

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

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Abstract : Tutoring at 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 Algerian University. It aims to set a plan for tutoring that might meet the student's needs and challenges. It endeavors to explore the following query: “what is the role of tutoring in the Algerian university between “The CAN DO” and “The HAVE TO”? 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 fifty (50) teachers. Results indicate that 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 increasing yearly number of students and students high ratio would hardly permit any tutoring sessions. Finally, this paper is the first attempt, to our best knowledge, towards raising the awareness of our institution, staff members, teachers, and students towards the importance of tutoring and how to adopt it.

Keywords : attitudes, higher education, perceptions, tutoring

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