

The Reasons Behind the Spread of Private Tutoring in the Sultanate of Oman from Teacher's Point of View

Rashid AlHajri¹, Qasim AlAjmi², Hamed AlYahmadi³, Ibrahim Alwahaibi⁴

Abstract

The study's objective was to identify the factors that led to the growth of private lessons in the Muscat Governorate from the teachers' perspective. A descriptive research design used a sample of 1228 teachers from various governorates throughout the Sultanate of Oman. A questionnaire tool was also used with 58 items on factors related to the student, school, family, and teacher. The study produced several conclusions, the most significant of which is that the average reasons for the growth of private lessons in the Sultanate of Oman from the teachers' perspective were high, coming in at 3.77. The arithmetic averages for the areas of the reasons for the growth of private lessons ranged between (3.23 and 3.96), which came in first. Reasons tied to the student came first, while reasons related to the teacher came in last. As a result of the governorate variable alone, the results also showed statistically significant differences at the significance level (0.05) in the reasons for the spread of private lessons. Each time, there are statistically significant differences between the averages of the factors that contributed to the spread of private lessons between Dhofar Governorate and each of the other governorates (Musandam, North Al Batinah, Muscat, Al Dhahirah), and each time, the differences are in favour of Dhofar Governorate. Regarding the remaining variables, the findings did not indicate any statistically significant differences at the level of significance (0.05) in the factors contributing to the spread of private lessons, such as teachers' gender, academic backgrounds, professional experiences, or the two, three, or four-way interactions between these factors. A set of recommendations were made at the study's conclusion, including the creation of a legal provision that makes it illegal for teachers to give private lessons to students at the school where they are employed, an effort to eradicate the causes of the spread of private lessons, and the creation of a study examining the correlation between the growth of private lessons and student achievement.

Keywords: *Private tutoring, Muscat Governorate, Oman.*

Introduction

Private tutoring has become one of the most prevalent phenomena in the world, resulting in many effects that vary from one environment to another and from one society to another. Their presence can threaten the educational, social, and economic system. This phenomenon has spread widely and significantly in recent years and has become exhausting for students and parents, especially with the approach of the examination period. It poses a threat to the educational system in the Sultanate of Oman because it needs to provide students with equal opportunities in terms of achievement in the

¹ A'Sharqiyah University, College of Arts& Humanities, Ibra, Oman, rashid.alhajri@asu.edu.om

² A'Sharqiyah University, College of Arts& Humanities, Ibra, Oman, alajmi.qasim@gmail.com

³ Arab Open University, Muscat, Oman, Hamed.y@aou.edu.om

⁴ A'Sharqiyah University, College of Arts& Humanities, Ibra, Oman, ibrahim.alwahaibi@asu.edu.om

educational process, keeping them from participating and interacting with their peers in school. Private lessons are worsening daily, becoming a must in the education process. (Zaki, 2021).

Private lessons are no longer support classes in exceptional circumstances but have become a general phenomenon due to the school's negligence in performing its duties well. Schools can fail to guarantee students' good comprehension due to overcrowding of classes and difficulty in aligning teachers for each student. Thus, many parents resorted to this lesson to help their children compensate for schools' shortcomings. Private lessons absorb school materials, and some teachers take advantage of the malfunction weekends and annual holidays to provide these private lessons. They contact private educational institutions that provide them with appropriate material and income. Teachers are incentivised to provide private lessons to generate additional income (Soleimani, Jamila, 2022), and private lessons also contribute to accustoming students to wrong educational behaviour through students' stagnation of laziness, indifference or diligence in study, resulting in poor and low academic level. The different teaching methods and environments between schools and private lessons and the increasing interest in private lessons may negatively affect students' mental and physical development, as they study in the morning at school and in the evening at private institutions. (Yin, 2018).

In the Sultanate of Oman, this phenomenon has increased due to several factors and subjective and objective reasons, from individual to societal levels, in response to the educational system. As private lessons become a pathological phenomenon that represents a departure from what education should be, this study is keen to look at the elements of the phenomenon and the factors intertwined around it under scientific research. It aims to identify treatments based on a correct understanding of the phenomenon by looking at several factors that brought about the change. Thus, the outcome should propose an effective solution. (Rawahi, 2021).

The rising phenomenon of private lessons has forced families to set a budget for private lessons, attributed to negative perceptions of traditional education and the belief that private lessons are necessary for success, students tiredness after excessive external study, making regular education less efficient. (Al-Khayyat, Saud, 2021). From the social perspective, the increasing demand for education and the population increase lead to school building shortages, reduced access opportunities, high density, and weak family confidence in that school, exacerbating the phenomenon of private tutoring as a chronic pathological phenomenon in education. (Argillos et al., 2022).

Society, in general, presents to parents and students educational institutions that are closely related to different social groups, and the decisive factor in choosing the institution is financial capacity. Undoubtedly, the quality of educational service provided within the school is directly related to the financial value, as seen from the impact of market mechanisms on the education sectors. However, social inequality has become more complex, leading to the disparity in educational opportunities between Government and private education institutions. This contributed to the low quality of government educational services, which made parents resort to other ways to obtain a better education, including private lessons and private or international education, burdening Omani families (Merouh et al., 2022).

Therefore, most families tend to enrol their children in private lessons under the pretext of poor academic achievement and for fear of failing and reaching satisfactory results. Some specialists explain the phenomenon of private lessons is due to the greed of some teachers to increase the illegal gain through dereliction in their duty at school, prompting parents to use them to fill that deficiency in their performance of their duties (Mashani et al., 2019), These lessons also created a disparity in the levels of students and made them more dependent, neglected and derelict in their homework, relying entirely on private lessons or the private teacher to repeat the lesson or solve the duties entrusted to them.

Therefore, this burden falls on the shoulders of the family, forcing them to resort to private lessons, which exacerbates this problem as a product of the escalating consumer feature in society. Most parents are busy with routine work, forcing them to resort to private lessons to follow up with their children educationally and maintain their educational achievement and academic excellence. Moreover, since teachers adhere to private lessons for material gain, students resort to private lessons, contributing to their spread and expansion. (Ghanem et al., 2021).

This phenomenon has many drawbacks, such as financial depletion for the family and depletes the student's time and effort through the hours he wastes in attending these lessons. The biggest damage is the loss of enthusiasm for learning and teaching, killing the spirit of creativity and innovation in the student, the weak credibility of the evaluation system, and the loss of the student's confidence in his abilities and not dispensing with private lessons, especially in preparing the student to apply for exams. (Mohammed, 2019). Private lessons usually create a state of social inequality. They may cause a defect in the curricula adopted in formal education by distorting the planned learning sequence. However, private lessons' impact has some positives, as they can help students learn and constitute an additional source of livelihood for teachers. In this context, the most prominent advantages of private lessons are that they improve student learning, help students understand and absorb lessons, provide constructive activities for students outside official working hours, and help them. Private lessons can help reach better educational levels, pass exams, and secure their enrollment in universities. It also enables students to satisfy their individual educational needs, builds confidence among outstanding students and enables them to achieve their ambitions in joining the disciplines they seek to reach. (Bray & Hagar, 2022).

In conclusion, it is clear that despite the importance of paying attention to human resources in education, as they are responsible for achieving educational goals and implementing educational reform and development programs, many obstacles negatively affect the quality of career life and achieving general satisfaction among teachers and school principals in the Sultanate of Oman in general and in the schools of Muscat Governorate, prompting this study.

Study Problem:

Despite all the efforts made by the government in reforming and developing the educational system in the Sultanate of Oman, such as preparing strategic plans for the development of this system, establishing programs to qualify teachers, and establishing an institution for accreditation and quality assurance of education in the Sultanate, many reports and studies pointed to shortcomings and weaknesses suffered by pre-school education in the Sultanate in general, and the low satisfaction of its members with many aspects of work and the weakness of community confidence in the performance of all elements of the educational system. The development of education reform in the Sultanate of Oman calls for a change in the thought of reform itself, i.e., moving from quantity to quality, which requires a qualitative jump in the quality of human capital and the treatment of some chronic phenomena and issues such as private lessons that negatively affect the achievement of social justice and equal educational opportunities.

The idea of conducting this study was generated through the work of researchers in the educational field, where they noticed the spread of the private lessons phenomenon significantly. Theoretical literature and previous studies found that this phenomenon exists and spreads significantly (Al-Rawahi, 2021; Mohammed Al-Saleh, 2020; Al-Jakhri, 2023; Belaid et al., 2022; Hussein et al., 2020; Hajar & Bray, 2022), indicating that the spread of the phenomenon of private lessons is due to reasons related to the school, teachers, pupils and family-related reasons.

For further verification, the researcher used the survey results to study this phenomenon. The increasing demand for private lessons and propionates educational budgets

contributed to the low quality of government educational services, compelling parents to choose other ways to obtain a better education, including private lessons and private or international education, all burdening Omani families. (Al-Watan Newspaper, 2019).

Study Questions:

The following questions can form the problem of the study:

1. What are the reasons for the spread of private lessons in the Sultanate of Oman from the point of view of teachers?
2. Based on teachers' point of view, do gender, qualification, educational governorate and experience cause the spread of private lessons in the Sultanate of Oman?

Study objectives:

The objectives of this study are as follows:

1. Understanding the reasons and motives behind the spread of private lessons.
2. Detecting differences in the average estimates of the respondents for the reasons for the spread of private lessons in the Sultanate of Oman from the point of view of teachers due to variables: gender, qualification, educational governorate, and experience.

Study Importance:

This study derives its importance from the following considerations:

Scientific significance:

Shedding light on the phenomenon of private lessons in schools in Muscat Governorate, its negative repercussions on the environment and overall school conditions, and the urgent need to address them.

Practical significance:

This study's results can guide decision-makers in the Ministry of Education and community parties by identifying the causes of the spread of private lessons and its various positive and negative consequences. The findings can contribute to developing programs and remedial solutions to rationalise the phenomenon and reduce its negatives.

Study Scope:

The limits of this study are limited to the following:

1. Study Population: The study sample consists of (1228) teachers.
2. Duration: Applied during the 2022/2023 academic year.
3. Objective: Understanding the reason for the spread of private lessons.
4. Target: Schools in Muscat Governorate, Sultanate of Oman.

Terminologies:

Tutoring: Private lessons are defined as every educational effort that a student receives outside the classroom so that this effort is regular, repetitive, and paid. (Al-Jakhri, 2023). It is also defined as a pedagogical method and process in which the learner interacts with one to three pupils at most to respond directly to their own learning needs and interests, which other collective or semi-collective educational methods can partially or fully achieve." (Ghanem, 2021).

Considering the above, private lessons are procedurally defined in the current research as any additional educational effort that a student or group of students receives through an informal meeting, which takes place between them and the private teacher outside the school walls and the study plan at a specific place and time between both parties, for a specific fee.

Theoretical Framework & Previous studies:

Private tutoring is a type of individual education aimed at providing personal assistance and guidance to students in specific areas of knowledge. Private lessons are an opportunity for students to focus on their individual needs and develop their skills and knowledge in subjects they feel difficult in, and tutoring is usually offered by teachers who specialise in the subjects. Tutoring can be useful for students who need extra help understanding concepts or filling gaps in knowledge. One of the main benefits of tutoring is that it allows students to progress at their rate and pace. It also enables them to ask questions and clarify concepts freely without worrying about the time pressure or congestion in regular classrooms. Also, private lessons allow the teacher to adapt teaching methods and materials according to the student's needs, enhancing the chances of success and achievement of learning goals. Along with the advancement of technology, private lessons have become available online, giving students and teachers greater flexibility in coordinating lessons and communication. Private lessons are a strong tool for enhancing learning and achieving academic success for students effectively, based on their individual needs. (Khalaf and Rafiqah, 2022).

Private lessons are individual or small group learning sessions outside the regular school environment. A tutor or teacher who specialises in a particular subject offers these lessons. (Boudana et al., 2022). Private lessons aim to meet the needs and requirements of each student and help them better understand the subjects and improve their academic performance. The duration of private lessons and the areas they cover vary, from academic education (mathematics, science, languages, economics, etc.), preparation for official exams (university entrance exams, language tests, entrance exams in private schools), arts to music, and personal skills development (leadership, communication, computer). (Qadri, Halim, 2021).

Private lessons are also an opportunity for students to receive individual attention, direct support, and the opportunity to improve their understanding of the material and focus on specific topics. It also enables teachers to provide personal guidance, develop teaching skills and customize lessons according to students' needs. According to a study (Yin, 2018), teachers provide private lessons for several reasons as follows:

1. Provide additional income: Tutoring is an opportunity for teachers to increase their income. Teachers may provide tutoring in addition to their main teaching function to increase their monthly income.
2. Professional improvement: By offering private lessons, teachers can improve their teaching skills and try different teaching methods. Teachers can benefit from one-on-one interaction with students to develop their teaching skills.
3. Individual communication with students: Private lessons allow the teacher to communicate individually with students and learn their needs and academic level of understanding. The teacher can guide students based on their needs and provide them with personal assistance.
4. Flexible schedule: Besides students, the teacher benefits from the flexibility in private lessons. The teachers can set the appropriate times to deliver lessons and coordinate them appropriately with their schedule.
5. Updating knowledge: By teaching specific subjects in private lessons, teachers can update and enhance their knowledge and stay current with the latest field developments.
6. Customer satisfaction and reputation improvement: When a teacher provides high-quality tutoring and helps students achieve positive results, customer satisfaction is built, simultaneously cementing the teacher's reputation as an outstanding and qualified teacher.

In general, tutoring provides teachers with multiple opportunities and professional and material benefits, and the opportunity to improve their communication with students, try new teaching methods, and give them the necessary personal and academic support.

Based by Ghanem et al. (2021), the reasons related to the family and parents contribute to the spread of private lessons:

1. Interest in individualised education: A parent wants to maximise their child's maximum benefit. Private lessons allow them to provide support, focus on specific learning needs, and enhance students' understanding of the material.
2. Enhance student self-confidence: Private lessons can boost self-confidence and ability. The students feel personally supported and encouraged by their parents, motivating them to achieve greater success.
3. Focus on certain topics: The student may need additional help with certain topics. Tutoring can meet these needs and provide support on difficult topics.
4. Improving academic performance: A student can significantly improve their academic performance by investing in tutoring. Parents can see their child's progress and improved results, encouraging them to continue to provide support.
5. Flexibility in timing and place: Private lessons allow flexibility in scheduling lessons, making them more suitable for the student's schedule of activities and providing them with the flexibility to improve their academic performance.
6. Enhance communication with the school: Through tutoring, parents can better communicate with teachers and the school to monitor the student's progress and academic level and collaborate to improve their performance.

In general, families can see tutoring as an opportunity to improve their children's learning experience and support them to achieve academic and educational success. Private lessons provide an appropriate learning environment to meet the needs of individual students and give them the support and guidance needed to achieve their excellence.

Qasimi and Sonia (2020) also indicated that the reasons related to the school and the educational system that contribute to the spread of private lessons are as follows:

1. Crowded classrooms: Some students in crowded classrooms experience the inability to get individual attention from the teacher due to the large number of students. Private lessons provide a more private and focused environment for each student's needs.
2. Student Levels Diversity: Student levels can vary in regular classrooms. Private lessons enable the teacher to adjust the instructional style and curriculum to match the level of understanding of each student.
3. Preparation for official exams: Some need intensive preparation and may not have enough time in the classroom to focus on all subjects. Private lessons enable teachers to focus on core subjects for better exam preparation.
4. Electives: There can be interest in unavailable electives at school. Private lessons allow more specialised subjects to be offered.
5. Providing distance education: Some schools may adopt distance education, and students may need additional support and guidance to adapt to this method of education. Remote tutoring allows teachers to provide support and guidance via online learning platforms.
6. Specialisation and concentration: Private lessons can allow the teacher to focus on their specialisation and provide the necessary assistance in specific areas.

In general, tutoring caters to students' needs and provides individual support and flexibility in education, which may attract many students and parents to use this service.

Kena, Mohammed Al-Saleh (2020) explained that the educational effects of the spread of private lessons are as follows:

1. Improving student performance: Providing tutoring improves students' academic performance and enhances their understanding of the material. Individual attention and focus on the student's needs lead to improved academic outcomes.
2. Increase self-confidence: Private lessons can increase students' self-confidence and academic abilities. Interacting with the teacher in an individual environment encourages them to participate in lessons and overcome educational challenges confidently.
3. Attention to difficult subjects: Private lessons allow students to focus on difficult subjects and work to improve their understanding. This leads to improved performance in the subjects in which they suffer.
4. Increase engagement and participation: Students can benefit from a supportive and stimulating tutoring environment for active engagement and participation.

As for the social effects of the spread of private lessons, as indicated by the study of Bahn (2018) and (Dabakh et al., 2019).

1. Social inequality: Private lessons may increase the disparity between students who can access this service and those who cannot. Students who can pay for tutoring may receive additional support and a chance to succeed academically, while others lack this opportunity and may remain in a less favourable position.
2. Impact on public schools: The proliferation of tutoring may impact public schools, as some students may choose to withdraw from public schools to obtain full private education, affecting the funding of schools and communities that rely on this education system.
3. Improving social performance and skills: Improving students' performance in private lessons may increase their self-confidence and abilities and thus reflect on their performance in society and improve their social skills.
4. Economy and employment: The proliferation of tutoring can lead to the growth of the tutoring sector as an industry, impacting the local economy and providing additional job opportunities for teachers and teachers.
5. Provide an opportunity for more experienced teachers: Teachers who provide tutoring can have the opportunity to work individually and provide personal support and guidance to students. This helps improve the learning experience for students.

In general, tutoring can be a social influencer, affecting social inequality and providing additional opportunities for students and teachers. A balance must, therefore, be struck between providing equal opportunities for quality education for all and supporting individual learning and professional development for teachers.

Previous studies:

Al-Jakhri's study (2023) dealt with private lessons and their relationship to the level of academic achievement among secondary school students in Hun city schools by identifying the level of private lessons and academic achievement among secondary school students in Hun city schools. This study looked at significant differences among types, scientific specialisation, stage to private lessons (and the level of academic achievement). The sample consisted of 148 students, followed the descriptive analytical approach, and a questionnaire collected data from the research sample. The search showed that the level of academic achievement among secondary school students in Hun City schools came at the level of (average) 48.0%. It also found statistically significant differences between variables of gender, academic specialisation, school stage and the level of academic achievement among secondary school students in Hun City schools.

Also, the study found a statistically significant direct correlation between private lessons and academic achievement among secondary school students in Hun city schools.

Belaid et al. (2022) discussed private lessons, which have become dangerous to the educational system. They stated that private lessons do not provide students equal opportunities for achievement and enrollment in middle school. Hence, this study is based on private lessons directed to children in primary education (its causes and the extent of the spread of private lessons in the primary stage). The study used a descriptive-analytical approach through a questionnaire of 28 items distributed on four axes: reasons due to the student, reasons due to the teacher, reasons due to the family, and reasons due to school. The validity and reliability of the questionnaire were established. Then, it was to twenty male and female students from the fifth year of primary school at Dhimi Muhammad Shalalah Al-Atawa State of Medea.

The study of Mirouh et al. (2022) aimed to reveal the repercussions of private lessons on the academic achievement of secondary school students. The study sample consisted of seventy-one male and female students studying in the third year of secondary school, and the study was conducted at Kawash High School "Omar and Maqoura" B - Jimla -. This study raised the main question: Do private lessons have implications for the academic achievement of third-year secondary students? The following sub-questions are: Do private lessons contribute to raising the levels of academic achievement of third-year secondary students? and Do private lessons raise students' comprehension of educational curricula in the third year of secondary school? The research tools included observation, interview and a questionnaire, with twenty-six items distributed over three axes. This study also followed the descriptive approach, and the quantitative and qualitative analysis methods were used in unpacking and analysing the data. This study was divided into five chapters: the first chapter discusses the theoretical aspect, the second chapter discusses private lessons, the third semester discusses academic achievement, and the fourth and fifth discuss the study. The results of the study hypotheses are as follows: 1) Private lessons have repercussions on students' academic achievement in the third year of secondary school. 2) Private lessons raise the academic achievement levels of third-year secondary students.

Dowidar (2022) aimed to understand the theoretical frameworks of private lessons and the efforts of the Ministry of Education in confronting them, and understand the most prominent international and Arab experiences in the field of confronting them and how to benefit from them in Egypt, with a proposed conception to reduce them. The study used the descriptive approach and reached a set of results. One significant finding is that private lessons are not new and have a long history in various cultures. Their scope has expanded at all levels of education systems in recent decades. Since the twentieth century, it has now grown into a global phenomenon. It is one of the most prominent problems facing Egypt and the Arab world. However, it is a national security problem because of the huge costs it causes, which negatively affects the family budget. The study concluded to provide a proposed perception to reduce the phenomenon of private lessons in Egypt.

Bray Hajar (2022) conducted a first-of-its-kind regional study in the Middle East that addresses tutoring, often called shadow education, in the literature and academic studies. The study focuses on tutoring in twelve countries in the Middle East. The first group includes the six high-income countries of the Gulf Cooperation Council (UAE, Bahrain, Kuwait, Qatar, Saudi Arabia, and Oman). The second group includes the six countries with Low: The Republic of Iraq, The Hashemite Kingdom of Jordan, The Syrian Arab Republic, The State of Yemen, The Republic of Lebanon, and The State of Palestine.

Argillos et al. (2022) aimed to reveal the impact of tutoring on the academic achievement of primary school students. The research started from the following main hypothesis: Private tutoring affects the level of academic achievement of primary school students. To verify the validity of this hypothesis, several procedures were used, including the use of

the descriptive approach as a study method, and data collection tools (questionnaire) were distributed to the parents of students in the primary stage randomly in the centre of El Himma in Adrar and the Afaq School for Languages and Computer Science in Adrar. The sample was estimated at 96 parents of students to understand the reasons for enrolling their children in private lessons, even though all lessons are explained and delivered by teachers in the department. The conclusions were drawn from the answers to the hypothesis as follows: Private lessons affect the academic achievement of primary school students positively, improving their performance, increasing their love of study, motivating them to perform well, and working to create a kind of interaction and freedom of expression, which works on the dynamics of the wheel of academic achievement.

The study of Bin Hussein et al. (2020) looked at the extent to which private lessons affect the academic achievement of middle school students. Moreover, the form was used as a data collection tool. The descriptive approach was applied to a sample of students receiving private lessons at the Bassma Foundation for Support, Training and Counseling, where the sample was estimated at 20 students. The study concluded that private lessons contribute positively to raising the level of academic achievement of students.

The study by Muhammad Al-Saleh (2020) aimed to determine the impact of private lessons on the academic achievement of primary school students. The study started with a general question: Is there an impact of private lessons on the academic achievement of primary school students? Accordingly, two hypotheses were formulated: 1) Primary school students who receive private lessons differ in their demand for basic subjects (Arabic, mathematics, French language). 2) Primary school pupils receiving private lessons vary by gender. The descriptive analytical approach was chosen as an appropriate approach for this study. It used a statistical method of ratios and frequencies. The sample included 76 male and female primary school students at the Ghubazi Masoud School in the valley. The results confirmed the verification and validity of the study's hypotheses that private lessons affect the level of academic achievement of primary students. However, the acceptance of basic subjects differs in terms of gender.

Dwita et al. (2018) showed the integration of secondary school students in private lessons. Data were collected using a survey conducted on 433 secondary schools in 13 cities and municipalities in West Sumatra. Five factors were found to motivate high school students to attend these institutions: personal, family, school, special educational programs, and peers.

According to Bahn (2018), shadow education, defined as academic and non-academic programs that obtain higher education outside of normal school hours, is a cultural phenomenon universally used by students with origins in Asian cultures. Studies conducted in Asian countries indicate that students who receive academic stress to succeed are at risk of negative psychological outcomes such as depression and anxiety. Most studies are limited to the relationship between shadow education associations and depression and anxiety. There is also limited understanding of the role of shadow education outside Asia, such as in the United States, where shadow education is less culturally normative. Thus, this study aimed to examine the mental health associations of shadow education in the United States and specific social and cultural factors of the relationship between shadow education and poor mental health.

Drawing on ethnographic fieldwork conducted in one public school, two private schools, twelve educational centres, and fifty-three middle-class families during 2014-2015 in Dehradun, India, this thesis examined mainstream education through the preference point of the shadow education system. It explores why teaching support is needed, how learning centres organise themselves, and the business implications of educational practices. The study showed that the gap between institutionally generated educational aspirations to achieve academic achievement and the failure of the bureaucratic structure of schools to achieve these goals, thus creating the demand for academic support outside

of school. Private tutoring companies deal with this demand by combining school-based features with market demands to gain social legitimacy.

Comment on previous studies

After reviewing the previous studies, it was found that all previous studies used the quantitative research tool (a questionnaire), and all used the descriptive analytical approach. While previous studies differed in objectives and the study sample, the studies were used (Al-Jakhri, 2023; Mirouh et al., 2022; Issawi et al., 2019; Dwita et al., 2018) secondary school sample, while other studies (Argillos et al., 2022; Belaid et al., 2022; Al-Saleh, 2020) used primary school students.

What distinguishes the current study from previous studies is that private lessons in the Sultanate of Oman would be viewed from the point of view of teachers. This study also benefited from previous studies in the development of the tool, the selection of the study sample, and the enrichment of theoretical literature. The current study has similar objectives to previous studies, exploring the reasons for the spread of private lessons. Previous studies agreed on the importance of rationalising private lessons, and the rationalisation of private lessons contributed to achieving the desired goals of the educational process.

Methodology:

The researcher relied on the descriptive analytical approach as the most appropriate for such studies. This approach includes collecting data to answer the questions of the study. It is hoped that the findings could influence the decision-making process of the Ministry of Education by providing real information to the Ministry and helping them manage private lessons phenomena.

Sampling:

The study population consisted of all schoolteachers in Muscat Governorate in 2023. Based on five thousand teachers, the study used a sample of 1228 teachers. The following table shows the distribution of the study population according to its variables. (National Center for Statistics and Information, 2023).

Instrument:

After reviewing the theoretical framework and previous studies, the researcher prepared the study tool (questionnaire). The questionnaire included (58) items distributed over (4) axes, the reasons related to each student, teacher, family, and school.

Content Validation:

To verify the tool's authenticity, it was presented to a group of competent arbitrators in various universities, and all their opinions, suggestions and amendments were taken.

Instrument Stability:

To find the stability of the scale of the reasons for the spread of private lessons from the teachers' point of view, the Cronbach alpha coefficient was calculated, and the result is shown in Table 1 below.

Table 1: Cronbach alpha stability coefficients for the scale of reasons for the spread of tutoring

Domain	NO. items	Stability coefficient (Cronbach alpha)
The scale as a whole	58	0.950
Student-related reasons	12	0.817

Teachers-related reasons	6	0.883
Family-related reasons	10	0.825
School-related reasons	7	0.858

Table 1 shows that the questionnaire has a high stability coefficient of (0.950). The stability coefficients of the scale's axes ranged between (0.817-0.883), and are considered high stability coefficients, indicating the scale's validity and applicability to the actual study sample.

The results:

The first question: "What is the level of reasons for the spread of private lessons in the Sultanate of Oman from the point of view of teachers?"

The arithmetic averages and standard deviations of the reasons for the spread of private lessons from the teachers' point of view were analysed to answer this question. Tables 2 to 7 below illustrate these results.

Table (2): Arithmetic averages and standard deviations of the reasons for the spread of private lessons from the teachers' point of view.

Causes	Number	Arithmetic mean	Standard deviation	Ranking	Level
Student-related reasons	1228	3.96	0.57	1	High
Teachers-related reasons	1228	3.23	0.91	4	Medium
Family-related reasons	1228	3.95	0.60	2	High
School-related reasons	1228	3.69	0.80	3	High
The scale as a whole	1228	3.78	0.52	//	High

Table (2) shows that the average reasons for the spread of private lessons in the Sultanate of Oman from the teachers' point of view amounted to (3.77) at a high level. The arithmetic averages of the areas of reasons for the spread of private lessons ranged between (3.23-3.96), where the reasons related to the student ranked first. In contrast, the teacher did not have a major role in the reasons for the spread of private lessons, as reasons related to the teacher ranked last with an arithmetic average of (3.23), indicating an average level.

To ascertain the level of reasons for the spread of private lessons in the Sultanate of Oman from the point of view of teachers, a test was used for one sample, assuming that the average of the population is equal to (3), and table (3) shows these results.

Table (3): T-test results for one sample of the level of reasons for the spread of private lessons in the Sultanate of Oman from the point of view of teachers

One-Sample Test Value = 3				
Scale	T	Df	Significance level	Impact size
The level of reasons for the spread of private lessons	52.351	1227	.000	.521

Table (3) shows statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the reasons for the spread of private lessons between the actual average of these reasons and the default average of society and favour of the actual average. The number confirms

real and logical reasons for the spread of private lessons. Through the value of the size of the impact, the level of reasons for the spread of private lessons is low. The value of the impact size was (0.52), indicating low impact according to the Omani standard proposed by Alwahaibi et al. (2020), which is a developed standard for the Cohen criterion (1962). The Cohen criterion states that the small effect size is less than 0.630, the high is higher than 1.50, and the average value ranges between 0.630-1.50. Thus, based on the Cohen criterion, the effect size is average, ranging between 0.50 and 0.80. This number indicates a clear spread of private lessons in the Sultanate of Oman. It calls for examining the causes of such actions and understanding why students took these private lessons. Also, the findings indicated the need to develop their relationship with the school, understand the teachers in the school, and their satisfaction level.

These results are consistent with Issawi et al. (2019), who indicated that the teacher comes in last place as one of the reasons for the spread of private lessons, while the reasons related to school and students are the first in the spread of these private lessons.

First: Reasons related to the student

Table (4): Arithmetic averages and standard deviations of the reasons for the spread of private lessons related to the student from the teachers' point of view.

Reasons	Number	Arithmetic mean	Standard deviation	Order	Level
The student's desire to increase his educational attainment	1228	4.22	0.91	3	Very high
Student Preparation for Final Exams	1228	4.24	0.81	1	Very high
Obtaining good university admission in the desired major	1228	4.24	0.84	2	Very high
Provide the student with additional questions that the subject teacher may not provide	1228	4.02	1.01	5	High
The student has been accustomed to private lessons since joining the school for the first time	1228	3.81	1.01	10	High
Poor interaction between teacher and learner during the teaching situation at school	1228	3.63	1.09	11	High
Poor attention of students to the teacher's explanation in class	1228	3.91	1.00	9	High
Frequent absence of students from school	1228	3.47	1.16	12	High
Dependency and non-dependence of the student on himself	1228	4.01	1.01	6	High
The inability of students to absorb some lessons that require a high level of understanding and application.	1228	4.02	0.89	4	High
The private teacher is more interested in the students in private lessons than in school.	1228	3.93	1.04	8	High

Students' poor study and study skills due to dependence on the private teacher.	1228	4.00	0.94	7	High
---	------	------	------	---	------

Table (4) shows the arithmetic averages of the reasons for the spread of private lessons related to the student. The items ranged between 3.47 and 4.24, indicating very high and high levels. The student's readiness for the final exams, obtaining good university admission in the desired specialisation, and the desire to increase his educational achievement scored very high with arithmetic averages of 4.24, 4.24, and 4.22, respectively. In contrast, other items scored high level, and the item of frequent absence of students from school has the lowest arithmetic average of 3.47.

Second: Reasons related to the teacher

Table (5): Arithmetic averages and standard deviations of the reasons for the spread of private lessons related to the teacher from the point of view of teachers.

Reasons	Number	Arithmetic mean	Standard deviation	Order	Level
Lack of competencies and experience among some teachers in public schools	1228	3.02	1.16	4	Medium
The inability of some advertisers to the scientific material	1228	3.00	1.13	5	Medium
The poor performance of some teachers in public schools	1228	3.04	1.17	3	Medium
The teacher's desire to increase income and improve the standard of living	1228	3.98	1.08	1	High
Lack of consideration by the teacher to the individual differences between students	1228	3.32	1.10	2	Medium
Teachers encourage students to take private lessons.	1228	3.00	1.23	6	Medium

Table (5) shows the arithmetic averages of the items for the reasons for the spread of private lessons related to the teacher. These items ranged between 3.98 and 3.00, indicating intermediate level, except for the item (the teacher's desire to increase income and improve the standard of living), which was at the high level, with an arithmetic average of (3.98), and the last place came to the item (teachers encourage students to enrol in private lessons) with an arithmetic average of (3.00).

Third: Reasons related to the family and parents

Table (6): Arithmetic averages and standard deviations of the reasons for the prevalence of private lessons related to family and parents from the teachers' point of view.

Reasons	Number	Arithmetic mean	Standard deviation	Order	Level
Low-income family supervision of children	1228	3.95	1.00	4	High
The desire of parents to raise the level of achievement of their children	1228	4.46	0.69	1	Very high
Social prestige	1228	3.85	1.04	8	High
Lack of suitable environment for learning and studying at home	1228	3.36	1.11	10	High

Tradition and the influence of friends and relatives	1228	3.88	1.04	7	High
The educational level of parents has a role in encouraging children to attend private lessons	1228	3.94	0.92	5	High
Parents are working on behalf of their children, which prompted them to search for an alternative for them	1228	4.08	0.92	3	High
Achieving the aspirations of parents to enroll their children in the desired majors at universities	1228	4.26	0.79	2	Very high
Parents' dissatisfaction with the education their children receive at school	1228	3.82	1.02	9	High
Parents' lack of awareness of the laws related to private lessons	1228	3.89	1.00	6	High

Table (6) shows the arithmetic averages for the items in the field of reasons for the prevalence of private lessons related to the family and parents. The items ranged between 3.36-4.46. All of them are at a high level, except for the two items, parents' desire to raise their children's achievement level and fulfilling parents' aspirations to enrol their children in the desired university disciplines. These items scored very high, with arithmetic averages of 4.46 and 4.26, respectively. The lack of a suitable environment for learning and studying at home came last, with an arithmetic average of 3.36.

Fourth: Reasons related to the school / educational system in schools

Table (7): Arithmetic averages and standard deviations of the reasons for the spread of private lessons related to the school/educational system in schools from the teachers' point of view.

Reasons	Arithmetic mean	Arithmetic mean	Standard deviation	Order	Level
The school does not conduct remedial courses for students who are late in school (poor achievement)	1228	3.72	1.05	3	High
The school's failure to educate students about the harms of private lessons	1228	3.53	1.08	5	High
Too many students in classes (class density)	1228	4.25	0.91	1	Very high
Poor level of education in public schools	1228	3.32	1.20	7	Medium
Lack of an attractive educational environment for the student	1228	3.53	1.15	6	High
Inequality of scientific material with class time	1228	3.69	1.11	4	High
Lack of application of laws regulating private lessons	1228	3.80	1.08	2	High

Table (7) shows the arithmetic averages of the field items of reasons for the spread of private lessons related to the school / educational system in schools, which ranged between 3.32 and 4.25. The item (the large number of students in classrooms (class density) obtained the highest arithmetic average of (4.25) at a very high level. The item double the level of education in public schools came in last place at an average level, with an arithmetic average of 3.32, while the rest of the items scored a high level.

The second question: 2. Based on teachers' point of view, do gender, qualification, educational governorate and experience cause the spread of private lessons in the Sultanate of Oman?

To answer this question, the second Univariate Analysis of Variance test was used to find out the differences in the reasons for the spread of private lessons in the Sultanate of Oman from the teachers' point of view based on gender, qualification, educational governorate, experience, and bilateral, tripartite, and quadruple interactions of these variables, Tables (8) and (9) illustrate these results.

Table (8): Univariate Analysis of Variance to the variables of gender, qualification, educational governorate, and experience.

	Sum squares	of DF	Average squares	F	Significance level
Gender	.039	1	.039	.160	.689
Experience	.046	2	.023	.093	.912
Qualification	.214	2	.107	.433	.649
Governorate	11.374	8	1.422	5.763	<.001
Gender * Experience	.158	2	.079	.320	.726
Gender * Qualification	.732	2	.366	1.484	.227
Gender * Governorate	3.755	8	.469	1.903	.056
Experience * Qualification	.295	4	.074	.299	.879
Experience * Province	6.334	16	.396	1.605	.061
Experience * Province	5.702	16	.356	1.445	.113
Gender * Experience * Qualification	.560	3	.187	.756	.519
Gender * Experience * Province	6.287	16	.393	1.593	.064
Gender * Qualification * Governorate	4.198	16	.262	1.064	.386
Experience * Qualification * Governorate	5.703	23	.248	1.005	.455
Gender * Experience * Qualification * Governorate	2.511	6	.418	1.696	.119
Error	271.591	1101	.247		

Table (8) shows statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the reasons for the spread of private lessons attributed to the governorate variable. No statistically significant differences at the significance level ($\alpha \leq 0.05$) were found in the reasons for the spread of private lessons due to gender variables, academic qualification, teachers' work experience, or bilateral, tripartite and quadruple interactions of these variables.

To determine the sources of the differences between educational governorates, the Scheffe test was used for dimensional comparisons. Table (9) shows the results of this test.

Table (9): Scheffe test for dimensional comparisons between the averages of the reasons for the spread of private lessons by educational governorates

Educational Governorate		Significance level	In favor
North Sharqiyah)M (4.00=* [*]	Musandam Governorate)M(3.65=	.010	North Sharqiyah
	North Batinah)M(3.70=	.002	
	South Batinah)M(3.77=	.046	
	Muscat)M(3.59=	<.001	
	Al Dakhiliya Governorate)M(3.77=	.050	
	Al Dhahirah Governorate)M(3.65=	<.001	
	South Sharqiyah)M(3.78=	.121	/
	Dhofar)M(3.78=	1.000	/
Dhofar	Musandam Governorate	.018	Dhofar
	North Batinah	.004	Dhofar
	South Batinah	.085	/
	Muscat	<.001	Dhofar
	Al Dakhiliya Governorate	.090	/
	Al Dhahirah Governorate	<.001	Dhofar
	South Sharqiyah	.195	/

* M= Arithmetic mean

Table (9) shows statistically significant differences at the level of significance ($\alpha \leq 0.05$) between the averages of the reasons for the spread of private lessons between the Governorate of North Sharqiyah and all governorates except the governorates of South Sharqiyah and Dhofar and in favour of the Governorate of North Sharqiyah each time. Statistical differences were found at the level of significance ($\alpha \leq 0.05$) between the averages of the reasons for the spread of private lessons between the Governorate of Dhofar and each of the governorates (Musandam et al.) and in favour of the Governorate of Dhofar each time.

Recommendations:

Through the study's findings, the researchers recommend:

- 1) Develop a legal article that criminalises the teachers who provide private lessons to students at the school where they work.
- 2) Seeking to eliminate the reasons for the spread of private lessons.
- 3) Educating the community about the danger of spreading these lessons and their negative consequences on different parties and age groups.
- 4) Preparing a study that examines the relationship between the spread of private lessons and student achievement.

5) Preparing studies that examine the educational and social effects of the spread of private lessons in the Sultanate of Oman.

Acknowledgements:

The scientific paper was produced through the research project funded by the Ministry of Higher Education, Scientific Research, and Innovation in the Sultanate of Oman under the Block Funding Program with contract number (MoHERI/BFP/ASU/01/2021).

References

Arabic References:

- Al-Jakhri, Badr Abu Bakr Ali. (2023). Private lessons and their relationship to the level of academic achievement of secondary school students in schools in the city of Hun. *Al-Qurtas Journal of Humanities and Applied Sciences*, 1(22).
- Angular, green. (2022). The reality of private lessons directed to children in primary education (causes and forms).
- Argylos, K., Mama, Salami, & Fatima/framed. (2022). Private lessons at the primary stage and their impact on academic achievement (Doctoral dissertation, Ahmed Deraya University-Adrar).
- Belaïd, Ismail, Sharaba, Youssef. (2022). Attitudes of first-year secondary students towards private lessons (Doctoral dissertation, Mouloud Mammeri Tizi Ouzou University, Faculty of Humanities and Social Sciences, Department of Social Sciences, Department of Educational Sciences).
- Ben Hussein, Hizia, Zidani, Salami, Mutar, Fatima. (2020). Private lessons and their impact on the academic achievement of middle school students (Doctoral dissertation, Ahmed Derayah University-Adrar).
- Ben Kassimi, Dawia. (2023). The trend of students towards private lessons in light of free education in Algeria. *Al-Hikma Journal of Philosophical Studies*, vol. 1, 1-16. Retrieved from <http://search.mandumah.com/Record/1365307>
- Bishai, Zaki Bedros. (2021). The repercussions of the Corona pandemic on the spread of private lessons (shadow education). *Educational Journal of the Faculty of Education in Sohag*, 87(87), 1585-1678.
- Boudana, Ahmed, and Jaballah, Zahia. (2022). Private lessons in Algeria between reality and legislation. *Horizons Journal of Science*, 7(4), 583-595. Retrieved from <http://search.mandumah.com/Record/1316577>
- Dabakh, Hussein, Bouzidi, Hayat. (2019). The role of tutoring in academic achievement.
- Dowidar, Muhammad. (2022). Private lessons cause, effects and means of confrontation. *Educational Sciences: A Quarterly Peer-Reviewed Scientific Journal*, 30(4), 411-455.
- Ghanem, Thana, Hassan, Basil, and Emerald, Amira. (2021). Reasons why secondary school students go to private lessons from the point of view of their parents: a field study in the city of Latakia. *Tishreen University Journal for Research and Scientific Studies - Arts and Humanities Series*, 43(5), 253-274. Retrieved from <http://search.mandumah.com/Record/1236545>
- Issawi, Wiza, Bataash, Radia. (2019). Private lessons at the secondary level in the city of Ain Fakroun Reality - Causes.
- Kena, Muhammad al-Saleh. (2020). The impact of private lessons on the academic achievement of primary school students.
- Mashani Souhaila-Khithri Fatna, & Khaithri Fatna (2019). Private Tutoring (Doctoral dissertation, Mohamed Boudiaf University, Faculty of Humanities and Social Sciences).
- Mayrouh, Bashir, Dargoum, Laoubi, & Younes (supervisor). (2022). Private lessons and their reflection on the academic achievement of third-year secondary students (Doctoral dissertation).

- Mia Al Siyabi, (01 May 2018). Discussion of "Results of the Study of the Reality of Private Lessons in the Sultanate", Vision <https://alroya.om/p/21362>
- Mohammed, as a leader, Mohamed Abdel Rahim, Abdullah, Hisham Ibrahim, Binali, Ghadnana Saeed Al-Moqbel, Al-Sayed, Muhammad Hajjaji, and Hassan. (2019). The phenomenon of tutoring: diagnosis. and treatment. *Journal of Education*, 48(196), 23-40. Retrieved from <http://search.mandumah.com/Record/126144>
- Qadri, Halima. (2021). Private lessons between students' demands and teachers' responsibility: a comparative study on students of the second stage of secondary education. *Journal of Studies*, 10(1), 6-25. Retrieved from <http://search.mandumah.com/Record/1218563>
- Qasimi, Sonia. (2020). The Role of School Factors in the Demand of Middle School Students for Private Tutoring in Light of Second-Generation Reforms: A Field Study. *Journal of the Humanities*, 31(2), 141 –154. Retrieved from <http://search.mandumah.com/Record/1064799>
- Rawahi, Salem. (2021). Private lessons between permissibility and criminalization in the Sultanate of Oman, *International Journal of Scientific Publishing and Studies*, 11(2).
- Soleimani, beautiful. (2022). Private education and the Corona pandemic between gain and loss. *Journal of the World of Education*, 30, 350-365, retrieved from <http://search.mandumah.com/Record/1280604>
- Succeed, mate. (2022). The phenomenon of tutoring: an aspect of private education. *Journal of the World of Education*, 30, 498-512, retrieved from <http://search.mandumah.com/Record/1280740>
- Tailor, Laila Saud. (2021). Reasons for relying on private lessons with the primary school child and proposed solutions from the parent's point of view. *Journal of Gulf and Arabian Peninsula Studies*, 47(183), 217-260. Retrieved from <http://search.mandumah.com/Record/1215342>
- Foreign References:
- Bahn, F. (2018). *Shadow Education and its Social and Cultural Determinants of Mental Health*. Palo Alto University.
- Bray, M., & Hajar, A. (2022). *Shadow education in the Middle East: the nature and effects of private lessons*.
- Bray, M., & Kwo, O. (2014). *Regulating private tutoring for public good. Policy Options for Supplementary Education in Asia*. UNESCO Bangkok.
- Gupta, A. (2018). *Formal Education from a 'Shadow' Perspective: An Ethnographic Account of Private Tutoring in Dehradun, India* (Doctoral dissertation, National University of Singapore (Singapore)).
- Kim, H. K. (2013). *An analysis of the causes of shadow education in the era of the schooled society*. The Pennsylvania State University.
- Park, E. J. (2013). *Explaining achievement disparities between the United States and South Korea*. George Mason University.
- Yin, M. (2018). *Learning in the Shadows: Supplementary Education and its Participation Patterns, Effectiveness, and Implications for (In) Equality in the United States and China*.