

## The Educational System in Oman and its Effect on the Attainment of High School Students

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### **Abstract:**

*This research is intended to find out the impact of the educational system in Oman and its effect on the attainment of high school students. A questionnaire was used as a tool for collecting information. It was distributed online using social media applications. 100 respondents answered the questionnaire and a statistical analysis was conducted to reach a conclusion. Teachers were found to be the main element in the educational process with a large percentage. Educational system has a significant effect on the attainment of high school students.*

**Keywords:** *Educational System, Attainment, Tasks Accomplished, Distinguished Teachers, Curriculum, Knowledge, Skills Obtained*

### **Introduction:**

There are successes in achievement for students and some are not, taking into consideration that the system has changed and developed over the academic years. This research goes into these details to know the system followed and its effect on student achievement.

### **Study Objectives:**

The aim of this research is to find the effectiveness of the education system and its reflection on the achievement of student marks and explain the students' point of view to find solutions to improve the system followed, taking into consideration other factors such as social and economic conditions.

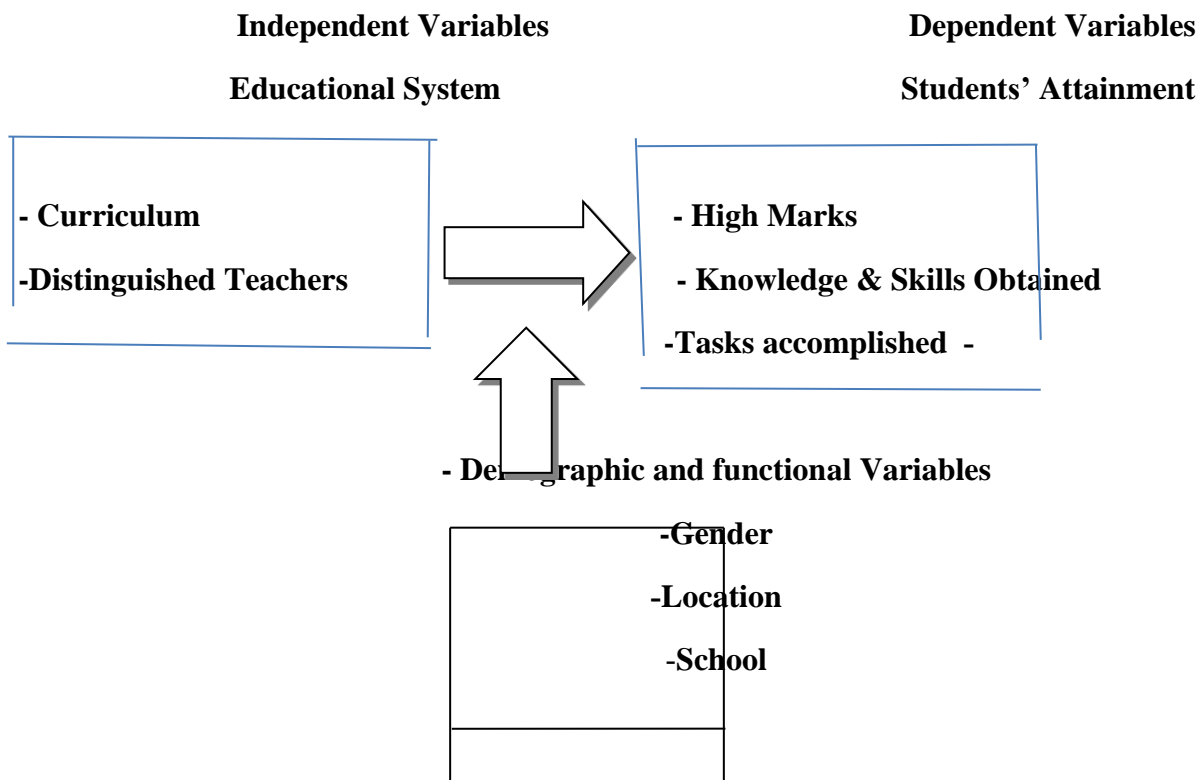
### **Significance:**

This research benefits every person because it is an important stage for building the future and every person goes through it. The most wonderful thing is the work of questionnaire, and taking the output from the people. Each person has to prove his ability in this course to write the research and publish it in magazines, so I think it is important to me because it has become a doctoral degree requirement to publish a research before applying to this stage.

### **Research Problem:**

Varying in the academic achievement of student, some of them get low achievement also the failure of some students at this stage, and determining the fate of the students depend on this stage, we heard that repeatedly in our society therefore we should find the effect of the educational system on the attainment of students.

**Study Model**



**Hypothesis:**

- Ho: The educational system with its elements (curriculum and distinguished teachers) in Oman has nothing to do with the attainment of students with its elements (high marks, knowledge and skills obtained), at (0.05).
- Ho1: The Curriculum in Oman has nothing to do with the attainment of students when it comes to marks, at (0.05).
- Ho2: The Curriculum in Oman has nothing to do with the attainment of students when it comes to the knowledge & skills obtained, at (0.05).
- Ho3: The Curriculum in Oman has nothing to do with the attainment of students when it comes to the tasks accomplished, at (0.05).
- Ho4: Distinguished teachers in Oman has nothing to do with the attainment of students when it comes to marks, at (0.05).
- Ho5: Distinguished teachers in Oman has nothing to do with the attainment of students when it comes to Knowledge and skills obtained, at (0.05).
- Ho6: Distinguished teachers in Oman has nothing to do with the attainment of students when it comes to tasks accomplished, at (0.05).
- Ho7: The educational system with its elements (curriculum and distinguished teachers) in Oman makes no difference when it comes to attainment of students with its elements (high marks, Knowledge and skills obtained) for the demographic variables (Gender, location and school), at (0.05).

**Literature Review:**

Basic education is a 10-year compulsory stage of education and education in Oman is free at the primary and secondary levels. Secondary education consists of two academic years for students who have completed the basic stage and includes two main tracks:  
 1-Academic Secondary education, include scientific, Sharia, literary and nursing at the end of the two year period students take the Thanaweya exam and those who pass the exam receive the Thanaweya certificate. The academic track prepares students for entry to university.

At the end of this stage, a separate exam is taken from the school exams, called the General Secondary Examination, which is accurate. And Among the curricula taught during the semester and supervised by the Ministry of Higher Education and depending on the results, they accept students in the university disciplines.

2- Vocational Secondary Education that provides intensive vocational training.

Applied education and it is vocational training institutions allow students to enter labor market. Vocational education includes hotel career, home economics career, industrial and agriculture careers and so on. Passing the secondary exam, students join universities and community professional colleges.

Students enroll in the secondary education cycle according to their abilities and interests. Secondary education provides specialized cultural, scientific, and vocational experiences which meets the existing and anticipated needs of the Omani society and of such standard that helps the student continue their higher education or join fields of work.

This cycle aims at building up a citizen who shall be able to :

1- Use his Arabic language to enhance his scientific and literary knowledge, to consider the constituents of correct linguistic structure, and to relish the arts of the language.

2- Have cultural identity derived from his past and present civilization.

3-Conscious openness to world civilization and contributing to its development.

4- Interact with the culture environment of his society and work towards its development.

5- Perform his duties and adhere to his rights.

6- Work with a team spirit, be aware of the bases and forms of consultation and democracy and apply them in his dealings with others, and believe in the principles of social justice.

7- Investigate information sources and master the processes related to collecting, storing, and processing data, as well as ways of benefiting from them.

8-Relish artistic work and express his artistic tendencies in producing positive artistic works up to the standard of his abilities and potentials.

9- Develop himself through self- learning and continues learning throughout his life.

### **Educational system in Oman**

The general objectives of education in Oman emanate from the philosophy of education, and are exemplified in shaping a citizen; believer in God, adherent to homeland and nation, endowed by virtues and human aspects, and mature physically, mentally, spiritually and socially so that each student, by the end of the educational cycles, shall be able to:

1- Using Arabic language in expressing himself and in communicating easily with others.

2- Vigilantly Comprehended Facts, concepts and relations connected with the natural environment both locally, globally and effectively use them in life.

3- Comprehended Islam as an ideology and Sharia' and vigilantly exemplify its values and trends.

4- Vigilantly comprehend technology and acquire skills of using, producing and developing it, and subjugate this technology to serve the society.

5- Think objectively and critically and adopt scientific methods in observation, research and problem solving.

The education system is influenced by the environment in which it gets its inputs (students) through the community, and is keen to provide positive outcomes through the development of students' skills to contribute to the advancement of their society. The education system aims to achieve cooperation among all its components within an integrated and coherent framework. The education system is flexible in implementing the results associated with its qualifying and educational plans. The education system seeks to refine students' personalities and make them more understanding of the reality around them.

### **Problems Facing Education in Oman**

Problems arise from asynchronous changes in society. Therefore, changes in the socio—economic system has created problems due to inadequate responses in the educational system. While new aims in education

have been discussed, and even were incorporated in the Omani Law, they have not been fully achieved in practice. While many of these aims were appropriate to the new circumstances in Oman, there were serious faults in the Law, which prevented the successful pursuit of the aims.

"This study is an attempt to reveal why the aims of education in Oman, as set out in the Law, have not been achieved adequately in practice, by examining some issues of policy in the educational system. The central issues are: school buildings, literacy, adult education and private education. In addition, there are constraints, which hinder the realization of the aims of education and solutions to these issues. The constraints that are considered in this study are finance and the mental states of participants in the educational process. To tackle this situation it is necessary to design new policies for educational administration and finance, the structure and organization of the system, curricula in the schools of Jordan and teacher training" (Salman1986).

### **Methods of Teaching**

"Methods of teaching can be simply divided into three main categories; teaching by oral and written methods, teaching with visual aids, and practical teaching. The teaching method used should be carefully selected to match curriculum content, as teaching methods will promote a view of cognition as well as a particular content. Oral and written methods promote a dependence on learning facts, while practical teaching can promote independence and enquiry on the part of the student. The various methods of teaching are not separated in teaching, but interrelated. However, the use of oral and written methods must be restricted, while the use of visual aids and practical methods must be extended. All these methods are essential and they must all be used, each at the proper time and in proper combination with the others. Whichever teaching methods are used must give the pupils a proper knowledge of scientific method, must arouse the active Interest of the students and develop in them the spirit of inquiry, initiative, independence and a creative approach to any subject". The methods used should inculcate in the pupils the habit of self-improvement; strengthen the ties of the school with life and with practical work. Teaching methods should not direct pupils towards cramming, dogmatism or formalism. In addition, emphasis on memorization should be abandoned because it contributes little to understanding. The principle of learning through experience should be encouraged and concern with the development of the student's personality should be encouraged through the teaching and learning process (Salman1986).

The education system, especially at the secondary level, aims to creating the student's personality to face the realities of practical life. Pushing the student towards innovation and innovation through enjoying many intellectual skills. Identify and develop students' abilities and skills. Preparing the student to continue higher education, in order to achieve the highest point in the education process, which is the integration of all stages, to reach a due process and develop the student's sense of responsibility, towards himself, and study.

Actually there is many independents in educational system nowadays affect the attainment of students at the ends like Distinguished teachers, Students rely on private tutors, Tasks and work paper and Number of students in class. In this sense, we will talk about academic achievement.

### **Attainment of students**

This includes several things such as high marks, Knowledge obtained, Skills, and ability to use it. Actually, achievement is the result of a set of educational goals that are achieved by the student or the institution. One of the factors related to the school is the rigors of teachers in dealing with the student. Difficulty of course material. Congested rows.

"The knowledge, skills and values acquired by the student after passing the experiences and educational attitudes of a particular subject" (Shuili, et.al 2004)

From the above, we find out that achievement tests are used in order to know the concepts reached by students in the proposed way, and reveal the weaknesses and strengths in the program and teaching method

used. Relies on this to monitor the learning process, identify learning difficulties, and evaluate learning outcomes.

Weaknesses exist in some schools such as student-to-school transfers, teacher instability, teacher behavior and transactions. In addition, we should note that there are other social and economic factors that affect academic attainment

Low academic achievement is described as two people on a swing when one rises the other falls, the balance is always lost due to time or monotony. On other side, there are gender differences in educational attainment so this is an important point to be discussed.

"Gender differences in educational attainment are seen at the basic stage of primary education (Department for Children, Schools and Families, 2008) and continue through to the GCSE examinations taken at the end of compulsory education at age. National statistics that document these trends have consistently shown that girls' attainment in literacy and language tends to be higher than boys' attainment at all stages. Whereas the gender difference in math is smaller than for literacy and language, girls also continue to perform slightly better than boys do. Explanations for these differences have ranged from those, which assume differences are inherent or biologically determined, to those, which assume these differences are socially conditioned, or a combination of both biological and social influences. These reviews describe how influences including the school culture, teaching practices and the home and wider societal environment may affect boys in a different manner to girls and thus promote gender differences in children's educational attainment (Mensahet.al2010).

**Research Methodology:**

The nature of this research is descriptive to identify each element from educational system attainment of students and analytical to examining and reflecting aspects of a research.

The population of secondary students is 15000. The study sample is 100 secondary students from different places and different school in Oman. The sample was collected randomly, then collecting the answers by using Google form.

**Cronbach's Alpha**

**Case Processing Summary**

		N	%
Cases	Valid	100	100.0
	Excluded	0	.0
	Total	100	100.0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	N of Items
.899	26

As shown in the table, value of Cronbach's alpha is 89.9%; actually it is excellent value to express power and validity of data to be confidence.

**Reliability and validity**

The questionnaire divided in to 4 sub independents to study the educational system, the last sub independent was Distinguished teachers, so, the table below shows how the 4 questions in this section correlation with each other 84.1% to Q20, 83.2% to Q21, 78.1%to Q22 and 83.3% to Q23 it is excellent percent to consider these questions. They are reliable and valid with total of 0.839. This applies to the rest of the sub independent.

**Reliability Statistics**

Cronbach's Alpha	N of Items
.839	4

**Correlations**

Q23	Q22	Q21	Q20	sub4	

.833** 0 100	.781** 0 100	.832** 0 100	.841** 0 100	1 0 100	Pearson Correlation Sig. (2-tailed) N	Sub independent 4
.650** 0 100	.481** 0 100	.630** 0 100	1 0 100	.841** 0 100	Pearson Correlation Sig. (2-tailed) N	Q20
.553** 0 100	.536** 0 100	1 0 100	.630** 0 100	.832** 0 100	Pearson Correlation Sig. (2-tailed) N	Q21
.549** 0 100	1 0 100	.536** 0 100	.481** 0 100	.781** 0 100	Pearson Correlation Sig. (2-tailed) N	Q22
1 0 100	.549** 0 100	.553** 0 100	.650** 0 100	.833** 0 100	Pearson Correlation Sig. (2-tailed) N	Q23

Scope of research done using online questionnaire distributed on social media, target category is secondary school students in different regions of Oman, time from September 10 to January 23.

**Statistical Analysis**

Value of mean, mode, standard deviation and skewness as shown in the next table:

	Mean	Mode	Std. Deviation	Skewness	Std. Error of Skewness
Curriculum	3.1802	3.25	.74059	-.258-	.182
Distinguished Teachers	3.4777	3.83	.76302	-.612-	.182
Tasks Accomplished	2.9832	2.50	.93635	.342	.182
Distinguished teachers	3.1536	3.00	1.06963	-.214-	.182
High marks	3.5670	4.00	.93675	-.710-	.182
Knowledge and skills obtained	3.4916	3.00	.95322	-.207-	.182

**Test hypotheses**

A linear regression analysis was conducted to test each hypothesis as shown in the next tables:

Table (1): Ho model summary and simple regression coefficients

Model	R	R <sup>2</sup>	Adj R <sup>2</sup>	F	Sig	β	Std. Error	t	Sig.
(Constant)	0.734	0.539	0.536	206.914	0.000	0.848	0.191	4.431	0.000
Independent						0.838	0.058	14.385	0.000

Ho: Educational system has effect on Attainment of students.

- The model is significant (F=206.914, p-value=0.000<0.05) with R=0.734 and R<sup>2</sup>=0.539. so, there is a statistical significance.
- Educational system has a significant effect on attainment of students. (t=14.385, p-value=0.000<0.05) with a regression coefficient of 0.838.

Table (2): Ho1 model summary and simple regression coefficients

Model	R	R <sup>2</sup>	Adj R <sup>2</sup>	F	Sig	β	Std. Error	t	Sig.
(Constant)	0.556	0.310	0.306	79.383	0.000	1.329	0.258	5.152	0.000
Number of students						0.704	0.079	8.910	0.001

Ho1 : Number of students in class has no effect on high Marks.



- The model is significant ( $F=79.383$ ,  $p\text{-value}=0.001<0.05$ ) with  $R=0.556$  and  $R^2=0.306$ . so, there is a statistical significance.
- Number of students in class has a significant effect on high Marks. ( $t=8.910$ ,  $p\text{-value}=0.000<0.05$ ) with a regression coefficient of 0.704.

.Table (3): Ho2 model summary and simple regression coefficients

Model	R	R <sup>2</sup>	Adj R <sup>2</sup>	F	Sig	β	Std. Error	t	Sig.
(Constant)	0.548	0.300	0.296	75.854	0.000	1.229	0.275	4.470	0.000
Private tutors						0.672	0.077	8.709	0.000

Ho2: Students rely on private tutors has no effect on high marks

- The model is significant ( $F=75.854$ ,  $p\text{-value}=0.000<0.05$ ) with  $R=0.548$  and  $R^2=0.300$ . so, there is a statistical significance.
- Students rely on private tutors has significant effect on high marks. ( $t=8.709$ ,  $p\text{-value}=0.000<0.05$ ) with a regression coefficient of 0.672.

Table (4): Ho3 model summary and simple regression coefficients

Model	R	R <sup>2</sup>	Adj R <sup>2</sup>	F	Sig	β	Std. Error	t	Sig.
(Constant)	0.691	0.478	0.475	162.126	0.000	1.503	0.170	8.853	0.000
Tasks and work paper						0.692	0.054	12.733	0.000

Ho3: Tasks and work paper has no effect on high marks

- The model is significant ( $F=162.126$ ,  $p\text{-value}=0.000<0.05$ ) with  $R=0.691$  and  $R^2=0.478$ . so, there is a statistical significance.
- Tasks and work paper has a significant effect on high Marks. ( $t=12.733$ ,  $p\text{-value}=0.000<0.05$ ) with a regression coefficient of 0.692.

Table (5): Ho4 model summary and simple regression coefficients

Model	R	R <sup>2</sup>	Adj R <sup>2</sup>	F	Sig	β	Std. Error	t	Sig.
(Constant)	0.445	0.198	0.194	43.760	0.000	2.337	0.196	11.912	0.000
Distinguished						0.390	0.059	6.6165	0.000

Ho4: Distinguished by teachers has no effect on high marks.

- The model is significant ( $F=43.760$ ,  $p\text{-value}=0.000<0.05$ ) with  $R=0.445$  and  $R^2=0.198$ . so, there is a statistical significance.
- Distinguished by teachers has a significant effect on high Marks. ( $t=6.6165$ ,  $p\text{-value}=0.000<0.05$ ) with a regression coefficient of 0.390.

Table (6): Ho5 model summary and simple regression coefficients

Model	R	R <sup>2</sup>	Adj R <sup>2</sup>	F	Sig	β	Std. Error	t	Sig.
(Constant)	0.561	0.315	0.311	81.377	0.000	1.194	0.261	4.569	0.000
Number students						0.722	0.080	9.021	0.000

Ho5: Number of students in class has no effect Knowledge and skills obtained

- The model is significant ( $F=43.760$ ,  $p\text{-value}=0.000<0.05$ ) with  $R=0.561$  and  $R^2=0.315$ . so, there is a statistical significance.
- Number of students in class has a significant effect on Knowledge and skills obtained. ( $t=9.021$ ,  $p\text{-value}=0.000<0.05$ ) with a regression coefficient of 0.722.

Table (7): Ho6 model summary and simple regression coefficients

Model	R	R <sup>2</sup>	Adj R <sup>2</sup>	F	Sig	β	Std. Error	t	Sig.
(Constant)	0.599	0.359	0.355	99.045	0.000	0.889	0.268	3.322	0.001
Private tutors						0.748	0.075	9.952	0.000

Ho6: Students rely on private tutors has no effect Knowledge and skills obtained

- The model is significant ( $F=99.045$ ,  $p\text{-value}=0.000 < 0.05$ ) with  $R=0.599$  and  $R^2=0.359$ . so, there is a statistical significance.
- Students rely on private tutors has a significant effect on Knowledge and skills obtained. ( $t=9.952$ ,  $p\text{-value}=0.000 < 0.05$ ) with a regression coefficient of 0.748.

Table (8): Ho7 model summary and simple regression coefficients

Model	R	R <sup>2</sup>	Adj R <sup>2</sup>	F	Sig	β	Std. Error	t	Sig.
(Constant)	0.625	0.390	0.387	113.195	0.000	1.595	0.187	8.537	0.000
Tasks						0.636	0.060	10.639	0.000

Ho7: Tasks and work paper has no effect on Knowledge and skills obtained

- Tasks and work paper has a significant effect on Knowledge and skills obtained. ( $t=10.639$ ,  $p\text{-value}=0.000 < 0.05$ ) with a regression coefficient of 0.636.
- The model is significant ( $F=113.195$ ,  $p\text{-value}=0.000 < 0.05$ ) with  $R=0.625$  and  $R^2=0.390$ . so, there is a statistical significance.

Table (9): Ho8 model summary and simple regression coefficients

Model	R	R <sup>2</sup>	Adj R <sup>2</sup>	F	Sig	β	Std. Error	t	Sig.
(Constant)	0.574	0.330	0.326	87.113	0.000	1.878	0.183	10.285	0.000
Distinguished						0.512	0.055	9.333	0.000

Ho8: Distinguished by teachers has no effect Knowledge and skills obtained

- The model is ( $F=87.113$ ,  $p\text{-value}=0.000 < 0.05$ ) with  $R=0.574$  and  $R^2=0.330$ . so, there is a statistical significance.
- Distinguished by teachers a significant effect on Knowledge and skills obtained. ( $t=9.333$ ,  $p\text{-value}=0.000 < 0.05$ ) with a regression coefficient of significant 0.512.

**Demographic and functions variables**

These figures show proportions of gender, school and location

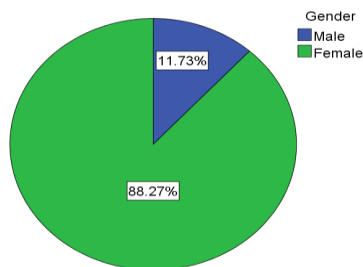


Figure 1: proportions of gender

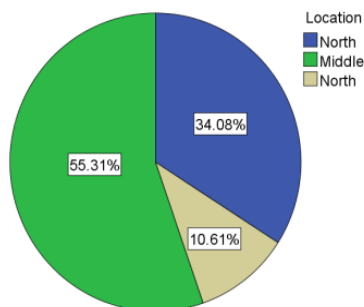


Figure 2: proportions of location

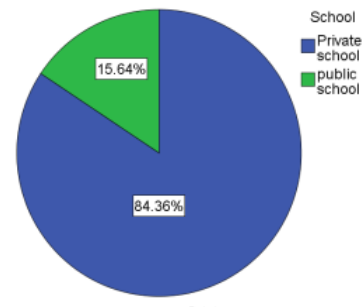


Figure 3: proportions of school

Gender and school will conduct to T-test where because there are two options in this demographic, location conduct to ANOVA test there are more than two options as shown in the next table.

**1. Gender**



Table (9): T-test / Gender attribution to variables

variable	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Educational system	-1.010	177	0.314	-0.17675	0.17496
Gender	-3.000	177	0.003	-0.58620	0.19542

From the above table, there are differences in educational system that can be attribute to gender (p-value<0.05).

**2. School**

variable	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Educational system	0.437	177	0.662	0.06793	0.15535
school	0.674	177	0.501	0.11944	0.17723

From the above table, there are no differences in educational system that can be attribute to school (p-value>0.05).

**3. Location**

Table (10): ANOVA / Location attribution to variables

variable	source of variation	Sum of Squares	df	Mean Square	F	Sig.
Educational system	Between Groups	1.637	2	0.818	1.450	0.237
	Within Groups	99.370	176	0.565		
	Total	101.007	178			

From the above table, there are no significant differences in the educational system (p-value>0.05).

According to Likert scale from strongly disagree(1) to strongly agree(5) divided in to interval to fit the weight of each sub independent as shown in appendix B, the value of mean to each sub Independent was shown in the next tables:

**Descriptive**

	N	Minimum	Maximum	Mean	Std. Deviation
1	100	1.20	4.80	3.1802	.75481
Valid N (listwise)	100				

	N	Minimum	Maximum	Mean	Std. Deviation
2	100	1.00	5.00	3.4777	.77534
Valid N (listwise)	100				

	N	Minimum	Maximum	Mean	Std. Deviation
3	100	3.29	6.71	2.9832	.77911
Valid N (listwise)	100				

	N	Minimum	Maximum	Mean	Std. Deviation
4	100	1.00	5.00	3.1536	1.05365
Valid N (listwise)	100				

Multiply value of mean by 20 to get the weight of each sub independent, in sub Independent (1) 63.604% of population was neutral, sub Independent (2) 69.554% was neutral , sub Independent (3) 59.664% was neutral and sub Independent(4) 63.072% neutral .

These tables below Include frequencies, percent, mean and standard deviation to summarize the results of the descriptive analysis:

Sub Independent (1) Number of students in class

response	range	Standard deviation	mean	Strongly disagree	Disagree	Neutral	Agree	strongly agree	Number of students in class	
				Number	Number	Number	Number	Number		
				%	%	%	%	%		
agree	2	1.218	3.75	31 31%	37 37%	11 11%	12 12%	7 7%	Q1	
Neutral	3	1.162	3.06	9 9%	32 32%	26 26%	22 22%	11 11%	Q2	
Neutral	5	1.229	2.84	7 7%	28 28%	26 26%	20 20%	19 19%	Q3	
Disagree	1	1.143	4.18	50 50%	30 30%	8 8%	7 7%	5 5%	Q4	
Neutral	4	1.381	3.05	17 17%	27 27%	19 19%	18 18%	19 19%	Q5	

By extrapolating the previous table, the fourth question came in the first order, while the rest of the question shows its arrangement as in the table, while the weighted average of the first axis was 3.376 with agree.

Sub Independent (2) Students rely on private tutors

response	range	Standard deviation	mean	Strongly disagree	Disagree	Neutral	Agree	strongly agree	Students rely on private tutors	
				Number	Number	Number	Number	Number		
				%	%	%	%	%		
Neutral	6	1.308	3.13	15 15%	34 34%	13 13%	25 25%	13 13%	Q1	
Neutral	7	1.348	3.02	15 15%	28 28%	19 19%	20 20%	18 18%	Q2	
Disagree	1	1.353	3.87	46 46%	25 25%	8 8%	12 12%	9 9%	Q3	
Disagree	4	1.174	3.58	24 24%	37 37%	17 17%	17 17%	5 5%	Q4	
Neutral	2	1.386	2.83	17 17%	16 16%	21 21%	25 25%	21 21%	Q5	
Disagree	3	1.097	3.78	25 25%	46 46%	13 13%	8 8%	6 6%	Q6	
Neutral	5	1.270	3.38	22 22%	29 29%	25 25%	13 13%	11 11%	Q7	

Sub Independent (3) Tasks and work paper

response	range	Standard deviation	mean	Strongly disagree	Disagree	Neutral	Agree	strongly agree	Tasks and work paper	
				Number	Number	Number	Number	Number		
				%	%	%	%	%		
Neutral	4	1.309	3.27	16 16%	41 41%	10 10%	20 20%	13 13%	Q1	
Neutral	5	1.231	3	9 9%	34 34%	19 19%	24 24%	14 14%	Q2	
Neutral	6	1.219	3.01	12 12%	27 27%	22 22%	28 28%	11 11%	Q3	
Neutral	1	1.471	2.72	14 14%	24 24%	13 13%	18 18%	31 31%	Q4	
Disagree	7	1.096	4.03	40 40%	39 39%	10 10%	6 6%	5 5%	Q5	
Neutral	3	1.326	2.67	13 13%	13 13%	26 26%	24 24%	24 24%	Q6	

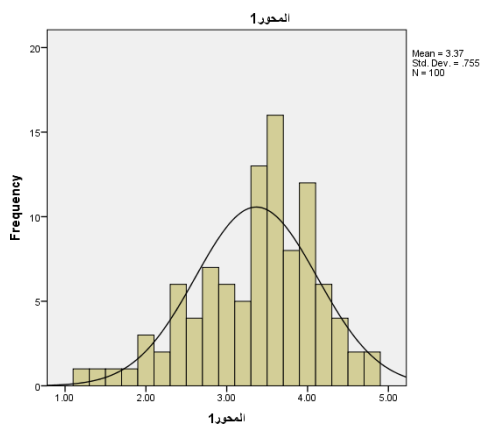
Neutral	2	1.37	3.04	16 16%	29 29%	16 16%	21 21%	18 18%	Q7
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Sub Independent (4) Distinguished teacher

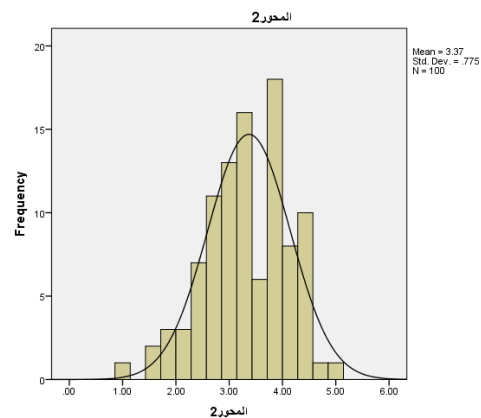
response	range	Standard deviation	mean	Strongly disagree	Disagree	Neutral	Agree	strongly agree	Distinguishe d teachers
				Number	Number	Number	Number	Number	
				%	%	%	%	%	
Neutral	2	1.292	3.08	15%	28 28%	21 21%	22 22%	14 14%	Q1
Neutral	3	1.32	3.07	15%	27 27%	26 26%	14 14%	18 18%	Q2
Neutral	4	1.284	2.87	14%	17 17%	28 28%	24 24%	17 17%	Q3
Disagree	1	1.234	3.55	25 25%	33 33%	24 24%	8 8%	10 10%	Q4

The same applies to the rest of the sub independent. In the second sub Independent, the third question came in the first order whereas the weighted mean of the sub was 3.37, the third and last sub independent was the fourth question in the first order and the weighted average was respectively 3.105 and 3.1425 with neutral and the direction was neutral for all.

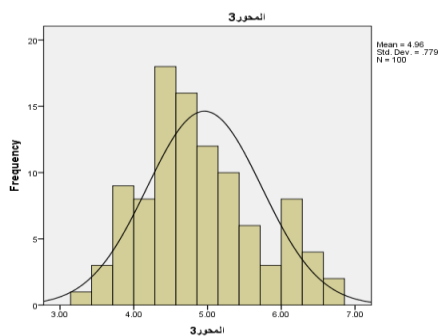
Next figures show how the sub independent goes normal distribution:



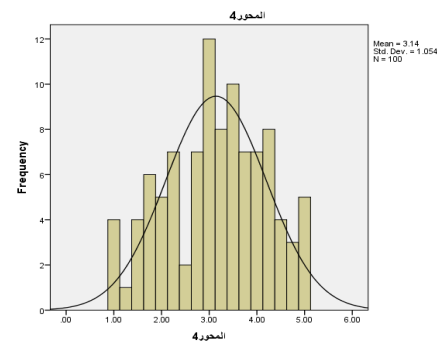
sub Independent (1)



sub Independent (2)



sub Independent (3)



sub Independent (4)

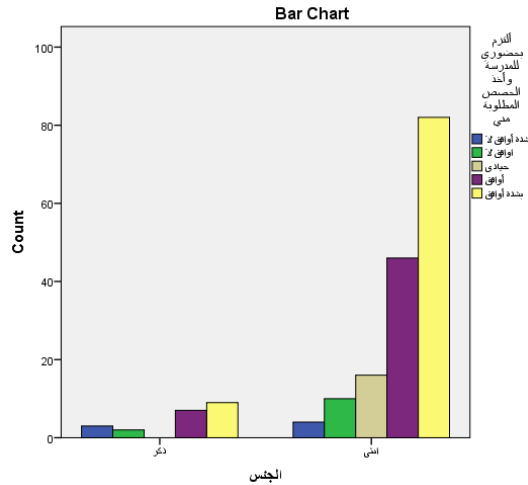
By Chi-Square Test Shows the effect demographic factor and functions on the educational system For gender when it comes to commitment to attend school is higher for male than for female as shown in the next table

		I commit to attending school and taking the required classes					Total	
		Strongly disagree	disagree	neutral	agree	Strongly agree		
Gender	Male	Count	3	2	0	7	9	21
		% within Gender	14.3%	9.5%	0.0%	33.3%	42.9%	100.0%

Female	Count	4	10	16	46	82	158
	% within Gender	2.5%	6.3%	10.1%	29.1%	51.9%	100.0%
Total	Count	7	12	16	53	91	179
	% within Gender	3.9%	6.7%	8.9%	29.6%	50.8%	100.0%

**Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9.367 <sup>a</sup>	4	.049
Likelihood Ratio	8.962	4	.062
Linear-by-Linear Association	2.550	1	.110
N of Valid Cases	179		



**Difference in Gender**

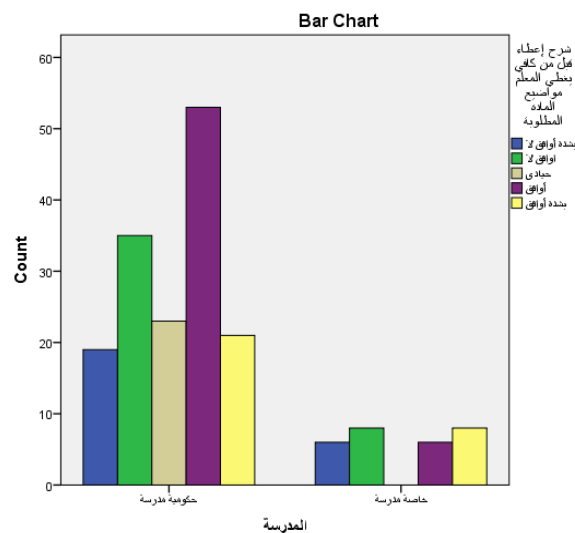
The same applies to the school, actually there is no different when it comes to educational system according to T-test but when it comes for some question like adequate explanation given by the teacher. There is a difference in favor of the private school by the P- value lower than 5% but in total, there is no different when it comes to educational system

		Giving adequate explanation by the teacher covering the subjects of the required material					Total	
		Strongly disagree	disagree	neutral	agree	Strongly agree		
School	Public school	Count	19	35	23	53	21	151
		% within School	12.6%	23.2%	15.2%	35.1%	13.9%	100.0%
	Private school	Count	6	8	0	6	8	28
		% within School	21.4%	28.6%	0.0%	21.4%	28.6%	100.0%
Total		Count	25	43	23	59	29	179
		% within School	14.0%	24.0%	12.8%	33.0%	16.2%	100.0%

**Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10.349 <sup>a</sup>	4	.035
Likelihood Ratio	13.431	4	.009
Linear-by-Linear Association	.074	1	.786
N of Valid Cases	179		

a. 3 cells (30.0%) have expected count less than 5. The minimum expected count is 3.60.



### Difference in School

#### Conclusion:

Statistical package for social science (SPSS) was the tools used to analysis the questionnaire to successfully complete the research that shows the effect of the education system in Oman on student achievement taking into consideration some demographic such as gender, school and location. Based on evidence analysis, it was found that the Educational system has a significant effect on attainment of students and goes for the rest of the sub independent variables which is the number of students in class, Students rely on private tutors , Tasks and work paper and Distinguished teachers. As for the demographic factors, gender is different when measured by the educational system. As for the school and the location, they are not related to the education system. In sub (1) 63.604% of population was neutral, sub (2) 69.554% was neutral , sub (3) 59.664% neutral and sub (5) 63.072% neutral, However, Oman is considered one of the strong Arab countries in the education system and is now in the ongoing development of the education system, but more than 50% students are neutral and disagree with the system used to obtain grades.

On the other hand, gender and school was tested by Chi-Square tests and it show that male students have less commitment to attending required classes than females, and that private schools are somewhat more interested in students than public schools.

It should be considered that there are other factors than the education system that may affect academic achievement, such as family, social and economic conditions, and political conditions.

#### Recommendations:

The prosperity of the education system is manifested by the teacher's appreciation and his willingness to offer his will to produce a new generations who would bring an outcome of good knowledge

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