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**The Role of Teachers' Motivation in Public and Private School
Education
(a comparative study)**

Dissertation submitted to the department of English in partial fulfillment of the requirements for the Master Degree in English Language

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Dedication

As two researchers, we dedicate this work to our beloved parents, our husbands and children, our brother and sisters, and to our friends and classmates for their encouragement, endless support, and pieces of advice, time and patience , through good and bad times. Thanks for all the absolute love, guidance, and support that they have always given us. God bless you .

This work is dedicated to our nearest and dearest who have been a constant source of knowledge and to all those who inspired us to work hard for the things we aspire to achieve .



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Abstract

The current work endeavors to describe parents and students' attitudes towards teaching in public or private school education ,with in Algerian Education System , and more importantly, towards developing and improving academic success. The main problem is that a lot of people think that the biggest determinant of student's success in life starts from choosing the right school. Therefore, if the students will find the perfect and the qualified teacher also the appropriate environment , they will achieve high grades in all classes . In addition, teachers' motivation may have a negative or positive impact on students' academic success. If school curriculum and size of (school and class)does not meet the students need , grades will suffer, When parents dissatisfied with public school education they decided to transfer their children to private school , for this reason , parents decide to spend extra money to send their children to private school when the same education offered for free in public school .usually ; different schools means different types of teachers that will have different influences on the students achievement . In order to carry on this research, a descriptive and comparative study has been conducted. Where we describe and compare private and public school in some point , teachers' motivation in particular. The findings revealed that both teachers and parents are aware of the need to improve the motivational factors. Also they stress it's importance in enhancing teachers' performance and achieving students' academic success in each type of schools.

List Of Abbreviations

BEF: Brevet d'Enseignement Fondamental (Basic Education Certificate)

BEM: Brevet d'Enseignement Moyen (Middle School Certificate)

IEP : Individualized Education Program

MEN: Ministère de l'Education Nationale (Ministry of National Education)

MESRS: Ministère de l'Enseignement Supérieur et de la Recherche Scientifique
(Ministry of Higher Education and Scientific Research)

MFEP: Ministère de la Formation et de l'Enseignement Professionnels (Ministry
of Vocational Training and Education)



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General Introduction

GENERAL INTRODUCTION

Previous studies

The important point in educational sociology is to review the regulations relating to education, which are considered a link between all aspects of school structuring , in addition, education is the basic building block for the emergence of society And it is not possible to absorb any stage of education without taking into account the social forces and the difficulties that characterize it (Benmati ,introduction :20).

The most essential stride in climbing the common ladder. School is the key component for expanding well being and prosperity , a symbol of elimination from the advance to which Algerians desire , once they are not just disappointed , brightly remembered as a happy or unhappy experience in all cases , it is a fervent concern of political and social choices , it has turn into a source of failure , cheating and disappoint , our school is ill , as much by the rate of dropouts than by the teachers' collapse (Benmati ,2008 :19).

Whan we begin to think about schooling as a unit for the common good and a potential tool for improvement. It is also an integral part of a series of pieces, and we come across at some of the special models, styles and perspectives within education and assess their qualities in terms of their effectiveness with in the part they play during the potential equality (introduction to education).

Education usually seen as the procedure by which society transfers its principles, awareness and aptitude from one generation to another one . In this regard, education is an main component of the socialization development not only used to introduce the principles of a certain society . unusual forms of education have unlike structures of teaching that express the knowledge procedure and learning attainment. And within the absence of education, we can not control the advance of society. Therefore , education is the main point for transferring ideas, data and practice that developed recently and emanate from different intellectual currents and disciplines. Education gives us the opportunity to learn and understand everything related to culture projects for survival in this world(introduction to education).

When The educational values is to be transferred neutrally to the comprehension and skills the teacher is the only one who can translate it to students . And for this it will always be easy for the teacher to transmits this proficiency and knowledge to students, so the hard work and teachers' motivation , thus will positively affect the student's intellectual performance. This performance and motivation are classified as very essential elements to achieve students'success and the excellence of school (Laurent Kelvin ,2016:01) .

Strong teacher motivation includes both inside and outside the individual in the class room, teacher's motivation is shaped by the desires he or she needs. This may affect their intellectual performance, which in turn leads to positive or negative change towards improving education, first when meeting teachers' need and all desires and elements of life support. Secondly, when the teacher find out a complete satisfaction on what he or she gives in his or her job within learning process, the intensity of motivation will rise (Laurent Kelvin, 2016:02) .

Statement of the Problem

Several studies have shown that most students in Algeria attend public schools, and only a small percentage attends private schools . These studies also show that several factors are considered by parents when selecting schools for their children .and by the role of teachers' motivation. However, little has been done to identify the major factor that parents consider in selection of either private or public school education for their children.

Purpose of the Study

The purpose of this study is to compare the quality of education in public and private schools in Algeria ,and to identify and explore the major factors that determine the parents' choice of either private of public education for their children and to analyze the role of motivation on teacher's job performance in both type of school .having following objectives:

1. To identify the quality of education and to compare the teachers quality ,size, and curricula .in bothe type of schools.
2. To assess the relationship between motivation and teachers' job performance in

both type of school .

3. To determine the motivational differences in both type of schools.

Research Questions and Hypotheses

Accordingly, the main issues of the present study revolve around the following research questions. :

Q1-Why do parents transfer their children from public to private schools?

,and where the public and the private school education differ ?

Q2 – why the teachers' motivation differ from public to private school and does it affect their performance ?

The above-mentioned question led us to put forward the following hypotheses:

H1. Choosing the best school for your child is one of the most important decisions parents have to make ,but most of them rely on unreliable criteria in their choice between private and public schools .

H2. The development of education in Algeria has produced important differences between private and public schools in terms of teachers' motivation and their performance .

Methodology

The study shall be descriptive comparative study . Information shall be collected using scholarly sources represented in books , article,and analyzed so that to answer the research questions of the study .

Structure of the Dissertation

The structure of this dissertation is as follows: Chapter One is about education definition, and education system in Algeria along with its importance , advantages , and drawbacks a brief comparison about public and private schools in terms of teacher quality,

school size, class, and curriculum, and drawing out the reason why parents choose any type of school. Chapter Two is devoted to the motivation factor and its relation to the teachers performance in each school.. Lastly, suggestions and recommendations are highlighted.

Significance of the study

This research would help to identify the importance of motivation that has strong impact on the productivity and performance of teachers in both public and private schools. This study would help to improve the teacher's performance by motivational factors in order to enhance the educational system. Also the study is expect to encourage other researcher to conduct a research related to the role of teacher's motivation in public and private school in Algeria .

Chapter one :

An Over View about Education in Algeria

Chapter one :

2.1.Introduction

2.2. Education Definition

2.3.Education in Algeria

2.4.Importance of Education

2.5.Advantages and Drawbacks of Education in Algeria

2.6.School Definition

2.6.1. (Public vs Private School)

2.6.2.Teacher Quality

2.6.3. Curriculum

2.6.4. Size (School Size /Class Size)

2.6.5.Transferring from Public to Private School

2.7. Conclusion

Chapter one:

1.1.Introduction

This chapter discusses brief history and different definition of education in general and school in particular, in addition to a comparison between public and private schools in terms of teacher quality, curriculum and size (school and class), also we discuss the reason why parents choose to transfer their children from public to private school .this chapter sheds light on the importance ,advantages and drawbacks of education in algeria

1.2. Education Definition

Since education is the provision and development of information from one generation to the next, the concept of education in general came from the Latin word educare, which refers to the development of education, through the process of acquiring information, especially at the beginning of childhood. However, from another point of view, it is the optimal education of childrens' behavior, as much as that ,sometimes the child is considered to be in dire need of it to develop his needs (Benmati ,2008:32).

Adams(1912) justifies that it is clear ,that we are moving relentlessly far away from the smaller idea of school education, especially for the preparation of learning or methods. This is often recognized in changing and improving education. It would be helpful to explain the smaller and more comprehensive forces when we use this term through the historical background of schools founding , and these educational goals are not only to give a certain amount of information, not only that, but also to control the personality of students (Benmati ,2008:32).

Dilthey (1911 , cited in Benmati ,2008:33) stated that the procedure is also consider since the teacher has an unmistakably acknowledged aim of forming and altering student improvement. This procedure works through two means: first by introduction a specific type of information in its different structures, detailed by the teacher according to his knowledge, and secondly during each contact with more than one individual, moreover, the most significance thing to perceive with sensitivity is simply in a relatively late period, and this

unusual in this case the student can isolate the ideas that appear to him from the teacher's reaction. He defines education as an essential building block for adults for building children's intellect. One identity is follows abreast in order to adjust the advancement of the other (Benmati ,2008:33).

Education can originate from any informative institution. Within the event and the need for many individuals, its goals represented in thinking that works to survive in succession in the most distinct world .In this case , many agree about that education is the cornerstone that would push for a better level of performance and principles for individual success. The effect that occurs is only one type, which the learning action would capture. It is beyond doubt that this effect would be more obvious , clear and always to think about the significance that is close to a children experience like that of adults (Benmati ,2008:33).

In contrast, there are many sorts of education that must be considered. While we grasp that no matter how unlike types of school are, it simply remains one, as it is along with the educational surroundings in which the kid grows up, we must understand and dive more towards the truth, that the teacher is not the only important element in the school in addition to finding a suitable environment around them so they can also find more class to accommodate all students, the type of discipline that wins, and hence the environment in which they are assigned (Benmati ,2008;34).

Bailyn (1960) introduced a new definition of education through a central point in schools and government to include the full development that switch this knowledge from one generation to the next. Crimin (1977) classifies education as including any approved physical or intellectual effort or methodology used to translate and obtain knowledge across generations. Therefore, the result of this endeavor will positively affect position and ability. (cited in Benmati ,2008:35).

1.3.Education in Algeria

The People's Democratic Republic of Algeria, as it borders the Mediterranean Sea on the northern side, is a land in the extreme north of Africa. The capital, situated in the far north, is Algiers. That is also the independent state . In Algeria, a country where Islam is the

dominant religion, Modern Standard Arabic, Berber (Tamazight) and French as a second language are known as official languages. There are also 48 provinces (cities) in Algeria, and the administrative regions of Algeria are split into three levels: wilayas, dairas and municipalities (baladiyahs) (Law N° 84-09 of February 4, 1984)(Ikhlas Gharzouli,2018:21).

Education in Algeria is considered one of the best high-level government institutions, according to the formed government. The Ministry of National Education (MEN) , the Ministry of Training and Vocational Education (MFEP) and the Ministry of Higher Education and Scientific Research (MESRS) are classified as the three ministries that work together as a unit to ensure the quality of education and its provision to all Algerian citizens. It is also known as most of the government ministries responsible for education within the state, however, each of them manages and manages the sector under its authority according to the specific structures and methods stipulated in the legal texts. Although the Ministry of National Education is the national executive body of the Algerian government in charge of overseeing the education of the Algerian people(Ikhlas Gherzouli ,2018:21,22). (www.education.gov.dz)

In Algeria, education is provided free of charge in any public school so that Algerians are guaranteed free education at every level from one stage to another. During the preceding decade, the Algerian education system was planned via (6 + 3 + 3) primary-middle-secondary, to the present, which was developed in 2003 and updated from (5 + 4 + 3). All processes are divided into four phases. As follows: beginning from the stages of elementary , middle and secondary school. The basic level is known as the primary and middle levels. Therefore, attendance in the basic course is obligatory. The transition from one level to a new level is controlled by assessment and examinations during each end of the previously mentioned stages (Ordinance N° 03-09 of August 13, 2003; Law N° 08-04of January 23, 2008) (Ikhlas Gherzouli ,2018:23).

The middle school stage is the second level in the education system, which consists of four years. This stage is characterized by offering courses to expand and enrich the students' knowledge, which allows them to study through several experiences of their entry into social skills and mastery of knowledge. And since this stage is considered a transitional stage from primary to middle stage , which will develop in the next level (secondary stage). At the end of this process, pupils undergo a national test called the Basic Education Certificate (BEF) to enter high school. The BEF was altered to the (BEM) Middle School

certificate in 2003. Therefore, it is possible to enroll in vocational education or look for a job opportunity at the age of sixteen for students who will not enroll in secondary school (Law N° 08-04 of January 23, 2008) (Ikhlas Gherzoul,2018:24).

1.4.Importance of Education

Education plays an important role in the development and prosperity of societies. It raises the productivity and competence of people and generates a skilled workforce competent of advancing economic advancement . Education is also a strong factor in providing intellectual, corporeal and ethical guidance to human being, and allow them to develop and equip a full understanding and awareness of their mission and purpose of their lives. Education is considered as a tool for developing society's attitudes according to the reform to help in structuring a strong Islamic society. Since education has a prominent position, developed countries give high priority to education. The same applies to developing countries. Any constitution permits education as one of the basic rights of a citizen, and the government's constitutional obligation accepts providing access to education for all kids (Muhammad Imran ,2008:05).

1.5. Avantages and Drawbacks of Education

The institution undoubtedly asserts that education for all children between the ages of 6 and 15 is a valid, free and fundamental right. For each and every Algerian kid, this is to ensure adequate educational opportunity. Important individual and economic capital have been allocated to this field by the Algerian state. The government distributes annual money at the beginning of of academic year to support poor children's families with certain school supplies, books, etc (Fedj samia,2020).

Any of the challenges that severely impede the growth of this sector are obscured by education in Algeria. The influence of this behaviour on the education system , especially for pupils between the ages of 12 and 16, is attributed to the accumulation of school dropouts. Hence, it has been a real challenge to keep students in school. The inefficiency of the educational system is also largely due to irresponsible family actions towards the schooling of students. In addition, the large number of students in each semester constitutes one of these

challenges, and it is assured that the massive classes are critically placed on the quality of teaching and studying. In addition , the real challenge of education is the lack of research equipment required for education in various disciplines.As a result, approximately all national curricula come out unsuccessful in prepare knowledge to learners and consequently to be unsuccessful in preparing them for future employment. Certainly, the tragedy of unemployment is some way directly related to inadequate academic training in all sectors. With the increase in demands, education cannot guarantee employment in expected work mainly due to change between core curricula and thus abilities and competence are mandatory within the qualified teacher (Fedj Samia ,2020:55,56).

1.6.School Definition

The most essential stride in climbing the common ladder is School so this element is the key component for expanding well being and prosperity , a symbol of elimination from the advance to which Algerians desire , once they are not just disappointed ,brightly remembered as a happy or unhappy experience in all cases , it is a fervent concern of political and social choices , it has turn into a source of failure , cheating and disappoint , our school is ill , as much by the rate of dropouts than by the teachers' collapse (Benmati ,2008:19).

Schooling is an experience that most Algerians share, but this experience differs from one student to another depending on the school, children form valuable relationships at school that affect the rest of their lives. The determinant of the student's success in life begins with choosing the correct school, and this is what many people think. As a first stage, many parents are confused about this choice very sincerely, in an attempt to discover the appropriate environment for their children. In most cases, the choice is between public and private schools that include qualified and experienced teachers. In addition, different schools enroll vastly different types of children who will have vastly different influences on the teacher, and sometimes children in school will have a positive effect, which enhances the self-reliance of the teacher and encourages good performance. Other times children have a negative impact, which makes the teacher feel inferior or worthless and puts pressure on poor performance, and for this, parents begin to worry more about this aspect of the results in the way their children are taught in school.Choosing this school may have a negative or positive effect on a student's academic success. It is clear that this is reflected in the grades, as it is a big determining factor when it comes to success in the future. If this school does not meet the needs of the student, it

affects the grades (Emily Scheper, introduction).

1.6.1. Public VS Private School

Recently, it has become difficult for parents to choose between a private school (a high-priced school) and a public school (relatively cheaper). This makes parents aware of the impact of school on success in the future. So, today that's what makes them take Precautions to be informed about issues affecting education. Previous studies show that the recently established private school performs better than the public schools (Diana, 2006).

In light of the regular competition between public and private schools, in most cases, the parents' decision is between this two types of school . Public schools are managed by the government, and for this they are bound by any standards and regulations that are introduced while staying within the specified resources, and the conditions surrounding each aspect of the public school depend on the amount of accessible liquidity, in addition to that, public schools provide free education, meaning they are obligated to serve each Student for this reason (Emily Scheper ,2013:02).

On the other hand , private schools function independently of the government, although they still have to meet some of the curriculum principles generally defined by the state. The private school does not charge any financial aid from the government, so studying in these private schools has necessary fees to attend and usually are somewhat high prices, which gives it the opportunity to create its own budget, which makes it usually less diversified. This is by comparing it to its counterpart, the public school that provides free education, so that the private school can do what it wants, unlike the public school (Emily Scheper ,2013:02).

According to a study by DeGroff (2003), there are a few states that do not have state laws to deal with private schools. Those states might need convinced classes to graduate. otherwise ,in the states that do have laws to handle private schools, they could not involve specific classes. State mandated testing may not be required within the private schools, but that condition depends on state law. Parents should do research in their respective state before making decisions about the management system in a private school. For this reason, a lot of will select private school to run away from the infinite testing and

principles.though,there is no guarantee that a private school will be exempt from state-regulated tests and teacher assessments.Although the workers at a private school is capable of establish their own resources and locate their own principles, the state should check the private schools on different levels (cited in Emily Scheper ,2013:09).

1.6.2.TEACHER QUALITY

Salary is, the first element that we need to form some inferences about when we compare between bothe schools , teachers plays a vary important role in the student's academic success . parents want a school under which they realize that teachers will be devoted , the typical salary for public school teachers is \$47,700(6104,03 dzd), whereas the typical salary for private school teachers is \$34,700(4440,46dzd) (Snyder et al , 2008, p. 105-106, cited in Emily Scheper,2013:12).

There are regulations governing how teacher salaries are paid in a public school and they connected specifically to length of experience and academic performance. thus, extra pay could be an indication of further preparation and experience. Public schools demonstrate 89 percent of new teachers while private schools have an average of less than 45 percent (Lubienski, Lubienski, & Crane, 2008, p. 116 ,cited in Emily Scheper,2013:12).

Furthermore, teachers from public schools reported participating in further aspects of school improvement unlike teachers in other schools (Lubienski et al, 2008, p. 116, cited in Emily Scheper,2013). Nevertheless, it is likely that teachers in public schools pursue extra professional experience to the improvement programs which is why it is compulsory .It is not clear if extra preparation would make a better instructor. When it comes to pay, though, if a teacher had the option of teaching in public or private schools, what would be the most common choice? If a teacher wishes to teach at a private school (mainly doing the same job for less money), a teacher will need some kind of personal link to a private school. The competence of the teacher also will be influenced mostly by the learners. The teacher may be disappointed by learners who really are discouraged and have no willingness to find out. across to the other hand , students who are motivated and want to find out will encourage the teacher to work even harder. It is difficult to figure out if students are allowed to really be interested during the class , or whether their negative outcomes will influence teaching.Most would assume that only the most low - income private school students would be much more

determined to learn, however the students sorts in the classroom also can differ depending on type of(class and year) (Emily Scheper,2013:12).

Students who have opted to enroll in a private school would like to come back to teach in many areas. Private schools are also much more likely to rent students who have already graduated, and private school teachers play a crucial role in improving the actions of the students. Thus, "Private schools are generally very particular about who their students introduce to them" (Nichols, 2010, p. 77 cited in Emily Scheper, 2013). Remarkably, 45.9% of teachers claim they are content with their teaching salaries in public school during a worldwide study of teachers, while 50.6% of private school teachers claim they are pleased (Snyder et al , 2008, p. 101). While private school teachers are usually paid less, a greater percentage of them are happy at work (cited in Emily Scheper,2013:13).

1.6.3. Curriculum

In schooling, the curriculum plays an important role. Each time modifies or innovations find place all over the world, curricula in education are immediately changed to meet the needs of the learners. As such an overarching concept, because of the numerous understandings referred to the word by different researchers, the curriculum contains a lot of risks. Nevertheless, it is somewhat sufficient to get an exact definition of what the word means. There is no widely agreed concept, however its revival is demonstrated by the multitude of meanings given to the concept. Stenhouse (1975, p.1 cited in Ikhlas Gherzouli ,2018) states that:' word meanings do not address curricular issues; though they do propose viewpoints from which to interpret them.' This sub-section discusses briefly the term 's multiple definition. (Ikhlas Gherzouli,2018:59).

Though the Algerian perspective is associated, the country's word curriculum is strongly aligned with a program of study at school. It also is usually considered to be a program or guideline or a principle that applies a particular educational strategy which comes first from highest hierarchy and is directed from the Ministry of Education to schools. (Ikhlas Gherzouli ,2018:62) . What kind of school is worthy of delivering the right curriculum? The curriculum of a school contains the number , the standard , and the workload required for these classes (Emily Scheper,2013:15).

Public and private schools in Algeria, regardless of individual experience or effective instructional objectives, may disagree in the quality of the core curriculum they offer to their pupils. The design and strategies of school systems, not really for students as well as for teachers, are incorporated into a solid core curriculum. Compared with public schools, private schools prefer to have a more selective difference in their program. Thanks to their non-governmental assets, this reduction of curricular variation may be mostly due to the reduced school scale and thus the more restricted financial support of private schools (J.Dronkers and P.Robert,2003:09,10).

Students and parents are often worried about the electives at a school that are open. A student would choose to explore the skill in job-related high school classes until studying it in university in order to reflect on a particular sector. Private schools can not always be able to fulfill such particular interests, with minimal resources and staff. Public schools also have the resources and finances to provide a bigger range of varieties (Emily Scheper,2013:15).

Cookson (1993 cited in Emily Scheper, 2013:17) state that students are given stronger instruction, more research and studying in private schools, classified in small class sizes, and have more hour class. Will the amount of research offer a detailed evaluation of the level of education? Perhaps the additional work improves in the case of studying, so the private school best equipped them for education at secondary school level.

The last question about the curriculum has to do with the programs offered in all forms of schools with additional needs. Will a certain kind of school be much more suitable? The switch from private to public education in this context is that learners demand extra services and support that a private school clearly does not provide. In the 12-16 academic year, the number of public schools with at least one IEP (Individualized Education Program) pupil was 98.1 percent. Compared to 59.3% of private schools with at least one IEP pupil, 96% of all students with special needs were given care during normal classes at a public school, only 1.2% of students with special needs were supported at a different private school (Emily Scheper,2013:19).

1.6.4.Size (school and class)

class size and school size are also associated with the capacity of a school to reach its education goals. Simply, it may become stressful to manage when a school is too large. Learners and tasks may disappear. however a school which is too small does not have the resources to fund specialized programs. classroom sizes seems to be another aspect individuals should search before evaluating private schools(Emily Scheper ,2013).

A major part of a school's educational environment depends on the size. It is generally believed that there are still fewer private schools. Perhaps the statement may be valid as well. For the 12-16 student year, 282.9 is really the typical size of a private school (Broughman, Swaim, & Hryczaniuk, 2011, p. 12:20, cited in Emily Scheper, 2013:20). The average size of a public school was 504.3 students, depending on the overall school attendance and the number of classes (Snyder et al, 2008, p. 60, 117:20 cited in Emily Scheper ,2013:20). That was the disparity between 200 students and more. The idea that smaller sizes does not assume that private schools are generally larger is useful to know about. Public schools, notably in rural areas, are often smaller than some private schools (Emily Scheper,2013:20).

In terms of how size impacts schooling, there are still several possibilities. The most prevalent belief is that small classes and much more individual care learning would add to a smaller school. The schooling is more personalized and special to the learners while the school is smaller. The larger schools would have the extra money to provide learners with more options. There are more teachers to meet student expectations and to provide more course work as there are more pupils (Emily Scheper,2013:20,21).

When teacher provide a special interest and support in the class the first one who benefit is the students : "Private school students have more chances to form relationships with their teachers, which may contribute to greater academic achievement" (Nichols, 2010, p. 75 cited in Emily Scheper,2013:21). For private schools, while the typical percentage of students and teachers is smaller, it does not mean that another private school has a small class size than any public school. As previously discussed, the school size depends on the area. (Emily Scheper,2013:21).

The idea of uncontainable development of public schools is another factor once we speak about size, with 37 percent of public teachers offering flexible, temporary classroom facilities. Private schools are capable of rejecting students and avoiding overcrowding. In overcrowded schools , parents need to determine if their child will even be able to learn. Instead that, it would be better for a private school decision (Emily Scheper,2013:21).

1.6.5.Transfeering from Public to Private School

The quality of knowledge and trained professional teachers and the required climate are the major factors parents would find in certain school,unfortunately this factor in public schools has declined and the number of students moving from public to private schools has also expanded in accordance with some experts' suggestions. As a result , studies have noticed that the level of school team has a positive effect on the selection of private schools. Children who are in higher income parents are more likely than children who are with poor parents to move to private schools. The choosing of private schools would have a positive effect. Which means that private schooling plays a crucial role in ensuring that schooling seems to be of high quality, as well as to the poor.

1.7.Conclusion

Generally speaking , this chapter shows how the educational system of Algeria work in general and to demonstrate the difference between both type of school , related to teacher quality curriculum and school/class size and lastly find out the reason behind parents decision about schooling,to sum up, Public schools can not be as poor as they are represented, under all situations considered. The ethnicity of learners are taken into consideration as studies are made on,"In improving student performance, public schools are at least as successful as private schools" (Crane et al, 2008, p. 694 cited in Emily Scheper, 2013:27). Crane argues that a larger majority of students who have lower levels of success are typically enrolled in public schools. Public schools are expected to perform at an higher standard with private schools. A private school may not be able to meet the challenge if a diverse group of students is given (Emily Scheper ,2013).

Competition between public and private schools will still exist. It is an option that will be made by most parents. There will be a reason to think to see which option is the right one for every student's. Both schools have the equal ability to be incredible, and some lazy teachers have seen other multiple forms of schools. It has often been said that it is important to control the complexity of a public school. The conditions around each form of school rely fundamentally on how the school operates, some private schools are going to be better than others, some public schools are going to be better than others. Such variables really depend on the particular schools available (Emily Scheper ,2013:51).

In brief, you will notice that there is no overall right or wrong response on whether our children are good in private or public school. In certain situations, especially with the existence of a disability, public schools are the best choice to fulfill the personal interests of a child. Effectively, visiting the school directly, for seeing services, and contacting the teachers is the smartest method to have details. In the end , it is important for parents to recognize that every school has a clear purpose of educating its children (Emily Scheper,2013:59).

Chapter two :

Teachers' Motivation in
(Public and Private School)
Performance.

Chapter two :

2.1. Introduction

2.2. Definition of Motivation

2.3. Sources of Motivation

2.4. Types of Motivation

2.4.1. Intrinsic Motivation

2.4.2. Extrinsic Motivation

2.5. Performance

2.6. Teacher Performance

2.7. Motivation and Teacher Performance

2.8. Conclusion

Chapter two :

2.1.Introduction :

First of all, in this chapter, Motivation and performance are defined . We, meanwhile,. The section presented types of Motivation and it's sources. lastly we assess the relationships between motivation and performance during the classroom .

Imbalances in the quality of teachers in public and private schools are a serious issue of governments in the western world. In Algeria, for instance, the biggest success of students goes to private schools. In reaction, the government has attempted to provide educators with opportunities in terms of difficulty payment to encourage and maintain them, particularly in rural areas. However, considering the prevalence of such measures, few are appreciated about what actually encourage and maintains teachers in their work, even with obstacles in different places (Lauren Kelvin, 2016:01).

A instructor who maintains the process of teaching and learning in accordance with their endeavours and guidance in the school association and applies their technical skills to meet the required student success goals. Vroom's (1964 ,cited in Lauen Kelvin , 2016 :12) described the valence theory of instrumental requirement that why individuals or teachers exercise the desired goals of academic success of line with efforts and skills. The advanced teaching and learning process initiatives contribute to improved results, which ensures that the success of the initiative must be coordinated and input are always given. The relationship appears to recognize that persons in institutions should function so that the existence of instructors' actions and abilities in both public and private schools may contribute to greater results if they are encouraged to achieve in the stated objectives. The concept would therefore not assess the interaction among encouragement and effective teaching, variables that impact the encouragement of teachers in Algeria's public and private schools and therefore the inspirational disparities in each of these schools(Lauren Kelvin, 2016:12)

The educator is always the one who converts the purpose of teaching into competencies and resources and applies them inside the class to students. Teachers often provide learners with academic goals, so educators who inspired well performed hard ultimately affect the successful academic results of learners. In terms of school progress and

the successes of pupils, encouragement and efficiency are critical influences. Once the improvements arise in the current class setting, then it is relevant for a school to implement an adjustment so it will promote a competitiveness to be acknowledged. Almost all they expected for this is less than qualified and experienced teachers (Latt, 2008 ,cited in Lauren Kelvin, 2016:02). Motivation plays a significant role within the classroom since it promotes the productivity and efficiency of teachers and school goals are also reached in an successful manner(Lauren Kelvin, 2016).

In every classroom, the attitudes of teachers are frequently altered by encouragement. The encouragement component occurs from one circumstance to another within a private school, however without schools, teachers can not have adequate incentive, because they are less qualified, that seriously affects learners and thus the teachers (Lauren Kelvin, 2016:02).

2.2. Definition of Motivation

The reason is that a worker's desire to give high levels of attention to his or her role is influenced more by the opportunity to meet desires in particular to his or her local place. A successful worker enthusiastically wants hard to achieve his or her position by presenting his or her highest efficiency (Miriam Zalwango,2014:08).

Motivation is apprehensive, according to Gardner (1985), with the question, Why does an organism behave like it does? In addition, motivation requires four key elements: an aim, a commitment, a determination to fulfill the objective, and a constructive outlook through the task in question. In addition, motivation is described as the impetus to build and maintain objectives and aim reaching initiatives. It is crucial since it defines the degree of the ongoing support and behavior of the learner towards schooling. Interestingly, other scholars perceive motivation among one of the key factors that decide the progress of scholars' growth, motivation controls the level of active, motivation requires different internal mechanisms that activate activity intervention and maintenance, as others describe it ,motivation is the phenomenon that contributes to the initiation and sustainability of aims-directed behavior(1985, cited in Bouras Haron ,2011:15).

Even though motivation is really a term widely seen in the field of education and science, it is really unbelievable how the consistency there will be in the evidence about the

specific interpretation of the word (1998, cited in Bouras Haron, 2011:15). Researchers do not really focus on the principles and thus the various functions these aspects serve, nearly every document includes a chapter on inspiration, instead of a concrete model, it is seen mostly as a generic capture-all. McDonough (1981, 2009) interestingly refers to the term, considering it a dustbin that typically contains a number of potentially related elements, which might have various sources and consequences and still need specialized care in the class (cited in Bouras Haron, 2011:15).

Motivation is also defined as an encouragement that causes an individual to take actions with a aim of achieving those objectives (Maslow, 1993,cited in Lauran Kelvin, 2016:02). This suggests that motivation can be a key to moving people to really do stuff he or she usually will not do. Motivation could be a social phenomenon in its more scientific use that encourages the behavior of an entity to accomplish a particular goal. oPerhaps as an individual's understanding and mood, productivity level changes from one individual to another, for instance, a person may also be encouraged by income, another by the workplace setting ,yet someone could also be motivated by a means of having jobs, and so on (Lauran Kelvin ,2016).

Teachers' motivation involves influences both within and actual to the educator. The inspiration of the actual teacher requires the interests, expectations and aspirations that occur within a person, as such, the perception of students influences the attitude of students , which it tends to lead to a constructive action of development to student achievement.The motivational level of the teacher will improve since this teaching job encourages the instructor to fulfill the requirements of his or her conscious mind that sustain life, along with food , water , shelter. aWhen the instructor is successful in his or her work and when he or she becomes confident with all what he or she will do, it may also improve. There are several key drivers of teachers' motivation in literature. That would include the position of teacher, classroom management, amount of work, career development and income. Performance can be seen as virtually any action in the practice of perceptions and in measuring the performance of teachers at work (Campbell and Pritchant, 1976 cite in Lauran Kelvin, 2016:03) that is aimed at assessment or goal attainment. Effective performance inside an institution of teachers has many effects, such as raised encouragement. A single definition can not clarify motivation. Due to the difficulty of interpreting the concept, over the last 50 years there has been a paradigm change in our interpretation of motivation (Lauran Kelvin, 2016).

2.3.Sources of Motivation

As both academics and theorists agree on the vital impact of motivation, the influence in understanding the attitudes and behavior of individuals is obvious. Where educational researchers tend to hesitate on, furthermore, are the origins of motivation, its causes, its facets, and how to facilitate it. The explanation for this difference came from the fact that human society is so complicated and unpredictable as a result of the effects of environmental influences. Dörnyei (2001 cited in Bouras Haron ,2011:17) notes in this vein that human action seems to be very dynamic, affected by a wide range of variables varying from simple physical necessities to better level principles and expectations to well-being desires. In a certain vein, he mentions that the word motivation is a simplistic means of speaking about a concept that is commonly viewed as a highly significant social function, although what is often incredibly nuanced(Bouras Haron, 2011).

In reality, how can teachers maintain those sources without understanding where the sources of encouragement lie ? As shown by Fisher (1990 cited in Bouras Haron ,2011:17), instructional researchers refer to three key causes of academic achievement: internal fulfillment of the deep desire of the learners,teacher, school, job opportunities; external gratification and progress in the role of achieving gratification and compensation (Bouras Haron, 2011).

2.4.Types of Motivation

Motivation directs certain attitudes and habits of individuals into reaching several purposes (Analoui, 2000 cited in Lauren Kelvin ,2016:06). Motivation is almost always defined as intrinsic or extrinsic in existence, intrinsic motivation within an individual, whereas extrinsic motivation outside an individual needs payments, improvements and good assessment (Lauren Kelvin ,2016).

2.4.1. Intrinsic motivation

Intrinsic motivation concerns with activities or attitudes taken to fulfill individual 's interest or to fulfill another's enjoyment, therefore extrinsic motivation includes a conduct to gain some extra incentive as a position of top qualifications or to escape discipline that may function like an intermediate basis of encouragement for an exhausted student. For the gratification it offers, the motivation it makes, or the feelings of success it evokes, a pupil who is inherently inspired conducts a task for his own benefit, curiously. Intrinsic motivation is characterized as the success of an occurrence rather than a few different outcomes for its intrinsic satisfactions (Ryan & Deci, 2000:56 cited in Bouras Haron, 2011: 18). This means here that naturally inspired individual is motivated to behave with no outward incentives or compensation for anything (Bouras Haron, 2011: 18,22).

Intrinsic motivation is considered by Ryan & Deci (2000 cited in Haron,2011) as the most important element, pointing out that intrinsic motivation is established when an operation is done for its intrinsic fulfillment rather than for a few separate consequences (Bouras Haron, 2011:22).

Ryan & Deci (2000) claimed that some scholars have identified intrinsic motivation in terms of the task becoming desirable since intrinsic motivation occurs within the interaction with a person and an activity, while others have described it in terms of the gratifications and expected goals from intrinsically motivated work participation. In turn, these distinct concepts emerge from the real fact that the principle of intrinsic motivation is presented mostly as essential response to the social theory currently established and predominant in speech pathology from the 40s to the 60s, where asserted that incentives are often driven by distinct and separate results such as food or emotion for each activity. Accordingly, researchers examined what function attributes made an action appealing. In the other hand, when social learning claimed that all actions are driven by sensory neurons, it was stated that primarily driven practices were those that fulfilled intrinsic needs and desires. Researchers have also investigated what basic requirements are fulfilled by naturally driven actions (2000 ,cited in Bouras Haron, 2011).

Furthermore, when both primary two sources of motivation have been used by teachers and school systems, and probably the third source has been under-exploited in language teaching. This is the basic truth of performance and the influence it will have on our understanding on what we are doing (Bouras Haron ,2011).

As human beings, we normally enjoy what we do better, as well as being more motivated to do it again, and invest more energy into the class, that might imply that learners who build an impression about themselves as not successful at studying will actually ignore circumstances that teach them what they really realize is not important for learners. Feelings of disappointment, particularly beginning of each school experience of a pupil, may then contribute to a negative spiral of self-perception of limited intelligence, lower productivity, low commitment, low success, poor performance, etc (Bouras Haron ,2011:18).

2.4.2. Extrinsic Motivation

Extrinsic motivation is a second type of motivation established by the principle of self-determination, and since intrinsic motivation is obviously an essential type of motivation, often human behaviour are not highly motivated, speaking honestly (Bouras Haron ,2011:23).

Ryan and Deci (2000, cited in Bouras Haron ,2011:23). consider extrinsic motivation as a construct that relates if an operation is undertaken to obtain a divisible goal. That really is, such form of motivation is much more much attached to the existence of social environment, whereas extrinsic motivation compares with intrinsic motivation, that mostly relates to performing an action instead of its fundamental meaning essentially for the pleasure of the task itself (Bouras Haron ,2011).

Showing extrinsic motivation from this point of view may suggest that this type of motivation is quite missing from the flexibility aspect. Extrinsic motivation, moreover, can differ slightly in the point to something which is independent (Ryan and Deci, 2000 cited in Bouras Haron,2011:24). This argument is specifically demonstrated by Ryan and Deci by explaining as follows: a student who does his homework just because he avoids parental punishments for not performing so is extrinsically motivated because he does the homework in order to obtain the separate and distinct result of escaping punishments. Likewise, a student who does the home work because she obviously feels it is necessary for her future path is

often extrinsically motivated as she already does mostly because of its practical importance or even because she considers it enjoyable (Bouras Haron,2011:24).

On the other hand ,extrinsic motivation emerges from the achievement of incentives administered externally,through salary, material development, reputation and motivational assessment, and others. Employment practices, especially presence, time management, quality job, and service quality,have been believed to enhance learning (Komaki, 1982 cited in Lauren Kelvin ,2016:06).Unlike extrinsic motivation, where action is carried out for its own sake rather than to gain content or external reenforcement, intrinsic motivation is claimed to occur. Maslow (1993 cited in Kelvin ,2016:06) discussed related criteria that could be assessed by teacher engagement in terms of work fulfillment arising from pleasure in the course of teaching and learning.Motivation may also be characterized by offering income,free housing, food, pensions, and medical treatment as extrinsic motivation.Therefore,supplying teachers with inspiration affects successful teaching and learning processes (Lauren Kelvin ,2016).

2.5. Performance

Performance output, that is also influenced by motivation, is what a person produces. onec Teachers are motivated, their success naturally increases to a high degree, and the success of teachers in school is also reflected in their contact with pupils, other teachers, and their managers.Teachers in schools however, have been performed successfully the smallest amount depending on a number of limitations that prevent their quality job (Shahzad, 2007 cited in Lauren Kelvin ,2016:04). Most educators have mentioned their disappointment as a result of a shortage of accommodation, a shortage of increased pay and other benefits provided to motivate and improve their efficiency. In certain cases , teachers assume that the role they do in community does not obtain the ethical encouragement and substantive appreciation necessary to them (Lauren Kelvin, 2016:04).

3.6. Teacher Performance

The performance of teachers plays a very significant role in academic achievement. This includes what the instructor does or does not do. Performance includes consistency, quantity and punctuality of output, teamwork and workplace environment, teacher performance is very often defined as the total of results obtained over a specified period of time across all work processes. Performance, therefore, can be assessed by the form of criteria that indicate over period the teaching pattern of performance. Strong performance in school education among teachers has several consequences, like proper achievement (Miriam Zalwango, 2014).

Teacher success might note the teacher's responsibilities in educating students in and go beyond the classroom (Hornby, 2000, cited in Lauren Kelvin, 2016:03). The main aspects of teaching include everything from teaching tools, daily student evaluation, lesson planning, student evaluation, classroom project results, involvement of teachers in team sports, teaching practices, holding school event and instruction and intervention, so teacher job success is the capacity of teachers to incorporate information, lesson plans, teaching partner preparation (Lauren Kelvin, 2016).

3.7. Motivation and Teacher Performance

Motivation is directly connected to work quality, not only work motivation, which was really a function of higher productivity or services to enhance the work life balance that sought to create a motivational circumstance. Consequently, private schools need to build an atmosphere in which high standards of encouragement are preserved in order to provide a motivated team. (Miriam Zalwango, 2014:09).

Dessler (2005, cited in Lauren Kelvin, 2016:13,14) analyzed work performance and motivation from such a teacher's point of view. positively related to job quality can even be hard to know and motivation is always derived mostly from production generated, the probability of proper achievement and low production or decreased morale and good income is not always recognized. The consequences for the objectively positive correlations among work performance and motivation of a certain disregarding motivation or making it a component of work performance can be important. If initiative is expensive for an individual,

the predicted influence of work performance may be slanted by missing initiative, since initiative can achieve higher performance. Since work efficiency can be improved by initiative. Since happiness is another very significant factor of motivation, workers are then naturally encouraged and demonstrate their best contributions towards their performance at work when fulfilled with their employment, organizational atmosphere, pay, incentives (cited in Lauren Kelvin,2016:13,14).

Davidson (2005, cited in Lauren Kelvin ,2016:14) highlighted the role of teaching through motivation in delivering high quality of education in schools, proposing several measures to increase the motivation of teachers to strengthen the school system. The organizational climate significantly or detrimentally influences the efficiency of the workers. Just like various workers from different societies and traditions and with multiple languages in the institution, there is also a broad level of thought (Lauren Kelvin ,2016).

Bishay (1996) established the thoughts of educators all day when performing various tasks and that are certain tasks relevant to their job that will improve their energy level. In addition, Bishay noticed that, contrary to their skills, qualifications and capacity, several teachers experienced that they will be paying less salary to do their work. Teachers should therefore be valued, qualified to reach their performance standards and incentives must be planned based on the current of their talents, knowledge and professional skills (cited in Lauren Kelvin , 2016:16).

Peretomode (1991) concluded that the success of teachers in contributing to learning is highly affected by the encouragement of teachers, which includes decent working conditions, staff preparation, advancement and good wages and compensation, participatory decision-making, work satisfaction, acknowledgement of success and the academic career, financial incentives, opportunities and other services (1991, cited in Lauren Kelvin ,2016:17).

Mustafa and Othman (2010) analyzed school teachers ' views of the impact of inspiration on their job performance. They discover that there is a high correlation among teacher motivations and work productivity, including the higher degree of motivation, the higher performance of the classroom teacher would improve..However, the research examined the impact of motivation in the success of teachers in public and private schools. In educational attainment, low motivation for teachers often discouraged teachers and resulted

teacher absenteeism and bad management (cited in Lauren Kelvin ,2016:17,18).

In the world, there is a broad diversity of views on teacher motivation, which are often country-specific. There seems to be growing fear, however, that an unusually high percentage of teachers employed in public school were negatively motivated thanks to a mixture of low productivity and satisfactory work, inadequate rewards, ineffective supervision and other disciplinary punishments. Decent teacher motivation is often affected by policymakers who have refused to focus on the motivation mechanisms that can contribute to job success. The almost complete absence of teacher motivation concerns mostly in government paper shows the lack of interest by the establishment (Lauren Kelvin ,2016:13).

All in all, Dessler(2005 ,cited in Lauren Kelvin , 2016:17) analyzed motivation and success from the point of view of teachers in schools that are different. He claimed that motivation was an output to work, performance was an output from motivation. These two can be difficult to distinguish from the point of view of teachers and much more, since motivation was mostly derived from the output generated.The motivational level of the teacher will increase as the teaching position helps the teacher to fulfill the factors of his or her physical existence that sustain life, such as food , water , shelter, etc. Because when instructor appears successful with his or her work and whether he or she feels satisfied with what he or she does, it will also enhance (Lauren Kelvin ,2016:03).

2.8.Conclusion

To summarize all that has been said so far in the second chapter, we will see that the motivation and success of teachers are linked to each other in all circumstances, teaching methods and techniques to best address and represent the community of different learners in their classrooms in order to enhance their attention and enjoy learning.It was noted that positive relationships between student and instructor that are marked by mutual recognition, empathy, comfort, closeness, confidence, mutual respect, care and collaboration, as well as good communication, will improve the motivation of learners.

Teachers should also give students flexibility and chances to decide in order to foster these relationships by giving them options in tasks, involving them in the creation of classroom guidelines, and encouraging them to share their views in classroom discussions.It is

also necessary to mention and call students by their names and support them whenever reasonable to reinforce involvement and give them motivation for studying and practicing. Other activities that encourage the guidance and support of learners are providing convenience, maintaining honesty, and preventing challenging situations by allowing choice and some form of flexibility (Bouras Haron ,2011).

GENERAL CONCLUSION
and
RECOMMENDATIONS

General Conclusion

we started this thesis with an overview about education in Algeria with a brief history and different definitions of education in general and school in particular, then we move on to a comparison between public and private schools in terms of three major factors which relate to school education: teacher quality, curriculum and school/class size. In this study we shed light on the importance, advantages and drawbacks of education in Algeria (chapter one), in this regard, we find out the reason behind why do parents transfer their children from public to private school. In the next part, we saw that the motivation factor in teacher performance is a very important factor related to the parents' decision according to which school is appropriate for their children, in particular, the teachers' motivation in both types of schools, this is the most important point (the key point) which (chapter two) is covered by defining motivation and performance separately than demonstrating the sources and the types of motivation, in addition, clarify the relationship between motivation and performance also between teacher and performance.

In conclusion, we notice that there is no overall right or wrong response on whether our children are good in private or public school. In certain situations, especially with the existence of a disability, public schools are the best choice to fulfill the personal interests of a child. Effectively, visiting the school directly, for seeing services, and contacting the teachers is the smartest method to have details. In the end, it is important for parents to recognize that every school has a clear purpose of educating its learners (Emily Scheper, 2013:59).

We find that the first factor parents look for is the qualification of teachers (experienced) and the suitable environment that relates to the children's need. Parents should know about the circumstances inside the classroom. The role of motivation is the major factor we discovered that it has a significant impact on the performance of both the students and the teachers in achieving academic success. Motivation is a fundamental factor that inspires teachers to provide learners with academic goals. Our current study therefore established the relationship between motivation and the success of teachers; variables that influence the motivation of teachers and assess the motivational disparities between public and private schools.

Recommendations

Teachers who get in to the course of teaching and learning can obtain extra benefits that will help them achieve their teaching efforts. As an opportunity to inspire and embrace the lessons they teach, teachers must ensure that they inspire pupils by paying particular attention using numerous methods in their performance .

Future studies, however, may investigate the relationship between the encouragement of students and their success. To produce qualified teachers who can ensure qualified class instruction, appropriate teacher preparation must be coordinated. In light of recent ideas, further education must be added to enable the instructor to improve his teaching skills.

Finally, these recommendations aim to inspire learners to increase their success in the classroom; they also strive to make learners search for better results with improved strategies. While the education system is poor and still deteriorating, we expect to push ourselves before the authority to thrive in becoming learners, not marks owners, because the transition begins from lowest point.

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تلخيص

يسعى العمل الحالي إلى وصف مواقف الآباء والطلاب تجاه التدريس في التعليم المدرسي العام أو الخاص ، مع نظام التعليم الجزائري ، والأهم من ذلك ، نحو تطوير وتحسين النجاح الأكاديمي. المشكلة الرئيسية هي أن الكثير من الناس يعتقدون أن أكبر محدد لنجاح الطالب في الحياة يبدأ من اختيار المدرسة المناسبة. لذلك ، إذا وجد الطلاب المعلم المثالي والمؤهل أيضاً البيئة المناسبة ، فسيحصلون على درجات عالية في جميع الفصول. بالإضافة إلى ذلك ، قد يكون لتحفيز المعلمين تأثير سلبي أو إيجابي على النجاح الأكاديمي للطلاب. إذا كان المناهج المدرسية وحجم (المدرسة والفصل) لا يلبي احتياجات الطلاب ، فستتأثر الدرجات ، وعندما يكون الآباء غير راضين عن التعليم في المدارس العامة يقررون نقل أطفالهم إلى مدرسة خاصة ، ولهذا السبب ، يقرر الآباء إنفاق أموال إضافية على إرسال أطفالهم إلى مدرسة خاصة ، عندما يتم تقديم نفس التعليم مجاناً في المدارس العامة. المدارس المختلفة تعني أنواعاً مختلفة من المعلمين سيكون لها تأثيرات مختلفة على تحصيل الطلاب. لإجراء هذا البحث تم إجراء دراسة وصفية ومقارنة. حيث نصف ومقارنة بين المدارس الخاصة والعامة في مرحلة ما ، وتحفيز المعلمين على وجه الخصوص. كشفت النتائج أن كلا من المعلمين وأولياء الأمور يدركون الحاجة إلى تحسين العوامل التحفيزية. كما أكدوا على أهمية تعزيز أداء المعلمين وتحقيق النجاح الأكاديمي للطلاب في كل نوع من المدارس.

Résumé :

Le travail actuel s'efforce de décrire l'attitude des parents et des élèves vis-à-vis de l'enseignement dans l'enseignement public ou privé, dans le système éducatif algérien, et plus important encore, vis-à-vis du développement et de l'amélioration de la réussite scolaire. Le principal problème est que beaucoup de gens pensent que le plus grand déterminant de la réussite des élèves dans la vie commence par le choix de la bonne école. Par conséquent, si les étudiants trouvent le parfait et l'enseignant qualifié également l'environnement approprié, ils obtiendront des notes élevées dans toutes les classes. En outre, la motivation des enseignants peut avoir un impact négatif ou positif sur la réussite scolaire des élèves. Si le programme scolaire et la taille de (l'école et la classe) ne répondent pas aux besoins des élèves, les notes en souffriront. Lorsque les parents sont insatisfaits de l'enseignement public, ils décident de transférer leurs enfants à l'école privée, pour cette raison, les parents décident de dépenser de l'argent supplémentaire pour envoyer leurs enfants à l'école privée lorsque le même enseignement est offert gratuitement à l'école publique. Différentes écoles signifient différents types d'enseignants qui auront des influences différentes sur les résultats des élèves. Afin de poursuivre cette recherche, une étude descriptive et comparative a été menée. Là où nous décrivons et comparons les écoles privées et publiques à un moment donné, la motivation des enseignants en particulier. Les résultats ont révélé que les enseignants et les parents sont conscients de la nécessité d'améliorer les facteurs de motivation. Ils soulignent également qu'il est important d'améliorer les performances des enseignants et d'assurer la réussite scolaire des élèves dans chaque type d'école.