

Tutoring between “The Can Do” and “The Have to Do”: The Case of Batna 2 University, Algeria

Radia Guerza

II. LITERATURE REVIEW

Abstract—Tutoring in the Algerian university has been an issue of great controversy and debate. Henceforth, the current paper is an attempt to shed light on the issue of tutoring at the Algerian university. It aims to set a plan for tutoring that might meet the students' needs and challenges. It endeavors to explore the viability of tutoring in the Algerian university between “The Can Do” and “The Have to Do”. To equate with the addressed research question, an exploratory small-scale study has been carried out at Batna 2 University using questionnaires and interviews with 50 teachers. Results indicate that the Algerian university is still lagging behind because of the huge lack of infrastructure means, human resources, and even pedagogical resources. In addition, the majority of our teachers are reluctant to adhere to the tutorial policy due to the lack of incentives; next to that the yearly increasing number of students and students' high ratio would hardly permit any tutoring sessions. Finally, this paper is an attempt towards raising the awareness of our institution, staff members, teachers and students towards the importance of tutoring and how to adopt it.

Keywords—Higher education, tutoring, tutoring awareness, tutoring policy.

I. INTRODUCTION

THERE has been a great deal of dissention and squabble about tutoring in Algerian universities. Tutoring has become an integral part of the university teaching/learning enterprise and an indispensable strategy for enhancing students' academic achievement as well as progress. Despite the fact that its implementation has been ordained and set mandatory by the ministry of higher education since 2009 [1], many institutions are still not applying tutoring. Nonetheless, few universities worked on the application of the aforementioned and maybe some were even reluctant because of the lack of the necessary means [2]. Scientifically speaking, in 2021, LENS recorded only 13 empirical studies in the Algerian context that considered the importance of tutoring at the university level [3]-[7]. In fact, research [8] contends that tutoring is considered as a core strategy for any model of student learning, student guidance, individualization and monitoring [9]. Empirically, a scant number of studies have been carried out to address the issue of tutoring in the Algerian context. Henceforth, the current paper attempts to shed light on the subtleties of tutoring in Algeria. It seeks to establish a tutoring schedule that might accommodate the demands and difficulties of the learners. Where does tutoring at Algerian universities fit between "The CAN DO" and "The HAVE TO DO?" is what it tries to investigate.

Dr. Radia Guerza, Senior Lecturer, is with English Department, Mostéfa Benboulaïd Batna-2 University, Algeria (e-mail: r.guerza@univ-batna2.dz).

Tutoring is defined by [10] as “to teach or guide usually individually in a special subject or for a particular purpose: COACH”. Tutoring has been practiced for ages. A tutor is someone who provides individual, or in certain situations small group, instruction, according to the dictionary definition. The goal of tutoring is to empower students to take responsibility for their own learning, or to support and mentor them until they are capable of learning on their own and no longer require a tutor. The tutor's responsibilities are varied. Although having subject-matter expertise is a prerequisite for tutoring, for someone to be truly effective, they also need to have empathy, honesty, and humor. In order to demonstrate empathy, a tutor must be able to “read” their students' attitudes, emotional states, and perspectives. Empathy is the capacity to understand people from their own point of view and to convey this knowledge to the individual in question. Tutors must be upfront and honest with their students in order to build a helpful connection. Students are frequently hesitant to discuss their academic issues with a complete stranger. Students will feel more comfortable talking about their issues with a tutor if they believe they are being heard and that they are sincere in their desire to do so. Humor can also be crucial in the tutoring process [11]. In the following section, an account of the main benefits of tutoring is worth mentioning.

Benefits of Tutoring

Tutoring can be beneficial for students for many reasons. It provides learners with individualized, one-to-one attention, and care that are absent in many classrooms. It helps them focus on individual struggles and challenges, and keeps them tuned with university context. Tutoring can also contribute in fostering students' academic performance, and endorses their attitudes towards learning. It encourages self-paced and self-directed learning. It improves students' self-esteem and self-confidence. It invigorates independence and autonomy. It works on overcoming learning challenges and impediments. It increases students' ability to manage their own learning pace, space, social and behavioral skills, and, more importantly, equates with their needs [12]. It ensures support and counseling whenever needed.

III. RESEARCH METHODOLOGY DESIGN

To abide by the research objectives, the current study is descriptive in nature. It aims to collect data considering both quantitative and qualitative data. An exploratory small-scale study has been conducted at Batna 2 University using questionnaires and interviews with 50 teachers in order to

correspond with the focused research issue. The population is characterized as follows (Figs. 1 and 2): 60% of the total population represents female teachers and only 40% represents male teachers. 60% of the teachers have more than ten years of teaching experience while 26.7% have between five to ten years, and only a proportion of 13.3% ranges from one to five years of teaching experience.

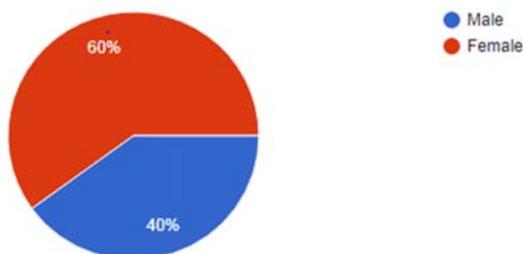


Fig. 1 Gender

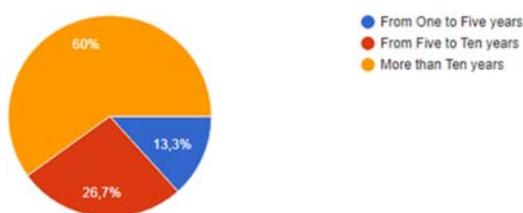


Fig. 2 Teaching experience

Data have been analyzed and quantified automatically using Google drive statistical package.

IV. RESULTS AND DISCUSSION

According to the findings, the Algerian university continues to fall behind due to a severe shortage of facilities, human resources, and even pedagogical resources. Because there are few incentives, most of our teachers are unwilling to follow the tutorial policy. In addition, the high student-to-teacher ratio and the steadily rising enrollment make it difficult to provide tutoring sessions. Results are summarized in Figs. 3-6.

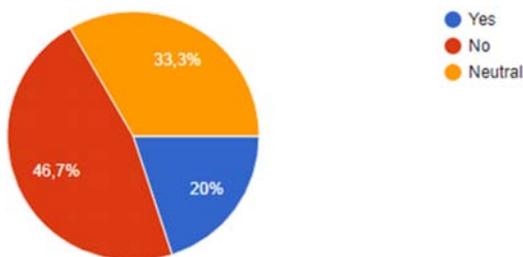


Fig. 3 Do we have available tools and resources for successful tutoring?

It is clearly indicated in Fig. 3 that 46.7% of the teachers confirmed that the Algerian university does not have available resources for successful tutoring whereas 33.3% held neutral views at the expense of 20% who affirmatively claimed positively that the Algerian university does behind the necessary means for tutoring.

With respect to teachers' attitudes and perceptions towards tutoring, findings are summed up in Figs. 4 (a)-(c):

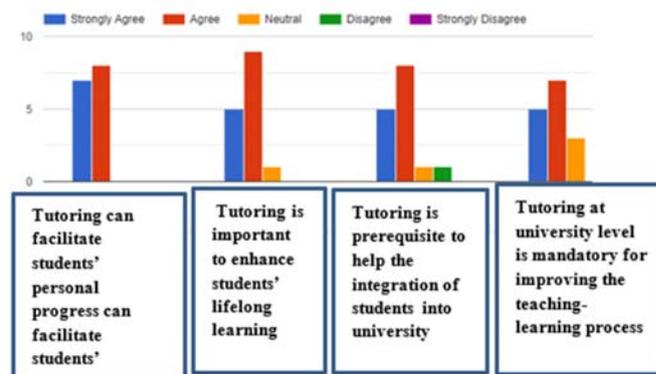


Fig. 4 (a) Teachers' Attitudes and Perceptions towards Tutoring

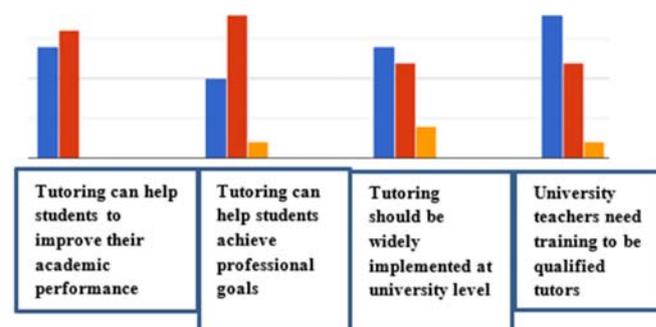


Fig. 4 (b) Teachers' Attitudes and Perceptions towards Tutoring

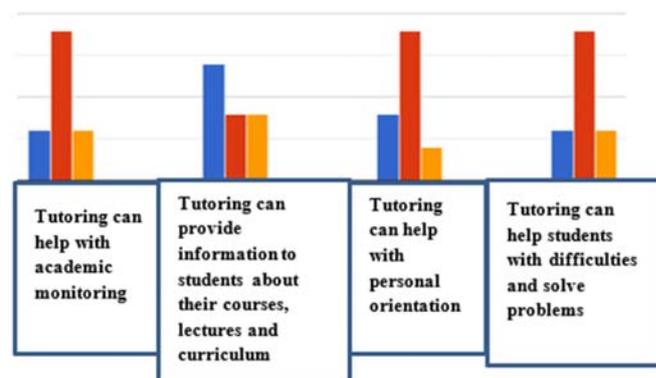


Fig. 4 (c) Teachers' Attitudes and Perceptions towards Tutoring

Fig. 4 (a) showcases that 50% and 43.75% of the teachers agree and strongly agree respectively that tutoring can facilitate students' personal progress. For 56.25% of the teachers tutoring is important to enhance students' lifelong learning as opposed to a proportion of 6.25% who have neutral views. The results indicate as well that 50% of the teachers consider tutoring as prerequisite to help the integration of students into university contrarily to 6.25% who disagreed. In addition, according to 43.75% of the teachers, tutoring at university level is mandatory for improving the teaching level; however, a small rate representing 18.75% claims neutrally that it is so. Moreover, both 50% and 43.75% of the teachers

agree and strongly agree respectively with the fact that tutoring can help students to improve their academic performance. Also, 56.25% of the teachers agree that tutoring can help students achieve professional goals at the expense of 31.25% who strongly agreed on it. Furthermore, though university teachers need training to be qualified tutors with a rate of 56.25%, tutoring should be widely implemented at university level with an important ratio of 43.75%. According to teachers' perceptions and attitudes reported in this study, tutoring can help with academic monitoring; it can provide information to students about their courses, lectures and curriculum; it can help with personal orientation and difficulties to solve problems with representing respective rates of 56.25% (agree) and 43.75% (strongly agree). However, the small proportions for neutral views could not be denied as well. The aforementioned statistics better illustrate the benefits and usefulness of tutoring in the academic context. It also shows how valuable this approach is if implemented well.

On the same wavelength, and to support the aforementioned claims, teachers were asked whether they recognize the tutoring task or not. 73.3% of the teachers positively affirmed that they recognize it as opposed to 26.7%. This indeed is a clear indication of teachers' awareness about tutoring in general which in fact explains the readiness of most teachers representing 86.7% to uphold this task as it is clearly portrayed to in Figs. 5 and 6. Besides, considering the interview data, results showcase the set responses as it is indicated in Table I.

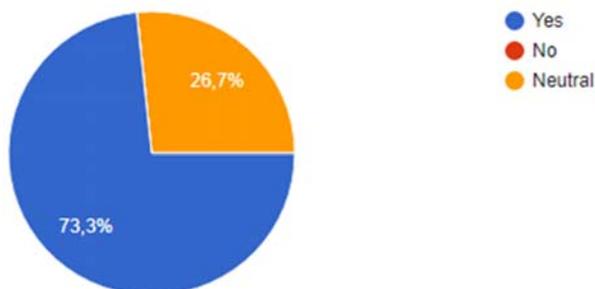


Fig. 5 Do you recognize the tutoring task?

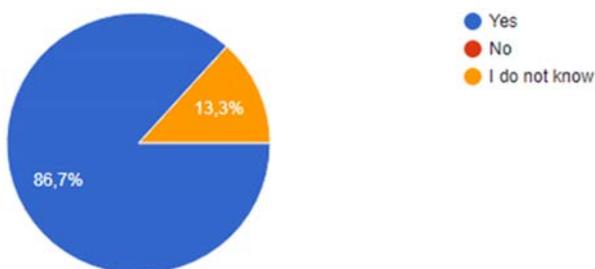


Fig. 6 Do you accept to be a tutor?

As it is clearly indicated in Table I, though many teachers believe that tutoring should be implemented in the academic context, they do consider its implementation in the Algerian context an impossible mission, and if it is done it will be one

of the individual initiatives. They strongly claim that the Algerian university with respect to tutoring is very far from its application and implementation because even teachers are in need for tutoring sessions themselves. Hence, not only students need tutoring sessions, but teachers also do need them as well. Between the "CAN DO" and the "HAVE TO DO", teachers face many challenges to obtain the desired outcomes. Thence, training stands mandatory in the Algerian context for both teachers and students.

TABLE I
 TEACHERS' INTERVIEW RESPONSES

Interview Questions	Responses
1/ What do you think of tutoring as an action plan to enhance our teaching/learning processes?	"It is definitely a positive and fruitful action to plan, it's just mission impossible in our context..." "Tutoring helps both teachers and students know each other better. It also permits teachers take anticipatory action as to the learners' special needs". "Unfortunately, it is not. If it is done it will be few individual teachers' initiatives". "No".
2/ Is tutoring implemented in our institutions?	"Not exactly. Not as really required" "It only exists in texts; no one actually practices it"
3/ Do you think that tutoring should be implemented in our institutions?	"Yes" "Yes. I think it should be a priority like teaching."
4/Where do we stand as far as tutoring is concerned?	"At a very low level" "Millions of miles away! We have no such a culture. Trying to implement it would mean pedagogy = demagogy"
5/ When do you think students need tutoring?	"When they start facing problems with subject comprehension or struggling to keep up" "It's necessary especially in the beginning of the students' university life and when taking important decisions regarding their future career".
6/ Why teachers are reluctant to adhere to tutoring sessions	"Reasons may vary, but generally teachers may need tutoring, themselves". "I believe the process requires organization and direction just to get the teachers to participate actively. Some workshops for teachers can be organized to update the information needed to tutor students".

V. CONCLUSION

The importance of tutoring in the university context is undeniable. The majority of teachers are aware of its role and main tasks as well as prerequisites; nonetheless, the lack of infrastructures, means, and resources hinder them from embracing this strategy. Despite the regulations set by the ministry of higher education to implement it widely, the Algerian university is still lagging behind. Perhaps new visions with innovative approaches are in urgent need to consider more planning tutoring sessions at a larger scale. Henceforth, to answer the raised query, "where does tutoring in the Algerian university stand between "the CAN DO" and "The HAVE TO DO?", one can say that teachers have the willingness to be trained and embrace this strategy for the betterment of the teaching/learning quality provided that policy makers provide the necessary resources, means, and qualified individuals for this task. In Algeria, practitioners and teachers likewise can sustain the development of the Algerian

university and produce qualified students, but it has to find the suitable context to realize this aspiring project.

APPENDICES

Appendix (A) Questionnaire

Dear Colleague,

I would be very much grateful if you could answer the following questionnaire on tutoring. The questionnaire is anonymous and data collected will be solely used for research purposes.

Thank you

Background Information:

1. Gender
 - Male
 - Female
2. Teaching experience
 - From One to Five years
 - From Five to Ten years
 - More than Ten years
3. Attitudes and Perceptions towards Tutoring

- 3) Do you think that tutoring should be implemented in our institutions?
 - 4) Where do we stand as far as tutoring is concerned?
 - 5) When do you think students need tutoring?
 - 6) Why teachers are reluctant to adhere to tutoring sessions?
- Thank you

REFERENCES

- [1] Executive Decree N° 09-03, Tutoring (Online) <http://www.joradp.dz/FTP/jo-francais/2009/F2009003.pdf>, 2009.
- [2] Chaif, R., H. "Algeria Moves to Halt the Tutoring Trade". (Online) <https://www.al-fanarmedia.org/2015/02/algeria-moves-halt-tutoring-trade/>, 2015.
- [3] Tahar Bouhadada, Mohamed Tayeb Laskri, "AICCSA - DB-TUTOR: an intelligent tutoring system using a troublemaker companion", (Online) <https://www.lens.org/lens/scholar/article/150-318-161-496-078/main>, Proceedings ACS/IEEE International Conference on Computer Systems and Applications, pp. 36-42, 2001
- [4] Hassina Seridi-Bouchelaghem, Mokhtar Sellami, "Intelligent Tutoring Systems - An Adaptive Distance Learning Architecture", (Online) <https://www.lens.org/lens/scholar/article/002-504-931-843-607/main>, pp. 1010-1010. Jun 6, 2002.
- [5] Mahnane Lamia, Hafidi Mohamed, Aouidi Samira, "MISNC - An Intelligent Tutoring System within a Social Network (IT2SN) for logical problem solving", (Online) <https://www.lens.org/lens/scholar/article/116-045-840-821-887/main>, Proceedings of the 5th Multidisciplinary International Social Networks Conference on - MISNC '18, 2018.
- [6] Maouche-ketfi Salima, "Professional Development in training and Tutoring Case of third year EFL students, language sciences and didactics, Department of English", (Online) <https://www.lens.org/lens/scholar/article/174-213-859-223-477/main>, Unknown Document, Volume: 14, Issue: 1, pp. 34-44. Dec 15, 2014.
- [7] Mohamed Soltani, Hafed Zarzour, Mohamed Chaouki Babaheni, Chaouki Chemam, "An Affective Tutoring System for Massive Open Online Courses", (Online) Smart Innovation, Systems and Technologies, pp. 202-211. Jul 11, 2019.
- [8] Jiménez, J. "Hacia un nuevo proyecto de tutoría universitaria en el espacio europeo de educación superior". Revista Española de Orientación y Psicopedagogía (REOP), 21 (1), pp. 37-44, 2010.
- [9] Nuria Ruiz Morillas, Manel Fandos Garrido, "The role of tutoring in higher education: improving the student's academic success and professional goals". Revista Internacional de Organizaciones, n° 12, junio 2014, pp. 89-100. ISSN: 2013-570X; EISSN: 1886-4171. <http://www.revista-rio.org>, p. 90.
- [10] Merriam-Webster Online Dictionary, Tutor/ Tutoring (Online) <https://www.merriam-webster.com/dictionary/tutor>, 2022, p.4.
- [11] Tutor Training: South Central College, "What is Tutoring?", (Online) https://southcentral.edu/tutor_training/module1/index.html, 2022.
- [12] Oxford Learning Centers, "How Does Tutoring Help Students?" (Online) <https://www.oxfordlearning.com/benefits-of-tutoring/#:~:text=Tutoring%20can%20help%20strengthen%20subject,who%20aren't%20challenged%20enough,2021>.

Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Tutoring can facilitate students' personal progress					
Tutoring is important to enhance students' lifelong learning					
Tutoring is prerequisite to help the integration of students into university					
Tutoring at university level is mandatory for improving the teaching-learning process					
Tutoring can help students to improve their academic performance					
Tutoring can help students achieve professional goals					
Tutoring should be widely implemented at university level					
University teachers need training to be qualified tutors					
Tutoring can help with academic monitoring					
Tutoring can provide information to students about their courses, lectures and curriculum					
Tutoring can help with personal orientation					
Tutoring can help students with difficulties and solve problems					

Thank you

Appendix (B) Interview Questions

Dear Colleague,

I would be very much grateful if you could answer the following interview on tutoring. The interview is anonymous and data collected will be solely used for research purposes.

Thank you

- 1) What do you think of tutoring as an action plan to enhance our teaching/learning processes?
- 2) Is tutoring implemented in our institutions?