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The Relationship Between Private Lessons and Academic Achievement Among Students in Grades (9-12) in the Sultanate of Oman

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Abstract

The purpose of this study was to investigate the relationship between private lessons and academic achievement among students in grades 9 to 12 in Oman." The descriptive methodology was used, and the research tool was a questionnaire. A total of 4,500 male and female students were given the questionnaire. The investigation produced the following findings: Students in grades 9 to 12 in the Sultanate of Oman had a moderate view of the impact of private lessons on their academic performance, with an average score of 3.22. The items' average scores ranged from 2.45 to 4.32, showing a range of low to very high levels. The findings also revealed that the average score of basic education pupils in the Sultanate of Oman regarding the influence of private lessons on them was higher than the hypothetical mean. This difference was statistically significant at a significance level of less than 0.05, indicating that private courses had a clear and positive impact on students. The effect size was also estimated and found to be 0.778, indicating a medium effect size. The results of the regression analysis revealed no statistically significant relationship, at a probability value of less than 0.05, between students' perceptions of the impact of private lessons on them and their academic achievement, or belief in the effectiveness of private lessons in assisting students. The correlation coefficient was 0.045, indicating a very poor association. Furthermore, their perceptions of the influence of private lessons on them account for only 0.2% of the variation in academic accomplishment and belief in the usefulness of private lessons in supporting students. The coefficient of determination (R-squared) was found to be 0.002, indicating an exceedingly weak proportion and making findings unreliable. This underscores the assumption that students' impressions of the influence of private lessons on academic achievement or belief in the usefulness of private lessons in supporting students cannot be accurately predicted.

Introduction

The world's current state of rapid expansion and considerable technology and information advancements has had a profound and diverse impact on many parts of life, whether social, economic, cultural, or political. This has echoed throughout everyone's lives. Given that education is one of the ways used to protect and ensure the continuity of societies, it has been significantly affected as the primary cornerstone and major component upon which societies are created. This is emphasized by Al Abdan (2023). Education educates people to take on social roles, making it easier for them to engage

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with the world around them.

Education is critical for accomplishing effective raising because it acts as the foundation for measuring, prospering, and improving communities. It is seen as a critical sign of a country's development and progress (Al-Hadrami et al., 2022). Education has become a cornerstone of national strategies, influencing economic and social standing (Al-Hadrami, 2021). Furthermore, educational strategies, curricula, techniques, and pedagogical tools have evolved into basic foundations upon which both governmental and commercial organizations rely to fulfill their goals (Dawiah, 2023).

With the global expansion in demand for education, its expanding reach, and its quest of inclusivity through free access, several problems have surfaced that have hampered the achievement of its goals and dashed many ambitions (Al-Habib, 2021). Deficits in educators' professional and technical training, as well as disparities within specific educational systems, including varied evaluation methodologies, may be contributing to this (Al-Hadrami et al., 2022). These interconnected elements have resulted in a number of educational and pedagogical issues, one of which is the phenomena of private tutoring. As we approach academic exams, private tutoring has seen a considerable increase, which could be attributed to these factors (Noy, 2019).

This serves to confirm the considerable and close positive or negative association between private tutoring and academic success or failure in societies. This is corroborated by research by Dawiah (2023) and Ibn Sama'il (2019), both of which show positive results. Other studies, such as those conducted by Omeroullar et al. (2020) and Hung and Han (2020), have found negative impacts and connections between private tutoring and academic attainment. The current study is significant in that it clarifies the intimate relationship between private tutoring and academic accomplishment within schools, based on the academic outcomes of children who received such tutoring during the same academic year. The study aims to discover whether there is a positive or negative association between these two criteria and to examine the extent to which private tutoring supports students in overcoming various challenges. It also investigates the extent to which these tutoring sessions influence the various educational phases that a student goes through.

Theoretical Background

The school plays an important role in an individual's development and education, molding their personalities and distinguishing them from others while also teaching shared standards and values that differentiate them within a given culture. At the same time, it provides people with communal ideals that distinguish one community from another. The school is acknowledged as the fundamental element in educational administration, which is one of the most important social dynamics (Ghareeb, 2022). As a result, parents make every effort to ensure their children's correct learning, seeking tools that facilitate the educational process. Various sorts of private tutoring stand out among these aids.

Private tutoring is not a new invention; its origins can be traced back to the creation of nations and kingdoms. A historical examination of education in various places indicates its use as a method of instruction. Private tutoring was used by rulers, kings, and princes to teach and discipline their offspring. This technique was mostly limited to the ruling class, who had resources and opportunities that others did not. These monarchs and princes would bring teachers into their palaces to educate and develop their offspring's character, allowing them to

have distinguishing attributes and traits that set them apart from those from other social classes. This would endow them with distinguishing characteristics, and they would be known to as "al-Bann" (Al-Hadda and Abdul Kareem, 2021).

Such private instruction were not limited to the offspring of monarchs and princes at the time. As knowledge advanced and understanding became more prevalent, its impact became visible in people's lives. As a result, private tutoring evolved into a method of addressing academically challenged children in specialized topics such as languages, sciences, and mathematics. A student would seek private tutoring only if their performance in a subject was poor and they continued to struggle (Al-Habbashneh and Al-Naimi, 2007). Seeking private instruction was seen as an admission of weakness, which was frowned upon. The fundamental goal of private tutoring at the time was to constantly explain things until the student understood them, with the goal of increasing their proficiency and competency (Hassan Mohammed Hassan et al., 2007, p. 50).

Private tutoring is a common occurrence in society, although it is intricately linked to a family's social status on multiple levels. The cultural level is seen in parents' knowledge of the importance and usefulness of private lessons in improving academic achievement (Makhlouf, 2017). Families go to great lengths to improve their children's performance, adopting preparation and organization to ensure their children's continued education is not hampered by financial constraints. Private tuition has become a daily expense, and families strive to build a stable home environment. They use communication, monitor their children's academic progress, and provide guidance and attention to their children's academic futures (Sedira, 2016).

Many individuals in society, even the educated classes, believe that students are the root cause and propagators of the private tutoring problem. They contend that private tutoring would not exist if it were not for the pupils. While this viewpoint has some truth, it does not encompass the complete world. This is not just the fault of the student; rather, various additional factors are at play. A vital part is the curriculum, and another pillar is the teacher. The family, as the foundation of the educational process, also plays an important role. The educational process is a continuous loop with various components (arkan) (Arabic term for pillars, elements, or components).

Academic lagging is one of the elements impacting academic achievement that drives students to seek private tutoring. This is a lack of achievement in any or all academic courses when compared to other kids of the same age and academic semester. Typically, they struggle to understand the curriculum, demanding specific aid customized to their academic abilities. This may entail modifying their talents and adapting to their personal and familial circumstances in order to keep up with their classmates. This academic lag could be due to cognitive or physical development issues, such as IQ, comprehension, concentration, linguistic expression, or other aspects. Environmental reasons (inadequacy of curriculum, teacher competence, family problems) are also driving kids to seek private tutoring (Al-Ma'aytah; Al-Jamighan, 2009).

Another factor could be a teacher's failure to notice students' flaws and a disregard for individual variances. During lessons, teachers may experience a lack of student interest or support, which reduces their motivation to convey the material. Furthermore, teachers may lack the ability to form meaningful relationships with their students that are defined by love and harmony. Neglecting perfect justice and modesty, as well as the existence of hatred and distrust, can lead to students disliking the teacher and developing an aversion

to the subject. This encourages students to supplement their education with private tutoring (Majidi, 2006).

The educational process's quality is determined by the school's ability to offer an acceptable atmosphere for students' growth and to improve the educational environment. Overcrowding in the classroom is a contributing element to the phenomenon's spread, as the teacher is unable to adequately fulfill the daily lesson needs with comprehensive and effective explanations. It becomes difficult to carry out important practical exercises, use educational resources, and evaluate student achievement. When classrooms are overcrowded, teachers frequently overlook academically difficult children, pushing them to seek private tutoring. The difficulty in promoting interaction between teacher and student, and hence the difficulty in profiting from classroom explanations, aggravates the situation (Hassan et al., 2007).

There is a considerable relationship between achievement motivation and academic success in students. In its most basic form, achievement motivation refers to a state that aids in the maintenance of a living organism's activity. The organism may fail to demonstrate the learnt behavior if it lacks it (Al-Hadi & Al-Azza, 2004). The individual's (student's) accomplishment motivation allows them to maintain high levels of performance without external supervision. It is clear that there is a favorable association between the need for achievement and job endurance. This association could explain why kids with strong achievement motivation do better when they participate in learning through exploration.

According to Kim and colleagues (2016), the element of time and expense invested in private lessons to teach specific educational abilities in the English language had no substantial positive influence on pupils. On the other hand, the expense of assessing mathematical skill had a major impact on students' costs, as proven by Nam (2013) in his study. The impact of private lessons on students' academic progress varies depending on the subject and the student. Kim (2020), for example, discovered in his research that there is a beneficial association between private sessions and students' innovative thinking. However, this association was found to be inversely connected with academic achievement.

Similarly, Sean and colleagues (2010) revealed that the length of time a student spends in private sessions correlates with academic attainment. Furthermore, there was a link between the level of communication between students and parents and academic accomplishment. Simultaneously, a negative association between the amount of time spent on private sessions and the level of communication between students and parents emerged. In this regard, Habib (2021) asserts that there is a beneficial association between private lessons and academic accomplishment. Similarly, Amrani and Hayaq's (2021) study reveals a positive association between private lessons and academic progress. Furthermore, they reveal statistically significant disparities in favor of females between males and females, as well as between students in the scientific and literary courses in favor of the scientific track.

Regarding the Sultanate of Oman's efforts to eliminate private lessons, the Ministry of Education issued Ministerial Decision No. 287/2017 to openly prohibit the conduct of private lessons (Ministry of Legal Affairs, 2017). Furthermore, the ministry is working to modernize and improve the country's educational system. This entails upgrading textbooks and curricula, as well as preparing and qualifying teachers in accordance with modern methodologies and approaches. These approaches are intended to reduce the demand for private courses. Furthermore, on 25 Safar 1438 AH, equivalent to 14 November, the General Directorate of Education in the Dhofar Governorate issued a

circular underlining the prohibition of providing private classes. The circular was deemed extremely important (Al-Rawahi, 2017).

Among the efforts made, the matter was widely discussed between the Shura Council's Education Committee and the Ministry of Education in order to highlight the ministry's prominent attempts to improve private education. Discussions also centered on the ministry's policies and procedures for private instruction (Shura Council, 2019). In addition, the Public Prosecution issued a warning that the installation of educational classes within homes for the purpose of teaching is illegal. Such activities are considered a violation of the regulatory regulations for private schools and can result in legal penalties for those involved (Al-Sahwa, 2021). In terms of individual efforts, Manar Al-Jabouri's (2016) initiative stands out as the first Omani-Arab endeavor targeted at reducing the prevalence of private courses and addressing their excessive character.

Despite concerted efforts to eradicate private classes, they are still widely used. According to Al-Fahdiyah (2019), the demand for individual classes skyrockets during final and midterm exams. Given the transitory and crucial significance of this educational phase, students obtaining a General Education Diploma (GED) are especially inclined toward individual courses. Opinions on private courses were mixed in a poll done among parents in the Sultanate of Oman. Some parents believe that private courses are necessary, while others believe that they are a waste of time and effort (Al-Muqbal, 2018).

Therefore, this study aims to investigate the actual relationship between private lessons and academic achievement in the Sultanate of Oman.

The Procedures

Research Methodology

In this study, the researchers utilized a descriptive methodology, which is the appropriate approach for this type of descriptive study. This methodology focuses on describing phenomena and interpreting them in a descriptive manner.

Study Population and Sampling

According to the Ministry of Education's data book for the year 2022, the study population consists of all students in grades 9 to 12, totaling (194,862) students, with (99,087) men and (95,775) females (Ministry of Education, 2022). A simple random sample of (4,500) students was drawn from the study population, which included both males and girls. There were (4,500) completed electronic surveys, all of which were correctly completed and eligible for statistical analysis.

Instrument Measurement

The researchers employed a Likert-type scale as their instrument, which was coded as follows: (Strongly Agree - Agree Moderately - Agree Strongly - Disagree - Strongly Disagree). The collected data was then encoded according to the following table:

Table (1) Instrument Scale

4.21-5.00	3.41-4.20	261-340	1.81-2.60	1-1.80	The average
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Strongly Agree	Strongly Agree	Moderately Agree	Disagree	Strongly Disagree	The scale
Very High	High	Moderate	Low	Very Low	Degree

The Study Instrument and Its Validity

The researchers created the questionnaire instrument by consulting past studies on the association between private tutoring and academic accomplishment. They created a questionnaire instrument, and it was reviewed by (7) education experts from universities and the Ministry of Education before it was used. The instrument's first form had two dimensions and (29 elements). Following the completion of the peer review procedure, the researchers analyzed the questionnaire and made changes based on the comments obtained from the experts. As a result, the final version of the questionnaire for the study contained (16) items.

Validity of Paragraphs

Correlation coefficients were established between the items and the final score of the scale to validate the items of the scale evaluating students' opinions of the influence of private lessons on them in grades 9 to 12 in the Sultanate of Oman. Table (1) depicts these findings, as well as the steps used to assure the items' dependability and alignment with the overall survey of students' perceptions of the impact of private lessons on their academic success.

Table (1) Corrected correlation coefficients for the items of the scale measuring students' perceptions in grades 9 to 12 in the Sultanate of Oman regarding the impact of private lessons on them were calculated in relation to the total score of the scale.

Paragraph number	Correlation coefficient of the item with the total score of the scale	Paragraph number	Correlation coefficient of the item with the total score of the scale	Paragraph number	Correlation coefficient of the item with the total score of the scale
123456	.559.601.681.688	789	.680.201.313	131415	.647.549.445
	.672.695	101112	.308.667.604	16	.088

Table (1) illustrates that the corrected correlation coefficients for the items with the total score of the scale ranged from (0.088 to 0.695). Since items are retained if the value of the corrected correlation coefficient is not less than (0.20) (Al-Qasabi, 2020; Crocker & Algina, 2017; Deniz, Alsaffar, 2013), all of these correlations are considered good to excellent, except for the last item. This confirms the validity of the scale for actual application on the study sample.

Paragraphs Reliability

A Cronbach's alpha coefficient was calculated to verify the reliability of the scale items, yielding a value of (0.885), which is a high reliability coefficient. This confirms the quality and suitability of the scale for application on the actual study sample.

Study Results

Question one: What are the perceptions of students in grades 9 to 12 in the Sultanate of Oman regarding the impact of private tutoring on their academic performance?

To answer this question, the arithmetic means and standard deviations of the items assessing

the perceptions of students in grades (9 to 12) in the Sultanate of Oman regarding the impact of private tutoring on their academic performance were calculated. Table 2 illustrates these results.

Table (2): Means and Standard Deviations of Items Assessing the Perceptions of Students in Grades 9 to 12 in the Sultanate of Oman Regarding the Impact of Private Tutoring on Them.

The level or standard	arrangement	Standard deviation	The arithmetic mean	Paragraph
intermediate	10	1.39	2.89	The student is distanced from the competitive environment in the school.
intermediate	9	1.30	3.05	The student becomes distracted due to the variation in the teacher's teaching methods.
intermediate	13	1.36	2.69	It diminishes the importance and status of the school in the eyes of the student.
low	15	1.35	2.49	It leads to the dispersion and wastage of time for the student.
intermediate	11	1.38	2.80	The student may suffer from health problems due to physical and mental fatigue and exhaustion.
intermediate	12	1.37	2.83	Increasing the workload on students and exhausting them.
intermediate	14	1.36	2.64	Lack of student engagement in classroom activities and neglecting class-based activities.
high	2	1.05	4.12	Improvement in the results of academically struggling students.
high	4	1.16	3.81	Favoritism towards students receiving private tutoring from private teachers (higher grades, success.(...
high	3	1.17	3.95	Private tutoring helps bridge the gap resulting from the inadequate performance of some teachers.
intermediate	8	1.36	3.06	The student's feeling of embarrassment towards his family is a result of his fear of failure and loss of self-confidence.
intermediate	7	1.29	3.18	Expanding Social Disparities Among Students
low	16	1.39	2.45	The student becomes less social.
high	6	1.30	3.47	The cost of private lessons burdens families, particularly those with low to moderate incomes, with significant financial burdens.
high	5	1.22	3.71	Parents consider allocating the majority of their income as a means to ensure their children achieve academic performance that meets their aspirations.
Very high	1	0.99	4.32	Assisting the student in enhancing comprehension and grasping of the lessons.
intermediate	//	0.78	3.22	The average perceptions of students regarding the impact of private lessons on them.

Table (2) shows that attitudes of students in grades 9 - 12 in the Sultanate of Oman about the impact of private lessons on them were moderate, with an arithmetic mean of (3.22). The items' arithmetic means ranged from (2.45-4.32) on a scale from low to extremely high. The item "Assisting the student in improving comprehension and grasping of the lessons" received a very high level with an arithmetic mean of (4.32). Meanwhile, five additional items scored highly, while the bulk of objects scored moderately. The items "Student's distraction and waste of time" and "The student becomes less social" had the lowest arithmetic means at the low level, with (2.49 and 2.45), respectively. This suggests that students are convinced that individual lessons benefit them.

To verify the perceptions of students in grades (9 - 12) in the Sultanate of Oman regarding the impact of private lessons on them, a one-sample t-test was conducted, assuming that the population mean is (3). Table (3) illustrates these results.

Table (3): Results of a One-Sample t-test for the Perceptions of Students in Grades (9 - 12) in the Sultanate of Oman Regarding the Impact of Private Lessons on Them.

One-Sample Test Test Value = 3				
Effect size	Level of significance	Df	T	The axes or dimensions
0,778	<.001	1110	9.286	The Impact of Private Lessons on Students

Table (3) shows that the arithmetic mean of the scale evaluating students' impressions of the influence of private lessons on them in the Sultanate of Oman is greater than the projected population mean. This difference is statistically significant at a significance level of less than (0.05), demonstrating that private courses have a distinct and beneficial impact on students. The effect size was determined and its value was (0.778), confirming that the effect size is moderate according to interpretation standards such as Cohen's (1962) or the Omani standard suggested by Alwahaibi et al. (2020), which is a developed version of Cohen's (1962). According to this measure, a low effect size is less than (0.630), a high impact size is larger than (1.50), and a moderate effect size is between (0.630 and 1.50).

Second question: Is there a statistically significant correlation between students' perceptions of the impact of private lessons on them and their academic achievement?

The Multiple Simple Linear Regression analysis was used to answer this question. This was done to look into the possibility of a link between students' impressions of the impact of private lessons on them and their academic accomplishment. It also sought to ascertain their perspectives on the efficiency of private sessions in assisting students. Figure (1) depicts the Multiple Simple Linear Regression model, which includes a single independent variable (students' perceptions of the impact of private lessons on them in grades 9 - 12 in the Sultanate of Oman) and two dependent variables (academic achievement and belief in the effectiveness of private lessons in assisting students).

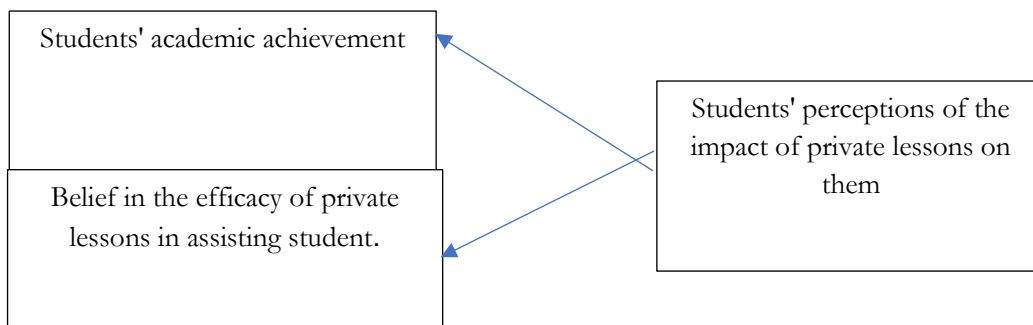


Figure (1): Model of Regression for Students' Perceptions in Grades (9 - 12) in the Sultanate of Oman Regarding the Impact of Private Lessons on Them, Academic Achievement, and Belief in the Efficacy of Private Lessons in Assisting Students.

The regression analysis revealed no statistically significant relationship between students' perceptions of the impact of private lessons on them, academic achievement, and belief in the efficacy of private lessons in assisting students in grades 9 - 12 in the Sultanate of Oman at a probability value of less than (0.05). These findings are shown in Table (4).

Table (4) Summary of the Regression Model (Students' Perceptions in Grades 9 - 12 in the Sultanate of Oman Regarding the Impact of Private Lessons on Them as an Independent Variable), (Academic Achievement and Belief in the Efficacy of Private Lessons in Assisting Students as Dependent Variables).

The constant term	The T-statistic value (T*)	The standard error (SE)	The level of significance	The F-statistic value (F*)	The coefficient of determination R^2	The correlation coefficient (R)
3.144	18.835	.167	.324	1.128	.002	.045

Table (4) shows that there is no significant association between students' opinions of the influence of private lessons on them, their academic progress, and their belief in the efficacy of private lessons in benefiting students in the Sultanate of Oman in grades 9 - 12. The correlation coefficient was (0.045), indicating a very poor link. Furthermore, just (0.2%) of the variance in academic accomplishment and belief in the usefulness of private lessons was accounted for by students' opinions of the influence of private lessons. The coefficient of determination value R^2 (0.002) indicates this, which is an exceedingly low percentage and is not regarded dependable. Furthermore, the F-statistic value was (1.128) in the basic regression analysis, which is not statistically significant at the significance level (($\alpha \leq 0.05$)). This demonstrates that students' opinions of the impact of private lessons on them in grades 9–12 in the Sultanate of Oman cannot predict academic progress or belief in the usefulness of private lessons in benefiting pupils.

Conclusion

Based on the research findings, it is possible to conclude that students' perceptions of the impact of private lessons on them were modest, with a mean score of (3.22) and a standard deviation of (0.78). The study sample's responses were spread across scale categories, with low scores for two items, moderate scores for eight items, high scores for five items, and a very

high score for one item. This distribution confirms that the influence on students is moderate. The statement "Assisting the student in enhancing comprehension and grasping of the lessons" had the highest mean score of (4.32), making it the sole statement with a very high score. The lines "The student becomes less social" and "Student's distraction and waste of time" earned low scores, indicating a minor influence.

Based on the percentage of students who had taken private lessons the previous year before the implementation, an independent one-sample t-test was performed on them. The t-test findings showed a value of (9.286) and a level of significance of (0.001), indicating that private classes had a favorable impact from their perspective. The impact size was estimated as well, and its value was (0.778), confirming that the effect size is moderate according to interpretation criteria such as Cohen's (1962) or the Omani standard suggested by Alwahaibi et al. (2020), which is an upgraded version of Cohen's (1962).

Multiple simple linear regression was also used to investigate the potential predictive association between students' perceptions and academic progress, as well as belief in the effectiveness of private sessions in supporting students. The regression analysis found no statistically significant relationship between students' perceptions of the impact of private lessons on their academic achievement and belief in the efficacy of private lessons in assisting students in grades 9 - 12 in the Sultanate of Oman at a probability value of less than (0.05).

Recommendations

- Ensuring proper preparation of Ministry of Education teachers through internal and external training programs, workshops, lectures, and discussion sessions.
- It is essential to work on regulating the process of private lessons and ensuring that they are directly supervised and monitored by the Ministry of Education.
- Working on developing practical and flexible curricula capable of meeting the needs of the current era.
- Instilling a spirit of initiative and dedication among teachers through both financial and moral incentives, enabling them to contribute to their fullest potential.

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