devices that may help the students?

He answered yes; he added that they have all the materials that can facilitate the learning process of the students such as: computers, data shows, and audio-visual materials.

Q 15- Is there a library?

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The answer was a confirmed positive answer “yes”, there are books and dictionaries that and all what student needs for their learning.

Administrators’ interview

Dear headmaster:

You are kindly invited to answer the questions bellow for the interview which is about comparative study between private and public high school and its effect on students' achievement. This interview is submitted to the headmaster of the public school.

Your contribution will be of a great help in this research so thank you in advance

Q 1-How many pupils in your school?

The headmaster said that there are 700 students in their public school

Q 2- What is the maxim number of pupils in the classroom?

He answered that there are a maxim of 34 students, depends on each class because the number of students not fixed

Q 3- What is the rate of success in the school for the last three years?

He said that the rate of success is 33% in the last three years.

Q 4- What is the number of the teachers with long experience?

There are 45 teachers have a long experience and 33 teachers who have a three years experience.

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Q 5- When you hire a teacher, what is the most important qualification you consider?

The headmaster chooses the teachers according to the teacher's previous experience.

Q 6- Does your institution expose to a lot of strikes?

The public schools are exposed to strikes because of the large number of students and the lack of materials.

Q 7- What are the main problems that face the teachers and the pupils?

The problems given by the headmaster were the lack of foreign languages teachers by which effect on the students levels, he added that they have a very weak level.

Q 8- Are there any remarkable progress in pupils results?

The progress that the students achieve is yearly good but not as what is expected.

Q 9- In your opinion, does school organization in term of classroom setting help in developing students' achievement?

He said yes, when the school is organized all what is in get done correctly.

Q 10- Does student abilities play a role when you divide the classrooms into multiple sections?

The headmaster said yes of course, we put students in different levels in the same classroom so to balance them.

Q 11- What are the most important rules that govern your school?

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He said that the students should obey the rules of school, discipline and precision, performance of all the duties and the secret of the career.

Q 12- What are the punishments applied when students break the rules?

He said that there are the written reports and disciplinary consuls.

Q 13- Are there any activities that entertain the students?

The answer was positive; such as: trips, clubs and vocal clubs besides to the theatre.

Q 14- Are there any technological devices that may help the students?

In the public school, there are technological materials so to facilitate the learning process of the students such as: computers and audio-visual materials.

Q 15- Is there a library?

There is the library of the institution, in which there are books that is enough for the students.

3.6. Discussion

- 1- In fact, school's size is the clue to the differences of the Private and Public high schools. The Private school's student's average is about 106 students, in which we find small number of students 22-25, whereas the Public one has 700 students, a class contains from 35 to 46 students. The smaller size it gets the more advantages it will have, such as: the control in all sides, besides that teachers can well organize his classes for better understanding and problem avoidance that en foster them to contribute in the discussion to better their learning process.

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- 2- The materials are necessary in the both schools, but we notice concerning the Public schools in which they lack the materials. This may be related to the budget of school, in contrast to the private one had enough by which they can achieve a better progress the students' level. So that, as we noticed above the level of students is remarkably different that makes its rate of success 55% which indicate the pace of private school, while the public school has 33% of success.
- 3- There are some similarities in the characteristics that the private and the public schools share in common like the curriculum that both follow and the same state standards.
- 4- In addition to the curriculum, the program which is one of the similarities that collect the private and public schools, they offered program includes Mathematics, French, History, Science, English and Physical education. However Music and Arts depend on the schools' type, but the main difference between the two schools is that the content and minimum achievement criteria in each course offered in public high school are put forward by the state even the standardized tests. But the private schools are free, the have the right to choose specialized program for their students.
- 5- Finally, safety is one of the similarities; the two schools have safe environments in which the rules that govern them are alike.

Conclusion

To conclude this chapter, it has been stated that private schools differ from the public ones, although they have some similarities. As it is shown previously, the private schools are more sophisticated than the public schools in terms of organization, materials, teaching and systems which lead their students to better

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achievements and gain good scores. It is also stated that the private schools have many advantages that benefits the progress of students' level.

General conclusion

This entire work is investigate the comparative between the private and public high school effect on student achievement .It consist the two types of education which raised interesting points that encourage us to know the differences and similarities of these two types and knowing more about academic achievement of them this study aims to confirm or reject the hypothesis which states that private high school better than public high school even in students achievement.

The present study is an entirety of three chapters the first and the second are theoretical part but the third part is practical we have administrated questionnaire for the teachers and interview for the headmasters. the first chapter gives an overview of the new system of education which is private one and the elements that related with it. The second chapter provides us with a better clarification about the old system public one .The third chapter is concerned with the analysis of the obtained data gathered from teachers and principals questionnaire and interview.

To sum up the received results confirmed our hypothesis that private schools are better in achievement than public schools. So this study shows that there are many differences between the two types of schooling but there are similarities between the public and the private schools and the student achievement in private schools is higher than in public schools.

The Field work

Pedagogical recommendations

Our charge is to think of advice, and to propose some strategies that may facilitate our decision for choose between the two schools, and also our suggestions are about the principals that lead the two systems.

1. Private schools are totally different from public schools.
2. Private school teachers are professionally trained and better paid, but they need more support from the state.
3. Private school curriculum is free, while public school curriculum is related to state, so it needs some free to make the students more relaxed.
4. Public school needs to make the classes smaller to cope the misunderstanding of students and their difficulties.
5. Private schools offer broader advantages, while public schools need organization and discipline.
6. The government must abound different materials to facilitate the study of their students.
7. Students in public schools, they must encourage to cope the weakness, and they challenge the obstacles that faced them to improve their levels.

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Appendices

Appendix 01

Teachers' Questionnaire

Dear professors:

This questionnaire is intended to gather information about comparing private and public high schools and its effect on students' achievement. The collected information will help to enrich our master research in order to know which type of school is better for students learning. Your responses will be strictly confidential and data from this research will be reported in the dissertation anonymously. We are very grateful to your help.

Will you please tick (\surd) the corresponding answer or fill in with information where necessary.

Part one: Background information about the teacher

1-Gander:

- a- Male
b- Female

2- Degree of qualification

- a- License
b- Master
c- Magiter
d- Doctorat

3- Length of teaching experience

- a- From 1 _____ 3 years.
b- From 3 _____ 7 years.
c- From 7 _____ 10 years.
d- From 10 _____ 15 years.
e- More than 20 years.

4- You work at the public school as

- a- Part-time teacher
b- Full-time teacher

5- How long have you been teaching in public school?

- a- one year
b- From one to three years
c- From three to seven years

d- More than seven years

6- How many hours you teach weekly?

.....

7- What methods do you apply in teaching English?

.....

Part two: public school and students' achievement

8- Do you teach in

a- Private school

b- Public school

c- Both

If both, which one is better in improving students level.....

.....

9- What do you think of students' level?

a- Very good

b- Good

c- Average

d- Bad

e- Very bad

10- What is your opinion about public school?

.....

.....

11- Do you agree that public school is better than public one?

a- Yes

b- No

Please justify your answer

.....

.....

12- How many modules are taught in private school?

.....

13- How many students are in the class?

.....

14- What kinds of problems do you in the public schools as a whole?

.....

.....

.....

15- What are the difficulties that encounter in the classroom environment?

.....

.....

.....

16- In your opinion as a teacher, are the materials provided by the school sufficient?

a- Yes

b- No

If no, what are the most needed materials.....

.....

.....

17- What is the most important school characteristic? (You may tick more than one).

a- School physical resources

b- School management

c- Teacher quality

d- Teaching practices

e- Classroom organization

18- In classroom tasks, do you

a- Wait for the final draft

b- Assess the students while answering

19- Do you give your students extra home works?

a- Yes

b- No

In both cases, is it effective or not.....

.....

20- in your opinion, what have the greatest effect on students achievement?

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

21- How might public school play a vital role in enhancing students' achievement?

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

22- If you have other suggestions or clarification, would you please write them below?

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

Thank you very much for your cooperation.

Appendix 02

Teachers' Questionnaire

Dear professors:

This questionnaire is intended to gather information about comparing private and public high schools and its effect on students' achievement. The collected information will help to enrich our master research in order to know which type of school is better for students learning. Your responses will be strictly confidential and data from this research will be reported in the dissertation anonymously. We are very grateful to your help.

Will you please tick (\surd) the corresponding answer or fill in with information Where necessary.

Part one: Background information about the teacher

1-Gander:

- c- Male
- d- Female

2- Degree of qualification

- e- Licence
- f- Master
- g- Magiter
- h- Doctorat

3- Length of teaching experience

- f- From 1 _____ 3 years.
- g- From 3 _____ 7 years.
- h- From 7 _____ 10 years.
- i- From 10 _____ 15 years.
- j- More than 20 years.

4- You work at the private school as

- c- Part-time teacher
- d- Full-time teacher

5- How long have you been teaching in private school?

- e- one year
- f- From one to three years
- g- From three to seven years

h- More than seven years

6- How many hours you teach weekly?

.....

7- What methods do you apply in teaching English?

.....

Part two: private school and students' achievement

8- Do You teach in

d- Private school

e- Public school

f- Both

If both, which one is better in improving students level.....

.....

9- What do you think of students' level?

f- Very good

g- Good

h- Average

i- Bad

j- Very bad

10- What is your opinion about private school?

.....

.....

11- Do you agree that private school is better than public one

c- Yes

d- No

Please justify your answer

.....

.....

12- How many modules are taught in private school?

.....

13- How many students are in the class?

.....

14- What kinds of problems do you in the private schools as a whole?

.....

.....

.....

15- What are the difficulties that encounter in the classroom environment?

.....

.....

.....

16- In your opinion as a teacher, are the materials provided by the school sufficient?

c- Yes

d- No

If no, what are the most needed materials.....

.....

.....

17- What is the most important school characteristic? (You may tick more than one).

f- School physical resources

g- School management

h- Teacher quality

i- Teaching practices

j- Classroom organization

18- In classroom tasks, do You

c- Wait for the final draft

d- Assess the students while answering

19- Do you give your students extra home works?

c- Yes

d- No

In both cases, is it effective or not.....

.....

20- in your opinion, what have the greatest effect on students achievement?

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

21- How might private school play a vital role in enhancing students' achievement?

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

22- If you have other suggestions or clarification, would you please write them below?

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

Thank you very much for your cooperation.

Appendix 03

Administrators' interview

Dear director

You are kindly invited to answer the questions bellow for the interview which is about comparative study between private and public high school and its effect on students' achievement.

Your contribution will be of a great help in this research so thank you in advance

1-How many pupils in your school?

.....

2- What is the maxim number of pupils in the classroom?

.....

3- What is the rate of success in the school for the last three years?

.....

4- What is the number of the teachers with long experience?

.....

5- When you hire a teacher, what is the most important qualification you consider?

- a- Teacher previous experience
- b- Teacher preparation and degree
- c- Teacher test scores
- d- Teacher course work

6- Does your institution expose to a lot of strikes

- a- Yes
- b- No

7- What are the main problems that face the teachers and the pupils?

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

8-Are there any remarkable progress in pupils result?

- a- Yes
- b- No

9- In your opinion, does school organization in term of classroom setting help in developing students' achievement?

.....
.....

10-Does student abilities play a role when you divide the classrooms into multiple sections?

- a- Yes
- b- No

11- What are the most important rules that govern your school?

-

12- What are the punishments applied when students break the rules?

-

13- Are there any activities that entertain the students?

.....
.....

14- Are there any technological devices that may help the students?

- a- Yes
- b- No

If yes, please mention them.....

.....

15- Is There a Library

- a- Yes
- b- No

If yes, is the number of books sufficient

.....

Thank you very much for your cooperation

مقابلة للمسؤولين

سيدي المدير

نرجو منك الاجابه عن الأسئلة الخالية للمقابلة التي تتعلق بالدراسة المتمثلة في المقارنة بين المدرسة الثانوية الخاصة والعامة وتأثيرها على إنجاز الطلبة.

وسوف تكون المساهمة الخاص بك مساعدة كبيرة في هذا البحث شكرا لكم مقدما

1-كم عدد التلاميذ في مدرستك

.....

2- ما هو العدد الأقصى للتلاميذ في الفصول الدراسية؟

.....

3- ما هو معدل النجاح في المدرسة خلال السنوات الثلاث الماضية؟

.....

4- ما هو عدد المعلمين ذوي الخبرة الطويلة؟

.....

5- عند توظيف معلم، ما هو أهم مؤهل يؤخذ في عين الاعتبار؟

أ- خبرة المعلم السابقة

ب- إعداد المعلم ودرجة

ج - درجات اختبار المعلم

د- عمل المعلم

6- هل تعرض مؤسستك لكثير من الإضرابات

أ- نعم

ب- لا

7- ما هي المشاكل الرئيسية التي تواجه المعلمين والتلاميذ؟

.....

.....

.....

8- هل هناك أي تقدم ملحوظ في نتيجة التلاميذ؟

أ- نعم

ب- لا

9- برأيك، هل الانضباط في تسيير المؤسسة والأقسام يساعد في تطوير إنجاز الطلاب؟

.....
.....

10 - هل تلعب قدرات التلاميذ دورا عند تقسيم الفصول الدراسية إلى أقسام متعددة؟

أ- نعم

ب- لا

11- ما هي أهم القواعد التي تحكم مدرستك؟

-

12- ما هي العقوبات المطبقة عندما يخالف التلاميذ القواعد؟

-

13- هل هناك أي أنشطة للترفيه عن التلاميذ؟

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

14- هل هناك أي أجهزة تكنولوجية قد تساعد التلاميذ؟

أ- نعم

ب- لا

..... إذا كانت الإجابة بنعم، يرجى ذكرها

.....

15- هل توجد مكتبة

أ- نعم

ب- لا

..... إذا كان الجواب بنعم، هل عدد الكتب كافية

.....

استبيان المعلمين

الأساتذة الأعزاء:

يهدف هذا الاستبيان إلى جمع معلومات عن مقارنة المدارس الثانوية الخاصة والعامة وتأثيرها على إنجاز الطلاب. المعلومات التي سيتم جمعها سوف تساعد على إثراء أبحاثنا الرئيسية من أجل معرفة أي نوع من المدارس هو أفضل لتعليم الطلاب. سوف تكون إجاباتكم سرية للغاية وسيتم الإبلاغ عن البيانات من هذا البحث في أطروحة مجهولة. سنكون ممتنين جدا لمساعدتكم.

يرجى وضع علامة (X) في الإجابة المقابلة أو ملء مع المعلومات

عند الضرورة.

الجزء الأول: معلومات أساسية عن المعلم

1-الجنس:

ا-ذكر

ب- أنثى

2- درجة التأهيل

أ- ليسانس

ب- الماستر

ج- ماجستير

د- الدكتورة

3- مدة الخبرة في التدريس

أ- من 1 _____ 3سنوات

ب- من 3 _____ 7 سنوات

ج- من 7 _____ 10 سنوات

د- من 10 _____ 15 سنة.

هـ- أكثر من 20 عاما.

4- أنت تعمل في المدرسة الخاصة

أ- مدرس بدوام جزئي

ب- مدرس بدوام كامل

5- كم من الوقت كنت تدرس في مدرسة خاصة؟

أ- سنة واحدة

ب- من سنة إلى ثلاث سنوات

ج- من ثلاث إلى سبع سنوات

د- أكثر من سبع سنوات

6- كم عدد الساعات التي تدرسها أسبوعيا؟

.....

7- ما هي الطرق التي تطبقونها في تدريس اللغة الإنجليزية؟

.....

.....

الجزء الثاني: المدارس الخاصة وانجاز التلاميذ

8- هل تدرس في

أ- المدرسة الخاصة

ب- المدرسة العامة

ج- كلاهما

إذا كان كلاهما، أي منهما أفضل في تحسين مستوى التلاميذ.....

.....

9- ما رأيك بمستوى التلاميذ؟

جيد جدا

ب- جيد

ج- متوسط

د- سيئ

هـ- سيئ للغاية

10- ما هو رأيك في المدرسة الخاصة؟

.....

.....

11- هل توافق على أن المدرسة الخاصة أفضل من المدرسة العامة

أ- نعم

ب- لا

يرجى تبرير إجابتك.....

.....
.....
.....
12- ما هو عدد المواد التي يتم تدريسها في المدرسة الخاصة؟

.....
13- كم عدد الطلاب في الصف؟

.....
14- ما هي أنواع المشاكل التي تواجهها في المدرسة الخاصة؟

.....
.....
.....
15- ما هي الصعوبات التي تواجهها في القسم؟

.....
.....
.....
16- برأيك كأستاذ، هل التجهيزات التي توفرها المدرسة كافية؟

أ- نعم

ب- لا

إذا كانت الإجابة لا، ما هي التجهيزات الأكثر حاجة.....

.....

.....

17- ما هي أهم مميزات المدرسة؟ يمكنك وضع علامة (x) في أكثر من إجابة

أ- الموارد المادية للمدرسة

ب- إدارة المدرسة

ج - جودة المعلم

د- ممارسات التدريس

هـ- تنظيم الفصول الدراسية

18- في مهام الفصول الدراسية، هل

أ- انتظر المسودة النهائية

ب- تقييم الطلبة أثناء الإجابة

19- هل تعطي تلاميذك وجبات منزلية إضافية؟

أ- نعم

ب- لا

في كلتا الحالتين، هل هي فعالة أم لا

.....

20- برأيك، ما هو أكبر تأثير على تحصيل الطلاب؟

.....

.....

.....

.....

21- كيف يمكن للمدرسة الخاصة أن تلعب دورا حيويا في تعزيز إنجاز الطلاب؟

.....

.....

.....

.....

22- إذا كان لديك اقتراحات أو توضيحات أخرى، نرجو ذكرها أدناه؟

.....

.....

.....

.....

الملخص

تخص هذه المذكرة المقارنة بين الثانوية العامة والخاصة و تأثيرهما على إنجاز التلاميذ، و هذا عن طريق استنباط الفروقات و التشابهات بينهما، و أثر هذا الفرق على مردود التلاميذ، و في هذه الدراسة سلطنا الضوء على نوعين من أنظمة التعليم، و هذا في ضوء التحديات التي تطرأ على الوسط التعليمي. هذه الدراسة ركزت على مجموعة من العوامل و التي من شأنها المساهمة في التطوير و المساعدة في نجاح المدرسة، و هذه العوامل هي: إدارة المدرسة، البيئة التعليمية، انضباط التلاميذ و سلوكهم، مؤهلات الأساتذة، و المنهاج المدرسي.

المذكرة تطرقت أيضا إلى آراء الأساتذة و المدراء حوا المدرسة الخاصة و العامة. و في هذه المذكرة اعتمدنا على المنهج الوصفي كمنهج أساسي في هذه الدراسة، و قد استعنا على مجموعة من الأدوات و التي من شأنها جمع المعلومات و هذه الأدوات تمثلت في توزيع استمارات على كل من أساتذة الثانوية العامة و الخاصة بالإضافة إلى إجراء مقابلة مع مديري الثانويتين. من خلال النتائج المتوصل إليها استنتجنا صحة الفرضية و أظهرت الدراسة بأن هناك اختلافات بين المدرستين و أن نوعية التعليم الخاص أفضل من التعليم العام بالرغم من المؤهلات التي يتميز بها أساتذة الثانوية العامة . فالمدرسة الخاصة تتميز بالتقدم في منهاجها مما جعل مردود تلاميذها أكثر تقدم بالمقارنة مع تلاميذ المدرسة العامة.