International Journal of Education and Practice
2025 Vol. 13, No. 3, pp. 1101-1114
ISSN(e): 2310-3868
ISSN(p): 2311-6897
DOI: 10.18488/61.v13i3.4362

The effectiveness of private tutoring on students' performance, motivation, and attitudes from the perspectives of the students, teachers, and parents in Oman

Abdo Mohamed Al-Mekhlafi[1]
Fawzia Aziz Al-Seyabi[2]
Sheikha Ali Al-Buraiki[3]
Mohamed Eltaher Osman[4+]

[1,2,4]*Sultan Qaboos University, Oman.*
[1]*Email: Sep1962@squ.edu.om*
[2]*Email: fawzia@squ.edu.om*
[4]*Email: mosman@squ.edu.om*
[3]*Sohar University, Oman.*
[3]*Email: saburaiki@su.edu.om*


(+ Corresponding author)

Article History
Received: 10 February 2025
Revised: 24 July 2025
Accepted: 4 August 2025
Published: 15 August 2025

Keywords
Academic performance
Attitude
Effectiveness
Motivation
Private tutoring.

ABSTRACT

The present study investigated the effectiveness of private tutoring (PT) on academic achievement, motivation and attitude from the perspectives of the students, teachers and parents in the Sultanate of Oman. Three questionnaires were developed and validated to fulfill the study's purpose based on an analytic approach. The findings revealed that the participants viewed PT as effective to boost students' comprehension of the subject matter, to equip students with strategies to answer exam questions, to improve students' grades and to increase their chances to enter university after high school. Additionally, students, parents and teachers perceived the effectiveness of PT on boosting motivation by enhancing self-learning skills, providing comfort for the parents and reducing exam stress. Regarding attitude, students, parents and teachers believe that PT lessons are generally expensive but they also meet the learners' needs. It is recommended that the issue of private tutoring receive additional research attention as this business continues to grow based on the findings of the study. Additionally, educational authorities should consider regulating and institutionalizing out-of-school supplementary programs to enhance student performance and potentially reduce the growing reliance on PT.

Contribution/Originality: This study contributes to the existing literature by providing insights into the effectiveness of PT in Oman, a context that has received limited scholarly attention. Its originality stems from comparing perspectives from students, teachers, and parents of the impact of PT on academic performance, motivation and attitudes.

1. INTRODUCTION

Learning extends beyond the boundaries of traditional schooling to encompass diverse forms occurring inside and outside the school. Many students get additional educational support from private tutoring (PT) during their schooling years (Guill, Lüdtke, & Köller, 2020). PT is a form of paid and structured learning that takes place outside of school and primarily focuses on formal academic school subjects. It is widely recognized as shadow education because it resembles and supplements regular school subjects (Kuan, 2011; Zhang & Liu, 2016). According to Kim and Jung (2019), the notion of shadow education was introduced to academia in the early 1990s as the term "private supplementary tutoring" by De Silva, Gunawardane, Jayaweera, Perera, and Rupasinghe (1991). Private tutoring is portrayed as shadow education, particularly by Bray (1999) who pinpoints that the metaphor of "a shadow is

appropriate in several ways" (p. 17) for various reasons. According to Bray (1999), first, private supplementary tutoring only exists because mainstream education exists. Second, as the size and shape of the mainstream system change, so do the size and shape of supplementary tutoring. Third, in almost all societies much more public attention focuses on the mainstream than on its shadow; and fourth, the features of the shadow system are much less distinct than those of the mainstream system (p. 17).

Private tutoring lessons are delivered in various forms (Bray, 1999). Some PT is provided one-to-one either at the teacher's home or the tutees' home. It is also offered in small or large groups and can be delivered through online platforms. PT has become a global educational phenomenon that has prevailed across many countries worldwide, i.e., East and South Asia, Southern and Western Europe, and North and South America (Kim & Jung, 2019; Park, Buchmann, Choi, & Merry, 2016). The widespread nature of the PT phenomenon has normalized among parents and students who seek advancement in their academic achievements (Smyth, 2009). This widespread use of PT coupled with the considerable consumption of the families' resources urges researchers to question its effectiveness. Bray (2014) asks whether PT contributes to raising students' academic achievements.

2. LITERATURE REVIEW

Private tutoring (PT) differs from regular school instruction as the latter typically follows a syllabus and a textbook whereas the former does not. PT can potentially assist students to preview/review the subject contents taken in regular classrooms. Therefore, parents invest a lot of money and time in private tutoring to supplement their children's education (Guill et al., 2020; Zeng & Yung, 2024). While a vast number of studies reported positive effects of private tutoring on students' achievements, many other previous studies pointed to minimal or no effect at all.

It is generally believed that PT can be effective since it provides the students with more time to learn and study (Kuan, 2011). The effectiveness of PT on students' learning is a function of multiple characteristics associated with PT (Benckwitz, Guill, Roloff, Ömeroğulları, & Köller, 2022; Bray, 2014), such as scheduling, whether it is offered during the school year or the summer break, characteristics of the students, and the quality of instruction (Guill et al., 2020; Zhang, Dang, He, Ma, & Wang, 2021). The impact of private tutoring (PT) has positive and negative effects, influencing not only students' academic performance but also their attitudes and motivation toward learning.

PT can be considered as a tool for students to enrich their learning and secure "additional human capital" (Bray, 1999) benefiting themselves and the wider society that they live in. In other words, PT lessons are meant to elevate students' academic achievement which subsequently leads to enrolment in prestigious universities after high school (Alam & Forhad, 2025). Those who graduate from such universities are more likely to be employed in good jobs. Another positive outcome of PT relates to classroom instruction. It is believed that PT positively impacts classroom instruction by reducing the workload of the mainstream teachers since privately tutored students may have been introduced to the presented materials in their private tutoring sessions (Bray, 1999; Šťastný, 2025).

In the Turkish context, Berberoğlu and Tansel (2014) investigated the effectiveness of PT on students' academic performance in different subject areas. They reported positive effects for secondary school students in mathematics and the Turkish language but not in natural sciences. In their study, Ha, Park, and Hyun-Jeong (2016) examined the causal effects of PT and after-school programs (ASPs) on academic achievement of Korean secondary school students. The researchers used students' data from the Gyeonggi Education Panel Study. The analysis of the data demonstrated that PT and ASPs positively impacted students' academic achievements.

Zheng, Wang, Shen, and Fang (2020) investigated the relationship between PT and academic achievement among Chinese junior high school students. They also explored the possible associations between PT and students' emotional well-being and the parent-child relationship. The researchers used data from the China Educational Panel Survey. They found that PT was significantly and positively associated with students' achievement,

particularly for English and mathematics. Other findings indicated that privately tutored children developed more self-confidence and a positive parent-child relationship. However, these positive effects declined as the intensity of PT increased suggesting a non-linear relationship between PT and school academic achievement, parent-child relationships and students' well-being.

Mabhamba, Mukuka, and Alex (2024) evaluated the effectiveness of private tutoring on grade 12 students' performance in mathematics. The research included 347 participants within the OR Tambo Inland District in the Eastern Cape Province of South Africa. The findings indicated that learners who attended private supplementary tutoring significantly outperformed those who did not (p. 1).

However, PT consumes financial and human resources and creates social inequalities (Bray, 1999). Advantaged children who come from high socioeconomic status families are more likely to outperform their less advantaged counterparts due to private tutoring delivered to the former group. According to Bray (1999), other critics indicate that the phenomenon of private tutoring may intrude into and upset the curriculum of mainstream education. Teaching a heterogeneous group of privately tutored and non-tutored children in the same classroom may distort the mainstream teachers' planning and instruction.

Guill et al. (2020) examined the effectiveness of PT on students' performance in the subjects of German and/or mathematics, the three dimensions of instructional quality, structure, challenge, and support, and the impact of the three dimensions on students' academic achievement and global satisfaction with their school and family situation. The researchers utilized data from the German National Educational Panel Study of a total sample of 11358 grade 10 students. The findings showed no statistical global effect of PT on students' grades in mathematics or German and no effect of the instructional quality of PT on students' performance in mathematics or German. The researchers concluded that PT cannot be recommended as a generally effective strategy to improve academic achievement in school but might be helpful to relieve the stress level induced by insufficient achievement in school (p. 282).

Zhang et al. (2021) conducted a comprehensive analysis of private supplementary mathematics tutoring among middle school students in China. The researchers found no significant and positive effect of regular PT "even when such tutoring continued throughout the summer vacation and school semester using a specially designed longitudinal survey (p. 239). Hence, the researchers suggested that parents should thoughtfully select PT for their children and the government should regulate the industry of PT.

Locally, in the Sultanate of Oman, very few studies have been conducted to explore and understand the phenomenon of private tutoring. Al-Moqbali (2018) interviewed some teachers about PT in Oman. He reported that PT has become a reality in Oman. Many parents and students alike strongly advise taking PT lessons. Inquiring about the pros and cons of PT, Al-Moqbali (2018) stated that increasing knowledge and improving students' attainment and academic status were the only advantages of PT while he criticized the phenomenon as creating social inequality in the Omani community, encouraging the students to solely rely on the PT lessons to learn the school subjects. Thus, privately tutored students probably demonstrate indifference during the actual lessons in the mainstream school. Additionally, PT lessons constitute a financial burden on families, especially when having more than one child taking PT lessons in more than one school subject.

Al-Fahdi (2019) interviewed several teachers, parents, and students seeking their perceptions about PT lessons and the reasons driving the demand for them. The students stated several advantages for seeking PT such as deep understanding of the material, preparing students for the exams, enabling students to ask and answer questions, and reducing exam stress. The parents and the teachers believed that PT lessons are effective due to tutors' rich knowledge, individualized attention and tutoring small groups. However, there were numerous disadvantages related to PT involving being expensive, mentally and physically exhausting as they deprive students of getting adequate sleep and rest. Additionally, privately tutored students may become over-dependent on the private lessons,

less motivated towards discovery learning, and pay little attention in class. Al-Fahdi (2019) expressed her concerns about the increasing demand for private tutoring lessons, particularly before the end of semester examinations.

In his study, Al-Rawahi (2021) aimed to identify the phenomenon of private tutoring and how widespread it was and also to investigate the driving motives of the students for taking such tutoring. The researcher used a questionnaire and descriptive statistics to collect his data drawn from a sample of 200 teachers. The findings of the study indicated the popularity of PT in Omani society, particularly in the Muscat Governorate. The researcher predicted an increasing demand for PT as more students opt for these lessons. Al-Rawahi (2021) recommended regulating the phenomenon and stretching the literature on the issue of PT by conducting more focused studies.

Previous studies indicated inconclusive results on the effectiveness of private tutoring based on the previously conducted studies in different contexts. Mixed findings may not provide straightforward implications for theory and practice. Additionally, the literature being reviewed in the present study explicates that due to the limitations of datasets, previous studies merely compared the achievement of privately tutored and non-tutored students while statistically controlling other relevant covariates. Nonetheless, the effectiveness of PT was seldom studied through students', parents', and teachers' perceptions. Additionally, non-cognitive aspects of learning outcomes call for further investigations as previous research studies rarely tapped into such aspects (Guill et al., 2020). Most research in PT has concentrated on academic achievement with far less attention given to other important aspects of learning, such as student motivation and attitudes (Benckwitz et al., 2022). Moreover, little research has been conducted on its impact within Oman despite the global attention on private tutoring (PT). We aim to contribute to the existing literature by providing a more comprehensive understanding of PT's broader effects, particularly in the Omani context through this study. This study examines the effectiveness of private tutoring on students' performance, attitudes, and motivation from the perspectives of the students, teachers, and parents. The current study aimed to answer the following question:

How do teachers, parents, and students perceive the effectiveness of private tutoring on students' level of performance, motivation, and attitudes?

3. RESEARCH METHODOLOGY

3.1. Design

The present study aims to explore the effectiveness of private tutoring on academic performance, motivation and attitudes among the students, parents and teachers. Thus, the study employed an analytic research design utilizing a questionnaire to yield the required data. Analytical research analyzes the data to understand patterns and relationships between variables (Loeb et al., 2017). This type of research interprets data to arrive at a deeper understanding of the phenomena under investigation and hence delves into insightful explanations of the causal relationships among the key variables.

3.2. Instruments

Three questionnaires were developed based on previous relevant literature as the primary purpose of the research was to investigate the students', parents' and teachers' views regarding the effectiveness of private tutoring in the Sultanate of Oman. The questionnaires were validated through a panel of expert reviewers in the educational field. The feedback was taken into consideration to improve the clarity, coverage and relevance of the questionnaires' items. Cronbach's alpha was run, and the alpha value was .91 for the students' questionnaire, .94 for the parents' questionnaire and .89 for the teachers' questionnaire to measure the internal consistency of the questionnaires. The questionnaire consisted of the following two main sections: demographic information and a 5-point Likert scale. The first section asks the respondents to share background information including socio-economic status and expenditures. The second section allows respondents to express their views with five-point

options. The participants indicate to what extent they agree with the statements which relate to the effectiveness of PT about academic performance, motivation and attitude.

3.3. Sample

A total of 261 students, 214 parents and 87 teachers from different schools in the Sultanate of Oman completed online questionnaires to fulfil the purpose of the research. The majority of the students were female representing 91.5 % of the total participants. The largest number of the participants was students in cycle 2 (5-10) with a percentage of 96.4. It is worth mentioning that one of the reasons for having more cycle 2 students in comparison to cycles 1 and 3 is the range of grades this cycle encompasses. There are 6 grade levels in cycle 2 in comparison to 4 levels in cycle 1 and 2 levels in post-basic. Almost all the students in this research were enrolled in public schools (99.2%). Regarding the parents, the largest number of parents were female (81.7%) and the majority of their children go to cycle 2 public schools (89.9%) with a percentage of 96.6%. Regarding their level of education, 45.7% of the parents have a high school diploma. 46.8% of the parents were unemployed and looking for a job. The average income of most parents was less than 500 Omani rials representing a percentage of 44.9%. As for teachers, most of the participants were female (75.6%) and all of the teachers were employed in cycle 2 government schools.

3.4. Date analysis

The data obtained from the three questionnaires were quantitatively analysed using the Software Package for Social Sciences (SPSS). The descriptive analysis included frequencies, means and standard deviations while inferential statistical analysis involved comparing mean scores of the perceived effectiveness among students, parents and teachers using one-way ANOVA.

4. RESEARCH FINDINGS

The data were analyzed statistically to interpret the mean scores of students, parents and teachers as presented in Table 1.

Table 1. Interpretation of mean scores

Mean score	Interpretation
1.00 to 2.33	Low/ disagree
2.34 to 3.66	Moderate/ neutral
3.67 to 5.00	High/ agree

Table 2. Mean scores of effectiveness of private tutoring on students' academic achievement as perceived by the students, parents and teachers

Items		Students		Parents		Teachers	
		M	SD	M	SD	M	SD
1	Improve students' grades.	3.81	0.55	4.13	0.94	3.85	0.85
2	Develop students' revision skills.	4.25	0.75	4.05	0.93	3.84	0.85
3	Improve students' learning strategies.	4.05	0.86	3.82	1.02	3.39	1.09
4	Develop students' critical thinking.	3.70	1.01	3.68	1.08	3.42	1.02
5	Equip students with strategies to answer exam questions.	4.13	1.04	4.13	0.94	3.91	0.85
6	Help students understand the content better.	4.26	0.80	4.20	0.94	3.86	0.91
7	Help students cover materials that are not covered in the regular class.	3.79	1.00	3.98	1.01	3.37	1.14
8	Increase students' chances to enter university.	4.14	0.96	3.98	1.08	3.59	1.04
9	Contribute to students' academic success.	4.05	0.83	3.95	1.04	3.67	0.96
10	Assess students' learning.	3.97	1.01	3.85	0.99	3.60	0.95
11	Enhance students' chances of more practice.	4.13	0.91	4.14	0.95	4.00	0.85
12	Help with school homework.	3.64	1.07	3.62	1.21	3.54	1.03
13	Direct students on how to study for exams.	4.12	0.81	4.03	0.99	3.89	0.88
14	Preview the subject content during the summer	3.83	1.07	3.83	1.07	3.59	0.95

Items		Students		Parents		Teachers	
		M	SD	M	SD	M	SD
	holiday.						
15	Students are grouped according to their achievement levels.	3.54	1.24	3.43	1.09	3.51	0.93
16	The teacher in private tutoring teaches limited topics each session.	3.63	1.06	3.75	1.08	3.51	0.97
17	It is easy to manage the class in the private tutoring sessions because of the small number of students.	3.77	1.08	3.84	1.06	4.01	0.92
18	Private tutoring provides more time to practice the subject matter.	4.07	0.87	3.96	0.97	4.00	0.84
19	In private tutoring sessions, it is easy for the students to ask questions.	4.08	0.92	4.03	0.97	3.94	0.83
20	In private tutoring, students get efficient feedback from their private tutor.	4.06	0.76	3.98	1.03	3.77	0.95
21	Private tutors provide individual feedback to the students.	4.04	0.91	3.98	0.99	3.99	0.85
22	The students in private tutoring classes can have more concentration than in regular classrooms.	4.14	0.90	4.10	1.00	3.88	1.00
23	Private tutoring lessons provide more practice with model tests.	4.15	0.89	4.09	1.02	3.90	0.98
24	Private tutoring provides better environments for teaching and learning.	3.98	0.92	3.86	1.06	3.65	0.96
25	Private tutoring lessons secure more teacher-student interaction.	4.18	0.79	4.03	1.01	3.83	0.90
26	The private tutor could address individual students effectively.	4.00	0.91	3.98	1.03	3.89	0.94
27	In private tutoring, the teacher delivers the lessons in a relaxed mood.	3.77	1.08	3.75	1.09	3.76	1.03
28	The students get more attention and care from the private tutor in private lessons.	3.95	1.04	3.97	1.01	3.96	0.91
29	The private tutor motivates the students to do well.	4.24	.88	4.13	0.94	3.90	0.89
30	Students can ask the teacher to repeat explaining any content as much as they need.	4.25	.88	4.10	1.00	3.94	0.94

4.1. Effectiveness of Private Tutoring Lessons on Students' Academic Achievement

In Table 2, the results show that students view private tutoring (PT) as very effective in various important aspects of their academic achievement. Almost all the items that express the effectiveness of PT on students' academic performance are rated high by the students ranging from means of 4.26 to 3.70. PT is considered most important in improving students' comprehension of the material (M = 4.26 and SD = 0.80) and enhancing their ability to revise effectively (M = 4.25 and SD = 0.75). Students also feel that participating in PT greatly enhances their opportunities for admission to university (M = 4.14 and SD = 0.97) and provides them with techniques to address exam inquiries (M = 4.13 and SD = 1.04). Furthermore, PT is perceived as a means to get more practice (M = 4.13 and SD = 0.91) and help with exam preparation (M = 4.12 and SD = 0.81). Students perceive PT as effective for several reasons, including the ability to request further clarifications from teachers (M = 4.25 and SD = 0.88), the encouragement provided by tutors (M = 4.24 and SD = 0.88) and the improved interaction between teachers and students (M = 4.18 and SD = 0.79). However, assistance with academic assignments (M = 3.64 and SD = 1.07) receives only a moderate rating.

The findings in Table 2 reveal that PT is perceived highly significant by the parents in several key areas. Similar to students' perceptions, almost all the items of effectiveness of PT on academic performance are viewed as highly important by the parents. The most valued benefits include helping students understand the content better (M = 4.20 and SD = 0.94) and enhancing students' chances of more practice (M = 4.14 and SD = 0.95). Parents also believe that PT lessons significantly equip students with strategies to answer exam questions (M = 4.13 and SD = 0.94) and improve students' grades (M = 4.13 and SD = 0.94). However, helping students with homework (M

= 3.62 and SD =1.21) is rated as the least important by the parents. Similarly, the students' perceptions towards the same item is rated the least important (M = 3.64 and SD = 1.07). The parents believe that PT lessons are effective because private tutors often motivate students to do well (M = 4.13 and SD = 0.94) and students can ask the teacher to repeat explaining any content as much as they need (M = 4.10 and SD =1.00). Other reasons parents believe PT lessons are effective related to students having more concentration in private sessions compared to regular classrooms (M = 4.10 and SD = 1.00) and the fact that private tutoring lessons provide more practice with model tests (M = 4.09 and SD = 1.02). Nevertheless, one reason is perceived as less significant by the parents which is grouping students according to their achievement levels (M = 3.43 and SD = 1.09).

The findings in Table 2 indicate that teachers perceive PT as effective. Half of the items under the perceptions of the teachers towards the impact of PT on students' academic achievement are rated high while the other half are rated as having a moderate effect on academic achievement. Teachers believe that PT enhances students' chances of more practice (M = 4.00 and SD = .85), equips students with strategies to answer exam questions (M = 3.91 and SD = 0.85), directs students on how to study for exams (M = 3.89 and SD = 0.88), and helps them to understand the content better (M = 3.86 and SD = 0.91). Conversely, aspects such as improving students' learning strategies (M = 3.39 and SD = 1.09), covering content material that is not covered in the regular classroom (M = 3.37 and SD= 1.14) and developing students' critical thinking (M = 3.42 and SD= 1.02) receive comparatively lower rating by the teachers, suggesting that such aspects may be perceived as less crucial to the effectiveness derived from private tutoring programs. Additionally, teachers think PT is effective for the students because it is easy for the private tutor to manage the class due to the small number of students (M = 4.01 and SD = 0.92), provides more time to practice the subject matter (M = 4.00 and SD = 0.84) and provides individual feedback to the students (M=3.99 and SD= 0.85). Nevertheless, some reasons are perceived as less significant by the teachers, such as teaching limited topics in private tutoring sessions (M = 3.51 and SD = 0.97), grouping students according to their achievement levels (M = 3.51 and SD = 0.93), and providing better environments for teaching and learning (M= 3.65 and SD = 0.96).

4.2. Effectiveness of Private Tutoring Lessons on Students' Motivation

The study also explored its impact on other affective aspects, mainly motivation and attitudes in addition to investigating the effectiveness of PT on students' academic achievement.

Table 3. Mean scores of effectiveness of private tutoring on students' motivation as perceived by the students, parents and teachers

Items		Students		Parents		Teachers	
		M	SD	M	SD	M	SD
1	Build students' self-confidence.	4.07	1.01	3.93	1.06	3.73	1.03
2	Provide comfort for the student.	3.92	0.93	3.87	1.06	3.57	1.05
3	Provide comfort for the parents.	4.18	0.89	4.08	1.00	3.94	.98
4	Provide comfort for the mainstream schoolteacher.	3.61	1.14	3.57	1.14	3.34	1.15
5	Increase students' interests in the subjects they receive tutoring.	4.09	0.95	3.98	.98	3.72	1.06
6	Make the student(s) more concerned about their studies when they get private tutoring.	4.15	0.94	3.95	1.01	3.59	1.08
7	Make the students who take private tutoring lessons feel more motivated to study the subject.	3.98	0.87	3.91	1.00	3.56	1.04
8	Relieve the stress and tensions created by the education system.	3.93	1.06	3.85	0.98	3.67	0.98
9	Make the students feel more satisfied with lesson delivery.	4.05	0.92	3.88	1.06	3.68	0.97
10	Make the students who take private lessons pay more attention during regular school classes.	4.13	0.94	3.90	1.10	3.62	1.02
11	Reduce exam stress.	4.14	0.92	4.09	1.00	3.80	0.88
12	Enhance students' self-learning.	4.18	0.89	4.00	1.01	3.63	0.95

The findings in Table 3 illustrate students' perceptions of the impact of private tutoring on their motivation. To the students, PT significantly enhances their self-learning skills (M = 4.18 and SD = 0.89), provides comfort for their parents (M = 4.18 and SD = .89), makes students more concerned about their studies (M= 4.15 and SD= 0.94), and reduces exam stress (M= 4.14 and SD = 0.92). However, students perceive some aspects as having a lower impact on their motivation, among them are providing comfort for the students (M= 3.92 and SD= 0.93) and for the mainstream school teacher (M= 3.61 and SD= 1.14).

The findings in Table 3 explicate parents' perceptions about the impact of PT on students' motivation. They perceive reducing exam stress (M = 4.09 and SD = 1.00) providing comfort for the parents (M = 4.08 and SD = 1.00) and enhancing students' self-learning (M= 4.00 and SD = 1.01) as key aspects of the impact of PT on their children's motivation. On the other hand, parents rate other aspects as less significant. These aspects include relieving stress and tension created by the education system (M = 3.85 and SD = 0.98) and providing comfort for the mainstream school teacher (M = 3.57 and SD = 1.14).

Additionally, Table 3 includes findings showing how teachers perceive the effect of PT on students' motivation. Half of the items under this section are viewed as high while the other half are rated as moderate. Teachers believe that PT sessions greatly impact students' motivation because they provide comfort for the parents (M = 3.94 and SD = .98), reduce exam stress (M = 3.80 and SD = 0.88), build students' self-confidence (M = 3.73 and SD = 1.01) and increase students' interests in the subject they receive tutoring in (M = 3.73 and SD = 1.06). However, the teachers do not provide comfort for the mainstream school teacher (M = 3.34 and SD = 1.15), making students feel motivated to study the subject (M = 3.56 and SD = 1.04), providing comfort to the students (M = 3.57 and SD = 1.05) and making students more concerned about their studies (M = 3.59 and SD = 1.08) as significantly impacts students' motivation when taking PT.

Table 4. Mean scores of effectiveness of private tutoring lessons on students, parents and teachers' attitudes

Items		Students		Parents		Teachers	
		M	SD	M	SD	M	SD
1	Private tutoring is the only way to get a high-quality education.	3.16	1.33	3.02	1.23	2.36	1.01
2	Private tutoring is generally expensive.	3.86	1.11	4.29	1.03	4.05	.97
3	Only low-achieving students take private tutoring.	2.98	1.29	2.98	1.21	2.90	1.14
4	Students from wealthy families can get better tutors.	3.11	1.27	3.24	1.36	2.96	1.28
5	It is difficult to do well in exams without private tutoring.	3.15	1.23	2.95	1.24	2.65	1.14
6	The government should take action to stop private tutoring.	3.22	1.29	3.52	1.24	3.28	1.27
7	The tutors are knowledgeable about the subject(s) they teach.	3.77	1.01	3.61	1.05	3.30	1.20
8	The tutors use effective methods of teaching.	3.83	0.92	3.72	0.99	3.19	1.12
9	The quality of tutoring meets my needs.	3.87	0.94	3.80	0.97	3.43	1.09
10	I am satisfied with the assistance I receive from the private tutoring sessions.	3.89	0.93	3.63	1.10	3.29	1.13
11	Private tutoring lessons make up for what students have missed in their regular classes.	3.97	0.91	4.00	.99	3.55	1.02
12	Private tutoring lessons displace time that would otherwise be spent learning individually at home.	2.99	1.20	3.29	1.11	3.20	1.19
13	The teacher is highly concerned about covering the syllabus in the regular classroom.	3.84	.97	3.85	1.02	3.43	1.16

The findings in Table 4 illustrate students' attitude of the effectiveness of private tutoring. Almost half of the items that represent students' attitudes towards PT are rated high while the other half are rated moderate. Students believe that PT lessons make up for what they have missed in their regular classes (M = 3.97 and SD = 0.91). They feel satisfied with the assistance they receive from PT (M = 3.89 and SD = 0.93). They believe the quality of private tutoring meets their needs (M = 3.87 and SD = 0.94) and they believe that PT lessons are expensive (M = 3.86, SD

= 1.11). Some aspects of the effectiveness of PT on students' attitude are rated moderate. This includes the items: only-low achieving students take PT (M = 2.89 and SD = 1.29), private tutoring lessons displace time that would otherwise be spent learning individually (M = 2.99 and SD = 1.20), students from wealthy families can get better tutors (M= 3.11 and SD = 1.27). It is difficult to do well in exams without PT (M = 3.15 and SD = 1.23).

Table 4 includes the findings related to parents' attitudes towards the effectiveness of private tutoring. Only five items are rated as high while the other nine items are viewed as moderate. Parents believe that private tutoring is generally expensive (M = 4.29 and SD = 1.03) but it makes up for what students have missed in their regular classes (M = 4.00, SD = 0.99). They also believe that the mainstream schoolteacher is highly concerned about covering the syllabus in the regular classroom (M = 3.85 and SD = 1.02) and the quality of private tutoring meets their children needs (M = 3.80 and SD = 0.97). Conversely, they hold a moderate attitude towards several aspects of private tutoring. It is difficult to do well in exams without private tutoring (M = 2.98 and SD = 1.24), only-low achieving students take private tutoring (M = 2.98 and SD = 1.21), private tutoring is the only way to get a high-quality education (M = 3.02 and SD = 1.23) and students from wealthy families can get better tutors (M = 3.24 and SD = 1.36).

Moreover, Table 4 includes the findings related to teachers' attitudes towards the effectiveness of private tutoring. Only one item is perceived to represent a high attitude towards PT while the remaining items are perceived as moderate. Teachers believe that private tutoring is generally expensive (M = 4.05 and SD = 0.97), and private tutoring lessons make up for what students have missed in their regular classes (M = 3.55 and SD = 1.02). However, they held a moderate attitude towards several aspects of private tutoring; private tutoring is the only way to get a high-quality education (M = 2.36 and SD = 1.01), it is difficult to do well in exams without private tutoring (M = 2.65 and SD = 1.14), only-low-achieving students take private lessons (M = 2.90 and SD = 1.14) and students from wealthy families can get better tutors (M = 2.96 and SD = 1.28).

Table 5. Means and standard deviations for effectiveness of PT on academic achievement as perceived by students, teachers and parents

Items	N	Mean	Std. deviation
Students	138	4.00	0.60
Teachers	82	3.77	0.71
Parents	129	3.97	0.84
Total	349	3.94	0.72

Table 5 illustrates the overall means of the perceptions of the students, teachers and parents towards the effectiveness of PT on students' academic achievement. Students exhibit more positive perceptions of PT on their academic performance as they report the highest mean scores (M = 4.00) in comparison to the teachers' mean score (M = 3.77) and parents' mean score (M = 3.94). These results suggest that while the overall perception is positive (M = 3.94), there are some observable differences between the groups, particularly between students and teachers. Thus, additional statistical analysis is needed to determine the significance of these findings.

Table 6. Results of one-way ANOVA for effectiveness of PT on academic achievement as perceived by the students, teachers and parents

Items	Sum of squares	df	Mean square	F	Sig.
Between groups	2.90	2	1.45	2.79	0.063
Within groups	180.01	346	0.52		
Total	182.91	348			

Table 6 presents a one-way ANOVA analysis that was conducted to compare the means of the perceptions of the students, teachers, and parents on effectiveness of the private tutoring on students' academic performance. The analysis reveals no statistically significant difference between the groups F (2, 346) = 2.79 and p = 0.063.

Table 7. Means and standard deviations for effectiveness of PT on motivation as perceived by students, teachers and parents

Items	N	Mean	Std. deviation
Students	123	4.04	0.77
Teachers	83	3.65	0.87
Parents	124	3.92	0.91
Total	330	3.90	0.86

Table 7 displays the overall means of the perceptions of the students, teachers and parents towards the effectiveness of PT on students' motivation. Students' mean scores reveal more positive perceptions of PT on their motivation as they report the highest mean scores (M = 4.04) while teachers' and parents' mean scores are M = 3.65 and M = 3.92, respectively. These results suggest that while overall perception is positive (M = 3.90), there are some observable differences between the groups, particularly between students and teachers.

Table 8. Results of one-way ANOVA for effectiveness of PT on motivation as perceived by the students, teachers and parents

Items	Sum of squares	df	Mean square	F	Sig.
Between groups	7.44	2	3.72	5.14	0.006
Within groups	237.02	327	0.73		
Total	244.46	329			

With regard to the effect of PT on motivation, one-way ANOVA analysis indicates a statistically significant difference in the perceptions of parents and teachers in favor of parents and differences between students and teachers in favor of students (see Table 8).

Table 9. Means and standard deviations for effectiveness of PT on attitude as perceived by students, teachers and parents

Items	N	Mean	Std. deviation
Students	126	3.52	0.66
Teachers	82	3.21	0.74
Parents	130	3.52	0.68
Total	338	3.44	0.70

Table 9 displays means and standard deviations for the effectiveness of PT on attitude as viewed by the students, teachers and parents. The mean scores are (M = 3.52) for the students, (M = 3.21) for the teachers, and (M = 3.52) for the parents. These mean scores indicate similar perceptions. However, the teachers have the lowest mean score suggesting a slightly different perspective compared to students and parents. Further statistical analysis is necessary to measure the significance of these differences.

Table 10. Results of one-way ANOVA for effectiveness of PT on attitude as perceived by the students, teachers and parents

Items	Sum of squares	df	Mean square	F	Sig.
Between groups	6.136	2	3.068	6.498	0.002
Within groups	158.150	335	0.472		
Total	164.286	337			

Table 10 presents a one-way ANOVA was conducted to examine the differences in mean perceptions among students (M = 3.52), teachers (M = 3.21) and parents (M = 3.52). The analysis reveals a statistically significant difference between the groups, $F(2, 335) = 6.498$ and $p = 0.002$. The students and the parents have similar mean scores, both means are 3.52 while teachers have a slightly lower mean score (M = 3.21). Results reveal statistically significant differences between teachers and parents in favor of parents. It also shows significant differences between students and teachers in favor of students. This suggests that teachers have a lower overall level of attitude than students and parents. No significant differences are found between parents and students.

5. DISCUSSION

Students are the direct recipients of private tutoring programs. They may have a more immediate and nuanced understanding of the effectiveness of PT. In contrast, parents and teachers may be assessing the impact of PT on indirect observations or they might only be concerned about its impact on academic achievement. Parents perceive PT as a means to enhance their children's academic performance. Thus, they invest plenty of money and time to enroll their children in PT lessons (Guill et al., 2020). The same notion is echoed by Al-Fahdi (2019) who stresses the irrationally high fees of PT which can cause distress to the whole family.

The findings of this study reveal that PT positively impacts students' academic performance because students, parents and teachers strongly agree that PT improves students' grades, develops their revision skills and learning strategies, and helps students understand the content better. This finding aligns with prior research conducted by Han and Suh (2023) and Taylor (2024) among other studies. The positive effect of PT on academic performance could be attributed to the individualized and tailored instruction provided during the private tutoring sessions. Subsequently, students are enabled to focus on their specific needs and progress at their own pace as well. Private tutoring offers one-on-one guidance, allowing tutors to adapt explanations to suit the student's learning style and pace. This individualized approach helps clarify complex concepts making the material easier to understand. The same notion is stressed by Al-Fahdi (2019) whose interviewed students reported that supplementary tutoring offered deeper understanding of the material. Students, parents and teachers have a strong consensus that PT can enhance students' chances of more practice and equip them with strategies to answer exam questions. This result is rather expected since private tutors often introduce tailored exam-taking strategies, such as time management, identifying key question types, and structuring answers effectively and accurately. This preparation familiarizes students with exam formats, helping them approach questions more confidently. Moreover, the students perceive PT as an effective tool to secure admission to university. This notion is raised in Bray's (1999) research which highlights the benefits of PT to secure "additional human capital" suggesting that privately tutored students are in a better position to be admitted to prestigious universities than their counterparts. On the other hand, other studies showed converse effects of private tutoring on students' academic achievement, i.e., Li (2023) and Zhang et al. (2024). The effect of private tutoring should be vigilantly interpreted as the advantage is dependent on the quality of the tutoring offered, the level of parents' support and the overall socioeconomic status of families.

Due to the scarcity of studies that examined the non-academic impact of private tutoring education, it is not feasible to compare the findings of the present study and other previously conducted studies with respect to motivation. A few studies investigated the impact of private tutoring on students' motivation. In the study conducted by Walker and Zhang (2024) and Subedi (2018), the findings illustrate that PT increases students' confidence and motivation. Interestingly, in the present study, all three groups of the participants do not rate "providing comfort to mainstream teachers" as a significant effect of PT on motivation. This item is not considered as highly essential. Bray (1999) believes that PT can positively impact classroom instruction by reducing the teaching load of the mainstream teachers. He explains that privately tutored students may have been introduced to the presented materials in their PT classes. Some critics of PT believe that it may distort mainstream education because of the fact that some teachers may encounter heterogenous groups of privately tutored and non-privately tutored students in the same class. This would interfere with and disturb mainstream teachers' instruction (Bray, 1999).

Regarding attitude, the three groups expressed their concerns about the financial burden of PT lessons. This finding is in line with Hajar's (2024) study in which "9 out of 21 parents have expressed concerns about the financial burden of paying for their children's PT sessions" (p. 11). Only one statement is rated high by the teachers in relation to attitude towards private tutoring and private tutoring is generally expensive. One of the interesting findings relates to the statement "Government should take action to stop private tutoring" which is moderately rated by the three groups suggesting that there is a recognition of the benefit of PT, acknowledgment of the

additional beneficial support students receive from PT or a need to regulate the business of PT rather than stop it. Another statement that is perceived moderately by the three groups is "only low-achieving students can get private tutoring" suggesting that PT is not exclusively pursued by low-achieving students but also utilized by students of all achievement levels. The phenomenon of PT goes beyond remedial support for struggling students and expands to include advanced students who seek PT to obtain competitive academic achievement. Thus, supplementary private lessons are not limited to a specific category but rather cater to a wide range of learners. They are no longer viewed as a necessity for less advantaged learners. Instead, they are viewed as an enriching strategy to enhance learning and provide additional exam preparation.

6. CONCLUSION

The present study has yielded valuable insights into the effectiveness of private tutoring on academic achievement, motivation and attitudes, drawing perspectives from students, parents and teachers. One of the critical implications is the need for educational authorities to formalize and institutionalize supplementary programs that can address the limitations of classroom instruction. It is possible to enhance student performance and potentially reduce the growing reliance on PT by integrating such programs into the broader educational framework. On a larger scale, governments are responsible for regulating the business of PT. Creating a framework to regulate PT providers may benefit both parents and students by ensuring higher quality, transparency, and fairness in the services provided. Additionally, the implications for policy include determining how PT can complement formal education by aligning PT content and outcomes with national curricula and standards, ensuring that these supplementary lessons contribute meaningfully to students' academic progress and are not merely a substitute for formal learning. As the private tutoring industry continues to expand, it is crucial for parents to make thoughtful choices when seeking supplementary lessons for their children. PT will likely remain a significant component of education given its potential evolution driven by economic, political and technological forces. Therefore, stakeholders must develop effective policies and quality assurance mechanisms to guide and integrate the PT sector in ways that promote equitable, accessible and high-quality support for students. The topic of PT should be taken out of the shadow by employing more research-based data. Future studies could build on this study by involving larger sample sizes and covering all the governorates of Oman. Moreover, conducting long-term studies could provide insights into how PT affects students' academic success, career trajectories and social development over time. Such studies would help policymakers understand whether PT merely serves as short-term aid or has lasting benefits.

Funding: This research is supported by Sultan Qaboos University (Grant number: G/EDU/CUTM/22/3).
Institutional Review Board Statement: The Ethical Committee of the Sultan Qaboos University, Oman has granted approval for this study (Ref. No. REAAF/EDU/CUTM/25/22)
Transparency: The authors state that the manuscript is honest, truthful, and transparent, that no key aspects of the investigation have been omitted, and that any differences from the study as planned have been clarified. This study followed all writing ethics.
Competing Interests: The authors declare that they have no competing interests.
Authors' Contributions: All authors contributed equally to the conception and design of the study. All authors have read and agreed to the published version of the manuscript.

REFERENCES

Al-Fahdi, M. (2019). *Private tutoring: Financial and mental burden or a means to success. Oman Daily Observer*. Retrieved from https://www.shorturl.at/

Al-Moqbali, T. (2018). *Private tutoring. Alroya Newspaper*. Retrieved from https://alroya.om/p/225903

Al-Rawahi, M. (2021). Private tutoring between accessibility and prohibition in Oman. *International Journal of Scientific Studies Publishing*, *8*(2), 199-222.

Alam, G. M., & Forhad, M. A. R. (2025). Impact of private tutoring for university admission and subsequently on students' academic results. *Journal of Applied Research in Higher Education, 17*(1), 75-91. https://doi.org/10.1108/jarhe-08-2023-0380

Benckwitz, L., Guill, K., Roloff, J., Ömeroğulları, M., & Köller, O. (2022). Investigating the relationship between private tutoring, tutors' use of an individual frame of reference, reasons for private tutoring, and students' motivational-affective outcomes. *Learning and Individual Differences, 95*, 102137. https://doi.org/10.1016/j.lindif.2022.102137

Berberoğlu, G., & Tansel, A. (2014). Does private tutoring increase students' academic performance? Evidence from Turkey. *International Review of Education, 60*, 683-701. https://doi.org/10.1007/s11159-014-9436-y

Bray, M. (1999). *The shadow education system: Private tutoring and its implications for planners. UNESCO International Institute for Educational Planning*. Retrieved from https://www.childresearch.net/RESEARCH/TODAY_ASIA/CROSS/001.PDF

Bray, M. (2014). The impact of shadow education on student academic achievement: Why the research is inconclusive and what can be done about it. *Asia Pacific Education Review, 15*, 381-389. https://doi.org/10.1007/s12564-014-9326-9

De Silva, W. A., Gunawardane, C., Jayaweera, S., Perera, L., & Rupasinghe, S. (1991). *Extra school instruction, social equity and educational quality. The International Development Research Centre.* Retrieved from https://idl-bnc-idrc.dspacedirect.org/bitstream/handle/10625/12376/90545.pdf?sequence=1

Guill, K., Lüdtke, O., & Köller, O. (2020). Assessing the instructional quality of private tutoring and its effects on student outcomes: Analyses from the German National Educational Panel Study. *British Journal of Educational Psychology, 90*(2), 282-300. https://doi.org/10.1111/bjep.12281

Ha, Y., Park, H.-J. (2016). Can after-school programs and private tutoring help improve students' achievement? Revisiting the effects in Korean secondary schools. *Asia Pacific Education Review, 18*(1), 65–79. https://doi.org/10.1007/s12564-016-9451-8

Hajar, A. (2024). Learning in the shadows: Exploring primary school students and their parents' perceptions of fee-charging private tutoring in Kazakhstan. *Globalisation, Societies and Education*, 1-15. https://doi.org/10.1080/14767724.2024.2335658

Han, S., & Suh, H. (2023). The effects of shadow education on high school students' creative thinking and academic achievement in mathematics: The case of the Republic of Korea. *Educational Studies, 49*(2), 314-333. https://doi.org/10.1080/03055698.2020.1850427

Kim, Y. C., & Jung, J. H. (2019). Worldwide shadow education epidemic: From East Asia to western hemisphere. In Shadow education as worldwide curriculum studies. In (pp. 25-60). Cham: Palgrave Macmillan.

Kuan, P.-Y. (2011). Effects of cram schooling on mathematics performance: Evidence from junior high students in Taiwan. *Comparative Education Review, 55*(3), 342-368. https://doi.org/10.1086/659142

Li, A. (2023). The marketization of educational resources and individual choice: Examining the heterogeneous treatment effect of private tutoring in middle schools. *Chinese Journal of Sociology, 9*(2), 250-282. https://doi.org/10.1177/2057150X231169449

Loeb, S., Dynarski, S., McFarland, D., Morris, P., Reardon, S., & Reber, S. (2017). *Descriptive analysis in education: A guide for researchers. National centre for education evaluation and regional assistance.* Retrieved from https://files.eric.ed.gov/fulltext/ED573325.pdf

Mabhamba, M., Mukuka, A., & Alex, J. K. (2024). Evaluating the effectiveness of private supplementary tutoring on grade 12 learners' mathematics achievement. *Eurasia Journal of Mathematics, Science and Technology Education, 20*(9), em2507. https://doi.org/10.29333/ejmste/15168

Park, H., Buchmann, C., Choi, J., & Merry, J. J. (2016). Learning beyond the school walls: Trends and implications. *Annual Review of Sociology, 42*(1), 231-252. https://doi.org/10.1146/annurev-soc-081715-074341

Smyth, E. (2009). Buying your way into college? Private tuition and the transition to higher education in Ireland. *Oxford Review of Education, 35*(1), 1-22. https://doi.org/10.1080/03054980801981426

Šťastný, V. (2025). 'If the school does not provide what I expect, I have to supply it from other sources': Czech parents' dissatisfaction as a driver of shadow education. *European Journal of Education*, *60*(1), e70029. https://doi.org/10.1111/ejed.70029

Subedi, K. R. (2018). Shadow education: A role of private tutoring in learning. *Online Submission*, *1*(2), 29-42.

Taylor, A. (2024). The impact of Hagwon (Private Tutoring Centers) on high school students' academic performance in South Korea. *Journal of Advanced Research in Education*, *3*(4), 1-10. https://doi.org/10.56397/JARE.2024.07.01

Walker, N., & Zhang, K. C. (2024). What are the non-academic impacts of private tutoring?: Voices from a-level students in UK urban schools. *Issues in Educational Research*, *34*(2), 760-780.

Zeng, C., & Yung, K. W. H. (2024). Private tutoring as a relief or burden? Changes in parental beliefs about young children's English learning in China. *TESOL Quarterly*. https://doi.org/10.1002/tesq.3345

Zhang, Y., Dang, Y., He, Y., Ma, X., & Wang, L. (2021). Is private supplementary tutoring effective? A longitudinally detailed analysis of private tutoring quality in China. *Asia Pacific Education Review*, *22*, 239-259. https://doi.org/10.1007/s12564-021-09671-3

Zhang, Y., & Liu, J. (2016). The effectiveness of private tutoring in China with a focus on class size. *International Journal of Educational Development*, *46*, 35-42. https://doi.org/10.1016/j.ijedudev.2015.11.006

Zhang, Y., Wu, X., Chen, S., Cui, C., He, Y., & Wang, L. (2024). Differential effects of private tutoring on groups of students' mathematics achievements: A longitudinal study. *Educational Studies in Mathematics*, *115*(2), 197-222. https://doi.org/10.1007/s10649-023-10282-5

Zheng, X., Wang, C., Shen, Z., & Fang, X. (2020). Associations of private tutoring with Chinese students' academic achievement, emotional well–being, and parent-child relationship. *Children and Youth Services Review*, 112. https://doi.org/10.1016/j.childyouth.2020.104934