

QATAR UNIVERSITY

COLLEGE OF BUSINESS AND ECONOMICS

WHAT DO PARENTS WANT? STUDY OF FACTORS THAT INFLUENCE

PARENTAL CHOICE OF PRIVATE AND PUBLIC SCHOOL IN QATAR

BY

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ABSTRACT

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Title: What Do Parents Want? Study of Factors That Influence Parental Choice of Private and Public School in Qatar

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This study aims to identify factors that significantly influence parents in Qatar in their preference for private or public schools for their children. Determining the effects of different factors regarding the choice of public or private school and identifying negative and positive aspects of each school type will enhance Qatar education decision-makers understanding of reasons influencing parental school choice which will help them in their future policy decisions regarding education.

322 parents participated in a web-based questionnaire survey to identify the differences in perceptions of public and private schools' parents related to the academic factors; parent-school relationship and convenience factors. The data were analyzed and showed that there are five significant predictors of parental school choice.

Parents who identified the importance of class size factor, parent-school relationship factor and additional curriculum factor are more likely to choose a private school. However, parents who identified the importance of consideration of religious factor and school facilities factor are less likely to send their children to a private school. The results from this study also demonstrated that there is no significant relationship between parents'

income and education levels and the school choice. This study contributes to the store of academic knowledge on the subject in Qatar.

Keywords: School Choice, Factors, Private Schools, Public Schools, Parents, Qatar.

DEDICATION

*I dedicate this work to my mother and father, to my husband Abdulrahman and to my
lovely daughters*

Layla and Dana

I also dedicate this work and give special thanks to my best friends Kummum, Manal and
Salha.

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CONTENTS

DEDICATION	v
ACKNOWLEDGMENTS	vi
LIST OF TABLES	ix
LIST OF FIGURES	xi
CHAPTER 1 – INTRODUCTION	1
1.1 Introduction to the Research Context	1
1.2 Significance of the Study	4
1.3 Research Objectives	7
1.4 Research Questions	7
1.5 Scope of the Research	8
CHAPTER 2: LITERATURE REVIEW	9
2.1 Distinctions between Public and Private Schools	9
Qatar Context	10
2.2 The Importance of School Choice	11
The Qatari Context	12
2.3 Review of Empirical Studies	13
2.3.1 Priorities and Major Issues in School Choice	13
2.3.1.1 Academic Factors	14
2.3.1.2 The Parent-School Relationship	17
2.3.1.3 Factors of Convenience	19
CHAPTER 3 – RESEARCH METHODOLOGY	24

3.1 Theoretical Framework.....	24
3.2 Research Hypotheses	27
3.3 Research Design and Instrument	28
3.4 Sampling and Data Collection	30
3.5 Statistical Analysis.....	30
CHAPTER 4 – RESEARCH FINDINGS.....	33
4.1 Validity and Reliability of the Questionnaire	33
4.2 Demographic and Background Findings	35
4.3 Descriptive Statistics.....	41
4.4 Inferential Statistics	48
4.4.1 Independent Samples t-test	48
4.4.2 Logistic Regression.....	51
4.4.3 ANOVA Results	57
CHAPTER 5 – CONCLUSION	64
5.1 Discussion of the Results	64
5.2 Recommendations for the Ministry	65
5.3 Limitations of the Study.....	67
5.4 Recommendations for Future Studies.....	68
5.5 Summative Conclusion	69
REFERENCES	71
APPENDIX.....	79

LIST OF TABLES

Table 1: Reliability and validity evaluation.....	34
Table 2: Demographic profile of the respondents (N = 322).....	36
Table 3: Descriptive statistics of the items measuring the quality of the instruction factor	42
Table 4: Descriptive statistics of the items measuring the class size factor	43
Table 5: Descriptive statistics of the items measuring the additional curriculum factor..	44
Table 6: Descriptive statistics of the items measuring the consideration of religious factor	44
Table 7: Descriptive statistics of the items measuring the parent-school relationship factor	45
Table 8: Descriptive statistics of the items measuring the school facilities factor	46
Table 9: Descriptive statistics of the items measuring the environment of learning factor	47
Table 10: Group statistics - independent t-test regarding the difference between private and public school choice to all factors	49
Table 11: Classification from the null model	51
Table 12: Omnibus Tests of Model Coefficients for block 1	52
Table 13: Model Summary for block 1	52
Table 14: Classification for block 1	52
Table 15: Omnibus Tests of Model Coefficients for block 2	53
Table 16: Model Summary for block 2.....	53

Table 17: Classification for block 2.....	53
Table 18: Logistic regression model results	55
Table 19: ANOVA results for parental age and academic and convenience factors.....	58
Table 20: ANOVA results for monthly income and academic and convenience factors .	59
Table 21: ANOVA results for paternal (fathers) education level and academic and convenience factors.....	61
Table 22: ANOVA results for paternal (mothers) education level and academic and convenience factors.....	62

LIST OF FIGURES

Figure 1: Research Conceptual Framework.....	26
Figure 2: Nationality and the Choice of School.....	38
Figure 3: Monthly Income and the Choice of School.....	38
Figure 4: Father Education Level and the Choice of School.....	39
Figure 5: Mother Education Level and the Choice of School	39
Figure 6: Father Job Sector and the Choice of School.....	40
Figure 7: Mother Job Sector and the Choice of School.....	40

CHAPTER 1 – INTRODUCTION

1.1 Introduction to the Research Context

Qatar National Vision 2030 is based on four key pillars; Economic, Human, Environmental and Social Development (Qatar Chamber, 2017). It is not possible for Qatar to grow its economy and society if its resources and human capital are not developed. According to QNV 2030, human development involves a modern and holistic health care infrastructure that is available to all the citizens. It also includes a good educational system which meets the best international standards; equipping students from Qatar with the knowledge to face world challenges confidently and become future entrepreneurs, innovators, and professionals. A good education system and equal chances will drive Qataris to improve in all areas of their country's economy (Hukoomi, 2017). The educational system should be able to equip students with the knowledge to accomplish their goals and to satisfy the requirements of Qatar's society which include:

- Training programs and educational curricula that is able to satisfy the current and future requirements of the skills market
- Excellent educational and training openings which are in line with each individual's goals and skills
- Educational programs which are accessible for life-long learning.

The education system of Qatar is directed and controlled jointly by the Ministry of Education and Higher Education at all levels. The Emiri Resolution No.9 2016 of the organizational structure of the Ministry of Education and Higher Learning has enabled

the Ministry of Education to undertake all education-related responsibilities and tasks. Departments such as learning resources, student and teachers affairs, curriculum, early education, and educational supervision are considered as fundamental by the Ministry of Education. The Ministry of Education and Higher Education in Qatar focuses on internal audit, publishes relevant circulars, and news follows up matters related to quality and planning and legal affairs through the Department of Public Relations and Communication in the local media. Besides, the Ministry of Education and Higher Education takes up the development of educational policies, plans, training and development, research and strategies of the ministry employees in providing an integrated educational system of educational services. The aim of the integrated education is attaining Qatar Vision 2030, which is entirely based on the development of advanced society in ensuring prosperity for citizens by 2030 (Ministry of Education and Higher Education - About MOE, 2017).

Qatar's education system consists of 6-year elementary cycle which is followed by a 3-year preparatory cycle, and a three year secondary cycle. After completing the secondary cycle, students join labour markets or higher learning institutions such as universities. In Qatar, the elementary and primary education is compulsory among people. All the initial schools in Qatar were religious. Quranic schools were prevalent in Qatar, where the young boys were guided in learning to recite the Quran alongside gaining crucial Arabic literacy skills. In 1952 the initial secular elementary school for the boys was established, which led to the development of education system in Qatar. The first government ministry of education was established in 1956. Other than that, Girl's

schools in Qatar were developed in middle 1950 a time at which the secondary education was initiated. By 1980, the system in Qatar was fully established, such that there was the introduction of technical, general academic, commercial courses, and religious training (Education System of Qatar, Education Profile of Qatar, 2017).

According to statistics from the Ministry of Development Planning and Statistics, Qatar's population has increased by around 23.45% in the period between 2013 and 2016; this population is predicted to grow even further (Ministry of Development Planning and Statistics, Population And Social Statistics, 2017).

To prepare the human capital which is needed for implementing the Qatar National Vision 2030, and to satisfy the constantly increasing population in the country, the Minister for Education and Higher Education, Dr Mohammed bin Abdul Wahed Al Hammadi, has set a plan to open 99 government schools by the year 2030. He also plans to encourage investors to create more private schools. Overcrowding in the public schools made the government to support the establishment of more private schools in Qatar as well as providing modern teaching methods which are in line with the worldwide subject in the educational sector (The Peninsula Qatar, 2017). The Ministry of Education has further permitted private schools considerable margins of freedom in various education sectors like the teachers' selection, encouraging small class sizes, and providing extra-curricular activities (The Policy of Academic Monitoring of Private Schools September 2016, 2017).

In recent years, the private schools demand in Qatar has greatly raised. A report published by the Ministry of Education and Higher Education indicated that the number of schools in Qatar has now grown to a total of 535 schools, both government and private. The schools have enrolled over 234577 students in the four levels of kindergarten, education- preparatory, primary and secondary. Currently, there are 245 private schools which have a total of 122227 students; this accounts for about 52% (Education statistical Bulletin May 2016 – 2017,2017).

The popularity of private schools is increasing among the people of Qatar; parents are constantly paying money to have their children attend international schools. The public schools took advantage of a large number of enrolling students after they were placed under the Ministry of Education and Higher Education and raised the quality standards. The main aim in the education sector is to allow all the students in Qatar to get a quality education, with school fees not being a determining factor. The competition will increase not only between private schools but also between private and public schools; this competition will help in promoting variety and improving education quality (Qatar National Development Strategy 2011~2016, 2017).

1.2 Significance of the Study

According to a study conducted by Ikhlef & Knight (2013), Qatar is known for providing students with quality education in both public and private schools. The environments for student-centered learning and teaching in Qatari basic math and science classrooms have greatly improved. The relationship between classroom processes and

achievement of curriculum standards has also improved. The public schools in Qatar spend significant time trying to ensure quality education. However, they are limited in their ability to offer high-quality education because they have a relatively low teacher to student ratios. This means that one teacher must oversee very many students, thereby reducing the quality of education. By contrast, private schools have a relatively high teacher to student ratios. This means that teachers have to oversee far fewer students, which increases the quality of education in private schools. The same study also shows that teachers in private schools receive improved training and the students and teachers are more motivated. Another study by Nasser (2017), Qatar's public education is faced with complications such as overpopulation, lowly qualified teachers, and poor learning infrastructure. The same study suggests that not all private schools in Qatar are in a position to offer quality education; some parents who have their children in private schools are not usually contented with the performance despite paying large amounts of money.

When the performance disappoints the parents, who are the main consumers, and it does not meet their expectations, it leads to the parents' dissatisfaction on the quality of education that is being offered in Qatar despite huge amounts of money the government spent to ensure that high-quality education is provided to all children. This failure also affects other education consumers and stakeholders in the sector such as the government itself, traders who rely on schools for their business.

Due to the inconsistency of the performance of private and public schools in Qatar, there is need to conduct thorough research in establishing the potentials and challenges, as well as determining important features of successful schools in Qatar. Although there have been several global studies on school choice, few have focused on Qatar resulting. Past studies that that were conducted outside Qatar have found that parents prefer private schools because of the school's small class size, quality buildings, up-to-date information technology, and overall high performance. By contrast, other parents prefer public schools because they are more affordable, especially for parents from lower social classes (Claire, 2015).

There is few similar research that has been conducted focusing on investigating the significant factors that influence parents in their choice for public or private schools in Qatar. This study seeks to fill the existing knowledge gap by investigating the factors related to school choice from the perceptions of parents in Qatar. The finding of this research, therefore, will make a significant contribution by providing a useful addition to the literature on private and public school choice in Qatar. Moreover, the findings will enhance the decision-makers understanding of reasons and perceptions influencing school choice which will help the Ministry of Education and Higher Education in its future policy decisions regarding education.

1.3 Research Objectives

The objectives of this study are:

1. Investigate factors that significantly influence parents in Qatar in their preference for private or public schools for their children.
2. Determining effects of independent variables on the parents in choosing either public or private school.
3. Availing recommendations on Qatar education policymakers to develop quality education systems.

1.4 Research Questions

1. Which factors influenced parents to consider enrolling their children in private or public schools?
 - Academic factors
 - Instructional quality
 - Additional curriculum
 - Class size
 - Consideration of religious
 - Parent-school relationship
 - Convenience factors
 - School facilities
 - Environment of learning
 - Social status determination

2. Do the outlined factors affect the parents' choice of public or private school varies

depending on:

- Monthly income
- Parent education level
- Parent age

1.5 Scope of the Research

This study consists of five chapters. Chapter One details the significance of the study, objectives and research questions. Chapter Two reviews the literature related to this study subject. Chapter Three includes the conceptual framework, hypotheses and describes the study's methodology. Following this, Chapter Four presents the data analysis and findings. Chapter Five reports and discusses the findings, make recommendations, presents limitations of the study as well as suggests recommendations for further research.

CHAPTER 2: LITERATURE REVIEW

The purpose of the literature review is to provide background information, discuss empirical studies, and examine theories related to the topic of the study, which is parental school choice. To achieve its objectives, the literature review has been divided into three major sections. First, the distinctions between public and private schools will be discussed in greater detail. Second, the importance of school choice will be described in terms of parental engagement and developmental goals. Third, empirical studies related to specific predictors of parental choice will be analyzed and synthesized.

2.1 Distinctions between Public and Private Schools

There are numerous distinctions between public and private schools that have been recognized in the literature. One distinction is that of cost. Public education is typically provided without direct costs, although there are indirect costs of acquiring academic materials. Private education is typically based on tuition although tuitions can be waived for students of high need or academic promise (Chen & Sönmez, 2006). Another distinction between public and private schools is that of instructional quality. Private schools, being subsidized through tuition rather than tax rolls, typically have larger budgets that can be applied to hiring better teachers, reducing the ration of students per teacher, and purchasing added instructional materials such as books and computers (Cowen, Fleming, Witte, Wolf, & Kisida, 2013). Also, private schools are often exempt from high-stakes testing and therefore, in theory, possess more freedom to devise more exacting academic standards for their students (Luis Bernal, 2005).

Finally, private schools are distinct from public schools in terms of socioeconomic factors (Bell, 2009). Private-school students represent an elective community formed from a stratum of society with higher levels of money, engagement, and academic ambition, whereas the public school system represents a cross-section of all the citizens in a given community. The self-selected nature of private schools often results in the formation of a private-school community that has markedly higher resources, ambitions, and capabilities than a comparable public-school community (Bosetti & Pyryt, 2007).

Qatar Context

The differences between private and public schools in Qatar are based on funding and curriculum. Public schools are state-funded. The amount of funding allocated to each Public school depends on the number of teachers and students (Hukoomi,2017).

Differently, the Private schools operate either as commercial establishments or non-profit community schools sponsored by their embassies (Hukoomi,2017). Public schools curriculum is guided by standards set by the Ministry of Education and Higher Education of Qatar. On the contrary, the private schools have unique curricula which consist of International Baccalaureate (IB), American, Indian, and British systems (The Policy of Academic Monitoring of Private Schools, 2016). The private schools are required to comply with all the admission decisions and policies made by Ministry of Education and Higher Education. For example, according to Ministry of Education and Higher Education Qatar, studying of Islamic education, Arabic language and Qatari History is compulsory for all students in private schools. This aims at enhancing national identity and values for students in private schools according to the aspirations of the Ministry of

Education and Higher Education to instill citizenship values and principles (Policy of Academic Monitoring of Private Schools, 2016). Due to the different systems adopted by the private schools, the private education consists of a wide selection of schools from kindergarten to Grade 12 all consisting of different curricula and languages.

2.2 The Importance of School Choice

School choice is important because of the correlation between schools and subsequent developmental pathways. In the past three decades, completion of college has become more positively correlated with higher salaries and better job opportunities. In a competitive educational marketplace, better colleges have better job placement rates, and better schools tend to place a disproportionately high percentage of their students in better colleges (Cohen-Zada & Justman, 2003). Therefore, school choice, even at the primary or secondary levels, has important ramifications for a student's future career and life prospects. In this respect, school choice can be understood from a competitive perspective in which the overarching purpose is to place students into the best possible schools (Zellman, Ryan, & Karam, 2011).

However, school choice should also be understood as a delimited phenomenon. Many parents do not possess the ability to choose schools. For economically disadvantaged and geographically immobile parents, the only viable choice is likely to be the local public school. School choice is more of a factor for parents who have the tangible and intangible resources necessary to be able to choose from among numerous school alternatives for their children (Chen & Sönmez, 2006).

The Qatari Context

Thus, Qatar's public school system has changed radically in the past 15 years. Before 2002, the government centrally controlled all public schools. Currently, the independent school system has replaced the concept of government schools, and, in consequence, the only two kinds of schools in Qatar are independent schools and private schools. The private schools of Qatar have long tended to be schools for the children of expatriates living in the country. However, Qatari children also attend private schools, many of which offer curricula that are based in British, American, or International Baccalaureate guidelines (Ikhlef & Knight, 2014). In Qatar, the guidelines for chartering a private school are provided and maintained by the Ministry of Education and Higher Education. Qatar's educational policy vis-à-vis private schools appears to have two main ends in mind, one of which is relatively recent. Given the prevalence of expatriates in Qatar, the government has long envisioned private schools as being a factor in attracting an expatriate workforce, particularly in the managerial class, to Qatar. However, from 2002 onwards, Qatar appears to be reframing its overall educational policy with a focus on international competitiveness. From this perspective, the simplification of the private school licensing process indicates the Qatari government belief in the ability of private schools to improve the education of Qataris as well as expatriates. Given the various advantages of private schools documented in the review of empirical studies, the Qatari government's increased attention to private schools seems to be justified.

2.3 Review of Empirical Studies

The purpose of this section is to describe, analyze, and synthesize empirical results that are relevant to the topic of the study. The discussion of empirical studies has been further subdivided into (a) academic factors, (b) the parent-school relationship, and (c) factors of convenience. Each section contains a discussion of studies pertinent to one aspect of parental school choice. Because of the existence of broad consensus in the literature about the characteristics and advantages of private schools, each pertinent point has been illustrated through the findings of several scholars.

2.3.1 Priorities and Major Issues in School Choice

One of the themes in the literature of school choice is the attempt of identifying the factors influencing parents valuing school choice by focusing on the considering the most significant criteria for choosing schools. Most of the studies are located in the United Kingdom and the USA.

Coldron and Boulton (1991), outlined 30 reasons influencing parental choice and summarizing them into four main categories. These categories are academic, organization, safe school and source. While Taylor (1996) outlined four major factors that attract parents in choosing certain schools which are convenience factors, religious and moral factors, academic factors such as quality of curriculum and high achievement and the closeness of school. According to Charles (2011), however, five main categories attract parents when choosing schools for their children. The categories are the quality of the instruction, supporting students learning, learning environment, school and parent relationship and resource management.

The study aims to identify the factors within the three main categories that significantly influenced Qatar parents' when making decisions on choosing schools for their children. The academic factors that are divided into four variables: the instructional quality, the consideration of religious, the class size and the additional curriculum. The second factor is the relationship between school and parents. The third factor is the convenience factors which are divided into three variables: the school facilities, the environment of learning and social status determinants.

2.3.1.1 Academic Factors

Numerous possible academic factors have been identified in the literature as informing parental decisions to choose private schools. Some of these factors are as follows: (a) Instructional quality, (b) the quality of relationships between teachers and students, (c) class size, (d) the presence of a rich curriculum and other supporting activities, and (e) treatment of religious preferences. Religion has historically played an important role in private schools. In many countries, public-school education no longer contains a religious component. Even in countries whose educational systems still include religious elements, the kind of religious instruction offered might not be considered appropriate by a parent (Opdenakker & Van Damme, 2006).

However, much of the recent literature on public schools focus on elements of instructional quality and other academic factors more so than on religious elements. Private schools have an economic advantage in that they are supported directly by tuition and bequests that, in many cases, allow private schools to amass much larger budgets, on a per capita basis, than comparable public schools (Chen & Sönmez, 2006). These

budgets are then utilized to hire better and more experienced teachers, buy more books and computers, and otherwise increase the resource base necessary to deliver an enhanced educational experience. One of the instructional quality advantages of private schools is the nature of the teacher-student relationship (Hastings & Weinstein, 2008). Often, teachers at private schools are more impassioned and experienced than their counterparts at public schools. Because private schools can often afford to pay more to teachers, they can attract teachers of a higher calibre, who, in turn, are more likely to form enriching relationships with their students (Jensen, 2010).

Anderman & Kaplan (2008), explained that the relationship between the students and teachers is of great importance in determining the school performance of the students. The authors realized the importance of teacher-student relationship when they measured the factors affecting performance. They illustrated that when the relationship between educators and students is healthy, the academic performance of the students is high. On the other side when the connection between the teachers and students is weak then the school performance of the students is also poor. Klem & Connell (2004), suggested that a good relationship between the teachers and students motivate students to work harder. Their study was based on the premise that the students tend to accept the education process when they relate well with their teachers. Teachers establish a good relationship with their students through promoting closeness and encouraging them even when they are not doing so well. Through encouragement and closeness between students and teachers, the students feel they must work hard to please their teachers.

Various authors explain that the relationship between teachers and students is significant regarding parents choosing a school for their children. A study conducted by Hughes & Kwok (2007) discovered that parents prefer schools where students and teachers have good relationships. The authors explained that parents majorly preferred private schools because they cultivate positive relationships between the students and teachers improving performance and students behavior.

In addition to being able to hire better teachers, private schools can reduce their class sizes thus improve students and teachers relationship (Sandström & Bergström, 2005). In public schools, class sizes are determined by two main forces: (a) budgets and (b) the need to provide an education to a larger base of students. Because public school education is construed as a basic right, no child can be turned away. Therefore, if a particular public school has a large population that it serves, it is also likely to have larger class sizes. Class sizes can also become a problem in terms of budgetary restraints that prevent public schools from hiring additional teachers. Because the budgets of public schools are determined by factors such as the existing tax base, public schools have little flexibility to hire additional teachers as a means of lowering the ratio of students per teacher (Meador, 2016).

The presence of a rich curriculum and supporting activities is also an important distinguishing feature of many private schools. In public schools, curricula are typically set in deference to national education standards, which, in turn, are designed to ensure that all students benefit. In this context, private schools can be more selective and exacting in their design of a curriculum. There are also other potential advantages

enjoyed by private schools in the domain of curriculum design (K. V. Greene & Kang, 2004). Private schools can, depending on the set of national laws to which are subject, evade certain curricular requirements or constraints.

Supporting activities constitute another possible input into parental school choice. In public schools, limited budgets often mean that certain activities—such as sports and entertainment activities for students—can not be adequately funded. The larger budgets of private schools make it possible for these schools to offer an expanded set of support offerings. Such offerings have often been observed to attract parents to private schools (Chen & Sönmez, 2006, p. 207).

2.3.1.2 The Parent-School Relationship

There are numerous aspects of the parent-school relationship that have been identified. The parent-school relationship can be considered from numerous perspectives, one of which is engagement. The level of engagement between a parent and a school—which is manifested in behaviors such as regularly attending school meetings, volunteering, donating, and other such activities—is a measure of parent-school relationship that is typically determined by factors such as the income, educational level, and parenting style of the parent (Fan & Williams, 2010; Hampden-Thompson et al., 2013).

Many studies report that enhanced relations amongst parents and the school improve students' behavior significantly. Topor, Keane & Shelton (2010) explain that one approach to help schools intending to unacceptable conduct among students is through involving parents. The authors suggest that while troublesome behavior could

spread among students, making them ineffective, parental inclusion in the school program could solve the issue. Virtanen and Rantti (2015) agree with Topor, Keane and Shelton (2010) and add that to create a healthy relationship between the parents and the school; parents are involved in decisions involving discipline. Through parental involvement in control policies in the school, teachers feel comfortable disciplining students to improve their behavior.

Several literatures indicates that parents are interested in taking their children to schools where they have a stable relationship with the school and where they are involved in making important decisions about the school. A study by Rehman, Khan and Triq (2010) in Pakistan found that most parents preferred private schools because they had the opportunity to be part of the school's committee. Most parents appreciated being part of the school's committee because they enjoyed the chance to control and be part of important decisions that could affect their children (Topor, Keane & Shelton, 2010). It is thus clear that parental involvement is a major factor that parents look into when making school choice for their children.

In the context of Qatar, the parent-school relationship can also be considered considering nationality. Qatar's Ministry of Education and Higher Education officially recognizes private schools that have connections with over 20 foreign nations. For expatriates in Qatar, sending their children to a private school associated with their home nation might reflect the belief that a stronger parent-school relationship can be formed by

national factors. Another possible factor in the parent-school relationship in Qatar could be the parental perception of how their children would be treated at a private school.

2.3.1.3 Factors of Convenience

There are numerous factors of convenience that can inform the decision to choose a school. Some of these factors are as follows: (a) school facilities, (b) social status determinants, and (c) learning environment and haven safety. One of the main such factors is that, for many parents, the decision to send a child to private school is highly inconvenient—if not impossible—in terms of cost, distance, and other factors (Cucchiara, 2013). For such parents, public school is a convenient alternative to private school. However, for many parents who choose to send their children to private schools, the perception of convenience is based on the ability to obtain access to a form of education, and overall educational experience, that could not be obtained at a public school. Thus, the psychological construct of convenience has been observed to function in different ways depending on the economic means and social emplacement of parents making school decisions on behalf of their children (Cullen et al., 2005).

The instruction quality depends significantly on the environment of the instructive foundation itself. For the most part, school comprises of the arrangement of school structures on a good site which incorporates the offices and the general surrounding given to the students to focus and learn (Smith, 2000). It represents a place that operates the complex organization in affecting the viewpoint of the people in terms of, school administration, school association and class distribution and also instructor viability. All in all, school altogether isn't a place that spotlights just on scholastic results, yet also

features the parts of individual or social advancement among individuals. Consequently, the school must incorporate the components of accommodation, security, and desirability. The instruction quality depends significantly on the environment of the instructive foundation itself (Rehman, Khan &Triq, 2010). It can be confirmed that certain reasons influence guardians in choosing the schools for their kids, for example, the level of guardians' training, the parents' profession, the classes estimate and the student-teacher ratio. School buildings may likewise influence the performance of students. Private schools promote students performance by building new structures or redesigning offices and classes.

The age and the design of school buildings have been described to contribute substantially to the student's performance. According to a study conducted in Qatar by Nessar (2017), modern classrooms with modern facilities resulted in high performance in students and old and less equipped school buildings were associated with low performance by the students. Various studies indicated that air conditioning and lighting have a substantial effect on students' performance. Claire (2015) postulated that schools ought to set up conducive environment through creating spotlight lights, welcoming wall colors and proper ventilation to promote students achievements. She suggested that students' performance was determined primarily by the environment that they study. Regarding the use of information technology, various studies have different findings on the influence of modern technology on students' attainment. Rabayan (2015) conducted a study to evaluate the impact of the utilization of laptops on the performance of students in

science. He found there are measurable contrasts between students who contemplated science utilizing modern technology programs with those who studied conventionally.

Regarding school safety, many investigations have stressed the significance of the status of the school as a haven as far as instructing and learning, given the dispute that any occurrence of violence and injury at school impacts on the students, as well as disturbs the instructive procedure at school. Duszka (2015) bolstered the claim that students exposed to violence are more probable to have a higher number of absenteeism cases, poorer school performance, and lower IQ and perusing capacities, while, a safe instructive environment, along with a secure feeling of care and well-being, often brings about higher academic achievement. The author further explains that due to the safe environment provided in schools, the students have an opportunity to concentrate on their studies thus promoting student achievement.

Various studies have proved that parents consider the safety of their children excellently when making school choice. A study by Great Schools (2013) looked into the thought processes of parents when making school choice for their youngster and discovered the top criteria mentioned by parents for evaluating schools are good teachers, curriculum and academics, and school safety. Duszka (2015) explains that school should not be a place that frightens students but instead a place that students feel happy to meet other students.

The Social background indicators among individuals include income, race occupation, the social economic status of the parents and the family possessions

(Catsambis, 1998). Additionally, social background indicators also include the importance of parents' occupational status. Parents with a high occupational status prefer private school over public school for their children (Rehman et al. 2010). On the other side, parents with a low status prefer public schools to private school. Furthermore, various factors are considered by parents before choosing a school for their children which includes, the performance of the school, qualifications of the staff working at the school, the size of the family and education level of the parents. According to Fairlie (2006), racial and ethnic disparities are also major social determinants of the school choice made by parents. The author realized that ethnic disparities are determinants of school choice from his study where he measured the reasons for the variances in school choice. Private schools are accessible to a more extensive group of parents because the expanding accessibility of private school vouchers that are focused to low-income family units in low wage, high minority, and school locale (Goldring and Rowley, 2006). The study shows social class creaming is present because parents with more extensive interpersonal networks and more access to data will probably take part in the process of school choice.

Income level is another factor which influences parents choice on the school to take their children because money is required for school fee (Rehman et al., 2010). In specific cases, there are parents with medium income that are well educated who discover approaches to guarantee their kids are admitted to the best private schools. Dronkers and Avram (2010), also presents cases where rich families decide the school choice of their children depending on their income and education level.

According to Luis (2005), many parents send their children to private schools is part of what has been described as social signaling. Social signaling is a form of demonstrative behavior whose purpose is to mark an individual or a unit (such as a family) as belonging to a special stratum of society. In the context of consumption, social signaling takes place when, for example, individuals wear expensive watches or clothes, live in large houses, or drive expensive cars. Such forms of consumption behaviors have a separate dimension of social signaling. Private schools are also part of a system of social signaling. By sending their children to private schools, parents are signaling that they are able to afford the tuition, which is an economic signal. However, in choosing private schools, parents also signal that they are caring and involved parents. In some cases, it seems that social signaling is sufficient motivation for parents to choose private schools for their children.

Qatar is a relatively wealthy country, with one of the highest gross domestic products, measured on a per capita basis, in the world. However, Qatar also has a working and middle class, and there are doubtlessly many Qatari parents for whom the economic convenience of sending their children to a public school would outweigh the conveniences of a private school. However, for wealthier Qataris, convenience can be considered in light of the academic quality and other private school factors for which parents are willing to pay.

CHAPTER 3 – RESEARCH METHODOLOGY

3.1 Theoretical Framework

The purpose of this sub-section of the chapter is to synthesize the empirical findings presented earlier into a single explanatory framework. One means of synthesizing the empirical findings is to note the existence of two diverging sets of motivations for choosing a private school. One set of motivations can be situated within the framework of rational decision-making, or, expressed in another manner, cost-benefit analysis. According to this framework, parents decide to send or not send their children to specific school by considerations related to academic quality, parents school relationship and other convenience that can easily be integrated into a rational decision-making system. However, the other set of motivations appears to be more irrational. For example, the decision to send a child to a private school solely by social signalling suggests that parents have not engaged in a true cost-benefit analysis of the schooling decision. Indeed, in economics, the consumption of a good—a so-called Veblen good (Eaton & Eswaran, 2009)—that is overpriced about what it delivers is treated separately from goods that are consumed on the basis of rational decision-making. Thus, one means of synthesizing the body of empirical literature on parental schooling decisions is to assign individual studies into one of these two categories, that is, (a) rational versus (b) irrational decision-making.

According to all previous studies in the literature review, Private school parents will differ in their perception of all aspects of schooling from public school parents.

Moreover, there will be a strong positive relationship between the perception of all factors and the choice of private school except for consideration of religious factor which will be higher for public schools according to the literature.

The conceptual framework in Figure (1) below illustrates the objectives of the study, which are to investigate the factors influenced parents to consider enrolling their children in private or public schools. Additionally, the study analyzes the relationship between parent social status and the outlined factors. The independent variables are (a) academic factors, (b) parent-school relationship factors, and (c) convenience factors, and the dependent variable is the decision to send a child to a private or public school.

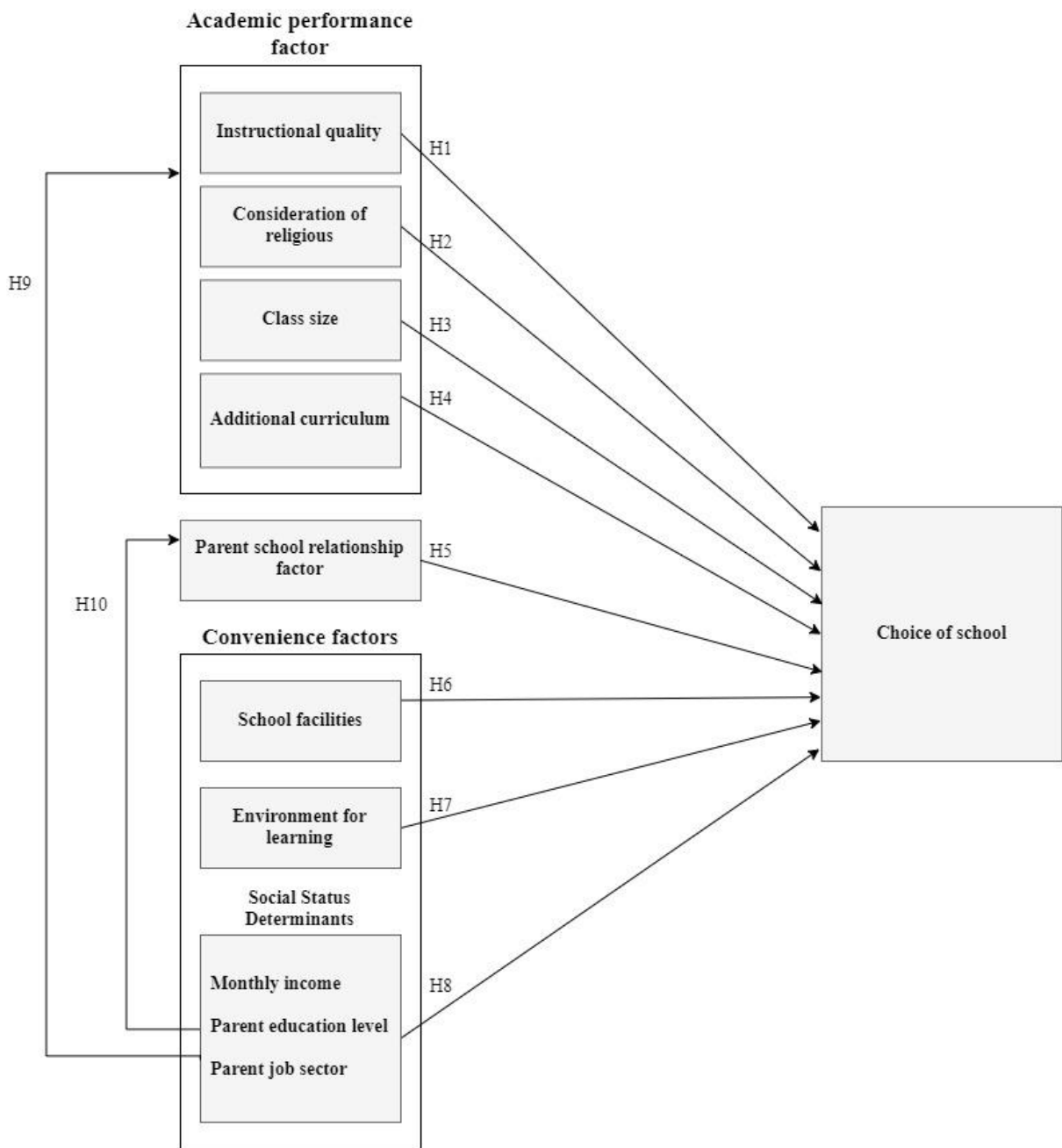


Figure 1: Research Conceptual Framework

3.2 Research Hypotheses

Based on the objectives of the research and the proposed conceptual framework above, the following hypotheses have been formulated:

H1: Parent perception of instructional quality is positively related to the **private** school choice

H2: Parent perception of consideration of religious is positively related to the **private** school choice

H3: Parent perception of class size is positively related to the **private** school choice

H4: Parent perception of additional curriculum is positively related to the **private** school choice

H5: Parent perception of parent-school relationship factor is positively related to the **private** school choice

H6: Parent perception of school facilities is positively related to the **private** school choice

H7: Parent perception of environment of learning is positively related to the **private** school choice

H8: There is a significant relationship between parents with high social status and the choice of **private** school

H9: High social status parents will consider academic performance aspects of schooling very important more often than low social status parents.

H10: High social status parents will consider parent-school relationship aspects of schooling very important more often than low social status parents.

3.3 Research Design and Instrument

To answer the research questions, a descriptive research design was adopted. An online English and Arabic questionnaire was designed and shared with the participants through various electronic platforms to collect data. The questionnaire consists of 45 close-ended questions and two open-ended questions. The online questionnaire has many advantages such as low cost as there is no papers and printing cost. Also, it allows using a wide range of electronic platforms to reach out to the participants. Moreover, it can be exported to statistical packages and save time. The questionnaire organized into four sections as follows:

A) First Section (Demographic): This section consisted of 14 demographic factors that are important for understanding the characteristics and the social status of the sample. Also, these questions were relevant since they aim to examine if there is any relationship between parental school choice behavior and parents' background (Hypotheses 8). These were Nationality, Age Group, Parental Educational Level, Parent Employment Status, Parental Job Sector, Monthly Income, Number of Kids, Child Educational Stage, Child Gender, Child School Type and Nationality. Moreover, the two most

commonly used indicators of social status which are Parental Educational Level and Monthly Income are essential to test Hypotheses 9 and 10.

- B)** Second Section: this measured the parents' perception of academic performance factor of their child school. Questions 3.7.1, 3.7.2, 3.7.3, 3.7.4, 3.7.5 and 3.7.6 were designed to measure the importance of instructional quality aspects regarding school choice (Hypotheses 1). Questions 3.7.7 and 3.7.8 were intended to measure the importance of class size concerning school choice (Hypotheses 3). Questions 3.7.9 and 3.7.10 were designed to measure the significance of the availability of extra additional curriculum regarding school choice (Hypotheses 4). Items 3.7.11 and 3.7.12 required to measure the importance of religious Consideration variable that could influence parents in their school choice (Hypotheses 2).
- C)** Third Section: this measured the parents' perception of the parent school relationship of their child school. Questions 3.8.1, 3.8.2, 3.8.3 and 3.8.4 were designed to measure the importance of parent-school relationship and get information about parents who showed an interest in aspects of administration when they choose schools for their children (Hypotheses 5).
- D)** Fourth Section: this measured the parents' perception of the convenience factors of their child school. The questions in this part were divided into two parts. The first part intended to determine the importance of school facilities regarding school choice and was measured by questions 3.9.1 to 3.9.7. The second part designed to assess the importance of environment of learning and school safety regarding school choice and was measured by questions 3.10.1 to 3.10.8.

E) The questionnaire that was used for data collection is in the Appendix. The five-point Likert scale was used for measuring each item in the questionnaire. The Likert scale is designed to examine how strongly the respondents agree or disagree with the statement on a five-point scale (Cavana et al., 2001). This research used 1 to represent 'strongly disagree', 2 to represent 'disagree', 3 to represent 'don't know', 4 to represent 'agree' and 5 to represent 'strongly agree.'

3.4 Sampling and Data Collection

The target population of this research was Qatari and non-Qatari parents in Qatar who have children in schools. Data were collected through a web-based questionnaire. The online questionnaire was designed on Qualtrics (mmqataru.eu.qualtrics.com) and distributed through various platforms including emails, Twitter, Instagram, Snapchat and WhatsApp using random sampling. Respondents were given sufficient time to fill the questionnaire which was two weeks. The questionnaire was sent 22th of November 2017 and ended on 5th of December 2017. A total of 864 responses was received, but only 322 of them were completed.

3.5 Statistical Analysis

In this study, only quantitative data were collected, and hence only statistical data analysis method was employed. Statistical Package of Social Science (SPSS 23) package was used in analyzing the collected data. The frequencies, means, standard deviation,

reliability coefficients, principal components were computed. Lastly, multiple regression models were used to test the hypothesis the study conceptual model.

1. The data collected was downloaded to an Excel sheet from the survey website.
2. The data were examined for missing and invalid values.
3. The data were coded. For example, strongly agree (5) strongly disagree (1)
4. The data were exported to SPSS
5. The reliability and validity of the collected data were tested by employing Cronbach's Alpha and corrected item-total correlation. The recommended value of Cronbach's Alpha is 0.70 or greater (Cavana et al., 2001).
6. Simple descriptive statistical tools including frequencies and proportions were calculated to illustrate the sample demographic information.
7. Descriptive statistics were used for all scale-items: mean, frequency and standard deviation.
8. Sample T-tests were run to determine the statistically significant differences between parents of public and private schools regarding seven factors: Quality of instruction, class size, additional curriculum, religious considerations, parent-school relationship, convenience factors, and learning environment
9. Logistic regression was used to determine the significant factors that of the influence parents to choose a specific school.

10. All the assumptions of the regression model were taken into consideration and evaluated.
11. An analysis of variance (ANOVA) was carried out to determine whether the identified factors differed based on parents' socio-economic, educational, and age characteristics.

CHAPTER 4 – RESEARCH FINDINGS

4.1 Validity and Reliability of the Questionnaire

Table 1 below shows the summary of variables included in this research, the number of items used for measuring each variable and reliability coefficient for each variable. Based on the data collected from the survey, it shows that the minimum Cronbach's alpha (0.70) was met by all constructs which means that the instrument has very good reliability (Cavana et al., 2001). Cronbach's alpha values ranged from 0.749 to 0.946. Regarding environment of learning variable, the number of items at the beginning was eight; however, two items were dropped because the Cronbach alpha for them was less than 0.70 which is not acceptable. All items loaded on their intended construct. Moreover, the Corrected Item-Total Correlation values for all items show a high correlation which was an indication of high convergent validity.

Table 1: Reliability and validity evaluation

	Instr uctio nal qualit	Class size	Additional curriculu m	Considerati on of religious	Parent- school relationshi p	School facilitie s	Environme nt of learning	Corrected Item-Total Correlatio n
3.7.1	.69							.833
3.7.2	.71							.808
3.7.3	.80							.706
3.7.4	.61							.807
3.7.5	.57							.775
3.7.6	.52							.715
3.7.7		.68						.660
3.7.8		.81						.660
3.7.9			.823					.625
3.7.10			.763					.625
3.7.11				.853				.609
3.7.12				.787				.609
3.8.1					.831			.676
3.8.2					.783			.618
3.8.3					.836			.685
3.8.4					.806			.651
3.9.1						.892		.847
3.9.2						.896		.852
3.9.3						.922		.887
3.9.4						.828		.768
3.9.5						.902		.861
3.9.6						.849		.791
3.9.7						.808		.745
3.10.1							.855	.760
3.10.2							.812	.707
3.10.3							.868	.783
3.10.4							.656	.543
3.10.5							.818	.726
3.10.6							.743	.638
Cronbach's Alpha	.921	0.79 2	.769	.749	0.829	0.946	0.882	

4.2 Demographic and Background Findings

Table 2 below contains an overview of the demographics of the 322 participants of the study. A majority (n = 231, 84.5%) of the participants were women. 50% of participants were in the 30-39 year age group, 25.2% were between 20 and 29 years, 20.8% between 40 and 49 years and 3.7% were between 50 and 59 years. Regarding nationality, 71.7% of the participants were Qatari while 28.8% were non-Qatari. For parent education level, more than 60% of fathers and 70% of mothers held a Bachelor's degree or above. For the income level, more than 50% of parents made over 30,000 Qatari riyals monthly, 16% made between 15000 to 25000 Qatari riyals monthly and almost 13% of them made between 5000 to 15000 Qatari riyals monthly. For fathers' job sector, 61.5% of fathers worked in the government sector, 27.6% worked in the private sector, 7.5% are self-employed, and 3.4% are not working. For mothers' job sector, 44.7% of mothers worked in the government sector, 10.9% worked in the private sector, 3.4% are self-employed, and 41% are not working. For the school choice, 204 parents (63.4%) in the sample had a child or children in private school, with the remaining 118 parents (36.6%) having a child or children in public school. A full demographic profile of the sample of the study is provided in Table 2.

Table 2: Demographic profile of the respondents (N = 322)

Demographic		Frequency	Percent
Nationality	Non-Qatari	91	28.3
	Qatari	231	71.7
Age	20-29	81	25.2
	30-39	162	50.3
	40-49	67	20.8
	50-59	12	3.7
Relation with the student	Father	50	15.5
	Mother	272	84.5
Monthly income	Under 5,000	3	.9
	5k-9k	19	5.9
	10k-14k	25	7.8
	15k-19k	26	8.1
	20k-24k	25	7.8
	25k-29k	39	12.1
	>30k	185	57.5
Father job sector	None	11	3.4
	Private	89	27.6
	Public	198	61.5
	Self-employed	24	7.5
Mother job sector	None	132	41.0
	Private	35	10.9
	Public	144	44.7
	Self-employed	11	3.4
Father education level	Bachelor	152	47.2
	Certificate/Diploma	34	10.6
	Master/ PhD	57	17.7
	Primary	28	8.7
	Secondary	51	15.8
Mother education level	Bachelor	207	64.3
	Certificate/Diploma	16	5.0
	Master/ PhD	30	9.3
	Primary	8	2.5
	Secondary	61	18.9
Child gender	Female	142	44.1
	Male	180	55.9
Child school type	Private	204	63.4
	Public	118	36.6
Child educational stage	Early childhood education	79	24.5
	Preparatory education	41	12.7
	Primary education	154	47.8
	Secondary education	48	14.9

Figures 2-7 below contain a visual depiction of the demographics of the sample as sorted separately for the parents of children in private school and the parents of children in public school. Figure 2 shows that there is no significant difference in the percentage of children in public or private schools for Qatari and non-Qatari parents. Regarding monthly income level, Figure 3 shows that the higher the monthly income, the greater the proportion of children in private schools. For parents' educational level, Figure 4 and Figure 5 show that the higher the level of education of parents, the higher the proportion of children in private schools than in public schools. For the parents' job sector, Figure 6 and Figure 7 show that the proportion of children in public schools is higher for parents who work in the government sector or who do not have work. However, the proportion of children is greater in private schools for parents who are self-employed or work in the private sector.

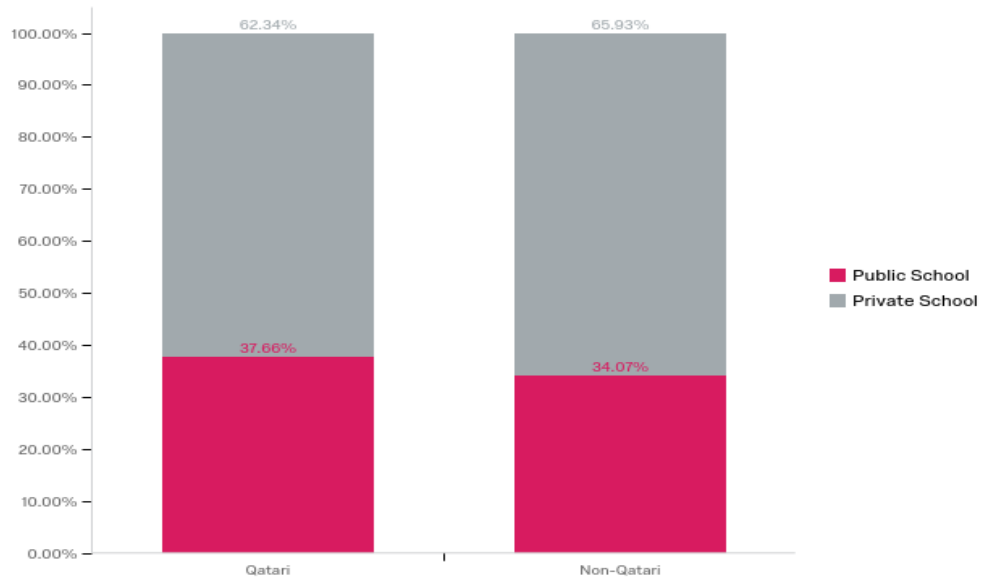


Figure 2: Nationality and the Choice of School

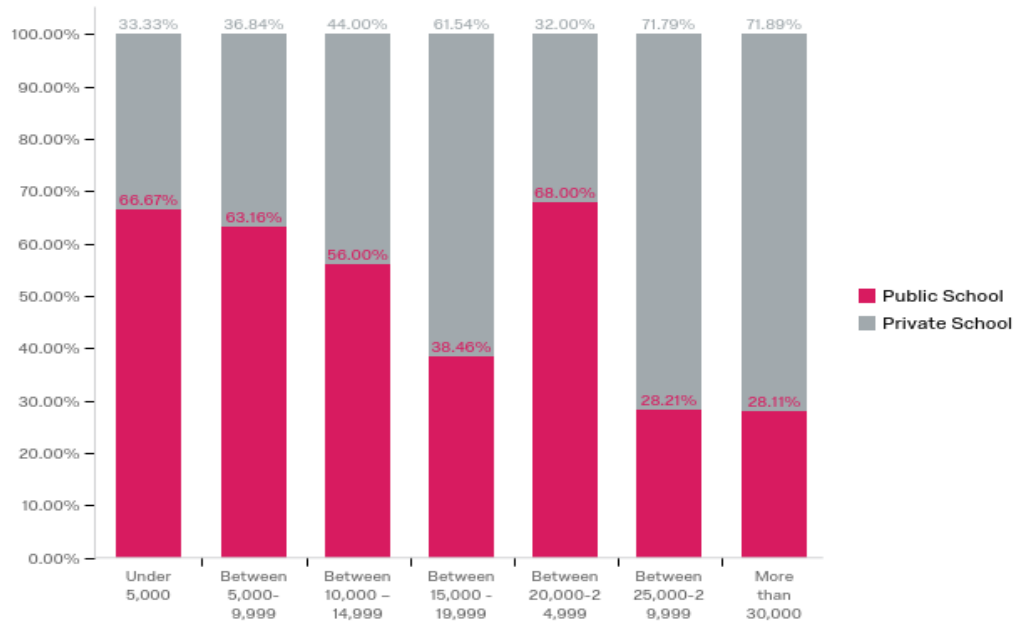


Figure 3: Monthly Income and the Choice of School

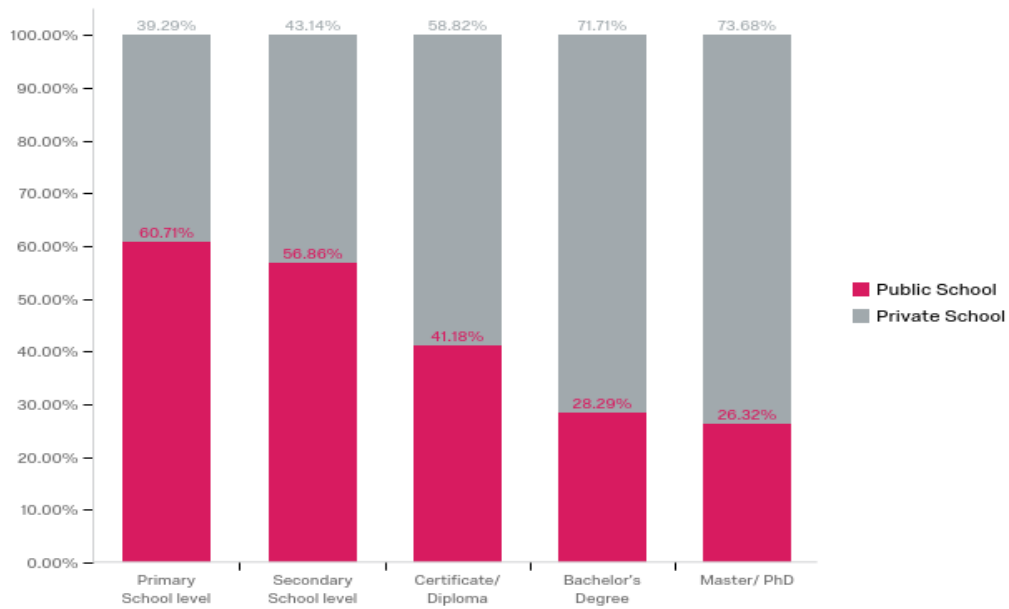


Figure 4: Father Education Level and the Choice of School



Figure 5: Mother Education Level and the Choice of School

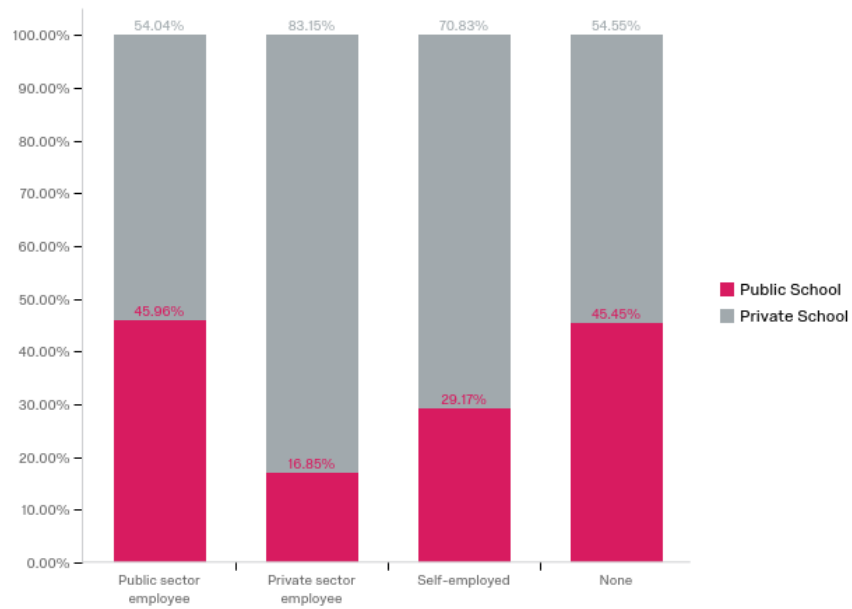


Figure 6: Father Job Sector and the Choice of School

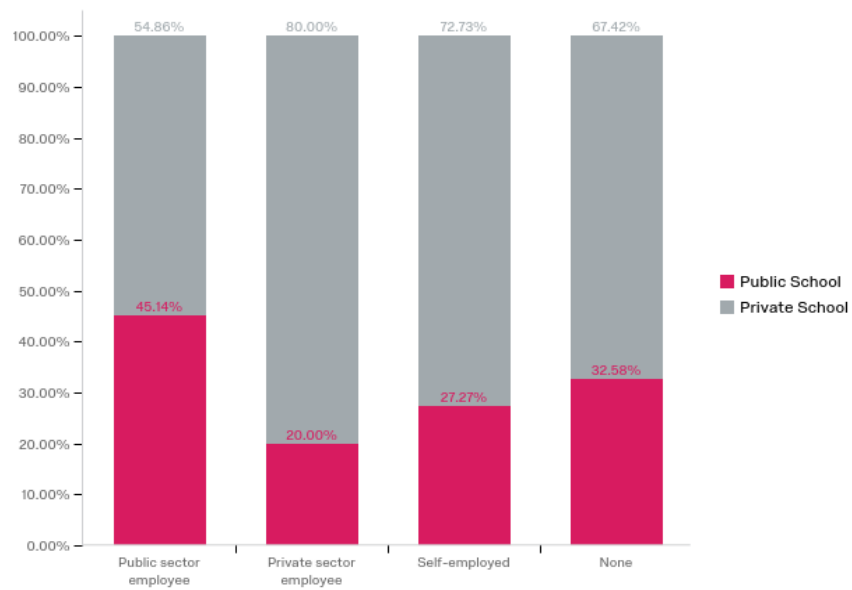


Figure 7: Mother Job Sector and the Choice of School

4.3 Descriptive Statistics

Descriptive statistics for the study were carried out through the creation of tables that presented the rank, mean, and standard deviation for numerous measures in the study, including the following:

- Academic performance factor which is divided into four dimensions that are quality of instruction, class size, additional curriculum and religious considerations
- Parent-school relationship
- Convenience factors which are divided into two dimensions that are school facilities and learning environment

Table 3 demonstrates the most important quality of instruction items for parents who have children in public and private schools. Regarding parents who have children in private schools, the most important item was: the school is doing a good job teaching mathematics, sciences and English. This was rated at 4.09 which is very close to the second-ranked item that was the education offered to students at the school is of high quality. The third most important item was: The school is doing a good job teaching subjects other than subjects mentioned, rated at 3.8 followed by the teaching strategies used at this school are innovative, teachers use advanced technology to deliver knowledge to students, such as computers, smart boards, projectors, and social media and teachers are well prepared and highly qualified which rated 3.79,3.79 and 3.74 respectively. In contrast, parents who have children in private schools, the most important item was: The education offered to students at the

school is of high quality which rated 3.61. The second important item was teachers use advanced technology to deliver knowledge to students, such as computers, smart boards, projectors, and social media that was rated 3.49. The third important item that was very close to the second is the school is doing a good job teaching subjects other than mathematics, sciences and English rated 3.42. On the other hand, the less important items were the school is doing a good job teaching mathematics, sciences and English, the teaching strategies used at this school are innovative, and Teachers are well prepared and highly qualified.

Table 3: Descriptive statistics of the items measuring the quality of the instruction factor

Quality of instruction	Private			Public		
	Rank	Mean	S.D	Rank	Mean	S.D
The education offered to students at the school is of high quality	2	4.05	1.028	1	3.61	1.295
The school is doing a good job teaching mathematics, sciences and English	1	4.09	.994	4	3.39	1.241
The school is doing a good job teaching subjects other subjects	3	3.80	1.123	3	3.42	1.277
The teaching strategies used at this school are innovative	4	3.79	1.096	5	3.28	1.233
Teachers are well prepared and highly qualified	5	3.74	.972	6	3.25	1.260
Teachers use advanced technology to deliver knowledge to students, such as computers, smart boards, projectors, and social media	4	3.79	1.160	2	3.49	1.279

The second dimension of the academic performance factor is the class size. Table 4 below shows that although the ranking for both items was the same for parents who have children in public and private schools, there is a big difference in their means. Parents who have children in private schools show higher perceptions about the importance of class size regarding school choice than parents who have children in public schools.

Table 4: Descriptive statistics of the items measuring the class size factor

Class size	Private			Public		
	Rank	Mean	S.D	Rank	Mean	S.D
The relationship between the teachers and students is very good	1	3.97	.999	1	3.42	1.243
Class size at the school is appropriate for effective learning	2	3.84	1.157	2	3.27	1.357

The third dimension of the academic performance factor is the offering of additional curriculum and activities. Table 5 below shows that there is a big difference in items mean between public and private school in the perception of parents. Private schools have a much higher score than public schools for this dimension.

Table 5: Descriptive statistics of the items measuring the additional curriculum factor

Additional curriculum	Private			Public		
	Rank	Mean	S.D	Rank	Mean	S.D
The school provides additional curriculum, such as other languages and computer sciences	2	3.76	1.098	1	3.21	1.287
The school provides extracurricular activities, such as sports, field trips, student clubs, volunteering, etc	1	3.93	.987	2	3.02	1.294

Table 6 represents the fourth dimension of the academic performance factor which is the consideration of religious. This dimension revealed a high level of agreement between parents in term of ranking however public schools have higher parents' perception than private schools for this dimension.

Table 6: Descriptive statistics of the items measuring the consideration of religious factor

Consideration of religious	Private			Public		
	Rank	Mean	S.D	Rank	Mean	S.D
The school emphasizes religion	2	3.55	1.310	2	3.80	1.318
There are prayer rooms	1	3.84	1.129	1	3.97	1.037

Table 7 demonstrates the most important items of parent-school relationship which also revealed a high level of agreement between participants in term of ranking, however, there is a slight difference in the perceptions mean for each item for parents who have children in private schools and parents who have children in public schools.

Table 7: Descriptive statistics of the items measuring the parent-school relationship factor

Parent-school relationship	Private			Public		
	Rank	Mean	S.D	Rank	Mean	S.D
The school provides sufficient opportunities for parents involvement in the school development	4	3.48	1.094	4	3.23	1.105
The school uses technology to provide parents with information about the progress of students at the school	2	4.07	1.125	2	3.71	1.206
Parents opinions are considered when important decisions are made	3	3.54	1.042	3	3.25	1.014
The parents and school - The school keeps me informed	1	4.12	.972	1	3.73	1.130

Table 8 and Table 9 represents the dimensions of the convenience factors which are school facilities and learning environment. Regarding school facilities, Table 8 shows that the most important item for parents who send their children to private schools are Electricity facility, sufficient fans, tube light and air conditioning are satisfactory and Availability of playground (indoor and outdoor). Followed by Furniture (desks, chairs) is

satisfactory, Blackboard, whiteboard, and audiovisual aids are sufficient, Classrooms are enough, according to the number of students, the school building is standard, neat, clean, airy and with boundary wall and finally Computer labs, laboratories, and library are available. On the other hand, Computer labs, laboratories, and library are available followed by Furniture (desks, chairs) is satisfactory were the most important items for parents who have children in public schools. The less important item for them was the availability of playground (indoor and outdoor) which was number one for parents who have children in private schools.

Table 8: Descriptive statistics of the items measuring the school facilities factor

School facilities	Private			Public		
	Rank	Mean	S.D	Rank	Mean	S.D
The school building is standard, neat, clean, airy and with boundary wall	4	3.80	1.158	3	3.78	1.241
Electricity facility, sufficient fans, tube light and air conditioning are satisfactory	1	3.91	1.084	4	3.77	1.165
Furniture (desks, chairs) is satisfactory	2	3.90	1.048	2	3.85	1.181
Classrooms are enough, according to number of students	4	3.76	1.116	5	3.65	1.165
Blackboard, whiteboard, and audiovisual aids are sufficient	3	3.82	1.031	6	3.70	1.112
Computer labs, laboratories, and library are available	5	3.78	1.066	1	3.86	1.072
Availability of playground (indoor and outdoor)	1	3.91	1.093	6	3.53	1.252

Regarding the school environment of learning and safety, Table 9 shows that the most important item for parents who send their children to private or public schools was: there is no physical abuse (knives) at the school. The second important item for both was: the school provides a safe and orderly environment for learning. The less important item for parents who send their children to private school was: Cheating is strongly not tolerated at the school. While for parents who send their children to public school the less important item was: School rules apply equally to all students.

Table 9: Descriptive statistics of the items measuring the environment of learning factor

Environment of learning	Private			Public		
	Rank	Mean	S.D	Rank	Mean	S.D
The school environment encourages teaching and learning	3	3.97	.997	3	3.59	1.149
School rules apply equally to all students	4	3.82	.987	5	3.48	1.107
The school provides a safe and orderly environment for learning	2	4.02	.890	2	3.81	1.111
The school has procedures to avoid substance abuse (drugs, alcohol)	5	3.61	.927	2	3.81	1.096
There is no physical abuse (knives) at the school	1	4.09	1.065	1	4.07	1.123
Cheating is strongly not tolerated at the school	6	3.57	.920	4	3.52	1.138

4.4 Inferential Statistics

4.4.1 Independent Samples t-test

Numerous inferential statistics were conducted for the study. The first set of inferential statistics were based on an independent samples t-test. The purpose of the independent samples t-test was to determine whether the mean scores of seven variables (Quality of instruction, class size, additional curriculum, religious considerations, parent-school relationship, convenience factors, and learning environment) differed between the parents of children in public schools and the parents of children in private schools. Table 10 below contains the group statistics for the seven variables, after which a discussion of their t-values and statistical significances has been provided.

Table 10: Group statistics - independent t-test regarding the difference between private and public school choice to all factors

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference
Instructional quality	Equal variances assumed	12. 128	.001	4.24 2	320	.000	.4707	.1109
	Equal variances not assumed			3.97 1	199. 153	.000	.4707	.1185
Class size	Equal variances assumed	11.71 8	.001	4.544	320	.000	.555	.122
	Equal variances not assumed			4.33 8	211. 606	.000	.555	.128
Additional curriculum	Equal variances assumed	9.863	.002	6.201	320	.000	.7312	.1179
	Equal variances not assumed			5.86 4	205. 423	.000	.7312	.1247
Consideration of Religious	Equal variances assumed	1.884	.171	2.047	320	.041	.2488	.1216
	Equal variances not assumed			2.102	264.5 40	.036	.2488	.1184
The relationship between the parents and school	Equal variances assumed	2.722	.100	3.195	320	.002	.32299	.10111
	Equal variances not assumed			3.10 2	223. 047	.002	.32299	.10413
School facilities	Equal variances assumed	1.458	.228	.956	320	.340	.10767	.11260
	Equal variances not assumed			.930	224. 255	.353	.1077	.1158
Environment for learning	Equal variances assumed	3.955	.048	1.452	320	.147	.1369	.0943
	Equal variances not assumed			1.38 6	211. 338	.167	.1369	.0989

The mean of instructional quality differed significantly between private and public school parents, $t(199.153) = 3.971$, $p=0.000$ ($p<0.001$). Private-school parents placed a significantly higher mean importance on instructional quality. The mean of class size differed significantly between private and public school parents, $t(211.606) = 4.338$, $p=0.000$ ($p<0.001$). Private-school parents were more likely to believe that class sizes were appropriate. The mean of additional curriculum differed significantly between private- and public school parents, $t(205.423) = 5.864$, $p=0.000$ ($p<0.001$). Private-school parents placed a significantly higher mean importance on additional curriculum factors. The t-test results also showed that there was a significant difference between parents who chose private schools and parents who chose public schools in term of consideration of religious: $t(322)= 2.047$, $p=0.041$ ($p<0.05$). The public school parents showed a higher score of 3.945, compared to the private school parents, who had a score of 3.696. Therefore, the consideration of religion in a school appeared to influence parents school choice significantly. The higher the rating of consideration of religious the more likely to choose public schools. The t-test results also revealed that there was a significant difference between private schools parents public schools parents regarding the parent-school relationship $t(230)= 3.195$, $p=0.002$ ($p>0.01$). The private school parents showed a score of 3.8039, compared to the public school parents who had a score of 3.4809. The higher the rating of parent-school relationship the more likely to choose private schools. Table 10 shows that there was not a significant difference between private and public schools parents ($p>0.05$) in term of school facilities and environment for learning aspects. Therefore, they have no significant effect on the school choice decisions.

4.4.2 Logistic Regression

A logistic regression analysis was run to measure the impact of academic factors, convenience factors and the effect of demographic variables on the school choice. In the first step, the independent variables (income, parent education and parent job sector) were entered. In the second step, the academic and convenience factors were entered as an independent variable.

Table 11 is the results of the intercept model. That is the Maximum Likelihood model if only the intercept is included without any of the independent variables in the analysis. In this part of the output, the percent of cases for which the dependent variable was correctly predicted was $63.4 = 204/322$.

Table 11: Classification from the null model

		Observed	Predicted		
			School Choice		Percentage Correct
			0	1	
Step 0	School Choice	0	0	118	.0
		1	0	204	100.0
Overall Percentage					63.4

Table 12, Table 13 and Table 14 were the results of adding the social status predictors only. Table 14 gives the percent of cases for which the dependent variables were correctly predicted by the model $73\% = 233/322$. Table 12 shows that the model was

significant, $\chi^2(20) = 85.602$, $p < .001$, Nagelkerke $R^2 = 0.319$. Thus, the social status predictors explained 23.3% of the variation in school choice (Table 13).

Table 12: Omnibus Tests of Model Coefficients for block 1

		Chi-square	df	Sig.
Step 1	Step	85.602	20	.000
	Block	85.602	20	.000
	Model	85.602	20	.000

Table 13: Model Summary for block 1

Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	337.535 ^a	.233	.319

Table 14: Classification for block 1

		Observed	Predicted		Percentage Correct
			School Choice		
			0	1	
Step 1	School Choice	0	59	59	50.0
		1	28	176	86.3
		Overall Percentage			73.0

Table 15, Table 16, Table 17 and Table 18 were the results of adding the social status predictors and the academic and convenience factors to the model. Table 17 gives the percent of cases for which the dependent variables were correctly predicted by the

model 82.9%. Table 15 shows that the model was significant, $\chi^2(25) = 170.667$, $p < .001$. Table 16 shows that the Nagelkerke R² was 0.563 which indicates that the model is good but not great. Thus, 41% probability of the choosing the private school is explained by the logistic model.

Table 15: Omnibus Tests of Model Coefficients for block 2

		Chi-square	df	Sig.
Step 1	Step	85.065	5	.000
	Block	85.065	5	.000
	Model	170.667	25	.000

Table 16: Model Summary for block 2

Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	252.470a	.411	.563

Table 17: Classification for block 2

		Observed	Predicted		Percentage Correct
			School Choice		
			0	1	
Step 1	School Choice	0	85	33	72.0
		1	22	182	89.2
		Overall Percentage			82.9

Table 18 below contains the results of the hierarchical logistic regression model. In this model, the predictors found to be significant, at $p < .05$, were monthly income, parental education, parental job sector, class size, additional curriculum, religion, parent-school relationships, and school facilities. The coefficients for monthly were negative at lower income levels and positive at higher income levels, indicating that as monthly income increased, so did the chance that parents would send their child or children to a private school. The same pattern was observed in educational levels. Higher levels of maternal education and paternal education were associated with positive coefficients, suggesting that the children of more highly educated parents were more likely to attend private school.

Additionally, the coefficients for class size, additional curriculum, and parent-school relationships were positive, whereas the coefficients for religion and school facilities were negative. Thus, parents who were more concerned about religious accommodations were less likely to send their children to private schools, as were parents who had concerns about school facilities. On the other hand, parents who believed in the importance of lower class sizes, an expanded curriculum, and better parent-school relationships were all more likely to send their children to private school.

Table 18: Logistic regression model results

	B	S.E.	Wald	df	Sig.	Exp(B)
MonthlyIncome			25.081	6	.000	
MonthlyIncome(5k-9k)	-1.191	1.465	.661	1	.416	.304
MonthlyIncome(10k-14-k)	-1.700	1.460	1.356	1	.244	.183
MonthlyIncome(15k-19k)	.145	1.432	.010	1	.919	1.156
MonthlyIncome(20k-24k)	-.936	1.472	.404	1	.525	.392
MonthlyIncome(25k-29k)	.631	1.415	.199	1	.655	1.880
MonthlyIncome(>30k)	1.129	1.382	.668	1	.414	3.093
FatherEducation			10.595	4	.032	
FatherEducation(Secondary)	-.155	.662	.055	1	.815	.857
FatherEducation(Certificate/Diplo	.705	.725	.948	1	.330	2.025
FatherEducation(Bachelor)	1.238	.629	3.873	1	.049	3.450
FatherEducation(Master/PhD)	.980	.688	2.029	1	.154	2.664
FatherJobSector			21.014	3	.000	
FatherJobSector(self-employed)	-.646	1.095	.349	1	.555	.524
FatherJobSector(private)	-.717	.966	.551	1	.458	.488
FatherJobSector(Public)	-2.543	.965	6.946	1	.008	.079
MotherJobSector			9.910	3	.019	
MotherJobSector(self-employed)	-.093	.939	.010	1	.921	.911
MotherJobSector(private)	.029	.624	.002	1	.963	1.029
MotherJobSector(Public)	-1.181	.399	8.758	1	.003	.307
MotherEducation			10.086	4	.039	
MotherEducation(Secondary)	2.726	1.302	4.388	1	.036	15.278
MotherEducation(Certificate/Diplo	2.718	1.469	3.423	1	.064	15.148
MotherEducation(Bachelor)	2.238	1.294	2.991	1	.084	9.377
MotherEducation(Master/PhD)	3.776	1.427	7.001	1	.008	43.662
Classsize	.552	.231	5.686	1	.017	1.736
Additionalcurriculum	1.246	.246	25.622	1	.000	3.477
Religion	-1.585	.279	32.160	1	.000	.205
Therelationshipbetweentheparents	.702	.272	6.677	1	.010	2.018
Schoolfacilities	-.757	.248	9.289	1	.002	.469
Constant	-.548	2.003	.075	1	.784	.578

The significant coefficients in Table 18 above were transformed into odds ratios (ORs) in order to more easily interpret the results of the study. The OR results are as follows:

- Fathers with a Bachelor's degree were 3.45 times more to send their children to private school as compared to fathers at all other levels of education.
- Fathers who worked in the public sector were 0.08 times as likely to send their children to private school as compared to fathers in all other employment sectors.
- Mothers who worked in the public sector were 0.31 times as likely to send their children to private school as compared to mothers in all other employment sectors.
- Mothers with secondary school level were 15.27 times as likely to send their children to private school as compared to mothers at all other education levels.
- Mothers who had Master or PhD education were 43.64 times as likely to send their children to private school as compared to mothers at all other education levels.

Regarding coefficient interpretations, rather than OR interpretations, the following effects were noted.

- A 1-unit increase in the perceived importance of class size was associated with a 1.736 log-odds increase in the probability of sending a child to private school rather than to public school.
- A 1-unit increase in the perceived importance of an additional curriculum was associated with a 3.477 log-odds increase in the probability of sending a child to private school rather than to public school.
- A 1-unit increase in the perceived importance of religious accommodations was

associated with a 0.205 log-odds decrease in the probability of sending a child to private school rather than to public school.

- A 1-unit increase in the perceived importance of parental-school relationships was associated with a 2.018 log-odds increase in the probability of sending a child to private school rather than to public school.
- A 1-unit increase in the perceived importance of school facilities was associated with a 0.479 log-odds decrease in the probability of sending a child to private school rather than to public school.

Based on the hierarchical logistic regression results, H3, H4 and H5 were supported, whereas H1, H2, H6 and H7 were rejected. H8 is partially supported.

4.4.3 ANOVA Results

An analysis of variance (ANOVA) was carried out to determine whether the identified factors differed based upon parents' socio-economic, educational, and age characteristics. First, an ANOVA was carried out with parental age as the sorting group. Table 19 below shows that there was no significant effect of parental age on the dependent variables of (a) perceived importance of instructional quality ($F = 0.351, p = .788$); (b) perceived importance of class size ($F = 0.167, p = .918$); (c) perceived importance of additional curriculum ($F = 0.754, p = .522$); (d) perceived importance of religion ($F = 0.482, p = .695$); (e) perceived importance of school facilities ($F = 1.371, p = .254$); and (f) perceived importance of environment for learning ($F = 0.963, p = .412$). However, there was a significant effect of parental age on perceived importance of parental-school relationship, $F = 2.996, p = .033$.

Table 19: ANOVA results for parental age and academic and convenience factors

		Sum of Squares	df	Mean Square	F	Sig.
Instructional quality	Between Groups	1.357	3	.452	.351	.788
	Within Groups	180.159	140	1.287		
	Total	181.515	143			
Class size	Between Groups	.706	3	.235	.167	.918
	Within Groups	197.183	140	1.408		
	Total	197.889	143			
Additional curriculum	Between Groups	2.946	3	.982	.754	.522
	Within Groups	182.380	140	1.303		
	Total	185.326	143			
Religion	Between Groups	1.727	3	.576	.482	.695
	Within Groups	167.266	140	1.195		
	Total	168.993	143			
The relationship between the parents and school	Between Groups	7.613	3	2.538	2.996	.033
	Within Groups	118.602	140	.847		
	Total	126.215	143			
School facilities	Between Groups	4.676	3	1.559	1.371	.254
	Within Groups	159.204	140	1.137		
	Total	163.880	143			
Environment for learning	Between Groups	2.461	3	.820	.963	.412
	Within Groups	119.270	140	.852		
	Total	121.731	143			

Second, an ANOVA was carried out with monthly income as the sorting group. Table 20 below shows that there was no significant effect of monthly income on the dependent variables of (a) perceived importance of instructional quality ($F = 1.969, p = .070$); (b) perceived importance of class size ($F = 1.279, p = .266$); (c) perceived

importance of additional curriculum ($F = 1.823, p = .094$); (d) perceived importance of religion ($F = 0.252, p = .695$); (e) perceived importance of school facilities ($F = 1.071, p = .380$); and (f) perceived importance of environment for learning ($F = 1.231, p = .290$). However, there was a significant effect of monthly income on perceived importance of parental-school relationship, $F = 2.463, p = .024$.

Table 20: ANOVA results for monthly income and academic and convenience factors

		Sum of Squares	df	Mean Square	F	Sig.
Instructional quality	Between Groups	11.244	6	1.874	1.969	.070
	Within Groups	299.839	315	.952		
	Total	311.083	321			
Class size	Between Groups	9.022	6	1.504	1.279	.266
	Within Groups	370.258	315	1.175		
	Total	379.280	321			
Additional curriculum	Between Groups	12.500	6	2.083	1.823	.094
	Within Groups	360.059	315	1.143		
	Total	372.559	321			
Religion	Between Groups	1.713	6	.285	.252	.958
	Within Groups	356.465	315	1.132		
	Total	358.178	321			
The relationship between the parents and school	Between Groups	11.310	6	1.885	2.463	.024
	Within Groups	241.041	315	.765		
	Total	252.350	321			
School facilities	Between Groups	6.078	6	1.013	1.071	.380
	Within Groups	298.073	315	.946		
	Total	304.151	321			
Environment for learning	Between Groups	4.911	6	.819	1.231	.290
	Within Groups	209.396	315	.665		
	Total	214.307	321			

Third, an ANOVA was carried out with paternal (fathers) education level as the sorting group. Table 21 below shows that there was no significant effect of paternal education on the dependent variables of (a) perceived importance of instructional quality ($F = 0.698, p = .594$); (b) perceived importance of class size ($F = 0.571, p = .684$); (c) perceived importance of additional curriculum ($F = 1.590, p = .177$); (d) perceived importance of religion ($F = 1.991, p = .096$); (e) perceived importance of paternal-school relationship ($F = 0.454, p = .769$); (f) perceived importance of school facilities ($F = 0.476, p = .380$); and (g) perceived importance of environment for learning ($F = 0.463, p = .763$).

Table 21: ANOVA results for paternal (fathers) education level and academic and convenience factors

		Sum of	df	Mean	F	Sig.
		Squares		Square		
Instructional quality	Between Groups	2.714	4	.679	.698	.594
	Within Groups	308.369	317	.973		
	Total	311.083	321			
Class size	Between Groups	2.715	4	.679	.571	.684
	Within Groups	376.564	317	1.188		
	Total	379.280	321			
Additional curriculum	Between Groups	7.328	4	1.832	1.590	.177
	Within Groups	365.231	317	1.152		
	Total	372.559	321			
Religion	Between Groups	8.780	4	2.195	1.991	.096
	Within Groups	349.398	317	1.102		
	Total	358.178	321			
The relationship between the parents and school	Between Groups	1.439	4	.360	.454	.769
	Within Groups	250.912	317	.792		
	Total	252.350	321			
School facilities	Between Groups	1.816	4	.454	.476	.753
	Within Groups	302.335	317	.954		
	Total	304.151	321			
Environment for learning	Between Groups	1.245	4	.311	.463	.763
	Within Groups	213.063	317	.672		
	Total	214.307	321			

Fourth, an ANOVA was carried out with maternal education level as the sorting group. Table 22 below shows that there was no significant effect of maternal education on the dependent variables of (a) perceived importance of instructional quality ($F = 0.975, p = .422$); (b) perceived importance of class size ($F = 1.023, p = .395$); (c) perceived importance of additional curriculum ($F = 0.407, p = .803$); (d) perceived

importance of religion ($F = 0.892, p = .469$); (e) perceived importance of paternal-school relationship ($F = 1.838, p = .121$); (f) perceived importance of school facilities ($F = 1.809, p = .127$); and (g) perceived importance of environment for learning ($F = 2.103, p = .080$).

Table 22: ANOVA results for paternal (mothers) education level and academic and convenience factors

		Sum of Squares	df	Mean Square	F	Sig.
Instructional quality	Between Groups	3.779	4	.945	.975	.422
	Within Groups	307.304	317	.969		
	Total	311.083	321			
Class size	Between Groups	4.835	4	1.209	1.023	.395
	Within Groups	374.444	317	1.181		
	Total	379.280	321			
Additional curriculum	Between Groups	1.905	4	.476	.407	.803
	Within Groups	370.654	317	1.169		
	Total	372.559	321			
Religion	Between Groups	3.988	4	.997	.892	.469
	Within Groups	354.190	317	1.117		
	Total	358.178	321			
The relationship between the parents and school	Between Groups	5.719	4	1.430	1.838	.121
	Within Groups	246.632	317	.778		
	Total	252.350	321			
School facilities	Between Groups	6.789	4	1.697	1.809	.127
	Within Groups	297.362	317	.938		
	Total	304.151	321			
Environment for learning	Between Groups	5.540	4	1.385	2.103	.080
	Within Groups	208.767	317	.659		
	Total	214.307	321			

Based on the ANOVA results, H9 and H10 were rejected. The importance of academic and convenience factors in the perception of parents was not dependent on their age, their socio-economic or their educational level.

CHAPTER 5 – CONCLUSION

5.1 Discussion of the Results

The main results of the study indicated that parents who choose private schools for their children are significantly different from parents who choose public schools. The purpose of this section of the conclusion is to discuss these significant findings in light of existing theories and empirical findings. The most important finding of the study, with respect to both theories and empirical findings related to school choice, was that income and parent education level were not significant determinants of the odds of choosing a private school (see logistic regression results in Table 18 above). As discussed in detail in the second chapter of the study, researchers have often discovered that private schools are disproportionately chosen by wealthy and educated parents (Dronkers & Avram, 2010) however this finding was not replicated in the current study. In specific cases, there are parents with medium income that are well educated who discover approaches to guarantee their kids are admitted to the best private schools (Rehman et al., 2010).

One plausible explanation for the failure of income to significantly determine school choice in Qatar is that parents do not perceive private schools to have advantages over public schools. In this study, it was found that, in fact, there were some reasons why parents perceived public schools to have advantages over private schools. Based on the logistic regression results presented in Chapter 4, it was found that parents believed public schools to possess advantages in terms of (a) religious consideration and (b) school facilities. Both findings were unexpected, as, according to the literature, private

schools have historically been more accommodating of denominational needs as well as more likely to possess better school facilities (Opdenakker & Van Damme, 2006).

However, certain findings were expected on the basis of previous findings. It was found that parents believed private schools to possess advantages in terms of (a) class size, (b) an additional curriculum, and (c) parental-school relations. Based on the literature, private schools are often considered to hold advantages over public schools in each of these assessment areas (Charles, 2011; Fan & Williams, 2010). Because of the absence of a weighted or ranked approach (as discussed subsequently in this chapter), it was not possible to determine whether the factors associated with pro-private school decisions were more or less important than factors associated with pro-public school decisions. However, it should be observed that the support for public schools found in the current study was limited in comparison to support for private schools. Public schools only enjoyed an advantage in two attitudinal categories.

Regarding the second question of the research, ANOVA results showed that the importance of academic and convenience factors in the perception of parents was not dependent on their age, their socio-economic or their educational level.

5.2 Recommendations for the Ministry

There are numerous recommendations for the Qatar Ministry for Education and Higher Education that can be made based on the results of this study. One set of recommendations can be made based on the need for further information. For instance, in the current study, parental preference for public schools' facilities and religious consideration was found. The Qatar Ministry for Education and Higher Education should

independently attempt to determine (a) whether, in fact, public schools in Qatar have strengths in the domains of religious consideration and facilities; and (b) what the bases for these strengths might be. In terms of what is known about Qatari educational policy, it could be the case that compulsory Islamic education in public schools could represent a perceived advantage for the parents of Muslim schoolchildren. Such a possibility would help to explain the findings of the study, in which, despite believing private schools to possess other advantages, parents were more likely to favor public schools for religious consideration.

More concerning, from the perspective of the Qatar Ministry for Education and Higher Education, is the lower perceived performance of public schools in numerous domains—in particular, in terms of added curriculum, class size, and parent-school relationships. The recent reform in Qatari educational policy, whereby independent schools were co-opted into the framework of public education in 2002, was designed to lead to a higher standard for all public schools. To the extent that parents in Qatar continue to perceive private schools as possessing several advantages over public schools, an important goal of Qatari educational policy is not being realized.

The findings of this study indicate that three domains in which the Qatar Ministry for Education and Higher Education could concentrate its resources are the domains of (a) additional curricula, (b) parent-school relationships, and (c) class size. In theory, if the Qatar Ministry of Education can (a) expand the curricula taught in public schools, (b) promote best practices in parent-school relationships, and (c) lower class sizes, public schools in Qatar should be able to achieve competitive parity with private goals. Such a

policy goal would require a concentration of budgetary resources on (a) researching how, and in what ways, to expand the curricula of Qatari public schools to match the curricula of private schools while remaining within the ambit of Qatari educational policy; (b) investing resources into understanding more about the relationships between parents and public schools and finding means of improving school personnel's ability to communicate with parents; and (c) using optimization and other techniques to reduce the ratio of students to teachers.

5.3 Limitations of the Study

The study had several important limitations. One of the limitations was that, even though the topic of the study was on school choice, parents were only asked where their child or children went to school. It is possible—and, on the basis of previous empirical findings that for many parents, public choice is not so much a choice as an economic necessity. However, in this study, parents were not asked whether they had truly chosen public schools. One of the consequences of this limitation is a lack of construct validity, as public-school enrollment might not reflect a choice, but, rather, a form of revealed behavior rooted in economic necessity.

Another limitation of the study was the absence of ranking or weighted models. Specifically, participants in the study were not asked about the relative importance of factors such as quality of instruction, class size, additional curriculum, religious considerations, parent-school relationship, convenience factors, and learning environment. If participants had been asked to rank the relative importance of these

factors, it would have been possible to learn more about the determinative factors of school choice.

5.4 Recommendations for Future Studies

There are numerous recommendations for future studies that can be made on the basis of the limitations of the current study. One such recommendation is for future scholars to ask parents about both (a) whether or not their children attend public or private school and (b) whether or not attending public school is a true choice. The validity of choice is an important consideration. It is likely that the most appropriate comparison to private-school parents consists of parents (a) whose children are attending public school and (b) who have made an actual choice to attend public school. It is not necessarily the case that the preferences of parents who have been economically compelled to send their children to public school can be reliably compared to the preferences of parents who have the ability to choose private schools for their children. In future studies, asking parents of public-school children about their choices, as well as their revealed behaviors, could allow future researchers to generate more useful insights about the dynamics of school choice.

Another recommendation for future studies is to ask participants about the relative weighting of determinative factors. Such weighting could allow an adjustment of the effects of certain variables (such as such as quality of instruction, class size, additional curriculum, religious considerations, parent-school relationship, convenience factors, and learning environment) on school choice. In future studies, participants could be asked to rank each factor, and this ranking could be used to create weights in logistic regression.

Qualitative studies can also add substantially to what is known of parental choice of schools. In the current study, it was found that parents do not have a uniformly positive view of private schools in Qatar; in the dimensions of school facilities and religious accommodations, for example, public schools were preferred. Given the complexity of preferences, qualitative interviews might be more successful in identifying the underlying determinants of school choice.

5.5 Summative Conclusion

The purpose of this quantitative, correlational, and survey-based study was to examine determinants of school choice in the context of the country of Qatar. Three hundred and twenty-two parents were sampled and asked questions relating to their (a) demographics, (b) school choices, and (c) attitudes to various variables related to school choice. Several important distinctions between private and public school parents were identified. In particular, it was found that (a) private-school parents placed a significantly higher mean importance on the parent-school relationship, (b) private-school parents were more likely to believe that class sizes were appropriate, (c) private-school parents placed a significantly higher mean importance on additional curriculum factors. The five most important statistically significant findings of the study were as follows: (1) A 1-unit increase in the perceived importance of class size was associated with a 1.736 log-odds increase in the probability of sending a child to private school rather than to public school. (2) A 1-unit increase in the perceived importance of an additional curriculum was associated with a 3.477 log-odds increase in the probability of sending a child to private school rather than to public school. (3) A 1-unit increase in the perceived importance of

religious consecration was associated with a 0.205 log-odds decrease in the probability of sending a child to private school rather than to public school. (4) A 1-unit increase in the perceived importance of parental-school relationships was associated with a 2.018 log-odds increase in the probability of sending a child to private school rather than to public school. (5) A 1-unit increase in the perceived importance of school facilities was associated with a 0.479 log-odds decrease in the probability of sending a child to private school rather than to public school. These empirical findings added to the highly limited body of knowledge on school choice in Qatar and demonstrated the usefulness of logit approaches to analyzing school choices.

The main limitations of the study were acknowledged as being a failure to measure genuine choice and the absence of weighting. Suggestions to correct these limitations in future studies were made. The main recommendations made to the Qatar Ministry of Education and Higher Education were as follows: (a) Research how, and in what ways, to expand the curricula of Qatari public schools to match the curricula of private schools while remaining within the ambit of Qatari educational policy; (b) invest resources into understanding more about the relationships between parents and public schools and finding means of improving school personnel's ability to communicate with parents; and (c) use optimization and other techniques to reduce the ratio of students to teachers. Applying these methods can assist Qatari public schools to become more competitive with private schools.

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APPENDIX

Dear Parent if you have kids in schools

We invite you to participate in our research study titled **“What do parents want? Study of factors that influence parental choice of private and public school in Qatar”**

The aims of this study will be to identify factors that significantly influence parents in Qatar in their preference for independent or private schools for their children.

1. Investigate factors that attract parents to either independent or private schools, factors behind their preferred schools.
2. Determining effects of independent variables on the parents in choosing either public or private school.
3. Providing the administrators and teachers of independent or private schools with factors for preference on either of the schools.
4. Availing recommendations on Qatar education policy makers to develop quality education systems.

The researcher assures you that the results of the analysis will be strictly used by the researcher for study purposes only and no individuals will be identified from their responses. Please note that there is no right or wrong answer, therefore, we seek your assistance to be as open, fair, honest as possible as you can in your responses.

Your participation should take between 5 to 10 minutes. The information collected will be kept strictly confidential and there are no requests for disclosure of confidential information in the questionnaire. Your participation is completely voluntary and you may withdraw from this study at any time.

The questionnaire comprises two parts:

1. Demographics
1. 2. Factors that may influence the choice of school by the parent (for one child only)
 - a. Academic performance
 - b. The relationship between the parents and school
 - c. Convenience Factors

If you have any questions you may contact me at
200552618@qu.edu.qa

Thank you for your valuable time

Shaima Ibrahim
MBA student/ Qatar University

Supervised by

Prof.Adam Mohamed Ali Fadlalla

Q2.1 Nationality/الجنسية

- Qatari/قطري (1)
- Non-Qatari (please specify)/قطري غير (2)

Q2.2 Age/العمر

- 20-29 (1)
- 30-39 (2)
- 40-49 (3)
- 50-59 (4)
- More than 60 years/سنة 60 من اكثر (5)

Q2.3 Relation with the student / بالطالب العلاقة

- Father / الاب (1)
- Mother / الام (2)

Q2.4 Does your partner work? / يعمل شريكك هل

- Yes / نعم (1)
- No / لا (2)

Q2.5 Your estimated monthly family income / للأسرة الشهري الدخل

- Under 5,000 / 5,000 من اقل (1)
- Between 5,000- 9,999 (2)
- Between 10,000 – 14,999 (3)
- Between 15,000 - 19,999 (4)
- Between 20,000-24,999 (5)
- Between 25,000-29,999 (6)
- More than 30,000 / 30,000 من اكثر (7)

Q2.6 Father's Employment / الأب وظيفة

- Public sector employee / العام القطاع في موظف (1)
- Private sector employee / الخاص القطاع في موظف (2)
- Self-employed / الخاص للحساب العمل (3)
- None / لا يوجد (4)

Q2.7 Mother's Employment / الام وظيفة

- Public sector employee / العام القطاع في موظف (1)
- Private sector employee / الخاص القطاع في موظف (2)
- Self-employed / الخاص للحساب العمل (3)
- None / لا يوجد (4)

Q2.8 Father's Education Level / للاب التعليمي المستوى

- (1) Primary School level/ العامة الثانوية من أقل
- (2) Secondary School level/ ثانوي
- (3) Certificate/Diploma/ دبلوم
- (4) Bachelor's Degree (Undergraduate) / جامعي
- (5) Master/ PhD (Postgraduate) دكتوراه / ماجستير

Q2.9 Mother's Education Level / للام التعليمي المستوى

- (1) Primary School level/ العامة الثانوية من أقل
 - (2) Secondary School level/ ثانوي
 - (3) Certificate/Diploma/ دبلوم
 - (4) Bachelor's Degree (Undergraduate) / جامعي
 - (5) Master/ PhD (Postgraduate) دكتوراه / ماجستير
-

Q2.10 Number of children in school / المدارس في الاطفال عدد

	Gender/الجنس		Type of school/المدرسة نوع	
	Male (1)	Female (2)	Independent school (1)	Private school (2)
Child 1 / الطفل 1 (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Child 2 / الطفل 2 (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Child 3 / الطفل 3 (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Child 4 / الطفل 4 (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Child 5 / الطفل 5 (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Child 6 / الطفل 6 (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Child 7 / الطفل 7 (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Child 8 / الطفل 8 (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Child 9 / الطفل 9 (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Child 10 / الطفل 10 (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q3.1 Please answer the questions below for one child only/ فقط واحد لطفل أدناه الأسئلة عن الإجابة الرجاء

Q3.2 Your child gender/ ابنتك-ابنك جنس

- Male / ذكر (1)
- Female/انثى (2)

Q3.3 Your child school type/ حاليا فيها يدرس التي المدرسة نوع

- Independent school / مستقلة مدرسة (1)
- Private school/ خاصة مدرسة (2)

Q3.4 Your child educational stage/ الدراسية المرحلة

- Early childhood education/ المبكرة الطفولة تعليم (1)
- primary education/ ابتدائي تعليم (2)
- Preparatory education/ اعدادي تعليم (3)
- secondary education/ الثانوي التعليم (4)

Q3.5 Your child school name/ المدرسة اسم

Q3.6 Payment mechanism for your child school / طفلك لمدرسة الدفع آلية

- You pay the full amount by your self / بنفسك المبلغ كامل تدفع أنت (1)
- You get full (100%) support from government/ your work/ الحكومة من (100%) الكامل الدعم على تحصل / عملك (2)
- You get partial support from government/your work/ عملك / الحكومة من جزئي دعم على تحصل (3)
- It is free / مجاني إنه (4)

Q3.7 Academic performance/ العوامل التعليمية I have enrolled my child in the school he/she is currently studying in because ألحقت ابني بالمدرسة التي يدرس فيها حاليًا لأن					
	Strongly Disagree (1)	Disagree (2)	Don't know (3)	Agree (4)	Strongly Agree (5)
The education offered to students at the school is of high quality/ المقدم التعليم جودة ذو المدرسة في الطلاب (1) عالية	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school is doing a good job teaching mathematics, sciences and English/ لان الرياضيات بتدريس تهتم المدرسة بشكل الإنجليزية واللغة والعلوم جيد (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school is doing a good job teaching subjects other than subjects mentioned in 2 above/ تدرس المدرسة لان اعلاه المذكورة غير الاخرى المواد (3) جيد بشكل	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The teaching strategies used at this school are innovative/ استراتيجيات هذه في المستخدمة التدريس مبتكرة المدرسة (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers are well prepared and highly qualified/ عاليا تأهالا مؤهلون المعلمون (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers use advanced technology to deliver knowledge to students, such as computers, smart boards, projectors, and social media/ المعلمون يستخدم المعرفة لتقديم المتقدمة التكنولوجيا الكمبيوتر، أجهزة مثل للطلاب، العرض، وأجهزة ذكية، ولوحات الاجتماعية الإعلام ووسائل (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The relationship between the teachers and students is very good/ بين العلاقة جدا جيدة والطلاب المعلمين (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Class size at the school is appropriate for effective learning/ في الطلاب عدد الفعال للتعلم مناسب الصف (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school provides additional curriculum, such as, other languages and computer sciences/ دراسية مناهج المدرسة توفر الأخرى اللغات مثل إضافية، الحاسوب وعلوم (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school provides extracurricular activities, such as sports, field trips, student clubs, volunteering, etc/ توفر المناهج خارج أنشطة المدرسة الرياضية، مثل الدراسية، ونوادي الميدانية، والرحلات، التطوعي والعمل الطلاب، (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school emphasizes religion/ بالجانب المدرسة تهتم الديني (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are prayer rooms/ للصلاة غرف هناك (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q3.8 **The relationship between the parents and school/بالمدسة الأمر ولى علاقة/** I have enrolled my child in the school he/she is currently studying in because لان حاليًا فيها يدرس بالمدسة ابني ألحقت

	Strongly Disagree (1)	Disagree (2)	Don't know (3)	Agree (4)	Strongly Agree (5)
The school provides sufficient opportunities for parents involvement in the school development/المدسة المشاركة كافية فرصا توفر لاتخاذ في الأمور أولياء تطوير في تسهم قرارات المدرسة (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school uses technology to provide parents with information about the progress of students at the school/المدسة مثل حديثة تقنيات تستخدم ورسائل الالكتروني البريد بمعلومات الاباء لتزويد الجوال المدرسة في أبنائهم أداء عن (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents' opinions are considered when important decisions are made/نظر وجهة بعين تؤخذ الامور أولياء القرارات اتخاذ عند الاعترار المهمة (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school keeps me informed/تبقى المدرسة باي علم على الامور اولياء جديد (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q3.10 Convenience Factors/ عوامل الرضا والراحة					
Environment for learning/ البيئة التعليمية في المدرسة/ I have enrolled my child in the school he/she is currently studying in because لان حاليًا فيها يدرس التي بالمدرسة ابني ألحقت					
	Strongly Disagree (1)	Disagree (2)	Don't know (3)	Agree (4)	Strongly Agree (5)
The school environment encourages teaching and learning/ المدرسية البيئة / والتعلم التعليم تشجع (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School rules apply equally to all students/ قواعد تطبق على بالتساوي المدرسة (2) الطلاب جميع	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school provides a safe and orderly environment for learning./ المدرسة توفر / (3) للتعلم ومنظمة أمنة بيئة	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school has procedures to avoid substance abuse (drugs, alcohol)/ إجراءات لديها المدرسة المخدرات تعاطي لتجنب والكحول (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is no physical abuse (knives) at the school/ أي توجد لا / في (السكاكين) جسدية إساءة المدرسة (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cheating is strongly not tolerated at the school/ مع التسامح عدم / المدرسة في الغش (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The school provides safe transportation for the students / لتوفر البيت من للطلبة الامن النقل (7) والعكس المدرسة إلى	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Proximity of the school's location/ موقع من المدرسة لقرب سكني (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q3.11 Do you have any additional comments, opinions, or concerns you would like to share? أي لديك هل مشاركتها؟ تود إضافية آراء أو تعليقات
